

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Secretariat

Enrolment Services
Senate and Curriculum Services
2016-1874 East Mall
Vancouver, BC V6T 1Z1
students.ubc.ca/senate

Vancouver Senate

AGENDA

THE FIFTH REGULAR MEETING OF THE VANCOUVER SENATE

WEDNESDAY, JANUARY 24, 2007

7:00 P.M.

ROOM 102, GEORGE F. CURTIS BUILDING (LAW), 1822 EAST MALL,
VANCOUVER CAMPUS

1. Senate Membership (information) -- Secretary Brian J. Silzer

- a. New Member of Senate
Dr. Douw Steyn, Principal *pro tem.*, College for Interdisciplinary Studies
- b. Replacement
Mr. Robert Taddei replaces Mr. Joseph Mergens as the Student Senator from the Faculty of Education
- c. Declarations of Vacancies
One faculty representative of the Faculty of Graduate Studies to replace Dr. Douw Steyn
Two faculty representatives and one student representative of the College for Interdisciplinary Studies

2. Minutes of the Meeting of November 15, 2006 -- President Stephen J. Toope (approval) (circulated)

3. Business Arising from the Minutes -- President Stephen J. Toope

4. Remarks from the Chair and Related Questions -- President Stephen J. Toope

5. From the Board of Governors -- Vice-President *pro tem.* George Mackie (information) Confirmation that the Board of Governors has accepted the recommendations of Senate in approving the following items (information)

Meeting of September 20, 2006

- a. Curriculum proposals from the Faculties of Applied Science (School of Nursing), Commerce & Business Administration, and Medicine.
- b. The establishment of the Technology Enabled Knowledge Translation Investigative Centre in Health (TEKTIC).
- c. The establishment of the James A. Moore Chair in Parkinsons Research.
- d. The establishment of the AstraZeneca Chair in Occupational and Environmental Lung Disease Research.

.../continued

From the Board of Governors, continued

Meeting of November 15, 2006

- e. The establishment of the College for Interdisciplinary Studies.
- f. Curriculum proposals from the Faculty of Graduate Studies regarding changes brought forward by the Faculties of Applied Science (School of Nursing), Arts, Education and Pharmaceutical Sciences.
- g. New awards.

6. Academic Policy Committee -- Dr. Paul G. Harrison

- a. Great Northern Way Campus -- Memorandum of Understanding Concerning Academic Governance and Administration of Degree Programs (approval) (circulated, with Appendices 1, 2, and 3)
- b. Faculty Membership in the Faculty of Graduate Studies (approval) (circulated)

7. Admissions Committee -- Dr. James D. Berger

Calendar Admissions Changes: Bachelor of Education (Secondary), Bachelor of Commerce, Faculty of Forestry (approval) (circulated)

8. Curriculum Committee -- Dr. Peter L. Marshall

Curriculum proposals from the Faculties of Arts, Applied Science, Commerce & Business Administration, Forestry, Graduate Studies, Medicine, and Science and revised graduate program statements (approval) (circulated)

9. Nominating Committee -- Dr. Rhodri Windsor-Liscombe

Terms of Reference for the Admissions Committee (approval) (circulated)

10. Student Awards Committee -- Dr. George Bluman

New Awards (approval) (circulated)

11. Tributes Committee -- Dr. Sally Thorne

- a. Candidates for Emeritus Status (approval) (circulated)
- b. Memorial Minute for Dr. David V. Bates (information) (circulated)

12. Ad Hoc Committee for the Review of U21 Global -- Dr. Robert Helsley

Review of U21 Global (approval) (circulated)

13. Report from the Vice-President, Academic & Provost *pro tem.* -- Dr. George Mackie

Establishment of the Centre for Hip Health, Faculty of Medicine (approval) (circulated)

14. Report from the University Librarian -- Guest Presenter Interim Deputy University Librarian Dr. Peter Ward

2005/2006 Annual Report of the University Librarian to the Senate (information) (circulated)

.../continued

15. Report from the Associate Vice-President, Enrolment Services & Registrar --

Mr. Brian J. Silzer

UBC Vancouver Academic Year 2007/2008 (information) (circulated)

16. Proposed Agenda Items

17. Other Business

Senate regulation 3.1.2 of the Rules and Procedures of Senate states that meetings will adjourn no later than 9:30 p.m.

Regrets: Lisa Collins, telephone 604.822.2951 or email: lisa.collins@ubc.ca

Vancouver Senate website: <http://www.students.ubc.ca/senate>

Okanagan Senate website: <http://okanagan.students.ubc.ca/senate/>

Council of Senates website: <http://www.students.ubc.ca/council/>

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Secretariat

Senate and Curriculum Services

Enrolment Services

2016-1874 East Mall

Vancouver, BC V6T 1Z1

www.students.ubc.ca/senate

Vancouver Senate

MINUTES OF NOVEMBER 15, 2006

Attendance

Present: President S. J. Toope (Chair), Mr. B. J. Silzer (Registrar and Secretary), Vice-President *pro tem.* G. A. Mackie, Dr. P. Adebar, Mr. B. Ahmadian, Mr. T. Ahmed, Dr. J. D. Berger, Dr. G. Bluman, Prof. C. Boyle, Dr. J. A. Brander, Ms. S. Brkanovic, Mr. B. Danin, Dr. E. Dean, Dr. W. G. Dunford, Mr. J. F. Fan, Dr. D. W. Fielding, Dr. I. M. Franks, Dr. C. Friedrichs, Ms. M. Friesen, Mr. C. Funnell, Dr. S. Grayston, Dr. D. Griffin, Dr. L. Gunderson, Dr. P. G. Harrison, Associate Vice-President J. Hutton, Dean M. Isaacson, Dean *pro tem.* M. Isman, Ms. J. Khangura, Mr. R. Lam, Mr. K. Liu, Mr. R. Lowe, Dr. M. I. MacEntee, Dr. P. L. Marshall, Ms. K. McAllister, Dr. W. McKee, Mr. W. B. McNulty, Mr. P. Orchard, Dean S. Peacock, Dr. P. B. Potter, Ms. C. Quinlan, Dean *pro tem.* A. Rose, Ms. E. Segal, Mr. B. Simpson, Dr. B. Stelck, Dr. D. Steyn, Ms. A. Thamboo, Dean R. J. Tierney, Mr. B. Toosi, Dr. M. K. Upadhyaya, Dr. R. Windsor-Liscombe, Dr. R. A. Yaworsky, Dr. J. Young.

By invitation: Mr. C. Eaton, Senate & Curriculum Services; Dr. J. Hepburn, Vice-President, Research; Dr. A. Kindler, Associate Vice-President, Academic Programs; Ms. M. Quayle, Deputy Minister, Advanced Education; Mr. T. Vincent, Assistant Deputy Minister, Students and Learning, Advanced Education.

Regrets: Dr. B. Arneil, Principal *pro tem.* L. Bainbridge, Dr. N. Banthia, Dean M. A. Bobinski, Mr. P. T. Brady, Dr. H. Burt, Dr. L. Chui, Dr. J. D. Dennison, Ms. G. Eom, Dr. W. Fletcher, Dean N. Gallini, Mr. C. L. Gorman, Dr. R. Harrison, Dr. R. Helsley, Dr. R. Irwin, Dr. J. Johnson, Ms. W. King, Dr. S. B. Knight, Dr. B. S. Lalli, Mr. M. Lane, Dr. A. McAfee, Dr. A. McEachern (Chancellor), Dr. D. McLean, Mr. J. Mergens, Dean D. Muzyka, Dr. D. G. Paterson, Dean J. N. Saddler, Dr. J. Sarra, Dean R. D. Sindelar, Dean G. C. E. Stuart, Dr. S. Thorne, Dr. D. Weary, Dr. R. Wilson, Dean E. H. K. Yen.

Recording Secretary: Ms. L. M. Collins.

Note: The full text of some reports to Senate is not included in the Minutes. Copies are available from the Assistant Registrar, Senate & Curriculum Services. Many reports are also available on the Vancouver Senate website at www.students.ubc.ca/senate.

Call to Order

Meeting Agenda

With the consent of the meeting, President Toope added two items to the agenda:

1. Introduction of a new Senator under “Senate Membership;” and
2. An item under “Reports from the Associate Vice-President, Enrolment Services & Registrar” on the Presidential Search Committee for the Appointment of the Vice-President Academic & Provost for UBC Vancouver.

Senate Membership

EX OFFICIO

Dr. George Mackie, Vice-President, Academic & Provost *pro tem.* replaced Dr. Lorne Whitehead following Dr. Whitehead’s decision to resign. President Toope expressed gratitude for Dr. Whitehead’s many contributions during his term as Vice-President. He welcomed Dr. Mackie to Senate and thanked him for his willingness to serve.

Minutes of the Previous Meeting

<i>Dr. Windsor- Liscombe Dr. Bluman</i>	}	<i>That the minutes of the meeting of October 18, 2006 be adopted as circulated.</i>
---	---	--

Carried.

Business Arising From the Minutes

HERITAGE CONSERVATION

Following Ms. Knight’s presentation on the Campus Plan process at the October meeting of the Senate, Dr. Windsor-Liscombe raised the issue of a heritage conservation policy for the campus. He noted that paragraph 27 (2) (e) of the University Act assigned responsibility for the conservation of heritage sites to the Board of Governors in consultation with the Senate. He asked whether the Academic Building Needs Committee could give some consideration to the appropriate role for the Senate and report back to Senate at a subsequent meeting. As Academic Building Needs Committee Chair, Dr. Adebar agreed that this topic was worthy of future discussion by the Committee.

Remarks from the Chair and Related Questions

None.

From the Board of Governors

The Senate received for information confirmation that the Board of Governors had accepted the recommendations of Senate in approving the following items.

Meeting of May 16, 2006

1. New awards.
2. Curriculum proposals from the Faculties of Applied Science, Arts, Commerce and Business Administration, Forestry, Graduate Studies, Land and Food Systems, Law, Science and the College of Health Disciplines.
3. Establishment of the National Centre for Business Law in the Faculty of Law.

Guest Presentation: *Advanced Education: Thinking Ahead*

Dean Isaacson introduced Deputy Minister Moura Quayle and Assistant Deputy Minister Tom Vincent from the Ministry of Advanced Education. Dean Isaacson explained that this special guest presentation was part of a series of topics of broad academic interest for Senate discussion. The Chair recognized Ms. Quayle and Mr. Vincent and invited them to address the Senate.

Ms. Quayle gave an overview of the structure of the Ministry of Advanced Education. The four divisions of the Ministry are: Post-Secondary Education; Students and Learning; Research, Technology, and Innovation; and Management Services. She noted that finance and administration services are shared between the Ministry of Advanced Education and the Ministry of Education. The Ministry of Advanced Education has identified for itself, the following values, roles and responsibilities: respect, learning, integrity, excellence, and balance.

The post-secondary education system in British Columbia showed remarkable growth since the 1960s. The number of students in public institutions had grown from approximately 14,000 in 1960/1961 to over 425,000 in 2006/2007. The allocated budget had grown from \$11.4 million to \$1.9 billion during that same time period. Between 2006 and 2012, the system is expected to

Guest Presentation, continued

continue to grow, but at a decelerating rate. The decline in growth was predicted to last until 2027.

The top priorities for the Ministry are as follows:

- **Access and Capacity:** investing to raise participation and lower required GPAs for admission. Ms. Quayle pointed out that the province is not at full utilization. One of the challenges is to ensure equitable distribution of seats across the Province;
- **Aboriginal Post-Secondary Education.** Aboriginal K-12 completion rates remain significantly lower compared to non-aboriginal students, although some improvement has been made. Mr. Vincent noted that the Ministry has set aside special project funding to encourage aboriginal student recruitment, retention, and transition to employment.
- **Student Financial Assistance.** Statistics on average student debt show that students are incurring more debt in financing their post-secondary education. Some of the increase is related to recent increases in tuition fees. Increased lending limits, however, mean that levels of unmet need are falling. Application processes have been streamlined. Mr. Vincent noted that the Ministry has experienced a decline in applications for financial assistance at the same time that enrolment is stable or increasing slightly. He suggested that, in a strong economy, fewer students are willing to borrow to participate in post-secondary education. The Ministry is monitoring in particular financial assistance issues related to students with children.
- **Literacy and Lifelong Learning.** According to a 2003 International Adult Literacy and Skills Survey (IALSS), approximately 40 percent of British Columbia adults did not have the literacy they need. Given the profound effect on overall productivity, the Ministry was seeking increased funding from the Treasury Board to expand its literacy work. Continued engagement by post-secondary institutions would be necessary in this area.
- **Quality of Private Post-Secondary Education.** Mr. Vincent indicated that, while quality control is more or less satisfactory for institutions designated as “universities” as part of their names, career training and ESL institutions pose a significant challenge.
- **Research and Innovation.** The Ministry of Advanced Education has committed over \$1 billion since June 2001 to research initiatives in B.C., including: Project Neptune (\$30.5 million); the Beaty Biodiversity Research Centre (\$16.5 million through BCKDF); UBC mental health research (\$10 million); Genome BC (\$45 million); and the Pacific Alzheimer Research Foundation (\$15 million).

In 2004/2005, 164,065 student seats had been funded, compared to 168,265 in 2005/2006. The utilization rate remained constant at 98.5 percent over those two academic years. Ms. Quayle indicated that the Ministry was reviewing its Strategic Investment Plan to determine the best way to make progress on the Ministry’s priorities.

Guest Presentation, continued

Ms. Quayle noted that collaboration between post-secondary institutions was an important theme. She emphasized the importance of ventures like the Great Northern Way Campus, and stated that she could envision additional similar partnerships developing in the future.

Ms. Quayle drew attention to the Campus 2020 planning process that aimed to shape the vision, mission, and goals for the post-secondary education sector for the following 10 to 20 years.

Campus 2020 included speakers' forums, an opportunity for online submissions, and a provincial symposium. Issues such as the role and mandate of private and public institutions as well as the optimal number of universities in the province were being discussed. [Secretary's note: more information about Campus 2020 is available at <http://www.campus2020.bc.ca>].

Ms. Quayle encouraged UBC students and others to consider a career in the public service, as there were many opportunities to help shape the future of the province.

DISCUSSION

Dean Isaacson thanked Ms. Quayle and Mr. Vincent for their presentation. In response to a question about future directions with respect to the number of seats available for students in professional, trades, and general education programs, Ms. Quayle stated that the trend was toward more targeted enrolment. She cited the example of the health care sector as one area where the government hoped to make progress. The Ministry of Advanced Education would be working closely with the Ministry of Health and professional associations to ensure sufficient numbers of graduates to meet the province's health care needs.

Mr. Liu noted that some professional salaries in British Columbia were as much as 20 to 30 percent lower than in other regions. Mr. Vincent noted that while salaries were set by the market, the provincial government offered interest relief and forgiveness of portions of student loans to professional graduates who were willing to work in underserved areas.

Guest Presentation, continued

Dr. Bluman raised the issue of mathematics education in the secondary education sector, expressing concern that only two percent of Aboriginal students typically complete Principles of Mathematics 12, compared to 25 percent overall. He further noted that Principles of Mathematics 12 was not universally available to students in BC secondary schools. Ms. Quayle acknowledged the issue; mathematics education would likely be a topic for discussion at a future joint executive meeting between the Ministry of Education and the Ministry of Education.

Mr. Ahmadian asked for more information about the less-than-full utilization rate for post-secondary education in the province. He asked whether, with full enrolment, the province could be graduating significantly higher numbers of engineers or other professionals. Ms. Quayle explained that the 98.5 percent utilization rate was an average across the province. While most of the universities were experiencing enrolments at or over funded targets, some of the northern colleges were operating at 75 percent utilization.

In response to a question from Dr. Dean, Mr. Vincent stated that British Columbia's secondary-school completion rate for non-Aboriginal students was higher than many other regions in Canada. BC completion rates also compared quite favourably on the international level. Although completion rates had never been higher than they were currently, Mr. Vincent noted that the strength of the economy would likely suppress the completion rate over the following few years.

Mr. Danin asked how the government determined which programs to fund. He also asked whether program ventures involving both private and public institutional partners might have unintended consequences for students, such as ineligibility for student financial assistance or higher tuition fees. Ms. Quayle responded that the provincial government planned to offer incentives to encourage collaboration between institutions, and agreed that it would be important to that students would not lose out as a result of these kinds of partnerships.

Guest Presentation, continued

In response to a question from Dr. Yaworsky, Ms. Quayle confirmed that the Ministry was considering building on the multi-campus university system model. She noted that asking an established institution to take on an additional campus (as UBC had done to establish UBC Okanagan) was not without its challenges. She encouraged interested parties to make submissions about futures for universities, colleges, and university-colleges in the province to Mr. Geoff Plant, Q.C., the Special Advisor charged with the Campus 2020 project.

President Toope thanked Ms. Quayle and Mr. Vincent for their presentation.

Candidates for Degrees

*Dr. Gunderson
Dr. Windsor-
Liscombe*

} *That the candidates for degrees and diplomas, as approved by the Faculties and Schools, be granted the degree or diploma for which they were recommended, effective November 2006, and that the Registrar, in consultation with the Deans and the Chair of the Vancouver Senate, be empowered to make any necessary adjustments.*

Carried.

Academic Policy Committee

As Chair of the Committee, Dr. P. G. Harrison presented the reports.

PROCEDURES FOR THE REVIEW OF ACADEMIC ADMINISTRATIVE UNITS

Dr. Harrison introduced a proposal to modify the policy on Reviews of Administrative Units. He indicated that the document was submitted to the Committee by Dr. Anna Kindler, Associate Vice-President, Academic Programs, and that the proposal had been reviewed on several occasions by the Committee of Deans. The following is an excerpt from the proposal.

Procedures for the Review of Administrative Units

Senate approved a policy on *Reviews of Administrative Units* in 1977 (<http://www.students.ubc.ca/senate/policies.cfm?ID=8>) which was slightly amended in 1983, and in

Academic Policy Committee, continued

December 1997 referred to the Academic Policy Committee the task of “consulting with Deans, Heads and Directors, reviewing and revising as appropriate, Senate's Statement of Policy on the Reviews of Administrative Units”. The current policy contains two clauses of particular relevance:

“3. Faculties are authorized and encouraged to design and approve statements of policies and procedures for the conduct of reviews of departments and other administrative units or programs within their responsibility.

4. Faculties' statements of policies and procedures for reviews should be submitted to the Senate for approval.”

A few Faculties have developed procedures but they are not well known to Senate. In May 2005 Senate heard a report on the SHINE 2010 initiative, adopted by the Board of Governors as a means for advancement of the quality of teaching and learning at UBC. One of the SHINE 2010 strategies is the development of mechanisms to ensure “better assessment of teaching and learning in all periodic reviews of academic units and programs”. Consequently the Office of the AVP Academic Programs set up a Working Group to consider and develop recommendations regarding procedures for the review of academic units. The members were:

Dr. Sheldon Cherry, Faculty of Applied Science

Dr. John Gilbert, College of Health Disciplines

Dr. Robert Tierney, Faculty of Education

Dr. Peter Ward, Faculty of Arts (Chair)

The Working Group report was discussed at the Committee of Deans and amended in response to comments received. Then the report was brought to the Senate Academic Policy Committee where further changes were introduced, mainly in the guidelines for the preparation of documents for the review committee. The report consists of a description of the processes and two appendices, one with guidelines for compiling the dossier of information for the review committee and a second with terms of reference for the review committee. The intention of the report is to ensure that academic units make thoughtful preparation for a review and that the information provided will assist the review committee to meet its mandate.

Note that although the policy is titled the *Reviews of Administrative Units*, the focus here is on *academic* administrative units in accordance with the direction to this Committee from Senate. Accordingly, the Academic Policy Committee recommends:

1. That the title of the Senate policy be changed from the Reviews of Administrative Units to the Reviews of Academic Administrative Units.
2. That Senate approve the attached Procedures for the Review of Academic Administrative Units with appendices as the minimum standards for processes to be used in and contents of reviews of academic units other than faculties, and that each faculty be required to abide by these standards unless or until Senate otherwise pro-

Academic Policy Committee, continued

vides specific procedures for those academic units within a faculty on that faculty's recommendation.

Respectfully submitted,
Paul G. Harrison
Chair, Academic Policy Committee

<i>Dr. Harrison</i>	}	<i>That the title of the Senate policy be changed from the Reviews of Administrative Units to the Reviews of Academic Administrative Units; and</i>
<i>Dr. Windsor-</i>		
<i>Liscombe</i>		

That Senate approve the Procedures for the Review of Academic Administrative Units with appendices as submitted by the Academic Policy Committee as the minimum standards for processes to be used in and contents of reviews of academic units other than faculties, and that each faculty be required to abide by these standards unless or until Senate otherwise provides specific procedures for those academic units within a faculty on that faculty's recommendation.

DISCUSSION

Dr. Harrison noted that there were several reasons a unit might undergo a review. He also pointed out that, while the recommended procedures would form good basis for any kind of review, additional information would be necessary for certain kinds of reviews, including those for professional accreditation.

Dr. Young raised three concerns:

1. The revised procedures were intended to apply to all academic units within a Faculty, but they appeared to be based on the current model for departmental reviews. Further consideration should be given to whether this model should apply to other kinds of units;
2. The recommended review documentation appeared to be unusual and unnecessary;
3. There appeared to have been a lack of consultation prior to submission to the Senate for approval.

Academic Policy Committee, continued

Dr. Harrison responded that the desired level of consultation within Faculties had been left up to individual deans, and that the Committee had not considered itself to be in a position to consult directly with unit heads.

Dr. Brander stated that the Faculty of Commerce & Business Administration comprised divisions and centres as opposed to departments, and that the procedures as presented would be unreasonable for non-departmental kinds of units.

There was discussion about whether the unit head's personal statement to the review committee ought to be confidential.

Dr. Friedrichs asked about the meaning of the phrase "one senior UBC faculty from outside the Faculty in which the review is held," noting that in Arts this role was commonly filled by someone from a different department but within the same Faculty. Dean Isaacson added that, in the Faculty of Applied Science, review committee members were all external to UBC, including one person from industry who was usually not a senior academic. Dr. Harrison responded that the presence of the word "normally" allowed for some flexibility.

Dean Isaacson expressed concern that the wording of the motion was restrictive. He suggested that the procedures be considered as guidelines rather than minimum standards applicable to all Faculties. He agreed with Dr. Young's concern about applicability to different kinds of academic units, citing the example of very small research centres. Dean Isaacson expressed the opinion that, while asking units to lodge their reports with the Secretary of Senate was a laudable goal, this requirement might be forgotten or ignored. Lastly, Dean Isaacson suggested that more thoughtful consultation with unit heads was necessary prior to presentation for Senate approval. He described the consultation that had taken place with the Committee of Deans as cursory in nature.

Academic Policy Committee, continued

MOTION TO REFER.

<i>Dean Isaacson</i>	}	<i>That the report be referred to the Academic Policy Committee for further refinement and consultation prior to presentation for Senate approval.</i>
<i>Dr. Young</i>		

Dean Tierney spoke in favour of the motion to refer. He was hopeful that the Committee could adjust the procedures so that they would be more workable within Faculties.

The motion to refer
was put and carried.

THE FUTURE DEVELOPMENT OF INTERDISCIPLINARITY AND THE FACULTY OF GRADUATE STUDIES AT UBC VANCOUVER

Dr. Harrison introduced a report entitled “The Future Development of Interdisciplinarity and the Faculty of Graduate Studies at UBC Vancouver.” The report recommended the establishment of a new College for Interdisciplinary Studies and the transfer of interdisciplinary units, interdisciplinary academic programs, and faculty appointments from the Faculty of Graduate Studies to the new College. Dr. Harrison corrected page 20 of the version of the report that was circulated to add the name of the Institute for Resources, Environment, and Sustainability (IRES) to the list of Institutes to be relocated in the proposed College for Interdisciplinary Studies.

Dr. Harrison recalled that the Vice-President, Academic & Provost had made a presentation to the Senate on this topic in September 2006. At that meeting, the Academic Policy Committee was directed to consider the report and to return to Senate with its recommendations. In the interim period, the Committee had spend considerable time reviewing the report and had received considerable feedback from across campus.

*Dr. P. G. Harrison
Vice-President pro
tem. Mackie*

- } That Senate resolve as follows, effective 1 January 2007:*
- 1) That Senate receive the report dated October 25, 2006 including the revised report of the same date entitled “Plans for the Future Development of Interdisciplinarity and the Faculty of Graduate Studies at UBC-V”, including its appendices (the “Plan”) and approve the recommendations therein;*
 - 2) That Senate recommend to the Board of Governors that the College for Interdisciplinary Studies be established as described in the Plan, to be led by a senior academic administrator titled the Principal;*
 - 3) That, upon the establishment of the College for Interdisciplinary Studies by the Board of Governors, all interdisciplinary units and interdisciplinary academic programs presently located in the Faculty of Graduate Studies be transferred to the College for Interdisciplinary Studies;*
 - 4) That Senate recommend to the Board of Governors that all faculty members who hold a faculty appointment in the Faculty of Graduate Studies shall have their faculty appointments transferred from the Faculty of Graduate Studies to the College for Interdisciplinary Studies;*
 - 5) That, subject to the University Act and the general authority for the academic governance of UBC Vancouver conferred upon the Senate by the University Act, the College for Interdisciplinary Studies shall have the authority to deal with the affairs of the College for Interdisciplinary Studies, as described in the Plan;*
 - 6) That the Faculty of Graduate Studies shall have the same responsibilities for those graduate programs and graduate students located within the College for Interdisciplinary Studies as the Faculty of Graduate Studies has for graduate programs offered by disciplinary faculties and their academic units;*
 - 7) That such person as may hold the office of Principal of the College for Interdisciplinary Studies shall be an additional member of Senate pursuant to section 35.1(2)(k) of the University Act.*

Academic Policy Committee, continued

DISCUSSION

Dr. Harrison acknowledged that the proposal could not include everything that everyone might like to see. He added that the document did not yet provide all of the details, as those would need to be worked through over time, guided by the inspiration of a new Principal. He noted that the initial structure of the College would possibly change over time, with movement of units in or out of the College.

Vice-President *pro tem*. Mackie thanked the members of the Academic Policy Committee and the academic community for their engagement in the very long process. He described the proposal as careful yet innovative. He thanked former Vice-President, Academic & Provost Lorne Whitehead for accepting the challenge and moving the proposal forward.

Dr. Stelck asked whether there would be an opportunity to be more inclusive of affiliated theological colleges. Dr. Harrison responded that he believed that the Committee for Interdisciplinarity would be very interested in those kinds of connections.

PROPOSED AMENDMENT

Dr. Potter thanked those involved for their hard work on the proposal. He noted that members of the Committee for Interdisciplinarity would have multiple responsibilities, and that it would be helpful to clarify their duty of care, in accordance with the principles of corporate and organizational governance. Dr. Potter proposed that the meeting entertain a friendly amendment stipulating that each member of the Committee for Interdisciplinarity had a duty of care and loyalty to the College for Interdisciplinary Studies and an obligation to avoid any actions to the detriment of the College. As the mover of the motion, Dr. Harrison indicated that he would not consider the amendment as friendly, given the intentional nature of the language in the report. Dr. Brander disagreed with Dr. Potter, expressing the opinion that the primary duty of care should be to the University as a whole rather than to the College.

Academic Policy Committee, continued

Dr. Adebar spoke in favour of the main motion, citing the idea of a formative review two years after the Principal takes office as an effective compromise.

Dr. Dean expressed her support for the motion, stating that this was a step toward reconsideration about the partitioning of knowledge into disciplines to study and understand.

Dr. Windsor-Liscombe spoke in favour of the main motion and expressed concern about the proposed amendment as possibly interfering with collegial understanding.

CORRECTION

Dean pro tem. Rose noted that Appendix C erroneously contained a list of all graduate programs at the University, whereas it should have contained only those programs transferring to the new College. The Recording Secretary was directed to amend the Senate record to reflect the corrected Appendix C.

The main motion
was put and carried.

President Toope expressed his congratulations and thanks to the group working on the proposal.

Dr. Harrison thanked in particular the members of the committee chaired by Dr. John Gosline, who had identified the major directions in the report.

Agenda Committee

CHANGES TO THE RULES AND PROCEDURES OF SENATE TO REFLECT THE ESTABLISHMENT OF THE COLLEGE FOR INTERDISCIPLINARY STUDIES

Dean Isaacson presented a report proposing changes to the *Rules and Procedures of the Vancouver Senate* following the decision to recommend establishment of the College for Interdiscipli-

Agenda Committee, continued

nary Studies. He recalled that Senate, at its September 2006 meeting, had directed the Agenda Committee to report to Senate on this matter.

<i>Dean Isaacson</i>	}	<i>That Senate amend Section 3.5 of the Rules and Procedures of Senate as follows (additions shown underlined):</i>
<i>Dr. Steyn</i>		

Membership and Officers of Senate

Current Membership of the Senate is as set out in Section 35.1 (2) of the University Act, with such other members with the following additions as permitted under Section 35.1 (2) (k) of the University Act:

Seven (7) additional representatives of the Convocation;

A representative of the professional librarians;

The Principal of the College of Health Disciplines;

The Principal of the College for Interdisciplinary Studies;

Two faculty members of the College for Interdisciplinary Studies, elected by and from the faculty members of that College;

One student from the College for Interdisciplinary Studies, elected by and from the students of that College;
and

That the Agenda Committee be directed to review the addition of these seats to the membership of Senate and report back - with recommendations for changes to the composition of Senate if necessary - by January 2008.

DISCUSSION: CONVOCAATION REPREENATATION

On behalf of the Convocation Senators, Dr. Yaworsky pointed out that the addition of four Senators served to dilute convocation representation. He asked whether the Senate would consider the addition of one Convocation Senator to maintain the previous balance. Dr. Yaworsky noted that in 1960, representatives of the convocation held 40 percent of Senate seats. By 2006, the percentage had decreased to 13 percent. The addition of four Senators as a result of the establishment of the College for Interdisciplinary Studies would further reduce convocation representation to 12 percent. Dr. Yaworsky pointed out that adding one Convocation Senator would

Agenda Committee, continued

maintain the status quo of 13 percent. Dean Isaacson suggested that the issue of convocation representation be considered separately from the main motion.

The motion was put
and carried.

Dr. Yaworsky
Dr. Adebar

}

That the Senate refer to the Agenda Committee the question of whether to increase convocation representation on the Vancouver Senate in light of changes to the composition of Senate resulting from the recommendation to establish the College for Interdisciplinary Studies; and

That the Agenda Committee be directed to make its recommendation(s) to the Senate on the matter no later than the January 2007 meeting of the Senate.

Carried.

Admissions Committee

As Chair of the Committee, Dr. Berger introduced the following two proposals:

1. Commencing September 2007 for applicants from a secondary school in BC/Yukon, the addition of First Nations 12 to the list of approved examinable Grade 12 courses and the deletion of First Nations Studies 12 from the list of Grade 11 course requirements; and
2. Commencing September 2007 for applicants following the American School Curriculum, the change to admission requirements to delete the minimum SAT and ACT + Writing test scores.

Dr. Berger
Dean Tierney

}

That the Senate approve the admissions changes as proposed by the Admissions Committee.

DISCUSSION

There was discussion about the proposed deletion of test-score minima, with some Senators expressing concern that American students would be lacking guidance about appropriate scores to obtain admission. Dr. Berger explained that the deletion was intended as an interim measure.

Admissions Committee, continued

Applicant test scores would continue to be collected in order to provide guidance to set new minimum scores at some point in the future.

The motion was put
and carried.

Curriculum Committee

Please see also 'Appendix A: Curriculum Summary.'

As Chair of the Committee, Dr. Marshall presented the curriculum proposals for approval.

<i>Dr. Marshall</i>	}	<i>That the Senate approve the new and changed graduate courses and the changed graduate programs brought forward by the Faculties of Applied Science (School of Nursing), Arts, Education, and Pharmaceutical Sciences as circulated.</i>
<i>Dr. McKee</i>		

Carried.

Nominating Committee

APPOINTMENTS TO THE COUNCIL OF SENATES

As Committee Chair, Dr. Windsor-Liscombe recommended the following appointments to the Council of Senates.

<i>Dr. Windsor-Liscombe</i>	}	<i>That Dean Mary Anne Bobinski be appointed to the Council of Senates Vancouver Representative Committee Five; and</i>
<i>Ms. Quinlan</i>		

That this appointment be made until the conclusion of this Senate (August 31, 2008), and be made with the understanding that should Dean Bobinski cease to be a member of the Senate, she will be replaced on the Committee by the Senate at its earliest convenience.

Carried.

Nominating Committee, continued

*Dr. Windsor-
Liscombe
Dean Isaacson*

}

*That Senate recommend to those members of
the Council of Senates who elect Committee
Chair representatives that the Chair of the
Admissions Committee serve on the Council of
Senates ex officio.*

Carried.

*Dr. Windsor-
Liscombe
Mr. Ahmed*

}

*That Mr. Bijan Ahmadian be elected to the
Council of Senates as a representative from the
Vancouver Senate.*

Carried.

Student Awards Committee

NEW AWARDS

See also 'Appendix B: New Awards.'

As Chair of the Committee, Dr. Bluman presented the new awards for approval.

*Dr. Bluman
Dr. Stelck*

}

*That the new awards be accepted and
recommended to the Board of Governors for
approval, and that letters of thanks be sent to
the donors.*

Carried.

Reports from the Associate Vice-President, Enrolment Services & Registrar

ENROLMENT 2006/2007

Mr. Silzer presented for information student enrolment statistics for the 2006/2007 academic year. He reported that enrolment was close to funded targets.

In response to a question from Dr. Bluman, Mr. Silzer clarified that the report on international students included only those enrolled under the International Student Initiative.

Reports from the Associate Vice-President, Enrolment Services & Registrar, continued

Dean *pro tem*. Rose asked why the report showed a different head count versus full time equivalent total for Ph.D students when all Ph.D students were considered full time. Mr. Silzer agreed to check and respond to the question at a later date.

PRESIDENTIAL SEARCH COMMITTEE FOR THE APPOINTMENT OF THE VICE-PRESIDENT ACADEMIC & PROVOST FOR UBC VANCOUVER

Mr. Silzer presented the following report:

As Senators are aware, with the resignation of Provost Whitehead, there is a need to move forward with a search as soon as possible. With this in mind, the Office of the President has informed us that there is need for the committee to be struck prior to the next meeting of Senate (13 December 2006). Further, recent revisions to the procedures in place to specify the composition of the Committee have not been considered by Senate. We have been informed that it is necessary for these changes to be enacted for this search committee to proceed with its work.

As such, under the provisions of Section 37 (1) (b) of the University Act, Senate is requested to resolve as follows:

Dr. Windsor-
Liscombe
Dean Tierney

} *That Senate delegate its authority as provided under Section 27(2)(f) of the University Act to the Nominating Committee for the purposes of approving changes to the procedures specified in Policy 18 for the composition of the search committee for the next Vice-President Academic & Provost;*

That Senate delegate its authority as provided under Section 37(1)(b) of the University Act to the Nominating Committee for the purposes of electing Senators to serve on the search committee;

That the Nominating Committee report back to Senate at the December 2006 meeting with a report outlining such matters as it has approved under this resolution; and

That the powers delegated above shall expire at the convening of the next meeting of Senate.

Reports from the Associate Vice-President, Enrolment Services & Registrar, continued

In response to a question from Dr. P. G. Harrison about the procedures for vice-presidential searches, Mr. Eaton stated that the Senate had last considered the procedures in May 1999. The Board of Governors had since made changes in July 2005, but due to an oversight those changes had not been approved by the Senate. The present motion was intended to allow the Provost search to begin, with the understanding that the Senate would consider the revised procedures at a later date.

Carried by the
required two-thirds
majority.

Tributes Committee

CANDIDATES FOR HONOURARY DEGREES (IN CAMERA)

On behalf the Committee, Associate Vice-President Hutton presented a list of candidates for honorary degrees. She reminded Senators that the names of the candidates were confidential until such time as the list was approved and the candidates had accepted the invitation to accept the degree.

<i>Associate Vice- President Hutton Dr. Dean</i>	<i>}</i>	<i>That the Senate approve the list of candidates for honorary degrees as presented by the Tributes Committee.</i>
--	----------	--

Carried.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled to take place on Wednesday, December 13, 2006.

APPENDIX A: CURRICULUM SUMMARY

Applied Science – School of Nursing

- 1) The following new courses:
 - a. **NURS 512** (3) Leadership in Nursing
 - b. **NURS 552** (3) Methods in Nursing Science
NB: By acceptance of this proposal, **NURS 550** and **551** are to be discontinued.
 - c. **NURS 586** (3) Specialized Domains of Nursing Practice
- 2) The following changed course:
 - a. **NURS 502** (3) Ethics and Politics of Nursing

Arts

- 3) The following program changes:
 - a. Change in program name from **Creative Writing/Film** to **Creative Writing/Film Production**
 - b. Change in name from **Film Studies** graduate program to **Film Production**
- 4) The following new courses:
 - a. **ASIA 510** (3/6) d Monastic Biography and Hagiography in East Asian Buddhism

Education

- 5) The following program change:
 - a. Change and restatement of requirements for graduate programs in **School Psychology**
- 6) The following new courses:
 - a. **EPSE 553** (3) Theories of Cognitive Assessment
 - b. **EPSE 554** (3) Practicum in Cognitive Assessment
NB: By acceptance of this proposal, **EPSE 536** will be discontinued.

Pharmaceutical Sciences

- 7) The following changed course:
 - a. **PHAR 590** (3) Research in the Pharmaceutical Sciences: Principles and Methods (formerly (2) credits)

APPENDIX B: NEW AWARDS

Peter N. AFFLECK Memorial Graduate Scholarship in Forest Policy: A \$1,500 scholarship has been endowed by friends, family and colleagues in memory of Peter Nelson Affleck (1951-2006), B.S.F. 1975, for a graduate student in Forestry with preference for a student pursuing studies in forest policy. Known across Canada as a leader and advocate for forestry, Peter enjoyed a career that saw him as a student employed in a sawmill in Port Alberni and in the woods. As a Professional Forester, he worked for MacMillan Bloedel and then as an independent consultant before turning to representing the industry through advocacy groups. He served as Vice-President of the Interior Lumber Manufacturers Association and then as Vice-President of Forestry with the Council of Forest Industries of B.C. The scholarship is made on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate Studies. (First award available for the 2007/08 Winter Session)

AMERICAN College of Dentists Award in Ethics and Professionalism: A \$1,000 award is offered by the American College of Dentists B.C. Section to a third or fourth year student who has demonstrated exceptional ethical and professional demeanour in clinical dentistry. The award is made on the recommendation of the Faculty of Dentistry. (First award available for the 2006/07 Winter Session)

Jason AURAMENKO Memorial Men's Golf Award: One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Men's Golf Team in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee to outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First awards available for the 2006/07 Winter Session)

BARRICK Gold Mining Engineering Scholarship: Scholarships totalling \$5,000 are offered by Barrick Gold Corporation to undergraduate students enrolled in the Mining Engineering Program in the Norman B. Keevil Institute of Mining Engineering in the Faculty of Applied Science. The award is made on the recommendation of the Institute. (First awards available for the 2006/07 Winter Session)

Lillian Esther BEEK and Sterling Herbert Beek Memorial Scholarship: Scholarships totalling \$6,800 have been endowed through a bequest from Sterling Edwin Graham Beek in memory of his parents, Lillian Esther Beek and Sterling Herbert Beek, for graduate students in the School of Nursing who are conducting research in the area of community or population nursing. The awards are made on the recommendation of the School of Nursing in consultation with the Faculty of Graduate Studies. (First award available for the 2007/08 Winter Session)

Rod BELL-IRVING Thunderbird Rowing Award: One or more awards, which may range in value from \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Rowing Crew in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee for outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First awards available for the 2006/07 Winter Session)

Appendix B: New Awards, continued

Bev BRISCOE, FCA, Bursary in Accounting: A \$1,000 bursary has been endowed to honour Sauder School of Business Commerce alumna, Bev Briscoe, FCA, on the occasion of her receiving a Fellowship of the Chartered Accountants of B.C., to recognize her contribution to the profession and the community. The bursary is awarded to an undergraduate commerce student in the Accounting Option who is in need of financial assistance. (First award available for the 2006/07 Winter Session)

B.C. MEDICAL Services Foundation Ernest Theodore Rogers Bursary: Bursaries totalling \$5,000 are offered through the Vancouver Foundation by the B.C. Medical Services Foundation and the Ernest Theodore Rogers 1939 Fund to students in second year or higher of a program offered through the School of Nursing. The bursaries are valued at a minimum of \$1,000 each and are awarded on the basis of financial need to assist students in maintaining their aggregate educational debt at a reasonable level. (First awards available for the 2006/07 Winter Session)

Robin Woodsworth CAMPBELL Memorial Bursary: Bursaries totalling \$2,500 are offered by Henry (Harry) C. Campbell in memory of his son, Robin Woodsworth Campbell (1949-2002), for aboriginal students pursuing academic studies in one of the University's First Nations programs, with preference given to aboriginal students from British Columbia. Born in France at Neuilly-sur-Seine, Robin Campbell made his career as an artist on Hornby Island, B.C., working mainly in bronze, stone and clay sculpture. (First awards available for the 2007/08 Winter Session)

CANADIAN Dairy Commission Scholarship: Scholarships in the amount of \$30,000 per student per year for a maximum of three years for full-time Ph.D. students and \$20,000 per student per year for a maximum of two years for full-time M.Sc. students are offered by the Canadian Dairy Commission to graduate students in Food Science, Agricultural Economics or Animal Science whose thesis project has potential application to the dairy industry. The scholarships are only made available to Canadian citizens and Permanent Residents. The awards are made on the recommendation of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate Studies. (First awards available for the 2006/07 Winter Session)

Allen CLINGMAN Memorial Prize: A \$500 prize has been endowed by friends, family, colleagues and alumni in memory of Dr. Allen Clingman (1929-2005) for an outstanding graduate student in music education. Dr. Clingman taught at UBC for 33 years prior to his retirement as Department Head of Music Education in 1992; he was a dedicated advocate of community music education. The award is made on the recommendation of the Faculty of Education. (First award available for the 2007/08 Winter Session)

John DeFOREST Bursary in Mechanical Engineering: Bursaries totalling \$5,000 have been endowed by John DeForest for students in need of financial assistance who are enrolled in undergraduate study in the Department of Mechanical Engineering. (First awards available for the 2007/08 Winter Session)

Gerald DONEGAN, QC Prize in Canadian Constitutional Law: A \$300 prize has been endowed by Gerald Donegan, QC and his friends and colleagues at the Federal Department of Justice in honour of his retirement in 2006. The prize is awarded on the recommendation of the Faculty of Law to a student who

Appendix B: New Awards, continued

achieves high standing in Canadian Constitutional Law. (Partial award available for the 2006/07 Winter Session)

Margaret Stewart ESSON Memorial Bursary in Nursing: Bursaries totalling \$2,500 have been endowed by the family of Margaret Stewart Esson for students in need of financial assistance who are enrolled in undergraduate study in the School of Nursing. (First awards available for the 2007/08 Winter Session)

FASKEN Martineau DuMoulin LLP Bursary: Bursaries totalling \$750 have been endowed by Fasken Martineau DuMoulin for students in the Faculty of Law. (First awards available for the 2007/08 Winter Session. Disbursed amount will increase as firm's pledged donations add to endowment.)

FMIBC Scholarship in Forestry: A \$1,750 scholarship has been endowed by the Forest Management Institute of British Columbia (FMIBC) to commemorate the contributions of the Institute and its more than 350 graduates. FMIBC was established in 1985 to provide mid-career continuing education in silviculture and forest engineering to practicing forest professionals in B.C. The award is offered to a graduate student who has worked in the forest sector as a resource professional and is returning to university for further post-secondary study. The award is made on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate Studies. (First awards available for the 2007/08 Winter Session)

Robert W. FORD Scholarship in Medicine: Scholarships totalling \$9,000 have been endowed through a bequest by Robert W. Ford administered by the University of Victoria Foundation. The scholarships are offered annually on the recommendation of the Faculty of Medicine at The University of British Columbia to outstanding M.D. students in the Island Medical Program. (First awards available for the 2006/07 Winter Session)

Chris and Sophie FORNSSLER Bursary: Bursaries totalling \$1,250 have been endowed through a bequest by Walter Christian (Huddie) Fornssler to assist students in the Faculty of Medicine. (First awards available for the 2006/07 Winter Session)

Louis J. GALL Award in Mining Engineering: Service awards totalling \$9,000 have been endowed by Louis J. Gall (B.A.Sc.1944) for students with satisfactory academic standing in the Department of Mining Engineering who have demonstrated leadership skills through participation in campus and community activities. The awards are made on the recommendation of the Department. (First awards available for the 2007/08 Winter Session)

Ian GILLESPIE Thunderbird Track and Field/Cross Country Award: One or more awards, which may range in value from \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Track and Field/Cross Country Team in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee for outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First awards available for the 2006/

Appendix B: New Awards, continued

07 Winter Session)

Janet GORMICK Memorial Scholarship in Nursing: An \$11,250 scholarship has been endowed through a bequest by Janet Gormick for an undergraduate student entering or continuing in the Nursing Program. The award is made on the recommendation of the School of Nursing. (First award available for the 2007/08 Winter Session)

Janet GORMICK Memorial Graduate Scholarship in Nursing: An \$11,250 scholarship has been endowed through a bequest by Janet Gormick for a graduate student in Nursing. The award is made on the recommendation of the School of Nursing in consultation with the Faculty of Graduate Studies. (First award available for the 2007/08 Winter Session)

GRADUATING Class of Law 1968 Bursary: A \$1,000 bursary is offered by the Graduating Class of Law 1968 to support a deserving student in the Faculty of Law who faces financial challenges in furthering his or her legal education. This award is made in memory of members of the Class of 1968 who are no longer with us. (First awards available for the 2006/07 Winter Session)

GRADUATING Class of Medicine 1956 Bursary: Bursaries totalling \$1,250 have been endowed by members of the Graduating Class of Medicine 1956 to assist students in the M.D. Program who are in need of Financial Assistance. (First awards available for the 2007/08 Winter Session)

Frieda GRANOT Graduate Scholarship in Interdisciplinary Research: A \$1,000 scholarship has been endowed in honour of Dr. Frieda Granot to recognize over thirty years of service to The University of British Columbia, both as a professor in the Sauder School of Business, starting in 1975, and as Dean of the Faculty of Graduate Studies (1996-2006). The award is made on the recommendation of the Faculty of Graduate Studies to a Ph.D. student conducting interdisciplinary research. (First award available for the 2007/08 Winter Session)

Arthur HULLAH and Dorothy Cleveland Memorial Scholarship: Scholarships totalling \$5,000 have been endowed through a bequest by Dorothy Mae Cleveland for British Columbia residents in Architecture who have demonstrated academic ability and may be in need of financial assistance, with a preference for students who are studying West Coast design or the use of West Coast materials in design application. The awards are made on the recommendation of the School of Architecture and Landscape Architecture in consultation with the Faculty of Graduate Studies. (First awards available for the 2006/07 Winter Session – partial funding in initial year)

George KENNEDY Medal in Global Resource Systems: A medal is offered in recognition of George Kennedy's outstanding contribution to establishing international partnerships with UBC. He was the first Director of the Global Resource Systems Program and the main architect in creating the B.Sc. (Global Resource Systems) degree. The medal is awarded on the recommendation of the Faculty of Land and Food Systems to the student at the head of the graduating class in the B.Sc. (Global Resource Systems) degree. (First award available for the 2005/06 Winter Session)

Appendix B: New Awards, continued

Hilda and Emily LOBB Bursary: Bursaries totalling \$21,000 have been endowed through a bequest by Hilda Isabella Lobb for deserving students in the Faculty of Arts or the Faculty of Education. (First awards available for the 2006/07 Winter Session – partial budget in the initial year)

D. Keith MacDONALD Scholarship in Family Medicine: A \$1,000 scholarship has been endowed by his family in honour of D. Keith MacDonald (B.Sc.A.1947, M.P.H.1950-U.N.C., M.D.1960), on the occasion of Dr. MacDonald's eightieth birthday, to celebrate his long and distinguished career in family medicine. Dr. MacDonald was President of his medical school class (1956-60) and was appointed in 1990 as a Clinical Professor in UBC's Department of Family Practice. The award is made on the recommendation of the Faculty of Medicine to an M.D. student who has demonstrated leadership skills and an interest in and aptitude for family medicine. (First award available for the 2007/08 Winter Session)

Louise McGREGOR Memorial Scholarship in Neurorehabilitation: Scholarships totalling \$1,000 have been endowed in memory of Louise McGregor, former faculty member in the School of Rehabilitation Sciences, for M.Sc. and Ph.D. students conducting research in the area of neurorehabilitation. The awards are made on the recommendation of the School of Rehabilitation Sciences in consultation with the Faculty of Graduate Studies. (First award available for the 2007/08 Winter Session)

MESSING Family Bursary in Science: Bursaries totalling \$1,250 have been endowed by Sean D. Messing (B.Sc.1994) for students in the Faculty of Science who are in need of financial assistance. (First awards available for the 2006/07 Winter Session)

QUEST Society For Hearing Enhancement Bursary: Two bursaries of \$1,000 each are offered by the Summerland Chapter of the Quest Society for Hearing Enhancement to students in the School of Audiology and Speech Sciences who are in need of financial assistance, with preference for long-time residents of British Columbia. (First awards available for the 2006/07 Winter Session)

Michael W. STAHL Memorial Graduate Scholarship: A \$5,000 scholarship is offered by Guenter and Diane Stahl in memory of their son, Michael W. Stahl (March 16, 1969 to November 9, 2005), to a graduate student conducting research in the areas of addiction, depression, or mental illness. In spite of some progress from recently initiated treatment for depression, Michael died after many years of struggling with alcohol and drug addiction. The award is made on the recommendation of the Faculty of Graduate Studies. (First award available for the 2006/07 Winter Session)

Bart van der KAMP Prize in Forestry: Prizes totalling \$500 have been endowed by colleagues, friends, alumni and students in recognition of the outstanding contribution of Professor Bart van der Kamp to student education and research during his thirty-nine year career with the Faculty of Forestry. The award is made on the recommendation of the Faculty to outstanding students undertaking Interior Field School and is based on academic excellence, leadership and participation. (First awards available for the 2006/07 Winter Session)

Appendix B: New Awards, continued

VERITAS Energy Services Inc. Award: A \$1,000 award is offered by Veritas Energy Services Inc. to an undergraduate student with good academic standing entering the fourth year of study in Geophysics or Geological Sciences who has demonstrated leadership through volunteerism and participation in extra-curricular activities on or off-campus. The award is made on the recommendation of the Department of Earth and Ocean Sciences. (First awards available for the 2006/07 Winter Session)

Arthur John WATSON Memorial Bursary in Electrical Engineering: Bursaries totalling \$1,250 have been endowed by Mrs. Geraldine Stringer in memory of her first husband, Arthur John Watson, who graduated from UBC in electrical engineering (B.A.Sc.1953). The bursaries are awarded to undergraduate students in Electrical Engineering in the Faculty of Applied Science. (First award available for the 2007/08 Winter Session)

Haley WICKENHEISER Women's Ice Hockey Award: One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Women's Hockey Team in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee to outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First awards available for the 2007/08 Winter Session)

Auriol Gurner YOUNG Memorial Award in Law: Awards totalling \$2,900 have been endowed in memory of Auriol Gurner Young for students in the LL.B. Program who have made contributions to feminism and the law. The awards are made on the recommendation of the Faculty of Law. (First awards available for the 2007/08 Winter Session)

A.H. YOUNGER Memorial Scholarship in Engineering: A \$1,000 scholarship has been endowed through a bequest by Dr. A.H. Younger (B.A.Sc.1945, M.A.Sc.1946 – Chemical Engineering) for an Engineering student in the Faculty of Applied Science who is also a member of a recognized athletic team at The University of British Columbia. The award is made on the recommendation of the Faculty. (First award available for the 2007/08 Winter Session)

Previously-Approved Awards With Changes in Terms or Funding Source:

Award 04796 - Association of Administrative and Professional Staff of U.B.C. Scholarship (revised description) A \$4,500 scholarship is offered by the Association of Administrative and Professional Staff (AAPS) for students beginning or continuing studies at UBC, either at the Vancouver or the Okanagan campus. Applicants should be either children of AAPS members, spouses of AAPS members or AAPS members who, in the past several years, have credit courses equivalent to a full course load and are proceeding to a year of full-time studies. In the event that there are no qualified applicants in the preceding categories, the award is made to a qualified student in any program. No candidate may receive the scholarship for more than two years.

How amended: Amount has been increased from \$3,500 to \$4,500 and eligibility has been expanded to include students at UBC's Okanagan Campus as well as those at the Vancouver campus. The AAPS

Appendix B: New Awards, continued

Board requested this change because the Association serves staff at both campuses.

Award 08315 - Association of Administrative & Professional Staff of UBC Bursary (revised description) Bursaries totalling \$4,500 are offered by the Association of Administrative and Professional Staff of UBC for students in any year or faculty who are in need of financial assistance. The bursaries are available to students at both the Vancouver and the Okanagan campuses.

How amended: See above.

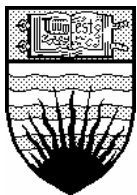
Award 00110 - CANADIAN Institute of Forestry Medal and Prize (revised description): A \$300 prize and a medal, the gift of the Canadian Institute of Forestry, is awarded to the student in the graduating class who, in the opinion of the Faculty of Forestry, has had the best all-round record in professional forestry in all years at University, and who has demonstrated a high quality of character, leadership, sportsmanship, and scholarship.

How amended: A cash prize has been offered to go along with the medal which has been awarded for many years. The title and description had to be amended accordingly.

Award 06343 Michael Smith Memorial Fellowship – (revised description) A \$25,000 fellowship has been endowed as a tribute to Dr. Michael Smith by his friends, Dr. Donald B. and Mrs. Eleanor J.Y. Rix, for a masters or doctoral student in any field of study. The award is made on the recommendation of the Faculty of Graduate Studies.

How amended: This fellowship was originally established as an annually-funded award in 2001. The donors have now decided that they would like to endow the fellowship in perpetuity over the next few years. An initial gift of \$100,000 has already been received to open the endowment fund. The award terms remain unchanged.

THE UNIVERSITY OF BRITISH COLUMBIA



January 23, 2007

SENATE SECRETARIAT

Enrolment Services

2016 - 1874 East Mall

Vancouver, B.C. Canada V6T 1Z1

Tel: (604) 822-9952 Fax: (604) 822-5945

christopher.eaton@ubc.ca

To: Senate

From: Academic Policy Committee

Re: Great Northern Way Campus – Memorandum of Understanding Concerning Academic Governance and Administration of Degree Programs

As Senators will recall, at its 16 October 2006 meeting Senate approved in principle the Academic Governance and Administration of Degree programs at the Great Northern Way campus (GNWC) by the following resolution:

"The Senate approves the general principles set out in the report entitled Academic Governance and Administration of Degree Programs with the proviso that Senate have ongoing oversight and right of approval for all academic programs, courses, regulations, and policies applicable to students who are candidates for degrees offered in part by the UBC at the GNWC."

This report concerns the draft Memorandum of Understand (MOU) and associated appendices that elaborate upon those principles to provide a more defined structure for academic programs to be offered at GNWC. The draft MOU and appendices have been developed and circulated to representatives from each institution for informal review. Internally, in addition to their review and recommendation by the Academic Policy Committee, consultation has been conducted with the Committee of Deans, and the MOU and appendices have been reviewed extensively by the Office of the Provost, the Faculty of Graduate Studies and the Office of the University Counsel.

As Senate required ongoing oversight and approval for academic programs and policies, this is met by the following in the MOU and appendices:

- New degree programs at GNWC in which UBC participates, and any substantial changes to an existing degree program in which UBC participates, must be approved by Senate. (See MOU Section 3.6)
- Appendix 1, Policy on Admissions and Program Requirements, uses existing Senate approved policy as a template. All admission requirements meet the UBC minimum.
- Any changes to Appendix 1, Policy on Admissions and Program Requirements, will be made, where practicable, in accordance with generally applicable policies and procedures of the 4 partner institutions. (See MOU Section 5.2b)
- Final recourse for academic appeals will be heard by the UBC Senate Committee for Appeals on Academic Standing (See MOU Section 5.2c and Appendix 2)

- Final recourse for admissions appeals will be heard by the UBC Senate Admissions Committee (See MOU Section 5.2 c and Appendix 2)
- Appendix 2, Code of Student Conduct and Discipline, uses existing Senate approved UBC policy as a template.
- Any changes to Appendix 2, Code of Student Conduct and Discipline, will be made, where practicable, in accordance with generally applicable policies and procedures of the 4 partner institutions. (See MOU Section 5.3b)
- Final recourse for student conduct and discipline appeals will be heard by the UBC Senate Committee on Student Appeals on Academic Discipline (See MOU Section 5.3c and Appendix 2)

The Committee has received assurances that there is no negative budgetary impact for UBC from this proposal. UBC and the other partner institutions will:

- Benefit by receiving a faculty position at no cost. (See MOU Section 4.1 f).
- Be reimbursed for the cost of any good or service provided to GNWC (See MOU Section 5.9)

Approval of this MOU and appendices will enable the consideration of the Master of Digital Media (MDM) according to UBC's standard curriculum approval process. To date, the MDM Curriculum Proposal has been to the following bodies for review and approval:

- Approved by GNWC MDM Steering Committee in May, 2006
- Approved in principle by GNWC Academic Committee in May, 2006
- Approved by GNWC Academic Committee for formal consideration by academic departments at the GNWC institutions July, 2006
- Reviewed by the Faculty of Arts Curriculum Committee January, 2007
- Reviewed by the Faculty of Graduate Studies Curriculum Committee January, 2007
- Reviewed by the Faculty of Arts Graduate Council January 2007
- To be reviewed by the Graduate Council January 2007
- To be considered by the Senate Curriculum Committee February 2007
- To be considered by the Senate February 2007

As such, the Committee is pleased to recommend the following to Senate:

"That Senate approves the Memorandum of Understanding Concerning Academic Governance and Administration of Degree Programs and the attached Appendices 1 & 2, with the proviso that Appendix 3, the GNWC Strategic Academic Plan, will be updated and return to Senate for consultation and information within 2 years time."

NB: The Appendices to the MOU are as follows:

Appendix 1: Policy On Admissions And Program Requirements
 Appendix 2: Code of Student Conduct and Discipline
 Appendix 3: GNWC Strategic Academic Plan (for information)

DRAFT: FOR DISCUSSION PURPOSES ONLY

**MEMORANDUM OF UNDERSTANDING CONCERNING
ACADEMIC GOVERNANCE AND ADMINISTRATION OF
DEGREE PROGRAMS**

GREAT NORTHERN WAY CAMPUS

THIS Memorandum of Understanding dated for reference and effective the ♦ day of ♦, 2007.

AMONG:

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY,
an institute under the *College and Institute Act* (British Columbia)

(herein “BCIT”)

AND:

EMILY CARR INSTITUTE OF ART AND DESIGN,
an institute under the *College and Institute Act* (British Columbia)

(herein “ECIAD”)

AND

SIMON FRASER UNIVERSITY
a university under the *University Act* (British Columbia)

(herein “SFU”)

AND:

THE UNIVERSITY OF BRITISH COLUMBIA,
a university under the *University Act* (British Columbia)

(herein “UBC”)

AND:

GREAT NORTHERN WAY CAMPUS LTD.,
trustee of Great Northern Way Campus Trust

(herein “GNWC”)

WHEREAS:

DRAFT: FOR DISCUSSION PURPOSES ONLY

A. BCIT, ECIAD, SFU and UBC are the beneficiaries of a trust called Great Northern Way Campus Trust, the trustee of which is GNWC.

B. The principal trust property of Great Northern Way Campus is a large parcel of land in the City of Vancouver, British Columbia which fronts on Great Northern Way and is known as Great Northern Way Campus.

C. The parties to this Memorandum of Understanding wish to collaborate at the Great Northern Way Campus in the establishment of a distinctive and integrated centre of academic excellence and in the offering of high-quality post-secondary academic programs to take advantage of their complementary strengths in furtherance of the Strategic Academic Plan, as hereinafter defined, and to this end, BCIT, ECIAD, SFU and UBC wish to jointly credential such programs.

D. The education councils of BCIT and ECIAD and the senates of SFU and UBC and the Board of GNWC have agreed upon the basis for academic governance and administration of degree programs at Great Northern Way Campus and wish to record the terms of such agreement as set out in this Memorandum of Understanding.

WITNESS, in consideration of the premises and the mutual promises made and obligations assumed in this Memorandum of Understanding, the Institutions hereby covenant and agree as follows:

1.1 Strategic Academic Plan

The parties confirm their commitment to the principles outlined in the Strategic Academic Plan and their intention to develop Programs¹ in relation to:

- (a) urban sustainability;
- (b) transforming art and culture; and
- (c) digital media,

as well as Programs which are complementary to the Strategic Academic Plan and which may be established from time to time in accordance with this Memorandum of Understanding.

ARTICLE 2 –GOVERNANCE

2.1 Shareholder Agreement and Memorandum and Articles of GNWC

The governance provisions in this Memorandum of Understanding are intended to supplement the Shareholder Agreement and Memorandum and Articles of GNWC (the “Constituting Documents”) with respect to academic governance and administration. This Memorandum of

¹ “Program” means a degree program (including a series of related courses) offered by two or more Institutions at the Campus. See section 9.2 - Definitions

DRAFT: FOR DISCUSSION PURPOSES ONLY

Understanding is not intended to supersede the Constatting Documents, which will take precedence over this Memorandum of Understanding to the extent of any conflict herewith.

2.2 The Board

The composition of the Board is governed by the Shareholders Agreement and currently provides for three directors nominated by each of the Institutions. It is agreed that normally, among the individuals appointed to the Board by each of the Institutions, each Institution will appoint its Vice President, Academic, or equivalent, or some other individual who is an officer of such Institution who is highly knowledgeable about such Institution's academic programs and procedures (the "Academic Appointee").

2.3 The Academic Committee

The Academic Committee will be comprised of each Institution's Academic Appointee to the Board, as well as the President of GNWC, the Chair of the Board (and in the absence of the Chair of the Board at any particular meeting, the Vice Chair of the Board), four additional individuals, one each of whom will be appointed by each of the Institutions, and such other individuals as the Board approves, provided that only two members of the Academic Committee may be appointed who are not employees or officers of GNWC or an Institution. A director of the Board who is on the Academic Committee may, if he or she wishes, designate in writing a proxy who may attend meetings and vote on his or her behalf on all matters before the Academic Committee.

2.4 Responsibility of the Academic Committee

The Academic Committee will be responsible for academic policies with respect to Programs and other academic initiatives of GNWC. The Academic Committee will consult with the Institutions and support the development of Programs which advance and implement the Strategic Academic Plan. The Academic Committee will ensure that each Program, once approved in accordance with this Memorandum of Understanding, will be of the highest academic standard required to fulfill the goals and objectives of the Program.

2.5 Terms of Reference for the Academic Committee

The Board will establish terms of reference for the Academic Committee, which terms of reference will be consistent with this Memorandum of Understanding.

2.6 Procedures and Guidelines for the Academic Committee

The Academic Committee will establish its own internal procedures and guidelines for the calling and administration of meetings and for decision making within the Academic Committee, which policies and guidelines will be consistent with this Memorandum of Understanding, the terms of reference established by the Board for the Academic Committee, the requirements in the Constatting Documents, and any additional requirements which the Board may establish from time to time.

DRAFT: FOR DISCUSSION PURPOSES ONLY**ARTICLE 3 –PROGRAMS****3.1 Programs**

Each Program delivered at the Campus will be developed and administered in accordance with this Memorandum of Understanding.

3.2 Strategic Academic Plan

All Programs will be supportive of the Strategic Academic Plan as the same may be amended from time to time by the Institutions.

3.3 Program Committees

- (a) A committee (a “Program Committee”) will be established by the Academic Committee for each Program initiative at the Campus and the Academic Committee will also establish the terms of reference for each Program Committee.
- (b) Each Program Committee will include faculty representatives from each of the Institutions which are involved with the Program (“Participating Institutions”), and as the Program is developed, student representatives and external members may be appointed to such Program Committee, subject to approval by the Academic Committee.
- (c) Subject to this Memorandum of Understanding, including the schedules hereto, each Program Committee, under the direction of its Program Director, will have responsibility for the development, operation and administration of all academic aspects of its respective Program and accordingly will serve a role generally similar to that of an academic department at an Institution.
- (d) Subject to this Memorandum of Understanding, including the schedules hereto, each Program Committee will establish its own internal procedures and guidelines for the calling and administration of meetings and decision making within the Program Committee, which policies and guidelines will be consistent with this Memorandum of Understanding, the Constating Documents, the terms of reference established by the Academic Committee for the Program Committee and any additional requirements which the Board may establish from time to time. The Board, in consultation with the Academic Committee, may establish general policies, internal procedures, and guidelines which will be applicable to all Program Committees or specific Program Committees, as designated by the Board.

3.4 Program Directors

- (a) The Board, on the recommendation of the Academic Committee, will appoint an individual to be the director of each Program (the “Program Director”). The

DRAFT: FOR DISCUSSION PURPOSES ONLY

Program Director will be the academic and administrative leader of the Program Committee and will chair its meetings exercising a deliberative and casting vote.

- (b) The Program Director will be appointed, at a minimum, as an adjunct professor or honorary professor at at least one of the Participating Institutions.
- (c) Any removal or replacement of a Program Director prior to the expiration of the term specified in the contract of appointment must be approved by the Board on the recommendation of the President in consultation with the Academic Committee.
- (d) Each Program Director will report to the President regarding his or her Program Committee's Program and in all matters relating to his or her appointment by GNWC.

3.5 Credentialing

- (a) GNWC will not have the authority to grant degrees. Subject to the approval procedures outlined below, all degrees will be collectively awarded by the Participating Institutions to candidates who complete all requirements of the Program, upon recommendation of the Academic Committee, and will bear the seals and logos of each such Participating Institution. Prior to any degree being awarded, GNWC will transmit to each Participating Institution its recommendation for the award of a degree along with such documentation required by each Participating Institution. Each Participating Institution will then follow its own internal procedure regarding the granting of degrees, with such changes as are necessary to accommodate this Memorandum of Understanding, and will make a determination as to whether each candidate will be granted a collective degree pursuant to this Memorandum of Understanding. All Participating Institutions must agree that a candidate will be awarded a collective degree prior to the collective degree being awarded.
- (b) The Institutions and GNWC will agree upon a unique degree parchment to be awarded to graduates of GNWC. Such parchment will bear the seal and logos of each Participating Institution and will be signed by the authorized representatives of each Participating Institution.
- (c) GNWC will hold its own convocation ceremony for GNWC graduates or GNWC graduates will participate at the convocation ceremony of the individual Participating Institutions on a rotating yearly basis, with the consent of the Participating Institutions.

3.6 Approval of Programs

It is acknowledged that each Program delivered at the Campus must be approved by, as appropriate, the education council or senate, of the Participating Institutions, in a manner consistent with their internal policies and procedures respectively. Any substantial change to a Program will require the prior approval of the Participating Institutions in accordance with the policies and procedures of the Participating Institutions.

DRAFT: FOR DISCUSSION PURPOSES ONLY**3.7 Approval by Academic Committee**

No degree Program will be submitted to a senate or education council of an Institution for approval until the Program has been approved by the Board, informed by the Academic Committee.

3.8 Recognition of Courses

In the case of students who do not complete a Program at GNWC, each Institution will permit GNWC courses to be transferred to that Institution in accordance with its rules and procedures governing course transfers.

ARTICLE 4 – FACULTY**4.1 Appointment of Program Faculty**

- (a) Each Program Committee will develop recommended job descriptions for the tenure or tenure-track faculty who are to be employed to deliver the Program, and will develop the proposed text of advertisements for the recruitment of such faculty positions, in consultation with and subject to the approval of its respective Program Director. The Program Committee, with the approval of the Program Director, will also make a recommendation regarding which Institution should supply such tenure-track faculty members.
- (b) The Program Director will submit his or her recommendations to the Academic Committee. If the Academic Committee approves such recommendation it will be forwarded to the President for consideration and recommendation to the Board for approval.
- (c) The Board will forward the requested faculty position to the Academic Appointee of the recommended Institution who will bring it to his or her Institution for its review and approval.
- (d) Provided the Institution agrees to transfer to GNWC a faculty member for the position requested a faculty member, will be recruited by using the normal procedures for faculty recruitment of that Institution, taking into consideration the job description and advertisement text recommended by GNWC. GNWC will be invited to have a representative fully participate in the recruitment process.
- (e) All tenure or tenure-track faculty members in any Program will be appointed at one or more of the Institutions in accordance with the normal appointment policies and procedures of such Institution(s) for tenure or tenure-track, grant tenure or such limited term appointments as may be permitted by the applicable collective agreements, policies, and regulations (“Employment Policies”) of the Institution. Responsibilities at GNWC will be in accordance with the transfer

DRAFT: FOR DISCUSSION PURPOSES ONLY

agreement set out in section 4.1(h) and, as is consistent with the Institution's Employment Policies, will be set out in the letter of appointment.

- (f) GNWC will reimburse the Institution for all of its costs associated with recruiting and employing the faculty member, as more particularly outlined in the transfer agreement.
- (g) The terms and conditions of a transfer of a faculty member to GNWC from an Institution to a Program will be set out in a written agreement (for example – a secondment agreement) between the GNWC and the Institution which has transferred the faculty member. An Institution may establish standard forms of transfer agreements with GNWC addressing different types of transfers. .
- (h) The employment of a faculty member of any Program may only be terminated by GNWC in accordance with the transfer agreement which pertains to the faculty member and with due regard to the Employment Policies of the applicable Institution and a proper allocation of the cost and responsibilities which may result from any such termination.

4.2 Ongoing Relationship with Sponsoring Institution

- (a) Notwithstanding the transfer of a faculty member of an Institution to a Program, it is expected that such faculty member will continue to be involved with the Institution which sponsored him or her, as established by the faculty member's letter of appointment and transfer agreement.
- (b) The Institutions will be supportive and encourage the participation of faculty members who participate in Programs,
- (c) The employment conditions of each faculty member transferred from an Institution will be governed by the Employment Policies of that Institution and recognition of work performed at GNWC will be fully taken into account.

4.3 Association with the Campus

A faculty member who has been transferred to the GNWC will be described as “rank (eg. Professor) of the home institution and home department (eg. Fine Arts) and faculty of the Program (eg. Master's of Digital Media) of the Great Northern Way Campus” notwithstanding such faculty member's ongoing membership in the faculty of an Institution. Non-tenure-track appointments will be described as “Associated Faculty of the Great Northern Way Campus.”

4.4 Recognition of Service at the Campus

The work performed and activities undertaken by a tenure or tenure-track faculty member who has been transferred to GNWC will be fully recognized at the Institution which transferred such faculty member in relation to promotions, seniority, tenure, salary and other rights which would have accrued as if such work had been performed and activities undertaken at the transferring Institution.

DRAFT: FOR DISCUSSION PURPOSES ONLY**4.5 Other Faculty and Appointments**

Faculty from an Institution may be hired by GNWC to perform specific purpose work outside of a tenure or tenure-track appointment according to general policies and practices applicable at that Institution.

4.6 Facilities

GNWC will provide faculty members with the class room, office and necessary research facilities and administrative support as required for their respective duties, as established in such faculty members' appointment letters and as determined by the Program Director

ARTICLE 5 – STUDENTS**5.1 Status of Students**

Except for the purposes of Convocation, students enrolled in Programs at GNWC are not students of the Institutions. They are students solely of GNWC. To the extent any services are provided to students by individual Institutions, such services are being provided as part of a service contract between the Institution and GNWC pursuant to this Memorandum of Understanding.

5.2 Policy on Admissions and Program Requirements

- (a) In addition to the requirements established for each Program, the Policy on Admissions and Program Requirements will govern the relationship of students to GNWC on academic matters, the Program and the Institutions in relation to the Program.
- (b) The Policy on Admissions and Program Requirements may be amended from time to time by the Board, upon the recommendation of the Academic Committee, and, where practicable, in accordance with the generally applicable policies and procedures of the Institutions.
- (c) The Institutions and GNWC have agreed that the UBC Senate Committee for Appeals on Academic Standing and the UBC Senate Admissions Committee will convene to hear appeals as detailed in the Policy on Admissions and Program Requirements. The parties agree that the decisions of these committees will be binding on the student, each Institution and GNWC. UBC, the other Institutions and GNWC acknowledge that the obligation to provide such service by UBC is a contractual obligation.

5.3 Code of Student Conduct and Discipline

- (a) All students of GNWC will be required to comply with the Code of Student Conduct and Discipline.
- (b) The Code of Student Conduct and Discipline may be amended from time to time by the Board, upon the recommendation of the Academic Committee, and, where

DRAFT: FOR DISCUSSION PURPOSES ONLY

practicable, in accordance with the generally applicable policies and procedures of the Institutions.

- (c) The Institutions and GNWC have agreed that the UBC Senate Committee on Student Appeals on Academic Discipline will convene to hear appeals on decisions relating to student discipline by GNWC. The parties agree that the decisions of this committee will be binding on the student, each Institution and GNWC. UBC, the other Institutions and GNWC acknowledge that the obligation to provide such service by UBC is a contractual obligation.

5.4 Student Facilities

Programs will be offered by GNWC in premises and by electronic means provided and housed at the Campus. GNWC will provide students with such facilities and amenities as are required and customary for academic programs such as the Programs.

5.5 Administration and Student Support

- (a) GNWC will administer the non-academic portions of the Programs, including student recruiting; admission and registration; counselling and advisory services; cafeteria and catering amenities; class rooms, common areas and parking facilities; electronic and audio/visual equipment; janitorial services; scholarships; athletic and recreational facilities; library services and other services and amenities which are customary in relation to post-secondary environments such as the Campus.
- (b) If services which are required for students who are participating in a Program are not available at the Campus, GNWC will make arrangements for the provision of such services pursuant to contract with one or more of the Institutions or other suitable service providers.

5.6 Information Sharing

GNWC and the Institutions will share information with respect to students as required in relation to the Programs and in order to fulfil their respective obligations under this Memorandum of Understanding. In particular, each Institution will upon request be entitled to review and record all information at GNWC pertaining to the academic history and performance of students at GNWC. Such sharing of information will be undertaken in accordance with Applicable Law, and to the extent it is necessary, GNWC will obtain the necessary consents from its students for the release of such information.

5.7 Administrative Policies

GNWC will establish policies which are consistent with the corresponding policies at the Institutions and this Memorandum of Understanding in relation to administrative matters (such as application deadlines and processing), financial matters (such as tuition and fees) and other administrative matters (such as a policy on Discrimination and Harassment) which are not set out in the Policy on Admissions and Program Requirements or the Code of Student Conduct and Discipline. To the extent there is conflict between such administrative policies and the Policy on

DRAFT: FOR DISCUSSION PURPOSES ONLY

Admissions and Program Requirements or the Code of Student Conduct and Discipline, the Policy on Admissions and Program Requirements and the Code of Student Conduct and Discipline will prevail.

5.8 Alumni

A graduate of a Program will be deemed to be an alumnus of all Participating Institutions for the Program.

5.9 Payment for Services Provided by the Institutions

GNWC will pay for or reimburse the cost of any good or service provided to GNWC by an Institution, provided that the amount claimed for by such Institution is reasonable. Where a written agreement exists between GNWC and an Institution, the terms of such agreement will govern the payment to such Institution for the provision of such good or service.

ARTICLE 6 – OTHER EMPLOYEES AND CONTRACTORS**6.1 Employees and Contractors of GNWC**

All individuals who work for GNWC and who are not faculty transferred by an Institution pursuant to Article 4 of this Memorandum of Understanding will not be employees of any Institution and either will be employees of GNWC or will work under contract with GNWC. For greater certainty, all administrative, secretarial, clerical, janitorial and maintenance, technical, security and catering personnel will be employees of GNWC or under contract to it or employees of or under contract to a corporation or other business venture which is not an Institution.

6.2 Employment Policies

GNWC will develop such policies as GNWC determines are appropriate for its employees and the contractors employed by it at the Campus regarding work place conditions, terms of employment, including compensation and benefits, conduct and otherwise, all of which will comply with Applicable Law and be commensurate with the standards which are appropriate to achieve the Strategic Academic Plan.

ARTICLE 7 – INTELLECTUAL PROPERTY**7.1 Establishment of Policies**

GNWC and the Institutions will establish policies on the development, ownership and commercialization of intellectual property developed or used at the Campus (including curricula used in any Program). Such policies must be approved by the Board and must be consistent with the Employment Policies of each Institution.

DRAFT: FOR DISCUSSION PURPOSES ONLY

7.2 Trademarks

- a) The parties acknowledge that each of them has a proprietary interest in their respective names as well as their symbols, crests, designs and logos ("Trademarks") and each party agrees not to use another party's Trademarks without the prior written consent of that party for each and every example of usage.
- b) Each party agrees to review and respond to a request to review an example of Trademark usage within five (5) Business Days of receipt of a written request.
- c) Provided they have been advised of them, each party will comply with the other parties' general rules regarding the manner in which Trademarks may be displayed or used.
- d) At no time will any party use another party's Trademarks in a manner that might adversely affect the rights or interests of the party in or to its Trademarks or cause a negative impact on the reputation or image of the party.

ARTICLE 8 – DISPUTE RESOLUTION

8.1 Good Faith

GNWC and the Institutions will endeavour to work cooperatively and in good faith to achieve the Strategic Academic Plan, and seek to avoid disputes whenever possible.

8.2 Dispute Resolution Procedure

- (a) If a dispute arises among any of GNWC and/or the Institutions on any matter which is governed by this Memorandum of Understanding, the matter in dispute will be referred to the President. The President will meet with the affected parties at the earliest possible date to attempt to mediate a resolution of the dispute.
- (b) If the President is unable to mediate a resolution to a dispute, the dispute will be referred to a committee (the "Dispute Resolution Committee") comprised of the President and the Academic Appointees who sit on the Academic Committee. Any meeting of the Dispute Resolution Committee will be chaired by the President.
- (c) There will be no quorum at any meeting of the Dispute Resolution Committee unless one Academic Appointee, or his or her nominee, from each Institution is in attendance or has waived in writing the right to attend. Each of the Institutions will ensure that its representative attends the meeting of the Dispute Resolution Committee.
- (d) The members of the Dispute Resolution Committee will promptly but in any case, within twenty one (21) days, make a bona fide attempt to resolve each dispute referred to it. Decisions of the Dispute Resolution Committee will be made by consensus. If after twenty one (21) days the matter remains unresolved either

DRAFT: FOR DISCUSSION PURPOSES ONLY

party may by written notice refer the matter to the Presidents (or their equivalent) for resolution pursuant to section 8.2(e).

- (e) In the event the Dispute Resolution Committee is unable to reach consensus, the matter may be referred in writing by any Party to the presidents (or their equivalent) of each of the Institutions. The presidents of each of the Institutions will personally meet and resolve the issue in dispute.
- (f) Decisions of the Dispute Resolution Committee or Presidents in relation to any dispute under this Memorandum of Understanding will be binding upon GNWC and the Institutions.
- (g) GNWC and the Institutions will, so far as reasonably possible, avoid publicizing any dispute and will keep the deliberations of the Dispute Resolution Committee and the presidents of the Institutions confidential.

ARTICLE 9 – DEFINITIONS INTERPRETATION AND MISCELLANEOUS**9.1 Review and Termination**

- a) This Memorandum of Understanding will terminate upon the termination of the Shareholders Agreement;
- b) The parties agree that this Memorandum of Understanding will be reviewed by the parties four years after its commencement;
- c) In the event of a shareholder withdrawing from the Shareholders Agreement, the remaining Institutions and GNWC will review and revise this Memorandum of Understanding to reflect changes necessary for the continued successful operation of GNWC.

9.2 Definitions

The following terms have the meanings set out therefore in this section 9.2 unless otherwise defined or the context of their use requires otherwise:

- (a) “Academic Appointee” has the meaning set out in section 2.2.
- (b) “Applicable Law” means all enactments and applicable common law and equity which are binding upon any party and includes any directive or order of any Governmental Authority which has jurisdiction over such party.
- (c) “Articles” means the articles of Great Northern Way Campus Ltd.
- (d) “BCIT” means British Columbia Institute of Technology.
- (e) “Board” means the board of directors of GNWC.

DRAFT: FOR DISCUSSION PURPOSES ONLY

- (f) “Campus” means the lands and buildings commonly known as Great Northern Way Campus, located on the north side of Great Northern Way in the City of Vancouver British Columbia, legal title of which, as of the date hereof, is registered in the names of the Institutions.
- (g) “Code of Student Conduct and Discipline” means the code of conduct, regulations, offences, penalties and procedures attached to this Memorandum of Understanding as Appendix 2.
- (h) “Constating Documents” has the meaning set out in section 2.1.
- (i) “Convocation” in this Memorandum of Understanding means the conferring of a degree upon an individual by an Institution – but does not include the ceremony in which such degree is conferred by an Institution.
- (j) “Dispute Resolution Committee” has the meaning set out in section 8.2(b).
- (k) “Dispute Resolution Procedure” has the meaning set out in section 8.2.
- (l) “Employment Policies” has the meaning set out in section 4.1(f).
- (m) “ECIAD” means Emily Carr Institute of Art and Design.
- (n) “Governmental Authority” means any and all provincial, federal, municipal or local governmental authorities, statutorily recognized self-regulatory bodies, courts, tribunals, commissions, boards or other regulatory, administrative or other agencies or any political or other subdivision, department or branch of any of the foregoing which has jurisdiction over any of the Institutions in relation to this Memorandum of Understanding, including the Ministry of Advanced Education for the Province of British Columbia.
- (o) “GNWC” means Great Northern Way Campus Ltd., the trustee of GNWC Trust.
- (p) “GNWC Trust” means Great Northern Way Campus Trust, the trust established for the benefit of the Institutions in relation to the Campus, of which GNWC is the trustee.
- (q) “Institutions” means, collectively, BCIT, ECIAD, SFU and UBC and “Institution” means any one of them.
- (r) “Memorandum” means the memorandum of Great Northern Way Campus Ltd.
- (s) “Memorandum of Understanding” means this memorandum of understanding on academic governance and administration of degree programs, Great Northern Way Campus, as it may be amended, modified, or restated from time to time.
- (t) “Participating Institutions” has the meaning set out in section 3.3(b).
- (u) “Policy on Admissions and Program Requirements” means the policies which govern the relationship of each student at the Campus in relation to the Programs, GNWC and the

DRAFT: FOR DISCUSSION PURPOSES ONLY

Institutions. For the time being, the Policy on Admissions and Program Requirements is as set out in Appendix 1 to this Memorandum of Understanding.

- (v) “President” means the President of GNWC from time to time, as appointed by the Board, and if the President appointed by the Board is not available, the term “President” includes any officer of GNWC who may, for the time being, be performing the relevant functions of the President.
- (w) “Program” means a degree program (including a series of related courses) offered by two or more Institutions at the Campus.
- (x) “Program Committee” has the meaning set out in section 3.3(a).
- (y) “Program Director” has the meaning set out in section 3.4(a).
- (z) “SFU” means Simon Fraser University.
- (aa) “Shareholder Agreement” means the amended and restated shareholder agreement dated for reference September 15, 2002 among the Institutions, as it may be amended, modified or restated from time to time by agreement among BCIT, ECIAD, SFU and UBC, with respect to the relationship of the Institutions as shareholders of GNWC.
- (bb) “Strategic Academic Plan” means the strategic academic plan dated June 14, 2004 which was attached to the Shareholder Agreement and a copy of which is annexed to this Memorandum of Understanding as Appendix 3, as it may be amended, modified or restated from time to time by agreement among BCIT, ECIAD, SFU and UBC.
- (cc) “Trademarks” has the meaning set out in section 7.2
- (dd) “Trust Deed” means the trust deed dated for reference September 15, 2002 among the Institutions and GNWC pursuant to which GNWC Trust was created, as such trust deed may be amended, modified or restated from time to time.
- (ee) “UBC” means The University of British Columbia Vancouver Campus.

9.3 Interpretation

In this Memorandum of Understanding:

- (a) the singular includes a reference to the plural, and vice versa, unless the context requires otherwise;
- (b) a particular numbered or lettered part, section, paragraph or lettered schedule, is a reference to the corresponding numbered or lettered part, section, paragraph or lettered schedule;
- (c) when a word is defined in this Memorandum of Understanding, other parts of speech and tenses of such word have corresponding meanings in this Memorandum of Understanding;

DRAFT: FOR DISCUSSION PURPOSES ONLY

- (d) “arm’s length” connotes a relationship between parties who are at “arm’s length” for the purposes of the *Income Tax Act* (Canada);
- (e) an “enactment” means an Act, regulation, order, form, rule, tariff, proclamation, letters patent, commission, warrant, bylaw or other instrument enacted under a statutory power;
- (f) a reference to an enactment is a reference to that enactment as amended, revised or replaced from time to time;
- (g) a “party” or “parties” is a reference to a party, or the parties, in this Memorandum of Understanding;
- (h) words that have well-known technical or trade meanings and are not specifically defined herein are used in this Memorandum of Understanding in accordance with their recognized meanings;
- (i) the Appendices form an integral part of this Memorandum of Understanding and any reference to this Memorandum of Understanding includes a reference to the Appendices;
- (j) whenever the verb “will” is used in relation to a person, it means that such person is obligated to perform the verb preceded by the word “will”, as a covenant of such person;
- (k) “includes” and “including”, whether or not used with the words “without limitation” or “but not limited to”, will not be limited by the specific enumeration of items, but will in all cases be deemed to be without limitation and construed to mean “includes without limitation” and “including without limitation”;
- (l) a reference to a “person” is to be broadly interpreted and the term “person” includes an individual, corporation, firm, partnership, limited liability company, joint venture, joint stock company, trust, unincorporated organization, incorporated organization or association, Governmental Authority, or any other entity which has legal capacity, and includes, as applicable, such person’s heirs, successors, executors and legal representatives;
- (m) the insertion of headings and the provision of a table of contents are for convenience only and do not form a part of this Memorandum of Understanding and will not be used to interpret, define or limit the scope, extent or intent of this Memorandum of Understanding; and
- (n) except for defined terms used in this Memorandum of Understanding, the words used in this Memorandum of Understanding will bear their natural meaning; the parties have each taken such legal advice as they deemed appropriate in relation to this Memorandum of Understanding and their obligations hereunder, and accordingly, no term or provision of this Memorandum of Understanding will be construed *contra proferentum*.

DRAFT: FOR DISCUSSION PURPOSES ONLY**9.4 Miscellaneous**

- (a) Time is of the essence in this Memorandum of Understanding.
- (b) A waiver of any breach of this Memorandum of Understanding is effective only if it is an express waiver in writing of that breach. An express written waiver of a particular breach of this Memorandum of Understanding does not operate as a waiver of any other breach of this Memorandum of Understanding.
- (c) If either party permits any non-compliance by the other of any obligation, that will not operate as a waiver of such obligation in respect of any continuing or subsequent non-observance.
- (d) If any term of this Memorandum of Understanding is determined to be unenforceable, that term will be severed from this Memorandum of Understanding and the rest of this Memorandum of Understanding will remain in force unaffected by the severance of such term.
- (e) As of the date of this Memorandum of Understanding, this Memorandum of Understanding, including the Appendices, is the entire agreement between the parties regarding its subject-matter, however, for clarification, this Memorandum of Understanding is not intended to and does not supersede the Trust Deed or the Shareholder Agreement and if there is a conflict between an express provision of this Memorandum of Understanding and the Trust Deed or the Shareholder Agreement, the conflicting provision of the Trust Deed or the Shareholder Agreement, as applicable, will govern.
- (f) The substantive provisions of this Memorandum of Understanding may not be modified except by written agreement of the parties. Implementation procedures and matters that are primarily administrative affecting day to day management are unaffected by this Memorandum of Understanding.
- (g) The laws of British Columbia will govern the interpretation of this Memorandum of Understanding and the parties irrevocably submit to the jurisdiction of the courts of British Columbia in any matter which is not required to be resolved pursuant to the Dispute Resolution Procedure.
- (h) Except as otherwise expressly stated in this Memorandum of Understanding, the duties and obligations imposed by this Memorandum of Understanding and the rights and remedies available under this Memorandum of Understanding are in addition to and not a limitation of any duties, obligations, rights and remedies otherwise imposed or available by law.

9.5 Reasonableness and Good Faith

The parties agree that each of them will act reasonably and in good faith in relation to all matters which are the subject of this Memorandum of Understanding. Each party will act reasonably when considering any request for an approval, consent or decision which is made by any other party in relation to this Memorandum of Understanding and will provide such approval or

DRAFT: FOR DISCUSSION PURPOSES ONLY

consent or refuse to provide such approval or consent and will make any requested decision as soon as reasonably possible in light of such party's own internal procedures and Applicable Law.

9.6 Internal Policies and Procedures

The parties each acknowledge that, notwithstanding section 9.5, each of the Institutions is subject to internal policies and procedures and collective agreements and other constraints which may affect decision making by such Institution, including that certain decisions must be referred to, as appropriate, the education councils, senates, boards and committees of such education councils, senates and boards, all of which have their own agendas, policies and procedures, and that the internal decision-making procedures of an Institution can be expected to affect the timeliness and terms and conditions of any decision which an Institution may be requested to make, and approval or consent which such Institution is requested to grant, pursuant to this Memorandum of Understanding.

9.7 Notice

Any notice to be given under this Memorandum of Understanding will be given in the manner, and will be deemed to be effective if given in the manner, provided in the Shareholder Agreement.

9.8 Delivery

This Memorandum of Understanding may be executed in counterpart and may be delivered by the parties to each other by facsimile transmission or other electronic means which reproduces the signatures of the signatories of the individuals who have signed this Memorandum of Understanding on behalf of the parties.

9.9 Effective Date

Notwithstanding its date of execution, the parties agree that this Memorandum of Understanding will commence and take effect on the date stated at the top of the first page of this Memorandum of Understanding.

IN WITNESS WHEREOF, each of the parties hereto has executed and delivered this Memorandum of Understanding.

DRAFT: FOR DISCUSSION PURPOSES ONLY

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

by its authorized signatories

Per: _____
Authorized Signatory

Per: _____
Authorized Signatory

EMILY CARR INSTITUTE OF ART AND TECHNOLOGY

by its authorized signatories

Per: _____
Authorized Signatory

Per: _____
Authorized Signatory

SIMON FRASER UNIVERSITY

by its authorized signatories

Per: _____
Authorized Signatory

Per: _____
Authorized Signatory

THE UNIVERSITY OF BRITISH COLUMBIA

by its authorized signatories

Per: _____
Authorized Signatory

Per: _____
Authorized Signatory

DRAFT: FOR DISCUSSION PURPOSES ONLY

GREAT NORTHERN WAY CAMPUS LTD.

trustee for Great Northern Way Campus Trust
by its authorized signatories

Per: _____
Authorized Signatory

Per: _____
Authorized Signatory

Appendices:

- (a) Appendix 1 Policy on Admissions and Program Requirements
- (b) Appendix 2 Code of Student Conduct and Discipline
- (c) Appendix 3 Strategic Academic Plan

DRAFT: FOR DISCUSSION PURPOSES ONLY

Appendix 1

POLICY ON ADMISSIONS AND PROGRAM REQUIREMENTS (GRADUATE PROGRAMS – MASTER’S DEGREES¹)

ADMISSIONS

A student may apply for admission to a graduate Program² by writing directly to the Program Director responsible for the Program. Up-to-date information on admission, application fees, application and document deadlines, is available on the GNWC website (www.gnwc.ca). All applications must be accompanied by an application fee at the time of submission. The number of students that can be accommodated is limited, and graduate Programs with limited facilities will accept the best-qualified students as vacancies occur.

Most students begin their Program of study in September, but limitations on the number of students that can be accommodated require that applicants be selected well before this date. Students are encouraged to submit applications for admission as early as possible.

MINIMUM REQUIREMENTS

Students with Canadian or US Credentials

At minimum, applicants for any Program must hold the academic equivalent of a 4-year baccalaureate degree acceptable to all 4 GNWC Partner Institutions:

- A minimum overall average in the 'B+' range (76% or higher) in third- and fourth-year courses; or
- Academic standing with at least 12 credits of third- or fourth-year courses in the 'A' grade range (80% or higher) in the field of study; or
- Applicants who have a four-year baccalaureate acceptable to all 4 GNWC Partner Institutions, who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience to offset such deficiencies, may be granted admission on the recommendation of the appropriate Program Director and approval of the President of GNWC.

¹ These policies apply to non-research Master’s Degree programs. Should GNWC offer Phd or research based programs in the future, those policies will have to be approved by the senates and education councils of the Participating Institutions.

² “Program” is a degree program (including a series of related courses) offered by two or more Institutions at the Campus.

DRAFT: FOR DISCUSSION PURPOSES ONLY

These are the minimum requirements for admission to GNWC. Specific graduate Programs may have additional admission requirements. Consult the graduate Program listings on the website (www.gnwc.ca) to confirm the admission requirements for specific Programs.

Students with International Credentials

Applications for admission to GNWC are welcomed and encouraged from international students who hold a credential deemed comparable to a Canadian four-year baccalaureate degree and who demonstrate superior academic standing. Specific minimum admission requirements established by GNWC for graduates of different countries may be found on the GNWC website (www.gnwc.ca). These are minimum requirements; specific Programs may have higher requirements.

Upon admission, students who are not Canadian citizens or permanent residents must apply for a study permit (student visa) to enter Canada. Applications can be made at any Canadian Consulate or High Commission.

ENGLISH LANGUAGE PROFICIENCY REQUIREMENT

Applicants from an institution outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Acceptable English language proficiency tests for applicants to graduate studies are:

- TOEFL (Test of English as a Foreign Language): minimum score of 550 (paper version); 213 (computer version); 80 (Internet version)³; or
- IELTS (International English Language Testing Service): minimum overall band score of 6.5 with no other component score less than 6.0; or
- MELAB (Michigan English Language Assessment Battery): minimum overall score of 81.

These are minimum English language proficiency scores. Many graduate programs will require higher minimum total scores, and may require minimum scores on individual components of the test. Specific minimum scores may be found on the GNWC website (www.gnwc.ca).

GRE (GRADUATE RECORD EXAMINATION)

Some graduate programs may require minimum GRE (Graduate Record Examination) scores. Specific minimum requirements may be found on the GNWC website (www.gnwc.ca).

Visiting Graduate Students

Applicants for visiting student status must submit a letter of permission from the home institution's registrar or department head confirming that the course work and/or research undertaken at GNWC while a visiting student is for the purpose of completing the graduate Program requirements at the home institution.

The Program Director may issue a formal offer of admission to the visiting student.

³ A new, Internet-based version of the TOEFL is now available. It is intended to replace both the paper and computer versions. Paper or computer test results will still be valid for two years after the date the test is taken.

DRAFT: FOR DISCUSSION PURPOSES ONLY

REQUIRED DOCUMENTATION

The following information is required in support of an application to GNWC:

- GNWC Application (online or paper form);
- Application fee;
- Three confidential reference reports (must contain original signature and be received in sealed envelopes endorsed by referee);
- Two sets of all official post-secondary academic records in original language and certified translation (if originals cannot be obtained by applicant, then attested, certified copies of originals are acceptable). To be considered official, academic records must be received in official institution envelopes, sealed and endorsed by the issuing institution.
- Evidence of adequate English proficiency where applicable (TOEFL, IELTS, or MELAB are all acceptable); and
- Supplementary information as may be required by admitting graduate Program (e.g. GRE, statement of intent, research proposal, etc.).

AUTHENTICITY OF DOCUMENTS

Every student who applies to GNWC must confirm that all statements made and all documentation submitted in support of their application are true, complete and valid. Students are responsible for the authenticity of the documentation submitted in support of their application for admission to GNWC.

GNWC reserves the right to return transcripts, degree certificates and/or reference letters to the originator for verification. The President of GNWC reserves the right to rescind an offer of admission or to require that a student withdraw if it is determined that a student has submitted falsified documents in support of his or her application for admission.

Admission

Applicants will be admitted to a graduate Program:

- 1) upon the applicant meeting all admission requirements and all final official documentation has been received;
- 2) upon recommendation of the appropriate Program Director and approval of the President of GNWC, for an applicant who has a four-year baccalaureate degree acceptable to all 4 GNWC Partner Institutions, who does not meet the requirements but who has significant formal training and relevant professional experience to offset such deficiencies.

CLASSIFICATION OF STUDENTS

DRAFT: FOR DISCUSSION PURPOSES ONLY

GRADUATE STUDENT

Full-Time Classification

Students classified as full-time are expected to engage in their studies on a full-time basis. Graduate students are normally considered full-time and are assessed under Schedule A of tuition fees for the Program. Full-time students are eligible for graduate scholarships and fellowships. Normally, teaching assistantships (TAs) and research assistantships (RAs) are limited to full-time students.

Graduate Programs may articulate specific limitations regarding concurrent paid employment as consistent with the definition of full-time study.

Part-Time Classification

In some Programs, graduate students have the option of pursuing the Program through part-time study. The expected academic workload of students classified as part-time is determined by the graduate Program.

Students who wish to be classified as part-time must obtain approval from their Program Director prior to the beginning of the first term of the Program (i.e., prior to the commencement of the Program) in which fees are first assessed. Students classified as part-time are assessed under Schedule B of tuition fees for the Program.

Students classified as part-time are advised that:

- they are not eligible to receive interest-free status government loans, GNWC fellowships or scholarships;
- they are not usually eligible for teaching assistantships, research assistantships, or assigned desk space at GNWC; and
- the five-year maximum time allowed for the graduate Program also applies to part-time students.

Students who pay tuition fees according to Schedule B are not permitted to revert back to Schedule A after the initial payment of the tuition fees in the first term of the Program.

VISITING GRADUATE STUDENT

A visiting graduate student is one who is attending GNWC to complete course work and/or research toward the requirements of a graduate degree, or academic equivalent, at another recognized institution. To be eligible for admission as a visiting student to GNWC, the student must be currently registered in a graduate program with good standing at the home institution. Normally, students may hold visiting status at GNWC for a maximum of 12 months. Prior approval of the applicable GNWC Program Director and the President of GNWC is required.

Visiting students pay tuition fees on a per-credit basis.

ON-LEAVE STATUS

Students who find it necessary to interrupt their graduate studies may apply to the President of GNWC for on-leave status. Leave may be granted at the discretion of the President of GNWC when a student is best advised for personal, health or other reasons to have time completely away

DRAFT: FOR DISCUSSION PURPOSES ONLY

from his/her academic responsibilities. Leave, not including parental leave or leave to pursue concurrent programs, for graduate students is limited to one year. A leave will normally begin on the first day of a term, for a period of four, eight or twelve months. Students granted leave-of-absence or parental leave retain the full value of any GNWC graduate fellowship or other award whose terms and conditions are established by GNWC. Awards will be suspended at the onset of the leave, and reinstated at the termination of the leave period, provided the student returns to full-time study at that time. Other awards will be paid according to the conditions established by the donor or granting agency. Requests for leaves for medical reasons must be accompanied by a doctor's report recommending the leave. GNWC may request additional supporting documentation. It is understood that students with on-leave status will not undertake any academic or research work, or use any of GNWC's facilities during the period of leave. Students must inform GNWC immediately upon return.

The time spent on-leave is not counted as part of the allowed time to completion for the degree Program. On-leave students continue to be registered and must pay a reduced fee for the leave period.

Parental Leave

A graduate student who is bearing a child or who has primary responsibility for the care of an infant or young child is eligible for parental leave. A request for parental leave should be made through the student's Program Director for a minimum leave of four months to a maximum of 12 months. Where possible, students enrolled in course work should coordinate their leave to coincide with the beginning of an academic term.

Leave to pursue a second Program of study

Following academic consultation, graduate students may apply for a leave of absence from one Program to pursue a second Program of study. In this case, the student is responsible for both on-leave tuition fees as well as the tuition fees associated with the second Program. A leave of absence for these reasons may exceed one year. Time to completion of the first degree Program would be extended by the span of time on the approved leave of absence.

ACADEMIC REGULATIONS

PROGRAM OF STUDY

All graduate students admitted to GNWC must register when they begin their studies. Students must remain continuously registered until the degree is completed, except for periods of time for which the student is away on an approved leave of absence. Failure to register for two consecutive terms may result in the student being required to withdraw.

Each student's Program of study must be approved by the Program Director.

TRANSFER CREDIT

- 1) In addition to elective courses, students registered in a graduate Program may be permitted to take up to 12 credits or up to 40% of the total number of credits needed for degree completion (whichever is more) at another accredited institution to be counted toward a

DRAFT: FOR DISCUSSION PURPOSES ONLY

GNWC graduate Program. These credits cannot have been counted toward the completion of another credential, nor have been used to upgrade an applicant's academic standing to justify admission. Only courses in which at least a 'B' standing (74%) is obtained will be considered for transfer.

- 2) Undergraduate students who have maintained an overall 'B+' (76%) average in their completed third- and fourth-year courses, and who have completed at least 75% of the third- and fourth-year requirements for their undergraduate degree may be eligible to register in graduate courses. Upon admission to GNWC, these credits, to a maximum of 12 credits or 40% of the total number of credits needed for degree completion (whichever is more), may be applied towards a graduate Program.
- 3) Requests for transfer credit must be accompanied by a letter from the home graduate program addressed to the President of GNWC. The letter must provide an academic justification for allowing the transfer credit on a course by course basis.

EXEMPTIONS

Students may be exempted from specific course requirements if the Program Director is satisfied that the student has acquired the knowledge from courses previously taken or from experience. Exemptions do not reduce the total credits required for a degree. In such cases, the graduate Program should substitute a more appropriate course. The exemption from the specific requirement must be recorded on the student's academic record.

ACADEMIC PROGRESS

The progress of all students working toward completion of the graduate Program will be reviewed regularly and at least once each year by a designated faculty member and the Program Director. A student may be required to withdraw if progress has not been satisfactory as shown by course work, the comprehensive examination, or other requirements of the graduate Program.

DEFINITION OF SATISFACTORY PROGRESS

A minimum of 60% must be obtained in any course taken by a student enrolled in a graduate Program for the student to be granted pass standing. However, only 6 credits of pass standing may be counted towards a graduate Program. For all other courses, a minimum of 68% must be obtained.

On the recommendation of the graduate Program Director and the approval of the President of GNWC, the student may repeat a course for higher standing or take an alternate course. If the Program Director does not make such a recommendation, or if the recommendation is not approved by the President of GNWC, the student will be required to withdraw. A student who obtains a grade of less than 68% in an excessive number of courses will normally be required to withdraw. **The student will be informed of unsatisfactory academic progress in writing before any action regarding withdrawal is taken.**

When repeating a failed required course, a minimum mark of 74% must be obtained. Higher minimum grades may be required.

DRAFT: FOR DISCUSSION PURPOSES ONLY

If a course is repeated, both marks will appear on the transcript. The higher mark will be used to determine promotion in a Program and in any decision to admit or withdraw a student from a Program. For all other purposes, averages will be calculated using both marks.

For further information regarding grading practices, including how marks will appear on transcripts and under what circumstances, please refer to the GNWC website (www.gnwc.ca.)

DURATION OF PROGRAM

Students in a graduate Program are expected to spend the equivalent of at least one year in full-time study. Some Programs may be of longer minimum duration. Students must maintain continuous registration throughout all years until graduation by keeping up with fee payments.

Students who must interrupt their studies for health or personal reasons are subject to the GNWC policies regarding on-leave status.

EXAMINATIONS

Graduate Programs may, at their own discretion, require a comprehensive examination in the student's field of study as part of the Program requirements.

Where a comprehensive examination is required, Programs must make available to students a written statement of examination procedures such as the purpose, form, length, subject area(s) and scope of the examination, as well as information on the criteria for evaluation.

DRAFT: FOR DISCUSSION PURPOSES ONLY

WITHDRAWAL, REINSTATEMENT AND READMISSION

Students will normally be required to withdraw if they do not make adequate academic progress according to the timelines and policies set by the Program Director and/or the GNWC Academic Committee. When a student is required to withdraw, the academic record will indicate "required to withdraw".

A student in any graduate Program who is required to withdraw will not normally be eligible to apply for readmission to GNWC for at least one year. After one year, students who have been required to withdraw from a graduate Program may be admitted to a different Program at GNWC provided they meet all admission requirements in effect for that Program at the time they apply. Such applications must be accompanied by a statement from the Program Director which recommended withdrawal outlining the reasons for which the student was required to withdraw. Students who have been required to withdraw from a graduate Program may also apply to be readmitted to the same Program after at least one year has passed from the effective date of withdrawal. Compelling evidence must be presented that a more successful outcome is likely if the student is to be readmitted. All cases for readmission must be reviewed and approved by the President of GNWC. Students required to withdraw from a graduate Program more than once are not eligible to be considered for admission to any Program at GNWC.

A student wishing voluntarily to withdraw from GNWC must obtain the approval of the Program Director. When the withdrawal is approved, the academic record will indicate "voluntary withdrawal," the date of withdrawal and a standing of 'W' in all courses not completed on that date.

If withdrawal is not approved, the student will remain registered in all courses and a final grade and/or standing will be assigned at the end of the term or session. A student who fails to register and/or becomes absent without leave from their Program for two or more consecutive terms will normally be withdrawn from the Program. The academic record will indicate "withdrawal – did not register." Graduate Programs must document that an attempt was made to contact a missing student when recommending a withdrawal for non-registration. It is the responsibility of the student to ensure that GNWC has current contact information for the student.

A student who does not complete formal withdrawal procedures will be liable for all assessed fees until such procedures are completed.

Request to Withdraw for Non-Academic Reasons

The GNWC President reserves the right to require a student to withdraw from a Program of study if a designated faculty member, in consultation with the Program Director, considers the student to be unsuited to proceed with the study or practice of the chosen discipline or field of study. The student has the right to appeal the decision in accordance with the GNWC policies on Appeals on Academic Standing. Request to withdraw for non-academic reasons would not prevent the student from immediately applying for entry into a different Program of study.

Reinstatement

This applies when a student's registration has lapsed but the student is permitted to resume the Program. Normally, if the student is reinstated, courses that have been completed will be

DRAFT: FOR DISCUSSION PURPOSES ONLY

credited to the Program, and only outstanding Program requirements must be completed. The student's start date remains the date of initial entry to the Program and the time limit for completion of the Program is not affected.

A student may be reinstated on the recommendation of the Program Director if:

- The student is in good academic standing.
- Any delinquent fees or charges are paid including tuition and continuing fees owing for the period during which the student did not register.
- The time limit for Program completion, including the sessions in which the student was not registered, has not expired.

Sometimes, even if the student is reinstated, he or she does not have enough time left to complete the outstanding Program requirements. The President will decide, based on the academic merits of the case, whether the student should be readmitted as a new student or reinstated. In the latter case, an extension of the time limit may be requested. In addition, if more than two years have elapsed since the student last registered, GNWC may impose additional requirements to ensure that the student is current in the field and is academically prepared to complete the Program requirements.

A student who is required to withdraw for academic reasons is not eligible for reinstatement.

Readmission

This applies when it is appropriate to admit a student who was previously registered, as if for the first time. An application for admission, whether to the same or a different Program, will be evaluated as a new application. A new application form and application fee must be submitted.

A maximum of 12 credits or up to 40% of the total number of Program credits of previously completed course work may be applied toward the new Program requirements, provided the courses were completed no longer than five years from the date of readmission. Courses eligible for transfer must have been awarded a grade of at least 'B' (74%). Normal Program requirements apply, as does the five-year standard time allowed for Program completion.

ACADEMIC RECORD

Transcript of Academic Record

The transcript is a student's official academic record and includes the student's complete record at GNWC. Student records and transcripts are confidential and transcripts will be issued only at the request of the student or appropriate agencies or officials.

Students may apply for a transcript online or in person at GNWC. Please allow at least one week from the date the application is made. Transcripts will not be issued to students who have any outstanding fees, including library and other charges, to GNWC. Fees for transcripts are payable in advance; transcripts will not be provided until payment is received.

Students are encouraged to order transcripts as early as possible. Transcripts may be requested up to six months in advance of a due date.

Retention of Student Records

DRAFT: FOR DISCUSSION PURPOSES ONLY

GNWC academic records, including all information appearing on a Transcript of Academic Record, are retained indefinitely. Notations of student discipline are retained according to the terms of the penalty imposed. Materials supporting applications for admission, correspondence and transcripts from other institutions and similar material may be destroyed five years after a student's last registration. Other material may be destroyed sooner.

Students who submit irreplaceable material do so at their own risk. Students may request the return of that material by making such requests in writing at the time of submission of the original material. The office to which the material is submitted will endeavour to return the material as soon as possible, and not later than six months after the student's graduation or last registration.

Appeals on Academic Standing

Students may protest decisions relating to their academic standing. Students should protest a decision first with the faculty member directly involved in the decision and then, if necessary, to the Program Director, and finally with the President of GNWC.

The Committee on Appeals on Academic Standing at The University of British Columbia is deemed to be a standing committee of GNWC with jurisdiction to hear and dispose of appeals related to degree programs administered at GNWC. Information on the policies and procedures of this committee can be found in the UBC Calendar at www.ubc.ca (see *Senate Appeals on Academic Standing*, in Chapter V Academic Regulation). Unless UBC prepares specific rules for GNWC students, the rules that apply to the conduct of the appeal shall be those established by UBC and the UBC Senate Committees for its own students which must be read so as to give effect to the fact that the appeal is by a GNWC student of a decision of the GNWC President. The decision of the Committee will be communicated in writing to the student and to the President within ten days of the hearing of the appeal. The Committee's decision is final.

Appeals on Admissions Decisions

Applications are screened carefully by GNWC in accordance with its admission policies. Applicants who believe that they have been unjustly denied admission to a program due to an error in process or who believe that they deserve special consideration due to mitigating circumstances should discuss the matter with the Program Director immediately upon receipt of their final admission decision. If a satisfactory resolution cannot be achieved, the applicant may submit a written appeal to the Registrar of GNWC for review by the applicant's Program Committee. Appeals against admission decisions will be considered on applications for the current year only and must be submitted within four weeks of the date of issue on the admission decision letter, or by the 15th of the month prior to the start of classes, whichever is earlier. The letter of appeal should include (a) the decision that the applicant is appealing against, (b) a statement of the grounds for the appeal, (c) a detailed account of the circumstances relating to the appeal, and (d) copies of any relevant documents. For more information, refer to the Admission Requirements on the GNWC website (www.gnwc.ca).

Applicants who are unsuccessful in their appeal at GNWC may submit a written appeal to the UBC Registrar. The Senate Admissions Committee at The University of British Columbia is

DRAFT: FOR DISCUSSION PURPOSES ONLY

deemed to be a standing committee of GNWC with jurisdiction to hear and dispose of appeals related to degree programs administered at GNWC. Information on the policies and procedures of this committee can be found in the UBC Calendar at www.ubc.ca. Unless UBC prepares specific rules for GNWC students, the rules that apply to the conduct of the appeal shall be those established by UBC and the UBC Senate Committee for its own students which must be read so as to give effect to the fact that the appeal is by a GNWC student of a decision of GNWC.

Appeals to the UBC Senate Admissions Committee must be submitted to the UBC Registrar no later than the 15th of the month prior to the start of classes.

The decision of the Committee will be communicated in writing to the student and to the President within ten days of the hearing of the appeal. The Committee's decision is final.

Student Discipline

See Appendix 2 *Student Conduct and Discipline* for specific provisions as to offences, penalties, and procedures.

USE OF INFORMATION TECHNOLOGY AND PRODUCTION OF DIGITAL MEDIA FACILITIES

Use of Information Technology Facilities

The computing and communications facilities provided at GNWC are intended primarily for teaching, research, and administrative purposes. Their use is governed by all applicable GNWC policies, as well as by all applicable legislation, including without limitation, the Criminal Code of Canada, the B.C. Civil Rights Protection Act, and the B.C. Human Rights Code. These are supplemented by the acceptable use policies established by those networks to which the GNWC network is interconnected.

The user bears the primary responsibility for the material that he or she chooses to access, send, display, and store. The computer facilities may not be used in any manner which contravenes the above policies, laws, or statutes.

The user must use the computing facilities and services in a responsible way. This requires that the user:

- a) respect the legal protection provided by copyright and license to programs and data;
- b) respect the rights of others by complying with GNWC policies regarding intellectual property;
- c) respect the privacy and confidentiality of others by not tampering with their data, files, passwords, or accounts, or purporting to represent others when messaging or conferencing;
- d) recognize that system failures or design faults may compromise privacy and users should be aware that authorized GNWC personnel or service providers may have access to data and software stored on GNWC system;

DRAFT: FOR DISCUSSION PURPOSES ONLY

- e) use only computer IDs or accounts and communication facilities which he or she is duly authorized to use, and use them for the purposes for which they are intended;
- f) properly identify himself or herself in any electronic correspondence and provide valid, traceable identification if required by applications or servers within the computing facilities associated with GNWC and in establishing connections from GNWC facilities;
- g) refrain from using GNWC computing facilities for unauthorized commercial activities;
- h) respect the integrity of computing systems and data; for example, by not intentionally developing programs or making use of already existing programs that harass other users, or infiltrate a computer or computing system, and/or damage or alter the software components of a computer or computing system, or gain unauthorized access to other facilities accessible via the network; and
- i) use computing and communications facilities in a manner that is consistent with ethical principles set forth by GNWC and with accepted community standards;

Initial use of any GNWC computer facility or service accessed using a GNWC computer ID denotes that the user has read, understands, and accepts the guidelines and terms stated above.

Use of Facilities Involved in the Production of Digital Media

As with computing and communications facilities, the technical facilities used in the creation, design, and production of digital media, whether on the premises of GNWC or provided by cooperating external affiliates of GNWC, are to be used only for the completion of work associated with courses, projects, internship placements, or contract work undertaken under the sponsorship of GNWC. Under no circumstances is it permitted to exploit these facilities for unauthorized commercial purposes or personal use.

Misuse of Information Technology Facilities

When instances of misconduct with regard to the use of either computing and communications facilities or facilities involved in the production of digital media come to the attention of a course instructor, Program Director, or other responsible official of GNWC, the individual may be subject to suspension of computing privileges or access to digital media facilities or to other disciplinary and other formal actions.

DRAFT: FOR DISCUSSION PURPOSES ONLY

Appendix 2

Code of Student Conduct and Discipline

Discipline for Academic Misconduct

1. Student Declaration and Responsibility

Upon registering, a student has initiated a contract with GNWC and is bound by the following declaration:

“I hereby accept and submit myself to the statutes, rules and regulations, and ordinances (including bylaws, codes, and policies) of GNWC, and of the Program or Programs in which I am registered, and to any amendments thereto which may be made while I am a student of GNWC, and I promise to observe the same.”

The student declaration is important. It imposes obligations on students and affects rights and privileges including property rights. You must not enroll as a student of GNWC if you do not agree to become bound by the declaration above. By agreeing to become a student you make the declaration above and agree to be bound by it.

Each student is required to furnish the information necessary for GNWC record, to keep Student Services informed of changes in name and contact information.

Students are required to inform themselves of the statutes, rules and regulations, and ordinances (including bylaws, codes, and policies) and to any amendments thereto applicable at GNWC.

The GNWC authorities do not assume responsibilities for others that naturally rest with adults themselves. This being so, GNWC relies on the good sense and on the home training of students for the preservation of good moral standards and for appropriate modes of behaviour and dress.

GNWC and the GNWC authorities are not obligated to enforce any statutes, rules, regulations, or ordinances (including bylaws, codes or policies) if discretionarily enforceable by law or made under its, or their, power or authority.

2. General

- 2.1. Academic honesty is essential to the continued functioning of GNWC as an institution of higher learning and research. All GNWC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules and guidelines of GNWC with respect to academic honesty may result in disciplinary action.
- 2.2. It is the student's obligation to become and remain informed of the applicable standards for academic honesty. Students must be aware that standards at GNWC may be different from those in secondary schools or at other institutions. If a student is in any doubt as to the standard of academic honesty in a particular course or assignment then the student must consult with the instructor as soon as possible and in no case should a student submit an assignment if the student is not clear on the relevant standard of academic honesty.

DRAFT: FOR DISCUSSION PURPOSES ONLY

- 2.3. If an allegation is made against a student, the Registrar may place the student on academic hold until the President has made a final decision. When a student is placed on academic hold, the student is blocked from all activity in the Student Services Centre or coordinated through Student Services.

3. Academic Misconduct

Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses and of the examples of academic misconduct set out below. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage, in any of the actions described below.

- 3.1. Cheating, which may include, but is not limited to:

- falsification of any material subject to academic evaluation, including research data;
- use of or participation in unauthorized collaborative work;
- use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
- use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
- dishonest practices that breach rules governing examinations or submissions for academic evaluation.

- 3.2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments;

- 3.3. Submitting the same, or substantially the same, essay, project, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted;

- 3.4. Impersonating a candidate at an examination or other evaluation, facilitating the impersonation of a candidate, or availing oneself of the results of an impersonation;

DRAFT: FOR DISCUSSION PURPOSES ONLY

- 3.5. Submitting false records or information, orally or in writing, or failing to provide relevant information when requested;
- 3.6. Falsifying or submitting false documents, transcripts, or other academic credentials; and
- 3.7. Failing to comply with any disciplinary measure imposed for academic misconduct.

4. Disciplinary Measures

Academic misconduct often results in a one-year suspension from GNWC and a notation of academic discipline on the student's record. However, disciplinary measures which may be imposed, singly or in combination, for academic misconduct include, but are not limited to the following:

- a letter of reprimand;
- a failing grade or mark of zero on the assignment or in the course in which the academic misconduct occurred;
- suspension, cancellation, or forfeiture of any scholarships, bursaries or prizes;
- suspension from GNWC for a specified period of time. During the period of suspension, a student may not participate in activities of GNWC, including but not limited to attending or auditing classes. Students will not receive credit for courses taken at another institution during a suspension;
- expulsion from GNWC;
- denial of admission or re-admission to GNWC for a specified or indefinite period of time;
- a notation of academic discipline on the student's record in the Student Information System, which will appear on the student's transcript of academic record; and
- a recommendation to the Participating Institutions for the revocation of a degree or other academic credentials dishonestly or improperly obtained.

The laying of criminal charges or the commencement of civil proceedings does not preclude GNWC from commencing disciplinary proceedings or taking disciplinary measures against a student who has committed academic misconduct.

5. Investigation-Program Director's Office

- 5.1. All incidents of reasonably suspected academic misconduct must be reported to the Program Director's Office responsible for the relevant Program. The Program Director's Office may investigate further (which may include initiating or directing a review by an instructor, Student Services, or others, of the record and other work of the student) before dealing with the matter by:
 - dismissing the allegation;
 - giving the student a warning; or
 - referring the matter to the President's Committee for possible disciplinary measures.
- 5.2. When an instructor suspects that a student has committed academic misconduct the instructor normally will be the first to investigate the incident and should give the

DRAFT: FOR DISCUSSION PURPOSES ONLY

student the opportunity to meet to discuss the suspected academic misconduct. This meeting may not be required in all incidents of suspected academic misconduct.

Assignment of grades is a matter of academic merit and the instructor may re-evaluate the academic merit of the student's work at issue, taking into consideration the results of any investigation under this section 5, in which case the instructor may:

- require the student to re-do work at issue or to do supplementary work;
- assign a grade of zero or a failing grade for the work; or
- assign a mark less harsh than failing for the work.

- 5.3. When a student admits having committed the suspected academic misconduct, the Program Director's Office may investigate further before dealing with the matter.
- 5.4. When a student denies having committed the suspected academic misconduct, the Program Director's Office will investigate further. In the course of the investigation, the student will normally be given the opportunity to meet with the Program Director's Office to discuss the circumstances of suspected academic misconduct. If the investigation reveals academic misconduct by the student:
 - in the original incident only, the matter may be referred to the President's Committee; or
 - in other incidences, the matter will be referred to the President's Committee.
- 5.5. The student will be advised by the Program Director's Office that a record of its decision will be retained in the student's file and that, in the event of any further allegations of academic misconduct, the incident may be used in determining the academic measures or discipline to be imposed for subsequent misconduct.

6. Initiator's Responsibilities

- 6.1. The Initiator means the party that refers an allegation of academic misconduct to the President's Committee. Normally, a Program Director's Office refers allegations but on occasion Student Services may also refer allegations to the President's Committee
- 6.2. All allegations referred to the President's Committee by any Initiator must be made by submitting a completed Statement of Case in the form prescribed by the President. The Statement of Case must set out all facts relevant to the allegation and include all documentary evidence upon which the Initiator intends to rely and a list of witnesses, if any, who will be called by the Initiator at the hearing before the President's Committee.
- 6.3. The Initiator is normally responsible for presenting the allegations at the hearing before the President's Committee and arranging for witnesses to attend on behalf of the Initiator. In certain cases, the Registrar may designate legal counsel to present the case instead of the Initiator or to assist the Initiator.

DRAFT: FOR DISCUSSION PURPOSES ONLY

7. Student's Responsibilities

- 7.1. Upon receipt of a Statement of Case and the notice of hearing from the President's Committee, the student must submit a completed Statement of Response in the form prescribed by the President. The Statement of Response must set out all facts relevant to the student's defence and include all documentary evidence upon which the student intends to rely and a list of witnesses who will be called by the student at the hearing before the President's Committee.
- 7.2. The student is responsible for responding to the allegations at the hearing before the President's Committee and arranging for witnesses, if any, to attend on behalf of the student. If the student is unable or unwilling to participate in a hearing within a reasonable period of time, the President's Committee may proceed with the hearing or the Chair of the President's Committee may recommend to the President that the student remain on academic hold (or both) until the President has made the final decision.
- 7.3. The student may be represented or assisted at the hearing before the President's Committee by any person, including legal counsel. If the student is to be represented by legal counsel then the student must inform the President's Committee and the Registrar at least 10 working days prior to the hearing. The Registrar may designate legal counsel to assist the Initiator at the hearing.

8. President's Committee

- 8.1. The President's Committee is constituted to conduct hearings on alleged academic misconduct and to report its findings to the President, who then decides what discipline, if any, should be imposed. The Chair of the President's Committee may set down rules for President's Committee hearings and may alter these rules from time to time. The rules need not conform to an adversarial model and inquiry model rules may be applied.
- 8.2. The President's Committee will notify the student of the date for the hearing into the allegation and provide the student with a copy of the Statement of Case. The President's Committee will provide the Initiator with a copy of the Statement of Response.
- 8.3. The Registrar, in consultation with the Chair of the President's Committee, may place the student on academic hold until the President has made his or her final decision.
- 8.4. A student may write to the Registrar to request the academic hold be removed. The request must include an explanation of why such an academic hold is not appropriate in the circumstances. The Registrar, in consultation with the Chair of the President's Committee, will determine if the request will be granted.
- 8.5. The President's Committee may arrange for witnesses to attend a hearing or otherwise require the Initiator or the student to provide additional information relevant to the President's Committee's determination.
- 8.6. At the conclusion of the hearing, the President's Committee will review the evidence submitted to it, including the Statement of Case submitted by the Initiator and the Statement of Response submitted by the student involved, and may consider all issues relevant to the allegation in making a determination as to whether, on a balance of probabilities, the student committed the alleged academic misconduct. The President's Committee will submit a report of its findings (including any findings with respect to

DRAFT: FOR DISCUSSION PURPOSES ONLY

extenuating circumstances) to the President, who will decide what disciplinary measures, if any, are to be taken.

9. President

9.1 Once the President has come to a decision, the President will send a letter to the student detailing the following:

- the President's decision
- reasons for the President's decision
- a description of the nature and the duration of the disciplinary measures imposed, if any
- notice that under these rules the student has a right to appeal the decision to the UBC Senate Committee on Student Appeals on Academic Discipline – the “UBC Senate Committee”, and notice of the time limit to start an appeal.

9.2 The President will also provide copies of his or her decision to the Registrar and the Initiator.

10. Registrar

The Registrar is responsible for taking appropriate action in accordance with the President's decision, including making a notation on a student's transcript, entering or changing a grade for a course, placing an academic hold on a student's academic status for the duration of a suspension, and notifying the instructors of courses in which a student is enrolled.

11. Appeals

11.1. The Committee on Appeals on Academic Discipline at UBC (the “UBC Senate Committee”) is deemed to be a standing committee of GNWC with jurisdiction to hear and dispose of appeals on any disciplinary decision of the President and a student has the right to appeal any such decision to the UBC Senate Committee. GNWC has contracted with UBC to provide this service for GNWC students.

11.2. A student who wishes to appeal a decision of the President under paragraph 9.1.1 must so notify the Registrar in writing and give a full explanation of the grounds for the appeal. The Registrar must receive this notification within 45 calendar days of the date of the President's letter to the student informing the student of the disciplinary decision. The Registrar may extend this time limit if, in the Registrar's opinion, circumstances warrant. The Registrar will provide a copy of the appeal to the UBC Registrar in a timely manner, who shall then be responsible for administration of the appeal. Unless UBC prepares specific rules for GNWC students, the rules that apply to the conduct of the appeal shall be those established by UBC and the UBC Senate Committee for its own students which must be read so as to give effect to the fact that the appeal is by a GNWC student of a decision of the GNWC President. See the UBC Calendar online (www.ubc.ca) for the most up-to-date rules.

DRAFT: FOR DISCUSSION PURPOSES ONLY

Discipline for Non-Academic Misconduct

Ignorance of the appropriate standard of behaviour is no defence to an allegation of Non-Academic Misconduct. Non-Academic Misconduct that is subject to Disciplinary Measures includes, but is not limited to, the following:

1. disrupting instructional activities, including making it difficult to proceed with scheduled lectures, seminars, etc., and with examinations and tests;
2. damaging, removing, or making unauthorized use of GNWC property, or the personal property of faculty, staff, students or others at GNWC (without restricting the generality of the meaning of "property", it includes information, however it be recorded or stored);
3. injuring a person or damaging property in any way which demonstrates or results from hate, prejudice or bias against an individual or group based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, or any other similar factor;
4. assaulting individuals, including conduct which leads to the physical or emotional injury of faculty, staff, students, or others at GNWC, or which threatens the physical or emotional well-being of faculty, staff, students, or others at GNWC;
5. The rules for investigation, conduct of hearings, and discipline on non-academic misconduct may be established by the President from time to time. Subject to a change in those rules the President's Committee shall hear all allegations of non-academic misconduct directed to it by the Registrar. The following rules shall apply, with any changes necessary to make them applicable to non-academic misconduct. -
 - 5.1. The rules set out in this Appendix for the investigation of Academic Misconduct.
 - 5.2. The rules set down by the Chair of the President's Committee for academic misconduct hearings. The Chair of the President's Committee may set down rules for the President's Committee hearings on academic and non-academic discipline and may alter these rules from time to time.
 - 5.3. The rules set down by the UBC and the UBC Senate Committee for appeals of any disciplinary decision by the President for academic misconduct. The Chair of the UBC Senate Committee may set down rules for the Senate Committee hearings on academic and non-academic discipline and may alter these rules from time to time.

12. Definitions

In this Appendix 2 unless the context requires otherwise:

“Cheating” and related terms see the *section 3.1*, under *Academic Misconduct*;

“Days” when referring to a number of days means working days and will not be construed as including Saturdays and Sundays or any other days on which GNWC is closed, unless required otherwise by the context;

“GNWC” means Great Northern Way Campus Ltd.;

DRAFT: FOR DISCUSSION PURPOSES ONLY

“Initiator” means the party that refers an allegation of academic misconduct to the President’s Committee. Normally, a Program Director’s Office refers allegations but on occasion Student Services may also refer allegations to the President’s Committee;

“Plagiarism” see *section 3.1, Academic Misconduct*, below;

“President’s Committee” means the President’s Advisory Committee on Student Discipline as the President may designate for GNWC;

“Program Director’s Office” means the Program Director of the course in which the student is enrolled and includes an instructor designated by the Program Director to represent the Program;

“Program Director” is the individual appointed as Program Director for a Program and will be deemed to refer, where necessary, to any other appropriate officer of GNWC;

“Program” means a program (including a series of related courses) offered by GNWC;

“Registrar” means the GNWC Registrar;

“Senate” means the Vancouver Senate of The University of British Columbia ;

“Student Services” and the “Registrar” means the GNWC Registrar and includes a person designated by the Registrar to represent Student Services;

“UBC Senate Committee” has the meaning set out in section 11.1; and

“UBC” means The University of British Columbia Vancouver Campus.

Great Northern Way Campus

*An initiative by: the British Columbia Institute of Technology,
the Emily Carr Institute,
Simon Fraser University and
the University of British Columbia*

Strategic Academic Plan

June 14, 2004



Strategic Academic Plan Great Northern Way Campus

Introduction

In the fall of 2003 when formulating the Academic Vision for the Great Northern Way Campus (GNWC), the four institutional partners dedicated themselves to fashioning a distinctive and integrated centre of academic excellence. In that vision academic programming was centred upon the convergence of art, culture, and design with science and technology. Achieving that goal was seen as critical to renewing the urban environment of Greater Vancouver, while simultaneously enriching the province's knowledge-based economy.

Academic Focus:
*The convergence of art,
culture, and design with
science and technology*

This Strategic Academic Plan builds on that vision. Here we outline the critical steps and initial developments essential to turning vision into reality. While GNWC will remain tightly linked to the partner institutions, its separate identity will emerge over the next two decades as learning programs and research projects develop.

Overview of the Academic Strategy

The strategic plan begins by outlining how academic programming will unfold through three distinct phases: inaugural, formative, and mature. A key to GNWC success, highlighted next, is the identification and mobilisation of scholars who must champion curricula design and nurture research. Following this is a review of size, both with respect to student FTE's and faculty numbers. Issues related to the types of programs, their development and quality follow.

This leads to research opportunities, and research links to academic programs are then explored. Governance of academic programming is tackled next, with ideas both on program selection and quality assurance. Space requirements are then considered, followed by a discussion of possible funding models. Finally, two initial program areas are sketched, along with a third, more evolving possibility.

As GNWC unfolds academic attention will need to focus on different strategic issues at different phases. While the actual number and duration of phases is arbitrary, focusing on phases allows attention to be concentrated on priority issues in building capacity and ensuring ultimate success.

Inaugural phase (2004 through 2008)

1. Programming

- Each partner may locate courses and short programs at GNWC, open to students from other institutions.
- A small number of areas of academic specialty will be collaboratively developed and initial delivery begun.

2. Students

- The vast majority of students will register at a partner's home institution.
- Student recruitment and institutional marketing will begin.

3. Student Services
 - Academic support for advising, library services, technology, registration, and the like will come directly from home institutions.
4. Faculty
 - Academic champions will be identified to lead programming development, with other faculty and staff seconded as necessary.
 - A few faculty members will begin to see GNWC as their principal home, with teaching done by faculty appointed at one of the partner institutions or adjunct faculty hired for specific programs.
5. Research
 - Emerging research initiatives at GNWC in which multiple partners collaborate will prompt joint academic programs.
 - Key research projects will begin to locate at the GNWC site.
6. Governance
 - Academic steering will be provided mainly from institutional partners via current committee structure, with the beginnings of some community advisory engagement.
 - Joint policies will begin to evolve but initially home-institution rules and regulations will govern academic programs and research activities.
7. Resources
 - Space will rely upon existing facilities and financing will come largely via home-institutions.
8. Site Development
 - Academic programming will begin to inform appropriate areas of site and facility development.
 - Toward the end of the phase, initial construction will have begun on some academic space.

Formative phase (2009 through 2015)

1. Programming
 - The breadth of programming within specialities will grow and a few new academic specialities will be collaboratively developed.
2. Students
 - Students registered at GNWC for academic specialty programs will begin to grow but still many students will enrol in partner-institution courses and programs located at GNWC.
 - Some international students will begin registering at GNWC.
 - First degree graduates with a joint GNWC credential (bi, tri, or quadrilateral certification).
3. Student Services
 - Both recruitment and a public relations office will have developed.
 - Academic support for students will begin to be housed at GNWC, but still supported in part from one or more of the partner institutions.
4. Faculty
 - The mix of faculty teaching and doing research will grow such that a critical mass of GNWC faculty will begin to emerge, supplemented still by faculty

- from home institutions and by adjunct faculty from business, professional communities, and government.
5. Research
 - Research initiatives will continue to develop and now GNWC will require a small research support infrastructure both to ensure good community links and to enhance research funding success.
 6. Governance
 - A fully developed Academic Steering Committee with both institutional and community members will be in place, with limited but growing authority.
 - Attention to joint policies giving GNWC some appropriately delimited institutional autonomy will begin to develop.
 7. Resources
 - New space will have become available and some funding will now come directly to GNWC, either via tuition fees (some in market priced programs) or from government.
 8. Site Development
 - Academic programs will occupy newly built space and additional construction will be underway.

Mature phase (beyond 2015)

1. Programming
 - The full array of programming described in the Academic Vision will be in place and an updated Vision document will be required.
2. Students
 - Vast majority of full and part-time students will be GNWC students, with still a noticeable, but smaller number of partner-institution students (often registered in GNWC courses).
 - International student registration will grow and some exchange students will now be on campus.
3. Student Services
 - A fully developed registrar's office will emerge.
4. Faculty
 - A distinct GNWC faculty will have emerged, but with continued exchange of colleagues among the four partners and GNWC, with adjunct faculty still playing an important role.
5. Research
 - GNWC will become known for its collaborative research successes.
6. Governance
 - Appropriate institutional autonomy will have evolved, but with the four partners still in control of fundamental decisions.
7. Resources
 - Funding will now be almost exclusively from GNWC related tuition, grants, and fundraising.
8. Site Development
 - Space will now include academic, retail/commercial, and residential facilities.
 - The academic programming, the research, and the associated facilities will become internationally recognized for their academic opportunities.

While the academic plan is key to GNWC's evolution, other issues will need to develop in tandem but these are not the focus of a strategic academic plan (e.g., site development, financing, administration/marketing).

Academic Champions

For any academic institution to grow effectively there is a necessity for targeted champions, scholars with the commitment, wherewithal, and mandate to build successful academic programs. As champions they must take the lead in designing quality curriculum, working with colleagues at the partner institutions and in the community, and identifying appropriate paths to successful program implementation. Their focus must be targeted in the sense of having responsibility for programs that fall within a broad rubric for which they are responsible (e.g., urban sustainability, art and design, or digital entertainment – see below for more details on program themes).

In the case of GNWC, these scholars could come from, and be employed by, partner institutions, but their major focus must be on GNWC. The success of GNWC will depend upon our collective ability to identify and motivate these scholars.

Size Matters

Size is understood here in terms of both numbers and affiliation. In the next few years GNWC people will most often be affiliated with one of the partner institutions (i.e., students registered at, and faculty employed by, one of the four partners). However, beginning in 2006 (and earlier if feasible), it is assumed that some students will register in GNWC programs, supported by student services at one or more partner institutions. Providing a GNWC academic program identity, semi-autonomously from the four partners, must begin soon and this program registration would be an early instantiation of this.

For GNWC to have viable academic programs starting in 2004, it will be essential to teach courses from one of the partners that have already been designed and approved. In the short run these will be courses in Film, Theatre, Design, and Art (see Appendix B). As well it is assumed that for the next few years GNWC will continue to house some non-GNWC-like programs (e.g., diesel mechanics), but these students will be gone by 2008 (and they are not included in any FTE numbers below).

In the next few years students in these partner-institution courses and programs will be the majority of the FTE's at GNWC, starting with about 50 FTE's (maximum) in the 2004-05 academic year and growing to about 650 FTE's in the later part of the 2010's. Almost all of these students will be "GNWC visitors" in the sense that they will be registered with one of the partner institutions but will be taking a module, a course, or a set of courses at GNWC. Some of this will be specially designed programming targeted for students near the ends of their studies when they can take advantage of GNWC project space or special facilities for intensive cohort instruction. Others will be involved in intensive courses or specialised programming especially designed by one partner, but available to any partner student.

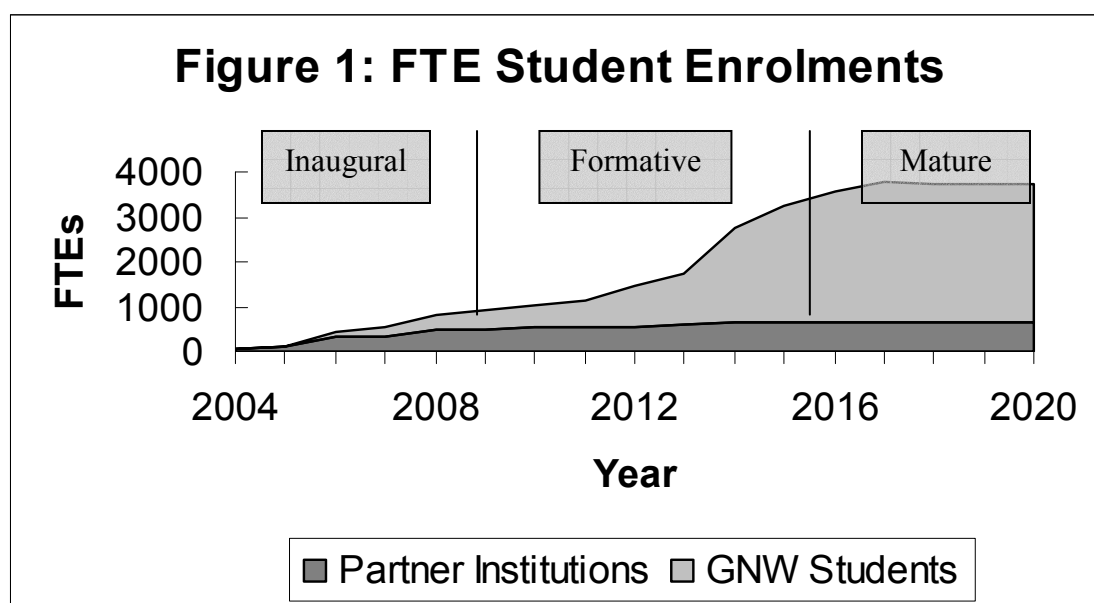
The first GNWC designated academic programs will be launched in 2006. The number of students in these GNWC programs will be small at the outset, numbering in the low hundreds from 2006 through to 2010. By 2010, however, it is anticipated that there will be about 1,000 FTE's on the GNWC site, with an equal balance of students registered at GNWC and at one of the partners (and these students are, of course, partner FTE's not GNWC FTE's). The following table suggests some of the program types anticipated at GNWC and it is from this base that the projections used in Figure 1 are generated.

Table 1: Illustrative Academic Program types

Program Type	Duration	# of Programs	Start Year (1 st Prog)*	FTE Year 1*
1 Certificate or Diploma	Up to 6 months	multiple	2006	50-100/ prog.
2 Advanced Certificate	Up to 1 year	2-5	2007	50
3 Specialised Certificate or Diploma	2 years	3	2006	25
4 Bachelor Degree	4 years	3	2010	100
5 Master Degree	2 years	1	2006	10

* FTE year 1 refers to entrants for a single new program. The Start Year refers to the date of the first introduction of this type of program. Modest attrition rates are incorporated in Figure 1 which is based on these types of programs, these start dates, and these entrance numbers.

Based on these program types, which are assumed to come on stream at GNWC at different times (i.e., "Start Year" in Table 1), the FTE numbers projected in Figure 1 are derived. The Figure reflects the early FTE numbers coming from partner registrations with the majority of GNWC growth coming from GNWC registered students. Growth is slow in the early years, with mainly small programs at the certificate or diploma levels (plus small, specialised graduate programming). The beginning of bachelor degree enrolment commences in 2010 and grows early in that decade leading to an eventual student population at GNWC of about 4,000 FTE's, with about 20% registered at partner institutions.



Using 180 square feet per full time student as a rough guide, this translates into the following academic space requirements:

Year	FTE	Sq Ft Academic Space
2010	1000	180,000
2015	3000	300,000
2020	4000	400,000

Faculty responsible for teaching these academic programs will initially be of two types: seconded faculty from one of the partners or adjunct faculty hired from business, professional communities, or government. (As noted above, program champions will need to be in place). As GNWC matures, and beginning late in the current decade the hiring of GNWC faculty should begin. In the 2010's it is envisioned that the mix of faculty will be roughly as follows: 1/3 seconded from partner institutions, 1/3 hired directly to GNWC, and 1/3 hired as adjunct faculty.

The immediate goal is to establish methods for selecting academically appropriate and financially viable programming. Some early candidates are discussed below, with the anticipation that these programs will see modest student numbers beginning in 2005 and ramping up to a campus with some 4,000 FTE students by 2020.

Program/Course Types

As the GNWC evolves, a full array of academic programs will evolve, with students of different levels involved in academic pursuits of different durations. These might evolve in one or more of the following ways:

Program Types:

1. workshops / seminars (½ day to several weeks)
2. intensive/specialized/advanced certificates (multiple days/weeks)
3. diplomas (multiple days, multiple weeks up to two years)
4. part of undergraduate degree study (both applied and academic):
 - single term, part time at the GNWC
 - single term, full time at the GNWC
 - multiple term, part time at the GNWC
 - multiple term, full time at the GNWC
5. two year degree completion
6. four year undergraduate bachelors
7. applied undergraduate degree
8. advanced post-graduate certificate
9. applied graduate degrees
10. graduate degrees

The programs would all be constructed to incorporate a range of teaching methodologies provided in a learner-centred framework while drawing upon technology-enhanced learning. Strong commercial/industrial collaboration would be encouraged as the four institutions worked collaboratively to revise the academic programs.

Program/Course selection criteria

Three distinct sets of selection criteria will need to be used at GNWC for degree programs (only the second and third set will need apply to non-degree programs – certificates, diplomas, etc.). First, all degree programs will need the approval of the provincial Degree Quality Assessment Board and so the criteria of this body will serve as one important screen for determining which degree programs are eligible for introduction at GNWC. These criteria are noted immediately below and they are, in effect, a set of factors applicable to good academic degree programming at any post-secondary institution.

Second, all programs (degrees and others) will need the approval of the GNWC Academic Planning Committee and as such they will need to be consistent with the Charter Principles and the Academic Vision for GNWC. These criteria reflect signature themes that define what is relatively unique about GNWC. Third, program development at GNWC will require that all programs proceed through a set of steps to ensure academic rigour and financial viability.

A. Degree Quality Assessment Board (DQAB) Requirements

The authorization of GNWC to grant partner sponsored degree credentials will require Ministerial approval. As part of this process, all post-secondary institutions in the province will be asked to comment on a Letter of Intent (and possibly a Full Program Proposal). The following are some of the key characteristics required in the Letter of Intent, each of which would be elaborated more fully in the Full Proposal (if necessary).

1. Credential to be awarded, including the level and category of the degree and the specific discipline or field of study
2. Program description with attention to: goals and objectives; curriculum design and content, quality assurance, delivery methods, learning outcomes, completion time, enrolment projections, and provincial need.

B. Great Northern Way Campus Distinctive Attributes

Programs introduced at GNWC will be expected to contribute to a centre of academic excellence that fits with core elements articulated in the Academic Vision:

1. Selected programs will facilitate the convergence of science and technology with art, culture and design; and, focus on renewing the urban environment within the context of a knowledge-based economy.
2. Selected programs will be high-technology oriented and multidisciplinary.

3. Selected programs will promote collaborative synergies, not just among partner institutions, but also with public and private experts in business, professional bodies, governments, and other community agencies.
4. Selected programs will need to commit to GNWC's commitment to nurture in students a set of professional competencies (see below).

C. Program Development Requirements

In addition to meeting all of the above requirements, academic programs developed at GNWC will need to go through a formal process and meet appropriate standards at each of the following steps:

- Needs assessment (contributes to student learning that fills a void or meets a capacity need)
- Market assessment (is likely to attract sufficient student enrolment)
- Business plan (demonstrates financial viability)
- Formal academic approval (GNWC Academic Committee and appropriate Senates/Ed Councils)

An academic program champion will be expected to first develop a concept paper addressing core elements of DQAB (if applicable to credential), the GNWC distinctive attributes, and the program development requirements. A working committee of experts will help in assembling this paper. This concept paper, and the necessary needs assessment, market assessment, business plan, letter of intent, and formal program proposal will be vetted by appropriate quality assurance committees (see below). Final approval at GNWC will rest with the Academic Planning Committee.

Student Professional Competencies / Outcomes

GNWC is committed to ensuring that all graduates, in whatever programs, develop a set of modern competencies that help to guarantee success in the new economy. These include the following: leadership, communication, ethics, teamwork, strategic thinking, and entrepreneurship. All academic programs at GNWC will have, as an integral component of their curriculum delivery, activities designed to strengthen these student outcomes. Not only will they be included, but they will be evaluated as an essential component of all courses (i.e., assessment will include both these competencies and the course content traditionally evaluated).

Academic Governance

The Academic Planning Committee, consistent with the Charter Principles, should have responsibility for formally approving academic programming for GNWC. As at present, this committee should have representation from each partner, including their vice-president's Academic. It may be appropriate at some stage to have members of Education Councils and Senates added to this group as it assumes more semi-autonomous authority for the approval of programs at GNWC. This could be a form of delegated authority designed to ensure that GNWC remains consistent with the goals and objectives of the partners, but also has some efficiency with respect to academic approval processes.

All academic programs will also be subject to quality assurance reviews, both as they are initiated and on a cyclical basis thereafter. Procedures for the independent arms-length review of GNWC and its academic programs should be anticipated, probably for the first time during the formative phase of development.

In the longer term, the four partners may work with government bodies to explore new and innovative ways to develop a more autonomous academic approval process for GNWC.

Resources for Academic Programs

Funding models and space requirements will evolve through the phases outlined above. In the Inaugural Phase space will be provided via the existing buildings, renovated as necessary. Starting in the Formative Phase space will have been built that meets the academic (learning and research) requirements of GNWC. The Academic Planning Committee noted above must inform decisions regarding the design and allocation of this newly constructed space.

In the Inaugural Phase we anticipate that expenditures necessary to support partner students registered in any program will be provided by the partner institution(s) involved with the program (i.e., funding will follow the students from their home campuses to GNWC). This funding is most likely to involve one-time costs for space renovations, salary costs for seconded faculty teaching in the program, and small operational costs directly associated with a program. In the longer run, and again for students registered in programs at a partner institution, this is the type of funding arrangement that is likely to continue.

In the Inaugural Phase, GNWC will need to have the means to begin the development of academic programs. One of four funding models, or some combination of the four, could support this curriculum design and development. One model is simply to introduce full-cost-recovery programs, as might be the case for example with specialised graduate program themes in digital entertainment (see below). In these programs students would be expected to pay tuition fees reflecting at least the basic program costs which would include any initial loans necessary for program development, for facilities renovation or construction, etc.

A second model is for each partner, or each interested partner, to second staff and faculty to work on any specific program. This is likely to require some spending to 'backfill' their existing obligations at the partner institution or some money to provide these colleagues with 'honoraria' for this work.

A third model is to establish a "Development Pot" into which each partner institution contributes in some agreed upon proportion (e.g., desire to participate in particular programs). Over the longer run, probably beginning in the mature phase, GNWC better have sufficient resources to support academic program development without financial resources from the partners.

A fourth model would involve borrowing funds against the land equity the partners jointly own. This one-time funding could be used as bridge financing to develop academic programming. Repaying this loan would then depend upon a continuing revenue

stream composed of government funded FTEs and student tuition. Developing a business plan for this model, or for any of the previous models, would be imperative.

The costs for the actual delivery of academic programming can be covered, at least in the short term, in much the same way as development expenses. This is obvious for cost recovery programming, and in courses or programs where some partner financial support is necessary where this will either be by using seconded faculty, or by two or more partners sharing the costs of instruction and delivery. Funding arrangements for students from one of the partners enrolled in the courses of another partner (or a GNWC courses) will need to be negotiated but in the short run this should be done on a case by case basis. Balancing the flow of students in partner courses or programs ought to be encouraged as a simple exchange model over a one or two year period (e.g., nineteen UBC students in Emily Carr courses, and vice versa).

On the revenue generation side, prospects in the Inaugural Phase are minimal at best. We could decide initially only to implement programs with full-cost recovery tuition fees and that policy decision may yet have to be taken. An alternative option is to have the partners agree to some form of FTE support from government, either as a share of partner institution FTE's or as dedicated GNWC FTE's. This is judged to be unlikely, or very modest, until at least the Formative Phase (2009). At that time, however, tuition fees and government FTE support could finance programs. Once the GNWC complex is built some revenue from facilities might be used to support academic programs but this will be a modest stream if building operating costs and administrative costs of GNWC are also to be supported by this revenue stream. Fundraising to support academic programs is possible, in part, but experience suggests this is not the full answer.

We need also to take care in not creating academic programming that competes for students and tuition dollars with programming at a partner institution. For example, most continuing studies activity that GNWC might mount is likely to directly compete with one or more partners' non-credit community programming. Conversely, however, we do have a deficit of post-secondary capacity in the province and GNWC was conceived as one among several solutions to help increase the number of post-secondary spaces for young people.

Both academic and research initiatives will define space requirements. One assumption commonly used is that each FTE requires 180 square feet. The March 2003 Financial Officers' Report suggested that 1000 FTE's would require a furnished building of 180,000 square feet with a capital cost of \$39.3M and annual operating costs of about \$1.5M (at \$8.18 per sq ft). The Centre for Interactive Research on Sustainability (CIRS) will generate some academic space, but only enough for 200 FTEs at most.

For GNWC to work there will have to be some financial commitment for academic programming from the partners. At present on the academic side too much dependence is being placed on volunteer labour, people doing work off the sides of their desk to construct visions, plans, and strategies. That is not sustainable. Start-up academic funding is essential if GNWC is to be successful.

Initial Program Themes

At this stage the Academic Planning Committee has identified three possible program areas for initial development. These are as follows:

Urban Sustainability
Transforming Arts + Culture
Digital Entertainment

Each of these themes fits with the Academic Vision. Academic programming in sustainability links to the Centre for Interactive Research on Sustainability, has several academic champions, and has seen some early development. Programming in the Art and Culture area is developing, although is probably a month or two behind sustainability in providing enhanced details. The idea of programming in digital entertainment is at a more exploratory phase, but has potential in the area of cost-recovery graduate programming.

Over the next decade GNWC will develop as many as five or six specialty themes (appendix A describes some additional candidate areas). At this stage we recommend three and these are detailed more extensively in a separate submission for the Board (Program Implementation Proposal for 2004 to 2006).

1. Urban Sustainability

From the outset the Academic Vision of the GNWC saw a centre of excellence focused on the 'liveable city' and the "...the urban environment, within the context of a knowledge-based economy, through research, development and commercialization...." Vancouver is renowned for its leadership and dedication to understanding, creating and implementing a sustainable lifestyle. At the same time, those groups, agencies and institutions working in these fields recognize the huge amount of research, education and entrepreneurship that is needed to meet the growing social, economic and technical demands on our cities.

The City of Vancouver in its development strategy for the Southeast False Creek noted:

"...the City boldly decided that the regeneration of these industrial lands should proceed on the basis of an enlightened world-view recognizing that we live in a finite and delicately balanced environment..." They went on to say "...that every effort should be made to recognize this fundamental relationship to the natural world in the design, construction and operation of a new 'model sustainable community'..."

The GNWC partner institutions have educators and researchers who have extensive interests and expertise in sustainability including the full range of social, cultural, technological and scientific issues. The CIRS initiative will give some focus to this, but programming beyond that initiative must also be encouraged.

2. Transforming Arts + Culture

The creative talents of performers, artists and designers have been driven to new heights by the scientific and technical developments of the new economy. And in the same way science and technology are finding the need to incorporate the benefits and values of the arts and culture in their outcomes in order to fulfill human needs.

The GNWC has positioned itself at the epicentre of this convergence, by recognizing the essential importance and significance of the opportunity that these four diverse institutions collectively bring to learning and research. No one doubts that digital technologies will permeate all activities and products in the future. The transformation from today's arts-human interface to one which will emerge from those technologies needs exploration, study and development.

The GNWC partner institutions and their associates recognize the essential need to jointly pursue new areas of understanding and knowledge where social and cultural matters confront this technological tidal wave. Whether in the entertainment-related industries, education, communications or the visual and performing arts, the GNWC collaborators are aiming to contribute to a beneficial transformation by creating new learning and research facilities and programs designed to meet the needs of a socially and culturally sustainable society.

3. Digital Entertainment

Computer-mediated digital technologies are quickly transforming the burgeoning field of entertainment. Seen most visibly in the electronic gaming industry perhaps, the entire area of creative and performing arts is undergoing massive change as advances in digital technology transform what we can do, where we can do it, and how easily it can be accomplished. Vancouver is already a world leading venue for much of this production (e.g., Electronic Arts, Radical Entertainment), and is making significant research advances in this area.

GNWC has been invited to consider developing programming similar to the Masters of Entertainment Technology at Carnegie Mellon (the only graduate degree program of its kind in the USA). Our discussions are in their early days, but there is enthusiasm for moving in this direction.

Conclusion

The Great Northern Way Campus is about to embark upon a unique academic adventure. It will be up to the four partner institutions and their associates and collaborators to make the right choices, provide the right incentives, and create the right opportunities to have this initiative prosper and meet its learning and research vision.

This plan is only the beginning, but it is an important beginning. It will demonstrate to all that this project not only has a place in the post-secondary system in British Columbia, but that it is fulfilling an ambition to bring the partner institutions together to show that in specialty areas of social, cultural and economic importance, cooperation and collaboration can provide exceptional opportunities for learners and researchers.

Appendix A

Programs that could be at the GNWC

The programs listed below are briefly defined with “courses” or “learning modules” meant to add detail (all of this is illustrative and would require substantial revision by content experts should any of these programs serve as part of the GNWC’s academic content).

Human centered design: design of buildings, machines, and other structures with consideration of the human as the central element

Artificial Intelligence: Understanding the nature of human intelligence and its embodiment in machines

Nanotechnology Architecture and Design: science of materials and systems on a nanoscale size

Entrepreneurship and New Business Development in Cultural Industries: program designed for business & administration skill development in the cultural industries

Knowledge Management in Science and Technology: managing the creation, dissemination, and utilization of scientific and technological knowledge

Digital Convergence: rich media and mobile access; integrating computing, digital communications technology, and digital content

Film and Computing Interfaces: computer applications in film

Research and Development in Art and Design: exploring frontiers and possibilities in the future of art and design

Experimental media and performing arts: the convergence, challenges, and resistance of art and technology

New media and entertainment arts: integrating digital media and computer technology with art and entertainment

Sustainability and the City: sustainability, community, and global and local citizenship.

Bioinformatics: research in computational biology, software and database development, development of algorithms, statistical methodologies and data management processes that accelerates discoveries in life-sciences and computational biology, creation of computational tools.

As stated earlier, these should be considered as possible target areas of specialty that would fit well with the GNWC Academic Vision. The Academic Committee and the President will continue to explore the level of interest with institutional faculty in these and other areas. Our objective will be to better define and refine programs and to work with faculty to evaluate the level of demand from both students and employers.

Appendix B

September 2004 Deliverables

The creation and development of fully innovative and collaborative programs and courses will take analysis, initiative and work that are presently underway. For September of 2004, several courses are planned to be delivered at the GNWC which are beginning to build institutional collaboration. This would include courses that have been moved from the home campus to the GNWC, as they are better suited for delivery there. In addition, each course provider/developer is interested in having student participation from the several institutions.

As of the date of this writing we have:

1. **Intermedia Practices** - IMED 308 (studio seminar)

This studio-based interdisciplinary, inter-institutional seminar will involve students from ECI and SFU and faculty ECI, SFU and UBC. It will offer participants a historical, theoretical and practical exploration of convention and experimental models for creating time-based art. It offer insight into the technology employed in the realization of varied installation work. This course will focus (though not exclusively) on still and time-based projection systems used in installation art (photographic, video and film) and sound installation design. It will interrogate the relationship of the frame to historical visual art practices, to Cartesian/Euclidean models and suggest potential for considering contemporary theories of space/time.

2. **Experimental Practices** – IMED 331

This interdisciplinary course encourages the use of experimental practices in creating media art, including experimentation within various media as well as integration of different media and collaborations with others. Through in-class discussions and student presentations, issues of experimental production are explored.

3. **Scene Painting I** – THTR 352: Media, techniques, and textural treatments used in scene painting

4. **Post-Production Techniques** – FILM 439: Instruction in digital post-production techniques including picture and sound editing.

5. **Advanced Study in Design and Scenography** – THTR 408: An overview of the vacuforming process, factors involved in mould making, properties of various plastic materials and design possibilities of the medium.

** The above two courses deal with the use of digital technology and *vacuforming* process, and could involve collaboration with ECIAD and BCIT:

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate & Curriculum
Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1

January 12, 2007

Memo to: Vancouver Senate

From: Academic Policy Committee

Re: Faculty Membership in the Faculty of Graduate Studies (**approval**)

A previous version of these documents prepared by the Faculty of Graduate Studies Academic Policy Committee, which includes associate deans from each Faculty and representatives from the Graduate Student Society, was presented to Senate for approval at the April 2005 meeting. The Senate referred the documents back to the Academic Policy Committee for further revision and consultation.

Since that time, the Committee of Deans, Faculty Relations, and the Office of the University Counsel have reviewed and had input into these revised documents. Once approved, they will replace the current policy (April 2000) and administrative procedures (March 1990).

The Senate Academic Policy Committee approved the attached revised versions at a recent meeting and recommends them for Senate approval.

MOTION: *That Senate approve the Policy on Faculty Membership in the Faculty of Graduate Studies and its associated administrative procedures as circulated.*

Respectfully submitted,

Paul G. Harrison, Chair
Academic Policy Committee

**UBC Proposal Form**

Faculty: Faculty of Graduate Studies Effective Session _____ Term _____ Year_____ for Change	Date: January 15, 2007 Contact Person: Jim Thompson Phone: 7-5546 Email: Jim.Thompson@ubc.ca
Proposed Policy: Faculty Membership in the Faculty of Graduate Studies 1. Introduction The Faculty of Graduate Studies is dedicated to maintaining a rich academic environment for every student in the Faculty of Graduate Studies at the University of British Columbia. Among other things, the Faculty oversees the academic quality and integrity of its graduate programs, and ensures that graduate students are provided with training in research and other scholarly activities of the highest standard. 2. Faculty Membership in the Faculty of Graduate Studies The Faculty of Graduate Studies consists of the President, Vice-President Academic, Vice-President Research, the Dean and Associate Deans of the Faculty of Graduate Studies, Deans of other Faculties and appropriately qualified members of the University faculty. a. Faculty Members: Faculty members of the Faculty of Graduate Studies must be tenured or tenure track (including grant tenured or grant tenure track) faculty members holding the rank of Assistant Professor, Associate Professor, or Professor. They must be approved by their disciplinary Faculty (or functional equivalent) for faculty membership in the Faculty of Graduate Studies and must meet the criteria established by the graduate program with which they are affiliated. Faculty members of the Faculty may be sole supervisors of graduate students, chair examining committees, and vote at the Faculty of Graduate Studies general meetings. b. Faculty Members Emeriti: Faculty members of the Faculty of Graduate Studies may continue as faculty members <i>emeriti</i> upon retirement, provided they are approved by their disciplinary Faculty (or functional equivalent) for faculty membership in the Faculty of Graduate Studies and continue to meet the criteria established by their graduate	Present Policy: Membership in the Faculty of Graduate Studies (effective April 2000) The function of the Faculty of Graduate Studies is to ensure that graduate students are provided with training in research and other scholarly activity of the highest standard. The Faculty of Graduate Studies will consist of the President, Vice-President Academic, Vice-President Research, the Dean and Associate Deans of Graduate Studies, Deans of other faculties and appropriately qualified members of the University faculty. General Criteria for Membership: Although the Ad Hoc Committee on Membership in the Faculty of Graduate Studies considered that the primary responsibility for defining the criteria for membership of the Faculty of Graduate Studies should rest with the individual Faculty, department or unit concerned, the Committee believes there were some general considerations on which policy should be established. Faculties, departments, and units would be expected to establish criteria consistent with these general criteria. a. Full Members to the Faculty of Graduate Studies Full members of the Faculty of Graduate Studies may teach graduate students and vote in the Faculty of Graduate Studies. Individuals eligible for full membership must be faculty members holding the title of professor, associate professor or assistant professor, or professor emeritus in an academic unit authorized to grant degrees. b. Associate Members of the Faculty of Graduate Studies Associate members of the Faculty of Graduate Studies may teach graduate students but will have no voting or other privileges in the Faculty of Graduate Studies. Individuals eligible for associate membership of the Faculty of Graduate Studies will include: 1. Senior Instructors 2. Adjunct and Clinical Faculty 3. Honorary Faculty 4. Visiting Professors 5. Research Associates 6. Post Doctoral Fellows

<p>program for faculty membership in the Faculty of Graduate Studies. They may co-supervise graduate students, and chair examining committees.</p> <p>3. Supervision of Graduate Students by Other Faculty</p> <p>Other appropriately qualified individuals (e.g., clinical professors, adjunct professors, senior instructors or visiting professors) who are actively engaged in research and experienced with graduate education may be approved, upon the recommendation of their Head, Director or Dean of the graduate program with which they are affiliated and the approval of the Dean of Graduate Studies, to supervise or co-supervise master's and doctoral students and/or serve on doctoral student supervisory committees provided they meet the relevant criteria. These individuals are not faculty members of the Faculty of Graduate Studies.</p> <p>Approval for individuals who are not faculty members of the Faculty of Graduate Studies to serve as members of master's student supervisory committees is the responsibility of the graduate program concerned.</p> <p>4. Teaching</p> <p>Teaching of graduate courses is the responsibility of the disciplinary unit, Department or Faculty.</p>	<p>7. Staff of Research Institutes affiliated with the University</p> <p>Type of Action:</p> <ul style="list-style-type: none"> • Remove "associate members" category. • Replace the category "full members" with two categories, "members" and "members emeriti". • Explicitly set out the membership privileges; for members (i.e. serve as sole supervisors of graduate students, chair examining committees and vote at the Faculty of Graduate Studies general meetings) and members emeriti (i.e. co-supervise graduate students and chair examining committees). • The recommended policy clarifies that grant tenure and grant tenure track faculty members have the same privileges as tenure and tenure track faculty members. • The administrative procedures are being dealt with in another document. • The general criteria for Membership is clarified and confirmed under this Policy. Specific additional criteria for membership continue to be the responsibility of the individual graduate programs subject to approval by the relevant disciplinary Faculty or functional equivalent. • The Faculty of Graduate Studies has drafted some suggested criteria that individual graduate programs would be at liberty to adopt. <p>Consultation:</p> <p><i>The revised policy was developed by the Faculty of Graduate Studies' Academic Policy Committee which includes associate deans from each Faculty and representatives from the Graduate Student Society. It was distributed to all Faculties for comments during summer/fall 2003. It was subsequently reviewed by Faculty Relations and by University Counsel. It was approved by Graduate Council, March 11, 2004 with minor amendments. It was subsequently reviewed by the Provost Office in November 2005. It was reviewed by the Committee of Deans in 2006 and 2007. The Office of Faculty Relations was consulted numerous times in 2004, 2005 and 2006. Changes have been made to address questions and concerns raised by those consulted.</i></p> <p>Rationale:</p> <ul style="list-style-type: none"> • <i>In practice, the Associate Members category in the Faculty of Graduate Studies has had no purpose or use other than to designate groups of individuals excluded from full membership. By clarifying the role and responsibilities inherent in membership, it seems redundant to</i>
--	--

	<p><i>define a group excluded by this definition. Qualified individuals who are not Members or Members Emeriti may, in certain cases, supervise or co-supervise students, sit on supervisory committees, etc. as indicated in the relevant sections of the Faculty's policies. Also, there may be confusion with use of the term Associate Member as it is used as an unofficial position given to a faculty member when there is a need for members of one department to have a formal arrangement to participate in teaching and research activities in a second department, but when a joint appointment is not appropriate.</i></p> <ul style="list-style-type: none"> • <i>A separate membership category, Members Emeriti, has been developed. Upon retirement Members may have the interest, time and expertise to continue serving as excellent supervisors and examination chairs. However, they will serve as co-supervisors. The intent of this policy is to ensure that sole-supervisors have sufficient ties to the University such that a student can reasonably expect that his or her supervisor will be available, willing and able to supervise through to the completion of the student's degree program. The sanctions that the University can apply to a faculty member who is not fulfilling supervisory responsibilities are not available in the case of Emeritus Professors.</i> • <i>The current policy refers to "voting." The revised proposal clarifies that "voting" is specific to the Faculty of Graduate Studies General Meetings so as not to be confused with voting in Graduate Council, which is restricted to members of Graduate Council.</i> • <i>The current policy includes "teaching" as one of the privileges of being a full member and associate member. Teaching of graduate courses is the responsibility of the disciplinary unit, Department or Faculty and thus it has been removed from the proposed policy.</i>
--	---



UBC Proposal Form

Faculty: Faculty of Graduate Studies Effective Session _____ Term _____ Year_____ for Change	Date: January 15, 2007 Contact Person: Jim Thompson Phone: 7-5546 Email: Jim.Thompson@ubc.ca
Proposed Administrative Procedures for Faculty Membership in the Faculty of Graduate Studies <ol style="list-style-type: none">1. Graduate programs have the primary responsibility for defining their specific criteria for faculty membership (hereafter known as membership) in the Faculty of Graduate Studies, provided they are approved by their disciplinary Faculty (or functional equivalent), and are in agreement with the general criteria set by the Faculty of Graduate Studies. These criteria are in addition to those of the Faculty of Graduate Studies. The criteria are forwarded to the Faculty of Graduate Studies for review to ensure that they meet the requirements of the Faculty of Graduate Studies.2. On an annual basis, each graduate program, in consultation with its disciplinary Faculty (or functional equivalent) will review and update a list provided by the Faculty of Graduate Studies of (1) faculty who meet the criteria for faculty members (hereafter known as members) or faculty members <i>emeriti</i> (hereafter known as members <i>emeriti</i>) in the Faculty of Graduate Studies; and (2) those other individuals (e.g. clinical professors, adjunct professors, senior instructors or visiting professors) who are approved to supervise or co-supervise master's or doctoral students or serve on doctoral student supervisory committees by the Faculty of Graduate Studies. Each graduate program, in consultation with their disciplinary Faculty (or functional equivalent) will also determine: 1) whether any new faculty members should be added, 2) whether any members should be deleted because of death, resignation, illness, etc.3. Graduate programs may recommend other appropriately qualified individuals (e.g., clinical professors, adjunct professors, senior instructors or visiting professors) who do not meet the criteria for membership in the Faculty of Graduate Studies to supervise or co-supervise master's or doctoral students or serve on doctoral student supervisory committees, to the Faculty of Graduate Studies for approval, providing the	Present Administrative Procedure for Membership in the Faculty of Graduate Studies (effective March 1990) <ol style="list-style-type: none">1. Each Faculty, Department or Unit will establish formal criteria for membership in the Faculty of Graduate Studies and provide them to the Faculty of Graduate Studies. This will enable the Faculty of Graduate Studies to review them and determine whether any further action is required.2. Each Faculty, Department or Unit will submit lists of those members who meet the criteria for appointment and who are approved for (a) full, or (b) associate membership of the Faculty of Graduate Studies.3. Individuals approved for membership of the Faculty of Graduate Studies will be members for a term of five years (or such lesser term as is specified in the appointment). Membership is renewable.4. Each Faculty, Department or Unit will be asked to review the list of members of the Faculty of Graduate Studies annually to determine: a) whether any new members should be added, b) whether any members should be deleted (because of death, resignation, etc.).5. The Faculty of Graduate Studies may review the lists of members submitted by the Faculties, departments or Units to determine whether the membership lists are consistent with the formal criteria established by the relevant unit. Upon request the relevant unit will supply the Faculty of Graduate Studies with evidence that a particular appointment is consistent with the criteria.6. Where there is a complaint that a member of the Faculty of Graduate Studies is providing unsatisfactory supervision of a student or is performing his or her teaching and administrative duties in an unsatisfactory way, the Dean of Graduate Studies may initiate an inquiry and may recommend to the President that the individual's membership or the Faculty of Graduate Studies be suspended or

<p>faculty member meets the relevant criteria.</p> <p>4. The Faculty of Graduate Studies may review the lists of members submitted by the Faculties to determine whether the membership lists are consistent with the formal criteria established by the graduate program. Upon request the graduate program will supply the Faculty of Graduate Studies with evidence that a particular appointment is consistent with the criteria.</p> <p>5. Where a faculty member no longer meets the criteria for membership or there is a complaint that a faculty member is not satisfactorily performing his or her duties and obligations as a member of the Faculty of Graduate Studies, the Head, Director or Dean of his/her Faculty, or the Dean of the Faculty of Graduate Studies in agreement with the disciplinary Dean (or functional equivalent), may initiate an inquiry and take appropriate action including recommending to the President that the individual's membership in the Faculty of Graduate Studies be suspended or cancelled. Unsatisfactory performance includes, but is not limited to, inattentive or poor graduate student supervision as well as violations of the bounds of appropriate conduct between a faculty member and student such as:</p> <ul style="list-style-type: none"> • allowing a conflict of interest to develop between the interests of the student and the interests of the faculty member, • abusing the power imbalance between the faculty member and student by placing inappropriate demands upon a student, or • failing to follow principles of scholarly integrity with respect to the research and work of students. <p>A faculty member has the right to appeal a decision regarding his or her membership in the Faculty of Graduate Studies under the grievance and arbitration procedures set out in Article 20 of the Framework Collective Agreement between UBC and the Faculty Association of UBC.</p>	<p>cancelled.</p> <p>7. An individual who is aggrieved by any decision concerning his or her membership of the Faculty of Graduate Studies may request the Graduate Council to establish an ad-hoc Membership Committee to hear the complaint and to advise the Dean of Graduate Studies.</p> <p>Type of Action: <i>The administrative procedures have been revised to include criteria to help in determining membership in the Faculty of Graduate Studies, and actions that can be taken when a faculty member does not meet these criteria.</i></p> <p>Consultation: <i>The revised procedures were developed by the Faculty's Academic Policy Committee which includes Associate Deans from each Faculty and representatives from the Graduate Student Society. It was distributed to all Faculties for comments during summer/fall 2003. It was subsequently reviewed by Faculty Relations and by University Counsel. It was approved by Graduate Council, March 11, 2004 with minor amendments. It was subsequently reviewed by the Provost Office in November 2005. It was reviewed by the Committee of Deans in 2006 and 2007. The Office of Faculty Relations were consulted numerous times in 2004, 2005 and 2006. Changes have been made to reflect and address the questions and concerns raised by those consulted.</i></p> <p>Rationale: <i>The Faculty of Graduate Studies has been asked on numerous occasions to provide criteria to be used to help in determining membership in the Faculty, and actions that can be taken when faculty members no longer meet the criteria for membership in the Faculty. The administrative procedures have been revised accordingly.</i></p> <p><i>"An appointment term of five years" has been removed. The membership will only be suspended or cancelled if the member no longer meets the criteria</i></p>
--	---

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1

January 10, 2007

Memo to: Vancouver Senate

From: Admissions Committee

Re: Calendar Changes on Admission Items

The Admissions Committee recommends:

That Senate approves the admissions Calendar changes as listed.

- a. Change to Admission requirements commencing in September 2007 for the Bachelor of Education (Secondary) (approval) (circulated)

The Admissions Committee recommends that Senate approve the change to Admission requirements for applicants to the Bachelor of Education (Secondary) program with a concentration or major in Home Economics as circulated.

- b. Change to advancement requirements for students in the Bachelor of Commerce degree program (approval) (circulated)

The Admissions Committee recommends that Senate approve the change to advancement requirements for students in the Bachelor of Commerce degree program.

- c. Change to examinations and advancement requirements for students in the Faculty of Forestry (approval) (circulated)

The Admissions Committee recommends that Senate approve the change to the examinations and advancement requirements for students in the Faculty of Forestry.

Respectfully submitted,

Dr. James Berger, Chair
Senate Admissions Committee



UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

Faculty: Education Department: Teacher Education (Secondary) Senate Admissions Committee Approval Date: December 13, 2006 Effective Session: 07W, Term 1 Year for Change: 2007	Date: December 18, 2006 Contact Person: Rita Irwin Phone: 2-0111 Email: rita.irwin@ubc.ca
Proposed calendar entry	Present calendar entry
Home Economics Concentration and Major Applicants normally hold one of the following degrees: a Bachelor of Applied Design, a Bachelor of Arts in Family Studies, a Bachelor of Home Economics or Human Ecology, or a Bachelor of Science in Food, Nutrition and Health. Students holding other degrees will also be considered if they have met the following admission requirements. Concentration: Applicants must have completed 12, preferably 18, credits of first- and/or second-year level courses in at least two areas from Family Studies, Food Studies and Textiles Studies. In addition, applicants must have completed a minimum of 18 credits at third- and/or fourth-year level. These 18 credits must include 9 credits in one area from Family Studies, Food Studies and Textiles Studies and 9 credits in one of or a combination of the two remaining areas.	Home Economics Concentration and Major Applicants normally hold one of the following degrees: a Bachelor of Applied Design, a Bachelor of Arts in Family Studies, a Bachelor of Home Economics, a Bachelor of Science in Food, Nutrition and Health with a major in Human Ecology, or a degree equivalent to one of the first three. Students holding other degrees will also be considered if they have met the following admission requirements. Concentration: Applicants must have completed 12 and preferably 18 credits of first- and second-year level courses in Family Studies and Food Studies and/or Textiles Studies. In addition, applicants must have completed a minimum of 18 credits at third- and/or fourth-year level. These 18 credits must include: 1) 9 credits in Family Studies and 2) 9 credits in Food Studies or 9 credits in Textiles Studies or 9 credits in a combination of Food Studies and Textiles Studies. Type of Action: Editing Rationale: Proposed changes reflect the present home economics curriculum in BC secondary schools. When implemented, they will broaden admission criteria. Thus, applicants who have prepared for the areas in food studies and textiles studies will also be qualified for admission. At present, applicants are required to have completed courses in family studies in addition to one of or a combination of food studies and textiles studies. The changes will not affect applicants who qualify under the current admission requirement.



	<p>The human ecology major is no longer an option within the Bachelor of Science in Food Nutrition and Health at UBC, but degrees in Human Ecology are available in Alberta and Manitoba.</p> <p>Consultations: Land and Food Systems Theatre, Film and Creative Writing Social Work and Family Studies</p>
--	--



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Sauder School of Business Department: Faculty Approval Date: July 21, 2006 Effective Session __06W__ Term __1__ Year __2006/07__ for Change	Date: July 21, 2006 Contact Person: Ann Gilray Phone: 822-9518 Email: ann.gilray@sauder.ubc.ca
Proposed Calendar Entry: Advancement Requirements <p>The UBC Bachelor of Commerce (B.Com.) is a full-time four-year program. Students are expected to register in a full load of courses unless they have been granted advanced standing.</p> <ol style="list-style-type: none">1. To earn a promotion from first to second year, a student must have completed a minimum of 27 credits including all required English, Math, and Economics courses.2. To earn a promotion from second- to third-year, a student must have completed 54 credits including five of the seven following second-year required core courses: COMM 290, 291, 292, 293, 294, 295, 298; no more than one of Commerce 391, 392, and 296 may substitute for one of the second-year Commerce courses.3. To earn a promotion from third to fourth year, a student must have completed 80 credits including two option core courses and four of the following six third year core courses: COMM 391, 392, 394, 396, 393, or 399.	URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,199,295,132 Present Calendar Entry: Advancement Requirements <p>The UBC Bachelor of Commerce (B.Com.) is a full-time four-year program. Students are expected to register in a full load of courses unless they have been granted advanced standing.</p> <ol style="list-style-type: none">4. To earn a promotion from first to second year, a student must have completed a minimum of 27 credits including all required English, Math, and Economics courses.5. To earn a promotion from second- to third-year, a student must have completed 54 credits including five of the seven following second-year required core courses: COMM 290, 291, 292, 293, 294, 295, 298; no more than one of Commerce 391, 392, and 396 may substitute for one of the second-year Commerce courses.6. To earn a promotion from third to fourth year, a student must have completed 84 credits including two option core courses and four of the following six third year core courses: COMM 391, 392, 394, 396, 393, or 399. Type of Action: Change to advancement requirements from year 3 to year 4. Rationale: COMM 396 (Introduction to Marketing) has been changed to COMM 296 (Introduction to Marketing) to properly



	<p>identify it as an introductory level course rather than a senior level course.</p> <p>The credits required to advance to year 4 must be decreased from 84 to 80, due to the decrease in overall credits required for the BCom Program.</p>
--	---

UBC Undergraduate Admissions Proposal Form

Change to Admission Requirements

<p>Faculty: Forestry Department: Faculty Approval Date: Oct. 31, 2006</p> <p>Effective Session: 07W, Term 1 Year for Change: 2007</p>	<p>Date: Oct. 18, 2006 Contact Person: Candace Parsons Phone: 2-3547 Email: candace.parsons@ubc.ca</p>
<p>Proposed Calendar Entry</p>	<p>Present Calendar Entry: URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,328,167</p>
<p>Examinations and Advancement</p> <p>The University regulations concerning examination and advancement apply. See Academic Assessment and Advancement Regulations. In addition, the Faculty of Forestry sets the following requirements:</p> <p>.....</p> <ol style="list-style-type: none"> 6. First year All students must pass at least 60% of credits undertaken, achieve an overall average grade of at least 60%, and follow their required program, or be required to withdraw from the Faculty for at least one year. Completion of at least 30 credits is required for promotion to second year. In subsequent years, students who do not pass at least 60% of the credits undertaken and achieve an overall average of 55%, will be required to withdraw from the Faculty for at least one year. Students who do not complete all required courses for their program year will not be promoted to the next program year, but may register in a subsequent session. 	<p>Examinations and Advancement</p> <p>The University regulations concerning examination and advancement apply. See Academic Assessment and Advancement Regulations. In addition, the Faculty of Forestry sets the following requirements:</p> <p>.....</p> <ol style="list-style-type: none"> 6. First year students must pass at least 60% of credits undertaken and achieve an overall average grade of at least 60% or be required to withdraw from the Faculty for at least one year. Completion of at least 30 credits is required for promotion to second year. In subsequent years, students who do not pass at least 60% of the credits undertaken and achieve an overall average of 55%, will be required to withdraw from the Faculty for at least one year. Students who do not complete all required courses for their program year will not be promoted to the next program year, but may register in a subsequent session.
<ol style="list-style-type: none"> 7. Students registered in any first year that who attain a Winter Session average of at least 55% but less than 60% may, at the discretion of the Adjudication, Advancement and Scholarship Committee, be placed on Academic Probation. Students registered in subsequent years that attain a Winter Session average of at least 50% but less than 55% may, at the discretion of the Adjudication, Advancement and Scholarship Committee, be placed on Academic Probation. Students assigned Academic Probation in one session will be removed from Academic Probation if, in a following Winter Session, they pass all courses and attain an average of at least 60% on a minimum of 24 credits. Students who do not achieve an average high enough to be removed from academic probation will be required to withdraw from the Faculty for at least a year. 	<ol style="list-style-type: none"> 7. Students registered in first year that attain a Winter Session average of at least 55% but less than 60% may, at the discretion of the Adjudication, Advancement and Scholarship Committee, be placed on Academic Probation. Students registered in subsequent years that attain a Winter Session average of at least 50% but less than 55% may, at the discretion of the Adjudication, Advancement and Scholarship Committee, be placed on Academic Probation. Students assigned Academic Probation in one session will be removed from Academic Probation if, in a following Winter Session, they pass all courses and attain an average of at least 60% on a minimum of 24 credits.



<p>8. A candidate who does not complete requirements for graduation in May following fourth year, will be required to register for all incomplete courses, in a subsequent session (summer or winter), and will be assessed the prescribed fees for these courses. Students who do not complete FRST 497 (B.S.F. Essay), FRST 498 (B.Sc. Thesis), WOOD 493 (Wood Processing Project), CONS 498 (Thesis or Special Project) in their fourth year must complete these requirements in time for graduation in the fall of the following year. Students who do not complete these requirements within the specified period of time must formally register in a subsequent session and may be required to take additional courses related to the thesis or project topic.</p> <p>9. Students who have not achieved a Language Proficiency Index (LPI) score of 5 or 6 prior to completing 30 credits of Forestry-eligible courses taken at UBC, will normally be required to withdraw from the Faculty of Forestry, unless there are sufficient extenuating circumstances. See Exemptions under LPI Requirements for First-Year English in the Faculty of Arts section.</p> <p>10. Students who have not completed at least 3 credits in each of First-Year English and First-Year Mathematics (calculus) by the time they have completed 60 credits will be required to withdraw from the Faculty of Forestry, unless there are sufficient extenuating circumstances.</p> <p>11. Students who are required to withdraw from the Faculty of Forestry may apply for readmission to the university following at least a year away. During this year, these students are required to complete at least 12 credits of UBC-transferable post-secondary courses at some other institution to demonstrate their ability to succeed academically. Related work or volunteer experience that demonstrates maturity and an ability to succeed academically will also be considered in the readmission decision.</p>	<p>8. A candidate who does not complete requirements for graduation in May following fourth year, will be required to register for all incomplete courses, in a subsequent session (summer or winter), and will be assessed the prescribed fees for these courses. Students who do not complete FRST 497 (B.S.F. Essay), FRST 498 (B.Sc. Thesis), WOOD 493 (Wood Processing Project), CONS 498 (Thesis or Special Project) in their fourth year must complete these requirements in time for graduation in the fall of the following year. Students who do not complete these requirements within the specified period of time must formally register in a subsequent session and may be required to take additional courses related to the thesis or project topic.</p> <p>9. Students who have not achieved a Language Proficiency Index (LPI) score of 5 or 6 prior to completing 30 credits of Forestry-eligible courses taken at UBC, will normally be required to withdraw from the Faculty of Forestry. See Exemptions under LPI Requirements for First-Year English in the Faculty of Arts section.</p> <p>Rationale:</p> <p>6. All students should be required to continue to demonstrate the ability to succeed in their programs at the same level as required in first year.</p> <p>7. The requirements for Academic Probation should be the same for students in all years of their program. Also, there needs to be a statement addressing what happens if the students does NOT do what is required to get off of Academic Probation (currently, it can be argued that they continue in their program on AP as it is not explicitly stated).</p> <p>10. There is currently no Faculty policy that requires students to complete their English and mathematics in a timely manner, which makes it difficult to enforce. Some students reach 4th year without completing these foundation requirements.</p> <p>11. There is currently no Faculty policy that requires students to complete courses, or do anything else during their year away from UBC. The goal is to encourage the students to study or work or otherwise increase their chances of academic success, and demonstrate their commitment to their forestry program during this time.</p>
--	---

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate and Curriculum Services
1874 – 2016 East Mall
Vancouver, BC
V6T 1Z1

12 January 2007

To: Senate
From: Senate Curriculum Committee

Re: **JANUARY CURRICULUM PROPOSALS**

The Senate Curriculum Committee has reviewed the material forwarded to it by the faculties, and encloses those proposals it deems as ready for approval.

As such, the following is recommended to Senate:

“That Senate approves the new and changed courses and programs from the Faculties of Arts, Applied Science, Commerce & Business Administration, Forestry, Graduate Studies, Medicine and Science as set out in the attached packages.”

Further, on the Senate website at <http://students.ubc.ca/senate/schedule.cfm> is the final set of reformatted Graduate Program statements (under materials for the January 2007 Senate). This exercise is being conducted to provide uniform and consistent representation of all Faculty of Graduate Studies graduate program requirements in the calendar. As Senators will recall, two other sets of statements have been previously approved. As such, the following is recommended to Senate:

“That Senate approves the revised Graduate Program statements (Audiology and Speech Sciences through Zoology, list not inclusive alphabetically)”

Finally, the Senate Curriculum Committee is pleased to recommend to Senate a new graduate initiative in Engineering in conjunction with the National University of Singapore, and as such recommends the following to Senate:

“That Senate approves the joint degree program in Mechatronics Design to be offered by the Faculty of Applied Science at the University of British Columbia and the Faculty of Engineering at the National University of Singapore.”

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate and Curriculum Services
1874 – 2016 East Mall
Vancouver, BC
V6T 1Z1

16 January 2007

To: Senate
From: Senate Curriculum Committee

Re: **FACULTY OF APPLIED SCIENCE CURRICULUM REPORT**

Attached please find the recommended Category 1 undergraduate curriculum proposals from the Faculty of Applied Science.

- 1) The following new courses:
 - a. **APSC 452** (3) Biomedical Equipment, Physiology, and Anatomy
 - b. **APSC 456** (3) Clinical and Industrial Biomedical Engineering
 - c. **CIVL 201** (3) Civil Engineering I
 - d. **CIVL 202** (3) Civil Engineering II
- 2) The following new options in **Electrical Engineering**:
 - a. **Nanotechnology and Microsystems**
 - b. **Biomedical Engineering**
- 3) The following new courses:
 - a. **EECE 300** (3) Molecules to Mechanisms
 - b. **EECE 301** (2) Topics in Nanotechnology and Microsystems
 - c. **EECE 400** (6) Nanotechnology and Microsystems Project
 - d. **EECE 401** (3) Nanotechnology in Electronics
 - e. **EECE 402** (3) Sensors and Actuators in Microsystems
 - f. **EECE 403** (3) Micro/Nanofabrication and Instrumentation Laboratory
 - g. **EECE 404** (3) Nanotechnology and Nature
- 4) The following changed program:
 - a. **Engineering Physics**
- 5) The following new option in **Mechanical Engineering**:
 - a. **Biomedical Engineering**
- 6) The following new courses:
 - a. **MECH 305** (6) Data Analysis and Mechanical Engineering Laboratories
 - b. **MECH 306** (4) Data Analysis and Mechatronics Laboratories
 - c. **MECH 439** (1) Biomechanics Research
 - d. **MECH 459** (6) Biomedical Design Project

FACULTY OF APPLIED SCIENCE(ENGINEERING):
CATEGORY 1 UNDERGRADUATE CURRICULUM REPORT

FALL 2006

Undergraduate:

Applied Science	2
Civil Engineering	2
Electrical and Computer Engineering	3
Engineering Physics	7
Mechanical Engineering	8

**FACULTY OF APPLIED SCIENCE (ENGINEERING)
CATEGORY 1 UNDERGRADUATE CURRICULUM REPORT**

FALL 2006

Department: APPLIED SCIENCE	Contact Person: Bruce Dunwoody
Faculty Approval Date: November 9, 2006	Phone: 2-3701
	Email: bruce.dunwoody@ubc.ca
APSC Undergraduate New Course(s)	
Effective Date: September 1, 2007.	URL: n/a
Proposed Calendar Entry:	Present Calendar Entry: None
APSC 452 (3) BIOMEDICAL EQUIPMENT, PHYSIOLOGY, AND ANATOMY. Principles and operation of biomedical equipment for cardiovascular system, respiratory system, renal dialysis, endoscopy, surgery, and imaging. Functional relationships of biomedical equipment to physiology and anatomy of major body systems. Restricted to students in EECE and MECH Biomedical Engineering options. Credit is given for one of APSC 452 or APSC 530. [3-0-2*]	Type of Action: New course.
	Rationale: This is needed in support of the undergraduate Biomedical Engineering option programs being offered by the Departments of Electrical & Computer Engineering and Mechanical Engineering. The course contents are considered core requirements by the biomedical engineering industry.
	Document ID#: APSC UG001
Effective Date: September 1, 2007.	URL: n/a
Proposed Calendar Entry:	Present Calendar Entry: None
APSC 456 (3) CLINICAL AND INDUSTRIAL BIOMEDICAL ENGINEERING. Principles of clinical practice, Canadian healthcare system, medical approach to diagnosis, ethics and regulations for clinical trials, medical technology management, medical device development and standards, biostatistics. Credit is given for one of APSC 456 or APSC 556. Restricted to students in EECE and MECH Biomedical Engineering options. [3-0-0]	Type of Action: New course.
	Rationale: This is an undergraduate version of APSC 556 which is needed in support of the undergraduate Biomedical Engineering option programs being offered by the Departments of Electrical & Computer Engineering and Mechanical Engineering. The evaluation criteria for the undergraduate version are consistent with other 400-level engineering courses whereas the graduate version requires one additional term project.
	Document ID#: APSC UG002
Department: CIVIL ENGINEERING	Contact Person: Dr. Susan Nesbit
Faculty Approval Date: November 9, 2006	Phone: 2-8703
	Email: nesbit@inaterchange.ubc.ca
CIVL Undergraduate New Course(s)	
Effective Date: September 2007.	URL: n/a
Proposed Calendar Entry:	Present Calendar Entry: n/a
CIVL 201(3) CIVIL ENGINEERING I. Social context, decision-making, sustainable development, systems analysis, computational modeling using spreadsheets and other software tools. [3-1-0]	Type of Action: New course.
	Rationale: Replaces 3 credits of CIVL 200 and CIVL 225 in the core 2nd year program, providing better integration of topics.
	Document ID#: CIVL UG001

**FACULTY OF APPLIED SCIENCE (ENGINEERING)
CATEGORY 1 UNDERGRADUATE CURRICULUM REPORT**

FALL 2006

<p>Effective Date: September 2007.</p> <p>Proposed Calendar Entry:</p> <p>CIVL 202 (3) CIVIL ENGINEERING II. Design, infrastructure context, non-technical issues, knowledge integration, drawings, team work, case studies. [1*-1-3]</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: Replaces 3 credits of CIVL 200 and CIVL 225 in the core 2nd year program, providing better integration of topics.</p> <p>Document ID#: CIVL UG002</p>																												
<p>Department: ELECTRICAL AND COMPUTER ENGINEERING</p> <p>Faculty Approval Date: November 9, 2006</p>	<p>Contact Person: Dr. Andre Ivanov</p> <p>Phone: 2-6936</p> <p>Email: ivanov@ece.ubc.ca</p>																												
<p>EECE Undergraduate New Program (s)</p>																													
<p>Effective Date: September 2007.</p> <p>Proposed Calendar Entry:</p> <p>Electrical Engineering http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,272,3</p> <p><i>To be follow the 4th Year Electrical Engineering Program:</i></p> <p>Nanotechnology and Microsystems Option</p> <p>Students who satisfactorily complete the following program will be given recognition as receiving the Bachelor of Applied Science in Electrical Engineering (Nanotechnology and Microsystems Option). To complete this option, students will take the program listed below. Students accepted into this option may also apply for acceptance into the UBC Cooperative Engineering Program and to the Project Integrated Program.</p> <p>TRADITIONAL SECOND YEAR</p> <table> <tr><td>APSC 201</td><td>3</td></tr> <tr><td>CPSC 260</td><td>4</td></tr> <tr><td>EECE 251</td><td>2</td></tr> <tr><td>EECE 253</td><td>2</td></tr> <tr><td>EECE 254</td><td>3</td></tr> <tr><td>EECE 256</td><td>3</td></tr> <tr><td>EECE 259</td><td>3</td></tr> <tr><td>EECE 261</td><td>3</td></tr> <tr><td>EECE 280</td><td>2</td></tr> <tr><td>EECE 281</td><td>3</td></tr> <tr><td>MATH 263</td><td>4</td></tr> <tr><td>MATH 265</td><td>2</td></tr> <tr><td>MATH 267</td><td>3</td></tr> <tr><td>Total Credits</td><td>37</td></tr> </table> <p>PROJECT INTEGRATED PROGRAM (PIP)</p>	APSC 201	3	CPSC 260	4	EECE 251	2	EECE 253	2	EECE 254	3	EECE 256	3	EECE 259	3	EECE 261	3	EECE 280	2	EECE 281	3	MATH 263	4	MATH 265	2	MATH 267	3	Total Credits	37	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Action: New program.</p> <p>Rationale: To provide students with a solid foundation in Electrical Engineering as well as specific training in subjects that are becoming increasingly important as devices become smaller and systems become faster and more complex:</p> <ul style="list-style-type: none"> •Electronics including emerging nanodevices •Micro/Nanoscale mechanisms and methods (physical, chemical, mechanical, biological and numerical) •Micro/nano system design and analysis •Micrometer and nanometer scale fabrication and instrumentation • Electromagnetics at small length scales <p>The program will provide students with practical project experience in the micro and nano technology fields and continue to establish British Columbia as a centre of expertise.</p> <p>The courses in this option will be supported by 13 faculty with expertise in nanotube and nanowire devices, quantum computing, organic electronics, optoelectronics & photonics, Na/K channels, microactuators, microscale implantable devices, microfluidics, microensors, and microprinting.</p> <p>Document ID#: EECE UG001</p>
APSC 201	3																												
CPSC 260	4																												
EECE 251	2																												
EECE 253	2																												
EECE 254	3																												
EECE 256	3																												
EECE 259	3																												
EECE 261	3																												
EECE 280	2																												
EECE 281	3																												
MATH 263	4																												
MATH 265	2																												
MATH 267	3																												
Total Credits	37																												

**FACULTY OF APPLIED SCIENCE (ENGINEERING)
CATEGORY 1 UNDERGRADUATE CURRICULUM REPORT**

FALL 2006

APSC 201 3 CPSC 260 4 EECE 201 10 EECE 202 11 MATH 263 4 MATH 265 2 MATH 267 3 Total Credits 37 THIRD YEAR EECE 300 3 EECE 301 2 [JDWM] EECE 352 3 EECE 353 3 EECE 356 4 EECE 359 3 EECE 360 3 EECE 364 4 EECE 373 4 STAT 251 3 Complementary Studies Electives¹ 6 Total Credits 38 FOURTH YEAR APSC 450 2 EECE 400 6 [JDWM] EECE 401 3 EECE 402 3 EECE 403 3 [JDWM] EECE 450 3 Technical Electives² 15 Total Credits 35 ¹ See Complementary Studies Courses, p. 97. ² To be chosen from the list of fourth year electives available from the Department, nine credits of which must be chosen from courses that are related to the option[JDWM4].	
EECE Undergraduate Program Change(s)	
Effective Date: September 2007. Proposed Calendar Entry: Biomedical Engineering Option: ...	URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,272,39 Present Calendar Entry: Biomedical Engineering Option: ... Type of Action: Revise calendar statement to include third year of program. Rationale: Addition of Third Year course requirements, following on from Second Year offered for the first time in 06W. This is an updated version of the third year of the EE biomedical engineering option that was approved last year. New course APSC 452 replaces HKIN 190.
Third Year APSC 452 3 APSC 456 3 EECE 314 3 EECE 331 3 EECE 352 3 EECE 353 3 EECE 359 3	

**FACULTY OF APPLIED SCIENCE (ENGINEERING)
CATEGORY 1 UNDERGRADUATE CURRICULUM REPORT**

FALL 2006

<p>EECE 360 3 EECE 364 4 EECE 374 4 STAT 251 3 Complementary Studies Electives 3 Total Credits 38</p> <p>¹ See Complementary Studies Courses, p. 97. ² To be chosen from a list of electives available from the Department.</p>	<p>Document ID#: n/a as this program was approved in its entirety Spring 2006</p>
EECE Undergraduate New Course(s)	
<p>Effective Date: September 2007.</p> <p>EECE 300 (3) MOLECULES TO MECHANISMS. Forces, scaling, thermal, fluidic and mechanical properties relevant to the design of emerging devices and systems whose basic structures are at micrometer and nanometer scales. [3-0-1]</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Action: New course.</p> <p>Rationale: To provide basic scientific and engineering principles that are needed to design and implement emerging electromechanical devices whose features and functions reach micrometer and nanometer length scales. Complementary to EECE352, which focuses on electronic properties of materials.</p> <p>Document ID#: EECE UG002</p>
<p>Effective Date: September 2007.</p> <p>Proposed Calendar Entry:</p> <p>EECE 301 (2) TOPICS IN NANOTECHNOLOGY AND MICROSYSTEMS. Guest lectures and preparatory theory will highlight emerging devices and systems. Restricted to students admitted to the Nanotechnology and Microsystems Option in Electrical Engineering. [2-0-0] Corequisite: APSC 201.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Action: New course.</p> <p>Rationale: To provide an overview of the impact that Nanotechnology and Microsystems is having and can achieve. To present new areas of research and development, and of the concepts that form the basis for the new technologies. To provide technical writing experience.</p> <p>Document ID#: EECE UG003</p>
<p>Effective Date: September 2007.</p> <p>Proposed Calendar Entry:</p> <p>EECE 400 (6) NANOTECHNOLOGY AND MICROSYSTEMS PROJECT. Project involving design, experimental and/or computer simulation work in an area related to nanotechnology and microsystems. Credit is given for one of EECE 400 or EECE 496. Restricted to students admitted to the Nanotechnology and Microsystems option in Electrical Engineering. [0-0-12] Prerequisite: Fourth year standing.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Action: New course.</p> <p>Rationale: To provide students registered in the Nanotechnology and Microsystems option with capstone projects in their areas of specialization.</p> <p>Document ID#: EECE UG004</p>
<p>Effective Date: September 2007.</p> <p>Proposed Calendar Entry:</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p>

**FACULTY OF APPLIED SCIENCE (ENGINEERING)
CATEGORY 1 UNDERGRADUATE CURRICULUM REPORT**

FALL 2006

<p>EECE 401 (3) NANOTECHNOLOGY IN ELECTRONICS. Covers topics of special importance to understanding and designing electronic devices in which quantum effects and the discrete nature of matter become important. [3-0-0] <i>Prerequisites:</i> One of EECE 352, PHYS 350, PHYS 304, CHEM 312, or <i>Corequisite:</i> MTRL 478.</p>	<p>Action: New course.</p> <p>Rationale: To provide students with an understanding of how nano-electronic devices are designed by explaining their performance in terms of the underlying physical descriptions. The course prepares students with the fundamentals to deal with innovations in electronics that will occur over the course of their careers. The course complements EECE 480 which covers current electronic devices.</p> <p>Document ID#: EECE UG005</p>
<p>Effective Date: September 2007.</p> <p>Proposed Calendar Entry:</p> <p>EECE 402 (3) SENSORS AND ACTUATORS IN MICROSYSTEMS. The mechanisms, design, fabrication and testing of microsensors, actuators and microelectromechanical systems (MEMS). [3-0-0]</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Action: New course.</p> <p>Rationale: An in-depth course in the principles used in microsensors and microelectromechanical systems, including design, fabrication and testing considerations.</p> <p>Document ID#: EECE UG006</p>
<p>Effective Date: September 2007.</p> <p>Proposed Calendar Entry:</p> <p>EECE 403 (3) MICRO/NANOFABRICATION AND INSTRUMENTATION LABORATORY. Microfabrication methods and nanofabrication techniques. Imaging and characterization of micro and nanostructures. Restricted to students admitted to the Nanotechnology and Microsystems Option in Electrical Engineering. [1-4-0]</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Action: New course.</p> <p>Rationale: To expose students to fabrication on the micrometer and nanometer scales, as well as to imaging and measurement of devices with micrometer and nanometer scale features.</p> <p>Document ID#: EECE UG007</p>
<p>Effective Date: September 2007.</p> <p>Proposed Calendar Entry:</p> <p>EECE 404 (3) NANOTECHNOLOGY AND NATURE. Examples of nature's fabrication methods, sensors, actuators, energy harvesting, signaling and information processing, and comparisons with artificial methods. [3-0-0]</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Action: New course.</p> <p>Rationale: To provide students with an understanding of how nature's nano-devices work by explaining their performance in terms of the underlying physical and statistical models.</p> <p>Document ID#: EECE UG008</p>

**FACULTY OF APPLIED SCIENCE (ENGINEERING)
CATEGORY 1 UNDERGRADUATE CURRICULUM REPORT**

FALL 2006

Department: ENGINEERING PHYSICS		Contact Person: Dr. Andre Marziali	
Faculty Approval Date: November 9, 2006		Phone: 2-5489	
ENPH Undergraduate Program Change(s)		Email: andre@physics.ubc.ca	
Effective Date: September 2007.		URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,272,40	
Proposed Calendar Entry:		Present Calendar Entry:	
Engineering Physics		Engineering Physics	
Fifth Year		Fifth Year	
...		...	
Mechanical Option		Mechanical Option	
EECE 360	3	EECE 485	3
EECE 485	3	MECH 327	3
MECH 325	4	MECH 375	3
MECH 326	3	MECH 466	4
MECH 328	3	Technical electives relevant to Mechanical Engineering ¹	6
Technical electives relevant to Mechanical Engineering ¹	3	Total Credits Computer Science Option	40
Mechatronic Science Option		Total Credits Electrical Option	41
EECE 485	3	Total Credits Mechanical Option	38
MECH 325	4	¹ Chosen in consultation with the director.	
MECH 326	3	Type of Action: Revise option core and total credits for Mechanical Option; add Fifth Year Mechatronic Science Option.	
MECH 420	3	Rationale: As required due to course offering changes in the Department of Mechanical Engineering. Addition of Fifth Year Mechatronic Science course requirements, following on from Fourth Year Mechatronic Science Option offered for the first time in 06W.	
MECH 422	3	Document ID#: n/a – approved previously	
Technical electives relevant to Mechanical Engineering ¹	3		
Total Credits Computer Science Option	40		
Total Credits Electrical Option	41		
Total Credits Mechanical Option	38		
Total Credits Mechatronic Science Option	38		
¹ Chosen in consultation with the director.			

**FACULTY OF APPLIED SCIENCE (ENGINEERING)
CATEGORY 1 UNDERGRADUATE CURRICULUM REPORT**

FALL 2006

Department: MECHANICAL ENGINEERING	Contact Person: Dr. Sheldon Green
Faculty Approval Date: November 9, 2006	Phone: 2-5562
	Email: green@mech.ubc.ca
MECH Undergraduate New Program (s)	
Effective Date: September 2007.	URL: n/a
MECHANICAL ENGINEERING http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,272,43	Present Calendar Entry: n/a
<i>To be follow the 4th Year Mechanical Engineering Program and precede the Mechatronics Option:</i>	Type of Action: New option.
Proposed Calendar Entry:	Rationale: There has been considerable growth of the North American and world biomedical and biotechnology sectors. This option would be similar to the Thermofluids and Mechatronics options in that it would provide a concentration and structure to the Mechanical Engineering degree. The program will help attract talented students to UBC, Applied Science and Mechanical Engineering.
BIOMEDICAL ENGINEERING OPTION	Document ID#: MECH UG001
Students who satisfactorily complete the following program will be given recognition as receiving the Bachelor of Applied Science in Mechanical Engineering (Biomedical Engineering Option). To complete this option, students must take the program listed below. Students accepted into this option may also apply for acceptance into the UBC Coop Engineering Program. Enrollment in this option is limited.	
Third Year	
APSC 452	3
EECE 365	3
MECH 305	6
MECH 325	4
MECH 326	3
MECH 328	3
MECH 360	3
MECH 364	4
MECH 375	3
MECH 380	3
MTRL 495	3
Total Credits	38
Fourth Year	
APSC 450	2
APSC 456	3
EECE 485	3
MECH 431 ²	3
MECH 439	1
MECH 459	6

**FACULTY OF APPLIED SCIENCE (ENGINEERING)
CATEGORY 1 UNDERGRADUATE CURRICULUM REPORT**

FALL 2006

<p>MECH 466 4</p> <p>One of MECH 410, MECH 435, MECH 436 3</p> <p>Technical Electives³ 9</p> <p>Complementary Studies Electives⁴ 6</p> <p>Total Credits 40</p> <p>¹ Taken prior to Term 1 of second year. ² Students who complete all of COMM 457 and COMM 473 will substitute an additional three credits of Technical Electives³ in place of MECH 431. ³ To be chosen from a course list available in the Department Office. ⁴ See Complementary Studies Courses.</p>	
MECH Undergraduate New Course(s)	
<p>Effective Date: September 2007.</p> <p>Proposed Calendar Entry:</p> <p>MECH 305 (6) DATA ANALYSIS AND MECHANICAL ENGINEERING LABORATORIES. The use of probability and statistical methods for engineering applications. Mechanics of materials, heat transfer, and fluid dynamics. Instrumentation, data acquisition and data manipulation using modern computational tools. Common mechanical devices. [3-6-0] Prerequisite: All of MECH 220, MECH 221, MECH 222, MECH 223.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course.</p> <p>Rationale: This course replaces MECH 304 and MECH 430 by combining course content.</p> <p>Document ID#: MECH UG002</p>
<p>Effective Date: September 2007.</p> <p>Proposed Calendar Entry:</p> <p>MECH 306 (4) DATA ANALYSIS AND MECHATRONICS LABORATORIES. The use of probability and statistical methods for engineering applications. Mechanics of materials and heat transfer. Instrumentation, data acquisition and data manipulation using modern computational tools. Common mechanical devices. For students in Mechatronics option only. [3-3*-0] Prerequisite: All of MECH 220, MECH 221, MECH 222, MECH 223.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course.</p> <p>Rationale: This course replaces MECH 303 and MECH 430 by combining course content.</p> <p>Document ID#: MECH UG003</p>
<p>Effective Date: September 2007.</p> <p>Proposed Calendar Entry:</p> <p>MECH 439 (1) BIOMECHANICS RESEARCH. Seminar in Biomechanics research. [1-0-0]</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course.</p> <p>Rationale: To provide students registered in the Biomedical Engineering option in Mechanical Engineering a background in and familiarity with the methods, results and impact of biomechanical research that is ongoing at UBC.</p> <p>Document ID#: MECH UG004</p>

FACULTY OF APPLIED SCIENCE (ENGINEERING)
CATEGORY 1 UNDERGRADUATE CURRICULUM REPORT

FALL 2006

<p>Effective Date: September 2007.</p> <p>Proposed Calendar Entry:</p> <p>MECH 459 (6) BIOMEDICAL DESIGN PROJECT. A capstone design program designed to give students experience in the design and development of practical biomedical devices. Projects are provided by local industry and engineering research laboratories. For students in the Biomedical Option only. [1-2-2; 1-2-2] <i>Prerequisite:</i> Completion of 3rd year Biomedical Option in Mechanical Engineering.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course.</p> <p>Rationale: This senior design project course, similar to the other MECH 45X courses, will have a biomedical focus and be specific to the Biomedical option.</p> <p>Document ID#: MECH UG005</p>
---	--

[JDWM1]300 and 301 are new courses specific to the option, made possible by removing the requirement for taking EECE 361 and 314.

[JDWM2]This project course replaces 496. 474 has been removed.

[JDWM3]401/402/403 are new required courses.

[JDWM4]At present this list includes EECE 404[JDWM4] (a new course described below), EECE 479, EECE 480, EECE 482, EECE 488, EECE432 and selected EECE 490[JDWM4] courses as well as approved courses from other departments.

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate and Curriculum Services
1874 – 2016 East Mall
Vancouver, BC
V6T 1Z1

16 January 2007

To: Senate
From: Senate Curriculum Committee

Re: **FACULTY OF ARTS CURRICULUM REPORT**

Attached please find the recommended Category 1 undergraduate curriculum proposals from the Faculty of Arts.

- 1) The following new courses:
 - a. **ASIA 356** (3) Korean Cinema
 - b. **ASIA 376** (3) The Sikhs: Formations, Contexts, and Historical Development
 - c. **ASIA 405** (3) The Interaction of Science, Religion, and Philosophy in East Asia
 - d. **ASIA 448** (3) Narrative and Performance in South Asia
 - e. **ASIA 466** (3) The History of Christianity in Asia
 - f. **ASIA 476** (3-9) D Topics in Sikh and South Asian Studies
 - g. **ASIA 477** (3) New Religious Movements of East Asia
 - h. **ASIA 484** (3) The History of the Choson Dynasty
 - i. **ASIA 485** (3) Inventing Asian Religions in the West/East Encounter
 - j. **PUNJ 301** (3) Third-Year Punjabi (Part I)
 - k. **PUNJ 302** (3) Third-Year Punjabi (Part II)
 - l. **NEST 311** (3) Prehistoric Egypt
 - m. **NEST 312** (3) Religion in Ancient Egypt
 - n. **NEST 313** (3) Introduction to Middle Egyptian
 - o. **SPAN 308** (3) Spanish for Business
 - p. **HIST 367** (3) Europe in the Age of Enlightenment
 - q. **HIST 396** (3) Environmental History of North America
 - r. **HIST 467** (3) Topics in Indigenous History of the United States
 - s. **HIST 486** (3) Topics in Comparative Indigenous History
 - t. **MUSC 105** (1) Musicianship I
 - u. **MUSC 106** (1) Musicianship II
 - v. **MUSC 205** (1) Musicianship III
 - w. **MUSC 206** (1) Musicianship IV
 - x. **MUSC 444** (3) Establishing a Career in Music
 - y. **PSYC 307** (3) Cultural Psychology
 - z. **PSYC 311** (3) Psychology of Sport
 - aa. **PSYC 358** (3) Evolutionary Psychology
 - bb. **PSYC 400** (6) Clinical Psychology: A Health Profession
 - cc. **PSYC 407** (3) Cognition and Culture



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session 2007S Term 1 Year 2007 for Change	Date: August 15, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 356 (3) KOREAN CINEMA Introduction to the work of the major film makers.	URL: n/a Present Calendar Entry: none Type of Action: New course Rationale: Responding to students' request for a Korean counterpart to our existing Japanese film course (ASIA 354: Introduction to Japanese Cinema) and Chinese film course (ASIA 355: Chinese Cinema).



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session 2007W Term 1 Year 2007 for Change	Date: August 15, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 376 (3) THE SIKHS: FORMATIONS, CONTEXTS, AND HISTORICAL DEVELOPMENT An introduction to the historical development of Sikh traditions in India and Diaspora, from the 15th century to the present, with attention to broader historical contexts.	URL: n/a Present Calendar Entry: none Type of Action: New course Rationale: By offering a basic introductory class on the Sikhs in one semester we hope to promote the class as a high-enrollment course in the Department and that a one- semester introductory course on the Sikhs will increase student interest in South Asian and Sikh studies more generally.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: April 13, 2006 Effective Session 2007W Term 1 Year 2007 for Change	Date: August 15, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 405 (3) THE INTERACTION OF SCIENCE, RELIGION AND PHILOSOPHY IN EAST ASIA The influence of Confucianism, Buddhism, Daoism and Christianity on the way peoples of East Asia understood and manipulated the natural world, focusing on the natural sciences.	URL: n/a Present Calendar Entry: none Type of Action: New course Rationale: Confucianism and the various religious traditions in East Asian cultures not only influenced the way Chinese, Koreans, and Japanese thought about ethics and the supernatural realm, they also influenced the way they have viewed the natural world. This course will help students understand East Asian cultures today, from its Qigong teachers and surgeons in the biomedical tradition to geomancers and modern geographers, by introducing them to both traditional and modern approaches to natural phenomena. It will supplement already existing courses on the political, religious, and literary histories of those cultures, giving our students a broader understanding of East Asian civilization.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session 2007W Term 1 Year 2007 for Change	Date: August 22, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 448 (3) NARRATIVE AND PERFORMANCE IN SOUTH ASIA Key theoretical issues in the production of stories and their enactment in traditional and modern South Asian cultures. Intended for advanced undergraduates in South Asian narrative and performance theory. *Credit will not be granted for both ASIA 448 and ASIA 548	URL: n/a Present Calendar Entry: none Type of Action: New course Rationale: To make an undergraduate equivalent to ASIA 548 (previously known as ASIA 547), a graduate seminar on narrative theory in South Asia, suitable for advanced students interested in pursuing a graduate degree in South Asian studies.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: April 13, 2006 Effective Session 2007W Term 1 Year 2007 for Change	Date: August 15, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 466 (3) THE HISTORY OF CHRISTIANITY IN ASIA A survey of Christian proselytizing drives in South, Southeast and East Asia, focusing on the period since 1500 and the reasons for successes (the Philippines and Korea, for example) and failures (Japan). Credit will not be granted for both ASIA 466 and ASIA 566	URL: n/a Present Calendar Entry: none Type of Action: New courses Rationale: Often, when students study Asian cultures, they learn a lot about the traditional philosophies and religions of Asia but little about Christianity in Asia, other than a passing acquaintance with the the so-called "Christian century" in 16th century Japan and the arrival of Matteo Ricci and his fellow Jesuits in early 17th century China. Yet in the 21st century Christianity has become an Asian religion, one that plays a major role in South Korea, the Philippines, and East Timor, is a significant cultural force in parts of China and South Asia, and maintains a presence in almost all of the rest of Asia. This course is needed to give our students a more balanced view of the beliefs and values of the peoples of Asia today.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session 2007W Term 1 Year 2007 for Change	Date: August 15, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 476 (3-9) D TOPICS IN SIKH AND SOUTH ASIAN STUDIES Seminar class designed to explore current scholarly debates in South Asian and Sikh Studies. May be repeated for credit with permission of instructor. Credit will not be granted for both ASIA 476 and ASIA 576	URL: n/a Present Calendar Entry: none Type of Action: New course Rationale: To provide an opportunity to build advanced student interest in South Asia and the Sikhs, in a smaller seminar format. I would hope to have both advanced undergraduates and graduate students in this class. Topics may vary, so repetition of the course is possible with the permission of the instructor (to ensure that course content is sufficiently different). The syllabus provided is therefore exemplary of the kind of course that would be offered.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: April 13, 2006 Effective Session 2007W Term 1 Year 2007 for Change	Date: September 20, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 477 (3) NEW RELIGIOUS MOVEMENTS OF EAST ASIA Examines the rise of new religious movements in China, Japan and Korea over the last two centuries, from the Taiping, Tonghak, and Tenri-kyo to the Unification Church, SGI International and Falun Gong. Credit will not be granted for both ASIA 477 and ASIA 577	URL: n/a Present Calendar Entry: none Type of Action: New courses Rationale: Classes on the history of modern East Asia usually focus on the political, social, and economic changes East Asian societies have undergone under the impact of modernization and globalization. Few classes bother to look at another important area of change, religious culture. Yet changes in the religious sphere are as dramatic as they are in politics, society, and the economy. One example of the changes in East Asian religions has been the rise of new religious movements over the last couple of centuries. These new religions represent attempts to protect traditional values by cloaking them in modern dress. They usually represent assertions of traditional values in modern language and through modern institutions, a compromise between the need to feel pride in the accomplishments of ancestors and the need to feel as modern as people elsewhere on earth. Studying new religions is therefore a useful way to explore one way the peoples of East Asia have modernized tradition and therefore preserved their cultural identity despite the homogenizing pressure of globalization.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: April 13, 2006 Effective Session 2007W Term 1 Year 2007 for Change	Date: August 15, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 484 (3) THE HISTORY OF THE CHOSON DYNASTY Political, social and cultural history of Korea's Choson dynasty, focusing on how it lasted from 1392 to 1910 and why it collapsed so quickly at the beginning of the twentieth century. Credit will not be granted for both ASIA 484 and ASIA 584	URL: n/a Present Calendar Entry: none Type of Action: New course Rationale: The Choson dynasty was not only Korea's longest dynasty, its ruling family stayed on the throne longer than any other Asian ruling family over the last two millennia. Moreover, it was under the Choson dynasty that classical Korean culture assumed the shape we know today. In addition, since the Choson dynasty was the last Korean dynasty before the modern era, it greatly influenced how Korea responded to the challenges of the modern world. For all these reasons, a course on this history of the Choson dynasty is an essential part of our Korean studies program. Modern Korean history and culture cannot be understood without an understanding of the history of the Choson dynasty.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session 2007W Term 1 Year 2007 for Change	Date: August 15, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 485 (3) INVENTING ASIAN RELIGIONS IN THE WEST/EAST ENCOUNTER An examination of how western imperial expansion transformed the descriptions and practices of Asian traditions through systems of classification, missionaries, discovery of languages, modernity and fragmentation.	URL: n/a Present Calendar Entry: none Type of Action: New courses Rationale: We have courses on the books that look at Asian religious traditions in isolation. This course seeks to critically show the interconnections and transformations that occurred within Asian religious discourse when faced with both the power and knowledge systems of the west.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session 2007W Term 1 Year 2007 for Change	Date: August 15, 2006 Contact Person: Maija Scott Phone: 822-9266 Email: maija@interchange.ubc.ca
Proposed Calendar Entry: PUNJ 301 (3) THIRD-YEAR PUNJABI (PART I) Prose. Introduces popular and literary works in modern Punjabi. Emphasis is on reading and written expression, vocabulary development. Credit will not be granted for both PUNJ 300 and 301.	URL: n/a Present Calendar Entry: none Type of Action: New course Rationale: Making the third-year-level of Punjabi available in two 3-credit courses, in addition to the already existing the 6-credit form (offered as PUNJ 300) will possibly encourage more students to take Punjabi at the advanced level. We wish to retain both options (3 credit and 6 credit versions) in order to offer each year the form that seems appropriate for the program as it develops.
Proposed Calendar Entry: PUNJ 302 (3) THIRD-YEAR PUNJABI (PART II) Literature in Punjabi. Emphasis is on reading and written expression, vocabulary development. Credit will not be granted for both PUNJ 300 and 302.	URL: none Present Calendar Entry: n/a Type of Action: New course Rationale: Same as above.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: CNERIS Faculty Approval Date: Effective Session winter Term 1 Year 2006 for Change	Date: July 12, 2006 Contact Person: D. Neufeld Phone: 2-4065 Email: dietmar.neufeld@ubc.ca
Proposed Calendar Entry: NEST 311 (3) Prehistoric Egypt A survey of the development and evolution of prehistoric humans and their material culture in Egypt from the Lower Paleolithic to the Chalcolithic	URL: (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.) Present Calendar Entry: None (Cut and paste from the current web Calendar.) Type of Action: New Course Rationale: This undergraduate course will be of great value to students for it provides an essential knowledge and in depth discussion of human material culture of the Near East over from the Old Stone Age to the earliest formation of states and cities. The course will expose students to a wide range of theoretical approaches and will engage them with opinions sometimes greatly different from their own. The students will develop their skills in critical thinking and enhance their competence in analyzing and presenting complex chains of arguments in written and oral form essential for pursuing a doctoral thesis. When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: CNEERS Faculty Approval Date: Effective Session Winter Term 1 Year 2006 for Change	Date: July 12, 2006 Contact Person: D. Neufeld Phone: 2-4065 Email: Dietmar.neufeld@ubc.ca
Proposed Calendar Entry: NEST 312 (3) Religion in Ancient Egypt A survey of the religious beliefs, cults and religious institutions in Pharaonic Egypt.	URL: (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.) Present Calendar Entry: None (Cut and paste from the current web Calendar.) Type of Action: New Course Rationale: This course will be of great value to students for it provides an essential knowledge of one of the oldest and longest lasting religions in the world. The course will expose students to a wide range of theoretical approaches and will engage them with opinions sometimes greatly different from their own. The students will develop their skills in critical thinking and enhance their competence in analyzing and presenting complex chains of arguments in written and oral form essential for pursuing a doctoral thesis. When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: CNEERS Faculty Approval Date: Effective Session Winter Term 1 Year 2006 for Change	Date: July 12, 2006 Contact Person: D. Neufeld Phone: 2-4065 Email: Dietmar.neufeld@ubc.ca
Proposed Calendar Entry: NEST 313 (3) Introduction to Middle Egyptian An introduction to the language of Ancient Egypt and to the main literary texts composed during the Middle Kingdom.	URL: Present Calendar Entry: None Type of Action: New Course Rationale: This course will be of great value for students in the undergraduate programme in Classical and Near Eastern Archaeology for it provides an essential knowledge of the Egyptian language. The course will expose students to a new field of philology and will thus engage them in a language and writing system supposedly very different from western systems.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

New course in SPAN

Faculty: Arts Department: FHIS Faculty Approval Date: Effective: Winter Session, Term 1 Year 2005 for Change	Date: 17/11/04 Contact Person: Dr. D. Boccassini Phone: 2-4006 Email: <daniela.boccassini@ubc.ca>
Proposed Calendar Entry: SPAN 308 (3) SPANISH FOR BUSINESS. Pre-requisite: SPAN 202 or 12 credits of Spanish.	URL: Present Calendar Entry: None Type of Action: new course Rationale: The growing of Latin American economies during the last decade and the potential that shows its current situation points to this array of countries as a main business and economic target. North American Free Trade Agreement is the best example of the importance of the Spanish-speaking countries in the development of the North American economies. The knowledge of the culture and language of countries with whom Canada is treating will be a considerable asset for our students. This course will be of great value for undergraduate students in the Arts Coop Program, International Relations Program, and Spanish Degrees. It will meet the Language Requirement for the International Business Program. The course will expose the students to the Spanish language from a socio-linguistic point of view in order to understand the cultural and social component in which the language leans on. The students will develop the necessary linguistic skills to be able to study and to conduct business in Hispanic related environments.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Date: 1 May 2006

Faculty: Arts

Department: History

Faculty Approval Date: 1 May 2006

Contact Person: Robert McDonald

Phone: 2-6307

Email: robertaj@interchange.ubc.ca

**Effective Session Winter Term 1
Year 2007 for Change**

URL:http://students.ubc.ca/calendar/course_s.cfm?code=H

Proposed Calendar Entry:

**HIST 367 (3) Europe in the Age of
the Enlightenment**

**Europe during the age of the
Enlightenment, from the end of the
religious wars to the French
Revolution, with emphasis on
political, social, cultural and
intellectual changes in their global
context.**

Present Calendar Entry: None

Type of Action: Add new course.

Rationale: As part of a comprehensive reorganization of the History Department's curriculum, the Europeanists have organized a set of one-term, chronologically-related courses to cover the sweep of European history. The crucial period of the Enlightenment from the mid-seventeenth century to the French Revolution is not currently included in the sequence. History 367 thus fills a gap in this set of courses.

See the course syllabus by Dr. Chris Friedrich that accompanies this proposal.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: History Faculty Approval Date: 1 May 2006 Effective Session <u>Winter</u> Term <u>1</u> Year <u>2007</u> for Change	Date: 1 May 2006 Contact Person: Robert McDonald Phone: 2-6307 Email: robertaj@interchange.ubc.ca
Proposed Calendar Entry: HIST 396 (3): Environmental History of North America Overview of land use and environmental change in Canada and the United States; examines the ideas and practices that shaped indigenous and non-indigenous resource exploitation, management, and activism to the end of the twentieth century.	URL: http://students.ubc.ca/calendar/course.s.cfm?code=H Present Calendar Entry: None Type of Action: Add a new course Rationale: To expand our offerings in a new area that reflects the expertise of newly-hired faculty. This course will be a survey of the major themes and arguments of the new field of environmental history, focusing on North America, where the literature is deep and strong. It will build on some of the issues introduced in the Department's proposed first year course in global environmental history, and will be preparatory for a more in-depth examination of these issues in the Department's fourth-year capstone seminars. See the course syllabus by Dr. Tina Loo entitled "The Environmental History of North America."



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: History Faculty Approval Date: 1 May 2006 Effective Session <u>Winter</u> Term <u>1</u> Year <u>2007</u> for Change	Date: 1 May 2006 Contact Person: Robert McDonald Phone: 2-6307 Email: robertaj@interchange.ubc.ca
Proposed Calendar Entry: History 467 (3): Topics in Indigenous History of the United States. Interdisciplinary topics in the history of the United States' Indigenous Peoples from before European contact. Pre-requisite: History 302 or other background in the field is recommended.	URL: http://students.ubc.ca/calendar/course s.cfm?code=H Present Calendar Entry: None Type of Action: Add new course Rationale for new course: To expand our offerings in First Nations history based upon the expertise of newly-hired faculty in U.S. Indigenous History. This course will allow for in-depth investigation of major themes and topics in U.S. Indigenous history. It will build upon material covered in history 302 and it will complement the material covered in HIST 466 & HIST 468. See the course syllabus by Dr. Coll Thrush entitled "The Frontier Myth in Modern American Culture"



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: History Faculty Approval Date: 1 May 2006 Effective Session <u>Winter</u> Term <u>1</u> Year <u>2007</u> for Change	Date: 1 May 2006 Contact Person: Robert McDonald Phone: 2-6307 Email: robertaj@interchange.ubc.ca
Proposed Calendar Entry: History 468 (3): Topics in Comparative Indigenous History Comparative interdisciplinary analysis of selected topics in Indigenous history in North America and beyond. Pre-requisite: History 302 or other background in the field is recommended.	URL: http://students.ubc.ca/calendar/course.s.cfm?code=H Present Calendar Entry: None Type of Action: Add new course Rationale: This 4 th -year course will promote a more focused-level of comparative analysis that builds upon the comparative survey at the 3 rd year level (History 302). The course will offer an extended opportunity for comparative analysis of a wide range of topics including but not limited to national Indian policies, Indigenous activism, identity formation, and environmental change. The title allows for a useful degree of flexibility since the course could be taught as a comparative course in conjunction with a Latin Americanist, or with scholars working even further afield (e.g. Africa, the Pacific, or Asia). Alternately, it could address the histories of a number of specific Indigenous nations, highlighting the diversity of Indigenous histories and of Indigenous responses to colonialism. See the course syllabus by Dr. Paige Raibmon entitled "Seminar in Comparative Indigenous History: Indigenous Identity in Canada and the United States"

**UBC Curriculum Proposal Form
Change to Course or Program****Category: 1**

Faculty: Arts Department: Music Faculty Approval Date: XX Sept. 2006 Effective Session _07W_ Term _1_ Year__ for Change	Date: 15 September 2006 Contact Person: John Roeder Phone: 2-3715 Email: j.roeder@ubc.ca
Proposed Calendar Entry: MUSC 105 (1) Musicianship I Sight singing; melodic and harmonic dictation; rhythm production; error detection; tuning; perception of harmony, form, and tonality; and improvisation in set idioms. Pass/fail. Restricted to B.Mus. students.	URL: (none) Present Calendar Entry: (None) Type of Action: ADD Rationale: <p>For the past couple years, a number of faculty members have been lamenting the decline, or non-improvement, in the levels of musicianship commanded by the mid-range of students in the School. It has been pointed out, for example, that many students are unable to play rhythms correctly, or to sing simple melodies at sight. Part of the reason for this situation is surely the declining state of music in BC secondary schools, but it is also a consequence of the UBC curriculum, which has devoted too few instructional resources (compared to most other music schools) to training students in these skills.</p> <p>To fix these problems, we propose four separate musicianship courses. Each of the courses would end with a barrier examination, to be graded pass/fail. All four courses would be offered each term, allowing students to attempt whichever course was appropriate to their needs at that point. Some students would complete the MUSC 206 barrier examination in less than two years while others would have to repeat courses and could take more than two years to complete the sequence. No one would graduate without passing the MUSC 206 examination.</p> <p>While it would be possible to simply divide the 3 credits now carried by each of Music 100, 101... into 2 + 1, with 2 for each of the reduced theory courses, and one for each new musicianship course, this would be unwise. First, this would fail to recognize the increased workload on students. Second, it would result in theory courses that receive less credit than virtually any comparable course in the university. Third, it would create problems for the B.A. students, whose programs are built on 3-credit courses. For these reasons, we will be recommending that four credits be added to the B.Mus. for these new courses (1 each). Since this would mean a substantial added cost to students, we are proposing that each major in the School be lightened by a few credits (see the accompanying program change proposals). The proportion of non-Music to Music courses in all majors will still exceed that in BMus majors at comparable institutions (e.g. McGill, Toronto).</p>

**UBC Curriculum Proposal Form
Change to Course or Program****Category: 1**

Faculty: Arts Department: Music Faculty Approval Date: XX Sept. 2006 Effective Session _07W_ Term _1_ Year__ for Change	Date: 15 September 2006 Contact Person: John Roeder Phone: 2-3715 Email: j.roeder@ubc.ca
Proposed Calendar Entry: MUSC 106 (1) Musicianship II Continuation of MUSC 105. Pass/fail. Restricted to B.Mus. students. <i>Prerequisite:</i> MUSC 105 or placement examination.	URL: (none) Present Calendar Entry: (None) Type of Action: ADD Rationale: <p>For the past couple years, a number of faculty members have been lamenting the decline, or non-improvement, in the levels of musicianship commanded by the mid-range of students in the School. It has been pointed out, for example, that many students are unable to play rhythms correctly, or to sing simple melodies at sight. Part of the reason for this situation is surely the declining state of music in BC secondary schools, but it is also a consequence of the UBC curriculum, which has devoted too few instructional resources (compared to most other music schools) to training students in these skills.</p> <p>To fix these problems, we propose four separate musicianship courses. Each of the courses would end with a barrier examination, to be graded pass/fail. All four courses would be offered each term, allowing students to attempt whichever course was appropriate to their needs at that point. Some students would complete the MUSC 206 barrier examination in less than two years while others would have to repeat courses and could take more than two years to complete the sequence. No one would graduate without passing the MUSC 206 examination.</p> <p>While it would be possible to simply divide the 3 credits now carried by each of Music 100, 101... into 2 + 1, with 2 for each of the reduced theory courses, and one for each new musicianship course, this would be unwise. First, this would fail to recognize the increased workload on students. Second, it would result in theory courses that receive less credit than virtually any comparable course in the university. Third, it would create problems for the B.A. students, whose programs are built on 3-credit courses. For these reasons, we will be recommending that four credits be added to the B.Mus. for these new courses (1 each). Since this would mean a substantial added cost to students, we are proposing that each major in the School be lightened by a few credits (see the accompanying program change proposals). The proportion of non-Music to Music courses in all majors will still exceed that in BMus majors at comparable institutions (e.g. McGill, Toronto).</p>

**UBC Curriculum Proposal Form
Change to Course or Program****Category: 1**

Faculty: Arts Department: Music Faculty Approval Date: XX Sept. 2006 Effective Session _07W_ Term _1_ Year ___ for Change	Date: 15 September 2006 Contact Person: John Roeder Phone: 2-3715 Email: j.roeder@ubc.ca
Proposed Calendar Entry: MUSC 205 (1) Musicianship III Continuation of MUSC 106. Pass/fail. Restricted to B.Mus. students. <i>Prerequisite:</i> MUSC 106 or placement examination.	URL: (none) Present Calendar Entry: (None) Type of Action: ADD Rationale: <p>For the past couple years, a number of faculty members have been lamenting the decline, or non-improvement, in the levels of musicianship commanded by the mid-range of students in the School. It has been pointed out, for example, that many students are unable to play rhythms correctly, or to sing simple melodies at sight. Part of the reason for this situation is surely the declining state of music in BC secondary schools, but it is also a consequence of the UBC curriculum, which has devoted too few instructional resources (compared to most other music schools) to training students in these skills.</p> <p>To fix these problems, we propose four separate musicianship courses. Each of the courses would end with a barrier examination, to be graded pass/fail. All four courses would be offered each term, allowing students to attempt whichever course was appropriate to their needs at that point. Some students would complete the MUSC 206 barrier examination in less than two years while others would have to repeat courses and could take more than two years to complete the sequence. No one would graduate without passing the MUSC 206 examination.</p> <p>While it would be possible to simply divide the 3 credits now carried by each of Music 100, 101... into 2 + 1, with 2 for each of the reduced theory courses, and one for each new musicianship course, this would be unwise. First, this would fail to recognize the increased workload on students. Second, it would result in theory courses that receive less credit than virtually any comparable course in the university. Third, it would create problems for the B.A. students, whose programs are built on 3-credit courses. For these reasons, we will be recommending that four credits be added to the B.Mus. for these new courses (1 each). Since this would mean a substantial added cost to students, we are proposing that each major in the School be lightened by a few credits (see the accompanying program change proposals). The proportion of non-Music to Music courses in all majors will still exceed that in BMus majors at comparable institutions (e.g. McGill, Toronto).</p>

**UBC Curriculum Proposal Form
Change to Course or Program****Category: 1**

Faculty: Arts Department: Music Faculty Approval Date: XX Sept. 2006 Effective Session _07W_ Term _1_ Year ___ for Change	Date: 15 September 2006 Contact Person: John Roeder Phone: 2-3715 Email: j.roeder@ubc.ca
Proposed Calendar Entry: MUSC 206 (1) Musicianship IV Continuation of MUSC 205. Pass/fail. Restricted to B.Mus. students. <i>Prerequisite:</i> MUSC 205.	URL: (none) Present Calendar Entry: (None) Type of Action: ADD Rationale: <p>For the past couple years, a number of faculty members have been lamenting the decline, or non-improvement, in the levels of musicianship commanded by the mid-range of students in the School. It has been pointed out, for example, that many students are unable to play rhythms correctly, or to sing simple melodies at sight. Part of the reason for this situation is surely the declining state of music in BC secondary schools, but it is also a consequence of the UBC curriculum, which has devoted too few instructional resources (compared to most other music schools) to training students in these skills.</p> <p>To fix these problems, we propose four separate musicianship courses. Each of the courses would end with a barrier examination, to be graded pass/fail. All four courses would be offered each term, allowing students to attempt whichever course was appropriate to their needs at that point. Some students would complete the MUSC 206 barrier examination in less than two years while others would have to repeat courses and could take more than two years to complete the sequence. No one would graduate without passing the MUSC 206 examination.</p> <p>While it would be possible to simply divide the 3 credits now carried by each of Music 100, 101... into 2 + 1, with 2 for each of the reduced theory courses, and one for each new musicianship course, this would be unwise. First, this would fail to recognize the increased workload on students. Second, it would result in theory courses that receive less credit than virtually any comparable course in the university. Third, it would create problems for the B.A. students, whose programs are built on 3-credit courses. For these reasons, we will be recommending that four credits be added to the B.Mus. for these new courses (1 each). Since this would mean a substantial added cost to students, we are proposing that each major in the School be lightened by a few credits (see the accompanying program change proposals). The proportion of non-Music to Music courses in all majors will still exceed that in BMus majors at comparable institutions (e.g. McGill, Toronto).</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Arts Department: Music Faculty Approval Date: Effective Session _06W__ Term _2__ Year ___ for Change	Date: 1 February 2006 Contact Person: John Roeder Phone: 2-3715 Email: j.roeder@ubc.ca
Proposed Calendar Entry: MUSC 444 (3) Establishing a Career in Music Best practices of the contemporary business of music, focusing on understanding present market conditions, and on targeting specific opportunities through grant-writing, resumes, press kits, publicity, recordings, and marketing. Restricted to fourth-year B.Mus. students.	URL: Present Calendar Entry: (none) Type of Action: (Add new course) Rationale: As a professional school, Music has an obligation to prepare B.Mus. students for the performing, teaching, and entrepreneurial activities of a musical career. The success of freelance musicians depends on their abilities not only to play and teach but also to create opportunities, manage their financial affairs, and effectively publicize their talents. For the last several years we have taught these skills in a one-term, special-topics course which has been fully enrolled and favorably reviewed. We are now willing to reallocate existing resources in order to make this course a regular fixture of our curriculum. It is numbered as a fourth-year course to indicate that it is intended for experienced students who know their skill sets and who will soon join the musical profession.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Psychology Faculty Approval Date: Effective Session: Winter; Term: 1; Year for Change: 2007	Date: July, 2006 Contact Person: Tannis MacBeth Phone: 822-4826 Email: tmacbeth@psych.ubc.ca
Proposed Calendar Entry: PSYC 307 (3) CULTURAL PSYCHOLOGY. Cultural influences on human thought and behavior; interactions of culture and self; multicultural experiences; intercultural relations; methodological issues. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102, or (c) six credits of 200-level Psychology (but not 205 or 263).	Present Calendar Entry: none Type of Action: New course Rationale: PSYC 307 will focus on cultural psychology. Currently, cultural psychology has only been taught as an advanced undergraduate seminar (PSYC 407). Since that course was first proposed, there has been much expansion in the field, textbooks are available, and there has been considerable interest among students, making a larger lecture course warranted. The former course 407 is now being proposed as a more advanced course that will not overlap with 307, with 307 as prerequisite for 407. Several faculty members in the Psychology Department are experts in cultural psychology. This topic is briefly introduced in PSYC 100 (Introductory Psychology), but will be covered in this proposed course in much greater depth. ID Number for Supporting Documents: PSYC 307-NEW



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Psychology Faculty Approval Date: Effective Session: Summer; Term: 1; Year for Change: 2007	Date: September, 2006 Contact Person: Tannis MacBeth Phone: 822-4826 Email: tmacbeth@psych.ubc.ca
Proposed Calendar Entry: PSYC 311 (3) PSYCHOLOGY OF SPORT. Psychological theory, research, and skills training related to sport performance, exercise motivation, and adherence. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102. Credit will not be given for both PSYC 311 and HKIN 231 or HKIN 364.	Present Calendar Entry: none Type of Action: New course Rationale: This course has been offered 3 times as a special topic under PSYC 205, Contemporary Issues in Psychology, and has been full each time (80 to 100 students). We now want to offer it regularly as a more advanced stand-alone 3 rd year course, with its own title and calendar entry, so that Psychology Honours, Majors, and Minors may have it credited toward their degree requirements. Students will need some background in psychological principles, hence the requirement of Introductory Psychology as a prerequisite, as is the case for our other third year courses. When we offered it under PSYC 205, this course had no prerequisite and assumed no background in Psychology. Human Kinetics offers a similar course (HKIN 231) Sport and Exercise Psychology (equivalent to HKIN 364, which was offered in the past). It is restricted first to second year Human Kinetics students, with a waitlist for others only if space becomes available. ID Number for Supporting Documents: PSYC 311-NEW



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Psychology Faculty Approval Date: Effective Session: Winter Term: 1 Year for Change: 2007	Date: July, 2006 Contact Person: Tannis MacBeth Phone: 822-4826 Email: tmacbeth@psych.ubc.ca
Proposed Calendar Entry: PSYC 358 (3) EVOLUTIONARY PSYCHOLOGY. Theory and research on the evolution of the human mind, with emphasis on implications for cognition and behaviour in contemporary environments. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102, or (c) six credits of 200-level Psychology (but not 205 or 263).	Present Calendar Entry: none Type of Action: New course Rationale: Evolutionary Psychology is an increasingly important area of theory and research within psychology. Many universities regularly offer undergraduate courses on evolutionary psychology (and some offer graduate programs as well). These courses have proven to be both popular and helpful in preparing students for graduate study. There is currently no such course in UBC's undergraduate curriculum. ID Number for Supporting Documents: PSYC 358-NEW

**UBC Curriculum Proposal Form
Change to Course or Program**

Category (1)

<p>Faculty: Arts Department: Psychology Faculty Approval Date: Effective session: Winter Terms: 1 and 2 Year for Change: 2007</p>	<p>Date: July, 2006 Contact person: Tannis MacBeth Phone: 822-4826 e-mail: tmacbeth@psych.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PSYC 400 (6) CLINICAL PSYCHOLOGY: A HEALTH PROFESSION. Theory, research, practice, and professional issues in clinical psychology, including a practicum placement. Prerequisite: PSYC 300. Credit will not be given for both PSYC 400 and PSYC 401.</p>	<p>Present Calendar Entry: none</p> <p>Type of action: new course</p> <p>Rationale: We have been using a single course number (PSYC 401, Introduction to Clinical Psychology) to describe both (a) a 1-term 3-credit course that is strictly classroom based and (b) a 2-term 6-credit course that includes a community practicum placement. Students have frequently been confused and some have enrolled in a course they didn't want to take because the use of the same course number prevented us from describing the differences between 401a and 401b.</p> <p>This new course, PSYC 400 (Clinical Psychology: A Health Profession), will focus on clinical psychology as a field of research <i>and</i> on the profession. It is unique because it blends classroom learning with a practicum placement and thus has a co-op character. Students acquire knowledge and skill in the field so as to prepare for careers in, and/or further graduate training in psychology or other helping professions. Some of the content (theory and research) overlaps with PSYC 401 (now a 1-term 3 credit course that is strictly classroom based). Unique to PSYC 400 is the added practicum component. Credit will therefore not be given for both PSYC 400 and PSYC 401.</p> <p>ID number for supporting documents: PSYC 400-new</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Psychology Faculty Approval Date: Effective Session: Winter; Term: 1; Year for Change: 2007	Date: August, 2006 Contact Person: Tannis MacBeth Phone: 822-4826 Email: tmacbeth@psych.ubc.ca
Proposed Calendar Entry: PSYC 407 (3) COGNITION AND CULTURE. Cultural learning; cultural variation and universality in cognition and emotion; cognitive and emotional bases of cultural phenomena. Prerequisite: One of PSYC 307 or PSYC 308 or permission of the instructor.	Present Calendar Entry: PSYC 407 (3) CULTURAL PSYCHOLOGY. Cultural influences on human thought; interactions of culture and self, cultural differences in ways of thinking, multicultural experiences, and methodological issues. Prerequisite: PSYC 308. Type of Action: Change to title and content. Rationale: PSYC 407 will now focus on cognition and culture. The previous version covered the broader topic of cultural psychology, which is now being proposed as a third year lecture course (PSYC 307; Cultural Psychology). This new PSYC 407 will focus specifically on the cognitive and emotional bases of cultural phenomena, cultural variation and universality in cognition and emotion, cultural learning, and on cultural evolution. Unlike 307, the readings for this course will all be original articles, and the readings will be discussed in an advanced seminar format. Either PSYC 307 or 308 is a prerequisite for 407, as some of the foundational ideas of culture and cognition are introduced in those courses, although they are not discussed to the extent that they will be explored in 407. Several faculty members in the department are experts in culture and cognition. ID Number for Supporting Documents: PSYC 407 - NEW



THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate and Curriculum Services
1874 – 2016 East Mall
Vancouver, BC
V6T 1Z1

16 January 2007

To: Senate
From: Senate Curriculum Committee

Re: **FACULTY OF COMMERCE & BUS. ADMIN. CURRICULUM REPORT**

Attached please find the recommended Category 1 undergraduate curriculum proposals from the Faculty of Commerce and Business Administration.

- 1) The following program change:
 - a. **Human Resources Management** option in the **Bachelor of Commerce** program.
- 2) The following new and changed courses:
 - a. **COHR 301** (1.5) Critical Thinking: Values
 - b. **COHR 302** (1.5) Critical Thinking: Information
 - c. **COHR 303** (1.5) Recruiting and Selection
 - d. **COHR 304** (1.5) Training and Development
 - e. **COHR 305** (1.5) Compensation
 - f. **COHR 306** (1.5) Performance Management
 - g. **COHR 307** (1.5) Introduction to Organizational Consulting
 - h. **COHR 308** (1.5) Collective Agreement Administration
 - i. **COHR 309** (1.5) Collective Negotiations
 - j. **COHR 310** (1.5) Industrial Relations in an Era of Globalization
 - k. **COHR 311** (1.5) Organizational Analysis
 - l. **COHR 401** (1.5) Organizational Change
 - m. **COHR 402** (1.5) Leadership
 - n. **COHR 403** (1.5) Managing Diversity
 - o. **COHR 404** (1.5) Power and Politics
 - p. **COHR 405** (1.5) Managing the Family Business
 - q. **COHR 406** (1.5) International Human Resource Management
 - r. **COHR 407** (1.5) Advanced Organizational Consulting
 - s. **COHR 408** (1.5) Organizational Design
 - t. **COHR 409** (1.5) Creativity and Innovation
 - u. **COHR 410** (1.5) Knowledge Management
 - v. **COHR 411** (1.5) Managing and Building Teams
 - w. **COHR 412** (1.5) Advanced Topics in Organizational Behavior
 - x. **COHR 433** (1.5) Employment Law A
 - y. **COHR 434** (1.5) Employment Law B

**UBC Curriculum Proposal Form
Change to Course or Program****Category: (1)**

Faculty: Commerce and Business Administration Department: OBHR Faculty Approval Date: March 21, 2006 Effective Session _06W_ Term __1_ Year __2006-2007_ for Change	Date: January 26, 2006 Contact Person: Pam Lim Phone: 2-8447 Email: pam.lim@sauder.ubc.ca
Proposed Calendar Entry: Third and Fourth Year The Human Resources Management option requires that students complete: <ul style="list-style-type: none">• COHR 301, 302; and• One of the following series: Human Resource Management:<ul style="list-style-type: none">○ COHR 303, 304, 305, 306, 433, 434; and○ 3 credits from COHR 307, 308, 309, 310, 311, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412or Organizational Consulting:<ul style="list-style-type: none">○ COHR 306, 307, 401○ COHR 309 and 310; or COHR 433 and 434; and○ 4.5 credits from COHR 303, 304, 305, 308, 311, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412or Labour-Management Relations:<ul style="list-style-type: none">○ COHR 308, 309, 310, 433, 434; and○ 4.5 credits from COHR 303, 304, 305, 306, 307, 311, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,199,295,138 Present Calendar Entry: Third Year Third year of this option requires that students complete: <ul style="list-style-type: none">• COMM 327, 328• nine credits of electives including three credits of non-Commerce electives. Fourth Year Fourth year of this option requires that students complete: <ul style="list-style-type: none">• COMM 421, 425, 428• 15 credits of electives including six credits of non-Commerce electives. Type of Action: Change option requirements Rationale: Provide students with greater alternatives, while also allowing more specialization within the HR area for those who seek more depth.



<p>or</p> <p>Employment Relations:</p> <ul style="list-style-type: none">○ COHR 307, 401, 433, 434○ Two of COHR 303, 304, 305, 306○ Two of COHR 308, 309, 310	
<p>Proposed Calendar Entry:</p> <p>COHR 301 (1.5) Critical Thinking: Values Balancing organizational, personal, and community interests in a global economy. In addition to standard management textbooks and readings, the class will draw from the work of poets, fiction writers, essayists, and social critics. <i>Prerequisite:</i> COMM 292, COMM 392 [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: New course</p> <p>Rationale: Redesign of option requirements</p>
<p>Proposed Calendar Entry:</p> <p>COHR 302 (1.5) Critical Thinking: Information Strategies to critically evaluate information relevant to Human Resource Managers. This course will examine common errors in logic, decision biases, and cause and effect relationships. <i>Prerequisite:</i> All of COMM 291, COMM 292, COMM 392. [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: New course</p> <p>Rationale: Redesign of option requirements</p>
<p>Proposed Calendar Entry:</p> <p>COHR 303 (1.5) Recruiting and Selection Management activities, policies and practices required for effectively recruiting and selecting employees for organizations. <i>Prerequisite:</i> COMM 292, COMM 392 [3-0-0]</p> <p>COHR 304 (1.5) Training and Development Management activities, policies and practices required for designing effective training programs and increasing employees' ability to contribute to the organization. <i>Prerequisite:</i> COMM 292, COMM 392 [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: COMM 327 (3) Human Resource Management Introduction to activities, policies and practices required for effective human resource planning, external factors that influence human resource management. <i>Prerequisite:</i> COMM 292, COMM 392</p> <p>Type of Action: Change</p> <p>Rationale: Redesign of option requirements</p>



<p>Proposed Calendar Entry:</p> <p>COHR 305 (1.5) Compensation Management activities, policies and practices required for effectively compensating and motivating individuals and teams in organizations. <i>Prerequisite:</i> COMM 292, COMM 392 [3-0-0]</p> <p>COHR 306 (1.5) Performance Management Activities, policies and practices required for evaluating and managing employee performance. <i>Prerequisite:</i> COMM 292, COMM 392 [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: New Courses</p> <p>Rationale: Redesign of option requirements</p>
<p>Proposed Calendar Entry:</p> <p>COHR 307 (1.5) Introduction to Organizational Consulting Frameworks from the social sciences useful for understanding organizational processes and how to apply these frameworks to particular organizational consulting challenges. <i>Prerequisite:</i> COMM 292, COMM 392. [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: New Course</p> <p>Rationale: Introduction of an undergraduate course. There is significant interest in this course among our undergrad students, as this area is in high demand for graduates in the human resources area.</p>
<p>Proposed Calendar Entry:</p> <p>COHR 308 (1.5) Collective Agreement Administration</p> <p>An introduction to the theory and practice of collective agreement administration and dispute resolution mechanisms. <i>Prerequisite:</i> COMM 292, COMM 392 [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale: Redesign of option requirements</p>



<p>Proposed Calendar Entry:</p> <p>COHR 309 (1.5) Collective Negotiations Exploration of the structural, behavioural, and substantive aspects of negotiations with an emphasis on the development of negotiating skills to resolve conflicts and disputes. <i>Prerequisite:</i> COMM 292, COMM 392. [3-0-0]</p> <p>COHR 310 (1.5) Industrial Relations in an Era of Globalization Comprehensive examination of the Canadian industrial relations system, and its legal foundations, in the context of a global economy. <i>Prerequisite:</i> COMM 292, COMM 392. [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: COMM 421 (3) Collective Bargaining Structural, behavioural, legal and substantive aspects of labour management relations and the collective bargaining process. <i>Prerequisite:</i> COMM 392.</p> <p>Type of Action: Change</p> <p>Rationale: Redesign of option requirements</p>
<p>Proposed Calendar Entry:</p> <p>COHR 311 (1.5) Organizational Analysis An analysis of organizational structures and intraorganizational processes; effects of organizational factors on individual behaviour. <i>Prerequisite:</i> COMM 292, COMM 392 [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: COMM 320 (3) Organizational Analysis An analysis of organizational structures and intraorganizational processes; effects of organizational factors on individual behaviour. <i>Prerequisite:</i> COMM 292.</p> <p>Type of Action: Reduce credits</p> <p>Rationale: Redesign of option requirements</p>
<p>Proposed Calendar Entry:</p> <p>COHR 401 (1.5) Organizational Change The tactics and strategies for implementing constructive modifications in organizations. <i>Prerequisite:</i> COMM 292, COMM 392. [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: COMM 426 (3) Organizational Development The tactics and strategies for implementing constructive modifications in organizations. Interpersonal relations skill building is emphasized in classroom activities, while lectures and assignments explore applications in business and non-business organizations. <i>Prerequisite:</i> COMM 292.</p> <p>Type of Action: Reduce credits and change name</p> <p>Rationale: Introduction of an undergraduate course. There is significant interest in this course among our undergrad students, as this area is in high demand for graduates in the human resources consulting area.</p>



<p>Proposed Calendar Entry:</p> <p>COHR 402 (1.5) Leadership Explores the characteristics of effective leadership and examines how to be a better leader. Prerequisite: COMM 292, COMM 392. [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: New Course</p> <p>Rationale: Introduction of an undergraduate course. There is significant interest in this course among our undergrad students as they think about managing others.</p>
<p>Proposed Calendar Entry:</p> <p>COHR 403 (1.5) Managing Diversity Explores the business and legal cases for diversity in the workplace. Examines how to effectively manage a diverse work force. Prerequisite: COMM 292, COMM 392. [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: New Course</p> <p>Rationale: Introduction of an undergraduate course. There is significant interest in this course among our undergrad students, as this area is in high demand for graduates in the human resources area.</p>
<p>Proposed Calendar Entry:</p> <p>COHR 404 (1.5) Power and Politics Examines the sources and consequences of power in the context of different corporate and national cultures. Prerequisite: COMM 292, COMM 392. [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: New Course</p> <p>Rationale: Introduction of an undergraduate course. There is significant interest in this course among our undergrad students, as this area is in high demand for graduates in the human resources area.</p>
<p>Proposed Calendar Entry:</p> <p>COHR 405 (1.5) Managing the Family Business Managing and working in a family business presents unique challenges: family issues can conflict with business issues. This course examines governance structures that make family businesses more effective. Prerequisite: COMM 292, COMM 392. [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: New Course</p> <p>Rationale: Introduction of an undergraduate course. There is interest in this course among our undergrad students, as many businesses are family businesses, and start-up businesses face some of the same issues as family businesses.</p>



<p>Proposed Calendar Entry:</p> <p>COHR 406 (1.5) International Human Resource Management Application of human resource management practices to multinational enterprises. Comparative analysis of national human resource management systems. Prerequisite: COMM 292, COMM 392. [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: New Course</p> <p>Rationale: Introduction of an undergraduate course. There is significant interest in this course among our undergrad students, as this area is in high demand for graduates in the human resources area.</p>
<p>Proposed Calendar Entry:</p> <p>COHR 407 (1.5) Advanced Organizational Consulting Methods and techniques to diagnose and solve a broad range of organizational problems from the perspective of an organizational consultant. Prerequisite: COMM 292, COMM 392, COHR 325 [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: New Course</p> <p>Rationale: Introduction of an undergraduate course. There is significant interest in this course among our undergrad students, as this area is in high demand for graduates in the human resources area.</p>
<p>Proposed Calendar Entry:</p> <p>COHR 408 (1.5) Organizational Design Techniques and approaches for evaluating and adjusting the structures of organizations. Prerequisite: COMM 292, COMM 392. [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: New Course</p> <p>Rationale: Introduction of an undergraduate course. There is significant interest in this course among our undergrad students, as this area is in high demand for graduates in the human resources area.</p>
<p>Proposed Calendar Entry:</p> <p>COHR 409 (1.5) Creativity and Innovation Techniques and approaches to managing creativity and innovation in organizations. Prerequisite: COMM 292, COMM 392. [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: New Course</p> <p>Rationale: Introduction of an undergraduate course. There is significant interest in this course among our undergrad students, and this is an area that is of relevance to many specialties within commerce.</p>



<p>Proposed Calendar Entry:</p> <p>COHR 410 (1.5) Knowledge Management Techniques and approaches to managing knowledge and learning in organizations. <i>Prerequisite:</i> COMM 292, COMM 392. [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: New Course</p> <p>Rationale: Introduction of an undergraduate course. There is significant interest in this course among our undergrad students, as this area is in high demand for graduates in many areas of business.</p>
<p>Proposed Calendar Entry:</p> <p>COHR 411 (1.5) Managing and Building Teams Techniques and approaches for building effective teams, handling decision making in teams, creating reward structures, and developing appropriate leadership models. <i>Prerequisite:</i> COMM 292, COMM 392. [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: New Course</p> <p>Rationale: Introduction of an undergraduate course. There is significant interest in this course among our undergrad students, as this area is in high demand for graduates in the human resources area.</p>
<p>Proposed Calendar Entry:</p> <p>COHR 412 (1.5) Advanced Topics in Organizational Behaviour Understanding, critiquing, and analyzing behaviour and social processes in organizations. This course focuses on provocative and current topics that could not be covered in depth in the introductory course. <i>Prerequisite:</i> COMM 292, COMM 392 [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: COMM 420 (3) Business and Management Values in Organizational Life Balancing organizational, personal, and community interests in a global economy. In addition to standard management textbooks and readings, the class will draw from the work of poets, fiction writers, essayists, and social critics. <i>Prerequisite:</i> COMM 292.</p> <p>Type of Action: Reduce credits and change name</p> <p>Rationale: Redesign of option requirements</p>



<p>Proposed Calendar Entry:</p> <p>COHR 433 (1.5) Employment Law A Introduction to legislation that governs the employment relationship. <i>Prerequisite:</i> COMM 292, COMM 392, COMM 393. [3-0-0]</p> <p>COHR 434 (1.5) Employment Law B Application of legal principles to the employment relationship. <i>Prerequisite:</i> COMM 292, COMM 392, COMM 393. [3-0-0]</p>	<p>URL:</p> <p>Present Calendar Entry: COMM 433 (3) Employment Law Legal aspects of the employment relationship. Topics include: employment contracts, human rights legislation, standards of work legislation, the labour codes, Workers' Compensation Act and statutes dealing with related areas, e.g., unemployment and pension benefits. <i>Prerequisite:</i> COMM 393.</p> <p>Type of Action: Change – divide into two parts</p> <p>Rationale: Redesign of option requirements</p>
--	---

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate and Curriculum Services
1874 – 2016 East Mall
Vancouver, BC
V6T 1Z1

16 January 2007

To: Senate
From: Senate Curriculum Committee
Re: **FACULTY OF FORESTRY CURRICULUM REPORT**

Attached please find the recommended Category 1 undergraduate curriculum proposals from the Faculty of Forestry.

- 1) The following new courses:
 - a. **WOOD 284** (3) Sawmilling
 - b. **WOOD 292** (3) Two-Dimensional and Solid Computer-Aided Graphics
- 2) The following changed program:
 - a. **Bachelor of Science in Natural Resources Conservation**



UBC Curriculum Proposal Form
Change to Programs
Category: 1

<p>Faculty: Forestry Department: Forest Sciences / Forest Resources Management Faculty Approval Date: March 7, 2006 Effective Session: 06W Term 1</p>	<p>Date: March 6, 2006 Contact Person: Scott Hinch Phone: 2-9377 Email: shinch@interchg.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>The Faculty of Forestry > Bachelor of Science in Natural Resources Conservation > Introduction</u></p> <p>The B.Sc. (Natural Resources Conservation) is an interdisciplinary program designed to prepare students for careers in the conservation and management of renewable natural resources, the management of protected areas, and landscape and local level planning for the integrated use of terrestrial and aquatic ecosystems. The program provides students with a solid foundation across several disciplines which reflect the multi-faceted character of conservation issues and conservation research. These include including the natural and social sciences underlying the conservation and management of natural resources, an appreciation for the political and socioeconomic contexts which affect the design and outcomes of conservation and management strategies, and a working knowledge of technologically advanced tools and quantitative techniques available to renewable resources planners and managers. Throughout the program, emphasis is placed on developing communication skills, both oral and</p>	<p>URL: http://students.ubc.ca/calendar/index.cfm?tree=12,203,418,172</p> <p>Current Calendar Entry:</p> <p><u>The Faculty of Forestry > Bachelor of Science in Natural Resources Conservation > Introduction</u></p> <p>The B.Sc. (Natural Resources Conservation) is an interdisciplinary program designed to prepare students for careers in the conservation of renewable natural resources, the management of protected areas, and landscape and regional level planning for the integrated use of terrestrial and aquatic ecosystems. The program provides students with a solid foundation across several disciplines which reflect the multi-faceted character of conservation issues and conservation research. These include the natural and social sciences underlying the conservation and management of natural resources, an appreciation for the political and socioeconomic contexts which affect the design and outcomes of conservation and management strategies, and a working knowledge of technologically advanced tools and quantitative techniques available to renewable resources planners and managers. Throughout the program, emphasis is placed on developing communication skills, both oral and</p>



written, including approaches to public participation in natural resources planning.

Students must select one of two majors upon completion of second year: (1) Science and Management and (2) Global Perspectives.

The Science and Management Major focuses on the conservation and management of renewable natural resources, and landscape and local level planning for both terrestrial and aquatic ecosystems. A notable feature of this major is the Integrated Field School, a semester-long course divided into modules, each concentrating on a particular component of B.C.'s environment.

The Global Perspectives Major focuses on the conservation and management of renewable and non-renewable resources, policy formation and planning within a global context. Two notable features of this major are the international education that students receive through term-long study abroad or through an intensive short-term international field school, and the global issues capstone course which uses case studies and modeling approaches to explore the effects of decision-making on resource sustainability.

written, including approaches to public participation in natural resources planning and the techniques of conflict resolution.

Type of Action: Modify text.

Rationale: These changes introduce the two program majors, presented more fully in the next section. Please see the attached document (FRST_Spring_2006_2) for a detailed description and rationale.



<p>Faculty: Forestry Department: Forest Sciences / Forest Resources Management Faculty Approval Date: March 7, 2006 Effective Session: 06W Term 1</p>	<p>Date: March 6, 2006 Contact Person: Scott Hinch Phone: 2-9377 Email: shinch@interchg.ubc.ca</p>																																																										
<p>Proposed Calendar Entry:</p> <p>The Faculty of Forestry > Bachelor of Science in Natural Resources Conservation > Degree Requirements</p> <p>This program consists of a common first and second year consisting of 63 credits. Students apply to the program director for entry into one of the two majors upon completion of second year. Acceptance into the Global Perspectives major may be limited by demand, in which case acceptance will be based on academic standing at the completion of 2nd year.</p> <table border="1"> <thead> <tr> <th colspan="2">First Year</th></tr> </thead> <tbody> <tr> <td>BIOL 111 and 121, and 141¹</td><td>7-6</td></tr> <tr> <td>CONS 101</td><td>1</td></tr> <tr> <td>ECON 101 and 102</td><td>6</td></tr> <tr> <td>ENGL 100-level</td><td>6</td></tr> <tr> <td>MATH 100, 102 or 104²</td><td>3</td></tr> <tr> <td>SOCI 100³</td><td>6</td></tr> <tr> <td>SOIL 200</td><td>3</td></tr> <tr> <td>Total Credits</td><td>32</td></tr> <tr> <td></td><td>31</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Second Year</th></tr> </thead> <tbody> <tr> <td>CONS 200</td><td>3</td></tr> <tr> <td>FRST 200</td><td>7</td></tr> <tr> <td>FRST 201</td><td>7</td></tr> </tbody> </table>	First Year		BIOL 111 and 121, and 141 ¹	7-6	CONS 101	1	ECON 101 and 102	6	ENGL 100-level	6	MATH 100, 102 or 104 ²	3	SOCI 100 ³	6	SOIL 200	3	Total Credits	32		31	Second Year		CONS 200	3	FRST 200	7	FRST 201	7	<p>URL: http://students.ubc.ca/calendar/index.cfm?tree=12,203,418,175</p> <p>Current Calendar Entry:</p> <p>The Faculty of Forestry > Bachelor of Science in Natural Resources Conservation > Degree Requirements</p> <p>For students entering the Faculty of Forestry from senior secondary school, the program consists of a minimum of 123 in-session credits, normally taken over a four-year period.</p> <table border="1"> <thead> <tr> <th colspan="2">First Year</th></tr> </thead> <tbody> <tr> <td>BIOL 111, 121, and 141¹</td><td>7</td></tr> <tr> <td>CONS 101</td><td>1</td></tr> <tr> <td>ECON 101 and 102</td><td>6</td></tr> <tr> <td>ENGL 100-level</td><td>6</td></tr> <tr> <td>MATH 100, 102 or 104²</td><td>3</td></tr> <tr> <td>SOCI 100³</td><td>6</td></tr> <tr> <td>SOIL 200</td><td>3</td></tr> <tr> <td>Total Credits</td><td>32</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Second Year</th></tr> </thead> <tbody> <tr> <td>CONS 200</td><td>3</td></tr> <tr> <td>FRST 200</td><td>7</td></tr> <tr> <td>FRST 201</td><td>7</td></tr> <tr> <td>FRST 231⁴</td><td>3</td></tr> <tr> <td>FRST 232</td><td>3</td></tr> </tbody> </table>	First Year		BIOL 111, 121, and 141 ¹	7	CONS 101	1	ECON 101 and 102	6	ENGL 100-level	6	MATH 100, 102 or 104 ²	3	SOCI 100 ³	6	SOIL 200	3	Total Credits	32	Second Year		CONS 200	3	FRST 200	7	FRST 201	7	FRST 231 ⁴	3	FRST 232	3
First Year																																																											
BIOL 111 and 121, and 141 ¹	7-6																																																										
CONS 101	1																																																										
ECON 101 and 102	6																																																										
ENGL 100-level	6																																																										
MATH 100, 102 or 104 ²	3																																																										
SOCI 100 ³	6																																																										
SOIL 200	3																																																										
Total Credits	32																																																										
	31																																																										
Second Year																																																											
CONS 200	3																																																										
FRST 200	7																																																										
FRST 201	7																																																										
First Year																																																											
BIOL 111, 121, and 141 ¹	7																																																										
CONS 101	1																																																										
ECON 101 and 102	6																																																										
ENGL 100-level	6																																																										
MATH 100, 102 or 104 ²	3																																																										
SOCI 100 ³	6																																																										
SOIL 200	3																																																										
Total Credits	32																																																										
Second Year																																																											
CONS 200	3																																																										
FRST 200	7																																																										
FRST 201	7																																																										
FRST 231 ⁴	3																																																										
FRST 232	3																																																										



FRST 231 ⁴	3
FRST 232	3
GEOG 101, or GEOG 102 and GEOG 103	6
Elective	3
Total Credits	32

¹ Students with Biology 12 should replace BIOL 111 with three credits of electives. ~~BIOL 140 (2) may be taken in place of BIOL 141 (1); however, the extra credit may not be used towards meeting the total elective requirements for the program.~~

² Students who had less than a C+ average in Math 12 must take the non-credit MATH 012 prior to Mathematics courses. Students may enrol in MATH 180 (4 credits) instead of MATH 100 or 102 (3 credits), but the credit difference cannot be applied towards program electives.

³ Students may take a 200-level SOCI course (three credits) and **an elective (3 credits)** ~~another social science course (three credits)~~ in place of SOCI 100. ~~The latter course must be chosen in consultation with the program director.~~

⁴ Could be replaced with BIOL 300.

GEOG 101, or GEOG 102 and GEOG 103	6
Elective	3
Total Credits	32

¹ Students with Biology 12 should replace BIOL 111 with three credits of electives. ~~BIOL 140 (2) may be taken in place of BIOL 141 (1); however, the extra credit may not be used towards meeting the total elective requirements for the program.~~

² Students who had less than a C+ average in Math 12 must take the non-credit MATH 012 prior to Mathematics courses. Students may enrol in MATH 180 (4 credits) instead of MATH 100 or 102 (3 credits), but the credit difference cannot be applied towards program electives.

³ Students may take a 200-level SOCI (three credits) and another social science course (three credits) in place of SOCI 100. The latter course must be chosen in consultation with the program director.

⁴ Could be replaced with BIOL 300.

Major in Science and Management

Third Year

CONS 330	3
CONS 340	3
CONS 481	3
FRST 318 ¹	2 3
FRST 385	3
FRST 386	3
FRST 395	3
FRST 495	3
SOCI 360	3

Third Year

CONS 330	3
CONS 340	3
CONS 481	3
FRST 318 ⁵	2
FRST 385	3
FRST 386	3
FRST 395	3
FRST 495	3
SOCI 360	3
Elective	3



Elective	3	Total Credits	29
Total Credits	29	Fourth Year	
	30	CONS 440	3
Fourth Year		CONS 451 ²	15
CONS 440	3	FRST 443	3
CONS 451 ²	15	CONS 486	3
FRST 443	3	CONS 498 or elective ³	3
CONS 486	3	Elective ⁴	3
CONS 498 or elective ³	3	Total Credits	30
Elective ⁴	3		
Total Credits	30		
¹ Could be replaced with ECON 371 or 374 (3 credits).		⁵ Could be replaced with ECON 371 or 374 (3 credits).	
² An integrated course taught in the Term 1. Registration is restricted to this course only during Term 1 and only to students in fourth year of NRC program.		⁶ An integrated course taught in the Term 1. Registration is restricted to this course only during Term 1 and only to students in fourth year of NRC program.	
³ Elective must be a course numbered 300 or above.		⁷ Elective must be a course numbered 300 or above.	
⁴ Elective must be a course numbered 300 or above. To be chosen in consultation with the program advisor.		⁸ Elective must be a course numbered 300 or above. To be chosen in consultation with the program advisor.	
Major in Global Perspectives		Type of Action: Modify program listing to allow introduction of two majors.	
Courses which meet the requirements in each of the following areas may be found listed on the web site for this major (xxxxxxx).		Rationale: These changes are necessary to broaden the educational experience we can provide the students in our Natural Resources Conservation Program. The first of these two majors (Major in Science and Management) is similar to the existing program. The second major (Major in Global Perspectives) allows students to study conservation and natural resources management issues from a global perspective.	
Third and Fourth Years		Please see the attached document (FRST_Spring_2006_2) for a more detailed rationale.	
Core Areas ¹	21		
Resources Systems ²	12		
Language Courses ³	6		
Electives ⁴	15		
CONS 452	6		
International Experience ⁵			
Total Credits	60		



¹ One 3-credit course for each of the following topic areas: (i) geomatics; (ii) conservation and biodiversity; (iii) resources and economics; (iv) resources and society; (v) international policy/governance and resources; (vi) indigenous perspectives; and (vii) globalization. Acceptable courses are listed on the web site for this major.

² One 3-credit course in each of the following topic areas: (i) oceanography / fisheries / water systems; (ii) agriculture / food systems; (iii) forestry systems; and (iv) energy / mineral systems. Acceptable courses are listed on the web site for this major.

³ Credits may be obtained in any non-English language courses, but students are encouraged to learn a language that would help them in their study abroad term. Students who can pass an oral proficiency test for a non-English language relevant to their study abroad term would be exempt from this requirement and the language credits will be replaced by 6 credits of electives. The NRC program director would coordinate the proficiency test and approve the electives.

⁴ 6-credits of electives must be selected from the Resources Systems list. 9-credits of electives may be general, of which at least 3 credits must be at the 300 or 400 level.

⁵ The international experience requirement may be met by a minimum of 1-term study abroad, a 2 to 4 week international field school, an international co-op placement, or by an international internship.



UBC Curriculum Consultation Report for Category 1 Curriculum Proposals.

This form should be stapled to the paper copy of the relevant curriculum change form.

Faculty: Forestry	Departments: Forest Sciences & Forest Resources Management	Date: (dd mm yy) 04/12/06
-----------------------------	--	-------------------------------------

Name of Course or Program: Two new majors for the BSCN program
Identification Number:

Consultations:

List consultants, attach their signed memos, and include below your responses to any questions that they raised.

Name	Dept/School	Faculty
1. Susan Allen	Earth and Ocean Sciences	Science
Response: Suggested a few different EOS courses under options. Accommodated.		
2. Bill Milsom	Zoology	Science
Response: Supportive.		
3. Brent Skura	Program Director, Global Resources Systems	Land and Food Systems
Response: Supportive. Had query regarding ISI students seeking "study abroad" within Canada. Not directly pertinent to this material.		
4.		
Response:		
5.		
Response:		
6.		
Response:		



FRST_Spring_2006_2

Proposed changes to the Natural Resources Conservation (NRC) Program

Committee: S. Hinch (co-chair), G. Hoberg (co-chair), S. Mitchell, B. Vanderkamp, P.

Wood

Mar. 12, 2006

Executive Summary

We will create two ‘streams’ or ‘majors’ in the Natural Resources Conservation (NRC) program. One stream, a Major in Science and Management, would consist of the current program with some very minor modifications. The second stream, a Major in Global Perspectives, would consist of significant changes in the 3rd and 4th years. Both majors would lead to a BSc in NRC. No significant new teaching resources are required from within the Faculty of Forestry with the exception of one new 4th year 6-credit capstone course. By creating two majors, we could double the size of the NRC program over the next few years.

Background to Development of Natural Resources Conservation - Global Perspectives Major

The committee’s original purpose was to investigate the feasibility of developing an undergraduate program in Sustainable Resource Management in the Faculty of Forestry. The primary motivation was to serve a perceived need for a more flexible degree program that would also help to increase our enrollment. After several meetings, we agreed that all of our existing programs in Forestry address issues of ‘sustainability’. But we also agreed that none of our programs dealt explicitly with resource management from a global perspective. The existing forest resource management and conservation programs largely focus on BC issues and field experiences. Recent attempts at creating new ‘international’ programs in our faculty have not proceeded, although there is a clear desire from students and from our International Forestry Programs office to “increase the international content of courses, and challenge students with global issues, concerns and solutions”.



Early in our deliberations, we found that the desirable components of a new program in sustainability (i.e. target incoming students, instructional approach, learning objectives, non-CFAB accredited) were strikingly similar to what already existed within our current NRC program. However, the required courses in the existing NRC program lack basic information on some resource systems, and hands-on international experience. In recent years some NRC students have been able to gain some of that information and experience through careful elective selection and undertaking a voluntary study abroad year. However, the current NRC program lacks adequate flexibility in terms of elective freedom to easily allow most students to obtain an education in global perspectives and resource management. This lack of flexibility also limits our ability to attract transfer students from arts or social science and enable them to use credits obtained elsewhere.

Demand for the Natural Resources Conservation Program

The current NRC program has been very successful in attracting new students both domestic and international, and in retention of existing students. As a result, we have seen the program grow by about 9% per year since 2001 (97 students) with present increases of 65% from 2001 (~160 students). International student enrollment in NRC has increased from 3 (2001) to 25 (2006) and presently 58% of all international students in Forestry are in NRC.

There is a market demand for graduates from the NRC program. Mail-out surveys of graduates have found that two thirds have been able to find employment and of those not employed, two thirds are receiving additional schooling². Those that are employed describe their positions as ‘professional’ or ‘technical paraprofessional’. Based on informal phone surveys, graduates from the NRC program largely find employment as environmental consultants in private companies, biologists or planners with governmental agencies, or extension/biological specialists working with non-profit organizations. A smaller segment of NRC graduates enter graduate school, teachers college, or seek additional training at colleges³.

The market demand for students with a background similar to that of an NRC degree is good over the next five to 10 years. At a national level, Human Resources and Development Canada predicts that students with such a degree will face fair to good work prospects and encounter low competition for employment with resource management or land use planning



organizations⁴. Average annual earnings are expected to be above the national average. The provincial picture is equally encouraging. Currently in BC, students with NRC-type degrees find employment largely in private consulting, education and government agencies⁵. Though public service positions are expected to diminish over the next few years, there currently is a shift to more private sector positions. The overall job growth rate is estimated at 1.5% (1998-2008), which is similar to the average growth rate for all occupations. Students with NRC-type degrees (i.e. applied biology or resource science degrees) will have good opportunities to work in environmental consulting. During the 1990s, non-profit organizations increased in Canada by 50% and in BC by over 300%⁶. Over two thousand persons are employed in Canada in this sector.

In the U.S., through 2010, employment for conservation scientists is expected to grow from 3-6%, and for environmental scientists and biologists, 21-35%⁶. This demand is spurred on by continuing emphasis on environmental protection, responsible land management, and compliance with environmental laws and regulations. As in Canada, employment will increasingly be in the private sector. In summary, the job market demand over the next 10 years for students with an NRC degree should be good, particularly if graduates consider employment as environmental consultants with private companies or non-profit organizations.

²Dumaresq, C. 2003. The class of 2000 two years after graduation - Draft report of findings for UBC Forestry Graduates surveyed in 2002. Planning and Institutional Research, University of British Columbia.

³Hinch, S.G. 2003. Program Director, Natural Resources Conservation Program, Personal Communication.

⁴Human Resources Development Canada, Job Futures National Edition, Accessed through <http://jobfutures.ca>, Aug. 2003.

⁵Work Futures - British Columbia Occupational Outlooks. Accessed through <http://www.workfutures.bc.ca>, Aug. 2003.

⁶Barla, P., JG Power, JD Saphores, I Attridge, and S. Hilts. 2001. Land securement and stewardship activities in Canada by non-profit organizations. Accessed through <http://www.green.ulaval.ca/fr/summary.pdf>, Aug 2003.



⁶United States Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook. Accessed through <http://stats.bls.gov>, Aug. 2003.

Demand for Education in Global Resource Conservation

There are several indications that the demand for education in resource conservation with a global perspective is growing. Despite declining numbers in most North American forestry programs, ones with international field schools are thriving. For instance, the Warnell School of Forest Resources at the University of Georgia introduced Study Abroad courses in 2001 and has attracted more than a tenfold increase in these courses in the past four years in conjunction with majors or minors in forestry or conservation disciplines.⁷

Other traditional applied biology programs where enrollments were declining have also seen a reversal in enrolment trends when programs were re-tooled to include international perspectives. For instance, at UBC, a recently created undergraduate degree in Global Resource Systems (BSc GRS) in the Faculty of Land and Food Systems (FLFS) has a total enrollment of 84 with 32 new 2nd year students this year alone (students enter their program in year 2). [NOTE - unofficial information has their new enrollment closer to 50 students.] Last year, 4-5 students transferred out of UBC Forestry programs, most out of NRC, into FLFS ones (either GRS or Agroecology). The GRS degree offers an enticing degree of study with a focus on sustainable agriculture within a specific region of the world. The degree requires students to pursue a major in some resource system as well as in some region (http://www.landfood.ubc.ca/programs/special_region_ug.htm). There are few required courses in the program (and few offered through FLFS) with students largely developing their own curriculum by taking courses predominantly in other faculties⁸.

Our forestry recruiters have heard from many undergraduates that they would like to make a difference in a world they perceive as fraught with environmental problems. Degree programs that are applied, forward-looking, and action-oriented are especially enticing if they emphasize sustainability and have a global perspective. This is one reason why the NRC program in its current format has grown and why the majority of our faculty's international students are in NRC. Many of the current NRC students would like to see more global 'flavour' in their NRC program. In recent years many potential and registered NRC students have

⁷ Warnell enrollment in Study Abroad courses: 2001 (29); 2003 (64); 2004 (210); 2005 (320).



requested that they be allowed to take a minor in some complementary discipline, in conjunction with a major in NRC. There are no options for this arrangement at present though a central theme of the areas that students have suggested a 'minor' in tend to involve international studies or commerce.

Despite the growing desire among NRC students for more global flavour in aspects of their degree, and 9% per year program growth, the Study Abroad program in the faculty of forestry has not seen a concomitant increase in NRC student participation (year, NRC/Total Forestry Study Abroad; 2001 0/5; 2002 1/3; 2003 2/6; 2004 3/6; 2005 2/5). The likely reason for lack of participation has been the lack of flexibility in the current NRC curriculum which prevents easy transfer of core courses from partner schools and the need to complete all courses from years 1-3 in order to enter the 4th year integrated field school.

⁸While both the present FLFS degree in Global Resource Systems and the proposed Faculty of Forestry Natural Resources Conservation degree (major in Global Perspectives) have the goal of providing a resource-based, interdisciplinary, undergraduate BSc degree with some emphasis on international study, there are several key differences between them including program objectives, flexibility and core-course requirements. These programs will appeal to different types of students. The objective of the proposed NRC degree major is to prepare students for careers in the conservation and management of renewable and non-renewable resources, policy formation and planning within a global context. The program provides students with a foundation across several disciplines that reflect the multi-faceted character of conservation and management issues and research as well as a working knowledge of technologically advanced tools and quantitative techniques available to renewable resources planners and managers. Several of the core courses deal with forests and forestry. The FLFS-GRS degree has a less-directed, more general mandate. It recognizes that resource problems are complex and require solutions that are global in scope and offers a comprehensive and flexible degree emphasizing the study of agricultural and other related resource systems with a specific focus on one resource area and one region of the world. Several of the core courses deal with agriculture and food systems.

The proposed major has many more required courses (~100 credits) than FLFS-GRS (~80 credits), resulting from the former's emphasis on obtaining a required basic skill set in science, management and technological tools. The proposed major will cover more resource systems, though potentially in less detail, than the FLFS-GRS. The FLFS-GR program is customized by the student and has only ~20 credits of required courses from years 2-4, inclusive. Over 40 credits in the program are electives. Thus FLFS-GR is much more flexible, permitting greater latitude in course selection.

An Additional Stream of the NRC Program



We can address the need for enhanced conservation education in global issues, resources and perspectives, and enhance program flexibility by creating two ‘streams’ or ‘majors’ of the NRC degree. This would be achieved by making very minor curriculum changes in years 1 and 2 to the current NRC program which would be a common curriculum for both streams. Years 3 and 4 would remain unchanged for the current stream of the NRC degree which would be called ‘Major in Science and Management’. The title reflects the general learning objectives. For the ‘Major in Global Perspectives’, we have designed a different 3rd and 4th year curriculum reflecting more flexibility and choice in course selection, more electives, a broader curriculum of resource topics, a capstone global resource issues modeling course, and, a requirement of international experience obtained by study abroad, international field schools, or related international volunteer or internship experience.

Description of NRC program

The following description of the current NRC program would remain unchanged and apply to the Major in Science and Management. “This is an interdisciplinary program designed to prepare students for careers in the conservation and management of renewable natural resources, and landscape and local level planning for both terrestrial and aquatic ecosystems. The program provides students with a solid foundation across several disciplines including the natural and social sciences underlying the conservation and management of natural resources, an appreciation for the political and socioeconomic contexts which affect the design and outcomes of conservation and management strategies, and a working knowledge of technologically advanced tools and quantitative techniques available to renewable resources planners and managers. Throughout the program, emphasis is placed on developing communication skills, both oral and written, including approaches to public participation in natural resources planning. A notable feature of the program is the Integrated Field School, a semester-long course divided into modules, each concentrating on a particular component of B.C.'s environment.”

The Major in Global Perspectives would share many of the general objectives of that above with some modest but distinct differences (*italics*). “This is an interdisciplinary program designed to prepare students for careers in the conservation and management of renewable and *non-renewable resources, policy formation and planning within a global context*. The program provides students with a solid foundation across several disciplines including the natural and



THE UNIVERSITY OF BRITISH COLUMBIA

social sciences underlying the conservation and management of natural resources, an appreciation for the political and socioeconomic contexts which affect the design and outcomes of conservation and management strategies, and a working knowledge of technologically advanced tools and quantitative techniques available to renewable resources planners and managers. Throughout the program, emphasis is placed on developing communication skills, both oral and written, including approaches to public participation in natural resources planning. *Two notable features of the program are the international education that students receive through term-long study abroad or through an intensive short-term international field school, and, the global issues capstone course which uses case studies and modeling approaches to explore effects of decision-making on resource sustainability.”*

Relative Strengths of the Majors

NRC - Science and Management

- more scientifically rigorous
- more grounded in natural science
- extensive local and regional resource-use planning and management exercises from a Pacific Northwest perspective
- Integrated Field School (15 credits) with modules concentrating on different components of B.C.'s environment
- more in-line with Registered Professional Biologist criteria (additional year for Registered Professional Forester)

NRC - Global Perspectives

- additional resource system overviews (beyond forests, lakes/rivers, grass/rangelands to include agriculture/food, energy/minerals, oceanography)
- more emphasis on policy/planning
- international education experience (study abroad, international field schools, or international internships)
- global issues capstone course with case studies and modeling approaches to explore effects of decision-making on resource sustainability



Career and Post-Graduate Options

The present description of what NRC graduates do with their degree (below) was developed several years ago at the program's inception. Information provided by NRC graduates have confirmed these career and educational paths and we expect that students with a Major in Global Perspectives would follow similar general paths, but with broader opportunity for work abroad or with local employers with overseas or global interests.

“Because this degree offers a broad background in natural resources science and management, our graduates have found diverse employment working in areas of fisheries, wildlife, environment, policy, planning, and education for natural resource agencies at the international, federal, provincial, crown corporation, First Nations, municipal, and private industry (i.e. environmental consultant) levels. Graduates also use their degree as a basis for entry into professional programs (e.g. law, education, planning), entry into graduate school (e.g. MSc/PhD programs), or partial basis for acquiring professional certification (e.g. Registered Professional Forester or Registered Professional Biologist).”

Specific Curriculum Changes to Current NRC Program and Rationale

Common years 1 and 2 (see Appendix 1 for summary):

Major in Science and Management; Major in Global Perspectives

1) In Year 1 of the NRC program, the laboratory component of first year biology [Biol 140 (2)] would be removed from the program. The lecture component [Biol 121 (3)] would still be required. There are both pedagogic and practical reasons for doing this. The original purpose of the laboratory course was to give students experience working in laboratory situations; however, they now receive considerable laboratory exposure in First 200 (7), as well as in other courses. Half of our new students each year transfer in from other schools or programs, and are then assigned a 2nd year classification. This causes a very late registration date, which usually means that many first year courses (in particular the biology lab course) are full. Thus, many students don't take the 1st year lab course until the winter of 2nd year, or in their 3rd or 4th year. There is only limited value in taking a 1st year lab course in the senior years of their degree. The Forest Resources Management program dropped the biology lab course from their curriculum last year



THE UNIVERSITY OF BRITISH COLUMBIA

for similar reasons. Dropping this lab course also reduces the first year credit load from 33 to 31 which is more in-line with credit loads in subsequent years of the program.

2) Students must take either Soci 100 (6) or any Soci 200 level (3). Either of these satisfies the prerequisite for the 3rd year required course in resource sociology (Soci 360). If they take the Soci 200 option, the calendar currently states that another 3 credit 'elective' social science course is additionally required. We propose to formally change this elective requirement to 'any course'. This increases the flexibility of the program and allows transfer students to use some of their additional credits regardless of whether they come from a natural science or social science background.

Years 3 and 4 (see Appendix 2 for summary):

Major in Science and Management

Years 3 and 4 of current NRC program remains unchanged and forms the last two years of the Major in Science and Management.

Years 3 and 4 (see Appendix 2 for summary):

Major in Global Perspectives

There would be five components to the curriculum in years 3 and 4 (core courses, resource system courses, international experience, a capstone integrated course, elective courses).

Core courses (21 credits) - see Appendix 3 for listing of courses

The rationale for the core courses is that there are several disciplines and subjects that are essential to any degree in resource management and conservation that should remain for this major. However, to allow greater flexibility than in the current NRC program we would allow students to select courses from a designated subset. Specifically, 1 course (3 credits) would be selected from a list of 2-3 available [not all courses would be offered in the Faculty of Forestry, though our faculty would offer at least one option for each core subject area]. One course in each of the following subject areas is required: geomatics, conservation biology and biodiversity,



THE UNIVERSITY OF BRITISH COLUMBIA

resources and economics, resources and society, international policy or governance for management of resources, indigenous perspectives, and globalization.

Resource system courses (12 credits) - see Appendix 4 for listing of courses

The rationale is that students should have a general understanding of the biophysical aspects of different resource systems, though not necessarily be a specialist in any one system. We would require 1 course (3 credits) in each of the following four categories: water systems (oceanography, fisheries, limnology, and hydrology), agriculture / food / rangeland systems, forestry systems, energy / mineral systems. Note that these courses would have to be different ones than those selected as 'core' courses.

International experience (0 credits)

There are no credits earned specifically for this requirement however, students would be required to complete one of the following: undertake a minimum 1-term study abroad program, complete an intensive 2-4 week field school taken outside of Canada, or, complete a minimum 3 month international experience as a volunteer or intern in the area of resource conservation. An international 'co-op' term, in association with the Faculty of Forestry co-op program, would also suffice. Specifically, students would be encouraged to primarily exercise the first option and undertake study abroad because up to 15 course credits obtained could be transferred to the NRC degree to satisfy specific course or elective requirements. To exercise either of the other two options, students would first need permission of the NRC Program Director. Students could obtain 3 credits of elective (via a directed studies course) by writing a detailed essay of their experiences under either of those two options. 'International experience' would involve any country outside of Canada.

4th year capstone course (6 credits)

This course would require the integration of knowledge and experience gained through the degree to examine global resource issues using a scenario structuring and testing approach. Case studies, computer simulations, group projects and guest speakers would be utilized. A focus would be placed on how human needs, resource production potential, and regional and international policies affect the sustainability of resource production, environmental quality and



THE UNIVERSITY OF BRITISH COLUMBIA

quality of life. S. Mitchell has offered to co-develop and teach this course. Proposed learning objectives and assessment procedures are presented in Appendix 5. [Note: specifics on this course would not need to be formally approved until 2007 so there is ample time to discuss the delivery and creation of this type of course.]

Language requirement (6 credits)

Students would be required to take 6 credits of any language (non-English). They would be encouraged to learn a language that would help them in their study abroad term. Students who can pass an oral proficiency test for a language (non-English) relevant to the study abroad term would be exempt and 6 credits of elective could then be substituted. The NRC program director would coordinate the proficiency test and approve the electives. It is recognized that 6 credits of any language would likely not be sufficient for students to be able to study abroad in that language but it should be enough to help with daily communication. There is also intrinsic value in students studying and appreciating foreign languages

Elective courses (15 credits)

Students would be required to take additional courses which they could use to further focus on specific resource systems, conduct an undergraduate thesis, or as general electives.

- 6 credits must be selected from Resource Systems course list (ones not used to satisfy Resource systems requirements)

- 6 credits of any courses at any level

- 3 credits of any courses at 300/400 level

Program Management and Operation

All core or resource systems courses that involve choice would require approval of the NRC program director. Students will choose from an approved list of courses (Appendix 2) - additional allowances for alternative courses can be made at the discretion of the director and NRC program committee. The director would work with the International Forestry Programs office to facilitate study abroad and field school options.



THE UNIVERSITY OF BRITISH COLUMBIA

Appendix 1. Proposed modifications to years 1 and 2 of current NRC program with creation of two majors. Yellow indicates specific proposed changes.

Current NRC Program	Proposed NRC Program Major in Science & Management Major in Global Perspectives
First Year - 33 credits	First Year - 31 credits
ENGL 100 level (6)	ENGL 100 level (6)
BIOL 111 or <i>gr12 + Elective</i> (3)	BIOL 111 or <i>gr12 + Elective</i> (3)
BIOL 121 (3)	BIOL 121 (3)
BIOL 140 (2) or BIOL 141 (1)	<i>no replacement</i>
CONS 101 (1)	CONS 101 (1)
SOIL 200 (3)	SOIL 200 (3)
ECON 101 (3)	ECON 101 (3)
ECON 102 (3)	ECON 102 (3)
SOCI 100 (6), or,	SOCI 100 (6), or,
SOCI 200-level (3) + soc. sci. elective (3)	SOCI 200 level (3) + general elective (3)
MATH 100, 102 or 104 (3)	MATH 100, 102 or 104 (3)
Second Year - 32 credits	Second Year - 32 credits
CONS 200 (3)	CONS 200 (3)
FRST 200 (7)	FRST 200 (7)
FRST 201 (7)	FRST 201 (7)
FRST 231 (3)	FRST 231 (3)
FRST 232 (3)	FRST 232 (3)
GEOG 101 (6) or	GEOG 101 (6) or
GEOG 102 (3) + GEOG 103 (3)	GEOG 102 (3) + GEOG 103 (3)
<i>Elective</i> (3)	<i>Elective</i> (3)



Appendix 2. Proposed modifications to years 3 and 4 of NRC program. The new Major in Science and Management follows the current NRC program. Note that the courses indicated in the left column are not intended to ‘match’ with any specific line item in the right column.

Major in Science & Management	Major in Global Perspectives
Third Year - 30 credits	Third and Fourth Years (60 credits)
CONS 330 (3) CONS 340 (3) CONS 481 (3) FRST 318, ECON 371 or 374 (3) FRST 385 (3) FRST 386 (3) FRST 395 (3) FRST 495 (3) SOCI 360 (3) <i>Elective (3)</i>	Core courses (21 credits) -one 3-credit course for each of the following topics: -geomatics -conservation biology and biodiversity - resources and economics (3) - resources and society - international policy/governance and resources -indigenous perspectives -globalization Resource systems courses (12 credits) -1 course (3) in each of the following categories: - oceanography / fisheries / water systems - agriculture / food systems - forestry systems - energy / mineral systems International experience (0) - minimum of 1 term study abroad program, or intl. co-op work term, or 2-4 wk intl. field school, or intl. internship Capstone course (6) - global resource issues involving scenario structuring and testing using case-oriented modeling Language courses (6) Electives (15) - resource systems (6) - general (6) - 300/400 level (3)
Fourth Year - 30 credits FRST 443 (3) CONS 451 (15) CONS 440 (3) CONS 486 (3) <i>Elective (300-400 level) (3)</i> <i>Elective (300-400 level) (3)</i>	
total credits over all years - 123	total credits over all years - 123



Appendix 3 - Core courses (21)

Students will take at least 1 course (3 credits) from each of the following categories. All are 3 credit courses unless Term is 1-2 which indicates a 6 credit course. ? indicates the course is not currently offered.

Course Topic	Course Name	Pre-reqs	Term	Other issues
Conservation Biology and Biodiversity (3)				
CONS 330	Conservation biology	CONS 200	2	Loose pre-req.
BIOL 408	Principles of applied ecology	BIOL 300 or FRST 232	2	
BIOL 416	Principles of conservation biology	BIOL 303	2	FRST 201 would count as pre-req.
FRST 495	Biological diversity and forest management	FRST 201 and 395	2	
FRST 395	Forest wildlife ecology and management	FRST 201 or BIOL 303	1	
BIOL 445	Darwin's fishes	3 rd year of a BSc	2	
GEOG 307	Biogeography and global change	2 nd year ecology course	2	FRST 201 would count as prereq
Geomatics (3)				
FRST 443	Remote sensing in forestry and agriculture		2	
CONS 340	Introduction to Geographic Information Systems	FRST 232, or, comp sci course	1	
GEOG 270	Introduction to Geographic Information Systems		1 or 2	
GEOG 376	Advanced Geographic Information Systems	GEOG 270, or, some GIS knowledge	1	
GEOG 471	Applied concepts in Geographic Information Systems	GEOG 376	2	
GEOG 475	Spatial data analysis	GEOG 270, or, some GIS knowledge	?	
Resources and Economics (3)				
FRST 318	Forest and conservation	ECON 101	2	



THE UNIVERSITY OF BRITISH COLUMBIA

	economics			
FRST 419	Economics of the forest sector	ECON 101 and MATH 100 level	?	
ECON 234	Wealth and poverty of nations	ECON 101 and 102	1 or 2	
ECON 317	Poverty and inequality	ECON 101 and 102	?	
ECON 335	Fertility, families and human migration	ECON 101 and 102	2	
ECON 371	Economics of the environment	ECON 101 and 102	2	
ECON 374	Land economics	ECON 101 and 102	1	
ECON 471	Economics of nonrenewable resources	One of ECON 201,206,301,304	?	
ECON 472	Economics of renewable resources	One of ECON 201,206,301,304	1	
GEOG 361	Introduction to economic geography	GEOG 122	1	

Course Topic	Course Name	Pre-reqs	Term	Other issues
Resources and Society (3)				
SOCI 360B	Resource sociology	SOCI 100 or any 200 level SOCI	2	
FRST 470	Forests and society	4th yr standing	1	
SOCI 420A	Sociology of the environment	SOCI 100	2	
GEOG 310	Environment and resources	GEOG 101, or 2 of GEOG 102,103,210	1	
GEOG 410	Environment and society	GEOG 310	2	
GEOG 411	Environment and empire	3rd/4th yr standing and 6 credits physical geog.	1	
ANTH 330	Anthropology of Rural Peoples and the Global Economy		2	
ANTH 360	Introduction to ecological anthropology		1	
International Policy/Governance (3)				
CONS 440	Conservation policy	CONS 200	2	
FRST 415	Forest policy	ECON 101	1	
POLI 351	Environmental politics and		2	



THE UNIVERSITY OF BRITISH COLUMBIA

	policy			
POLI 375A	Global environmental politics		2	
Indigenous Perspectives (3)				
CONS 370	Perspectives on First Nations and forest lands		2	
ANTH 220	First Nations of British Columbia	ANTH 100	1	
ANTH 304A	Ethnology of the Northwest coast		1	
ANTH 401A	First Peoples of North America		2	
FNSP 200C	First Nations of North America		1-2	
HIST 302	History of the Native Peoples of Canada		1-2	
IHHS 301	First Nations health and the traditional role of plants	Health science programs only	2	
Globalization (3)				
WOOD 461	Globalization and marketing of wood products	3rd year standing	2	
ECON 255	Understanding globalization	ECON 101 and 102	2	
GEOG 121	Geography, modernity and globalization I		1	
GEOG 122	Geography, modernity and globalization II	GEOG 121	2	



Appendix 4 - Resource Systems Courses (12 credits)

Students must take at least 1 course from each of the following categories, and also complete at least 6 additional credits from any of the categories. All are 3 credit courses unless Term is 1-2 which indicates 6 credit course. ? indicates course not currently offered. FRST 351 (2) would be treated as equivalent to a 3-credit course and students could get exempted from outstanding credit.

Course Topic	Course Name	Pre-requisites	Term	Other issues
Agriculture / Food / Range Systems				
AGRO 260	Agroecology I		1-2	Several field tours
AGRO 360	Agroecology II	AGRO 260	2	Field tours
AGRO 361	Key indicators of agroecosystem sustainability	AGRO 260 & 360 recomm.	2	
AGRO 401	Soil Processes	Phys & Chem I	1	
AGRO 402	Sustainable soil management		2	
AGRO 403	Field and laboratory methods in soil science	AGRO 401 concurrent	2	
AGSC 250	Land, food and community I	NA	1-2	
FNH 200	Exploring our food	2 nd yr	1 or 2	
FNH 342	Consumer aspects of food	3 rd yr	1	
FNH 355	World problems in nutrition		2	
FRE 306	Introduction to global food markets	ECON 100 or 101	1	
FRE 340	International agricultural development	ECON 100 or 101		
BIOL 343	Plants and peoples			
FRST 444	Agroforestry	1st yr ecol. course	1	
Forestry Systems				
FRST 305	Silviculture 1	2 nd yr Forestry	1	
FRST 306	Silviculture 2	FRST 305	2	
FRST 351	Interior Field School	2 nd yr Forestry	NA	
FRST 439	International Forestry		2	
Oceanography / Fisheries / Water Systems				
FRST 385	Watershed hydrology	3 rd yr Forestry	1	
FRST 386	Aquatic ecosystems and fish in forested watersheds	3 rd yr Forestry	2	
CONS 486	Fish conservation and management	FRST 386	2	
AGSC 301	Aquaculture field studies		NA	
EOSC 270	Marine Biodiversity	2nd Year Standing	2	



THE UNIVERSITY OF BRITISH COLUMBIA

EOSC 370	Introduction to physical and chemical oceanography	1 st yr Science	1	
EOSC 371	Introduction to biological and geological oceanography	EOSC 370 recom	2	= BIOL 305
EOSC 314	The ocean environment	2 nd yr	1	
EOSC 478	Introduction to Fisheries Science		2	
BIOL 402	Aquatic ecology	BIOL 300, 302& 303	1	3 rd yr Forestry would suffice
BIOL 405	Marine ecology	BIOL 205, 302, 320	2	
BIOL 465	Biology of fishes	BIOL 204	1	
BIOL 466	Applied biology of fishes	BIOL 465	2	



THE UNIVERSITY OF BRITISH COLUMBIA

Course Topic	Course Name	Pre-requisites	Term	Other issues
Energy / Mineral systems				
EOSC 210	Earth science for engineers	2 nd yr Forestry	1	
EOSC 311	The earth and its resources	2 nd yr	1	
EOSC 312	The earth system and environmental evolution		2	
MINE 290	Introduction to mining and mineral processing		1	



Appendix 5 - Capstone Course (6 credits)

Course name: Global resource systems and sustainability

Learning objectives: This is the capstone course for the Global Perspectives Major. Students will apply their knowledge of resource systems and assessment tools, consider supply/demand issues (short and long term), governance and institutional capacity, and develop and compare alternative resource management/policy scenarios that satisfy criteria of environmental, economic, and social sustainability.

Approach: Students will arrive with introductory level modeling and GIS skills. Basics of computer modeling will be reviewed as needed. Problem analysis will take place at the level of a small country but in the context of that country's relations with the global community/markets. Students will work in small groups on one of 4 countries chosen to represent different regions of the world and stages of development. They will be provided with base inventories and statistics, they can track additional information down from the web and from other sources. They will be provided with modeling frameworks/tools. Instruction and discussions during the term would address analytical approaches and information sources. The project would be completed in 4 phases: Information assembly phase; Problem analysis phase; Scenario development and comparison phase (status quo and 1 enhanced capacity scenario); Write-up and defense phase.

Instruction: 3 class hours a week over two terms. A lead instructor will be assisted by co-instructors/guest-lecturers presenting on their specialties and topical issues. Participation by visiting lecturers/scientists and graduate students from developing countries will enhance the global perspective and facilitate the educational experience.

Evaluation: The course will take a problem-analysis approach with students working in small groups on a term-long project. Students will also prepare individual presentations, individual term papers, and participate in class discussions based on assigned readings and questions. Graduate student teaching assistants will assist in evaluations of students and with on-going mentoring.

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate and Curriculum Services
1874 – 2016 East Mall
Vancouver, BC
V6T 1Z1

16 January 2007

To: Senate

From: Senate Curriculum Committee

Re: **FACULTY OF GRADUATE STUDIES CURRICULUM REPORT**

Attached please find the recommended Category 1 graduate curriculum proposal from the Faculty of Education

- 1) The following changed program:
 - a. **Human Development, Learning, and Culture** (formerly Development, Learning, and Culture)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: <u>Human</u> Development, Learning and Culture Degrees Offered: Ph.D. M.A. M.Ed. <i>Members</i> Professors H. Goelman, S. Hymel, M. Porath. Associate Professors M. Bryson, L. Ford, A. Hubley, N. Perry, K. Schonert-Reichl. Assistant Professors J. Shapka. J. Vadeboncoeur <i>Program Overview</i> <p>The graduate program in Human Development, Learning and Culture (HDLAC) is concerned with key factors (cognitive, linguistic, social-emotional and cultural) that inform models of typical and atypical learning and development across the life span and how best to support learners and learning in formal educational and other settings. HDLAC program courses and research weave together theoretical models and concepts in their application to real world educational issues. Investigations of learning and development are applied to a wide range of contexts including classroom, work and technological environments, and are</p>	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,230 Present Calendar Entry: Degrees Offered <i>M.A., M.Ed.</i> <i>Ph.D.</i> Doctor of Philosophy <p>The Department of Educational and Counselling Psychology, and Special Education offers programs of study leading to Ph.D. degrees in the following areas:</p> <ul style="list-style-type: none"> ▪ Counselling Psychology ▪ Human Learning, Development, and Instruction ▪ Measurement, Evaluation, and Research Methodology ▪ School Psychology ▪ Special Education <p>The Ph.D. in the Counselling Psychology program is accredited by the Canadian Psychological Association (CPA) and American Psychological Association (APA).</p> <p>Academic performance is not the sole criterion for promotion to graduation or continuation in programs in the Department of Educational and Counselling Psychology, and Special Education. All program areas also require that candidates demonstrate interpersonal and ethical qualities commensurate with working in educational or counselling settings.</p> Master of Arts and Master of



interpreted through a variety of theoretical lenses ~~(e.g., constructivist, cognitive, socio-cultural, social developmental)~~. Students are encouraged to participate in educational research throughout their program.

Coursework emphasizes four primary areas: a) life span development and education, b) design of learning environments, c) culture and diversity, and d) research methods ~~including, both~~ qualitative and quantitative, experimental and developmental. [HDLAC](#) graduates have found careers in a variety of settings including university teaching and research, social policy analysis, curriculum and program evaluation, community and business.

Doctor of Philosophy

Admission Requirements

Applicants must satisfy the general academic requirements of the Faculty of Graduate Studies, and have completed a thesis-based master's degree equivalent to the [HDLAC M.A. program](#) ~~(or its equivalent)~~, with an overall ~~grade~~ average of at least 80%. ~~Applicants are also required to write the Graduate Record Examination (GRE) general test, and, if applicable, the TOEFL test.~~ Transfer from the M.A. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies.

Program Requirements

Doctoral students are expected to acquire a broad background within the field of educational psychology including a basic knowledge of theories, principles and models of learning/development, an understanding of developmental processes in the cognitive, social-emotional and cultural domains, an understanding of individual differences, atypical development, and individuals with exceptionalities, and familiarity with current approaches to research. Coursework is determined on an individual, case-by-case basis in an individualized program of graduate studies developed by the student in consultation with his/her faculty advisory committee. Assuming an appropriate background at the master's level, students are required to take two to four [HDLAC](#) content area courses at the advanced level (500- and 600-level), and at least one course (3 credits) from outside [HDLAC](#) that is relevant to one's primary area of specialization. Students must also participate in a year-long, department-wide doctoral seminar (EPSE 601), complete at least two advanced courses in research methodology (qualitative and/or

Education

The Department offers programs of study leading to master's degrees in the following areas:

- Counselling Psychology (CNPS): M.A. and M.Ed.
- Human Learning, Development and Instruction (HLDI): M.A. and M.Ed.
- Measurement, Evaluation and Research Methodology (MERM): M.A. and M.Ed.
- School Psychology (SCPS): M.A. and M.Ed.

Master's degrees in Counselling Psychology are available in the following programs accredited by the Council for the Accreditation of Counselling and Related Educational Programs: Community Counselling, Counselling in Higher Education, and School Counselling.

Master's degrees in Special Education are available with concentrations in General Special Education, Autism/Developmental Disabilities, Behaviour Disorders, Education of the Blind/Visually Impaired, Education of the Deaf/Hard of Hearing, High Ability, and Learning Disabilities.

A combined Special Education and Educational Administration program is offered and a combined Ts'Kel and Special Education program is also available to First Nations students and other interested in First Nations education.

With the exception of School Psychology, all master's programs in the Department are available on a full-time or part-time basis.

Additional information about the master's programs is provided in the brochures related to the area of specialization.

Academic performance is not the sole criterion for promotion to graduation or continuation in programs in the Department. All program areas also require that candidates demonstrate interpersonal and ethical qualities commensurate with working in educational or counselling settings.

Please refer to [Education](#) for information on general admission requirements.

Prospective applicants are encouraged to visit the [Educational and Counselling Psychology, and Special Education website](#).



quantitative), [and](#) pass a comprehensive examination to demonstrate breadth and depth of knowledge in the field. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Arts

Admission Requirements

Applicants must satisfy the general academic requirements of the Faculty of Graduate Studies. [Applicants should have successfully completed an undergraduate degree and have adequate background in learning and development-related courses in Psychology, Anthropology, Education and/or related disciplines \(e.g., Social and/or Health Sciences\) or equivalent experience as determined by the HDLC admissions committee. EPSE 481 Introduction to Research in Education \(or equivalent\) and EPSE 482 Introduction to Statistics for Research in Education \(or equivalent\) are required prerequisites for MA applicants.](#)

[Applicants are required to write the Graduate Record Examination \(GRE\) general test, and, if applicable, the TOEFL test.](#)

Program Requirements

Students in the 30-credit [HDLAC](#) Master of Arts (M.A.) program are required to take three core courses: [Human Development in Education](#) (EPSE 505), [Applications of Educational Psychology](#) (EPSE 501), and [Cultural Perspectives on Learning, Development and Media](#) (EPSE 503), plus three elective courses either within the [HDLAC](#) area (EPSE 584, [on motivation](#), EPSE 585 [on social-emotional development](#), EPSE 503 [on cognition language and literacy processes](#), or 511 [on a special topic](#)) or outside the area, selected in consultation with the student's advisory committee. Two methodology courses, one in quantitative methods (e.g., EPSE 592), and one in qualitative methods (e.g., EPSE 595) are also required. In addition, students participate in a research seminar (EPSE 571) which is designed to facilitate progress toward completion of their master's thesis ([EPSE 599 - 6 credits](#)).

[For B.C. teachers: The Teacher Qualification Service requires a capstone experience, satisfied in this program through the completion of the ~~-\(thesis\)-~~.](#)

Course descriptions for Counselling Psychology courses are listed with the CNPS subject code in the course description section of this Calendar. Courses for all other program areas are listed with the EPSE subject code.

Contact Information

Department of Educational and Counselling Psychology, and Special Education
Faculty of Education
2125 Main Mall
Vancouver, BC V6T 1Z4
Tel: 604-822-5351
TDD: 604-822-8229
Fax: 604-822-3302
Email: lynda.mcdicken@ubc.ca
Website: www.ecps.educ.ubc.ca

Tel (Counselling Psychology): 604-822-6371
Fax (Counselling Psychology): 604-822-2328
Email (Counselling Psychology):
karen.yan@ubc.ca

Ms. Lynda McDicken, Graduate Program Assistant, ECPS
Ms. Karen Yan, Graduate Secretary, Counselling Psychology

Type of Action:

[Program Name Change, & Edit Calendar entry.](#)

Rationale:

[The addition of "Human" to the program name brings the program name in line with current usage in this field, where "human development" is the most pervasive usage. Prior to 2004, this program was called "Human Development, Learning and Instruction", which was changed to "Development, Learning and Culture". What is needed, for recruitment purposes, in particular, is a program name that provides easy recognition in web searches and the like. "Human Development, Learning and Culture" will best serve this purpose.](#)

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



FQS

Master of Education

Admission Requirements

Applicants must satisfy the general academic requirements of the Faculty of Graduate Studies.

Applicants should have successfully completed an undergraduate degree and have adequate background in learning and development-related courses in Psychology, Anthropology, Education and/or related disciplines (e.g., Social and/or Health Sciences) or equivalent experience as determined by the HDLC admissions committee.

Applicants are required to write the Graduate Record Examination (GRE) general test, and, if applicable, the TOEFL test.

Program Requirements

Students in the 30-credit HDLC M.Ed. program are required to take three core courses: Human Development in Education (EPSE 505), Applications of Educational Psychology (EPSE 501), and Cultural Perspectives on Learning, Development and Media (EPSE 503), plus four elective courses either within the HDLC area (EPSE 584 on motivation, EPSE 585 on social-emotional development, 503 on cognition language and literacy processes, or EPSE 511 on a special topic) or outside the area, selected in consultation with your advisory committee. Two additional elective courses are also required, selected in consultation with the student's program advisor. At the end of their program, students participate in a required Graduating Seminar (EPSE 590), which is designed as a 'capstone experience' that brings together their goals and objectives as well as their accomplishments and experiences throughout the program in the development of a professional portfolio.

For B.C. teachers: The Teacher Qualification Service requires a capstone experience satisfied in this program through the Graduating Seminar project (EPSE 590).

FQS



Contact Information:

Department of Educational & Counselling
Psychology & Special Education
2125 Main Mall
Vancouver, BC V6T 1Z4

Tel: 604-822-5351

Fax: 604-822-3302

Email: ecps.gradinfo@ubc.ca

Web: www.ecps.educ.ubc.ca

Lynda McDielen, Graduate Program Assistant

[Derek Gagnier](#)

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate and Curriculum Services
1874 – 2016 East Mall
Vancouver, BC
V6T 1Z1

16 January 2007

To: Senate
From: Senate Curriculum Committee

Re: **FACULTY OF MEDICINE CURRICULUM REPORT**

Attached please find the recommended Category 1 undergraduate curriculum proposals from the Faculty of Medicine.

- 1) The following new course:
 - a. INDE 400 (2) Self-directed Senior Elective
- 2) The following changed course:
 - a. INDE 453 (6) Preparation for Medical Practice



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: MD Undergraduate Program Faculty Approval Date: September 25, 2006 Effective Session __W__ Term ____ Year_2007__ for Change	Date: September 29, 2006 Contact Person: Dr. A. Towle Phone: 604 875-5153 Email: atowle@interchange.ubc.ca
Proposed Calendar Entry: INDE 400 (2) Self-directed Senior Elective in Clinical or Academic Medicine A fourth-year self-directed elective to advance students' learning in clinical or academic medicine.	URL: (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.) Present Calendar Entry: None Type of Action: New self directed INDE Course Required Rationale: Due to reconfiguration of fourth year of the MD program, it is necessary to have a self directed elective in the month of February. The elective is designed to be self directed to give students the flexibility to arrange a program that allows them to attend the interviews for postgraduate positions that take place during this month. Students would submit a proposal for their self –directed elective to be approved by faculty. The elective could be clinical or academic (e.g. research project). The current fourth year curriculum was implemented in 2000. Two reviews were conducted by the MD Undergraduate Program in 2002 (of Years 3 and 4) and 2003 (of Year 4 in more detail). In view of medical school expansion it was decided to defer implementing changes to Year 4 until 2007 when the first expansion class would be entering into fourth year. Both of the reviews advocated the abolition of the current “phases”; the development of a more rigorous senior clerkship program in



	<p>fourth year; and the integration of important curriculum themes currently taught in INDE 453 (Phase VI), such as ethics and evidence based medicine, throughout clinical education.</p> <p>In addition to bringing forward the recommendations from previous reviews, this proposal addresses the new opportunities and challenges of the distributed program. While students in the distributed sites will not be required to return to Vancouver for their program, the proposal will allow all students to participate in existing and new clinical experiences that make use of the variety of clinical settings across the province.</p> <p>When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed.</p>
<p>Faculty: Medicine Department: MD Undergraduate Program Faculty Approval Date: September 25, 2006</p> <p>Effective Session __2007W__ Term ____ Year__ for Change</p>	<p>Date: September 29, 2006 Contact Person: Dr. A. Towle Phone: 604 875-5153 Email: atowle@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>INDE 453 (6) Preparation for Medical Practice</p> <p>Diagnostics; therapeutics; information management; evidence based practice; professionalism and ethics; cultural competence; advanced communication skills; patient safety; health and wellness; health care team.</p>	<p>URL: INDE 453 (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.)</p> <p>Present Calendar Entry: INDE 453 (10) Effective Learning Skills for Medical Practice A 10-week full-time course that consists of 6 components: weekly themes with associated 2-hour lecture series; therapeutics; health care and epidemiology; advanced communication skills; cross-cultural healthcare ethics/law and politics.</p> <p>Type of Action: 1. Decrease credits from 10 to 6 2. Change title to Preparation for Medical</p>



	<p>Practice</p> <p>3. Modify course description to include additional topics that address emerging important themes in medical education and ensure the curriculum remains up to date.</p> <p>4. Change grading from H/P/F to P/F.</p> <p>Rationale:</p> <p>The current fourth year curriculum was implemented in 2000. Two reviews were conducted by the MD Undergraduate Program in 2002 (of Years 3 and 4) and 2003 (of Year 4 in more detail). In view of medical school expansion it was decided to defer implementing changes to Year 4 until 2007 when the first expansion class would be entering into fourth year. Both of the reviews advocated the abolition of the current “phases”, the development of a more rigorous senior clerkship program, and the integration of important curriculum themes currently taught in INDE 453 (Phase VI), such as ethics and evidence based medicine, throughout clinical education.</p> <p>In addition to bringing forward the recommendations from previous reviews, this proposal addresses the new opportunities and challenges of the distributed program. While students in the distributed sites will not be required to return to Vancouver for their program, the proposal will allow all students to participate in existing and new clinical experiences that make use of the variety of clinical settings across the province.</p> <p>The content of the proposed Preparation for Medical Practice course is based on current INDE 453 objectives supplemented with new objectives related to diagnostics, and emerging important topics in medicine such as patient safety, health and wellness and the health care team.</p>
--	---

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate and Curriculum Services
1874 – 2016 East Mall
Vancouver, BC
V6T 1Z1

16 January 2007

To: Senate

From: Senate Curriculum Committee

Re: **FACULTY OF SCIENCE CURRICULUM REPORT**

Attached please find the recommended Category 1 undergraduate curriculum proposals from the Faculty of Science.

Course	Title	Action
BIOL 490 (3)	Student Directed Seminars	New Course
EOSC 321 (3)	Igneous and Metamorphic Petrology	Change to course title, description, and pre-requisites
PHYS 305 (3)	Introduction to Biophysics	Change to pre-requisites and course description.

Contact: Dr. Bill Ramey
Phone: 822-3300

Faculty Approval Date: Oct. 25, 2006
Email: wramey@interchange.ubc.ca

BIOLOGY

Effective Date for Change: 07S

Proposed Calendar Entry:

BIOL 490 (3) Student Directed Seminars.
Self-directed, collaborative studies, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty advisor. Course structure, enrolment, and delivery methods will comply with the "Handbook for Student Directed Seminars". Normally not suitable as a specific BIOL Program elective. [3-0-0]
Prerequisite: Third-year standing.

Present Calendar Entry:

None.

Action: New course with pass/fail and percent graded sections.

Rationale: We have been offering student directed studies under the number BIOL 448. Sometimes these courses are set up as pass/fail and this requires setting up a section of BIOL 448 structured for pass/fail. We herein propose to create a new course, BIOL 490 for the purpose of future student directed seminars.

Supporting Documents: SCI-06-1-BIOL 490

EARTH AND OCEAN SCIENCES

Effective Date for Change: 07W

Proposed Calendar Entry:

EOSC 321 (3) **Igneous and Metamorphic Petrology.**

The origin and formation of igneous and metamorphic rocks. [2-3-0]

Prerequisite: EOSC 221, EOSC 327.

Co-requisite: EOSC 333.

Present Calendar Entry:

EOSC 321 (3) **~~Principles of Igneous Processes.~~**
~~Study of igneous processes with emphasis on the origins of volcanic rocks and deposits. [2-3-0]~~
Prerequisite: EOSC 221.

Action: Change course title, description and prerequisites. Add co-requisite.

Rationale: EOSC is consolidating and reorganizing teaching of petrology and geochemistry. We are combining the content of two courses, EOSC 321 Principles of Igneous Processes and EOSC 322 Metamorphic Petrology, into a single course. The material removed is covered in other upper-division EOSC courses.

Supporting Documents: SCI-06-1-EOSC 321

PHYSICS AND ASTRONOMY

Effective Session: 06W

Proposed Calendar Entry:

PHYS 305 (3) Introduction to Biophysics.

Physical principles involved in biological systems at the microscopic and molecular scales. Topics include diffusion, low Reynolds number dynamics, the physicist's view of biomolecular structure, models of molecular motors and membranes.

Prerequisite: One of PHYS 203, PHYS 257, PHYS 313, CHEM 201, CHEM 205 and one of PHYS 102, PHYS 108, PHYS 153.

Present Calendar Entry:

PHYS 305 (3) Introduction to Biophysics.

~~An introduction for physicists (assumed to have no background in biology) to the basics of molecular biology, followed by selected examples where insights from physics and mathematics have helped solve important biological problems. Intended for students with third or fourth year standing in physics. Not for credit for life science students. Prerequisite: a minimum third year standing in Science.~~

Action: Change prerequisites to include specific courses. Remove statement that course is not for credit for Life Science students. Replace existing generic description of course content with more specific information on the topics that are included in the course.

Rationale: Since the introduction of the Honours Biophysics program, PHYS 305 has been updated to accommodate the needs of the Biophysics students by reflecting advances in the field and the improved biological background of the students. The course is now a more rigorous examination (from mathematical and thermodynamic perspectives) of microscopic and molecular level biological processes.

Specific course prerequisites in place of "third year standing in Science" clarify the level of background that is required, and make the course more accessible to students in other faculties (eg. biomedical engineering students in Applied Science).

The introductory biological material in this course is now very small, and there is no reason to exclude biology or biochemistry students who have a sufficient background in thermodynamics.

Supporting Documents: SCI-06-1-PHYS 305



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

<p>Faculty: Department: Faculty Approval Date:</p> <p>Effective Session ____ Term ____ Year ____ for Change</p>	<p>Date: Contact Person: Joyce Tom Phone: Email: joyce.tom@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Audiology and Speech Sciences</p> <p>Degrees Offered: Ph.D. M.Sc.</p> <p><i>Members</i></p> <p>Professors</p> <p>Associate Professors</p> <p>Assistant Professors</p> <p><i>Program Overview</i></p> <p>The School of Audiology and Speech Sciences endeavours to advance knowledge of human communication and its disorders by actively engaging in research, and by educating individuals to become audiologists, speech-language pathologists, and researchers. In its teaching and research programs, the School emphasizes both the importance of basic science to the understanding of communication disorders and the relevance of clinical data to theories of human communication.</p> <p>The School's Master of Science and Doctor of Philosophy programs are designed to insure that graduates are grounded in the basic and applied sciences, can address complex communication problems within an</p>	<p>URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,207</p> <p>Present Calendar Entry:</p> <p><i>Audiology and Speech Sciences</i></p> <p>Degrees Offered</p> <p><i>M.Sc.</i> <i>Ph.D.</i></p> <p>Doctor of Philosophy</p> <p>The School of Audiology and Speech Sciences offers a program leading to the Doctor of Philosophy with specialization in one of the following areas: neurolinguistics/linguistic aphasiology, developmental phonetics and phonology, language acquisition, developmental language disorders, discourse analysis, phonological and phonetic disorders, speech understanding in the elderly, electrophysiologic and otoacoustic emissions diagnosis, and hearing science. A brochure giving details of this program is available from the School's office.</p> <p>Master of Science</p> <p>The School of Audiology and Speech Sciences offers a post-graduate program leading to the Master of Science. This program is primarily designed to provide the scientific and clinical education necessary for the professions of audiology and speech-language pathology. These professional fields require a thorough understanding of human communication and its disorders. The Master of Science program thus builds upon background studies in linguistics, psychology, acoustics, physiology and other</p>



interdisciplinary framework, and understand the relevance of theory in research as well as practical endeavours.

Doctor of Philosophy

The School of Audiology and Speech Sciences offers a program leading to the Doctor of Philosophy with specialization in one of the following areas: neurolinguistics/linguistic aphasiology, developmental phonetics and phonology, language acquisition, developmental language disorders, discourse analysis, phonological and phonetic disorders, speech understanding in the elderly, electrophysiologic and otoacoustic emissions diagnosis, and hearing science.

Admission Requirements

An applicant to the doctoral program should have completed a Master's degree, typically in Audiology and Speech Sciences, Psychology, Linguistics, or a related discipline.

Eligibility for admission will be decided by the **Doctoral Studies Committee**. The committee will consist of the Graduate Advisor and a minimum of three other full members of the graduate faculty who are full-time faculty at the School. For details, please see www.audiospeech.ubc.ca/programs/phdentry.htm

Program Requirements

Students are required to take courses in research methodology and in major and minor areas of specialization, with the sequence of courses and seminars totaling at least 18 credits beyond the Master's degree.

All doctoral students are required to successfully complete a comprehensive examination. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Science

The School of Audiology and Speech Sciences offers a post-graduate program leading to the Master of Science. This program is primarily designed to provide the scientific and clinical education necessary for the professions of audiology and speech-language pathology. These professional fields require a thorough understanding of human communication and its disorders. The Master of Science program thus

related disciplines, and incorporates both basic and applied science. After completing basic level courses, students pursue advanced work in a professional specialty, i.e. either audiology or speech-language pathology. Supervised clinical externships are provided in hospitals, schools, rehabilitation centres, and other service settings throughout the Province of British Columbia. Graduates of the clinical education program will have completed the academic and practical requirements for professional certification. This program will usually require 24 to 36 months to complete, depending upon the student's academic preparation.

Contact Information

See *The School of Audiology and Speech Sciences* for a more detailed description of the School's philosophy, curriculum and application procedures.

School of Audiology and Speech Sciences
Faculty of Medicine
James Mather Building
5804 Fairview Avenue
Vancouver, BC V6T 1Z3
Tel: 604-822-5591
Fax: 604-822-6569
Email: sue@audiospeech.ubc.ca
Website: www.audiospeech.ubc.ca

Ms. Sue Bryant, Program Assistant

Type of Action:
Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



builds upon background studies in linguistics, psychology, acoustics, physiology and other related disciplines, and incorporates both basic and applied science. After completing basic level courses, students pursue advanced work in a professional specialty, i.e. either audiology or speech-language pathology. Supervised clinical externships are provided in hospitals, schools, rehabilitation centres, and other service settings throughout the Province of British Columbia. Graduates of the clinical education program will have completed the academic and practical requirements for professional certification. This program will usually require 24 to 36 months to complete, depending upon the student's academic preparation. The School's Master of Science graduates meet the requirements for professional practice in audiology or speech-language pathology in Canada.

Admission Requirements

Admission is on a competitive basis. Students admitted to the M.Sc. degree program must meet the general admission requirements for Master's degree programs set by the Faculty of Graduate Studies. Applicants must also have appropriate undergraduate preparation as defined below.

For students seeking to specialize in Audiology, the routes for preparation are diverse and could include an undergraduate degree in, for example, linguistics, psychology, biology, or physics.

For students seeking to specialize in Speech-Language Pathology find that degree programs in Linguistics or Psychology are the best route to achieving the necessary undergraduate preparation for the M.Sc. degree program.

Students with other academic backgrounds who have outstanding academic records and who are interested in applying to either specialization stream should write to the Chair of the School's Admissions Committee with the details of their academic preparation.

For details, please see www.audiospeech.ubc.ca

Program Requirements

Completion of the Master of Science requires fulfillment of the prerequisite requirements, completion of a minimum of 30 credits total, including graduate coursework, externships and a thesis or graduation paper. Grades of 68% (B-) or higher are required in at least three of the clinical externship courses. These requirements are most commonly met in the course of study described on



the School's website.

Contact Information:

School of Audiology and Speech Sciences
James Mather Bldg., 5804 Fairview Avenue
Vancouver, BC V6T 1Z3

Tel: 604-822-5591

Fax: 604-822-6569

Email: inquiry@audiospeech.ubc.ca

Web: www.audiospeech.ubc.ca

Sue Bryant, Program Assistant



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

<p>Faculty: Department: Faculty Approval Date:</p> <p>Effective Session ____ Term ____ Year ____ for Change</p>	<p>Date: Contact Person: Joyce Tom Phone: Email:</p>
<p>Proposed Calendar Entry:</p> <p>Classics</p> <p>Degrees Offered: Ph.D. M.A.</p> <p><i>Members</i></p> <p>Professors A. A. Barrett, S. D. Sullivan, R. Todd, E. H. Williams.</p> <p>Associate Professors D. Arbel, P. C. Burns, R. Cousland, F. De Angelis, R. Menkis, P. G. Mosca, D. Neufeld.</p> <p>Assistant Professors L. Bablitz, E. Cooper, D. Creese, R. Daum, T. Hikade, C. Johnson, C. Marshall, M. Yazigi.</p> <p><i>Program Overview</i></p> <p>The Classics graduate program offers courses of instruction leading to both the Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.).</p> <p>The M.A. in Classics is taken by concentrating on one of three fields: (a) Latin and Greek; (b) Latin; (c) Greek.</p> <p>The Ph.D. in Classics offers a core program in Latin and Greek language and literature, and also less language-intensive options in Classical Archaeology and Ancient History.</p>	<p>URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,217</p> <p>Present Calendar Entry:</p> <p>Degrees Offered</p> <p><i>M.A.</i> <i>Ph.D.</i></p> <p>Classics and Classical Archaeology</p> <p>Master of Arts and Doctor of Philosophy</p> <p>The thesis for the M.A. in Classics may be written in one of the following: Greek language and literature, Latin language and literature, Greek history, Roman history, Greek or Roman archaeology, or ancient philosophy.</p> <p>Major essays may be written in any of these fields by students following the M.A. program with comprehensive examinations. The comprehensive examinations may be weighted toward Greek or Latin studies without concentrating exclusively on either. Satisfactory knowledge of both Latin and Greek is required.</p> <p>The M.A. in classical archaeology is awarded for successful completion of 30 credits of course work, a major essay, and comprehensive examinations. Brochures describing the M.A. and Ph.D. programs are available from the Department of Classical, Near Eastern, and Religious Studies.</p> <p>Ancient Culture, Religion and Ethnicity in the Mediterranean and the Near East (ACRE)</p>



Doctor of Philosophy

Admission Requirements

Prerequisites for the Ph.D. include either (1) an M.A. in Classics or equivalent, or (2) in exceptional cases, an honours B.A. with First class standing and clear demonstration of advanced research ability. Transfer from the M.A. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies.

For details on the prerequisites and the Graduate Regulations (including language prerequisites and requirements), see {H| <http://cnrs.arts.ubc.ca/index.php?id=3743>|website}.

Program Requirements

Students are required to take 18 credits of graduate courses beyond the MA. These courses are to be chosen in consultation with the Classics Graduate Adviser. Students may, with permission of the Graduate Committee, take a maximum of 3 credits in 500 level courses in other departments. In addition, the program requires reading knowledge of two modern languages appropriate to the field of study and preliminary examinations. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

For details program requirements, see {H| <http://cnrs.arts.ubc.ca/index.php?id=3743>|website}.

Master of Arts

Admission Requirements

Prerequisites for the M.A. program include a Bachelor of Arts in Classics or equivalent.

Entry into the program requires a minimum of 18 credits in Greek and/or Latin courses at the 400 level. Students who have completed fewer credits than the above will be required to complete an unclassified year.

Master of Arts

Applicants for admission must meet the minimum requirements of the Faculty of Graduate Studies. This program will involve a broad, multidisciplinary approach to the Ancient Mediterranean and Near Eastern worlds. Cross-cultural perspectives will be encouraged. This program will involve a broad, multidisciplinary approach to the Ancient Mediterranean and Near Eastern worlds. Cross-cultural perspectives will be encouraged.

To be admitted with full standing applicants must hold a bachelor's degree. This will normally be in Classics (Latin and Greek), Classical Studies (non-language program), or Near Eastern/Religious Studies, but could be in a related discipline (e.g. Anthropology, History, Philosophy, Political Science, etc).

Well qualified and highly recommended applicants with the equivalent of a Minor (30 credits) in one of the above areas will be required to complete a further 12 credits during the first year of graduate study. Undergraduate courses taken to complete the Major do not count for credit towards the Master's degree.

Students who do not meet admission requirements may, in exceptional circumstances, and within the limits set down by the Faculty of Graduate Studies, be admitted as qualifying students until they obtain the necessary prerequisites for full admission.

Applicants must have completed at least 6 credits (or equivalent) in one of the classical languages prior to admission (minimum grade: B-/68%): GREK 100 (Introductory classical Greek) or GREK 125 (New Testament Greek) or LATN 100 (Introductory Latin) or HEBR 305 (Introductory Biblical Hebrew) or ARBC 300 (Introductory Classical Arabic). It is strongly recommended that applicants have completed two years of language study before entrance.

Religious Studies

Master of Arts

Advanced study in Religious Studies is offered in the Department of Classical, Near Eastern, and Religious Studies. Candidates may choose any one of the following areas of concentration: Biblical studies; Judaic studies; Christian thought and institutions; Islamic studies; history of religion. The candidate may select a program with thesis (30 credits in course work, including



For details on the language prerequisites and requirements, see program's {H|
<http://cnrs.arts.ubc.ca/index.php?id=3746|website>}.

Program Requirements

There are two options for the Master of Arts.:

1. Thesis Option. In exceptional cases students who have completed 24 credits of Latin and/or Greek at the 400-level before entering the program will be allowed to attain the degree by course work and thesis. Under this option the thesis counts for 12 credits. The remaining 18 credits must be in Latin and Greek courses numbered 500 or above

2. Course-based Option. The degree will normally be attained by 30 credits of course work in Latin and Greek, reading examination(s), and a major essay. Of the 30 credits, at least 24 must be numbered 500 or above, while the remaining six may, at the discretion of the program, be at the undergraduate level.

Contact Information:

Classical, Near Eastern & Religious Studies
Buchanan C260, 1866 Main Mall
Vancouver, BC V6T 1Z1

Tel: 604-822-2515

Fax: 604-822-9431

Email: cnrs@interchange.ubc.ca

Web:

<http://cnrs.arts.ubc.ca/index.php?id=3743>

Christine Dawson, Graduate Secretary

12 credits for thesis) or without thesis (30 credits in course work, in addition to comprehensives and major essay). A competent reading knowledge of the appropriate languages must be acquired before writing the thesis or comprehensives and major essay.

Further information regarding the M.A. is available on application to the Department. Brochures describing the program in more detail are also available on request. For information regarding programs in Asian Religions consult the Asian Studies Department.

Contact Information

Department of Classical, Near Eastern and Religious Studies
BUCH C260
1866 Main Mall
Vancouver, BC V6T 1Z1
Tel: 604-822-2515
Fax: 604-822-9431
Email: crdawson@interchange.ubc.ca
Website: www.cnrs.ubc.ca

Ms. Christine Dawson, Graduate Secretary

Type of Action:

Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

<p>Faculty: Department: Faculty Approval Date:</p> <p>Effective Session ____ Term ____ Year ____ for Change</p>	<p>Date: Contact Person: Joyce Tom Phone: Email:</p>
<p>Proposed Calendar Entry:</p> <p>Comparative Literature</p> <p>Degrees Offered: Ph.D. M.A.</p> <p>Members</p> <p>Professors</p> <p>J. X. Cooper, M. S. Duke, E. Durbach, M. Fee, A. V. Globe, G. Good, D. J. Gregory, S. E. Grace, E.-M. Kröller, J. O'Brian, G. J. Pratt, V. A. Raoul, R. Sarkonak, M. L. Weir.</p> <p>Associate Professors</p> <p>V. D. Arbel, D. Boccassini, P. C. Burns, R. A. Cavell, R. F. De Grandis, N. S. N. Godfrey, N. Frelick, C. M. S. Hellwig, A. Lamontagne, T. M. Kemple, B. S. McIlroy, J. S. Mostow, D. Neufeld, P. Petro, T. Salumets, A. Smith, S. Taubeneck, C. Testa, M. Vessey, G. H. Winthrop-Young.</p> <p>Assistant Professors</p> <p>G. Onyeoziri-Miller, W. G. Winder.</p> <p>Program Overview</p> <p>While retaining a primary focus in the study of literary texts, the Program in Comparative Literature attempts to bridge the gaps which have arisen as a result of the institutional compartmentalization of knowledge, and thus to arrive at a more productive understanding of literature in global contexts. Through courses in the history of literary theory and in current developments</p>	<p>URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,220</p> <p>Present Calendar Entry:</p> <p>Degrees Offered</p> <p>M.A. Ph.D.</p> <p>Program Overview</p> <p>The Program in Comparative Literature offers opportunities for advanced intercultural/interdisciplinary study leading to the Doctor of Philosophy and Master of Arts. Fields of study include literary theory, Asian literature, and the major literatures of Europe and of the Americas. Undergraduates who are interested in preparing for the degrees should acquire competence in at least two languages other than their native language. In addition, comprehensive knowledge of at least one, and preferably two, literatures should be acquired through study in a double major program or through the honours program of one of the language departments. Thirty credits of course work are required for the non-thesis M.A., 24 for the M.A. with thesis, and 18 for the Ph.D. Normally, in the second year, Ph.D. students will write their candidacy examinations and then proceed to the thesis. Details of seminars to be offered each year are given in the program brochure, <i>Comparative Literature Courses</i>.</p> <p>For detailed requirements concerning the M.A., with or without thesis, and for the Ph.D., a <i>Handbook for Graduate Students in Comparative Literature</i> is available from the Program in Comparative Literature. A full description and additional information is available on the Comparative Literature website.</p> <p>Contact Information</p>



in this rapidly expanding field, the program seeks to provide a foundation for the study of interrelationships among discourse systems in the humanities and social sciences. Students select from a range of courses in Comparative Literature, in the national literatures studied in their original languages, and in other related disciplines in order to develop a coherent program of individual study which will have its own logic and lead to interdisciplinary work of a high order.

Comparative Literature studies at the University of British Columbia may be grouped under four major headings. (Note that in each case texts in at least two different languages must be involved.)

1. Comparisons across linguistic and cultural groups,
2. Comparisons among the Arts,
3. Comparisons across discourse systems,
4. Comparisons involving Western poetics and literary theory.

For detailed information about the program and its requirements, please see the Comparative Literature {H|complit.arts.ubc.ca|website}.

Doctor of Philosophy

Admission Requirements

The Ph.D. represents the culmination of education in the discipline of Comparative Literature. Applicants must have fluency in three different languages including English and knowledge of literary texts studied in the three original languages. Normally an M.A. degree with First class standing is the prerequisite for admission. Applicants from certain countries outside North America, Great Britain, and Europe may be required to enroll in the M.A. program even if they already possess an M.A. degree. Students with a high A standing and fluency in three languages who have passed the Qualifying Examination have the option of transferring into the Ph.D. program after one year of master's study. The languages studied must be available (taught) at the graduate level at UBC.

For detailed information, please consult the program {H|complit.arts.ubc.ca|website}.

Program in Comparative Literature
Buchanan C258, 1866 Main Mall
Vancouver, BC V6T 1Z1
Tel: 604-822-5157
Fax: 604-822-9431
Email: crdawson@interchange.ubc.ca
Website: complit.arts.ubc.ca

Mrs. Christine Dawson, Graduate Secretary

Type of Action:
Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



Program Requirements

Ph.D. studies consist of at least 18 credits of coursework. Additional coursework may be selected in consultation with the student's supervisory committee. All doctoral students are required to complete a candidacy examination successfully. The candidacy examination consists of four written papers and an oral examination. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Arts

Admission Requirements

Applicants to the M.A. in Comparative Literature at UBC must have academic education in the literature of three languages (English may be chosen) and have studied in the original three languages during their final two years as undergraduates. Language competence will be established by obtaining at least a high second-class grade in a fourth-year course (six credits) in that language. Senior courses with a literary or theoretical focus will be accepted for entrance into Comparative Literature, but senior level courses in areas such as composition, reading knowledge, the translation of technical documents, will not be accepted. The languages studied must be available at the graduate level at UBC.

For detailed information, please consult the program {H|complit.arts.ubc.ca|website}.

Program Requirements

M.A. studies consist of 30 credits (the equivalent of five one-year courses), occasionally more for students who have been admitted before fulfilling all undergraduate preparation. While students who enter the Programme with a comprehensive Bachelor's degree including literary education in three different languages, one of which may be English, can complete the degree within twelve months, most students take two years. Those who continue past the second year will normally not be eligible for financial assistance from the Department.

M.A. candidates in the Comparative Literature Program who have their advisor's permission and are accepted by the instructor of the course in translation may include a translation in partial satisfaction of their thesis requirements.)



Contact Information:

Program in Comparative Literature
Buchanan C258, 1866 Main Mall
Vancouver, BC V6T 1Z1

Tel: 604-822-5157

Fax: 604-822-9431

Email: complit@interchange.ubc.ca

Web: complit.arts.ubc.ca

Christine Dawson, Graduate Secretary



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Counselling Psychology Degrees Offered: Ph.D. M.A. M.Ed. <i>Members</i> Professors <p>N. Amundson, W. Borgen, J. Daniluk, S. Kahn, B. Long, M. Westwood, R. Young.</p> Associate Professors <p>M. Arvay, B. Haverkamp, I. Ishiyama, S. James, R. McCormick, I. Schultz.</p> Assistant Professors <p>L. Miller.</p> <i>Program Overview</i> <p>The Counselling Psychology (CNPS) program offers Ph.D., M.A., and M.Ed. programs. The Ph.D. program is accredited by the Canadian and American Psychological Associations, and the master's programs are being reviewed for accreditation by the CCA Council on Accreditation of Counsellor Education Programs. Faculty members are involved in a wide range of research activities including intercultural counselling, First Nations counselling, career development and counselling, stress and coping, sexuality and reproductive health, disabilities, trauma, working with families and children in school settings, prevention of anxiety disorders, and empirically supported approaches utilizing</p>	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,229 Present Calendar Entry: Doctor of Education, Doctor of Philosophy, Master of Education, Master of Educational Technology and Master of Arts <p>Graduate programs in education are offered by various units in the Faculty of Education, as well as by the Faculty as a whole:</p> <ul style="list-style-type: none"> ▪ The Department of Curriculum Studies offers graduate programs in art education, business education, home economics education, mathematics education, music education, physical and health education, science education, social studies education, technology studies education, and curriculum studies. ▪ The Department of Educational and Counselling Psychology, and Special Education offers graduate programs in counselling psychology; educational psychology; human learning, development and instruction; measurement, evaluation and research methodology; school psychology; and special education. ▪ The Department of Educational Studies offers graduate programs in adult education, educational administration, higher education, history of education, philosophy of education, sociology of education, educational studies and educational leadership and policy. ▪ The Department of Language and Literacy Education offers graduate



both quantitative and qualitative methodologies.

Doctor of Philosophy

Admission Requirements

Applicants must satisfy the general academic requirements of the Faculty of Graduate Studies, and have completed a thesis-based master's degree equivalent to the CNPS M.A. in counselling (or its equivalent) with an overall grade average of at least 80%. Applicants are also required to write the Graduate Record Examination (GRE) general test, and, if applicable, the TOEFL test. .

Program Requirements

The Ph.D. program is designed to educate counselling psychologists as researchers, practitioners, and educators. The focus of the program is on developing doctoral level competence in research, counselling theory and counselling skills. The program involves completion of 51 credits of coursework, theory and specialty comprehensive examinations, a 1600 hour internship and a dissertation meeting the Faculty of Graduate Studies requirements. In order for students to meet deadlines for comprehensive examinations and candidacy, the department requires students to be engaged in full time study prior to advancement to candidacy.

Master of Arts

Admission Requirements

Applicants must satisfy the general academic requirements of the Faculty of Graduate Studies. In addition, applicants should have completed senior undergraduate courses in each of learning, statistics and either abnormal psychology or behaviour disorders. CNPS 362, 363 and 365 also are required prerequisites. Applicants should have a minimum of three years work/volunteer experience that involves helping relationship with children, adolescents and/or adults. Applicants are required to write the Graduate Record Examination (GRE) general test, and, if applicable, the TOEFL test.

Program Requirements

The program requires completion of 48 credits of course work and a 6-credit thesis. In addition to offering core courses in

programs in English as a second language literacy education, modern languages education and teacher librarianship.

- The Centre for Cross-Faculty Inquiry in Education offers graduate programming focused on themes that reflect interest from across the Faculty of Education.
- The Faculty of Education offers a joint online degree program in partnership with Tec de Monterrey, a Mexican university that specializes in online education. It provides students with an opportunity to participate with a culturally diverse student population.

Where appropriate, joint programs, which involve collaboration among the areas listed above, or which involve an area outside the Faculty of Education, can be arranged. For information on Graduate Certificates and Off-Campus Graduate work see [Graduate Programs](#) under the Faculty of Education section in this Calendar.

Master's Degrees

Students seeking entry to the Master of Arts (M.A.) in Education and the Master of Educational Technology (M.E.T.) programs should consult the individual program or unit for information regarding specific admission requirements. These are also outlined in the individual websites listed below:

- [Dept. of Curriculum Studies](#)
- [Dept. of Educational & Counselling Psychology, and Special Education](#)
- [Counselling Psychology Program](#)
- [Dept. of Educational Studies](#)
- [Dept. of Language and Literacy Education](#)
- [School of Human Kinetics](#)
- [Centre for Cross-Faculty Inquiry in Education](#)
- [Master of Educational Technology](#)

For information on off-campus graduate work please [email](#) or phone 604-822-2013.



research, counselling theory and skill acquisition/practica, the program provides the opportunity for students to focus on one of the three areas recognized by the organization that accredits the program (CACEP). These areas of focus are School Counselling, Counselling in Higher Education, Community and Agency Counselling. The program may be completed on a full- or part-time basis.

Master of Education

Admissions Requirements

Applicants must satisfy the general academic standards of the Faculty of Graduate Studies. In addition, applicants should have completed senior undergraduate courses in each of learning, statistics and either abnormal psychology or behaviour disorders. CNPS 362, and 365 also are required prerequisites. Applicants should have a minimum of three years work/volunteer experience that involves helping relationship with children, adolescents and/or adults. If applicable, applicants are required to write the TOEFL test.

Program Requirements

The program requires completion of 48 credits of coursework. In addition to offering core courses in counselling theory, skill acquisition/practica and research the program provides the opportunity for students to focus on one of the three areas recognized by the organization that accredits the program (CACEP). These areas of focus are School Counselling, Counselling in Higher Education, Community and Agency Counselling. The program may be completed on a full- or part-time basis.

Contact Information:

Department of Educational and Counselling Psychology, and Special Education
2125 Main Mall
Vancouver, BC V6T 1Z4

Tel: 604-822-5351

Fax: 604-822-3302

Email: ecps.gradinfo@ubc.ca

Web: www.ecps.educ.ubc.ca/cnps/

, Graduate Program Assistant

Contact Information

General information on graduate programs in education may be obtained from the Office of Graduate Programs and Research.

Faculty of Education
2125 Main Mall, Room 2601
Vancouver, BC V6T 1Z4
Tel: 604-822-5512
Fax: 604-822-8971
Email: ogpr@interchange.ubc.ca

Prospective applicants are encouraged to visit the [Education Graduate Programs website](#).

Type of Action:
Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Creative Writing Degrees Offered: M.F.A. Members Professors S. Alderson, K. Maillard. Associate Professors P. Thompson, L. Svendsen, B. Wade. Assistant Professors M. Cadell, R. Tregobov, M. Medved. Program Overview <p>The Creative Writing Program offers two streams of study leading to the Master of Fine Arts (M.F.A.). The first is a two year resident program. The second is an online distance program with part-time and residency options (see website for genres). See also Creative Writing/Film and Creative Writing/Theatre calendar entries</p> <p>The Creative Writing Program publishes <i>PRISM international</i> and <i>FUGUE</i>; resident graduate students participate in the editing and production of the magazines.</p> Master of Fine Arts	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,223 Present Calendar Entry: Degrees Offered <i>M.F.A.</i> Program Overview <p>The Creative Writing Program offers a two-year course of resident study leading to the Master of Fine Arts (M.F.A.). Candidates may choose to take the M.F.A. in Creative Writing, or concentrate in playwriting in conjunction with the Theatre Program (CRWR/Theatre). The joint Creative Writing and Film Program (CRWR/Film) requires that the candidate must be accepted by the Film Program first before applying to the CRWR/Film Program. Consult the Film Program website.</p> <p>The deadline for receiving (not postmarked) manuscripts is November 5, 2004 for September 2005 entrance date. Late manuscripts will not be considered.</p> <p>Candidates for the Creative Writing Program should submit work in two or more of the genres listed in the brochure, specifying which is their major area of interest. Short and long fiction are considered one genre. Candidates who intend to focus on translation should submit translated material in any of the above genres and a sample of their own original creative writing. Consult the Department website or email for more information.</p> <p>Admission to the M.F.A. in Playwriting is on the basis of a script submission, including some work in another genre, and also relevant course work in theatre at the undergraduate level or equivalent.</p>



Admission Requirements

Applicants must satisfy the general requirements set by the Faculty of Graduate Studies and should submit work in two or more of the genres listed in the Creative Writing brochure, specifying which is their major area of interest. Short and long fiction are considered one genre. Applicants who intend to focus on translation should submit translated material in any of the above genres and a sample of their own original creative writing. Consult the Creative Writing Program website or email for more information.

The deadline for receiving (not postmarked) manuscripts is first Friday of November, for the following September entrance date. Late manuscripts will not be considered. Length of the manuscripts accompanying the application depends on choice of genres. Guidelines are available from the Creative Writing Program Office or on the {H|[www.creativewriting.ubc.ca/program's website](http://www.creativewriting.ubc.ca/program's%20website)}.

Program Requirements

During the two years of the program, a minimum of 36 credits of coursework must be completed, including a minimum of 18 credits at the graduate level and a 6-credit thesis. (A reduction of the second-year residency requirement will be considered in exceptional circumstances.) The Creative Writing Program consists of work in three genres, chosen in consultation with the program advisor, as described in the program brochure.

The thesis consisting of a full-length work in the area(s) of their special interest will be completed in the second year. The thesis may be a substantial revision and extension of work done during the first year. A work of translation may be used to fulfill the thesis requirement by students with the required ability and linguistic knowledge.

Students may be required to take advanced creative writing undergraduate courses as part of their programs.

Contact Information:

Creative Writing Program
1866 Main Mall, Buchanan Room E462

Length of the manuscripts accompanying the application depends on choice of genres. Guidelines are available from the Creative Writing Program Office or www.creativewriting.ubc.ca.

Master of Fine Arts in Creative Writing

The program leading to the M.F.A. in creative writing is based on the premise that capable student authors can benefit from judicious criticism and the requirement to produce work regularly and to meet deadlines. Workshops, conferences, and tutorials are designed to focus attention on the student's poetry, fiction, drama, imaginative non-fiction, the writing of children's literature, and literary translation. Students are expected to read various books and journals for technical improvement in their own writing. For admission requirements, see above.

The Creative Writing Program publishes *PRISM international* and *FUGUE*; graduate students participate in the editing and production of the magazines.

During the two years of the program, a minimum of 36 credits of work must be completed, including a thesis. (A reduction of the second-year residency requirement will be considered in exceptional circumstances.) The Creative Writing Program consists of work in three genres, chosen in consultation with the program advisor, as described in the program brochure.

In the second year, students will complete a six-credit thesis consisting of a full-length work in the area(s) of their special interest. The thesis may be a substantial revision and extension of work done during the first year. A work of translation may be used to fulfil the thesis requirement by students with the required ability and linguistic knowledge. (M.A. candidates in the Comparative Literature Program who have their advisor's permission and are accepted by the instructor of the course in translation may include a translation in partial satisfaction of their thesis requirements.)

Students may be required to take advanced creative writing undergraduate courses as part of their programs.

Master of Fine Arts in Stage Playwriting

The Creative Writing and Theatre graduate



Vancouver, BC V6T 1Z1

Tel: 604-822-0699

Fax: 604-822-3616

Email: patrose@interchange.ubc.ca

Web: www.creativewriting.ubc.ca

Pat Rose, Creative Writing Program and
Graduate Secretary

programs offer a joint program leading to the M.F.A. in Stage Playwriting. Applicants must be accepted by both Creative Writing and Theatre. For admission requirements, see above.

Students are required to take appropriate course work in the Programs of Creative Writing and Theatre, as described in their respective brochures. They must also be involved in the staging or production of some of their own work and, in fulfilment of the six-credit thesis requirement, write the equivalent of a full-length stageplay acceptable to both programs. The thesis requirement must be met in the second year and may be a substantial revision and extension of work done during the first year.

Contact Information

Creative Writing Program

1866 Main Mall, Buchanan Room E462

Vancouver, BC V6T 1Z1

(note: We are situated on the East Mall side of the building)

Tel: 604-822-0699

Fax: 604-822-3616

Email: patrose@interchange.ubc.ca

Website: www.creativewriting.ubc.ca

Ms. Pat Rose, Graduate Secretary

Type of Action:

Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Creative Writing/Theatre Degrees Offered: M.F.A. Members Professors - Associate Professors S. Heatley, S. Malloy, B. Wade. Assistant Professors - Program Overview The Creative Writing and Theatre Programs of the Department of Theatre, Film, and Creative Writing offer a two-year course of resident study leading to the Master of Fine Arts (M.F.A.) in Stage Playwriting. Applicants must be accepted by both the {I 11271 Creative Writing} and {I 11364 Theatre} Programs. See also Creative Writing and Theatre calendar entries.	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,223 Present Calendar Entry: Degrees Offered <i>M.F.A.</i> Program Overview The Creative Writing Program offers a two-year course of resident study leading to the Master of Fine Arts (M.F.A.). Candidates may choose to take the M.F.A. in Creative Writing, or concentrate in playwriting in conjunction with the Theatre Program (CRWR/Theatre). The joint Creative Writing and Film Program (CRWR/Film) requires that the candidate must be accepted by the Film Program first before applying to the CRWR/Film Program. Consult the Film Program website . The deadline for receiving (not postmarked) manuscripts is November 5, 2004 for September 2005 entrance date. Late manuscripts will not be considered. Candidates for the Creative Writing Program should submit work in two or more of the genres listed in the brochure, specifying which is their major area of interest. Short and long fiction are considered one genre. Candidates who intend to focus on translation should submit translated material in any of the above genres and a sample of their own original creative writing. Consult the Department website or email for more information. Admission to the M.F.A. in Playwriting is on the basis of a script submission, including some work in another genre, and also relevant course work in theatre at the undergraduate level or equivalent.



Applicants must satisfy the general requirements set by the Faculty of Graduate Studies. Admission to the M.F.A. in Stage Playwriting is on the basis of a script submission, including some work in another writing genre, and also relevant course work in theatre at the undergraduate level or equivalent. Inquiries should be directed to the Creative Writing Program. Please consult the Creative Writing Program {H|www.creativewriting.ubc.ca/website} for additional information regarding manuscript submission and deadlines.

Program Requirements

Students are required to 36 credits of coursework in creative writing and theatre, a six credit thesis and including five 6-credit CRWR workshops chosen in consultation with the graduate advisor. They must also be involved in the staging or production of some of their own work and, in fulfillment of the six-credit thesis requirement, write the equivalent of a full-length stageplay acceptable to both programs. The thesis requirement must be met in the second year and may be a substantial revision and extension of work done during the first year.

Contact Information:

Creative Writing Program
1866 Main Mall, Buchanan Room E462
Vancouver, BC V6T 1Z1

Tel: 604-822-0699

Fax: 604-822-3616

Email: patrose@interchange.ubc.ca

Web: www.creativewriting.ubc.ca

Pat Rose, Creative Writing Program and
Graduate Secretary

Length of the manuscripts accompanying the application depends on choice of genres. Guidelines are available from the Creative Writing Program Office or www.creativewriting.ubc.ca.

Master of Fine Arts in Creative Writing

The program leading to the M.F.A. in creative writing is based on the premise that capable student authors can benefit from judicious criticism and the requirement to produce work regularly and to meet deadlines. Workshops, conferences, and tutorials are designed to focus attention on the student's poetry, fiction, drama, imaginative non-fiction, the writing of children's literature, and literary translation. Students are expected to read various books and journals for technical improvement in their own writing. For admission requirements, see above.

The Creative Writing Program publishes *PRISM international* and *FUGUE*; graduate students participate in the editing and production of the magazines.

During the two years of the program, a minimum of 36 credits of work must be completed, including a thesis. (A reduction of the second-year residency requirement will be considered in exceptional circumstances.) The Creative Writing Program consists of work in three genres, chosen in consultation with the program advisor, as described in the program brochure.

In the second year, students will complete a six-credit thesis consisting of a full-length work in the area(s) of their special interest. The thesis may be a substantial revision and extension of work done during the first year. A work of translation may be used to fulfil the thesis requirement by students with the required ability and linguistic knowledge. (M.A. candidates in the Comparative Literature Program who have their advisor's permission and are accepted by the instructor of the course in translation may include a translation in partial satisfaction of their thesis requirements.)

Students may be required to take advanced creative writing undergraduate courses as part of their programs.

Master of Fine Arts in Stage Playwriting

The Creative Writing and Theatre graduate



programs offer a joint program leading to the M.F.A. in Stage Playwriting. Applicants must be accepted by both Creative Writing and Theatre. For admission requirements, see above.

Students are required to take appropriate course work in the Programs of Creative Writing and Theatre, as described in their respective brochures. They must also be involved in the staging or production of some of their own work and, in fulfilment of the six-credit thesis requirement, write the equivalent of a full-length stageplay acceptable to both programs. The thesis requirement must be met in the second year and may be a substantial revision and extension of work done during the first year.

Contact Information

Creative Writing Program
1866 Main Mall, Buchanan Room E462
Vancouver, BC V6T 1Z1
(note: We are situated on the East Mall side of the building)
Tel: 604-822-0699
Fax: 604-822-3616
Email: patrose@interchange.ubc.ca
Website: www.creativewriting.ubc.ca

Ms. Pat Rose, Graduate Secretary

Type of Action:

Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Economics Degrees Offered: Ph.D. M.A. Members Professors <p>P. Beaudry, B. Copeland, M. Deverux, W. E. Diewert, M. Eswaran, R. G. Evans, D. Green, A. Kotwal, T. Lemieux, H. Neary, D. Paterson, M. Peters, A. Redish, W. C. Riddell.</p> Associate Professors <p>N. Fortin, P. Francois, P. Norman.</p> Assistant Professors <p>K. S. Anderson, G. Celik, A. Chneerov, M. Drelichman, S. Firpo, P. Ghosh, Y. Halevy, K. Milligan, S. Sakata, H. Siu, U. Song, O. Yilankaya.</p> Program Overview <p>The Department of Economics ranks as one of the top economics departments in Canada and graduates of our Ph.D. and M.A. programs have been offered jobs at prestigious institutions around the globe. The Department has internationally recognized expertise in many fields including: macroeconomics, labour economics, international trade and finance, environmental economics, industrial organization, information and incentives, economic theory, health economics,</p>	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,197,282,70 Present Calendar Entry: <p>The Department of Economics offers programs of study that lead to the degrees of Doctor of Philosophy, Master of Arts and Bachelor of Arts. For information on graduate programs, see <u>Economics</u> in the Graduate Studies section. The Department also collaborates with Canadian Studies, International Relations, Mathematics, Modern European Studies, Philosophy, Political Science, Statistics, Urban Studies, Women's Studies and the Faculty of Commerce. For details about current offerings, consult the <u>departmental website</u>.</p> Admission to the Major or Honours Program <p>Admission to the Major or Honours program in Economics is not automatic. To be admitted students must submit a formal application. Because there are a limited number of places some students who satisfy the minimum prerequisites may not be admitted.</p> <p>Selection for admission is based on the average standing in all credits of post-secondary coursework attempted, with the exception of 12 credits that may be excluded from the calculation. The average is calculated on at least 54 credits, including six credits of first-year English, six credits of Principles of Economics, six credits of first-year Calculus and six credits of second- or third-year level courses in Economics. Students not admitted to the Major in Economics who are eligible to take ECON 490 may be admitted to the final 30 credits of the program, but only if places become available, which is unlikely.</p> <p>Students who are considering a Major, Combined Major, or Honours program in Economics are encouraged to seek advice on</p>



development economics and economic history. Our programs are small enough to provide detailed supervision of dissertations, but large enough to offer expertise in a wide range of theoretical, applied and policy areas.

Doctor of Philosophy

The Ph.D. program is designed to equip students to design and implement an economic research program, with a view toward a career as an academic, or in the private or public sectors.

Recent graduates have been offered tenure track positions at leading departments in Canada, the US, the UK, and Australia, as well as non-academic positions at consulting companies in Canada and the US, and in a variety of government departments.

Admission Requirements

Applicants for admission to the Ph.D. program are normally expected to hold a Master's degree in economics and to have demonstrated ability to undertake advanced studies and independent research. However, students who have *outstanding records* in undergraduate honours programs in Economics and show substantial ability to do independent work at an advanced level may be admitted directly to the Ph.D. program. Such students should have a full year of post-introductory microeconomics and a half year of post-introductory macroeconomics, the equivalent of Math 200 at UBC (Calculus III: Analytic geometry in 2 and 3 dimensions, partial and directional derivatives, chain rule, maxima and minima, second derivative test, Lagrange Multipliers, multiple integrals with applications), and a year of statistics and econometrics.

Program Requirements

The Program consists of a thesis (Econ 599) plus 51 credits of coursework that include ECON 600, 602, 603, 627, 628, 640 and 690. Students take 2 years of coursework in the core areas of microeconomics, macroeconomics and econometrics in the first year and, in the second year, in fields of their choice. Students then write a dissertation meeting the Faculty of Graduate Studies requirements (typically this takes 2 to 3 years) in their chosen field.

Master of Arts

The M.A. program is a 12-month program designed

their program from department advisors upon completion of their first 54 credits (or if possible, on completion of their first 30 credits).

Application

A written application for admission to the Major or Honours program should be received by June 15, prior to registering for the final 60 credits, to ensure that the student will be considered for admission. Application forms are available on the **Economics website** or from the Undergraduate Admissions Secretary, Department of Economics, The University of British Columbia, 997-1873 East Mall, Vancouver, BC, V6T 1Z1.

The application form must be accompanied by a copy of the student's permanent record from UBC (unless application is post-marked May 20 or earlier) and official transcripts of the student's record from all other post-secondary educational institutions attended.

Major in Economics

To be admitted to the Major program a student must have obtained 54 credits applicable to the Bachelor of Arts, including six credits of first-year English, six credits of Principles of Economics, six credits of first-year Calculus, and six credits of second- or third-year level courses in Economics.

In addition to the above prerequisites and Faculty requirements the program must include:

- ECON 301 (or 201 or 206 or 304) and 302 (or 202 or 207 or 305)
- ECON 325 and 326
- ECON 490
- six additional credits of economics at the 400 level; at least nine additional credits in ECON at the 300- or 400-level so that the total number of credits taken in Economics are 42.

Students should note the prerequisites for senior courses and plan their programs accordingly. Particular attention should be paid to the prerequisites for ECON 490; ECON 325 and 326 (or their equivalent) must be successfully completed before the student may enrol in ECON 490.

For guidance on the course selection that enable students to emphasize different interests within



to prepare students for employment in the private or public sectors, or to enter a Ph.D. program.

Admission Requirements

Applicants for admission to the M.A. program are normally expected to have a strong undergraduate academic record especially in economic theory, statistics, and econometrics, with at least one year of calculus. Additional study of calculus and linear algebra is strongly advised. For detail requirements, please see our {H|www.econ.ubc.ca|website}.

Program Requirements

The program includes 18 credits taken as Econ 500, 502, 526, 527, 594 plus 12 additional credits of electives. The electives are typically 500-level Econo courses.

The thesis option takes two-to three years. It requires prior arrangement but substitutes the 12 credits of Econ elective in the standard program with the 12 Con 599 thesis. {H|www.econ.ubc.ca|website}.

Contact Information:

Department of Economics
997-1873 East Mall
Vancouver, BC V6T 1Z1

Tel: 604-822-4616

Fax: 604-822-5915

Email: econgrad@econ.ubc.ca

Web: www.econ.ubc.ca

Maureen Chin, Graduate Secretary

Economics (e.g., international, development and history, environment, public policy etc), see the [departmental website](#). Students with over 80% average in their first-year economics and mathematics courses are strongly advised to apply for the Honours Program.

Graduate School Track

Graduate studies in Economics require a strong background in economic theory, econometrics and mathematics. Therefore, students who intend to pursue graduate studies in Economics are strongly advised to take ECON 303 or ECON 306, ECON 307, ECON 421, ECON 425, MATH 200 and MATH 221.

Combined Major in Economics and Political Science

Admission to the program is subject to the admission restrictions and application process that pertain currently to the Majors in Economics and Political Science. In addition to Faculty requirements the program has Economics and Political Science requirements. Students completing the Foundations Program will be exempted from the requirement of POLI 100.

Economics Requirements

Students take an 18-credit core, plus ECON 490 and nine credits of electives in Economics of which at least three credits must be at the 300/400-level. The 18-credit core consists of ECON 101, 102, 301 (or 201 or 206 or 304), 302 (or 202 or 207 or 305), 325 and 326.

Political Science Requirements

Students take a 15-credit core plus 15 credits of electives at the 300/400 level chosen in consultation with an advisor from the Political Science Department. The 15-credit core consists of POLI 100, 101, 240 and 350 plus three credits chosen from POLI 220 or 260.

Combined Major in Economics and Philosophy

Admission to the program is subject to the admission restrictions and application process that pertain currently to the Major in Economics. In addition to Faculty requirements, the program has Economics and Philosophy requirements.



Economics Requirements

Students take an 18-credit core, plus ECON 490 and nine credits of electives in Economics of which at least three credits must be at the 300/400-level. The 18-credit core consists of ECON 101, 102, 301(or 304 or 201 or 206), 302 (or 305 or 202 or 207), 325 and 326. Students are strongly advised to take ECON 318 and ECON 319.

Philosophy Requirements

Students take an 18-credit core plus 12 credits of electives at the 300/400 level. The 18-credit core consists of PHIL 220, 230, 240, 330 and 340 plus three credits of history of philosophy from PHIL 310, 311, 314 or 315.

B.A. Combined Major in Economics and Mathematics

Admission to the program is subject to the admission restrictions and application process that pertain currently to the Major in Economics. For the B.Sc. Combined Major in Mathematics and Economics, see the listing under the Faculty of Science.

First and Second Years

In addition to Faculty requirements, students take the following courses:

- ECON 101 and 102¹
- ECON 304 (or 206), and ECON 305 (or 207)
- MATH 104 (or 100 or 102 or 180 or 184 or 120)
- MATH 105 (or 101 or 103 or 121)
- MATH 200 (or 226), 215, 220, 221

¹Students can take ECON 307 and three additional credits of Economics numbered 300 or higher instead of ECON 101 and 102.

Third and Fourth Years

In addition to Faculty requirements, students take the following courses:

- ECON 306, 325², 326, 490



- MATH 320
- Six additional credits of Economics numbered 300 or higher, of which at least three credits must be at the 400 or 500 level.
- Nine additional credits of Mathematics numbered 300 or higher. Suitable electives include MATH 302, 303, 321, 402, 403, 418, 419 and 443.

²STAT 200 can substitute for ECON 325.

B.A. Combined Major in Economics and Statistics

Admission to the program is subject to the admission restrictions and application process that pertain currently to the Major in Economics. For the B.Sc. Combined Major in Statistics and Economics, see the listing under the Faculty of Science.

(list of courses that students may take in addition to the Faculty requirements was taken out due to formatting, it is available on the website)

Honours in Economics

To be admitted to the Honours program a student must have obtained 60 credits applicable to the Bachelor of Arts, with an overall average of 68% or better on all credits attempted and have completed successfully: six credits of first-year English, six credits of first-year Calculus, six credits of Principles of Economics, and six credits of Economics courses at the 200 (or 300) level (with at least a 68% average in the best 12 credits of Economics courses).

Students considering an Honours program in Economics should consult the Department's Honours advisor on completion of their first 60 credits (if possible, on completion of their first 30 credits).

In addition to the prerequisites the program must include:

- ECON 325 and 326
- ECON 304 (or 206) and 305(or 207)
- ECON 306 and 307 with at least a 68% average



- another twelve credits in Economics courses at the 400 level
- another nine credits in Economics courses at the 300 or 400 level
- ECON 495 and 499.

Graduate studies in Economics require a strong background in economic theory, econometrics and mathematics. Therefore, students who intend to pursue graduate studies in Economics are strongly advised to take ECON 421, ECON 425, MATH 200 and MATH 221.

To proceed to the final 30 credits of the Honours program a student must have attained at least a 68% average in all courses taken in Economics.

Minor in Economics

Students who are enrolled in a Major program other than Economics, and who obtain at least 30 credits and no more than 42 credits in Economics, with at least 18 of these credits in courses numbered 300 or above, qualify to graduate with a Minor in Economics.

None of ECON 308, 309, 310 or 311 can be included in the requirement of 18 credits in courses numbered 300 or above. Economics courses which do not have six credits of Principles of Economics as a prerequisite, for which unassigned transfer credit may have been granted, may not be included in the 30 credits required for a Minor in Economics.

Courses for Students not Specializing in Economics

ECON 310 and ECON 311 are designed for upper-year students who want a survey course in Economics but who do not want to specialize in the field.

Non-specialists should also note that most 300-level courses have as prerequisites no more than six credits of Principles of Economics.

Students are referred to the **Department of Economics** undergraduate timetable for updated information on courses to be offered each session.

Type of Action:
Edit Calendar entry.



Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Film Studies Degrees Offered: M.A Members Professors B. McIlroy. Associate Professors C. Gallagher, S. McGowan. Assistant Professors L. Coulthard. Program Overview <p>The Film Program offers the Master of Arts (M.A.) in Film Studies.</p> <p>The UBC Library has an extensive holding of film studies literature, and the program provides film production and post-production equipment.</p> <p>Further information may be obtained from the program's {H www.film.ubc.ca website}. The Film Studies Program is part of the Department of Theatre, Film and Creative Writing.</p> Master of Arts Admission Requirements	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,239 Present Calendar Entry: Degrees Offered M.A., M.F.A. Master of Arts and Master of Fine Arts <p>The Film Program offers the Master of Arts (M.A.) in history/theory/criticism and the Master of Fine Arts (M.F.A.) in film production. Each is a two-year course of study and requires, as a prerequisite, an undergraduate degree in film or the equivalent.</p> <p>The Film Program and Creative Writing Program offer a Joint M.F.A. in Film and Creative Writing. The successful applicant must be first accepted into the Film M.F.A. For details of this Joint Program, please see the Film Program Website or the Creative Writing Website.</p> <p>The UBC Library has an extensive holding of film studies literature, and the program provides film production and post-production equipment.</p> <p>Further information may be obtained from the program's website. The Film Program is part of the Department of Theatre, Film and Creative Writing.</p> Contact Information <p>Film Program Department of Theatre, Film and Creative Writing Room 2354A, 1874 East Mall Vancouver, BC V6T 1Z1 Tel: 604-822-6037 Fax: 604-822-0508</p>



Students will be considered for acceptance into the Graduate Program from any recognized degree in Film Studies or who have at least 18 credits in Film Studies courses at the third or fourth year level with A standing in a Degree with a Major or Honours in another subject.

For specific application requirements, please visit

{H|www.film.ubc.ca/programs/studies/film_studies_ma.htm}.

Program Requirements

The program consists of 30 credits, including 18 credits of graduate film courses selected from FIST- 500, 531, 532, 534, 547 and a 12 credit thesis (549B). For detailed information about specific program requirements, please visit

{H|www.film.ubc.ca/programs/studies/film_studies_ma.htm}.

Contact Information:

Film Program
Room 2354A, 1874 East Mall
Vancouver, BC V6T 1Z1

Tel: 604-822-6037

Fax: 604-822-0508

Email: film@interchange.ubc.ca

Web: www.film.ubc.ca

Zanna Downes, Film Program Secretary

Email: film@interchange.ubc.ca

Website: www.film.ubc.ca

Ms. Gail Oelkers, Graduate Secretary

Type of Action:

Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



Approved by Curriculum Committee, June 30, 2006

UBC

Curriculum Proposal Form Change to Programs

Category: (2)

<p>Faculty: Law Department: Law Faculty Approval Date: 6/30/06</p> <p>Effective Session: Winter 2006 Term: Fall Year: 2006 for Change</p>	<p>Date: 30st June 2006 Contact Person: Catherine Dauvergne, Chair, Faculty Curriculum Committee / Dr. W. Wesley Pue, Associate Dean, Graduate Studies & Research, Law Phone: 604-822-6506 or 604-822-6525 Email: dauvergne@law.ubc.ca pue@law.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Law</p> <p>Degrees Offered: Ph.D., LL.M., M.Jur.</p> <p>Members</p> <p>Professors J. Bakan, J. Blom, M. A. Bobinski, S. Boyd, C. L. M. Boyle, R. M. Elliot, I Grant, M. Jackson, M. Le Baron, B. W. MacDougall, R.K. Paterson, P. B. Potter, W. W. Pue, A. F. Sheppard, J. Weiler, C. Young.</p> <p>Associate Professors R. Buchanan, G. Christie, C. Dauvergne, R. Davis, Shi-Ling Hsu, K. T. Mickelson, J. Mosoff, J. Sarra, I. Townsend-Gault, S. Wexler, M. Young.</p> <p>Assistant Professors N. Affolder, J. Benedet, L. Biukovic, K. Brooks, C. Ford, D. Harris, J. McCue, M. Sundara-Rajan</p> <p>Program Overview</p> <p>Please be advised that this is a general overview of the Graduate Programs offered at the Faculty of Law. For more comprehensive information please refer to the program's <u>website</u>.</p>	<p>URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,828,1186</p> <p>Present Calendar Entry:</p> <p>Law</p> <p>Degrees Offered: Ph.D., LL.M., M.Jur.</p> <p>Members</p> <p>Professors J. Bakan, B. Black, J. Blom, M. A. Bobinski, S. Boyd, C. L. M. Boyle, R. M. Elliot, M. Jackson, M. Le Baron, B. W. MacDougall, R.K. Paterson, P. B. Potter, W. W. Pue, A. F. Sheppard, J. Weiler, C. Young.</p> <p>Associate Professors P. L. Bryden, R. Buchanan, C. Dauvergne, R. Davis, Shi-Ling Hsu, K. T. Mickelson, J. Mosoff, I. Townsend-Gault, S. Wexler, M. Young.</p> <p>Assistant Professors L. Biukovic, D. Harris, A. Rochette, J. Sarra.</p> <p>Program Overview</p> <p>Please be advised that this is a general overview of the Graduate Programs offered at the Faculty of Law. For more comprehensive information please refer to the program's <u>website</u>.</p>



The UBC Faculty of Law is one of the world's leading law schools and one of Canada's oldest university faculties of law. Graduates have assumed leadership positions in a broad range of spheres, both nationally and internationally, in the legal profession, the judiciary, government, public interest organizations, business and academia.

There are many reasons for choosing graduate studies in law at UBC. The outstanding faculty are respected worldwide for their innovative and interdisciplinary research. Students are offered one of the largest and most diverse course lists in Canada - so students can pursue their academic interests, whatever their focus.

The deadline for application to **all** Graduate Programs in the Faculty of Law is February **1st**. Early application is strongly encouraged.

Degree Requirements

Doctor of Philosophy

Admission Requirements

Admission to the Ph.D. program requires a Bachelor of Laws as well as an LL.M. or equivalent from a recognized institution indicating a superior level of academic performance in a field of specialization that will support the applicant's Ph.D. research. In exceptional circumstances applicants who do not meet these requirements but who, in the opinion of the Faculty of Law Graduate Committee, possess qualifications appropriate for admission to the doctoral program may be considered for provisional acceptance dependent upon successful completion of one or more law courses prior to formal acceptance. In addition, all applicants must meet the Faculty of Graduate Studies' minimum academic standards for admission.

The UBC Faculty of Law is one of the world's leading law schools and one of Canada's oldest university faculties of law. Graduates have assumed leadership positions in a broad range of spheres, both nationally and internationally, in the legal profession, the judiciary, government, public interest organizations, business and academia.

There are many reasons for choosing graduate studies in law at UBC. The outstanding faculty are respected worldwide for their innovative and interdisciplinary research. Students are offered one of the largest and most diverse course lists in Canada - so students can pursue their academic interests, whatever their focus.

The deadline for application to **all** Graduate Programs in the Faculty of Law is February ~~1st~~ ^{15th}. Early application is strongly encouraged.

Degree Requirements

Doctor of Philosophy

~~The Ph.D. program is designed to provide advanced training for outstanding graduate students who have already obtained a Master of Laws (LL.M.) or equivalent. Through the program, highly accomplished graduate students will be trained to carry out advanced research under supervision by members of the Faculty of Law.~~

<p>Program Requirements</p> <p>The Ph.D. curriculum consists of a required one- year, two-part seminar and other coursework as required by a student's supervisory committee. All doctoral students are required to successfully complete a comprehensive examination. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.</p> <p>Master of Laws (LL.M.)</p> <p>Admission Requirements</p> <p>To be eligible for admission into the LL.M. program, a candidate must have a Bachelor of Laws degree or its equivalent from an approved law faculty. In addition, all applicants must meet the Faculty of Graduate Studies' minimum academic standards for admission.</p> <p>Program Requirements</p> <p>The LL.M. program combines coursework with the preparation of a thesis of acceptable quality. Students are required to complete successfully 36 credits of work, of which 20 credits are allocated to the thesis, 12 credits to coursework (usually comprising four one-term courses or seminars), and 4 credits to the required Master of Laws seminar.</p>	<p>The Ph.D. curriculum consists of a one-year, two-part seminar and other coursework as required by a student's supervisory committee.</p> <p>Students must complete all requirements for the Ph.D. within six years of the date of first registration in the program. Each student will have a faculty supervisor drawn from the UBC Faculty of Law. The selection of faculty supervisors will be administered by the Graduate Committee of the Faculty of Law, subject to approval by the Dean of the Faculty of Law and the Dean of the Faculty of Graduate Studies.</p> <p>For more information please refer to the Faculty of Law website.</p> <p>Master of Laws</p> <p>The Master of Laws (LL.M.) is a rigorous thesis-based degree program. It provides excellent preparation for academic research and policy work and enables graduates to pursue careers in law teaching, legal research, policy development, public and governmental service and the practice of law. This is an intense research-based degree which has both coursework and thesis requirements. The research produced for the thesis is expected to be of publishable quality.</p> <p>Curriculum: The program is of one year's duration, and combines coursework with the preparation of a thesis of acceptable quality. Students are required to complete successfully 36 credits of work, of which 20 credits are allocated to the thesis, 12 credits to coursework (usually comprising four one-term courses or seminars), and 4 credits to the required master's seminar.</p> <p>Admission Information: For more comprehensive information please refer to the program's website.</p>
---	---

Master of Jurisprudence in Common Law

The Master of Jurisprudence in Common Law **degree** is a one-year professional program designed to **provide academic study** introducing accomplished lawyers from other legal systems to common law concepts and methods.

Admission Requirements

To enter the M.Jur. (Common Law), students must possess a non-common law professional law degree. In addition, all applicants must meet the Faculty of Graduate Studies' minimum academic standards for admission.

Program Requirements

Students are required to successfully complete 30 credits of work, **consisting of the six credit Law 550: Seminar in Common Law Theory and Practice, at least 18** credits of graduate-level courses **or seminars and up to six credits from designated** 300- or 400-level LL.B. courses or seminars.

It is normally expected that students will complete their program of study in one academic year (September – April).

Contact Information

Graduate Program, UBC Faculty of Law
1822 East Mall
Vancouver, BC V6T 1Z1

Tel: 604-822-6449
Fax: 604-822-4781
Email: graduates@law.ubc.ca
Web: www.law.ubc.ca

Joanne Chung, Graduate Program Administrator

Master of Jurisprudence in Common Law

The ~~new~~ Master of Jurisprudence in Common Law is a one-year professional program ~~that provides international law graduate from non-common law countries with an in-depth understanding of the theory and practice of common law. The M.Jur. (Common Law) degree is designed to introduce~~ accomplished lawyers from other legal systems to common law concepts and methods. ~~It is not intended to serve as a professional qualification for the practice of law in British Columbia or elsewhere.~~

~~**Curriculum:** This program is of one year's duration and combines course and seminar work with a year long Seminar in Common Law Theory and Practice.~~ Students are required to successfully complete 30 credits of work, ~~of which six credits comprise the above seminar, 18 comprise graduate-level courses and seminars and the remaining six comprise~~ 300- or 400-level LL.B. courses or seminars.

~~**Admission Information:** For more comprehensive information please refer to the program's website.~~

Contact Information

Graduate Program, UBC Faculty of Law
1822 East Mall
Vancouver, BC V6T 1Z1

Tel: 604-822-6449
Fax: 604-822-4781
Email: graduates@law.ubc.ca
Web: www.law.ubc.ca

Joanne Chung, Graduate Program Administrator



UBC Curriculum Proposal Form Change to Program

Category: (2)

<p>Faculty: Law Department: Law Faculty Approval Date: 6/30/06</p> <p>Effective Session: Winter 2006 Term: Fall Year: 2006 for Change</p>	<p>Date: 30 June 2006 Contact Person: Catherine Dauvergne, Chair, Faculty Curriculum Committee / Dr. W. Wesley Pue, Associate Dean, Graduate Studies & Research, Law Phone: 604-822-6506 or 604-822-6525 Email: dauvergne@law.ubc.ca pue@law.ubc.ca</p>
	<p>Type of Action: Edit calendar entry</p> <p>The proposed changes:</p> <ol style="list-style-type: none"> 1) involve editorial changes to correct typographical or editing errors, and to bring them into conformity with the style and presentation format now preferred by the University of British Columbia; <p>Rationale:</p> <p>The Faculty of Law and Faculty of Graduate Studies is making a combined effort to ensure that calendar entries for graduate programs are consistent, effective, efficient and equitable.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Library and Information Studies Degrees Offered: M.L.I.S. Members Professors E. Rasmussen Associate Professors A. Curry. Assistant Professors R. Kopak, J. Tennis. Program Overview Program Chair: Dr. M. S. Stephenson The Master of Library and Information Studies (M.L.I.S.) is accredited by the American Library Association and is one of some fifty in North America, including seven in Canada, which gives its graduates professional stature. Graduates employed in academic, public, school, special libraries, or other information agencies combine work with information and its users with some aspects of supervision knowledge management services. Graduates not working in libraries as such are to be found in a wide variety of positions involving the uses of information in their broadest context; many are self-employed.	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,267 Present Calendar Entry: Degrees Offered <i>M.A.S./M.L.I.S., M.L.I.S.</i> <i>Ph.D.</i> Master of Library and Information Studies The Master of Library and Information Studies (M.L.I.S.) is a professional degree program open to those holding a bachelor's degree considered suitable by the admissions committee, and which meets the minimum admission requirements of the Faculty of Graduate Studies. Those applying to enter the program are expected to have a strong foundation in some specialist studies but also an enthusiasm for information and its uses in the wider sense. The program, accredited by the American Library Association, is one of some fifty in North America, including seven in Canada, which gives its graduates professional stature. Graduates employed in academic, public, school, special libraries, or other information agencies combine work with information and its users with some aspects of supervision knowledge management services. Graduates not working in libraries as such are to be found in a wide variety of positions involving the uses of information in their broadest context; many are self-employed. The degree is awarded on successful completion of 48 credits including an optional thesis, plus a non-credit practicum. Much of the program, which can include Summer Session courses, may be taken on a part-time basis (i.e., taking less than a full load of courses). Students may begin the program in either September or January, but part-time studies are best begun in September. The required practicum and field trips in



Master of Library and Information Studies

Admission Requirements

The M.L.I.S. program is a professional program open to those holding a bachelor's degree considered suitable by the admissions committee, and which meets the minimum admission requirements of the Faculty of Graduate Studies. Those applying to enter the program are expected to have a strong foundation in some specialist studies but also an enthusiasm for information and its uses in the wider sense.

Program Requirements

The Master of Library and Information Studies is awarded on completion of 48 credits of work approved by the School and the non-credit practicum (LIBR 595).

The required courses are LIBR 500, **501, 502, 503** (known collectively as the Core), **504 and 505**. Students taking the program on a part-time basis are required to take LIBR 500 and/or **501** in their first term. All other LIBR courses require LIBR 500 and **501** as pre- or corequisites. Three or more of the Core courses are prerequisites to most advanced courses, because the Core introduces the knowledge that should be common to all librarians **and information professionals in related fields**.

~~The degree is awarded on successful completion of 48 credits including an optional thesis, plus a non-credit practicum. Much of the program, which can include Summer Session courses, may be taken on a part-time basis (i.e., taking less than a full load of courses). Students may begin the program in either September or January, but part-time studies are best begun in September. The required practicum and field trips in courses, the option of formal professional experience, and the use of some practitioners as adjunct professors assure a practical orientation to the theory of information management.~~

Contact Information:

School of Library, Archival and Information Studies
TEF III, Suite 301, 6190 Agronomy Road
Vancouver, BC V6T 1Z3

courses, the option of formal professional experience, and the use of some practitioners as adjunct professors assure a practical orientation to the theory of information management.

Joint Master of Archival Studies/Master of Library and Information Studies Degree Program

The Joint Degree Program is designed to allow students to earn both an M.A.S. and an M.L.I.S. For further information, see [Joint M.A.S./M.L.I.S.](#) under the School of Library, Archival and Information Studies, or contact the School of Library, Archival and Information Studies.

Doctor of Philosophy in Library, Archival and Information Studies

The School of Library, Archival and Information Studies offers a Ph.D. program. Students may orient their coursework and dissertation to specialize in library and information studies. For details on admission and program requirements, see the section on the doctoral program under the [School of Library, Archival and Information Studies](#), or contact the School.

Contact Information

School of Library, Archival and Information Studies
301-6190 Agronomy Road
Vancouver, BC V6T 1Z3
Tel: 604-822-2404
Fax: 604-822-6006
Email: slais.admission@ubc.ca
Website: www.slais.ubc.ca

Type of Action:
Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar



Tel: 604-822-2404
Fax: 604-822-6006
Email: slaisad@interchange.ubc.ca
Web: www.slais.ubc.ca
Joe Kwan, Grad Admissions Secretary

entries consistent in length without leaving out any pertinent information.



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Linguistics Degrees Offered: Ph.D. M.A. Members Professors <p style="margin-left: 20px;">D. Pulleyblank, M. S. Rochemont, J. P. Stemberger, E. Vatikiotis-Bateson.</p> Associate Professors <p style="margin-left: 20px;">G. Carden, B. Gick, P. A. Shaw, H. Davis, R.-M. Déchaine.</p> Assistant Professors <p style="margin-left: 20px;">G. Hansson, L. Matthewson, M. Wiltschko. H. Rullmann.</p> Program Overview <p style="margin-left: 20px;">The Department of Linguistics offers degree programs leading to both the Master of Arts (M.A.) and to the Doctor of Philosophy (Ph.D). Education is offered in the core areas of theoretical linguistics (phonetics, phonology, semantics, syntax), with the possibility of specializing in the following areas: First Nations languages, African languages, first language acquisition.</p> <p style="margin-left: 20px;">Detailed information about both degree programs may be obtained in the Graduate Handbook at the Department's {H www.linguistics.ubc.ca/grad.htm website</p>	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,268 Present Calendar Entry: Degrees Offered <p style="margin-left: 20px;">M.A. Ph.D.</p> Program Overview <p style="margin-left: 20px;">The Department of Linguistics offers advanced study in Linguistics leading to the degrees of Doctor of Philosophy and Master of Arts. The M.A. in Linguistics may be taken with or without a thesis in accordance with general regulations. Research areas in which students may be accepted for the Ph.D. include phonetics, phonology, syntax, semantics, historical and comparative linguistics, First Nations languages, African languages, psycholinguistics, and first language acquisition. Course work for all graduate students is planned on the basis of individual requirements and research projects. Appropriate interdisciplinary programs may be arranged.</p> <p style="margin-left: 20px;">More detailed information may be obtained from the Department or from the Department of Linguistics website.</p> Contact Information <p style="margin-left: 20px;">Department of Linguistics E270, 1866 Main Mall Vancouver, BC V6T 1Z1 Tel: 604-822-4256 Fax: 604-822-9687 Email: dcarmen@interchange.ubc.ca Website: www.arts.ubc.ca/ling</p> Ms. Edna Dharmaratne , Graduate Secretary



Doctor of Philosophy

Admission Requirements

Students admitted to the Ph.D. program normally possess a master's degree in Linguistics or a related area, with clear evidence of research ability or potential. Transfer from the Master's to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies. Exceptional students may be admitted directly to the Ph.D. program from the bachelor's level.

Program Requirements

Coursework is selected in consultation with the student's supervisory committee. All doctoral students are required to successfully complete two qualifying papers. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Arts

Admission Requirements

Students admitted to the M.A. degree program normally possess a Bachelor's degree and have substantial preparation in linguistics and linguistic theory, although it is possible to apply for the graduate program with an undergraduate degree in another subject area. Applicants must meet the general admission requirements for Master's degree programs set by the Faculty of Graduate Studies.

Program Requirements

A Master of Arts in Linguistics is a 30 credit degree program and may be obtained on a full-time or part-time basis; both thesis and course-based options are possible.

The required courses both thesis and course-based options are LING 508, 510, 520, 525 and 531. For detailed information, please visit www.linguistics.ubc.ca

Type of Action:
Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



Contact Information:

Department of Linguistics
E270, 1866 Main Mall
Vancouver, BC V6T 1Z1

Tel: 604-822-0415

Fax: 604-822-9687

Email: csarahc@interchange.ubc.ca

Web: www.linguistics.ubc.ca

Sarah Chen, Graduate Secretary



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Medical Genetics Degrees Offered: Ph.D. M.Sc. Members Professors <p>C.J. Brown, M. Burgess, C. J. Eaves, L. Field, J. M. Friedman, M. R. Hayden, P. A. Hieter, W. Jefferies, D. M. Juriloff, R. J. Kay, D. L. Mager, B. C. McGillivray, W. R. McMaster, W.P. Robinson, A. M. Rose, A. D. Sadovnick, M. I. Van Allen.</p> Associate Professors <p>L. A. Clarke, M. J. Harris, S. F. Langlois, M. Marra, K. M. McNagny, F. Ouellette, E. M. Simpson, W. Wasserman.</p> Assistant Professors <p>L. Arbour, A. Brooks-Wilson, E. Conibear, P. Hoodless, X. Jiang, S. Jones, B. Leavitt, L. Lefebvre, F. Rossi, S. Townsend, M. Wilkinson.</p> Program Overview <p>The Medical Genetics Graduate Program offers advanced study and research in a variety of areas of human and medical genetics. The Department has particular strength in human molecular genetics, genome analysis, developmental genetics, gene therapy, cytogenetics, oncogenetics, immunogenetics, genetic epidemiology,</p>	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,272 Present Calendar Entry: Degrees Offered <p><i>M.Sc.</i> <i>Ph.D.</i></p> Program Overview <p>The Department of Medical Genetics offers advanced study and research leading to the Doctor of Philosophy and Master of Science degrees in a variety of areas of human and medical genetics. The Department has particular strength in human molecular genetics, genome analysis, developmental genetics, gene therapy, cytogenetics, oncogenetics, immunogenetics, genetic epidemiology, genetics of common disorders, and clinical genetics. The core course requirements in both the M.Sc. and Ph.D. programs are: MEDG 520 (Advanced Human Molecular Genetics), MEDG 530 (Human Genetics), and normally MEDG 545 (Journal Club) and MEDG 548 (Directed Studies) for a total of 12 credits, plus six credits of electives. In addition, Ph.D. students must successfully complete a comprehensive examination and MEDG 649 (thesis). M.Sc. students must successfully complete MEDG 549 (thesis).</p> <p>Students entering the Medical Genetics Graduate Program will normally have a background in upper level genetics, biochemistry, and statistics (biometrics).</p> Contact Information <p>Room 300H-6174 University Boulevard Vancouver, BC V6T 1Z3 Tel: 604-822-5312 Fax: 604-822-5348</p>



genetics of common disorders, and clinical genetics.

Research facilities are located on and off the UBC campus at various locations in Vancouver.

Doctor of Philosophy

Admission Requirements

Students entering the Ph.D. program in Medical Genetics will normally have a background in upper level genetics, biochemistry and statistics (biometrics) with a First class standing in their previous degree. Eligibility is determined on the basis of academic standing, research experience and letters of recommendation. Academically acceptable applicants must also obtain the commitment of a research supervisor from the Department of Medical Genetics before receiving final acceptance from the Program and the Faculty of Graduate Studies. Transfer from the M.Sc. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies. Exceptional students may be admitted directly to the Ph.D. program from the bachelor's level.

Program Requirements

Ph.D. students are required to take 12 credits of core courses and six credits of electives in their first year. For course details see:
{H|www.medgen.ubc.ca/courses/mggp/course-req.htm} and
{H|www.medgen.ubc.ca/courses/courses.htm}.

All doctoral students are required to complete a comprehensive examination successfully. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Science

Admission Requirements

Students entering the M.Sc. program in Medical Genetics will normally have a background in upper level genetics,

Email: medgen@interchange.ubc.ca
Website: www.medgen.ubc.ca

Ms. Cheryl Bishop, Graduate Secretary

Type of Action:
Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



biochemistry and statistics (biometrics) with a First class standing in their previous degree. Eligibility is determined on the basis of academic standing, research experience and letters of recommendation. Academically acceptable applicants must also obtain the commitment of a research supervisor from the Department of Medical Genetics before receiving final acceptance from the Program and the Faculty of Graduate Studies.

Program Requirements

M.Sc. students are required to take 12 credits of core courses and six credits of electives in their first year and complete MEDG 549. For course details see: {H|www.medgen.ubc.ca/courses/mggp/course-req.htm} and {H|www.medgen.ubc.ca/courses/courses.htm}.

Contact Information:

Department of Medical Genetics
Life Sciences Centre
Room 1.364 – 2350 Health Sciences Mall
Vancouver, BC V6T 1Z3

Tel: 604-822-5312

Fax: 604-822-5348

Email: medgen@interchange.ubc.ca

Web: www.medgen.ubc.ca/academic.htm

Cheryl Bishop, Graduate Secretary



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Microbiology and Immunology Degrees Offered: Ph.D. M.Sc. Members Professors J. T. Beatty, B. Finlay, R. E. W. Hancock, P. Johnson, J. K. Smit, G. B. Spiegelman, H. S. Teh, C. Thompson, G. Weeks. Associate Professors R. Fernandez, M. Gold, W. W. Mohn. Assistant Professors N. Abraham, E. Gaynor, K. Harder , M. Horwitz. Program Overview The Department of Microbiology and Immunology offers opportunities for original research in the areas of molecular and applied microbiology, biotechnology, cell and developmental biology, molecular biology, molecular genetics, molecular immunology, microbial pathogenesis and virology. The Department has excellent research funding and a commitment to high quality. A list of faculty and associate members and their research interests is available from the Department. Students must satisfy the admission requirements of the Faculty of Graduate	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,275 Present Calendar Entry: Degrees Offered <i>M.Sc.</i> <i>Ph.D.</i> Program Overview The Department of Microbiology and Immunology offers opportunities for original research in the areas of molecular and applied microbiology, biotechnology, cell and developmental biology, molecular biology, molecular genetics, molecular immunology, microbial pathogenicity and virology. The Department has excellent research funding and a commitment to high quality, modern research. A list of faculty and associate members and their research interests is available from the Department. Students must satisfy the admission requirements of the Faculty of Graduate Studies including, for international students whose first language is not English, a minimum TOEFL score of 590. International students are required to take the Graduate Record Examination (GRE). For an application to be competitive, a score in the 600 range in both the quantitative and analytical sections is recommended. The GRE is optional for North American students. Doctor of Philosophy Students may be accepted into the Doctor of Philosophy program based on a First-Class standing in their undergraduate degree. During their first year, they will be required to complete 18 credits of course work with a First-Class standing, including Molecular Microbiology



Studies including, for international students whose first language is not English, a minimum TOEFL score of 590. International students are required to take the Graduate Record Examination (GRE). For an application to be competitive, a score in the 600 range in both the quantitative and analytical sections is recommended. The GRE is optional for North American students.

Doctor of Philosophy

Admission Requirements

Students admitted to the Ph.D. degree program normally possess a master's degree in Microbiology or a related area, with clear evidence of research ability or potential. Transfer from the master's to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies. Exceptional students may be admitted directly to the Ph.D. program from the bachelor's level.

Program Requirements

During their first year, they will be required to complete 12 credits of coursework with a First class standing, including Molecular Microbiology Techniques (MICB 506) and a seminar (MICB 530). Students entering the Ph.D. program with an advanced degree (such as a Master of Science) will be required to take the seminar (MICB 530) rather than MICB 506 during their first term in the program. Course requirements other than MICB 530 will be at the discretion of the thesis supervisory committee. All doctoral students are required to successfully complete a comprehensive examination within 18 months of starting their program. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Science

Admission Requirements

Students admitted to the M.Sc. degree program normally possess a bachelor's degree in Microbiology or related area, and must meet the general admission requirements for Master's degree programs set by the Faculty of Graduate Studies.

Techniques (MICB 506) and a seminar (MICB 530). Students entering the Ph.D. program with an advanced degree (such as a Master of Science) will be required to take the seminar (MICB 530) during their first term in the program. Course requirements in addition to MICB 530 will be at the discretion of the thesis supervisory committee. All Ph.D. students will be required to pass a comprehensive examination on topics related to their research area of interest within 18 months of starting their program.

Master of Science

Students will enrol in Molecular Microbiology Techniques (MICB 506) and a seminar (MICB 530) in addition to at least nine credits in other courses in their first year. In addition, the student must perform research work under a research supervisor and write and defend a thesis based on this research. Master's students who have completed one year of study in the program may be eligible to transfer to a doctoral program without completing the master's degree.

Contact Information

Department of Microbiology and Immunology
300-6174 University Boulevard
Vancouver, BC V6T 1Z3
Tel: 604-822-3615
Fax: 604-822-6041
Email: ssmall@interchange.ubc.ca
Website: www.microbiology.ubc.ca

Ms. Shelley Small, Graduate Program Coordinator

Type of Action:
Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



Program Requirements

Students must complete a total of 18 credits of coursework including Molecular Microbiology Techniques (MICB 506) which will be taken in the first year of the program. In addition, the student must perform research work under a research supervisor and write and defend a thesis based on this research.

Contact Information:

Department of Microbiology & Immunology
Life Sciences Centre 2716 Health Sciences
Mall
Vancouver, BC V6T 1Z3

Tel: 604-822-3615

Fax: 604-822-6041

Email: grad@microbiology.ubc.ca

Web: www.microbiology.ubc.ca

Michael Hermawan, Graduate Program
Coordinator



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Mining Engineering Degrees Offered: Ph.D. M.A.Sc. Members Professors J. A. Meech, M. Scoble, W. Wilson. Associate Professors S. W. Dunbar, R.A. Hall, B. Klein, R. Pakalnis, M. Veiga. Assistant Professors M. Pawlik. Program Overview The graduate program in Mining Engineering offers opportunity for study in the fields of mining and mineral processing, including mine environment and coal preparation. Areas of research interest are indicated below. <ul style="list-style-type: none">• Mining. Mine economics and valuation, mine design, drilling and blasting methods, rock mechanics and slope stability, optimization and simulation of mining operations, advanced mining methods, mine services (particularly mine ventilation), and climatic control.• Mineral processing. Unit operations, comminution, process modeling and optimization, expert systems,	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,276 Present Calendar Entry: Degrees Offered <i>M.A.Sc., M.Eng.</i> <i>Ph.D.</i> Program Overview The graduate program in Mining Engineering offers opportunity for study in the fields of mining and mineral processing, including mine environment and coal preparation. Areas of research interest are indicated below. <ul style="list-style-type: none">▪ Mining. Mine economics and valuation, mine design, drilling and blasting methods, rock mechanics and slope stability, optimization and simulation of mining operations, advanced mining methods, mine services (particularly mine ventilation), and climatic control.▪ Mineral processing. Unit operations, comminution, process modelling and optimization, expert systems, instrumentation and computer control. Flotation, surface chemistry, fines recovery, coal recovery, treatment of fine and oxidized coal, and precious metals recovery.▪ Mining Environment. Acid rock drainage, environmental protection, effluent control and treatment. <p>Students must satisfy the admission requirements of the Faculty of Graduate Studies including, for international students whose first language is not English, a minimum TOEFL score of 550.</p>



instrumentation and computer control. Flotation, surface chemistry, fines recovery, coal recovery, treatment of fine and oxidized coal, and precious metals recovery.

- Mining and Environment. Acid rock drainage, environmental protection, effluent control and treatment. Social and legal aspects of sustainable mining practices, small-scale mining in developing countries.

Students must satisfy the admission requirements of the Faculty of Graduate Studies including, for international students whose first language is not English, a minimum TOEFL score of 550.

Students should note that not all courses listed are offered every year.

Doctor of Philosophy

Admission Requirements

Students admitted to the Ph.D. degree program normally possess a M.A.Sc. degree in Mining Engineering or a related area, with clear evidence of research ability or potential. All applicants must meet the Faculty of Graduate Studies' minimum academic standards for admission. Transfer from the master's to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies.

Interested applicants should contact the Department for further information. Students who wish to be considered for financial assistance should apply for admission as early as possible.

Program Requirements

The Doctor of Philosophy program combines coursework with a research thesis. Students select their courses in consultation with faculty to suit their research needs.

All doctoral students are required to successfully complete a comprehensive examination. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Applied Science

Students should note that not all courses listed are offered every year.

Doctor of Philosophy

The Doctor of Philosophy program combines course work with a research thesis. Students select their courses in consultation with faculty to suit their research needs. Part-time students are actively encouraged by the Department and interested applicants should contact the Department for further information. Students who wish to be considered for financial assistance should apply for admission as early as possible.

Master of Applied Science

The Master of Applied Science (M.A.Sc.) program combines research and course work and requires a total of 30 credits. A research thesis is assigned between six to 12 credits by the head of the Department in consultation with the research supervisor.

Master of Engineering

The Master of Engineering (M.Eng.) program is a course work master's program normally intended for engineers having at least one year of industrial experience who wish to upgrade their skills or develop new expertise in a particular specialized subject area. A total of 30 credits of course work are required, 24 of which must be 500-level graduate courses. Part-time and full-time study options are offered.

Contact Information

Department of Mining Engineering
Room 517- 6350 Stores Road
Vancouver, BC V6T 1Z4
Tel: 604-822-2540
Fax: 604-822-5599
Email: maria@mining.ubc.ca
Website: www.mining.ubc.ca

Ms. Maria Lui, Graduate Secretary

Type of Action:
Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort



Admission Requirements

Students admitted to the M.A.Sc. degree program normally possess a bachelor degree in Mining Engineering or a related area, and must meet the general admission requirements for Master's degree programs set by the Faculty of Graduate Studies.

Program Requirements

The Master of Applied Science (M.A.Sc.) program combines research and course work and requires a total of 30 credits. A research thesis is assigned between six to 12 credits by the head of the Department in consultation with the research supervisor.

For information about the professional Master of Engineering (M.Eng.) program, please see the {I/13813/Faculty of Applied Science} or visit the {H/www.mining.ubc.ca/program website}.

Contact Information:

Department of Mining Engineering
Room 517- 6350 Stores Road
Vancouver, BC V6T 1Z4

Tel: 604-822-2540
Fax: 604-822-5599
Email: maria@mining.ubc.ca
Web: www.mining.ubc.ca

Dr. Marek Pawlik, Graduate Advisor

Maria Lui, Graduate Secretary

to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Music Degrees Offered: Ph.D. D.M.A. M.A. M.Mus. Members Professors Associate Professors Assistant Professors Program Overview <p>The School of Music offers graduate programs and degrees in three broad fields of specialization: performance, composition, and music scholarship. The Master of Music (M.Mus.) is offered in composition and performance concentration in piano, organ, harpsichord, guitar, orchestral instruments, voice, choral conducting, or opera. The Doctor of Musical Arts (D.M.A.) is offered in composition and performance concentration in piano, voice, or orchestral instruments. The Master of Arts (M.A.) and the Doctor of Philosophy (Ph.D.) in Music are offered with emphases on theory, historical musicology, and ethnomusicology.</p> <p>The School occupies a well-equipped building, which includes a fine recital hall (300 seats). The Chan Centre for the Performing Arts, contains the 1,400-seat Chan Shun Concert Hall. The Music Library houses the second largest collection in Canada, including over 70,000 books and scores. The School owns a growing collection of instruments, including 125 pianos,</p>	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,277 Present Calendar Entry: Degrees Offered <p><i>M.A., M.Mus.</i> <i>D.M.A., Ph.D.</i></p> Program Overview <p>The School of Music offers graduate programs and degrees in three broad fields of specialization: performance, composition, and music scholarship. The Master of Music (M.Mus.) and Doctor of Musical Arts (D.M.A.) are offered in performance and composition; the Master of Arts (M.A.) and the Doctor of Philosophy (Ph.D.) in Music with emphases on theory, historical musicology, and ethnomusicology. Master's degrees are available on a part-time basis.</p> <p>Performers in the M.Mus. may concentrate in piano, organ, harpsichord, guitar, orchestral instruments, voice, choral conducting, and opera; the areas of concentration within the D.M.A. are piano, voice, and orchestral instruments. In addition to fulfilling recital requirements for their degrees, students of performance have many opportunities to play in large and small ensembles of substantial quality, both for credit and in voluntary support of colleagues. Ensembles specializing in new music, early music, and non-European music are available for credit. The School typically presents one or more fully staged operas each year.</p> <p>Graduate student composers have occasions to hear their works in regularly scheduled concerts as well as in their degree recitals. The UBC Symphony performs or reads students' orchestra pieces from time to time and the choirs are all active in presenting student works. The computer music studio is of considerable scope</p>



several important violins, a 64-rank organ by Casavant (1969), many historical wind and string instruments (including two harpsichords and a forte piano), and instruments representing several Asian traditions including Javanese and Balinese gamelans and numerous Chinese and Japanese stringed and wind instruments.

Doctor of Philosophy

Admission Requirements

Admission to the Ph.D. program requires a Master's degree and evidence of research competence. In addition, all applicants must meet the Faculty of Graduate Studies' minimum academic standards for admission. Areas of specialization include scholarly studies in musicology (historical or ethnographic studies and theoretical studies, with individual programs subject to explicit orientation and certification in one of these two major directions. Transfer from the MA to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies.

Program Requirements

The program is designed to provide thorough training in the techniques and applications of musical research and analysis. The dissertation is expected to demonstrate a capacity for doing research which enhances or qualifies existing bodies of knowledge, or which presents important new interpretations of prevailing materials and methods.

Credit requirements for the Ph.D. are: 21 credits of coursework, comprehensive examinations, and a thesis. For language requirements, a Graduate Programs brochure is available from the School of Music.

Doctor of Musical Arts

The D.M.A. program is designed for performers and composers who have already reached a high level of proficiency and artistry in their fields and who may wish to teach at the university level. This program offers an opportunity to bring creative and performance achievement to a high level while enriching individual backgrounds with cognitive studies. Students in music performance are expected to pursue supplementary individual projects in

and is open to students on a 24-hour basis.

Areas of scholarly research emphasis pursued by faculty include Renaissance sacred polyphony; source studies in the music of Bach and other major composers; Reformation and Counter-Reformation; nineteenth-century topics (program music, form, harmony); twentieth-century American music, Second Viennese School; issues in rhythmic analysis; theory construction and analytical method; computer-based analysis; aspects of modern and contemporary music and musical life; and music of East Asia (especially China and Bali). The faculty in performance and composition includes many figures well-known throughout Canada and beyond for their work in concert, on radio, and on CDs.

The School occupies a well-equipped building of moderate size, which includes a fine recital hall (300 seats). The Chan Centre for the Performing Arts, containing the 1400-seat Chan Shun Concert Hall, opened in March 1997. The Music Library is in the Music Building and houses the second largest collection in Canada, including over 70,000 books and scores. Among its holdings are particularly good microfilm collections of European manuscript sources, of 19th-century music journals, and of materials relating to the music of Brahms. The School owns a growing collection of instruments, including 125 pianos, several important violins, a 64-rank organ by Casavant (1969), many historical wind and string instruments (including two harpsichords and a forte piano), and instruments representing several Asian traditions including Javanese and Balinese gamelans and numerous Chinese and Japanese stringed and wind instruments.

The School admits highly qualified students who possess either a bachelor's or master's degree. In addition to standard materials required by the University, applicants in performance must submit a tape of ample scope and good audio quality to the School's graduate secretary, or else appear for an in-person audition. Composers must submit the scores and tapes of about four representative works. Both composers and performers should submit a term paper. Applicants in the scholarly areas should submit at least two term papers or the equivalent. The Graduate Record Examination (GRE) General Test is required for all Ph.D. applicants. Some applicants in ethnomusicology, depending on their background, may request an exemption. The request should be made, in writing, as far in advance of the January 31 application deadline as possible, and include a rationale. Entering students for the M.A., the M.Mus. in composition, the D.M.A. and Ph.D.



performance practice and music literature.

Studies in music theory and music history are included. Graduate student composers work closely with faculty in composition and music theory, and are expected to compose major works for public performance in addition to fulfilling course requirements.

Admission Requirements

In addition to meeting the Faculty of Graduate Studies' minimum academic standards for admission, applicants must possess MMus degree or equivalent and outstanding performing ability.

Transfer from the MMus to the DMA program is permitted under regulations set by the Faculty of Graduate Studies.

Program Requirements

Credit requirements for the D.M.A. in composition are: 30 credits of coursework (15 of which are in the major field); a completed portfolio of works, demonstrated proficiency in a language other than English; three comprehensive examinations; and a thesis comprising a major work and accompanying document. The D.M.A. in performance requires 42 to 44 credits (of which 60% are in the major field; comprehensive examinations; and a thesis comprised of four recitals and a separate written document meeting the Faculty of Graduate Studies requirements.

Master of Arts

The M.A. program, offered in the fields of historical musicology, music theory and ethnomusicology, is designed to acquaint the student with methods of scholarly research.

Admission Requirements

In addition to meeting the Faculty of Graduate Studies' minimum academic standards for admission, applicants must fulfill supplemental admission requirements as outlined in the Program's website. www.music.ubc.ca

Program Requirements

The Program provides broad general training in addition to opportunities for specialized research

degrees (ethnomusicologists excepted in most cases) will be asked to take placement tests in music theory and history in late August, and could be required, depending on the results of these tests, to do remedial course work. All entering graduate students are expected to have levels of keyboard proficiency appropriate to successful completion of two years of class piano and will be asked to demonstrate this before beginning their studies. Applicants to ethnomusicology may be asked to demonstrate different proficiencies; please consult the School's graduate advisor.

Credit requirements are as follows:

- For the M.A., 30 to 32 credits, typically including a six-credit thesis, and 14 to 18 credits of required courses. Proficiency in one appropriate language must be demonstrated.
- For the M.Mus., 33 to 39 credits, including a six-credit thesis comprised of one or more required recitals, and 18 to 25 credits of required courses (including private study).
- For the D.M.A. in composition, 33 credits of course work, 15 of which are in the major field, a completed portfolio of works, demonstrated proficiency in one foreign language, comprehensive examinations, and a thesis comprising a major work and accompanying document; for the D.M.A. in performance, 42 to 44 credits, of which 60% are in the major field, comprehensive examinations, and a thesis comprised of four recitals and a written document.
- For the Ph.D., 21 credits of course work, comprehensive examinations, and a thesis. For language requirements, see the School of Music brochure, *Graduate Programs*.

Contact Information

School of Music
6361 Memorial Road
Vancouver, BC V6T 1Z2
Tel: 604-822-5750
Fax: 604-822-4884
Email: rayne.todd@ubc.ca
Website: www.music.ubc.ca

Ms. Rayne Todd, Graduate Secretary



in particular areas of inquiry. Prescribed curricula are flexible, providing latitude to meet diverse individual needs. A thesis is required and the program is normally of two years' duration.

Credit requirements for the M.A. are: 30 to 32 credits, typically including a six-credit thesis, and 14 to 18 credits of required courses. Proficiency in one appropriate language must be demonstrated.

Master of Music

The M.Mus. degree in performance and composition is offered to students who have achieved necessary levels of attainment and productivity at the undergraduate level, and who give reasonable promise of further significant accomplishment. This degree is often a final academic step for the musician who wishes to enter the professional world, although it may prove to be an intermediate step for those wishing to prepare for university teaching.

Admission Requirements

In addition to meeting the Faculty of Graduate Studies' minimum academic standards for admission, applicants must possess outstanding performing ability.

Program Requirements

Students in Performance present a recital or opera performance in lieu of thesis, while the graduate composition student presents a program of original works. A two year residency is the norm.

Credit requirements for the M.Mus. are: 33 to 39 credits (including a 6-credit thesis comprised of one or more required recitals), and 18 to 25 credits of required courses (including private study).

Contact Information:

School of Music
6361 Memorial Rd.
Vancouver, BC V6T 1Z2

Tel: 604-827-5502

Fax: 604-822-4884

Email: music.advisor@ubc.ca

Web: www.music.ubc.ca

Rayne Todd, Student Advisor

Type of Action:
Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.





UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Nursing Degrees Offered: Ph.D. M.S.N. Members Professors E. A. Carty, J. L. Johnson, P. Ratner, S. Thorne. Associate Professors A. Browne, A. L. Dewar, W. A. Hall, A. Henderson, C. J. Jillings, G. L. Joachim, M. J. Lynam, A. Perry, P. Rodney, E. Saewyc, C. Varcoe. Assistant Professors L. Balneaves, G. Boschma, C. Canam, L. Chiu, S. Dahinten, B. Garrett, J. Oliffe, J. A. Phinney, V. Smye, F. Warnock, S. Wong. Program Overview The School of Nursing offers two graduate degrees: a Master of Science in Nursing (M.S.N.) and the Doctor of Philosophy (Ph.D.). These graduate degree programs provide advanced professional leadership, clinical scholarship and research training beyond the baccalaureate degree in nursing. Doctor of Philosophy	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,279 Present Calendar Entry: Degrees Offered <i>M.S.N.</i> <i>Ph.D.</i> Doctor of Philosophy The Ph.D. program in Nursing is designed to prepare researchers and leaders to develop the knowledge base of nursing. The program combines core courses totalling 12 credits, support courses as specified by the supervisory committee, and a thesis. A comprehensive examination is held upon completion of all required course work. Applicants to the program are admitted on the basis of outstanding achievement in their master's program; evidence of potential for research and scholarship; an ability to be self-directed; and articulated goals in keeping with the resources available in the program, including available faculty support and programs of research. The number of qualified applicants that can be accepted in any given year is determined by faculty resources and other factors. Applicants must at minimum meet the admission requirements of the Faculty of Graduate Studies. GRE scores are required by the School of Nursing. Canadian students must hold practicing nurse registration in BC or another province. International students must meet general eligibility criteria for nurse registration in BC. Master of Science in Nursing The M.S.N. program is designed to prepare graduates to function as leaders in a range of roles such as education, advanced practice, policy implementation, health-care management



Admission Requirements

Applicants to the program are admitted on the basis of outstanding achievement in their master's program; evidence of potential for research and scholarship; an ability to be self-directed; and articulated goals in keeping with the resources available in the program, including available faculty support and programs of research. The number of qualified applicants that can be accepted in any given year is determined by faculty resources and other factors. Applicants must at minimum meet the admission requirements of the Faculty of Graduate Studies. GRE scores are required by the School of Nursing. Canadian students must hold practicing nurse registration in BC or another province. International students must meet general eligibility criteria for nurse registration in BC.

Transfer from the M.S.N. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies.

Program Requirements

The Ph.D. program in Nursing is designed to prepare researchers and leaders to develop the knowledge base of nursing. The program combines core courses totaling 12 credits and support courses as specified by the supervisory committee. All doctoral students are required to successfully complete a comprehensive examination and an oral candidacy examination. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Science in Nursing

Admission Requirements

Applicants must be registered nurses with a baccalaureate degree, normally in nursing, who meet the admission requirements of the UBC Faculty of Graduate Studies. Successful applicants will be drawn from the top-ranked candidates who have a minimum overall average of 76% at the third- and fourth-year levels, with a first class standing (80% or above) in 12 credits or more of nursing courses in their baccalaureate program. GRE scores are required by the School of Nursing. In order to be included among the top-

and nursing knowledge development. The program provides a basis for leadership in professional nursing practice and also creates a foundation for doctoral studies. Within the 33 credit program, the student may do a major essay (3 credits) or a thesis (6 credits). Applicants must be registered nurses with a baccalaureate degree, normally in nursing, who meet the admission requirements of the UBC Faculty of Graduate Studies. Successful applicants will be drawn from the top-ranked candidates who have a minimum overall average of 76% at the third- and fourth-year levels, with a first-class standing (80% or above) in 12 credits or more of nursing courses in their baccalaureate program. GRE scores are now required by the School of Nursing. In order to be included among the top-ranked candidates, there must be clear evidence that the applicant is competent to pursue studies in the English language. Completion of a satisfactory TOEFL (Test of English as a Foreign Language), with a minimum score of 600, may be required before any offer of admission can be made.

The School offers a Nurse Practitioner (Family) option, within the M.S.N. program, that prepares family nurse practitioners who will work in primary care settings. Graduates will be prepared to assess, diagnose and treat common and predictable conditions across the lifespan. In contrast to the general M.S.N. program, this option comprises 54 credits of course work designed to meet the anticipated competencies associated with program approval so that graduates may sit national credentialing exams and be eligible for provincial licensure. Applicants must meet the general requirements for admission to the M.S.N. program, have completed a minimum of three years of clinical practice as a registered nurse, demonstrate clinical excellence, and provide evidence of their ability to work autonomously.

Contact Information

School of Nursing
T201-2211 Wesbrook Mall
Vancouver, BC, V6T 2B5
Phone: 604-822-7446
Fax: 604-822-7466
Email: peggy@nursing.ubc.ca
Website: www.nursing.ubc.ca/program/start11.html

Ms. Peggy Faulkner, Graduate Secretary

Type of Action:



ranked candidates, there must be clear evidence that the applicant is competent to pursue studies in the English language. Completion of a satisfactory TOEFL (Test of English as a Foreign Language), with a minimum score of 600, may be required before any offer of admission can be made.

Program Requirements

The M.S.N. program is designed to prepare graduates to function as leaders in a range of roles such as education, advanced practice, policy implementation, health-care management and nursing knowledge development. The program provides a basis for leadership in professional nursing practice and also creates a foundation for doctoral studies. Within the 33 credit program, the student may do a major essay (3 credits) or a thesis (6 credits).

The School offers a Nurse Practitioner (Family) option, within the M.S.N. program, that prepares family nurse practitioners who will work in primary care settings. Graduates will be prepared to assess, diagnose and treat common and predictable conditions across the lifespan. In contrast to the general M.S.N. program, this option comprises 54 credits of coursework designed to meet the competencies associated with CRNBC education program recognition so that graduates may sit in credentialing examinations and be eligible for provincial licensure. Applicants must meet the general requirements for admission to the M.S.N. program, have completed a minimum of three years of clinical practice as a registered nurse, demonstrate clinical excellence, and provide evidence of their ability to work autonomously.

Contact Information:

School of Nursing
T201-2211 Wesbrook Mall
Vancouver, BC V6T 2B5

Tel: 604-822-7446

Fax: 604-822-7466

Email: gro@nursing.ubc.ca

Web: www.school.nursing.ubc.ca

Peggy Faulkner, Graduate Programs
Assistant

Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Occupational and Environmental Hygiene Degrees Offered: Ph.D. M.Sc. Members Professors M. Brauer, M. Hodgson, S. M. Kennedy, K. E. Teschke. Associate Professors P. Demers. Assistant Professors K. Bartlett, W. Chu, H. Davies. Program Overview The vision of the School of Occupational and Environmental Hygiene is a world in which risks from occupational and environmental hazards are minimized by their recognition, evaluation and control, to the benefit of workplace and community health and well-being. Our mission is to enhance public health and well being through minimizing risks from occupational and environmental hazards by providing an outstanding education to students and professionals, by generating new knowledge through research, and by effectively communicating this knowledge.	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,281 Present Calendar Entry: Degrees Offered M.Sc. Ph.D. Program Overview Occupational and environmental hygiene is the study of occupational and environmental risk factors to human health. Its focus is the anticipation, recognition, evaluation, and control or management of such exposure risks. The School of Occupational and Environmental Hygiene offers programs leading to the Doctor of Philosophy or Master of Science degrees. For additional information, see The School of Occupational and Environmental Hygiene . For additional information and online applications, please visit the School of Occupational and Environmental Hygiene website . Doctor of Philosophy The School offers a Doctor of Philosophy program for advanced study and research in the area of Occupational and Environmental Hygiene. The Doctor of Philosophy is primarily a research degree; students should enter with a strong background in their field of study. Supervisory Committees A supervisory committee consists of the research supervisor and a minimum of two other faculty members to advise the student and



Students interested in research or professional careers in any aspect of workplace or community environmental exposures and their impact on human health are encouraged to apply. The School's major research themes include acoustics, noise and vibration; exposure assessment and epidemiology; analytical methods development using immunological, biological, chemical and microsensor methods; occupational and environmental respiratory disease; and risk assessment and translation of research to policy.

For additional information, see {1|10630|The School of Occupational and Environmental Hygiene} or our {H|www.soeh.ubc.ca|website}.

Doctor of Philosophy

Admission Requirements

The Doctor of Philosophy is a research degree; students should enter with a strong background in their field of study. The primary goal of the Ph.D. program is to develop the occupational and environmental hygiene researchers, university teachers, and policy makers of tomorrow. Applicants to the Ph.D. program are expected to meet the admission requirements of the {1|6755|Faculty of Graduate Studies}. Transfer from the Master's to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies.

Program Requirements

Students with a Master's degree in occupational or environmental sciences must complete a minimum of nine credits of courses; those from other disciplines must complete a minimum of 18 credits of courses including nine credits selected from a list of specified 'core' courses. Specific course requirements are determined by the student's supervisory committee in consultation with the student; additional courses may be necessary in support of the proposed thesis research. As research is the cornerstone of any doctoral program, emphasis will be on courses that promote an understanding of research methodologies. In addition to standard course work all doctoral students must participate in the School's research seminars throughout their doctoral program. All doctoral students are required to successfully complete a comprehensive examination. The major

develop the program of studies. The SOEH Graduate Advisor will be informed of the program of study and sign off once the program is approved.

Program

Each doctoral student's program is designed by the supervisory committee in consultation with the student to reflect individual requirements.

The first year of the doctoral program usually involves course work in preparation for the comprehensive examination and development of the thesis proposal. Students with a master's degree in occupational and environmental sciences must complete a minimum of 9 credits of courses selected in consultation with the supervisory committee. Students with master's degrees in other disciplines must complete a minimum of 18 credits of courses, selected in consultation with the supervisory committee; 9 of these credits must be selected from the list of courses provided for the research-option masters degree in Occupational and Environmental Hygiene. Specific course requirements are decided by the candidate's committee in consultation with the candidate; additional courses may be necessary in support of the proposed thesis research. In addition to the standard course work, all doctoral students must participate in the research in progress seminar (OCCH 640) throughout their doctoral program. This will be a pass/fail course.

Doctoral students take a comprehensive exam on the completion of their course requirements.

Students will design their research programs in consultation with their supervisory committee and prepare a thesis research proposal. After the thesis proposal has been approved, the candidate's efforts are devoted to research and preparation of the thesis.

Admissions

Applicants for admission must have a master's degree in occupational and/or environmental sciences or a related field (e.g., engineering, natural sciences, health sciences), with high academic standing from a recognized institution. To ascertain the School's ability to fulfil potential applicants' objectives, a statement is required describing the applicants' research interests and objectives; this should be submitted with the application package. An application will be considered complete when an application form, application fee, statement of objectives, curriculum vitae, two official copies of all



Requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Science

Admission Requirements

Applicants to the M.Sc. program are expected to meet the admission requirements of the {I|6755|Faculty of Graduate Studies}.

Program Requirements

Students in the Master of Science program may choose to follow a project or thesis option. Because of the varied backgrounds of students, both options are relatively course-intensive and include specific non-credit requirements related to adult education in addition to regular coursework.

Students in the **project option** must complete 11 mandatory courses, a six-credit project based on a 4-month co-op placement (culminating in a comprehensive technical report and presentations), and approved electives to make up a total of 45 credits of course and project work. After completion of all required components students must also pass a comprehensive examination.

The **thesis option** also comprises 45 credits of courses and research work. Students are required to complete three mandatory courses (including two research seminars), 16.5 credits of courses chosen from a list of specified 'core' courses, a further 12 credits of approved electives, and complete a 12-credit research thesis (culminating in an oral examination).

Further details regarding required courses and non-credit activities are available on the {H|www.soeh.ubc.ca|SOEH website}.

Contact Information:

School of Occupational and Environmental Hygiene
3rd Floor - 2206 East Mall LPC
Vancouver, BC V6T 1Z3

transcripts, three reference letters, and results of the Graduate Record Examination and the TOEFL, TWE and TSE (if required) have been received. A minimum TOEFL score of 600 (paper-based) or 250 (computer-based) is required.

Application deadline is February 28.

Applications to transfer to the Ph.D. program after completion of the first year of the master's program will be considered in exceptional cases. All applicants must satisfy the general regulations of the Faculty of Graduate Studies of UBC, and must be accepted by the School of Occupational and Environmental Hygiene Admissions Committee.

For more information, visit the [SOEH website](#). All documents and the appropriate application fee should be submitted to the School Office. The deadline for submitting complete applications is February 28.

Master of Science

An interdisciplinary program is offered leading to the Master of Science degree in Occupational and Environmental Hygiene. The program is designed to prepare students for careers in industry, government, or para-government sectors. The student must follow one of two options:

1. 39 credits of courses and a 6-credit project, requiring a minimum of 16 months of full-time study or equivalent amount of time on a part-time basis; or
2. 33 credits of courses and a 12-credit thesis, generally requiring 20 to 24 months of full-time equivalent work.

The required courses for the project option include: OCCH 501, 502, 503, 504, 506, 507*, 511, 512 or 510, 595, 598; plus CHBE 506*; HCEP 532; HCEP 533 and MECH 505. (*OCCH 507 and CHBE 506 are not currently offered)

Thesis students must complete:

- 4.5 credits of core courses: OCCH 501, OCCH 540, OCCH 595;
- 16.5 credits selected from the following list: OCCH 502, 503, 504, 505, 506, 507*, 508, 510, 511, 512; CHBE 506*; HCEP 530, 531, 532, 533, 534; MECH 505; PLAN 599;
- 12 credits of elective courses chosen in consultation with the thesis committee;



Tel: 604-822-9302
Fax: 604-822-9588
Email: soeh@interchange.ubc.ca
Web: www.soeh.ubc.ca

Crissy Giesbrecht, Graduate & Academic Assistant

- 12 credit thesis (OCCH 599).
(*OCCH 507 and CHBE 506 are not currently offered)

The program provides graduates not only with the proficiency to practice as a hygiene professional, but also with the intellectual, social and ethical groundwork to forge new approaches to issues affecting the health and well-being of the community.

Admission

Prospective applicants should have completed a bachelor's degree in such areas as the physical or health sciences or engineering. There are no specific prerequisite courses. In exceptional circumstances, candidates with other backgrounds or mature students whose work experience makes up for deficiencies in standing may be admitted with the permission of the Director of the School and the Dean of Graduate Studies. A typical class will have eight to twelve students.

Candidates should obtain application materials and more detailed information from the School of Occupational and Environmental Hygiene. Completed application forms must be received by the School by February 28 for admission in September. Students wishing to be considered for scholarship or fellowship support are encouraged to apply as early as possible in the fall of the year preceding the year to which admission is sought.

Contact Information

School of Occupational and Environmental Hygiene
3rd Floor-2206 East Mall
Vancouver, BC V6T 1Z3
Tel: 604-822-9595
Fax: 604-822-9588
Email: crissyg@interchange.ubc.ca
Website: www.soeh.ubc.ca

Ms. Crissy Giesbrecht, Graduate and Academic Assistant

Type of Action:
Edit Calendar entry.

Rationale:



	<p>The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.</p>
--	--



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Planning Degrees Offered: Ph.D. M.A.P. M.Sc.P. Members Professors <p>J. Berechman, P. D. Boothroyd, A. H. J. Dorcey, T. L. McDaniels, W. E. Rees, L. Sandercock, H. Schreier.</p> Associate Professors <p>L. C. Angeles, S. E. Chang, L. D. Frank, P. C. Gurstein, T. A. Hutton, M. Leaf.</p> Assistant Professors <p>M. A. Larice.</p> Program Overview <p>The School of Community and Regional Planning (SCARP) was created in 1952 and has one of the largest planning programs in Canada. The School's mission is to advance the transition to sustainability through excellence in integrated policy and planning research, professional education, and community service. We emphasize an integrated approach to planning through five concentrations or streams: urban policy and community development, international development, environmental and natural resources, urban design, and planning process and methods. The M.A.P. and M.Sc.P. degrees are recognized by the</p>	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,219 Present Calendar Entry: Degrees Offered <p><i>M.A.P., M.Sc.P.</i> <i>Ph.D.</i></p> Program Overview <p>The School of Community and Regional Planning (SCARP) was created in 1952 and has one of the largest planning programs in Canada. The School's mission is to advance the transition to sustainability through excellence in integrated policy and planning research, professional education, and community service. We emphasize an integrated approach to planning through four concentrations or streams: urban spatial planning, community development planning, environmental and natural resources planning, and international development planning. The School's master's degrees are recognized by the Canadian Institute of Planners and the American Institute of Certified Planners.</p> <p>SCARP's research arm, the Centre for Human Settlements, is involved in a variety of planning research projects focusing on urban development issues in both North and South America and Asia. In addition, two SCARP faculty are attached to Westwater Research in the Institute for Resources, Environment and Sustainability.</p> <p>Full details on SCARP can be found in The School of Community and Regional Planning section of the Calendar and on the School of Community and Regional Planning's website.</p> Contact Information



Canadian Institute of Planners and the American Institute of Certified Planners.

SCARP's research arm, the {I|9436|Centre for Human Settlements}, is involved in a variety of planning research projects focusing on urban development issues in both North and South America and Asia. In addition, two SCARP faculty are attached to the {I|9503|Westwater Research Unit} and four SCARP faculty are attached to the {I|9494|Institute for Resources, Environment and Sustainability}.

Full details on SCARP can be found in the chapter {I|2194|The School of Community and Regional Planning} and on the School of Community and Regional Planning's {H|www.scarp.ubc.ca|website}.

Doctor of Philosophy

Admission Requirements

The School offers a Doctor of Philosophy program for advanced study and research in the areas of its competence. Applicants for admission must have a Master's degree in Planning, or its equivalent, with high academic standing. To ascertain the School's ability to fulfill potential students' objectives, a statement of about 1000 words is required describing their research interests and objectives which should be submitted at least 1 month before the application deadline.

Transfer from the Master's to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies.

For more information, visit the SCARP {H|www.scarp.ubc.ca|website}. All documents and the appropriate application fee should be returned to the Director's Office. The deadline for submitting complete applications is December 1.

Program Requirements

The Doctor of Philosophy is primarily a research degree, so that students should enter with a strong background in their field of study. After 2 years of coursework and examinations, candidates devote their efforts toward thesis research.

All doctoral students are required to successfully complete a comprehensive examination. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies

School of Community and Regional Planning
433-6333 Memorial Road
Lasserre Building
Vancouver, BC V6T 1Z2
Tel: 604-822-3276
Fax: 604-822-3787
Website: www.scarp.ubc.ca

[Ms. Rhoda Thow](#), Administrator
[Ms. Eve Clarke](#), Ph.D. Admissions
[Ms. Patti Toporowski](#), Master's Admissions

Type of Action:
Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



requirements.

Master of Arts in Planning

The master's degree will be either a Master of Arts (Planning) or a Master of Science (Planning), whichever best describes the academic background of the student and the course of studies chosen for the Master's degree.

Admission Requirements

Students admitted to the M.A.P. degree program normally possess a bachelor's degree in a related area, and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate Studies.

Program Requirements

The M.A.P. or M.Sc.P. degree is awarded upon satisfactory completion of a program consisting of 60 credits, including a thesis or project, over two academic years. Those students who wish to develop a strong specialization may satisfy a significant proportion (up to 12 credits) of this requirement through courses in other departments.

Full details on Master's programs can be found in the chapter {I|2198|The School of Community and Regional Planning} and on the School of Community and Regional Planning's {H|www.scarp.ubc.ca/website}.

Master of Science in Planning

The master's degree will be either a Master of Arts (Planning) or a Master of Science (Planning), whichever best describes the academic background of the student and the course of studies chosen for the Master's degree.

Admission Requirements

Same as Master of Arts in Planning.

Program Requirements

See Master of Arts in Planning



Contact Information:

The School of Community and Regional
Planning
#433-6333 Memorial Road
Vancouver, BC V6T 1Z2

Tel: 822-3267

Fax: 822-3787

Email: ptop@interchange.ubc.ca or
phdscarp@interchange.ubc.ca

Web: www.scarp.ubc.ca

**Patti Topoworski (Master's) Doris Jow
(PhD),** Master's or Ph.D. Admissions



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Resource Management and Environmental Studies Degrees Offered: Ph.D. M.A. M.Sc. <i>Members of the Faculty of Graduate Studies</i> Professors H. Dowlatabadi, K. Hall, M. J. Healey, T. McDaniels, J. B. Robinson, H. E. Schreier, I. B. Vertinsky. Associate Professors S. Chang, L. Frank, S. Hinch. Assistant Professors T. Satterfield. <i>Program Overview</i> The Institute for Resources, Environment and Sustainability provides interdisciplinary graduate study through the Resource Management and Environmental Studies program (RMES). RMES provides a home for graduate students focusing on the integration of the biophysical (ecological) and the socio-economic and political realities of resource management within the context of a sustainable healthy environment. Students in RMES develop academic programs for their graduate degrees tailored to draw on the expertise of faculty from across the campus,	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,298 Present Calendar Entry: Degrees Offered <i>M.A., M.Sc.</i> <i>Ph.D.</i> Program Overview Aspects of resource management are available in a number of disciplinary units at the University of British Columbia. The breadth and synthesis of knowledge required to deal with issues that confront resource managers, scientists and decision-makers is unprecedented in the history and practices of environmental resource use. These realities lead to the development of the interdisciplinary program in Resource Management and Environmental Studies. Recognizing the need to integrate the social and the natural (engineering) sciences, the program offers a Ph.D., M.A. and M.Sc. The Resource Management and Environmental Studies graduate program's objective is to aid students to develop an holistic understanding of the ecological, social and economic dimensions of natural resource use and environmental interactions. The program advises students of options in resource management and environmental studies and provides a forum to facilitate life-long learning skills. The Resource Management and Environmental Studies program co-ordinates and supervises these student-tailored programs. All faculty members within the Faculty of Graduate Studies are potential supervisors and serve on graduate student supervisory committees. Students entering come from diverse backgrounds. Individual and flexible programs of study are designed to take previous training and interest into account. Students are required to



as well as the private and public sectors. To enable students to develop unique graduate programs that capture the breadth of their previous educational experience and their academic and career goals, the RMES program offers either an M.A. or M.Sc. option as well as a Ph.D. Supervisors of graduate students, as well as members of the supervisory committee, are selected from across the University representing the faculties of Arts, Science, Applied Science, Law and Graduate Studies.

Doctor of Philosophy

Admission Requirements

The academic program is flexible and, to a large extent, tailored to the educational goals of the student. A thesis proposal is required at the time of formal application to the program. The thesis proposal facilitates the selection of an appropriate supervisor, supervisory committee and individual academic direction. Students admitted to the Ph.D. degree program normally possess a master's degree, with clear evidence of research ability or potential. Transfer from the Master's to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies.

Program Requirements

The Ph.D. program involves intensive research resulting in an original and scholarly contribution to knowledge in the field of study. The student is expected to initiate and develop a research plan in consultation with their supervisory committee. The program, because of its comprehensive nature normally requires 3 to 4 years for completion. Students admitted to the RMES program will be required to take RMES 500, RMES 501 and RMES 502, or equivalent courses as recommended by the supervisory committee. Additional coursework may be selected in consultation with the student's supervisory committee and approved by the graduate program chair.

Doctoral students are required to successfully complete a comprehensive examination and required coursework within 24 months of entering into the Program. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

take core Resource Management and Environmental Studies courses, as well as courses to be approved by the supervisory committee and chair.

Acceptance into the program is dependent upon meeting the admission requirements of the Faculty of Graduate Studies, submission by the student of a thesis proposal acceptable to the Resource Management and Environmental Studies Committee, and acceptance by a faculty member willing to act as the student's supervisor.

The program serves as a mechanism of graduate education and training in interdisciplinary research units at the University, including the Fisheries Centre, Sustainable Development Research and Westwater Research (within the Institute for Resources, Environment and Sustainability) as well as individually designed graduate programs.

Admission

In addition to the usual requirements stated by the Faculty of Graduate Studies, each applicant is required to submit a thesis prospectus or statement outlining the issue to be addressed, the relevance of the issue, the objectives of the research, and proposed methods.

The completed application will be considered by an admissions committee. This committee will make recommendations to the Chair of the program that in turn will make recommendations to the Dean of the Faculty of Graduate Studies. Foci for applicants include human ecology, ecological policy analysis, aquatic resources, land management, riparian and coastal environments, natural resource dynamics, alternate energy resources, wilderness conservation and management, anthropogenic effects on environment and resource use, risk assessment, governance, and sustaining the human enterprise.

Doctor of Philosophy

For the Doctor of Philosophy, all candidates must complete Resource Management and Environmental Studies 500, 501, 502 (or equivalent). The remainder of the academic program is determined by the candidate and the supervisory committee.

Master of Arts and Master of Science



Master of Arts

The master's degree provides students with the opportunity to broaden their academic and research experience. The student's background, the selection of the thesis topic, the approach to research, and the program electives, govern whether the M.A. or M.Sc. degree program is pursued.

Admission Requirements

All applicants must meet the Faculty of Graduate Studies' minimum academic standards for admission

Degree Requirements

A research investigation producing a scholarly contribution to the particular area of study is necessary. Normally, these programs will take 2 years to complete, including at least 1 year of residence.

The master's degree requirement is a minimum of 36 credits, including a 12-credit thesis. Of the remaining 24 credits of course work, at least 16 credits must be in courses numbered 500 or above. The academic program must be approved by the supervisory committee and the graduate program chair. The intent of the program is to ensure that the student research and write an integrative thesis. Upon completion of the thesis, an external examiner (on or off campus) will be appointed to the examination committee for the thesis defence.

Master of Science

The master's degree provides students with the opportunity to broaden their academic and research experience. The student's background, the selection of the thesis topic, the approach to research, and the program electives, govern whether the M.A. or M.Sc. degree program is pursued.

For the master's degree, the following 36 credits are the minimum requirement for graduation: 12 credits of required courses (including RMES 502), 12 credits of electives, and a 12-credit research thesis. The student's previous academic background, the choice of electives, and the focus of the research thesis determine whether the M.A. or M.Sc. program is followed. Part-time study is not encouraged, and program without thesis is not permitted. All students must complete Resource Management and Environmental Studies 501 and 502 (or equivalent).

Contact Information

Institute for Resources, Environment and Sustainability
464-2206 East Mall
Vancouver, BC V6T 1Z3
Tel: 604-822-9249
Fax: 604-822-9250
Email: rmesgrad@ires.ubc.ca
Website: www.ires.ubc.ca

Ms. Leslie K. Stephenson, Graduate Administrator

Ms. Jennifer Shaw, Graduate Program Coordinator

Type of Action:
Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



Admission Requirements

Same as M.A.

Program Requirements

Same as M.A.

Contact Information:

Institute for Resources, Environment and
Sustainability
Rm 464 - 2206 East Mall
Vancouver, BC V6T 1Z3

Tel: 604-822-9249

Fax: 604-822-9250

Email: rmesgrad@ires.ubc.ca

Web: www.rmes.ubc.ca

Lisa Belanger, Graduate Program
Coordinator



UBC Curriculum Proposal Form Change to Course or Program

Category: 2

Faculty: Arts Department: School of Library, Archival and Information Studies Faculty Approval Date: Effective Session: Winter Term: 1 Year: 06-07 for Change	Date: December 1, 2005 Contact Person: Heather MacNeil Phone: 604-822-6365 Email: hmacneil@interchange.ubc.ca
Proposed Calendar Entry: The Joint Degree Program is designed to allow students to earn both a Master of Archival Studies and a Master of Library and Information Studies within a reasonable period of time (generally between three and five years). Students considering this option should carefully read the descriptions, including the sections regarding undergraduate preparation for each of the two individual degrees. Students who wish to complete the Joint Degree Program should indicate this as early as possible, preferably on their application submitted to the School prior to admission, or following admission by speaking to a faculty advisor. Admission Prospective applicants may address enquiries and applications for admission to the Admissions Secretary, School of Library, Archival and Information Studies. Specify the Joint M.A.S./M.L.I.S Degree Program. The Joint Degree Program accepts only students whose personal and academic qualifications appear to make them suitable for successful practice in library, archival, and information professions. The Joint Degree Program has a limited enrolment. The number of qualified applicants exceeds the number of available places. In recent years, therefore, those accepted have shown academic ability above the minimum	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,208,368,0 Present Calendar Entry: The Joint Degree Program is designed to allow students to earn both a Master of Archival Studies and a Master of Library and Information Studies within a reasonable period of time (generally between three and five years). Students considering this option should carefully read the descriptions, including the sections regarding undergraduate preparation for each of the two individual degrees. Students who wish to complete the Joint Degree Program should indicate this as early as possible, preferably on their application submitted to the School prior to admission, or following admission by speaking to a faculty advisor. Admission See information under <u>Master of Library and Information Studies</u> or <u>Master of Archival Studies</u> degree programs. Language Requirement See information under <u>Master of Library and Information Studies</u> or <u>Master of Archival Studies</u> degree programs.



required standard specified below.

Students who are applying for the Joint Degree Program must be admitted to both the M.L.I.S. and the M.A.S. programs. For admission to the M.L.I.S. program and the M.A.S. program, a candidate must:

1. possess a four-year bachelor's degree (or its equivalent) from a recognized university in a discipline acceptable to the Admissions Committee for the program;
2. have achieved a minimum overall average in the 'B+' range (76% at UBC) in third- and fourth-year level courses of a bachelor's degree; and
3. show promise of superior professional performance as attested by letters of reference and the SLAIS questionnaire.

Applicants to the program from international institutions will be considered on a case-by-case basis for eligibility. An applicant possessing a bachelor's degree or its academic equivalent who does not meet the requirements of point two above should contact the School's Student Services Coordinator for information regarding possible qualifying course work.

Language Requirement

See information under [Master of Library and Information Studies](#) or [Master of Archival Studies](#) degree programs.

Supervision

Candidates ~~meeting the admission standards above~~ **admitted to the Joint Degree program** will register in the School of Library, Archival and Information Studies and will be assigned an advisor from each of the two degree programs.

Degree Requirements

~~The two master's degrees, M.A.S. and M.L.I.S., are awarded on the completion of 81 credits of work approved by the School plus required non-credit studies such as the practicum in the M.L.I.S. program. Students must complete the following:~~

Supervision

Candidates meeting the admission standards above will register in the School of Library, Archival and Information Studies and will be assigned an advisor from each of the two degree programs.

Degree Requirements

The two master's degrees, M.A.S. and M.L.I.S., are awarded on the completion of 81 credits of work approved by the School plus required non-credit studies such as the practicum in the M.L.I.S. program. Students must complete the following:

1. the required courses in the M.L.I.S. program: LIBR 500, 510, 540, 560, 570, 590, and two three-credit LIBR elective courses (21 credits);
2. the required courses in the M.A.S. program: ARST 510, 515, 516, 520, 530, 540, and 587 (21 credits);
3. either LIBR 500 or ARST 593B (3 credits);
4. 15 credits in the M.L.I.S. program;
5. 15 credits in the M.A.S. program; and,
6. 6 additional credits in either program.

Students in the two degrees should not take courses outside those offered in the M.A.S. and M.L.I.S. programs.

Practicum/Internship

A required non-credit practicum provides direct library experience under actual



- ~~1. the required courses in the M.L.I.S. program: LIBR 500, 501, 502, 503, 504, 505, and two three-credit LIBR elective courses (24 credits);~~
- ~~2. the required courses in the M.A.S. program: ARST 510, 515, 516, 520, 530, 540, 587, and 593B (24 credits);~~
- ~~3. students may take either LIBR 500 or ARST 593B, students may not take both;~~
- ~~4. students may take either LIBR 505 or ARST 591 (3 credits), students may not take both;~~
- ~~5. 15 credits in the M.L.I.S. program;~~
- ~~6. 15 credits in the M.A.S. program; and,~~
- ~~7. 6 additional credits in either program.~~

~~Students in the two degrees cannot take courses outside those offered in the M.A.S. and M.L.I.S. programs.~~

Degree Requirements

The two master's degrees, M.A.S. and M.L.I.S., are awarded on the completion of a total of 81 credits of work approved by the School. Students must complete the following:

A total of 81 combined ARST and LIBR credits (39 ARST credits; 39 LIBR credits, and 3 additional credits that can be either ARST or LIBR).

Within the total of 81 credits, each student must take:

ARST 510, ARST 515, ARST 516, ARST 520, ARST 530, and ARST 540 (3 credits each for a total of 18 credits)

library operating conditions. In addition, some field experience in an archival repository is highly desirable for a student who has had limited prior contact with the work of the practicing archivist. These two work experiences will be scheduled in consultation with the student's advisors.

Co-operative Work Program

Students who have completed 24 credits of course work are eligible to apply to the School's co-op work program. Applications are submitted in September, and the work period begins in May of the following year. Depending on their needs, students may elect to take a term of work lasting either four months (May - August) or eight months (May - December), or do two consecutive four-month terms (May - August and September - December). Students are paid for their work according to industry standards. Students do not receive academic credit for their work, but participation in the co-op work program is noted on transcripts.

Thesis

A student with research interests may elect to write a thesis in one of the two fields, but not both. Consultation with the appropriate faculty advisor should begin before the student has completed one-half of the required courses.

Type of Action:

Change in program requirements

Rationale:

Course numbers have been changed for the LIBR courses. The proposed Calendar change shows the new numbers.



LIBR 501, LIBR 502, LIBR 503 (3 credits each for a total of 9 credits)

LIBR 595 (0 credits)

Either ARST 593B or LIBR 500 (3 credits; students cannot take both)

Either ARST 591 or LIBR 505 (3 credits; students cannot take both)

Either ARST 570 or LIBR 504 (3 credits; students cannot take both)

Either ARST 587 or LIBR 587 (3 credits; students cannot take both)

Students cannot take courses other than those designated as ARST or LIBR.

Practicum/Internship

A required non-credit practicum provides direct library experience under actual library operating conditions. In addition, some field experience in an archival repository is highly desirable for a student who has had limited prior contact with the work of the practicing archivist. These two work experiences will be scheduled in consultation with the ~~student's advisors~~ SLAIS Student Services Coordinator.

Co-operative Work Program

Students who have completed 24 credits of course work are eligible to apply to the School's co-op work program. Applications are submitted in September, and the work period begins in May of the following year. Depending on their needs, students may elect to take a term of work lasting either four months (May - August) or eight months (May - December), or do two consecutive four-month terms (May -



August and September - December).

Students are paid for their work according to industry standards. Students do not receive academic credit for their work, but participation in the co-op work program is noted on transcripts.

Thesis

A student with research interests may elect to write a thesis in one of the two fields, but not both. Consultation with the appropriate faculty advisor should begin before the student has completed one-half of the required courses.



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Education Department: ECPS Faculty Approval Date: June 20, 2006 Effective Session <u>W</u> Term <u>1</u> Year 2006 <u> </u> for Change	Date: June 5, 2006 Contact Person: Laurie Ford Phone: 822-0091 Email: laurie.ford@ubc.ca
Proposed Calendar Entry: School Psychology Degrees Offered <i>Ph.D., M.A., M.Ed.</i> Members Professor S. Hymel. Associate Professors R. Ervin, L. Ford. Assistant Professors W. McKee, K. McIntosh , L. Miller. Program Overview The School Psychology graduate program prepares students to become psychologists who work in schools, academic, research, community and private practice settings. The primary goal of the program is to develop professional psychologists whose research, training and practice activities increase the educational and	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,230 Present Calendar Entry: (Currently at Curriculum Committee; Approved by Department and Faculty) School Psychology Degrees Offered <i>Ph.D., M.A., M.Ed.</i> Members Professor S. Hymel. Associate Professors R. Ervin, L. Ford. Assistant Professors W. McKee, L. Miller. Program Overview The School Psychology graduate program prepares students to become psychologists who work in schools, academic, research, community and private practice settings. The primary goal of the program is to develop



psychological well-being of children and youth. The program follows a scientist-practitioner model, with emphasis on the integration of theory, research and clinical skills. Training encompasses academic, social, behavioral, consultation, intervention and prevention domains, and students receive training in the integration of assessment and intervention, and in relevant professional, legal and ethical issues. Science and professional practice are viewed as interactive and complementary, with research integrated across core psychological and educational foundations, as well as relevant practical experiences at all levels of the program. The program places a strong emphasis on evidence-based prevention, intervention, and systems-level change. In addition school psychology training at UBC maintains a strong appreciation for diversity, in terms of the populations served, the students admitted, the issues and elements of practice examined and trained, and the provision of skills and experiences in working with a broad range of clients, families, and settings.

Doctor of Philosophy

The doctoral program in school psychology is designed to prepare psychologists who can serve as practitioners and supervisors in the field, trainers of school psychologists, researchers, and leaders in school psychology.

Admission Requirements

In addition to the minimum admission requirements set by the Faculty of Graduate Studies, students admitted to the Ph.D. degree program normally possess a MA in School Psychology equivalent to the requirements of the UBC MA program. Prerequisites not met prior to entry may be included in the doctoral program of study. Transfer from the MA to the Ph.D. program

professional psychologists whose research, training and practice activities increase the educational and psychological well-being of children and youth. The program follows a scientist-practitioner model, with emphasis on the integration of theory, research and clinical skills. Training encompasses academic, social, behavioral, consultation, intervention and prevention domains, and students receive training in the integration of assessment and intervention, and in relevant professional, legal and ethical issues. Science and professional practice are viewed as interactive and complementary, with research integrated across core psychological and educational foundations, as well as relevant practical experiences at all levels of the program. The program places a strong emphasis on evidence-based prevention, intervention, and systems-level change. In addition school psychology training at UBC maintains a strong appreciation for diversity, in terms of the populations served, the students admitted, the issues and elements of practice examined and trained, and the provision of skills and experiences in working with a broad range of clients, families, and settings.

Doctor of Philosophy

Admission Requirements

In addition to the minimum admission requirements set by the Faculty of Graduate Studies, students admitted to the Ph.D. degree program normally possess a MA in School Psychology equivalent to the requirements of the UBC MA program. Prerequisites not met prior to entry may be included in the doctoral program of study. Transfer from the MA to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies.

Students are required to complete the



is permitted under regulations set by the Faculty of Graduate Studies.

Students are required to complete the GRE with a minimum score of 500 in both verbal and quantitative categories. Applicants for whom English is not their primary language should write the GRE but inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based) or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking).

Program Requirements

The typical doctoral program is 39 credits, beyond completion of the UBC School Psychology M.A. or equivalent program.

With an emphasis on leadership in facilitating systems-level change, all students take course work in school, family and community systems and diversity issues (9 credits), as well as coursework in professional practice (e.g. prevention, intervention, assessment) (6 credits) and research methodology (9 credits). Students complete supervision and specialty practicum placements (3 credits each), as well as a year long pre-doctoral internship (9 credits). All doctoral students are required to successfully complete a comprehensive examination. The final requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Arts

Admission Requirements

In addition to the minimum admission requirements set by the Faculty of Graduate Studies (normally, a four-year bachelor's degree with a B+ average in third and fourth year-level course work) in a relevant area of study, students are required to meet the following pre-requisite requirements:

- a minimum of 18 credits in Psychology, Educational Psychology or Special

GRE with a minimum score of 500 in both verbal and quantitative categories. Applicants for whom English is not their primary language should write the GRE but inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based) or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking).

Program Requirements

The doctoral program in school psychology is designed to prepare psychologists who can serve as practitioners and supervisors in the field, trainers of school psychologists, researchers, and leaders in school psychology. The typical doctoral program is 45 credits, beyond completion of the UBC School Psychology M.A. or equivalent program.

With an emphasis on leadership in facilitating systems-level change, all students take course work in school, family and community systems and diversity issues (9 credits), as well as course work in professional practice (e.g. prevention, intervention, assessment) (6 credits) and research methodology (9 credits). Students complete supervision and specialty practicum placements (3 credits each), a year-long doctoral research seminar (6 credits), as well as a year long pre-doctoral internship (9 credits). All doctoral students are required to successfully complete a comprehensive examination. The final requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements

Master of Arts

Admission Requirements

In addition to the minimum admission requirements set by the Faculty of Graduate Studies (normally, a four-year bachelor's degree with a B+ average in third and fourth year-level course work) in a relevant area of study, students are required to meet the following pre-requisite



<p>Education and related disciplines,</p> <ul style="list-style-type: none">- senior-level course work in measurement, statistics, and research methodology,- evidence of suitability for professional work with school-aged populations, including successful work experience with school-aged populations, school-based experience and/or teacher certification. <p>Students are required to complete the GRE with a minimum score of 500 in both verbal and quantitative categories. Applicants for whom English is not their primary language should write the GRE but inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based) or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking).</p> <p>Program Requirements</p> <p>The 69-credit SCPS Master of Arts (M.A.) program requires three years of full time study, including both on-campus courses and school-based practicum/internship experiences. Students are required to complete a sequence in School Psychology Practice including coursework in professional, ethical and legal issues in school psychology (3 credits); consultation (6 credits); and cognitive (3 credits), academic (6 credits), and social-emotional (3 credits) assessment and intervention; school-based interventions (3 credits); coursework in Psychological Foundations including human development (3 credits), history of psychology (3 credits), biological basis of behavior (3 credits), social basis of behavior (3 credits) and cognitive bases of behavior (3 credits) and psychopathology (3 credits). Research coursework includes: statistics (6 credits) and a Masters thesis (6 credits). A two-term integrated field practicum is completed in year two</p>	<p>requirements:</p> <ul style="list-style-type: none">- a minimum of 18 credits in Psychology, Educational Psychology or Special Education and related disciplines,- senior-level course work in measurement, statistics and research methodology,- evidence of suitability for professional work with school-aged populations, including successful work experience with school-aged populations, school-based experience and/or teacher certification. <p>Students are required to complete the GRE with a minimum score of 500 in both verbal and quantitative categories. Applicants for whom English is not their primary language should write the GRE but inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based) or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking).</p> <p>Program Requirements</p> <p>The 69-credit SCPS Master of Arts (M.A.) program requires three years of full time study, including both on-campus courses and school-based practicum/internship experiences. Students are required to complete a sequence in School Psychology Practice including course work in professional, ethical and legal issues in school psychology (3 credits); consultation (6 credits); and cognitive (3 credits), academic (6 credits), and social-emotional (3 credits) assessment and intervention; school-based interventions (3 credits); course work in Psychological Foundations including human development, history of psychology, biological, social and cognitive bases of behavior and psychopathology (3 credits each). Research coursework includes: statistics (6 credits) and a Masters</p>
---	---



(6 credits) in addition to the intensive school-based practicum/internship in year three (9 credits).

For B.C. teachers: Teacher Qualification Service requires a capstone experience (thesis).

Master of Education

Admission Requirements

In addition to the minimum admission requirements set by the Faculty of Graduate Studies (normally, a four-year bachelor's degree with a B+ average in third and fourth year-level course work) in a relevant area of study, students are required to meet the following pre-requisite requirements:

- a minimum of 18 credits in Psychology, Educational Psychology or Special Education and related disciplines,
- senior-level course work in measurement, statistics, and research methodology,
- evidence of suitability for professional work with school-aged populations, including successful work experience with school-aged populations, school-based experience and/or teacher certification.

Students are required to complete the GRE with a minimum score of 500 in both verbal and quantitative categories. Applicants for whom English is not their primary language should write the GRE but inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based) or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking).

Program Requirements

The 63-credit SCPS Master of Education (M.Ed.) program requires three years of full time study, including both on-campus courses and school-

thesis (6 credits). A two-term integrated field practicum is completed in year two (6 credits) in addition to the intensive school-based practicum/internship in year three (9 credits).

For B.C. teachers: Teacher Qualification Service requires a capstone experience (thesis).

Master of Education

Admission Requirements

In addition to the minimum admission requirements set by the Faculty of Graduate Studies (normally, a four-year bachelor's degree with a B+ average in third and fourth year-level course work) in a relevant area of study, students are required to meet the following pre-requisite requirements:

- a minimum of 18 credits in Psychology, Educational Psychology or Special Education and related disciplines,
- senior-level course work in measurement, statistics and research methodology,
- evidence of suitability for professional work with school-aged populations, including successful work experience with school-aged populations, school-based experience and/or teacher certification.

Students are required to complete the GRE with a minimum score of 500 in both verbal and quantitative categories. Applicants for whom English is not their primary language should write the GRE but inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based) or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking).

Program Requirements

The 63-credit SCPS Master of Education (M.Ed.) program requires



based practicum/internship experiences. Students are required to complete a sequence in School Psychology Practice including course work in professional, ethical and legal issues in school psychology (3 credits); consultation (6 credits); and cognitive (3 credits), academic (6 credits), and social-emotional (3 credits) assessment and intervention; school-based interventions (3 credits); course work in Psychological Foundations including human development(3 credits), history of psychology(3 credits), biological basis of behavior (3 credits), social basis of behavior (3 credits)and cognitive bases of behavior and psychopathology (3 credits). Research coursework includes: statistics (3 credits). A two-term integrated field practicum is completed in year two (6 credits) in addition to the intensive school-based practicum/internship in year three (9 credits).

MEd students participate in a graduating seminar (3 credits) that brings together their goals and objectives as well as their accomplishments and experiences throughout the program in the development of a professional portfolio.

For B.C. teachers: Teacher Qualification Service requires a capstone experience met in this program with the development of a professional portfolio.

Contact Information:

Department of Educational and
Counselling Psychology, and Special
Education
2125 Main Mall
Vancouver, BC V6T 1Z4

Tel: 604-822-5351
Fax: 604-822-3302
Email: derek.gagnier@ubc.ca

three years of full time study, including both on-campus courses and school-based practicum/internship experiences. Students are required to complete a sequence in School Psychology Practice including course work in professional, ethical and legal issues in school psychology (3 credits); consultation (6 credits); and cognitive (3 credits), academic (6 credits), and social-emotional (3 credits) assessment and intervention; school-based interventions (3 credits); course work in Psychological Foundations including human development, history of psychology, biological, social and cognitive bases of behavior and psychopathology (3 credits each). Research coursework includes: statistics (3 credits). A two-term integrated field practicum is completed in year two (6 credits) in addition to the intensive school-based practicum/internship in year three (9 credits).

MEd students participate in a graduating seminar (3 credits) that brings together their goals and objectives as well as their accomplishments and experiences throughout the program in the development of a professional portfolio.

For B.C. teachers: Teacher Qualification Service requires a capstone experience met in this program with the development of a professional portfolio.

Contact Information:

Department of Educational and
Counselling Psychology, and Special
Education
2125 Main Mall
Vancouver, BC V6T 1Z4

Tel: 604-822-5351
Fax: 604-822-3302
Email: derek.gagnier@ubc.ca



<p>Web: www.ecps.educ.ubc.ca</p> <p>Derek Gagnier, Graduate Secretary</p>	<p>Web: www.ecps.educ.ubc.ca</p> <p>Derek Gagnier, Graduate Secretary</p> <p>Type of Action: Change in program requirements: Remove 6 credit Doctoral seminar identified as EPSE 601a and EPSE 601b from PhD program requirements, Correct number of credits required for MA program (should be 66). Add the name of new faculty member to the list of program faculty.</p> <p>Rationale: EPSE 601a and EPSE 601b were departmental requirements for students in 4 of 5 program areas in the department. This requirement was recently dropped at the department level. The SCPS program currently requires two doctoral seminars (School Systems and Community Systems) for all students in addition to a sequence in doctoral research. Given the length of the program, the two required seminars and the removal of EPSE 601a & EPSE 601b as a department requirement, the SCPS program wants to remove these two as required courses.</p> <p>ID Number for All Supporting Documents:</p> <p>Faculty Approval Date: June 20, 2006</p>
---	---



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Social Work and Family Studies Degrees Offered: Ph.D. Members Professors A. Martin-Matthews, D. Perlman, G. Riches, M. Russell, J. White. Associate Professors P. Johnson, E. Kruk, P. McNicoll, O'Connor, B. O'Neill, J. Ponzetti, T. Stainton, R. Sullivan, F. Tester, R. Vedan. Assistant Professors S. Cadell, G. Charles, S. Marshall, P. Riano- Alcala, M. Wright, M. C. Yan, C. Yodanis. Program Overview The Ph.D. Program in Social Work and Family Studies provides students with a background in social work, social policy, social development or family studies, an opportunity for advanced scholarship and professional growth in the context of a research-intensive program. Specializing in either Social Work or Family Studies, students are prepared for university teaching and research (theoretical and applied), including program evaluation. The program can also provide critical components for professional practice in research, policy analysis and human service management.	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,300 Present Calendar Entry: Degrees Offered <i>M.S.W., Ph.D.</i> Master of Social Work The School of Social Work and Family Studies offers advanced studies in social work. The Master of Social Work program (M.S.W.) requires the completion of 33 credits, with a minimum of six credits to be completed in each of the following areas: theoretical foundations and policy, social work practice, research, and elective course work. Students can choose between a graduating essay or a thesis. The graduating essay option is for those students intending to specialize in direct social work practice, with an emphasis on the integration of theory and practice. The graduating essay is 3 credits and a 6 credit practicum is required. Students selecting the thesis option intend to carry out an in-depth research study of an original nature. The thesis is worth 6 credits and students choosing this option are required to complete a shorter practicum worth 3 credits. Specialized areas of study include child and family services, services for women, culturally specific services, and social and community development. Students may also take courses outside the School to a maximum of 12 credits to meet their learning objectives. General admission requirements include a Bachelor of Social Work (B.S.W.) degree or equivalent and at least 3 credits of courses work in statistics. Other factors considered are: competitive academic standing (GPA), Study Plan, professional social work experience, and letters of reference.



Via their program of work, students are expected to acquire a basic grounding in the core theoretical paradigms relevant to their course of study and quantitative and qualitative research methods, as well as specialized competencies in the methodological skills necessary for productive scholarship in the substantive area of their chosen research. A research-based dissertation adding to the field's knowledge base is the capstone of this program.

Following the comprehensive examination, the student will present a formal thesis proposal for approval by the candidate's committee before proceeding to the research that will culminate in a formal thesis defense. The major requirement of the Ph.D. is completion of a research thesis reporting significant and original scientific research.

For information on Master's programs, please see the listings under {I|1234|Family Studies} and {I|1234|Social Work}.

Doctor of Philosophy

Admission Requirements

A master's degree in Social Work or Family Studies, or other related fields of study are normally required for admission. **Entering students are expected to have 3-unit graduate level courses in statistics, quantitative methods and qualitative methods; however, one methods course can be made up in year one. Transfer from the master's to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies.**

Program Requirements

Students entering the Ph.D. program will be required to spend a minimum of two terms of uninterrupted duration (8 months) in full-time status at the University. Students in the program will be expected to take at least 15 units of coursework including:

- SWFS 601: Social Work and Family Studies Doctoral Seminar
- SWFS 621: Social Theory, Ideology and Ethics
- A 3-credit substantive course selected with

Completion of the program normally requires a minimum of twelve months of full-time studies, beginning in September. Part-time study consisting of a minimum of three years is available. The School, in collaboration with the University Colleges of the Cariboo and Okanagan, offers an off-campus Master of Social Work. **Applications are not currently accepted for this program.**

The School also participates in a doctoral program of Individual Interdisciplinary Studies, offered by the Faculty of Graduate Studies. Acceptance is contingent upon excellent academic performance and the development of an interdisciplinary research proposal acceptable to the Faculty of Graduate Studies. Students holding a Master of Social Work typically require undergraduate and advanced courses in other disciplines in order to prepare such a proposal.

PhD Program in Social Work and Family Studies

with specialization in either Social Work or Family Studies

The Ph.D. Program in Social Work and Family Studies provides students with a background in social work, social policy, social development or family studies, opportunities for advanced scholarship and professional growth in the context of a research-intensive program. It prepares students for university teaching and research, including program evaluation, and provides a critical component for policy analysis and human service management. Students are expected to take course work in relevant theory, methods (quantitative & qualitative) and a doctoral seminar. Via their program of work, students are expected to acquire a basic grounding in the core theoretical paradigms relevant to their course of study, in quantitative and qualitative research methods as well as specialized competencies in the methodological skills necessary for productive scholarship in the substantive area of their chosen research. A research-based dissertation adding to the field's knowledge base is the capstone of this program.

A master's degree in Social Work or Family Studies, or other related fields of study are normally required for admission. Although deficiencies can be made up, entering students are expected to have 3-unit graduate level courses in statistics, quantitative methods and qualitative methods. Students entering the Ph.D. program will be required to spend a minimum of two terms of uninterrupted duration (8 months)



Advisory Committee's approval and;

- Two of the Following Three Courses 1
- 1) SWFS 623: Advanced Data Analysis in Social Work and Family Studies
- 2) SWFS 654: Advanced Qualitative Inquiry
- 3) EPSE 591: Theory and Practice of Program Evaluation.

Students may substitute one methods course with the approval of the Doctoral Program Coordinator.

Appropriate coursework will be selected in consultation with the student's supervisory committee and will depend on the student's background and field of study. All students are expected to be admitted to candidacy within two years of initial registration. To do this, students must:

- 1) complete their residency and all required courses
- 2) pass their comprehensive examinations
- 3) have their dissertation proposal approved.

All doctoral students are required to successfully complete a comprehensive examination. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Contact Information:

The School of Social Work and Family Studies
2080 West Mall
Vancouver, BC V6T 1Z2

Tel: 604-822-2609

Fax: 604-822-8656

Email: socialwork.familystudies@ubc.ca

Web: www.swfs.ubc.ca

Rosemary Usher, Program Advisor,
Marjorie Paukner, Admissions Secretary

in full-time status at the University. Students in the program will be expected to take at least 15 units of course including:

- SWFS 601: Social Work and Family Studies Doctoral Seminar
- SWFS 621: Social Theory, Ideology and Ethics
- A 3-credit substantive course selected with Advisory Committee's approval and;
Two of the Following Three Courses¹
- SWFS 623: Advanced Data Analysis in Social Work and Family Studies
- SWFS 654: Advanced Qualitative Inquiry
- EPSE 591: Theory and Practice of Program Evaluation.

¹Students may substitute one methods course with the approval of the Doctoral Program coordinator.

Appropriate coursework will be selected in consultation with the candidate's committee and will depend on the student's background and field of study. All students are expected to be admitted to candidacy within two years of initial registration. To do this, students must:

1. complete their residency and all required courses
2. pass their comprehensive examinations
3. have their dissertation proposal approved.

Following the comprehensive examination, the student will present a formal thesis proposal for approval by the candidate's committee before proceeding to the research that will culminate in a formal thesis defense. The major requirement of the Ph.D. is completion of a research thesis reporting significant and original scientific research.

Contact Information

The School of Social Work and Family Studies
2080 West Mall
Vancouver, BC V6T 1Z2
Tel: 604-822-2609
Fax: 604-822-8656
Email: SocialWork.FamilyStudies@ubc.ca
Website: www.swfs.ubc.ca



	<p>Ms. Rosemary Usher, Student Advisor Ms. Marjorie Paukner, Admissions Secretary</p> <p>Type of Action: Edit Calendar entry.</p> <p>Rationale:</p> <p>The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.</p>
--	--



\UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

<p>Faculty: Department: Faculty Approval Date:</p> <p>Effective Session ____ Term ____ Year ____ for Change</p>	<p>Date: Contact Person: Joyce Tom Phone: Email:</p>
<p>Proposed Calendar Entry:</p> <p>Sociology</p> <p>Degrees Offered: Ph.D. M.A.</p> <p>Members</p> <p>Professors</p> <p style="padding-left: 20px;">G. Creese, D. Currie, B. Elliott, N. Guppy, G. E. Johnson, D. R. Matthews.</p> <p>Associate Professors</p> <p style="padding-left: 20px;">T. Kemple, B. Ross, D. Tindall, J. Torpey.</p> <p>Assistant Professors</p> <p style="padding-left: 20px;">S. Fuller, A. Hanser, R. Mawani, G. Veenstra, R. Wilkes, D. Zuberi.</p> <p>Program Overview</p> <p style="padding-left: 20px;">Studies in the M.A. and Ph.D. programs in Sociology are available in the following core areas of study: Social And Cultural Theory and Methods; Gender, Race, Class and Sexuality; Environment, Economy and Development; and Politics, Law and Social Movements.</p> <p style="padding-left: 20px;">Research facilities in Sociology include social survey and small groups laboratories. There is ready access to the Department's Graduate Computer Lab and Graduate Reading Room. Graduate students may participate in courses and services provided by Arts ISIT, the Faculty of Arts Instructional Support and Information Technology unit.</p>	<p>URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,301</p> <p>Present Calendar Entry:</p> <p>Degrees Offered</p> <p style="padding-left: 20px;">M.A. Ph.D.</p> <p>Master of Arts and Doctor of Philosophy</p> <p style="padding-left: 20px;">Studies in the M.A. and Ph.D. programs in Sociology are normally available in the following core areas of study: Social And Cultural Theory and Methods; Gender, Race, Class and Sexuality; Environment, Economy and Development; and Politics, Law and Social Movements.</p> <p style="padding-left: 20px;">The M.A. program, which is available to both full-time and part-time students, requires courses which include sociological theory and research methods. A 6- or 12-credit thesis option offers a unique opportunity for variation in graduate work. Exceptional M.A. candidates may seek transfer to the Ph.D. program after the first year of graduate work has been completed. The prerequisite for the Ph.D. program normally is a Master's degree in Sociology, which includes preparation in sociological theory and in research methods. The Ph.D. program includes courses, comprehensive examinations, and a dissertation.</p> <p style="padding-left: 20px;">Research facilities in Sociology include social survey and small groups laboratories. There is ready access to the Department's Graduate Computer Lab and Graduate Reading Room. Graduate students may participate in courses and services provided by Arts ISIT, the Faculty of Arts Instructional Support and Information Technology unit. UBC is also the western regional site of the Statistics Canada Data</p>



UBC is also the western regional site of the Statistics Canada Data Information Centre. Students may also participate in specialized programs and facilities provided by the Asian Studies Centre, and many other UBC centres and institutes.

For graduate programs in Anthropology, see {I|11090|Anthropology}.

Doctor of Philosophy

Admission Requirements

The prerequisite for the Ph.D. program normally is a Master's degree in Sociology, which includes preparation in sociological theory and in research methods. Exceptional M.A. students may seek transfer to the Ph.D. program after the first year of graduate work, provided the student meets the regulations set by the Faculty of Graduate Studies and follows procedures set out by the Sociology Graduate Studies Committee.

Program Requirements

Appropriate coursework may be selected in consultation with the student's supervisory committee. All doctoral students are required to complete two comprehensive examinations successfully. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Arts

Admission Requirements

Students admitted to the M.A. degree program must possess a B.A. degree in Sociology or a related area, and must meet the general admission requirements for Master's degree programs set by the Faculty of Graduate Studies.

Program Requirements

The M.A. program, which is available to both full-time and part-time students, requires courses which include sociological theory and research methods. Students must complete 30 credits of work that includes either a 6-credit or 12-credit thesis.

Information Centre. Students may also participate in specialized programs and facilities provided by the Asian Studies Centre, and many other UBC centres and institutes.

For graduate programs in Anthropology, see [Anthropology](#).

Contact Information

Department of Anthropology and Sociology
6303 NW Marine Drive
Vancouver, BC V6T 1Z1
Tel: 604-822-5421
Fax: 604-822-6161
Email: ansograd@interchange.ubc.ca
Website: www.anso.ubc.ca

Ms. Anna Jubilo, Graduate Secretary

Type of Action:
Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



Contact Information:

Department of Anthropology and Sociology
6303 NW Marine Drive
Vancouver, BC V6T 1Z1

Tel: 604-822-5421

Fax: 604-822-6161

Email: ansograd@interchange.ubc.ca

Web: www.anso.ubc.ca

Dan Naidu, Graduate Secretary



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Software Systems Degrees Offered: M.S.S. Members Professors None Associate Professors P. Nasiopoulos, S. Vuong. Assistant Professors None Program Overview <p>The Master of Software Systems program is offered by the Institute of Computing, Information and Cognitive Systems (ICICS) in collaboration with the Departments of Computer Science and Electrical and Computer Engineering. The program is designed to be of interest to graduates in engineering disciplines, mathematics, or the physical sciences, but other applicants with the necessary technical background or work experience may be accepted on approval by the Program Director and the Faculty of Graduate Studies. Students with degrees in Computer Science or Computer Engineering are not eligible to apply.</p> <p>This program draws instructors from various Organizations: UBC, Langara College and Industry. For complete information please</p>	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,302 Present Calendar Entry: Degrees Offered <i>M.S.S.</i> Master of Software Systems <p>The program leading to the Master of Software Systems (M.S.S.) is designed to prepare students with degrees in science or engineering for the specialized area of computer software systems. The duration of the program is 16 months, composed of 30 credits taken in three semesters, as well as a four-month industry internship. The program is offered by the Institute of Computing, Information and Cognitive Systems (ICICS) in collaboration with the Departments of Computer Science and Electrical and Computer Engineering. For more information, see <i>Institute for Computing, Information and Cognitive Systems</i> in the chapter Research Units, Centres and Institutions.</p> <p>Successful applicants will hold a bachelor's degree and must also have computer program design and data structures knowledge equivalent to that offered in CPSC 216 or CPSC 252. The program is designed to be of interest to graduates in the various engineering disciplines, mathematics, or the physical sciences, but other applicants with the necessary technical background or work experience may be accepted on approval by the program director and the Faculty of Graduate Studies. Students with degrees in computer science or computer engineering are not eligible to apply.</p> <p>Detailed information on program requirements, courses, and financial assistance is available from the program office on request.</p>



refer to the program
{H|www.icics.ubc.ca/mss|website}.

Master of Software Systems

Admission Requirements

Successful applicants must hold a bachelor's degree (in subjects other than Computer Science or Computer Engineering) and must meet the general admission requirements for Master's degree programs set by the Faculty of Graduate Studies. Students must also have computer program design and data structures knowledge equivalent to that offered in CPSC 216 or CPSC 252.

Program Requirements

The Master of Software Systems is a 16-month program, composed of 30 credits taken in three terms (24 credits in six core courses and 6 credits of elective courses), as well as a four-month industry internship. The program provides an opportunity to expand a student's existing skills and develop them for a career in a software systems environment.

For detailed requirements, please refer to the program {H|www.icics.ubc.ca/mss|website}.

Contact Information:

Master of Software Systems, ICICS
289 - 2366 Main Mall
Vancouver, BC V6T 1Z4

Tel: 604-822-8807

Fax: 604-822-9013

Email: info@mss.icics.ubc.ca

Web: www.icics.ubc.ca/mss

Gail Schmidt, Program Assistant

Contact Information

Master of Software Systems

2366 Main Mall

Vancouver, BC V6T 1Z4

Tel: 604-822-8807

Fax: 604-822-9013

Email: gradsec@mss.icics.ubc.ca

Website: www.icics.ubc.ca/mss

Gayle Schmidt, Graduate Secretary

Type of Action:

Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Statistics Degrees Offered: Ph.D. M.Sc. Members Professors <p>R. Brant, N. E. Heckman, P. A. Gustafson, H. S. W. Joe, A. J. Petkau, W. J. Welch, R. H. Zamar, J. V. Zidek.</p> Associate Professors <p>B. Clarke, A. Doucet, L. Wu.</p> Assistant Professors <p>J. Bryan, R. Gottardo, K. Murphy, M. Salibian-Barrera,</p> Program Overview <p>The program leading to the Master of Science is designed to prepare students for employment in government and industry or to serve as preparation for students planning to undertake a program leading to the Doctor of Philosophy. The studies leading to the Ph.D. are designed to equip students to carry out research, with a view toward a career in academia, industry or government. Research interests of the faculty include biostatistics, environmetrics, mathematical modelling of biological systems, computational statistics, data mining, machine learning, theory of statistical inference, asymptotics, multivariate analysis, robustness,</p>	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,305 Present Calendar Entry: Degrees Offered <p><i>M.Sc.</i> <i>Ph.D.</i></p> Master of Science and Doctor of Philosophy <p>The program leading to the Master of Science is designed to prepare the student for employment in government and industry or to serve as preparation for students planning to undertake a program leading to the Doctor of Philosophy. The studies leading to the Ph.D. are designed to equip the student to carry out research, with a view toward a career in academia, industry or government. Research interests of the faculty include medical statistics and clinical trials, mathematical modelling of biological systems, theory of statistical inference, asymptotics, multivariate analysis, robustness, nonparametrics, design of experiments, smoothing, Bayesian methods, computational molecular biology, gene expression, microarrays, time series, and mixtures of distributions.</p> Master of Science Co-operative Education Option <p>Co-operative education integrates academic study with related and supervised work experience in co-operating employer organizations.</p> <p>Students admitted to the Master of Science program in Statistics may apply for admission to a Co-operative Education Option that may be</p>



nonparametrics, design of experiments, smoothing, Bayesian methods, computational molecular biology, gene expression, and microarrays.

Doctor of Philosophy

Admission Requirements

Students admitted to the Ph.D. degree program normally possess a master's degree in Statistics or a related area, with clear evidence of research ability or potential. Transfer from the M.Sc. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies.

Program Requirements

Appropriate coursework may be selected in consultation with the student's supervisory committee. All doctoral students are required to successfully complete a comprehensive examination. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Science

Admission Requirements

Students admitted to the M.Sc. degree program normally possess a bachelor's degree in Statistics or a related area, and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate Studies.

Program Requirements

There are three options for the Master of Science:

Thesis Option: This option requires 24 credits of course work (6 credits at the 300-level or above and 18 credits at the 500-level or above) and a 6-credit thesis.

Project Option: This option requires 27 credits of course work (6 credits at the 300-level or above and 18 credits at the 500-level or above) and a 3-credit project.

Co-operative Education Option: A Co-operative Education Option is available for graduate students in Statistics. The Program is intended to help prepare interested and qualified students for careers in statistics and involves 8 months of work placement supervised by practicing professionals.

course- project- or thesis-based. The program helps prepare interested and qualified students for professional careers in government and industry with eight months of work placement supervised by practising professionals. Faculty advisors also visit students at their place of work where feasible and provide advice on technical reports required of all students in the program.

Students who have been admitted into the Master of Science program in Statistics and who are seeking admission to the Co-Op Option must apply to the Science Co-Op Office before December 1 in their first term at UBC. Selection of students will be based on academic performance and general suitability to the work environment as determined by résumé and interview. The total enrolment will be subject to the availability of appropriate work placements and faculty advisors. The work placements are arranged by mutual agreement between students and employing organizations. Participating students register for STAT 598 (in the summer term following their first two terms at UBC) and STAT 599 (in Term 1 of their second year at UBC) in addition to the courses needed to meet normal academic requirements. Satisfactory completion of these courses, which do not carry academic credit, will be noted on a student's academic record. Students choosing the M.Sc. thesis option will require an additional term (their second summer term at UBC) to complete their degree requirements.

For more information on the Co-operative Education Option, contact the Department of Statistics (see address below) or the Co-operative Education Program Office, Room 170, Chemistry/Physics Building 6221 University Blvd, Vancouver, B.C. V6T 1Z1; fax 604-822-9676. Information is also available through the [Co-op website](#).

Contact Information

Student Services, Department of Statistics
333-6356 Agricultural Road
Vancouver, BC V6T 1Z2
Tel: 604-822-4821
Fax: 604-822-6960
Email: christin@stat.ubc.ca
Website: www.stat.ubc.ca

Ms. Christine Graham, Graduate Secretary

Type of Action:
Edit Calendar entry.

Rationale:



Faculty advisors also visit students at their place of work and provide advice on technical reports required of all students in the Program.

This option requires 36 credits. Students complete 30 credits of coursework (6 credits at the 300-level or above and 24 credits at the 500-level or above). Students in this option register for STAT 598 and 599 during their co-operative work placement.

Citizenship status is NOT a requirement for the co-op option.

A detailed description of the program, placements and academic requirements are available on the website www.stat.ubc.ca/education/grad.new/details_coop.html.

Contact Information:

Department of Statistics
333-6356 Agricultural Road
Vancouver, BC V6T 1Z2

Tel: 604-822-4821

Fax: 604-822-6960

Email: christin@stat.ubc.ca

Web: www.stat.ubc.ca

Christine Graham, Student Services Co-ordinator

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Vocational Rehabilitation Counselling Degrees Offered: M.A. Members Professors n/a Associate Professors I. Schultz. Assistant Professors n/a Program Overview <p>UBC has developed a state-of-the-art professionally-oriented program in Vocational Rehabilitation Counselling which follows the scientist-practitioner training model and prepares students for independent practice in a wide spectrum of vocational rehabilitation service areas such as vocational assessment, vocational individual and group intervention, adjustment and rehabilitative counselling, job development and placement, return-to-work planning, case and disability management, and research and program evaluation. Supervised clinical experience in a Vocational Rehabilitation setting as well as coursework on psychosocial and medical aspects of disability are included in the curriculum. The program is responsive to the needs of Canadian vocational rehabilitation</p>	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,678 Present Calendar Entry: Degrees Offered <i>M.A.</i> Master of Arts <p>A program leading to the Master of Arts in Vocational Rehabilitation Counselling is available. Students may follow either of two options:</p> <ol style="list-style-type: none">1. 56 credits in courses and practical work including a graduating project, or2. 53 credits in courses and practical work, and a 6- to 12-credit thesis. <p>Both programs have been designed to permit full-time students to complete course work in 16 months. Thesis completion may extend this time period. Part-time studies are also available. The program is broad and covers topics of relevance to the professional vocational rehabilitation counsellor such as vocational assessment of persons with disabilities, job placement, disability case management, counselling theory, and medical aspects of disability. A full description of the program is available from the Department of Educational and Counselling Psychology and Special Education.</p> <p>The applicant must have an undergraduate degree, preferably with a concentration in related areas such as psychology, occupational therapy, social work, special education human resources management, or nursing and a standing acceptable to the Faculty of Graduate Studies. The applicant will normally be required to have work experience, either paid or volunteer. Letters of reference attesting to the</p>



professionals and provides a uniquely Canadian perspective on vocational rehabilitation counselling and the environment where it is delivered.

The curriculum has been developed in accordance with future program accreditation requirements, and prepares graduates for licensing by respective licensing bodies for vocational rehabilitation professionals.

The program normally admits students every three years. Please check with the program to see if applications are being accepted for the upcoming academic year.

Master of Arts

Admission Requirements

The applicant must have an undergraduate degree, preferably with a concentration in related areas such as psychology, occupational therapy, social work, special education human resources management, or nursing and meeting the minimum requirements set by the Faculty of Graduate Studies. The applicant will normally be required to have work experience, either paid or volunteer. Letters of reference attesting to the applicant's personal suitability for the field will be required.

Program Requirements

The program is broad and covers topics of relevance to the professional vocational rehabilitation counsellor such as vocational assessment of persons with disabilities, job placement, disability case management, counselling theory, and medical aspects of disability.

It is a 48 credits program including 15 credits of courses in Rehabilitation & Vocational Counselling, 9 to 12 credits of courses in Assessment (depending on the student's background), 18 credits of courses in Counselling and six credits of courses in Research Methodology. A supervised clinical experience in the vocational rehabilitation setting as well as coursework on psychosocial and medical aspects of disability are included in the curriculum.

The program is offered on a part time basis, to accommodate students currently working in the field, with classes arranged for late afternoon (16:30 - 19:00) and additional spring and summer offerings.

applicant's personal suitability for the field will be required. Prospective students are encouraged to contact the program coordinator to discuss their individual situations.

Contact Information

Department of Educational and Counselling Psychology, and Special Education
2nd Floor, Library Block
2125 Main Mall
Vancouver, BC V6T 1Z4
Tel: 604 822-5259
Fax: 604 822-2328
Email: karen.yan@ubc.ca
Website: www.ecps.educ.ubc.ca

Ms. Karen Yan, Graduate Secretary

Type of Action:
Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



Contact Information:

Department of Educational and Counselling
Psychology, and Special Education
2125 Main Mall
Vancouver, BC V6Z 1T4

Tel: 604-822-5351

Fax: 604-822-3302

Email: ecps.gradinfo@ubc.ca

Web:

www.ecps.educ.ubc.ca/grad_programs/vrc.html

Karen Yan, Graduate Program Assistant



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Department: Faculty Approval Date: Effective Session ____ Term ____ Year ____ for Change	Date: Contact Person: Joyce Tom Phone: Email:
Proposed Calendar Entry: Zoology Degrees Offered: Ph.D. M.Sc. Members Professors <p>M. Adamson, J. D. Berger, R. W. Blake, H. W. Brock, A.P. Farrell, J. M. Gosline, T. A. Grigliatti, D. R. Jones, W. Maddison, W. K. Milsom, D. G. Moerman, J. Myers, D. Pauly, A. Pitcher, D. Schluter, R. Shadwick, A. R. E. Sinclair, J. N. M. Smith, T. P. Snutch, J. D. Steeves, W. Tetzlaff, C. J. Walters.</p> Associate Professors <p>V. Auld, L. Aviles, M. Doebeli, L. Matsuuchi, S. P. Otto, N. Pante, R. J. Redfield, A. J. Roskams, E. B. Taylor, M. Whitlock.</p> Assistant Professors <p>N. Abraham, C. Brauner, D. Irwin, B. Leander, M. Ramer, J. Richards, P. Schulte, J. Shurin, D. Srivastava, M. Velland.</p> Program Overview <p>Zoology encompasses over 50 principal investigators. Research interests of faculty members can be divided into several broad categories with substantial overlap of interest and collaboration among these arbitrary groups. The program vigorously promotes integrative research in biology and actively participates in several</p>	URL: http://students.ubc.ca/calendar/index.cfm?tree=12,204,349,311 Present Calendar Entry: Degrees Offered <p><i>M.Sc.</i> <i>Ph.D.</i></p> Master of Science and Doctor of Philosophy <p>The Department of Zoology encompasses over 50 principal investigators. Research interests of Department members can be divided into several broad categories with substantial overlap of interest and collaboration among these arbitrary groups. The Department vigorously promotes integrative research in biology and actively participates in several interdisciplinary programs, including the graduate programs in genetics, neuroscience, applied mathematics, and resource management.</p> <p>The Department offers a wide variety of research programs leading to the Master of Science and Doctor of Philosophy in the following areas: Cell and Developmental Biology, Community and Population Ecology, Comparative Physiology and Biochemistry, Neurobiology and Evolutionary Biology.</p> <p>In addition the Department of Zoology is actively involved in several interdisciplinary programs of instruction and research including:</p> <ul style="list-style-type: none"> ▪ Fisheries Centre ▪ Centre for Biodiversity Research ▪ Centre for Applied Conservation Research (CACR), Faculty of Forestry



interdisciplinary programs, including the graduate programs in genetics, neuroscience, applied mathematics, and resource management.

Zoology offers a wide variety of research programs leading to the Master of Science and Doctor of Philosophy in the following areas: Cell and Developmental Biology, Community and Population Ecology, Comparative Physiology and Biochemistry, Neurobiology, and Evolutionary Biology.

In addition Zoology is actively involved in several interdisciplinary programs of instruction and research including:

- Fisheries Centre
- Centre for Biodiversity Research
- Centre for Applied Conservation Research (CACR), Faculty of Forestry
- Genetics Program
- ICORD (International Collaboration on Repair Discoveries)
- Institute of Applied Mathematics
- BC Cancer Research Centre

Doctor of Philosophy

Admission Requirements

Students admitted to the Ph.D. degree program normally possess a M.Sc. degree in Zoology or a related area, with clear evidence of research ability or potential. Transfer from the M.Sc. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies. Exceptional students may be admitted directly to the Ph.D. program from the bachelor's level.

Program Requirements

Original research supervised by a faculty member constitutes the major component of work toward the Ph.D. degree. Most Ph.D. students are not required to complete course work unless it is recommended by the thesis committee, or as a condition of admission. All Ph.D. students are required to present a research proposal and pass a comprehensive examination on their research area within 18 months of registering in the Program. The comprehensive exam is an oral examination (typically with five or six examiners) intended to assess the student's breadth of knowledge in the general subject area(s) of the proposed research (i.e., it is not a defense of the written proposal).

The major requirement for the Ph.D. is completion

- [Genetics Program](#)
- [ICORD](#) (International Collaboration on Repair Discoveries)
- [Institute of Applied Mathematics](#)
- [BC Cancer Research Centre](#)

Contact Information

Department of Zoology
Biological Sciences Building
6270 University Boulevard
Vancouver, BC V6T 1Z4
Tel: 604-822-5807
Fax: 604-822-2416
Email: gradsec@zoology.ubc.ca
Website: www.zoology.ubc.ca

Ms. Allison Barnes, Graduate Secretary

Type of Action:
Edit Calendar entry.

Rationale:

The Faculty of Graduate Studies is making an effort to have calendar entries consistent, effective, efficient and equitable for all graduate programs. A number of programs have large amount of information while others have barely any information. We are trying to have all calendar entries consistent in length without leaving out any pertinent information.



of a research thesis meeting the Faculty of Graduate Studies requirements.

Master of Science

Admission Requirements

Students admitted to the M.Sc. degree program normally possess a bachelor's degree in Biological Sciences or a related area, and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate Studies.

Program Requirements

The M.Sc. degree requires a combination of coursework and research for a total of 30 credits. Twelve credits of courses are required with the remaining 18 credits being thesis research. Single courses typically range from 3-6 credits each. Students have considerable flexibility in their choice of courses including graduate and up to 6 credits of senior undergraduate courses in Zoology, Botany, Microbiology, Genetics, Forestry, Conservation, and Earth and Oceans Sciences, as well as several other departments. Students may also design their own courses in the form of "Directed Studies" supervised by a faculty member.

Although research conceived independently of the student's supervisor is encouraged, the minimum requirement for the M.Sc. degree is to successfully complete directed research. The M.Sc. is a 2-year program, but due to the nature of the research undertaken many students take longer.

Contact Information:

Department of Zoology, Graduate Program
6270 University Boulevard
Vancouver, BC V6T 1Z4

Tel: 604-822-5807

Fax: 604-822-2416

Email: gradsec@zoology.ubc.ca

Web: www.zoology.ubc.ca

Allison Barnes, Graduate Secretary

**The University of British Columbia
Faculty of Applied Science
5000 – 2332 Main Mall
Vancouver, B.C. V6T 1Z4**

MEMORANDUM

To: Peter Marshall, Chair
Senate Curriculum Committee

From: Michael Isaacson, Dean
Faculty of Applied Science

cc: Chris Eaton
Senate Secretariat

Tel: 2-6412, fax: 2-7006
e-mail: isaacson@apsc.ubc.ca

November 29, 2006

**RE: PROPOSAL FOR A JOINT DEGREE PROGRAM BETWEEN UBC AND NUS IN
MECHATRONICS DESIGN**

I hereby submit a revised proposal for a joint degree program between the University of British Columbia and the National University of Singapore in Mechatronics Design. The required forms have been completed as attached, and this covering memorandum is intended to provide your Committee with necessary additional information. I am writing to request your Committee's endorsement of the proposal set out below and your transmittal of the corresponding recommendation to Senate for its approval. I would be pleased to meet with your committee, or otherwise to respond to or modify the proposal if you feel that this is needed.

Please note that I am sending a companion proposal to the Academic Policy Committee, as reproduced in Appendix III, for its consideration and approval in the context of the proposal's joint degree program aspects, particularly with respect to its degree and parchment requirements. However, I have not sent the proposal to the Senate Admissions Committee, since the admissions criteria will not be changed from those currently in force at UBC, and will be entirely consistent with the primary stream of this degree program that has already been approved and that is taken by UBC students. If you feel it necessary, I would be grateful if you would forward this proposal to that Committee for its endorsement as well.

I would very much appreciate a timely consideration of this matter, since we wish to promote this activity very quickly in advance of student admissions in September 2007. Thank you for considering this.

PROPOSAL

I am requesting the transmittal of the following recommendation to Senate:

That Senate approves the joint degree program in Mechatronics Design to be offered by the Faculty of Applied Science at the University of British Columbia and the Faculty of Engineering at the National University of Singapore.

INTRODUCTION

In support of the University's vision of preparing its students to become exceptional global citizens, the Faculty of Applied Science is seeking approaches to enhancing its collaborations with prestigious universities overseas and to providing its students with increased international experiences. One such approach that has been developed is a close collaboration with the National University of Singapore (NUS) in the area of Mechatronics Design. This is a joint degree program, whereby both universities will collaborate closely and will both be engaged in the governance and delivery of this degree program.

The Faculty of Applied Science already offers the Master of Engineering in Mechatronics Design. Likewise, the Faculty of Engineering at NUS already offers an equivalent degree, the Master of Science in Mechatronics Design. The proposed joint degree program corresponds to an alternative to these two single-university degrees, one that entails a high level of collaboration and significant international experiences.

SUMMARY OF PROPOSED PROGRAM

The Faculty of Applied Science at UBC currently offers the degree of Master of Engineering in Mechatronics Design. The Faculty of Engineering at NUS currently offers the degree of Master of Science in Mechatronics Design. This degree corresponds very closely to the MEng degree at UBC.

The proposed joint program will lead to the same two degrees indicated above. However, it will offer a different stream - designated an "international stream" - for each of the above two single-university degrees. The international streams of both degrees have been designed so as to be totally coincident with each other, to fall under the academic governance of a joint Board of Study, and to conform fully to existing Senate-approved academic requirements for each of the two degrees.

For this program, all students are required to complete a minimum of 12 credits of course-work at UBC, typically over one term, and a minimum of 12 credits of course-work at NUS, typically over one term. In addition, all students are required to complete a 6-credit collaborative project course at either UBC or NUS, typically involving an industry sponsor and co-supervisors from both universities. The detailed course-work requirements of this program are indicated in the Appendix.

It should be emphasized that the existing Master of Engineering degree at UBC already has sufficient flexibility to enable the relevant courses at NUS to be taken without the further approval of Senate. Therefore, since there will be no changes to previously approved requirements relating to admissions, curriculum and degree completion, this proposal may be viewed as meeting already all Senate-approved requirements. Nevertheless, because of fairly unique degree and parchment designation requirements, the proposal is being submitted to the Curriculum Committee as if it was a new degree program.

Degree and Parchment Designations

As background, it is important to highlight the degree and parchment designation requirements that are under the consideration of the Academic Policy Committee. Even though this proposal relates to a joint degree program, because of constraints associated with the implication of degree names at the two institutions, this joint degree program will in fact lead to different degrees for each of two cohorts of students. The degrees are non-research, course-based professional degrees in engineering. However, the UBC name for such a degree, Master of Engineering, cannot be used at NUS for a non-research, professional degree. Likewise, the NUS name for such a degree, Master of Science, cannot be used at UBC for a non-research, professional degree. To avoid this impasse, the two Faculties have agreed to collaborate on this joint degree program, with the intent that it will lead to different degree designations

and parchments for the two cohorts of students. One cohort of students, for which UBC will be designated the home institution, will be awarded the UBC Master of Engineering degree, with a degree parchment that carries the crests of both universities. The other cohort of students, for which NUS will be designated the home institution, will be awarded the NUS Master of Science degree, with a degree parchment that carries the crests of both universities.

ACADEMIC GOVERNANCE

The program will be administered by a Board of Study with representatives from both institutions and reporting to the relevant Deans at both institutions. The Board is co-chaired by the Program Directors at each University and has UBC and NUS representatives who are faculty members appointed by their respective Deans.

The Board of Study is responsible for approving student admissions, the introduction and approval of curriculum changes, the industry project, and the completion of graduation requirements. That is, the Board of Study will ensure that the admissions, curriculum and program completion requirements of each institution are upheld and are equivalent. The Board of Study will approve, among other things, courses taken at NUS towards the UBC degree, and courses taken at UBC towards the NUS degree.

The composition of the Board of Studies and its authority with respect to admissions, curriculum and degree completion requirements, should provide sufficient assurances that the academic standards of both streams of this degree program are equivalent to each other, and as well are equivalent to the single-university streams of the two degrees.

CALENDAR DESCRIPTION

The relevant form providing the current and proposed calendar descriptions has been completed and is attached. As required, this includes an indication of the “Type of Action” and the “Rationale”.

BUDGETARY IMPACT

The relevant form has been completed and it attached. This confirms that there is no budgetary impact of this proposal outside the Faculty of Applied Science.

CONSULTATION

Since this program is delivered entirely within the Faculty of Applied Science, and does not entail any courses taken outside the Faculty of Applied Science, nor any new requirements of the Library, there is no requirement to undertake consultations within UBC, and hence no consultation forms are attached.

ADMISSIONS

Students will be admitted to the program on the recommendation of the Board of Study based on a single set of admission standards. These admission standards are entirely consistent with both the corresponding UBC-only and NUS-only versions of these degrees. Therefore a separate submission to the Admissions Committee has not been made.

APPENDIX I - COURSEWORK

Note: The definitions of credit at UBC and NUS are different (4 NUS credits is equivalent to 3 UBC credits). Throughout this proposal, all credits are expressed in terms of UBC credits only.

All students are required to complete a minimum of 12 credits of course-work at UBC (typically over one term), and a minimum of 12 credits of course-work at NUS (typically over one term). In addition, all students are required to complete a 6 credit collaborative project course at either UBC or NUS, typically involving an industry sponsor and co-supervisors from both universities.

Details of the relevant NUS course are available at: <http://serve.me.nus.edu.sg/mch/courses.html>. All these courses have been reviewed carefully by the Faculty of Applied Science, and found to meet UBC's academic standards and so are considered to be fully equivalent to other UBC credit courses that are taken within the Master of Engineering program.

UBC Coursework

Each student must complete at least 12 credits of course-work at UBC. This must include one 3-credit core course, and at least 6 credits taken through constrained elective courses, chosen from the list given below. No more than 3 credits taken through free elective courses – courses outside the list given below, but subject to the approval of the advisor – will be counted towards the required 12-credit minimum.

UBC Core Courses:

- MECH 520(3): Control Sensors and Actuators
- MECH 521 (3): Mechatronics
- EECE 568 (3): Control Systems

UBC Constrained Electives:

- EECE 511(3): Topics in Software Engineering
- EECE 516(3): Software and Systems
- EECE 518(3): Human Interface Technologies
- EECE 520(3): Advanced Topics in Computer Networking
- EECE 530(3): Robust Multivariable Control
- EECE 540(3): Linear and Nonlinear Multivariable Predictive Control
- EECE 549(3): Dynamic Modeling of Electrical Machines and Control
- EECE 550(3): Topics in Power Electronic Design
- EECE 556(3): Optimum Filtering and Control
- EECE 560(3): Network Analysis and Simulation
- EECE 561(3): Alternative Energy
- EECE 563(3): Wireless Communication
- EECE 564(3): Detection and Estimation of Signals in Noise
- EECE 566(3): Communication and Information Theory
- EECE 570(3): Advanced Industrial Process Control
- EECE 574(3): Self-Tuning Control
- EECE 575(3): Digital Image and Video Processing
- EECE 580(3): Emerging Electronic Materials and Devices
- EECE 586(3): Wavelets, Principles and Applications in Signal Processing
- EECE 588(3): Analog Integrated Circuit design

EECE 589(3): Systems Design for Robots and Teleoperators
 EECE 591(3): Applied Digital Signal Processing
 EECE 592(3): Architecture for Learning Systems
 EECE 598(3): Intelligent Systems Applications to Electrical Power Systems
 MECH 505(3): Industrial and Environmental Acoustics and Vibration
 MECH 515(3): Finite Element Analysis of Nonlinear and Field Problems
 MECH 516(3): Optimal Mechanical Design
 MECH 522(3): Modern Control Engineering
 MECH 523(3): Intelligent Control
 MECH 524(3): Intelligent Robotic Systems
 MECH 525(3): Supervisory Control Systems
 MECH 526(3): Advanced Industrial Systems Control
 MECH 560(3): Experimental Methods in Mechanics
 MECH 561(3): Linear Elasticity
 MECH 563(3): Robotics: Kinematics, Dynamics, and Control
 MECH 569(2/4): Nonlinear Vibration
 MECH 587(3): Fracture Control for Design
 MECH 588(3): Fatigue
 MECH 590(3): Manufacturing Automation
 MECH 591(3): Production Engineering
 MECH 592(3): Machine Tool Structures and Vibrations
 MECH 593(3): Metal Removal Processes
 MECH 594(3): Computer Integrated Manufacturing
 MECH 595(2): System Modeling and Simulation

NUS Coursework

Each student must complete at least 12 credits of course-work at NUS. This must include one 3-credit core course, and at least 6 credits taken through constrained elective courses, chosen from the list given below. No more than 3 credits taken through free elective courses – courses outside the list given below, but subject to the approval of the advisor – will be counted towards the required 12-credit minimum.

NUS Core Courses:

MCH5001(3): Power Electronics and Applications to Electro-Mechanical Systems
 MCH5002(3): Applications of Mechatronics
 MCH5003(3): Modeling of Mechatronic Systems

NUS Constrained Electives:

MCH5102(3): Signal Processing in Mechatronics
 ME5403/EE5103(3): Computer Control Systems
 MCH5104(3): Microprocessor Systems
 MCH5106(3): Structures and Properties of Materials
 MCH5107(3): Kinematics and Dynamics of Mechanisms
 ME5401/EE5101(3): Linear System
 ME5404/EE5904(3): Neural Networks
 MCH5206(3): Instrumentation and Sensors
 MCH5208(3): Precision Handling and Miniaturized Assembly
 ME5402/EE5106(3): Advanced Robotics

ME5502(3): Engineering Plastics and Composite Materials
 ME5405(3): Machine Vision
 ME5606(3): Intelligent Systems in Manufacturing
 MCH5212(3): Factory Automation
 EE5903(3): Real-Time Systems

Mutually Exclusive Courses:

There are overlaps in topics for some of the courses at NUS and UBC, and therefore students should not take similar courses at the two Universities. The following table shows these courses. Each row shows the courses offered in one of 8 topic areas. Students taking courses in a topic from one university may take companion courses at that university, but cannot take any courses in the same topic at the partner university. For example, with respect to topic 1, a student taking ME5403/EE5103 at NUS may also take ME5401/EE5101 at NUS, but cannot take EECE 568, EECE 530 or EECE 570 at UBC. In other words, the set of courses on a given topic (i.e. in the same row) offered by both universities are mutually exclusive.

Topic	NUS Courses	UBC Courses
1	ME5403/EE5103: Computer Control Systems ME5401/EE5101: Linear Systems	EECE 568: Control Systems EECE 530: Robust Multivariable Control EECE 570: Advanced Industrial Process Control
2	ME5402/EE5106: Advanced Robotics MCH5107: Kinematics and Dynamics of Mechanisms	MECH 563: Robotics: Kinematics, Dynamics, and Control EECE 589: Systems Design for Robots and Teleoperators
3	MCH5206: Instrumentation and Sensors	MECH 520: Control Sensors and Actuators
4	ME5405: Machine Vision	EECE 575: Digital Image and Video Processing
5	MCH5003: Modelling of Mechatronic Systems	MECH 595: System Modelling and Simulation
6	ME5404/EE5904: Neural Networks	MECH 523: Intelligent Control
7	MCH5102: Signal Processing in Mechatronics	EECE 586: Wavelets, Principles and Applications in Signal Processing EECE 591: Applied Digital Signal Processing
8	MCH5001: Power Electronics and Applications to Electro-Mechanical Systems	EECE 550: Topics in Power Electronic Design

Project Course:

After the completion of all other coursework, each student will complete a 6 credit Project Course in Mechatronics. MEng students are required to take a UBC course: APSC 597, MECH 597 or EECE 597; and MSc students are required to take the NUS course: ME5004. All these courses may be completed at either university, or in collaboration with an industry partner, or at a research institution, and will

involve the supervision or co-supervision of a faculty member from the home university regardless of location. Completion of the course will require a written report and an oral presentation of the work. The project will be interdisciplinary, involving different engineering fields. Its purpose is to ensure that the students familiarize themselves at working in a team environment with a focus on applied work in the field of Mechatronics.

Seminar Series:

All students are encouraged to meet weekly through a non-credit program-wide seminar series. Attendance at the seminar series over one term at either UBC or NUS is strongly recommended. As well, students are encouraged to participate in local research conferences and workshops that are relevant to the program.

APPENDIX II – RESPONSE TO COMMENTS OF THE GRADUATE SUB-COMMITTEE OF THE SENATE CURRICULUM COMMITTEE

A) The Committee agrees in principle to the recognition of NUS' involvement in this variant of the UBC MEng degree on a students transcript and parchment (and vice-versa for the NUS degree), provided that the text, a crest, etc is presented to the Committee with a rationale for the proposed forms and means of recognition (See (e) below for a related point). It can then make a recommendation to Academic Policy Committee who will further consider the appropriateness of the degree designation.

The companion submission to the Academic Policy Committee, which provides a general response to this comment, is given in Appendix III. A specific response to this comment, as extracted from Appendix III and elaborated upon further, is as follows:

Transcript

As with exchange students and/or joint degree students, the UBC transcript of MEng students will refer to this joint program and will list the courses taken at NUS as transfer credits in the usual way.

Parchment

The degree parchment for the UBC stream of this program, the MEng in Mechatronics Design conferred by UBC, will carry also the crest of NUS and include the words "*... Senate, upon the recommendation of the Faculty of Applied Science and following completion of the requirements of the joint program in Mechatronics Design at the University of British Columbia and the National University of Singapore, has conferred the degree of ...*".

The degree parchment for the NUS stream of this program, the MS in Mechatronics Design conferred by NUS, carry also the crest of UBC and include the words "*having completed the requirements of the joint program in Mechatronics Design at the National University of Singapore and the University of British Columbia*".

Rationale

Even though this is a joint degree program, because of constraints associated with the implication of degree names at the two institutions, this joint degree program will in fact lead to different parchments for each of two cohorts of students. The proposed degree is a non-research, course-based professional degree in engineering. However, the UBC name for such a degree, Master of Engineering, cannot be used at NUS for a non-research, professional degree. Likewise, the NUS name for such a degree, Master of Science, cannot be used at UBC for a non-research, professional degree. To avoid this impasse, the two Faculties have agreed to collaborate on this joint degree program, with the intent that it will lead to different degree designations and parchments for the two cohorts of students.

One cohort of students, for which UBC will be designated the home institution, will be awarded the UBC Master of Engineering degree, with a degree parchment that carries the crests of both universities. The other cohort of students, for which NUS will be designated the home institution, will be awarded the NUS Master of Science degree, with a degree parchment that carries the crests of both universities.

B) The Committee requires further explanation of the table of excluded courses found near the end of the proposal; it was found to be confusing. At that time we can give more comment on the comparability of the proposed program with the current degree program, or at least comment on the extent of match with the expected standard for a UBC degree program.

This table, which is given in Appendix I, has been modified and now includes the required additional explanation. (As well, Appendix I includes additional information on the required Project Course and on the recommended Seminar Series.)

C) The Committee requires assurances that those students who will be conferred the MEng will complete at least 60% of their credits in UBC courses.

Yes, we hereby confirm that those students who will be conferred the MEng will complete at least 60% of their credits through UBC courses.

D) In the implementation of (C), the Committee suggests one solution to consider would be to have UBC MEng students register in the UBC Project course irrespective of where the project is physically taught/completed/adjudicated. We are offering this as one possible way of meeting the expectation for UBC registered students.

Yes, we hereby confirm that students who will be conferred the MEng degree will be registered in the UBC Project course irrespective of where the project is physically taught/complete/adjudicated. Even if the UBC course is undertaken in Singapore, it will be supervised or co-supervised by a UBC faculty member. This clarification is provided in the section "Project Course" that has now been included in Appendix I.

E) The Committee requires more information as to what the academic benefit to students will be in enrolling in this variant, especially but not limited to comparison with the "normal" MEng in Mechatronics, and how this will relate to the recognition referred to in (A).

The companion submission to the Academic Policy Committee, which provides a general response to this comment, is given in Appendix III. A specific response to this comment, as extracted from Appendix III and elaborated upon further, is as follows:

General academic benefit to students

Graduates will benefit from education and training in the focus area of Mechatronics Design, by becoming fully qualified to face the practical and industrial challenges in the field of Mechatronics. Mechatronics is a multidisciplinary field that concerns the integrated modeling, analysis, design, manufacture, and control of smart electromechanical products and systems. The curriculum is designed to emphasize several aspects of professional engineering: engineering science, analysis, design, simulation, testing and industrial practice. Graduates of the program will derive significant academic benefits by possessing outstanding qualifications in this discipline. They will be in very high demand and may be employed in a variety of industry sectors, including transportation, manufacturing and production engineering, biomedical and healthcare technologies, energy, aviation and aerospace, automated office and household technologies, and computer systems. Some may undertake research and development, perhaps leading to doctoral studies.

Academic benefit to students in comparison to those registered in the “normal” MEng

In comparison to the “normal” MEng in Mechatronics Design at UBC, the students in the proposed program will derive additional benefits through global experiences associated with study in another country, consistent with UBC’s Trek 2010 vision; through exposure to a wide range of companies and significant industrial and academic collaborations; and through exposure to near equal levels of contribution from each of the two institutions (typically, either 40% or 60%); and finally a qualification that is associated with two of the world’s leading universities. (The *Times Higher Education Supplement* – *QS World University Rankings* for 2006 place NUS 19th and UBC 50th worldwide.)

The program will contribute to a number of aspects of the University’s Trek 2010 vision including: “ensure that students have access to a range of courses and experiences that provide information and ideas about all parts of the world”; “support faculty efforts to integrate global perspectives into curricular planning and teaching practice”; and “increase opportunities for student participation in international projects and study abroad programs.”

With respect to collaborations, these students will be able to take advantage of the high level of collaboration between faculty members at UBC and NUS, including research collaborations through the *UBC-NUS Applied Science Research Centre*.

Relation to the recognition referred to in (A)

The recognition referred to in (A) arises through the transcript and the degree parchment. As with exchange students and/or joint degree students, the UBC transcript will refer to this joint program and will list the courses taken at NUS as transfer credits. The parchment will carry the crests of both universities and will contain the wording indicated in the response to Comment A.

APPENDIX III – COMPANION SUBMISSION TO THE ACADEMIC POLICY COMMITTEE

RE: PROPOSAL FOR A JOINT DEGREE PROGRAM BETWEEN UBC AND NUS IN MECHATRONICS DESIGN

Paul: Further to my recent meeting with the Academic Policy Committee, I hereby submit a revised proposal for the above joint degree program. I am writing to request your Committee's endorsement of the proposal set out below and your transmittal of the corresponding recommendations to Senate for its approval. I am sending a complementary curriculum proposal to the Senate Curriculum Committee for its approval, focusing on the curriculum aspects of the program. I would be pleased to meet with your committee once more, or otherwise to respond to or modify the proposal if you feel that this is needed. However, I got the sense that the committee was largely comfortable with the substance of the proposal, but would like it re-cast as a joint degree program proposal. Therefore, you may prefer to secure your Committee's e-mail endorsement of the proposal. In any event, I would be grateful for a timely consideration of this matter, since we wish to promote this activity very quickly in advance of student admissions in September 2007. Thank you for considering this Paul. Sincerely - Michael

PROPOSAL

I am requesting the transmittal of the following recommendations to Senate, the first subject to the approval of the Senate Curriculum Committee:

- *That Senate approve the joint degree program in Mechatronics Design to be offered by the Faculty of Applied Science at the University of British Columbia and the Faculty of Engineering at the National University of Singapore (NUS).*
- *That the degree parchment for the UBC stream of this program, the MEng in Mechatronics Design conferred by UBC, carry also the crest of NUS and include the words "... Senate, upon the recommendation of the Faculty of Applied Science and following completion of the requirements of the joint program in Mechatronics Design at the University of British Columbia and the National University of Singapore, has conferred the degree of ...".*
- *That the degree parchment for the NUS stream of this program, the MS in Mechatronics Design conferred by NUS, carry also the crest of UBC and include the words "having completed the requirements of the joint program in Mechatronics Design at the National University of Singapore and the University of British Columbia".*

INTRODUCTION

In support of the University's vision of preparing its students to become exceptional global citizens, the Faculty of Applied Science is seeking approaches to enhancing its collaborations with prestigious universities overseas and to providing its students with increased international experiences. One such approach that has been developed is a close collaboration with the National University of Singapore (NUS) in the area of Mechatronics Design. This is a joint degree program, whereby both universities will collaborate closely and will both be engaged in the governance and delivery of this degree program.

The program will contribute to a number of aspects of the University's Trek 2010 vision including:

- "develop new programs on global citizenship,"

- “ensure that students have access to a range of courses and experiences that provide information and ideas about all parts of the world,”
- “support faculty efforts to integrate global perspectives into curricular planning and teaching practice,”
- “explore new avenues in professional ... education,” and
- “increase opportunities for student participation in international projects and study abroad programs.”

The Faculty of Applied Science already offers the Master of Engineering in Mechatronics Design. Likewise, the Faculty of Engineering at NUS already offers an equivalent degree, the Master of Science in Mechatronics Design. The proposed joint degree program corresponds to an alternative to these two single-university degrees, one that entails a high level of collaboration and significant international experiences.

RESPONSE TO JOINT DEGREE QUESTIONNAIRE

The Senate Academic Policy Committee has requested that proposals for joint degrees provide responses to a particular set of questions. These questions and their responses are given below:

Does the degree designation on the parchment conform to UBC Senate approved policy?

The proposed degree designation and parchment information are rather unique as described below:

Even though this is a joint degree program, because of constraints associated with the implication of degree names at the two institutions, this joint degree program will in fact lead to different parchments for each of two cohorts of students. The proposed degree is a non-research, course-based professional degree in engineering. However, the UBC name for such a degree, Master of Engineering, cannot be used at NUS for a non-research, professional degree. Likewise, the NUS name for such a degree, Master of Science, cannot be used at UBC for a non-research, professional degree. To avoid this impasse, the two Faculties have agreed to collaborate on this joint degree program, with the intent that it will lead to different degree designations and parchments for the two cohorts of students.

One cohort of students, for which UBC will be designated the home institution, will be awarded the UBC Master of Engineering degree, with a degree parchment that carries the crests of both universities. The other cohort of students, for which NUS will be designated the home institution, will be awarded the NUS Master of Science degree, with a degree parchment that carries the crests of both universities. Specifically, it is requested that:

- *The degree parchment for the UBC stream of this program, the MEng in Mechatronics Design conferred by UBC, carry also the crest of NUS and include the words "... Senate, upon the recommendation of the Faculty of Applied Science and following completion of the requirements of the joint program in Mechatronics Design at the University of British Columbia and the National University of Singapore, has conferred the degree of ...".*
- *The degree parchment for the NUS stream of this program, the MS in Mechatronics Design conferred by NUS, carry also the crest of UBC and include the words "having completed the requirements of the joint program in Mechatronics Design at the National University of Singapore and the University of British Columbia".*

Why cannot such a program be covered by UBC's current exchange arrangements?

An exchange program would be appropriate if the intention of the association is solely to provide an opportunity for students to take courses at the sister institution, with these recorded in the same manner as transfer credits on the academic transcript. The ability for a student to participate in an exchange program can vary widely and only a few cases at the graduate level have been established. The intent of this joint program of activity is very much deeper. It is intended to recognize the much higher level of collaboration between faculty members, the high level of contribution of both institutions in teaching and program delivery, and the joint participation of both institutions in the program's academic governance. Finally, there is also the potential to offer specific services to these students that would not be possible through an exchange agreement. All these considerations justify the need to provide students with a value-added designation recognizing the deep collaboration that an exchange program cannot provide.

What are the advantages of the specific proposal to students at both UBC and NUS?

Students will be able to take advantage of the high level of collaboration between faculty members at UBC and NUS, including research collaborations through the UBC-NUS Applied Science Research Centre; exposure to near equal levels of contribution from each of the two institutions (each one ranging from 40% to 60%); the global citizenship experiences associated with study in another country; the benefits of a high quality program with academic governance provided by two world-renowned institutions; and, most importantly, the prestige that the presence of both university crests on the degree parchment will provide.

Is there assurance that a student will be registered in both institutions?

Yes. However, the degree program will entail two streams, and student will register differently under each stream. Each student will remain registered at his or her home institution, with the record of courses taken at the partner institution entered on the home transcript. Student registration in the partner institution for some courses will be analogous to the registration of those with exchange or visiting student status.

Are there mechanisms in place to ensure that student records are maintained in both institutions?

The program will be administered by a Board of Study with representatives from both institutions and reporting to the relevant Deans at both institutions. The Board of Study will maintain all student records. Student records will also be maintained at the home institution.

Are there mechanisms in place to ensure that a student enrolled in a joint program has access to housing, loans, scholarships, athletics and recreational facilities, daycare, library privileges, e-mail accounts in at least one of the institutions?

Yes. Students at their home institution will have access to such facilities, just as do all other students at that institution. Students at their partner institution will have access to such facilities analogous to the case of visiting or exchange students.

Are there procedures in place to ensure that actions related to student discipline are in place for such students, at least at one of the institutions?

Yes. Matters of student discipline will be referred in the first instance to the Board of Study. Students will be subject to the regulations of their home institution.

Are the standards set for student admissions at both institutions comparable in respect to the specific program being offered?

Yes. Students will be admitted to the program on the recommendation of the Board of Study based on a single set of admission standards. These admission standards are also consistent with the corresponding UBC-only and NUS-only versions of these degrees.

Are the students enrolled in a joint degree program expected to spend at least two years in residence on the UBC campus?

No. There is no longer a residency requirement for graduate studies at UBC. Nor is there a residency requirement for graduate studies at NUS. In fact, of the minimum three-term duration for this degree program, both cohorts of students will spend a minimum of one term at UBC and one term at NUS.

In place of residency considerations, the relative participation of the two institutions in the courses taken is relevant: All students will be required to complete a minimum of 12 credits of course-work at UBC (typically over one term), and a minimum of 12 credits of course-work at NUS (typically over one term). The remaining 6 credits will be awarded for a collaborative project course, typically involving an industry sponsor and co-supervisors from both universities. This course may be taken through either UBC or NUS. Therefore, the credit contribution of each institution to the joint program will range from 12 to 18 credits. That is, the relative participation of the two institutions will range from 40% UBC / 60% NUS to 60% UBC / 40% NUS. Thus, the relative involvement of both institutions is significant and entirely consistent with the expectations of a joint degree program.

Will decisions made about student progress, etc. made at one institution be respected/accepted by the partner institutions?

Yes. As with an exchange agreement or transfer credits, student progress in individual courses will reside at the institution at which the courses are taken, whereas the record of overall student progress will reside both at the home institution and with the Board of Study.

In the event that a student decides to drop out of the joint degree program, and transfers to another program at one of the partner institutions, is there assurance that the student's new program will accept appropriate courses taken prior to transfer, at all of the cooperating institutions?

If a student transfers to the single-university stream of the program or another related program at the home institution, the courses taken prior to transfer would be evaluated in the same way as for any other program transfer request. A request to transfer to a program at the partner institution would be treated as a new application.

For the information of the Academic Policy Committee, I have included two additional questions and responses as follows:

Is the involvement of the two institutions sufficient to warrant the use of both university crests on the degree parchments?

The involvement of the two universities occurs in three ways:

- as indicated earlier, each university will contribute a minimum of 40% and a maximum of 60% towards the credits taken in this program;
- both institutions will have equal participation on the joint Board of Study which is vested with academic control; and
- faculty members at both institutions will participate in teaching courses at the partner institution and will co-supervise students in the industry project course.

Taken together, these contributions are at a level that is typical of a joint degree and therefore should be sufficient to warrant the use of both university crests on the degree parchment.

Are the academic standards (admissions, curricula, degree completion requirements) of the two streams equivalent to each other and equivalent to the standards of the corresponding single-university degrees?

It is noted that both universities currently offer corresponding single-university degrees without their collaboration. That is, the Master of Engineering in Mechatronics Design already exists at UBC as a UBC-only degree.

As already indicated, the program will be administered by a Board of Study with representatives from both institutions and reporting to the relevant Deans at both institutions. The Board is co-chaired by the Program Directors at each University and has UBC and NUS representatives who are faculty members appointed by their respective Deans.

The Board of Study is responsible for approving student admissions, the introduction and approval of curriculum changes, the industry project, and the completion of graduation requirements. That is, the Board of Study will ensure that the admissions, curriculum and program completion requirements of each institution are upheld and are equivalent. The Board of Study will approve, among other things, courses taken at NUS towards the UBC degree, and courses taken at UBC towards the NUS degree.

The composition of the Board of Studies and its authority with respect to admissions, curriculum and degree completion requirements, should provide sufficient assurances that the academic standards of both streams of this degree program are equivalent to each other, and as well are equivalent to the single-university streams of the two degrees.

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1

January 10, 2007

Memo to: Vancouver Senate

From: Nominating Committee

Re: Changes to Admissions Committee Terms of Reference

A concern was raised by the student caucus at a meeting of the Nominating Committee regarding the addition to the Senate Admissions Committee of Assistant or Associate Deans as ex-officio members (May 2006). The concern related only to the hearing of student appeals and the student caucus expressed concern that the student/faculty ratio was changed with the addition of these new members. Since the knowledge and experience of the Assistant or Associate Deans has proven to be valuable to the discussions of the Committee, it was agreed that the Assistant or Associate Deans could only vote on student appeals if they were also members of Senate. The Terms of Reference for the Committee have been amended to reflect this change.

Current Terms of Reference

1. To examine and rule on applications for admission and transfer that are not clearly resolvable under the regulations governing admission, and to review and rule on appeals related to admission, re-admission, and transfer to the University.
2. To consider and review admissions and transfer policy. To review performance in relation to admissions and transfer policy, and to make recommendations to Senate.
3. To review advancement requirements (Senate minutes September 14, 1994).
4. To consider and review University and faculty enrolments of new and continuing students (Senate minutes May 20, 1998).
5. Assistant or Associate Deans are normally requested to recuse themselves from the hearing of student appeals.

Updated Terms of Reference

1. To examine and rule on applications for admission and transfer that are not clearly resolvable under the regulations governing admission, and to review and rule on appeals related to admission, re-admission, and transfer to the University.
2. To consider and review admissions and transfer policy. To review performance in relation to admissions and transfer policy, and to make recommendations to Senate.
3. To review advancement requirements (Senate minutes September 14, 1994).
4. To consider and review University and faculty enrolments of new and continuing students (Senate minutes May 20, 1998).
5. Assistant or Associate Deans are to excuse themselves from the hearing of student appeals if the Faculty decision under appeal was one of their own Faculty.
6. Only Committee members who are also members of Senate may vote on motions related to student appeals.

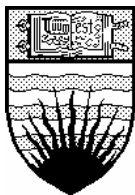
The Nominating Committee recommends:

That Senate approves the new Terms of Reference for the Senate Admissions Committee as circulated.

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair
Senate Nominating Committee

THE UNIVERSITY OF BRITISH COLUMBIA



January 23, 2007

ENROLMENT SERVICES

2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1
Tel: (604) 822-9952 Fax: (604) 822-5945
christopher.eaton@ubc.ca

To: Senate
From: Nominating Committee

**Re: Appointment of the Presidential Search Committee for the
Appointment of the Vice-President Academic & Provost**

This is to inform Senate that as per the powers delegated to the Nominating Committee in November 2007 to approved changes to the composition of the Provost Search Committee and to appoint Senators to that Committee, the following has been done:

Approved Composition (additions approved by the Committee are in **bold**):

- President (Chair)
- Three members of the Board of Governors appointed by the President
- **Four** ~~Three~~ members of the Vancouver Senate, elected by the Vancouver Senate, **one of whom must be a student member of the Senate**
- One member of faculty from the Vancouver campus without an administrative appointment elected by the Senior Appointments Committee
- **One member from UBC Okanagan, appointed by the President**

Appointments:

- Dr Perry Adebar, Faculty of Applied Science
- Dr Helen Burt, Faculty of Pharmaceutical Sciences
- Dean Gavin Stuart, Faculty of Medicine
- Mr Bijan Ahmadian, Student Senator, Faculty of Applied Science

The Committee reminds Senate that it will be conducting a general review of all senior administrative appointment policies in the upcoming term.

Respectfully submitted,

Rhodri Windsor-Liscombe, Chair
Senate Nominating Committee

December 8, 2006

From: Senate Committee on Student Awards, Vancouver

To: Senate

The Student Awards Committee recommends:

That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.

Re: Awards recommended for acceptance by the Senate Committee

J.N. BELL Bursary: Bursaries totalling \$2,750 have been endowed through a bequest by John Airdrie Nairn Bell for students in the Faculty of Medicine. (First awards available for the 2007/08 Winter Session)

Man-Bing Steve CHEUNG Memorial Bursary: Bursaries totalling \$3,000 have been endowed by Ms. Deine Tak-Yun Cheung in memory of Man-Bing Steve Cheung (M.A. 1967) for students in the Linguistics Department who are in need of financial assistance to continue their studies. (First awards available for the 2007/08 Winter Session)

Peter CROCKER and Linda Steinson Women's Soccer Award: A \$1,200 award is offered by Peter Crocker and Linda Steinson to a member of the Thunderbird varsity women's soccer team who demonstrates both athletic and academic leadership. The award is made on the recommendation of the President's Athletic Awards Committee. (First awards available for the 2007/08 Winter Session)

Charlotte Froese FISCHER Student Mobility Award in Science: A \$5,000 award has been endowed by Dr. Charlotte Froese Fischer (B.A.1952, M.A. 1954) for an undergraduate student in the Faculty of Science who is participating in a recognized UBC exchange with a partner institution outside of Canada. The award is open to both incoming and outgoing exchange participants. The award is made on the recommendation of the Go Global Student Mobility Program Office in consultation with the Office of Student Financial Assistance and Awards. (First award available for the 2007/08 Winter Session)

GRADUATING Class of Medicine 1955 Bursary: Bursaries totalling \$1,250 have been endowed by the Graduating Class of Medicine 1955 to assist students in the M.D. Program who are in need of financial assistance. (First awards available for the 2007/08 Winter Session)

Elsa GUARNASCHELLI Memorial Bursary: Bursaries totalling \$2,500 have been endowed by Dr. Claudio Guarnaschelli in memory of his wife, Mrs. Elsa Guarnaschelli (B.A.1978, M.L.S.1980), who was a librarian at the UBC Library for many years. The bursaries are awarded to students in the Master of Library and Information Studies Program in the School of Library, Archival and Information Studies. (First awards available for the 2007/08 Winter Session)

Albert Hung Chao HONG Scholarship: Scholarships totalling \$4,000 have been endowed through a gift by Albert Hung Chao Hong administered by the University of Victoria Foundation. The awards are made on the recommendation of the Faculty of Medicine of The University of

British Columbia to outstanding M.D. students in the Island Medical Program. (First awards available for the 2007/08 Winter Session)

Peter JEWESSON Graduate Scholarship in Pharmacy: Scholarships totalling \$1,000 have been endowed by friends and colleagues of Dr. Peter Jewesson (B.Sc.P. 1978, Ph.D. Pharmaceutical Sciences 1986) for students in the Doctor of Pharmacy Program. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences. (First awards available for the 2007/08 Winter Session)

Jacobus and Frances JUTTE Memorial Scholarship: A \$1,000 scholarship has been endowed by Carol Jutte in memory of her parents, Jacobus and Frances Jutte. The award is made on the recommendation of the School of Music to a student taking studies in a stringed instrument. (First award available for the 2007/08 Winter Session)

KELOWNA General Hospital Foundation Scholarship: Scholarships totalling \$1,250 have been endowed through the Kelowna General Hospital Foundation for students entering or continuing studies in the M.D. Program after completion of one or more years of undergraduate study at The University of British Columbia Okanagan. The awards are made on the recommendation of the Faculty of Medicine. (First awards available for the 2007/08 Winter Session)

Erika Nalos KURTH Scholarship in Voice: A \$1,000 scholarship has been endowed by Erika Nalos Kurth (Honors B.A. 1945 from UBC, D.Litt. Honoris Causa from the University of Victoria) for an undergraduate student in third or fourth year, or a masters student, enrolled in vocal programs in the School of Music. Erika Nalos Kurth was an active participant in the early musical life of UBC, a praised vocal soloist in San Francisco, Vancouver, Victoria, and on the CBC, and continues to be a leading figure in the arts in British Columbia. The award is made on the recommendation of the School. (First award available for the 2007/08 Winter Session)

Natalie and James LOH International Student Award: Awards totalling US\$30,000 are offered by Natalie and James Loh to international undergraduate students in any year or faculty. The awards are adjudicated on the basis of academic merit and financial need for students enrolling at UBC following attendance at a college or university in Hong Kong, China or Singapore, with a preference for students who graduated from Wan Yah College or St. Stephen's Girls' College, both based in Hong Kong. The awards are made by the Office of Student Financial Assistance and Awards in consultation with the International Student Initiatives Program. (First awards available for the 2007/08 Winter Session)

METHANEX Scholarship in Accounting or Finance: A \$3,500 scholarship is offered by Methanex Corporation to a third or fourth year undergraduate student in the Accounting or Finance Option of the Bachelor of Commerce Program in the Sauder School of Business. Academic achievement is the primary criterion in evaluating candidates, although demonstrated leadership and volunteerism in campus and community affairs may be taken into account. Scholarship recipients may be invited to apply for a cooperative education placement or internship with Methanex. The award is made on the recommendation of the School. (First awards available for the 2006/07 Winter Session)

Joel NITIKMAN and Liny Chan Bursary in Law: Bursaries totaling \$2,500 have been endowed by Joel Nitikman (B.Sc.1982) and Liny Chan for students in the Faculty of Law who have dependent children or otherwise need financial assistance to continue their legal studies. (First awards available for the 2007/08 Winter Session)

PERRY + Associates Scholarship in Landscape Architecture: A \$6,000 scholarship is offered by Perry + Associates to a student in the Master of Landscape Architecture Program or Master of Advanced Studies in Landscape Architecture Program, with preference for a student entering second or third year showing demonstrated excellence in design. The award is made on the recommendation of the School of Architecture and Landscape Architecture. (First award available for the 2007/08 Winter Session)

PHILLIPS Farevaag Smalenberg Service Award: A \$5,000 service award is offered by Phillips Farevaag Smalenberg to a student in the Master of Landscape Architecture Program who has demonstrated leadership in advocacy for landscape architecture and related service to the community. The award is made on the recommendation of the School of Architecture and Landscape Architecture. (First award available for the 2006/07 Winter Session)

Wendy K. SUTTON Graduate Scholarship in Early Childhood Literacy: Scholarships totalling \$1,000 have been endowed by Dr. Wendy K. Sutton, a specialist in children's literature and a dedicated educator, for Education graduate students whose scholarly work advances the understanding and practice of early childhood literacy, with priority given to those focusing on the preschool years. The awards are made on the recommendation of the Faculty of Education in consultation with the Faculty of Graduate Studies. (First awards available for the 2007/08 Winter Session)

Lilian TO Memorial Graduate Scholarship: A \$2,500 scholarship has been endowed by S.U.C.C.E.S.S. in memory of Lilian To (M.S.W.1979), the late CEO of S.U.C.C.E.S.S. and a renowned, internationally recognized social worker. The scholarship recognizes and honours Lilian To's unwavering support for the welfare of immigrants and refugees. The donor's initial contribution to the endowment principal has been matched by the School of Social Work and Family Studies. The award is made on the recommendation of the School, in consultation with the Faculty of Graduate Studies, to a graduate student studying immigration and refugee policy and practice. (First award available for the 2007/08 Winter Session)

Audrey TYSON Bursary in Theatre: A \$1,000 bursary is offered by her loving family in honour of Audrey Tyson (B.Ed. Elementary 1983, M.F.A. in Theatre 1994) for a student in Theatre who is in need of financial assistance to continue their studies. Audrey Tyson emigrated from England in 1953, was widowed and thereafter raised eight children on a Canadian Armed Forces pension whilst pursuing her degrees. Founder and Director of Masques Theatre in Victoria, B.C., Audrey is the recipient of awards for Direction and Performance at the B.C. Seniors Games (1998-2005) and was nominated in 2002 for a B.C. Woman of Distinction Award for her inspirational contribution to senior and youth theatre. (First award available for the 2007/08 Winter Session)

Hari VARSHNEY MBA Entrance Scholarship: A scholarship equal to one-half tuition is offered to students in the MBA Program who demonstrate exceptional aptitude and academic excellence. Preference is given to international students. The award is made on the recommendation of the Sauder School of Business. (First award available for the 2007/08 Winter Session)

Madhu VARSHNEY MBA Entrance Scholarship: A scholarship equal to one-half tuition is offered to students in the MBA Program who demonstrate exceptional aptitude and academic excellence. Preference is given to international students. The award is made on the

recommendation of the Sauder School of Business. (First award available for the 2007/08 Winter Session)

Stephen J.A. WARD Prize in Journalism Ethics: A \$600 prize is offered by alumnus, Liam Mitchell (M.J. 2003), in honour of Stephen J.A. Ward, founding professor of ethics at the School of Journalism. The prize is awarded to a student in the graduating class in Journalism who has produced the best final essay in the Journalism Ethics course (JRNL 533B). The award is made on the recommendation of the School. (First award available for the 2007/08 Winter Session)

Robert N. and Patricia YOUNG Scholarship: Scholarships totalling \$1,250 have been endowed through a gift by Robert and Patricia Young administered by the University of Victoria Foundation. The scholarships are offered annually on the recommendation of the Faculty of Medicine at The University of British Columbia to outstanding M.D. students in the Island Medical Program, with preference for students who have graduated from a secondary school on Vancouver Island. (First awards available for the 2007/08 Winter Session)

Previously-Approved Awards With Changes in Terms or Funding Source:

None.

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1

January 11, 2007

To: Senate

From: Tributes Committee

Subject: **Candidates for Emeritus/Emerita Status**

The Tributes Committee recommends that the individuals on the circulated list be granted emeritus/emera status effective January 1st 2007.

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

Criteria for Emeritus/Emerita Status

In order to be eligible to be recommended to Senate by the Tributes Committee for emeritus/emera status:

1. A person who retires at the normal retirement age of 65 must have a minimum of five years of service.

Note: eligibility formula currently in use: Age (65) plus years of service must equal 70 or greater.

Faculty Members Eligible for Emeritus Status						
Retirements December 31, 2006						
Last Name	First Name	Prefix	Faculty	Department	Gender	Title
Aklujkar	Ashok N	Dr	Faculty of Arts	Asian Studies	M	Professor
Barrett	Anthony A	Dr	Faculty of Arts	Classical, Nr.Estrn&Relign Std	M	Professor
Benedet	John L	Dr	Faculty of Medicine	Obstetrics & Gynaecology	M	Professor
Boshier	Roger W	Dr	Faculty of Education	Dept of Educational Studies	M	Professor
Boyd	David W	Dr	Faculty of Science	Mathematics	M	Professor
Breen	David Henry	Prof	Faculty of Arts	History	M	Professor
Casselman	William A	Dr	Faculty of Science	Mathematics	M	Professor
Clarke	Garry K C	Dr	Faculty of Science	Earth and Ocean Sciences	M	Professor
Diewert	W Erwin	Dr	Faculty of Arts	Economics	M	Professor
Durbach	Errol	Prof	Faculty of Arts	Theatre,Film&C Writg (Theatre)	M	Professor
Echols	Frank H	Dr	Faculty of Education	Dept of Educational Studies	M	Associate Professor
Hakstian	Arthur R	Dr	Faculty of Arts	Psychology	M	Professor
Harris	Muriel Joyce	Dr	Faculty of Medicine	Medical Genetics	F	Associate Professor
Lary	Diana C M	Dr	Faculty of Arts	History	F	Professor
Myers	Judith H	Dr	Faculty of Land & Food Systems	Agroecology	F	Professor
Oke	Timothy R	Dr	Faculty of Arts	Geography	M	Professor
Oliveira	Luis A F	Dr	Faculty of Science	Botany	M	Associate Professor
Parsons	Robert R	Dr	Faculty of Science	Physics & Astronomy	M	Professor
Raoul	Valerie A	Dr	Faculty of Arts	French,Hispanic & Italian Std	F	Professor
Ray	Arthur J	Dr	Faculty of Arts	History	M	Professor
Schreier	Hanspeter	Dr	Faculty of Land & Food Systems	Agroecology	M	Professor
Sjerve	Denis K	Dr	Faculty of Science	Mathematics	M	Professor
Smith	Allan C L	Prof	Faculty of Arts	History	M	Associate Professor
Tredwell	Stephen J	Dr	Faculty of Medicine	Orthopaedics	M	Professor
Van Der Kamp	Bart J	Dr	Faculty of Forestry	Forest Sciences	M	Professor
Yuille	John C	Dr	Faculty of Arts	Psychology	M	Professor
Zaenker	Karl A	Prof	Faculty of Arts	Ctrl,Estrn,Nrthrn Europe Stud.	M	Associate Professor

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1
Tel: (604) 822-8141
Fax: (604) 822-5945

January 10, 2007

To: Vancouver Senate
From: Tributes Committee
Subject: Memorial Minute

The Tributes Committee has prepared memorial minute for the following individual:

Dr. David V. Bates

Motion: The Tributes Committee moves that the Memorial Minute for Dr. David Bates be entered into the minutes of Senate and that copies of the memorial minute be sent to the family of the deceased.

Respectfully submitted,

Dr. Sally Thorne
Chair
Senate Tributes Committee

SENATE OF THE UNIVERSITY OF BRITISH COLUMBIA

MEMORIAL MINUTE

DAVID V. BATES

Dr. David V. Bates served on Senate as Dean of the Faculty of Medicine from 1972 to 1977. He was Professor Emeritus in the Department of Medicine (Respiratory) and Department of Health Care & Epidemiology.

Dr. Bates received his medical training from Cambridge University. He was a Senior Lecturer in Medicine at St. Bartholomew Hospital and University of London. Prior to coming to UBC, Dr. Bates was a Senior Lecturer in Medicine at St. Bartholomew Hospital and the University of London, and was an Associate Dean at McGill University from 1956 to 1972.

Retired from UBC in 1987, he continued to be a very active member of the academic community. His area of expertise included occupational and environmental medicine, specializing in respiratory disease related to air pollutants. Dr. Bates was a recipient of many awards, including The Queen's Jubilee Medal in, Connaught Award (Canadian Lung Association), Trudeau Gold Medal, Ramazzini Medal, and the Order of Canada in 2003. The Environmental and Occupational Health assembly of the American Thoracic Society honoured Dr. Bates on the occasion of his 80th birthday by establishing the David Bates award. This award is given annually to a research trainee in recognition of the importance Dr. Bates placed on mentoring and support of young investigators.

Dr. Bates served on a number of boards and committees in the academic and scientific communities. He was chair of the BC Royal Commission on Uranium Mining and of the US EPA Science Advisory Board Task Force on Electromagnetic Fields. He was a member of the Board of Environmental Studies and Toxicology, National Academy of Sciences, USA and the Science Council of Canada.

Dr. Bates is survived by his children and grandchildren.

AD HOC COMMITTEE REPORT

January 4, 2007

To: Vancouver Senate

From: Ad hoc Committee for the Review of U21Global

Re: Review of U21Global

Overview of the relationship between UBC and U21Global

U21Global (hereafter U21G) is a joint venture between Thomson Learning (a division of the Thomson Corporation) and 19 of the 20 universities in the international consortium known as Universitas 21LBG (hereafter U21).^{1 2} All of the universities in U21G have made equity (cash) investments in the venture.³ UBC joined U21G in 2001 by making the minimum investment of \$500,000 (all figures in US dollars). UBC made additional investments of \$100,000 in 2004 and \$137,150 in 2006. Further investment by UBC is pending; this issue is discussed in detail below. The agreement between U21G and UBC is quite complex. In lay terms, UBC has essentially licensed the use of the UBC crest to U21G for use in certain ways in promotional materials, and on degrees, diplomas and certificates in exchange for the potential of dividend and royalty income and the opportunity to learn about and participate in the global market for online education.

¹ The Thomson Corporation announced on October 26, 2006 that it plans to divest itself of Thomson Learning in 2007.

² At present, the U21 members are: McGill University, Tecnologico De Monterrey, University of British Columbia, University of Virginia, Lund University, University College Dublin, University of Birmingham, University of Edinburgh, University of Glasgow, University of Nottingham, Fudan University, Peking University, Korea University, National University of Singapore, Shanghai Jiao Tong University, University of Hong Kong, University of Auckland, University of Melbourne, University of New South Wales, and University of Queensland. Peking University is the only member of U21 that is not also affiliated with U21G.

³ Formally, the investments are made in U21Equity. U21Equity and Thomson Learning each own 50% of U21Global. The licensing agreement that allows U21Global to use the UBC crest is a stand-alone agreement between UBC and U21. A chart showing the ownership structure of U21Global is attached to this report.

Terms of reference for the ad hoc Committee for the Review of U21Global

At its meeting on April 18, 2001, where Senate approved of "UBC entering into the agreement to join U21 Global as outlined, with no relationship to the financial issues," a motion was passed that "the Vice President Academic and Provost make an annual report to Senate on the status of U21Global, either directly or through the appropriate Committees of Senate." At its meeting on November 20, 2002, Senate passed a motion that "the Nominating Committee be directed to strike an ad hoc committee of Senate to review and evaluate U21 Global programs during their third year of operation." At this meeting, one senator (Dr. MacEntee) expressed the hope that the Senate review process would be "broad and inclusive," noting that the initial decision to join U21 Global had been taken relatively quickly. The ad hoc Committee for the Review of U21Global has attempted to honor both the specific instructions of Senate and the spirit of the many Senate discussions that have occurred on this matter since 2001. The committee is mindful, in particular, of the specific power granted to Senate in section 37(1)(u) of the Universities Act, namely "to set the terms of affiliation with other universities, colleges or other institutions of learning, and to modify or terminate the affiliation."

In terms of process, the committee met to outline the issues that it would consider, and wrote to former Associate Vice-President International Goldberg, now Chief Academic Officer of U21G, requesting information and clarification on a number of points. Dr. Goldberg submitted written answers to the committee's queries. The chair of the committee spoke with a number of individuals across campus to discuss various aspects of UBC's involvement with U21G. The entire committee met with Associate Vice-President International Klafter. The report was drafted by the chair of the committee and circulated to the entire committee for comment and revision.

U21Global's activities and programs

U21G's mission is "to set the benchmark for online education." It develops and offers online courses and programs in business and information technology management for individuals and executives. The quality of U21G faculty, courses and programs are

assessed and assured by a separate organization, U21 Pedagogica, a subsidiary of U21.⁴ U21 Pedagogica is charged with applying the standards of the U21 member universities to the educational activities of U21G.

U21G offers two master's degrees, a Master of Business Administration (MBA, launched in 2003) and a Master of Management in Information Technology (MMIT, launched in 2006). Admission to either degree program requires a Bachelor's degree, at least two years of work experience and evidence of proficiency in English. Standardized admissions tests (GMAT or GRE) are not required. To earn an MBA, a student must complete 10 required courses, 7 elective courses and a research project. To earn an MMIT, a student must complete 12 courses chosen from 8 "competency clusters." The courses that make up the degree programs are repackaged into shorter programs leading to diplomas and certificates for students who do not wish to pursue a degree or do not meet the degree entrance requirements. For example, the program leading to the "Executive Diploma of Business Administration" consists of 8 courses from the MBA program, and does not require a Bachelor's degree for admission. The program leading to the "Executive Certificate of IT Project Management and Outsourcing" consists of 4 courses from the MMIT program, and also does not require a Bachelor's degree. U21G has developed several joint programs, including a Master of Science in Tourism and Travel Management with the University of Nottingham and a Management Programme for Entrepreneurs and Family Business with the Indian Institute of Management Bangalore. U21G has also entered the market for customized executive education and corporate training, including face-to-face classes and lectures, with a geographic focus on India and China.

The issues

UBC's involvement in U21G has been discussed in at least 9 Senate meetings since 2001.⁵ During these discussions, a large number of issues were raised: (1) Several

⁴ U21G lists ten full-time faculty members on its website, nine of whom have PhDs. The website also lists a large number of adjunct faculty, drawn from academic institutions and consulting firms. The website also lists recent publications by U21G full-time faculty. This list shows that U21G faculty publish mostly in regionally focused journals in business, economics and management information systems. Very few of these journals would meet UBC publication norms for these fields.

⁵ There have also been a number of documents presented to Senate regarding U21G, including an open letter of concern from members of the Department of Educational Studies, dated April 23, 2001, written responses by Associate Vice President International Goldberg to questions raised by the UBC Faculty Association, dated September 18, 2002, and a report from Dr. McGillivray, date February 3, 2006.

senators expressed concerns about due process, and expressed the view that Senate's initial consideration of this matter was rushed and poorly informed. (2) Several senators expressed concern that by participating in U21G, UBC was contributing to the "commercialization" of higher education to the detriment of its core mission as a public university. (3) Several senators expressed concern about the absence of a role for students in the governance of U21G, and about the affordability of U21G programs for students in developing countries. (4) Several senators raised questions about the organizational and contractual agreements between UBC and U21G, including whether U21 members were adequately represented on the U21G board, why royalty payments were capped at 14% of gross revenues, and why the agreements transferred to U21G the copyright on any course materials that might be developed by UBC faculty. (5) Several senators asked questions about UBC's financial involvement, in particular, whether UBC could expect a financial return on its investment in U21G, and whether UBC was protected from downside risk should the venture be unsuccessful. (6) Dean Muzyka expressed concern that students would be misled or confused by the co-branding of the U21 universities in U21G promotional materials, and stated that U21G was competing with existing UBC programs for international students. (7) A number of senators asked about the procedures for withdrawing from U21G⁶, and about the role of Senate in the decision to withdraw.

This brief account cannot do justice to the substance of the discussions at Senate, but it does accurately convey their tone. By and large, Senate's view of this matter has been skeptical. The committee understands this view, but has asked whether there are potential advantages to UBC that could offset the potential difficulties outlined above. In this regard, the committee believes that the following three issues are salient.

International linkages

A number of senators, including several current and former Deans, have expressed the view that U21 provides valuable opportunities for promoting international linkages between universities. For example, at the May 16, 2001 Senate meeting, Dean Isaacson noted that U21 "provides opportunities for synergies." At the same meeting, Dean

⁶ To withdraw, UBC would need to sell its shares in U21 Equity and terminate its license agreement with U21. However, it might be difficult to find a buyer for UBC's shares. There is no established market for the shares and there are restrictions on a shareholder's ability to transfer shares to outsiders. The license agreement between UBC and U21 permits U21G to continue to use the UBC crest in existing programs for three years after the date of termination.

Quayle highlighted the opportunities, particularly for small faculties, in partnering with other institutions to develop courses under U21G and added that the role of the University included a degree of risk taking in order to maximize institutional learning. The committee agrees that promoting international linkages between universities is valuable, but notes that such opportunities are more likely to arise through the U21 consortium (as Dean Isaacson suggested) rather than through the commercial enterprise known as U21G. Affiliation with U21G is not a requirement for membership in U21.

Knowledge and technology transfer

One of the key motivations for UBC's involvement in U21G was the opportunity to access knowledge, experience and technology in the area of online education or e-Learning. For example, in the September 18, 2001 Senate meeting, Vice-President McBride stated "the financial features of U21Global were minor compared to the opportunity to learn what works pedagogically in e-Learning." At the same meeting, Dr. Goldberg, then UBC's contact officer for U21, stated that the member universities were to have access to any learning materials developed for U21Global for their use free of charge and that UBC could "integrate successful courseware or technologies immediately on our campus at no cost." This potential benefit was echoed a year later by Associate Vice President International Goldberg in his response to questions raised by the UBC Faculty Association: "Investing \$500,000 to be an integral part of a large-scale well capitalized and conceived web-based degree effort presented an attractive way to learn about the technology while containing financial and other risks. It also holds significant upside that we are now in a position to participate in as a result of the investment in U21G." At the May 16, 2001 Senate meeting Dean Klawe stated that she was excited to see the institution participate in an experiment with the benefit of determining innovative ways to provide educational experiences, and was hopeful that UBC faculty would be able to participate sufficiently to justify the University's investment.

These potential benefits have not been realized. There appear to be two fundamental difficulties. First, to the best of our knowledge, no academic unit at UBC has had any direct involvement with U21G. There was some discussion of a joint research program between U21G and UBC's Institute for the Scholarship of Teaching and Learning in 2004, but an agreement was not concluded. To the best of our knowledge, no UBC faculty member has participated in the development or review of any course or program

materials for U21G, U21Pedagogica or its program review panels. Since there has been no involvement by UBC faculty or staff, there has been no transfer of experience or tacit knowledge about online education or e-Learning from this initiative. Second, despite Dr. Goldberg's earlier claim, there has been no transfer of courseware or technology from U21G to UBC. In Dr. Goldberg's letter to the committee, he states: "U21Global technology is generally licensed from others. ... U21Global has virtually no technology of its own; aside from the customisations we developed to make the licensed software meet our specific needs. Thus, we are not in a position to transfer our technology since it is essentially all licensed. Accordingly, U21Global has not transferred its licensed technology to U21 institutions nor can it."

Financial benefits

There may also be financial benefits arising from UBC's involvement in U21G. Financial benefits could come through several channels. There could be revenues to faculty who develop or review course materials. There could be revenues to an academic unit through a joint program. There could be dividends or royalty income paid to UBC, as stipulated in the licensing agreement.

Since, to the best of our knowledge, there has been no direct involvement by any UBC academic unit or faculty member in U21G courses or programs, the committee assumes that there has been no financial benefit to the UBC community through these channels. Since U21G has yet to earn a profit, and is presently operating at a loss of approximately \$8 million per quarter, the prospect of dividend income seems remote. However, the issue of royalty income is important, since Dr. McGillivray suggested in his report to Senate that UBC could receive \$281,000 in royalty income between 2006 and 2010, and that this could be used to offset the cost of further investment in the venture.

Under the agreement between UBC and U21G, royalty income is determined as follows: (1) U21G pays a percentage of its total net student revenue (essentially gross revenue) to U21 as royalty income. The percentage paid rises with the level of gross revenue, and is capped at 14% once revenue reaches \$500 million per year. For annual gross revenue less than \$25 million, the percentage paid is 3% (U21G total net student revenue in 2005 was \$1.7 million, so 3% is currently the relevant figure). (2) U21 then divides its royalty income equally among the licensing institutions. There are presently 19 licensing institutions, so each would receive 1/19th of whatever royalty income U21 earns. To put

Dr. McGillivray's comments in context, through the first two quarters of 2006, total net student revenue for U21G was \$841,000. If U21G's annual revenue for 2006 were to reach \$2 million, then UBC's royalty income for 2006 would be approximately \$3,158. In fact, UBC's royalty income for 2006 will be \$2,256.19. Given U21G's recent financial performance, it seems extremely unlikely that U21G net student revenues will rise to the level (more than \$71 million) that would generate royalty payments of \$281,000 for each of the 19 licensing institutions.

Performance standards and further investment by UBC

Dr. McGillivray's report to Senate also states that a further investment of \$137,150 by UBC is pending, subject to U21G meeting certain performance standards during the 2006 calendar year. It is our understanding that these performance standards were articulated by President Piper. The standards are: (1) recruit at least 1,183 new students, (2) enroll at least 5,144 students in new classes, (3) achieve revenue of not less than \$2.5 million, and (4) collect more than \$3.3 million in cash. Information presented at the September 14, 2006 U21 Managers' meeting, shows that through the first half of 2006, U21G has: (1) recruited 357 students, (2) enrolled 1,360 students in new classes, (3) earned \$841,000 in revenue and (4) collected \$913,000 in cash. Dr. Klafter, who attended the September 14, 2006 meeting, told the committee that U21G is counting participants in its customized executive education and corporate training programs toward the enrolment targets. Dr. Klafter also told the committee that even with this liberal interpretation of participants, U21G has admitted that it will not meet the 2006 performance standards.

Conclusions

Our conclusions are: (1) U21 may have important benefits in fostering international linkages between universities, but the benefits arising from the co-branding of the U21G affiliates in promotional materials, degrees, diplomas and certificates are more problematic. Affiliation with U21G is not a requirement for membership in U21. (2) One of the motivations for joining U21G was to access knowledge, experience and technology in e-Learning. These potential benefits have not been realized, since (a) there has been no direct involvement by UBC programs or faculty in U21G, and (b) U21G technology is licensed and cannot be shared. (3) There is little financial benefit flowing to UBC from its affiliation with U21G: there has been no income for faculty or

programs, the prospect of dividend income seems remote, and expected royalty income is far below the \$281,000 suggested by Dr. McGillivray.

Recommendations

- 1. That Senate recommend to the Board of Governors that if the 2006 performance standards specified by President Piper are not met, then UBC make no further investments in U21Global.**
- 2. That Senate recommend to the Board of Governors that if the 2006 performance standards specified by President Piper are not met, then UBC withdraw from U21Global.**
- 3. That the ad hoc Committee for the Review of U21Global be dissolved.**

Respectfully submitted by Committee Members:

Dr. Robert Helsley (Chair)

Dr. Perry Adebar

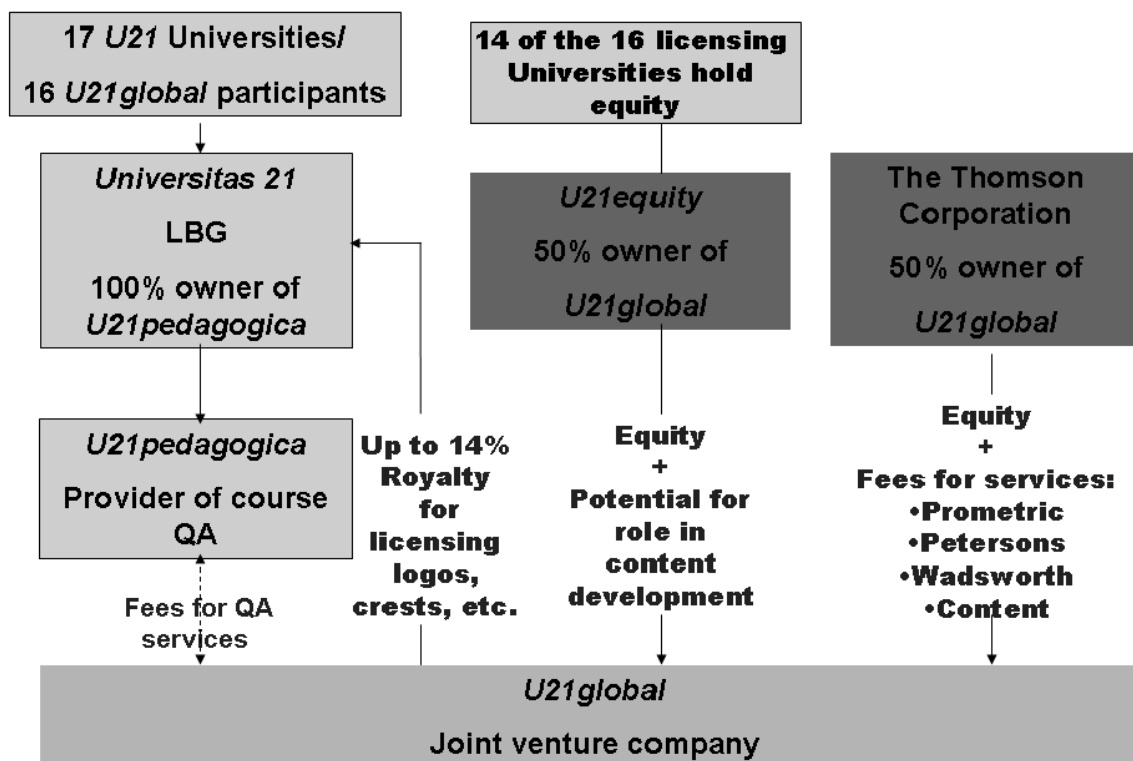
Ms. Wendy King

Mr. Phil Orchard

Dr. Sally Thorne

Dr. Robert Tierney

***U21global* Ownership Structure**



THE UNIVERSITY OF BRITISH COLUMBIA



Vice President Academic and Provost
6328 Memorial Road
Vancouver, B.C. Canada V6T 1Z2
Tel: (604) 822-4948
Fax: (604) 822-3134

MEMORANDUM

November 28, 2006

To: Senate
c/o Lisa Collins, Manager of Secretariat Services

From: George A. Mackie
Vice President Academic and Provost *pro tem*

A handwritten signature in cursive script that reads "George A Mackie".

Re: Establishment of the Centre for Hip Health, Faculty of Medicine

Recommendation:

I recommend that Senate approve the establishment of the Centre for Hip Health within the Faculty of Medicine, effective January 1, 2007

Rationale:

The proposal to establish the Centre for Hip Health within the Faculty of Medicine was approved by the Faculty's executive on May 16, and by Faculty on November 6, 2006. The executive summary of the proposal, forwarded by Dr. Gavin Stuart, Dean, Faculty of Medicine, is attached.

Musculoskeletal diseases – diseases of bone and joint – are one of the most significant burdens both to the healthcare system and to society. Between 1987 and 2001, falls ranked third as a cause for mortality in BC, and account for 78% of injury-related deaths in seniors. When the direct and indirect costs of major injuries resulting from falls are combined with those associated with musculoskeletal diseases they account for about 15% of the economic burden of illness in BC.

The goal of the integrated research program of the Centre for Hip Health is to achieve scientific breakthroughs in the areas of prevention of hip fractures; detection of the early onset of hip osteoarthritis; and the development of more effective surgical solutions for the degenerative and fractured hip.

/cp

Attachment: The Centre for Hip Health – Executive Summary

The Centre for Hip Health - Executive Summary

The Centre for Hip Health is a multidisciplinary research centre focused on addressing critical problems in the area of bone and joint health that threaten to compromise Canada's healthcare system. The Centre's first major commitment is to enhance the prevention, detection and treatment of bone and joint problems affecting the hip.

Canada's population base is aging. The proportion of the population over 65 is increasing rapidly; in the province of British Columbia the fastest growing sector of the population is the very elderly, those over 80 years of age. This group is expected to double in the next 20 years (<http://www.injuryresearch.bc.ca/fallsPrevIndex.htm>).

Musculoskeletal diseases - diseases of bone and joint - are one of the most significant burdens both to our healthcare system and to our society in general.

- Musculoskeletal diseases were ranked as the number one healthcare problem in British Columbia in 1998, when direct and indirect costs were combined.
- Approximately 85% of Canadians over 75 years of age have osteoarthritis, and its overall prevalence in Canada is 2.5 times greater than heart disease and 6 times greater than cancer.
- The cost of musculoskeletal diseases in the US now approaches 3% of GDP which is equivalent to a mild recession (WHO 2003).

Falls ranked third as a cause for mortality in British Columbia between 1987 and 2001 and falls account for 78% of injury-related deaths in seniors.

- 95% of hip fractures are the result of a fall and represent the most common cause of injury among senior citizens.
- Hip fractures, many of which are potentially preventable, result in death in approximately 20% of cases, and disability (change in the ability to walk or care for oneself) in 50% of those who survive.

When the direct and indirect costs of major injuries resulting from falls in the elderly are combined with those associated with musculoskeletal diseases, these two issues alone currently account for up to 15% of the economic burden of illness in British Columbia.

To meet the needs of our aging population today and to prepare for the demographics of tomorrow there is an urgent need to develop more effective solutions to

prevent, detect and treat musculoskeletal diseases, to develop effective programs for falls-related injury prevention, to provide better assessment for those elderly at-risk for falls, and to improve treatment for the elderly who do fall. Without better solutions, the number of people requiring direct or indirect healthcare support will escalate and soon outstrip society's ability to provide appropriate care.

The goal of the integrated research program of the Centre for Hip Health is to achieve scientific breakthroughs in three key areas, and to translate these findings to the relevant user communities or stakeholder groups including the public. These three key areas are:

- **Prevention of hip fractures**
- **Detection of the early onset of hip osteoarthritis**
- **Development of more effective surgical solutions for the degenerative and fractured hip**

Due to the uniqueness of the collective talent within the Centre for Hip Health, researchers are able to study the problems of bone and joint disease using innovative and comprehensive approaches. Research programs carried out at the Centre look at bone and joint problems from the earliest onset to the end stage. Seeking to understand the continuum of the problem instead of focusing exclusively on one stage or treatment modality provides unique opportunities for collaboration and innovation across previously disparate research disciplines.

The Centre is built on the wide range of internationally recognized bone and joint expertise that currently exists within the academic and clinical communities in British Columbia. This foundation provides the opportunity for additional recruitment of world-class investigators to achieve our objectives.

The Centre for Hip Health has a strong focus on knowledge exchange; through education and training of students and fellows, through continuing education programs for physicians and other caregivers within the community, and through communication, awareness and provision of evidence-based programs for the greater public. The Centre also provides a platform for development of national and international collaborative networks focused on clinical research of the hip.

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1

January 10, 2007

To: Vancouver Senate

From: Brian Silzer
Associate Vice President Enrolment Services and Registrar

Subject: Academic Year 2007/2008

Please be advised that the draft academic year dates for 2007/2008 are available for your review at:

<http://www.students.ubc.ca/calendar/academicyear.cfm?page=2007&action=draft>

These draft dates were circulated widely throughout the campus in November and all academic units that list program-specific dates have been consulted.

Key dates for 2007/2008 Winter Session:

Term 1

Tuesday, September 4, 2007:	Classes begin for all Faculties not already in session
Friday, November 30, 2007	Last day of Term 1 classes for most Faculties
Wednesday, December 5, 2007	First day of exams Term 1
Wednesday, December 19, 2007	Last day of exams Term 1

Term 2

Monday, January 7, 2008	Classes begin for most Faculties
Friday, April 11, 2008	Last day of Term 2 classes for most Faculties
Tuesday, April 15, 2008	First day of exams Term 2
Tuesday, April 29, 2008	Last day of exams Term 2

Should you have any questions or comments regarding the 2007/2008 Academic Year, please forward them to Ginette Vallee at facsec@exchange.ubc.ca or (604) 822-5239.