

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Secretariat

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

Vancouver Senate

AGENDA

THE NINTH REGULAR MEETING OF THE VANCOUVER SENATE FOR THE 2010/2011 ACADEMIC YEAR

WEDNESDAY, MAY 18, 2011

7:00 P.M.

ROOM 182, IRVING K. BARBER LEARNING CENTRE, 1961 EAST MALL

1. **Tributes Committee -- Mr. Christopher Gorman**
Memorial Minute for Dr. Bernard E. Riedel (approval) (circulated)
2. **Senate Membership -- Mr. James Ridge**
 - a. **Call for Nominations and Notice of Elections (information)**
This is a call for nominations for two Student Senators to serve on the Nominating Committee for the term from May 18, 2011 until March 31, 2012 and thereafter until replaced.
The Secretary has received to date nominations for Mr. Sean Heisler and Mr. Spencer Rasmussen. Should no further nominations be received by 4:00 p.m. on Tuesday, May 17, Mr. Heisler and Mr. Rasmussen will be declared acclaimed as elected.
 - b. **New Senator: Mr. Brendan Craig, elected student representative of the Faculty of Law (information)**
3. **Minutes of the Meeting of April 20, 2011 -- Mr. Sean Haffey**
(approval) (circulated)
4. **Business Arising from the Minutes**
5. **Remarks from the Vice-Chair and Related Questions -- Mr. Sean Haffey**
 - a. **Presentation of Certificates of Appreciation for Senators attending their last meeting (information)**
6. **From the Council of Senates -- Dr. James Brander**
Oral Annual Report on Committee Activities from the Council of Senates Budget Committee (information)
7. **Candidates for Degrees and Diplomas (approval) -- Mr. Sean Haffey**
The Vice-Chair of Senate calls for the following motion:

.../continued

Candidates for Degrees and Diplomas, continued

That the candidates for degrees and diplomas, as recommended by the Faculties and Schools, be granted the degrees and diplomas for which they are recommended, effective May 2011, and that a committee composed of the Registrar, the appropriate Dean, and the Chair of the Vancouver Senate be empowered to make any necessary adjustments.

(2/3 majority required)

8. **Academic Building Needs Committee -- Dr. Robert Sparks**
Annual Report on Committee Activities (information) (circulated)
9. **Admissions Committee -- Dr. David Fielding**
(circulated)
 - a. Canadian Aboriginal Applicants (approval)
 - b. Master of Journalism (approval)
 - c. Master of Food and Resource Economics (approval)
 - d. Master of Science in Human Nutrition (approval)
 - e. Report on Student Mobility Agreements (information)
 - f. Matters of Delegated Authority -- Criteria for Including Secondary School Courses in an Admission Average and Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University* (information)
10. **Appeals on Academic Standing Committee -- Dr. Ronald Yaworsky**
Annual Report on Committee Activities (information) (circulated)
11. **Curriculum Committee -- Dr. William McKee**
(circulated)
 - a. Curriculum Proposals from the Faculties of Arts, Applied Science, Commerce & Business Administration, Education, Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, Commerce & Business Administration, Dentistry, Education, Forestry, Land & Food Systems, Medicine, Pharmaceutical Sciences, and Science), Land & Food Systems, Law, Medicine, and Science (approval)
 - b. Certificates in Translation and Interpretation for Business (Chinese/English, English/Chinese; and Korean/English, English/Korean) (information)
12. **Joint Report from Admissions and Curriculum Committees -- Dr. William McKee**
(approval) (circulated)
 - a. Changed Program Proposal -- Bachelor of Midwifery (B.M.W.)
 - b. New Program Proposal -- Master of Museum Education (M.M.Ed.)
 - c. New Program Proposal -- Master of Arts in Science and Technology Studies (M.A. in Science and Technology Studies)
13. **Library Committee -- Dr. Mark Vessey**
Annual Report on Committee Activities (information) (circulated)

.../continued

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

(approval) (circulated)

- a. Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates
- b. Election of Student Senators to the Council of Senates

15. Student Appeals on Academic Discipline Committee -- Mr. Des Verma

Annual Report on Committee Activities (information) (circulated)

16. Student Awards Committee -- Dr. Brian Stelck

New Awards (approval) (circulated)

17. Tributes Committee -- Mr. Christopher Gorman

Candidates for Emeritus Status (approval) (circulated)

18. Reports from the Faculty of Graduate Studies

(approval) (circulated)

- a. Faculty of Graduate Studies Council Membership¹ -- Dr. Philip D. Loewen
- b. Affiliations with Beijing Normal University, Zhuhai, & Northeast Normal University for Master of Education Programs -- Dean *pro tem.* Susan Porter

19. Report from the Vice President, Academic and Provost -- Dr. David Farrar

Access Copyright, with guest presenter Mr. Allan Bell, Director, Digital Initiatives, UBC Library (information) (circulated)

20. Proposed Agenda Items

21. Other Business

Section 16 (b) of the *Rules and Procedures of Senate* states that meetings will adjourn no later than 9:30 p.m.

Regrets: Kristen Elder, telephone 604.822.5239 or e-mail: kristen.elder@ubc.ca

UBC Senates and Council of Senates website: <http://www.senate.ubc.ca>

1. The Faculty of Graduate Studies recommendations to Senate are subject to approval by the Graduate Council, with Council consideration for approval anticipated to occur on May 12, 2011.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Tributes Committee
c/o
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6 May 2011

To: Vancouver Senate
From: Tributes Committee
Re: Memorial Minute – Dr. Bernard E. Riedel

The Tributes Committee has prepared a memorial minute for Dr. Bernard E. Riedel.

Motion: *That Senate approve the Memorial Minute for Dr. Bernard E. Riedel, that it be entered into the Minutes of Senate and that a copy be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

Dr. Bernard E. Riedel

Dr. Riedel served with great distinction as the Dean of the Faculty of Pharmaceutical Sciences from 1967 until his retirement in December 1984 and Coordinator, Health Sciences, from 1977 to 1984.

After completing his undergraduate studies in 1943, Dr. Riedel joined the Royal Canadian Air Force during World War II, serving as Navigator Bombardier with the Coastal Command. Upon discharge in 1946, he held the rank of Flying Officer.

He began his academic career soon thereafter as Lecturer and Assistant Professor, Faculty of Pharmacy at the University of Alberta, all the while pursuing his Master's degree. After completing doctoral studies at the University of Western Ontario in 1953, Dr. Riedel returned to the University of Alberta as Assistant Professor and over a period of six years was promoted to Associate Professor, Full Professor and Executive Assistant to the Vice-President.

In addition to leading the Faculty of Pharmaceutical Sciences at UBC, Dr. Riedel served as a member of the Senate, Chair of the Senior Appointments Committee (1970-74; 1981-83) and as a member of numerous other committees. During his tenure, Faculty programs expanded to include doctoral degrees, Continuing Education and Clinical Pharmacy that served to train students for a patient-oriented practice of pharmacy.

Dr. Riedel also served as Director and President of the Canadian Foundation for the Advancement of Pharmacy; Trustee, UBC Health Sciences Centre Hospital; and Trustee and President, Cancer Control Agency of British Columbia. Following retirement, he served as Executive Member, Board Member, Vice-President and President of the British Columbia Lung Association; Executive Member of the Canadian Lung Association; Trustee and Chairman of the British Columbia Transplant Society; and Member of the Science Advisory Committee of the British Columbia Health Research Foundation.

For his immense contributions, Dr. Riedel was recognized with several awards and distinctions, including the Canadian Forces Decoration (1960); Canadian Centennial Medal (1967); Doctor of Science, *honoris causa*, University of Alberta (1990); and the 75th Anniversary Medal, UBC (1990). In 1996, Dr. Riedel was appointed to the Order of Canada in recognition of his contributions to Canada's pharmaceutical and health sciences.

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Vancouver Senate

MINUTES OF APRIL 20, 2011

Attendance

Present: Prof. S. J. Toope (Chair), Mr. J. Ridge (Secretary), Dr. F. Andrew, Dr. K. Baimbridge, Dr. J. Brander, Mr. R. Bredin, Mr. T. Brennan, Principal M. Burgess, Dr. B. Cairns, Ms. C. Changfoot, Ms. C. Colombe, Ms. A. Dulay, Dr. W. Dunford, Dr. D. Farrar (Provost & Vice-President, Academic), Dr. S. Farris, Dean B. Frank, Ms. M. Friesen, Mr. R. Gardiner, Mr. C. L. Gorman, Mr. I. Habib, Mr. S. Haffey, Dr. W. Hall, Mr. S. Heisler, Dean J. Innes, Dean M. Isman, Dr. A. Ivanov, Dr. B. S. Lalli, Mr. J. Leung, Mr. B. MacDougall, Dr. P. Marshall, Ms. S. Marzara, Dr. W. McKee, Mr. W. McNulty, Dr. D. O'Donoghue, Dr. C. Orvig, Dr. K. Patterson, Dean S. Peacock, Dr. N. Perry, Dean *pro tem.* S. Porter, Mr. S. Rasmussen, Dr. L. Rucker, Ms. N. Seyednejad, Mr. A. Sihota, Dr. S. Singh, Dr. R. Sparks, Dr. J. Stapleton, Dr. B. Stelck, Dr. S. Thorne, Dr. M. Upadhyaya, Mr. D. Verma, Dr. R. Windsor-Liscombe, Mr. J. Yang, Dr. R. Yaworsky.

By invitation: Ms. A. Breen, Ms. L. Colby, Dr. A. Kindler, Mr. G. McGeough, Dr. W. Pue, Dr. K. Teschke.

Regrets: Dean T. Aboulnasr, Ms. K. Aminoltejari, Dr. R. Anstee, Dean G. Averill, Dean M. A. Bobinski, Dr. B. Craig, Mr. G. Dew, Dr. D. Fielding, Mr. F. Grajales, Dr. P. G. Harrison, Dr. S. B. Knight, Dr. B. Larson, Dr. D. Lehman, Dr. P. Leung, Dr. P. Loewen, Mr. C. Meyers, Ms. S. Morgan-Silvester (Chancellor), Mr. M. Murray, Dean D. Muzyka, Principal L. Nasmith, Dr. G. Öberg, Ms. I. Parent, Mr. B. Perrin, Dr. A. Riseman, Dr. T. Ross, Mr. J. Scafe, Ms. B. Segal, Dean C. Shuler, Dean R. Sindelar, Ms. R. Sneath, Dean G. Stuart, Mr. K. Truong, Dr. M. Vessey, Dr. R. Wilson.

Call to Order

The President called to order the eighth regular meeting of the 2010/2011 academic year.

Senate Membership

Mr. Ridge introduced the following new Senators:

EX OFFICIO

Dr. Susan Porter, Dean *pro tem.*, Faculty of Graduate Studies

Dr. Blye Frank, Dean, Faculty of Education

STUDENT SENATORS

Terms from April 1, 2011 to March 31, 2012 and thereafter until replaced.

Mr. Sean Heisler, Faculty of Applied Science
Ms. Carolee Changfoot, Faculty of Arts
Mr. Jack Leung, Faculty of Commerce & Business Administration
Ms. Robyn Sneath, Faculty of Education
Mr. Matt Murray, Faculty of Forestry
Mr. Francisco Grajales, Faculty of Graduate Studies
Mr. Kevin Truong, Faculty of Land & Food Systems
Mr. Joseph Scafe, Faculty of Law
Ms. Nazgol Seyednejad, Faculty of Medicine
Mr. Aaron Sihota, Faculty of Pharmaceutical Sciences
Ms. Saba Marzara, Faculty of Science
Ms. Khatereh Aminoltejari, College for Interdisciplinary Studies
Mr. Ryan Bredin, at-large, Medicine
Mr. Thomas Brennan, at-large, Arts
Mr. Imran Habib, at-large, Arts
Mr. Spencer Rasmussen, at-large, Arts
Mr. Justin Yang, at-large, Science

Minutes of the Previous Meeting

Mr. McNulty } That the minutes of the meeting of March
Dr. Rucker } 23, 2011 be adopted as circulated.

Carried by
unanimous
consent.

Remarks from the Chair & Related Questions

RECORD OF PRESIDENT'S ACTIVITIES JANUARY 7 TO MARCH 11, 2011

The President had circulated for information a record of his activities from January 7 through March 11, 2011.

VANCOUVER BUDGET

The President reported that the 2011/2012 Vancouver campus budget had been approved by the Board of Governors on April 5, 2011. The budget was structurally balanced, and the President described the major theme as “healthy, not wealthy.” Higher than predicted enrolments and stronger returns on investments had contributed positively to the health of the budget. Priority areas for investment included classroom services and experiential learning opportunities. Additional pressure was expected on the budget over the mid- to long-term. The President noted that the Higher Education Price Index continued to rise more quickly than tuition revenue, while the provincial government grant remained fixed.

The President noted that the budget process had included a detailed review of all academic units, cultural attractions, and ancillary units. He expressed his gratitude to everyone involved in the process, particularly Provost David Farrar and Vice-President Pierre Ouillet.

Remarks from the Vice-Chair & Related Questions, continued

NCAA AND INTERCOLLEGIATE SPORT

The President reported that more than 450 people had completed an online survey on the University's potential application to join the National Collegiate Athletics Association, Division II. This consultative process had revealed passionate feelings about all of the options under consideration. A decision was expected in the near future.

REALLOCATION OF CANADA RESEARCH CHAIRS

The President reported that Canada Research Chairs had recently been reallocated among universities as part of a process undertaken every two years. Reallocation decisions were based on research grant funding received by researchers from the three granting agencies – CIHR, NSERC and SSHRC – in the three years prior to the year of the allocation. As a result of the 2010 reallocation, UBC had gained 10 additional Chairs: six associated with CIHR, three with NSERC, and one with SSHRC. The President described this success as a testament to great work at UBC.

MEETING WITH BC PREMIER

The President reported that he had recently met with the Honourable Christy Clark for the first time since she had assumed office as Premier. Prof. Toope had been encouraged by the meeting, and remarked that the Premier had expressed strong support for UBC and advanced education more generally.

LAND USE PLAN AMENDMENTS

The President reported that the proposed amendments to the Land Use Plan had received government approval on March 1, 2011 and had since come into effect.

Remarks from the Chair & Related Questions, continued

UBC LIPDUB

The President noted that the UBC LipDub had recently made a very successful debut. He thanked and congratulated the producers and directors of this entirely student organized project, and described the LipDub as a “spectacular piece of work.” The video had been very widely distributed, with the number of views approaching one million.

From the Board of Governors

The Senate received confirmation that the following items approved by Senate had been subsequently approved by the Board of Governors, as required under the *University Act*.

Senate Meeting of February 23, 2011

Curriculum proposals from the Faculties of Arts, Graduate Studies (College for Inter-disciplinary Studies, Law, and Science), Land & Food Systems, and Pharmaceutical Sciences

New Awards

Senate Meeting of March 23, 2011

Enrolment Targets 2011-2012

New Awards

Academic Building Needs Committee

Committee Chair Dr. Sparks presented the report.

CAMPUS ACCESSIBILITY

At the request of Dr. Sparks, the assembly recognized two guest presenters from Campus & Community Planning: Ms. Lisa Colby, Associate Director Policy Planning, and Mr. Gerry McGeough, University Architect.

Dr. Sparks introduced the topic by noting that the Academic Building Needs Committee had been discussing how well the campus was meeting accessibility needs, and whether there were standards or best practices that could be implemented. The Committee had noted claims of “barrier-free” campuses being made by other institutions, and had begun

Campus Accessibility, continued

exploring whether UBC could do the same. To this end, the Committee had met several times with representatives from Campus & Community Planning and was of the opinion that the Senate would benefit from a presentation on the topic.

Highlights of Ms. Colby and Mr. McGeough's presentation were as follows:

- The Campus Plan endorsed by the Board of Governors in 2010 included the following policy commitments:
 - 45 strategy commitments to guide all future growth on campus
 - #19: "A barrier-free environment will be created...over time, based on the principles of universal design."
 - #20: "Modifications to heritage resources will be supported...to improve accessibility to older facilities and landscapes."
 - Land Use Changes: Higher density, mixed uses, better proximity
 - Public Realm: Pathway and connectivity improvements
- The Campus Plan detailed design guidelines provided as follows:
 - Beyond Building Code
 - Apply to building & public realm projects
 - Access Standards woven through all sections: finished grade elevations, pathways, surface treatments, slope requirements, handrail requirements, multiple entry options, visual and way-finding support features, covered rest areas, parking and drop-off
 - Emphasis on dignity, inclusiveness
 - Interior Design fit-out adaptations
- All projects were to follow a regulatory process and would require a development permit; applications were reviewed against design guidelines.
- Accessibility was to be implemented in the following areas:
 - New buildings
 - Renew projects
 - Public Realm Plan
 - Minor capital improvements
 - Wayfinding
- \$900 000 over five years had been earmarked for minor capital improvements.
- A federal grant application was in progress in support of improvements to War Memorial Gymnasium, the Wesbrook and Cunningham Buildings, and Mary Bollert Hall.

Campus Accessibility, continued

DISCUSSION

Mr. Heisler commended the general direction toward accessibility within the Campus Plan, and expressed support for the emphasis on dignity. He noted that the Senate meeting room was not very accessible. He asked how accessibility problems were to be addressed once identified, and what steps were being taken to ensure that the problems were not repeated in new construction. Mr. McGeough noted that the meeting room had been constructed prior to the establishment of the current classroom design guidelines, and an audit had since been conducted to identify problems. The new guidelines were intended to maximize accessibility opportunities for both instructors and student users.

In response to a question from Dr. Baimbridge, Mr. McGeough confirmed that emergency egress had been considered as part of the recent audit. He added that the \$900 000 set aside for capital improvements would need to be spent wisely to address as many of the identified issues as possible.

Dr. Rucker asked whether the accessibility audit and related improvements would be connected to the work of the Teaching Laboratory Safety Committee, which examined conditions within laboratories for both safety and accessibility. Ms. Colby suggested that while the campus planning process focused at the higher level of urban design and the public realm, the Safety Committee might consider connecting with Facilities Planning in the UBC Infrastructure Development Office, which tended to focus more on building interiors and internal space planning. Dr. Sparks added that the Academic Building Needs Committee had met with representatives of Facilities Planning two years earlier.

Ms. Marzara recalled that she had required crutches during the previous academic year, and that it had been very difficult to move between classes within the allotted 10 minutes. She asked about the availability of a shuttle service to help students in similar situations.

Campus Accessibility, continued

Ms. Colby acknowledged the importance of this issue, particularly as a pedestrian core was created by blocking off vehicular access. It would be necessary to consider access for designated vehicles.

Dr. Thorne raised the issue of washroom access, stating that dignity would be improved for all if washrooms were more obviously available and more comfortable.

In response to a question from Mr. Rasmussen, Ms. Colby and the President confirmed that people with disabilities had been included in the development of the design guidelines.

Prof. Toope thanked the Committee, Ms. Colby, and Mr. McGeough and encouraged them to continue this extremely important work.

Academic Policy Committee

Committee member Dr. McKee presented the report.

MERGER OF THE SCHOOL OF ENVIRONMENTAL HEALTH (SOEH) INTO THE SCHOOL OF POPULATION AND PUBLIC HEALTH (SPPH)

The Committee had reviewed material provided by the College for Interdisciplinary Studies and the Faculty of Medicine for the merger of the School of Environmental Health into the School of Population and Public Health. In consideration of this request, and the desire for the combined unit to have the same name as one of its predecessor entities, the Committee recommended transferral of the affairs of one school to the other and dissolu-

Academic Policy Committee, continued

tion of the former. Dr. McKee noted that related curriculum proposals were expected for Senate consideration at the May 2011 meeting.

<i>Dr. McKee</i>	}	<i>That the Doctor of Philosophy and the Master of Science in Occupational and Environmental Hygiene programs – and all other academic responsibilities including the offering of coursework - be transferred to the School of Population & Public Health from the School of Environmental Health;</i>
<i>Dr. Rucker</i>		

That Senate recommend to the Board of Governors that all faculty members with current appointments in the School of Environmental Health have their appointments transferred to the School of Population & Public Health except for those appointments recommended to be transferred to other academic units by the Provost.

That the Senate approve and recommend to the Board of Governors that the School of Environmental Health be disestablished; and

That the above take effect 1 June 2011.

DISCUSSION

In response to questions from Student Senators, Dr. McKee stated that students had been consulted and had expressed their support for the proposed merger. The assembly recognized Dr. Kay Teschke, Professor, School of Public & Population Health, who provided an overview of student consultation and discussion, both in individual and group settings. The most common question asked by students in the School of Environmental Health had been whether their degree program would continue to exist. Although the degree pro-

Academic Policy Committee, continued

grams would be moved to the School of Population & Public Health, the programs themselves would remain unchanged.

In response to a question from Dr. Hall, Dr. Teschke confirmed that the School of Environmental Health was much smaller than the School of Public & Population Health, both in terms of faculty members and student enrolment. Occupational and Environmental Health was expected to become one of seven themes within the School of Public & Population Health.

The motion was
put and carried.

Admissions Committee

Committee member Dr. Marshall presented the reports.

APPLICATION AND DOCUMENT DEADLINES

The Committee recommended for approval a revised calendar entry on Application and Document Deadlines. A general Winter Session application deadline for undergraduate applicants of January 31 would allow for more timely evaluation of applications and earlier notification of admission decisions.

<i>Dr. Marshall</i>	}	<i>That Senate approve the revised calendar entry on Application and Document Deadlines, effective for admission to the 2012 Winter Session and thereafter.</i>
<i>Dr. Windsor-</i>		
<i>Liscombe</i>		

DISCUSSION AND AMENDMENT BY CONSENT

Mr. Haffey asked what would happen if a published deadline fell on a weekend or statutory holiday. The assembly recognized Ms. Amandeep Breen, Academic Governance Officer, who clarified that deadlines falling on statutory holidays were customarily moved to

Admissions Committee, continued

the following business day. There was general consensus that the Calendar entry should be clarified to reflect this and the Secretary was directed to make the necessary changes.

The motion was
put and carried.

BACHELOR OF SCIENCE: ADMISSION AND TRANSFER (APPROVAL)

The Committee recommended for approval changes in admission requirements for applicants to the Bachelor of Science. For secondary school applicants, the revised calendar entry outlined one application process to assess both academic grades and other criteria for admission. For transfer applicants, the calendar entry clarified how courses completed for credit but no percentage grade would be used for admission.

<i>Dr. Marshall</i>	}	<i>That Senate approve changes in admission requirements for applicants to the Bachelor of Science program, effective for admission to the 2011 Summer Session and thereafter.</i>
<i>Dean Peacock</i>		

DISCUSSION

Ms. Seyednejad asked why the proposed changes were meant to apply only to the Bachelor of Science. Dr. Marshall replied that other programs might choose to follow suit over the following year.

The motion was
put and carried.

ANNUAL REPORT: APPEALS ON APPLICATIONS FOR ADMISSION, READMISSION AND TRANSFER TO PROGRAMS

The Committee reported for the information of Senate as follows:

Pursuant to section 37(1)(b) of the *University Act*, the Vancouver Senate has conferred on the Admissions Committee the power to hear final appeals on applications for admission and readmission to the University.

Admissions Committee, continued

Between May 1, 2010 and March 30, 2011, the Admissions Committee heard 15 student appeals:

- 13 appeals for admission to the University
- 0 appeals for readmission to the University
- 2 appeals by UBC students for admission/transfer to a Degree or Program

Of the appeals heard by the Committee, 6 were allowed and 9 were dismissed.

DISCUSSION

Committee member Dr. Brander pointed out that the fair number of successful appeals might suggest to applicants that appeals were a relatively easy route for admission to the University. He explained that these were commonly cases where a very strong applicant had failed to meet a single specific requirement, and that the admitting Faculty was typically in favour.

Nominating Committee

Committee Chair Dr. Windsor-Liscombe presented the report.

CHANGE TO COMMITTEE MEMBERSHIP

*Dr. Windsor-
Liscombe
Dr. Orvig*

} *That Senate approve the following revision
to the membership of the Senate:*

*Academic Policy Committee: Dean pro tem.
Susan Porter to replace Dean Barbara
Evans.*

Carried.

Student Awards Committee

Committee Chair Dr. Stelck presented the report.

NEW AWARDS

See also 'Appendix A: New Awards.'

<i>Dr. Stelck</i>	}	<i>That Senate approve the awards as listed and recommend them to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i>
<i>Dr. Patterson</i>		

DISCUSSION

Mr. Heisler asked about the source of funding for the 10 new Sauder School of Business Awards. The President responded that the funding had likely come from a reserve within the Sauder School of Business. He added that it was not uncommon for Faculties to establish awards in this way. Dr. Brander confirmed that sources included tuition revenue for professional programs and anonymous donations.

The motion was
put and carried.

Tributes Committee

Committee Chair Dr. Thorne presented the report.

POLICY V-250: EMERITUS STATUS

The Committee had circulated the proposed new Policy V-250: Emeritus Status. The following is an excerpt from the covering memorandum:

Emeritus status is conferred upon an individual who is retired from the University but permitted to retain as an honorary title the rank held at retirement. In contrast to the practice in some other universities, in which emeritus status may be awarded on a selective basis, UBC awards this status to all who meet basic eligibility requirements related to age, rank, and years of service. The title confers certain university privileges and holds an implicit connotation of merit.

Tributes Committee, continued

The attached policy document codifies the current policy on emeritus status in the Senate's policy template, with associated procedures outlined therein. With the elimination of mandatory retirement, the policy has also been modified, but only to the extent that it reflects retirement/resignation as interchangeable for the purpose of eligibility for emeritus status.

<i>Dr. Thorne</i>	}	<i>That Senate approve Policy V-250: Emeritus Status.</i>
<i>Dr. Windsor-</i>		
<i>Liscombe</i>		

DISCUSSION

Mr. Haffey asked about Section 6, which referred to individuals who had not qualified for emeritus status at the time of their retirement or resignation. Dr. Thorne explained that the criteria had changed over time, and the intent of the policy was to create a mechanism to allow previously ineligible people who met the new criteria to apply to have the status granted.

AMENDMENT

By unanimous consent, the term "Full Professor" was amended to read "Professor."

The motion to approve the policy as amended was put and carried.

Report from the Provost & Vice-President, Academic

CHANGE OF NAME FROM SCHOOL OF HUMAN KINETICS TO SCHOOL OF KINESIOLOGY

The Provost had circulated a proposal to change the name of the above-mentioned School. The circulated rationale described "Kinesiology" as the preferred name in Canada for academic units and programs in this field of study.

<i>Dr. Farrar</i>	}	<i>That Senate approve the change of name from the School of Human Kinetics to the School of Kinesiology, effective 1 May 2011.</i>
<i>Dr. Sparks</i>		

Report from the Provost, continued

DISCUSSION

Mr. Haffey commended the School for having explicitly involved students in discussions about the proposed new name.

In response to a question from Mr. Gorman, Dr. Sparks stated that the School planned to present a proposal in May 2011 to rename the Bachelor and Master of Human Kinetics to align with the new School name. The School intended to include a provision for alumni to convert their credentials issued under the previous name.

The motion was
put and carried.

Other Business

HONORARY DEGREE FOR DR. AMARTYA SEN

The President noted that the conferral of an honorary doctorate on Dr. Amartya Kumar Sen was scheduled to take place at a special ceremony on Thursday, April 21st at 3:00 p.m. He described Dr. Sen as one of the great economists and social theorists of our time, and encouraged Senators to attend the ceremony.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting was scheduled for Wednesday, May 18, 2011.

APPENDIX A: NEW AWARDS

Lena ADAM Memorial Bursary in Medicine - Bursaries totalling \$5,600 have been endowed through a bequest from Lena Adam to provide financial assistance to medical students who demonstrate financial need. Awards are made on the recommendation of the Office of Student Financial Assistance and Awards. (First Award Available in the 2011/12 Academic Session)

Lena ADAM Memorial Bursary for Students with Disabilities - Bursaries totalling \$2,520 have been endowed through a bequest from Lena Adam for students who have a physical disability and who demonstrate financial need. The award requires a special application which is available from the Office of Student Financial Assistance and Awards, the Crane Library and the Disability Centre. The award is made on the nomination of the Committee on Awards for Students with Disabilities. (First Award Available in the 2011/12 Academic Session)

AMERICAN College of Dentists Outstanding Student Leader Award - A \$1,000 award is offered by the BC Section of the American College of Dentists to an incoming fourth year dental student who has demonstrated exceptional professional leadership in dentistry, as evidenced by direct involvement in student government and similar leadership endeavours. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2010/11 Academic Session)

B.C. Society of Prosthodontists Entrance Award in Prosthodontics - Three \$1,000 entrance awards are offered by the B.C. Society of Prosthodontists to students entering the graduate program in Prosthodontics. The awards are made on the recommendation of the Faculty of Dentistry in consultation with the Faculty of Graduate Studies. (First Award Available in the 2011/12 Academic Session)

Bachelor of COMMERCE Entrance Scholarship - Scholarships valued at up to \$7,000 each are available to outstanding students with Canadian or Permanent Resident status entering the first year of the Bachelor of Commerce Program at the Sauder School of Business. The awards are based primarily on the students' scholarly achievement. Awards are made on the recommendation of the Sauder School of Business. (First Award Available in the 2011/12 Academic Session)

COPENHAGEN Business School Exchange Program Award - Awards valued at up to \$3,000 each are available to students in the Bachelor of Commerce Program at the Sauder School of Business. Awards are available for students who are participating in an exchange program to the Copenhagen Business School during the winter session. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2011/12 Academic Session)

HSBC Bank Canada Sauder School of Business Entrance Award - HSBC Bank Canada offers a \$1,400 award has been endowed through donations by employees who are Sauder Alumni. The award is available for an undergraduate student entering first year of the Bachelor of Commerce Program. The award is based on a combination of financial

Appendix A: New Awards, continued

need and community service. The award is made on the recommendation of the Application Review Committee Sauder School of Business. (First Award Available in the 2011/12 Academic Session)

William and Marilyn JONES Award - Awards totalling \$8,750 have been endowed through the estate of William Arthur Jones to provide awards for promising students entering or continuing in the Voice and Opera Program in the School of Music. Recommendations are made by the Voice and Opera Division in the School of Music. (First Award Available in the 2011/12 Academic Session)

MEEKISON Arts Student Entrance Award - One entrance award of \$10,000 has been endowed by James Meekison for an undergraduate student entering the first year of study in the Faculty of Arts. The donor's contribution was matched in part by the Faculty of Arts. This award supports an academically qualified student with demonstrated leadership skills and an interest in joining and contributing to the UBC community, but who would not be able to attend UBC without significant financial assistance. The award is renewable for an additional three years or until the first undergraduate degree is obtained (whichever is the shorter period). Candidates interested in this application must be nominated by their Secondary School. The award is made on the recommendation of the Major Entrance Award selection committee. (First Award Available in the 2011/12 Academic Session)

William G. MITCHELL Memorial Award - An award of \$1,225 is offered to an undergraduate student enrolled in Finance option of the Bachelor of Commerce program at the Sauder School of Business, by the family of William G. Mitchell in his loving memory. Bill graduated from the University of BC Faculty of Commerce in 1950. This award is made on the recommendation of the Sauder School of Business to a student in good academic standing who has demonstrated community service. Preference will be given to students involved in extra-curricular activities such as sports and/or arts. (First Award Available in the 2011/12 Academic Session)

Eva Hannah PARLEE Scholarship - A \$1,000 scholarship is offered from the Estate of Eva Hannah Parlee to an outstanding student entering the Island Medical Program. Recommendation is made by the Faculty of Medicine. (First Award Available in the 2011/12 Academic Session)

Donald and Ellen POULTER Scholarship - Scholarships totalling \$5,000 are offered by Donald Poulter in memory of his wife, Ellen who dedicated her career to inspiring and teaching students. The scholarships recognize undergraduate and graduate student achievement in the Faculty of Education. Recommendations are made by the Faculty and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2011/12 Academic Session).

Michael RUST-SMITH Science One Memorial Scholarship - A \$1,000 scholarship has been endowed by the family and friends of Michael Rust-Smith, a Science One student who lived a full and joyous life, and who was fascinated by science and the natural world. The award is offered to an outstanding student who has completed the Science

Appendix A: New Awards, continued

One Program. Preference is given to a student who has embraced the philosophy of Science One, where intellectual growth comes through the expression of creativity and an inquisitive mind; and who has demonstrated a passion for the natural sciences. High academic standing commensurate with a scholarship is expected, but is not the primary criterion for this award. The award is made on the recommendation of the Science One teaching team in consultation with the Director of the Science One Program. (First Award Available in the 2010/11 Academic Session)

SAUDER School of Business Co-op Achievement Award - An award in the amount of \$2,000 is available to co-op students in the Bachelor of Commerce Program at the Sauder School of Business. Preference is given to students who have demonstrated outstanding achievement in employment. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2011/12 Academic Session)

SAUDER School of Business Entrance Scholarship - Scholarships valued at up to \$10,000 each are available to outstanding students with Canadian or Permanent Resident status entering the first year of the Bachelor of Commerce Program at the Sauder School of Business. The awards are based primarily on the students' scholarly achievement. Subject to continued scholarship standing, the scholarships will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Awards are made on the recommendation of the Sauder School of Business. (First Award Available in the 2011/12 Academic Session)

SAUDER School of Business Dean's Entrance Scholarship - Scholarships valued at up to \$20,000 each are available to outstanding students with Canadian or Permanent Resident status entering the first year of the Bachelor of Commerce Program at the Sauder School of Business. The awards are based primarily on the students' scholarly achievement. Subject to continued scholarship standing, the scholarships will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Awards are made on the recommendation of the Sauder School of Business. (First Award Available in the 2011/12 Academic Session)

SAUDER School of Business Exchange Program Award - Awards valued at up to \$2,000 each are available to students in the Bachelor of Commerce Program at the Sauder School of Business. Awards are available for students who are participating in an exchange program during the winter session. Awards may be specific to particular exchange partner schools. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2011/12 Academic Session)

SAUDER School of Business Innovation & Entrepreneurship Award - An award in the amount of \$2,000 is available to students in the Bachelor of Commerce Program at the Sauder School of Business. Preference is given to students who display the attributes necessary for entrepreneurial achievement and innovativeness, and who are involved in the development of a program or initiative that benefits the Sauder School of Business or the general community. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2011/12 Academic Session)

Appendix A: New Awards, continued

SAUDER School of Business Inspiration Award - An award in the amount of \$5,000 is available to a student in the Bachelor of Commerce Program at the Sauder School of Business. Preference is given to students who have been an inspiration to others while dealing with a challenge. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2011/12 Academic Session)

SAUDER School of Business Leadership Award - Awards totalling \$8,500 are available to students in the Bachelor of Commerce Program at the Sauder School of Business. Preference is given to students who demonstrate leadership in student or community affairs. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2011/12 Academic Session)

SAUDER School of Business Option Leader Award - Awards in the amount of \$1,000 are available to students in the Bachelor of Commerce Program at the Sauder School of Business. Awards are given to students obtaining the highest standing in their option. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2011/12 Academic Session)

SAUDER School of Business Service Award - Awards totalling \$8,500 are available to students in the Bachelor of Commerce Program at the Sauder School of Business. Preference is given to students who demonstrate outstanding service contributions in the Sauder School of Business, UBC or the greater community. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2011/12 Academic year)

SAUDER School of Business Shad Valley Scholarship - Scholarships valued at up to \$10,000 each are available to students with Canadian or Permanent Resident status entering the first year of the Bachelor of Commerce Program at the Sauder School of Business. To be considered, candidates must have completed the Shad Valley Enrichment Program. The awards are based primarily on the students' scholarly achievement. Subject to continued scholarship standing, the scholarships will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Awards are made on the recommendation of the Sauder School of Business. (First Award Available in the 2011/12 Academic Session)

SPORTS Management Co-op Award - An award in the amount of \$8,500 is offered to a co-op student in the Bachelor of Commerce Program at the Sauder School of Business. To be considered, candidates must obtain a work term in the field of sports management. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2011/12 Academic Session)

Willa and Stuart B. WOODS Graduate Scholarship in Physics - A \$1,000 scholarship has been endowed by Mrs. Willa Woods in memory of her late husband Dr. Stuart B. Woods. Dr. Woods received his PhD in Physics from the University of British Columbia in 1952. He worked as a research officer for the National Research Council in Ottawa until 1959 at which time he accepted a faculty position at the University of Alberta. He later became Assistant Dean of Graduate Studies at the University of Alberta. Dr. Woods specialized as

Appendix A: New Awards, continued

an experimentalist in Low Temperature and Solid State Physics. Mrs. Woods supported her husband's entire academic career and has established this award in his memory. The scholarship is granted to an outstanding graduate student in Physics who is specializing in experimental studies in quantum materials with a preference to those whose studies focus on a low temperature environment. Recommendation is made by the Department of Physics, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2011/12 Academic year)

PREVIOUSLY-APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE:

Roman BABICKI Fellowship - Two \$20,000 fellowships have been endowed by Roman M. Babicki. The awards are to support doctoral candidates in any academic department, provided that their supervisor has a primary appointment in the Faculty of Medicine. Candidates must be undertaking cancer research, with preference given to Canadian Citizens and Permanent Residents. Awards may be renewed for a second consecutive year, but no individual or project will receive support from this fund for more than two years. The awards are made on the recommendation of the Faculty of Medicine in consultation with the Faculty of Graduate Studies.

How amended: Preference that the fellowship go to Canadian Citizens or Permanent Residents.

Edgar C. BLACK Memorial Prize in Honours Physiology - A prize of \$200 in memory of Dr. Edgar C. Black, first member of the Department of Cellular and Physiological Sciences at this University, has been endowed by contributions from his friends and colleagues. It is awarded to the outstanding student in the graduating class in Honours Physiology. The prize is awarded on the recommendation of the Department of Cellular and Physiological Sciences.

How amended: Revised department name from Department of Physiology to Department of Cellular and Physiological Sciences.

BEER-POP, Can-Bottle Deposit Refund Award - Two awards of \$1,000 each are awarded to students in the Department of Earth and Ocean Sciences, with a demonstrated aptitude for geologic field work. One award will benefit a student studying Geological Engineering; the other award will benefit a student studying Geological Sciences, with preference given to Honours students. The awards have been made possible by the collection and sale of recyclable bottles and cans collected in the University area by Dr. W. R. Danner. The awards are made on the recommendation of the Department of Earth and Ocean Sciences.

How amended: The description was difficult to assign prior to the revision. In working with the donor, he agreed to the above revision.

John BROCKINGTON Scholarship in Theatre - Scholarships totalling \$600 have been endowed by alumni, friends and colleagues in recognition of John Brockington's many

Appendix A: New Awards, continued

contributions to UBC's Department of Theatre during more than thirty years of teaching and directing. The awards are made to students in the Master of Fine Arts program in Theatre on the recommendation of the Department of Theatre and Film.

How amended: Updating of the Department's title.

CANADIAN Dental Association Student Leadership Award - An award of \$1,000 and a personalized framed certificate is made to a graduating dental student who has shown outstanding qualities of leadership and character and who, over the four years of the program, may be expected to become a leader in the dental profession and society at large. The award is provided by the Canadian Dental Association and is made on the recommendation of the Faculty of Dentistry.

How amended: Revised the title from being a 'President's' award to a 'Student' award and also revised criteria from recognizing students who demonstrate humanity to those who demonstrate leadership.

Joy COGHILL Award in Theatre - A \$50 award has been endowed by family, friends and colleagues to honour Canadian theatre pioneer and UBC alumna, Joy Coghill (B.A.1947, Hon. LL.D. 1995). Joy was an Artistic Director of the Vancouver Playhouse and founder of Holiday Theatre. Her passion and dedication to the theatre art form has inspired generations of theatre artists and theatre-goers. The award is given to a promising student entering the Bachelor of Fine Arts Program in Acting on the recommendation of the Theatre Program in the Department of Theatre and Film.

How amended: Updating of the Department's title.

CREATIVE Writing Graduate Scholarship - Several scholarships of \$1,000 each are offered by the Creative Writing Program for students in the Optional Residency M.F.A. Program in Creative Writing. The awards are made on the recommendation of the Creative Writing Program in consultation with the Faculty of Graduate Studies.

How amended: Updating of the Department's title.

DENTAL Undergraduate Society Award - Awards totalling \$1,000 have been endowed by the Dental Undergraduate Society to recognize undergraduate D.M.D. and/or D.H.D.P. students participating in an externship focused on volunteer dentistry in an underprivileged and underserved area. The award is made on the recommendation of the Faculty of Dentistry.

How amended: The donor wished to broaden the scope of the description to include candidates from the Dental Hygiene program in the criteria.

Errol DURBACH Graduate Scholarship in Theatre - A \$650 scholarship has been endowed for a student in the Ph.D. or M.A. program in Theatre by alumni, friends, colleagues, and audience members in recognition of Dr. Errol Durbach's many contributions to the Theatre Program as playwright, actor, translator, adaptor, teacher and department head. The award is made on the recommendation of the Theatre Program in the Department of Theatre and Film in consultation with the Faculty of Graduate Studies.

Appendix A: New Awards, continued

How amended: Updating of the Department's title.

FACULTY Women's Club Ida Green Scholarship - A \$625 scholarship has been endowed by the Faculty Women's Club in memory of Dr. Ida Mabelle Green, LL.D. Ida Green was a pioneer in the American Association of University Women and in the provision of graduate fellowships for women. With her husband Cecil H. Green, Dr. Green was a major benefactor of post-secondary education and the advancement of science. The scholarship is awarded on the joint recommendation of the School of Music, Creative Writing Program and the Departments of Fine Arts and Theatre and Film to a student entering the third or higher year of study in the creative or performing arts.

How amended: Updating of the Department's title.

Yvonne FIRKINS Prize - A prize of \$100 has been endowed as a memorial to Yvonne Firkins, founder of the Arts Club Theatre, and pays tribute to her outstanding contributions to drama and theatre particularly in British Columbia. It is awarded to the student, preferably in the graduating class in theatre, with the best record of achievement in the course in Direction and Staging. The selection is made by the Department of Theatre and Film.

How amended: Updating of the Department's title.

John H.V. GILBERT Interprofessional Scholarship - A \$500 scholarship has been endowed by friends and colleagues in honour of Dr. John H.V. Gilbert for an outstanding student who, having completed the penultimate year of any health or human services degree program, combines academic excellence and demonstrated student leadership in interprofessional education for collaborative patient centered practice. Activities related to interprofessional education in all undergraduate years are considered. Candidates must apply to the College of Health Disciplines and are required to include two signed letters of recommendation, which may be mailed separately or e-mailed from their originator. Original transcripts must also be submitted. The award is made on the recommendation of a committee chaired by an individual appointed by the College of Health Disciplines.

How amended: Removed 'undergraduate' from the description to ensure that physical and occupational therapy students can be included in the consideration of this award. Legal Counsel reviewed the terms of the endowment agreement and approved the revision.

Kurt HENZE Memorial Prize - A \$750 prize has been endowed in memory of Kurt Henze, Supervisory Technician in the Department of Cellular & Physiological Sciences, by his friends and colleagues. The prize is awarded on the recommendation of the Department of Cellular & Physiological Sciences to a student who performs outstanding work in the laboratory courses leading to graduation in Honours Physiology.

How amended: Departmental name change from the Department of Physiology to Department of Cellular and Physiological Sciences.

Appendix A: New Awards, continued

IODE Fine Arts Foundation Scholarship - Four awards of \$650 each have been endowed by the University Chapter of the Imperial Order Daughters of the Empire. They are made on the joint recommendation of the Department of Art History, Visual Art & Theory, the Department of Theatre and Film, the Creative Writing Program and the School of Music, for excellence in these fields.

How amended: One award each for students specializing in Theatre, Music, Fine Arts, Creative Writing.

Stuart KEATE Scholarship - A \$550 scholarship has been endowed by the Canadian Diabetic Association to honour Stuart Keate, a former member of the UBC Players' Club, the Board of Governors of the University, and Publisher of the Vancouver Sun. The scholarship is made on the recommendation of the Department of Theatre and Film, to a graduate student in Theatre, in consultation with the Faculty of Graduate Studies.

How amended: Updating of the Department's title, Creative Writing Students not eligible.

H. Norman LIDSTER Prize in Documentary Filmmaking - A \$200 prize has been endowed through a bequest by Freda Bruce Springate in memory of her father, who was a documentary filmmaker, for an outstanding documentary film student in the Film Production program within the Department of Theatre and Film. The award is made on the recommendation of the Department.

How amended: Updating of the Department's title.

Peter LOEFFLER Memorial Prize - A \$175 prize has been endowed by family, friends, colleagues and students in memory of Peter Loeffler, who dedicated his life to theatre. The award is offered to an undergraduate student majoring in Theatre. The award is made on the recommendation of the Department of Theatre and Film.

How amended: Updating of the Department's title.

Michael MCQUEEN Scholarship - A scholarship of \$225 has been endowed in memory of Michael McQueen by his family, friends and colleagues. Mike, who died at the age of 32, studied technical theatre at UBC and went on to become a lighting technician and designer as well as owner of his own rigging company. The scholarship is awarded to a student entering third or fourth year in the Department of Theatre and Film, who has demonstrated an aptitude and dedication for technical theatre and who intends to pursue a career in the field from which Mike received so much satisfaction. The award is made on the recommendation of the Head of the Department of Theatre and Film.

How amended: Updating of the Department's title.

E.T. (Al) and Anona NEWMAN Prize in Athletics - A \$500 prize offered by Lynn Newman in memory of her parents, Al and Anona Newman. The prize is made to an outstanding female student athlete in the Women's Varsity Field Hockey Team. Recommendation is made by the Department of Athletics.

Appendix A: New Awards, continued

How amended: Per the donor's request the award description has moved from Land and Food Systems to the female students playing in the Women's Varsity Field Hockey Team with recommendation in the Department of Athletics. Based on the terms around how the award has been established, Legal Counsel has reviewed and approved the revision.

Mr. and Mrs. G. E. POOLE Award - One or more awards totalling \$550 are made on the recommendation of the Department of Theatre and Film, in consultation with the Office of Awards and Financial Aid.

How amended: Updating of the Department's title.

Jessie RICHARDSON Scholarship - A scholarship of \$200 has been endowed by her friends and colleagues in honour of Jessie Richardson's distinguished contribution to the development of theatre in British Columbia. For many years, she was associated with a variety of theatre organizations, among them the Vancouver Little Theatre Association, Holiday Theatre, and the Department of Theatre and Film at UBC where her generous dedication to the art of theatre was an inspiration to students and faculty alike. The award is made on the recommendation of the Department of Theatre and Film, to a student entering the final year in the Department who, in addition to achieving a high standard in Theatre Studies, has contributed generously and effectively to the Department's program of stage production.

How amended: Updating of the Department's title.

Dorothy SOMERSET Memorial Scholarship in Theatre - In honour of Dorothy Somerset, B.A., LL.D., founder and first Head of the Department of Theatre at the University of British Columbia, a \$2,800 scholarship has been endowed by her family, friends and associates. This scholarship gives recognition to her devoted service and outstanding contributions to the life and quality of amateur and professional theatre in Vancouver, British Columbia, and in Canada. It is awarded to a student at the graduate level in the Department of Theatre and Film at the University, in consultation with the Faculty of Graduate Studies.

How amended: Updating of the Department's title.

Freda SPRINGATE Graduating Prize for Excellence in Film - A \$200 prize has been endowed through a bequest by Freda Bruce Springate for an outstanding graduating student in the Film Production Program within the Department of Theatre and Film. The award is made on the recommendation of the Department.

How amended: Updating of the Department's title.

Kerry and Sarah Morrissey (TELFORD) Memorial Award - Awards totalling \$1000 have been endowed to offset overseas travel expenses for medical residents in the R3 Enhanced Skills in Global Health in the Faculty of Medicine. The program requires residents to pursue an overseas placement as a physician for several months as part of their training. The award is named in memory of Dr. Kerry Telford Morrissey and her daughter Sarah Morrissey, who died in a float plane accident near Saturna Island, BC in 2009.

Appendix A: New Awards, continued

The awards are made on the recommendation of the Division of Global Health within the Faculty of Medicine. (First available in the 2011W Academic Session)

How amended: Clarify that the gift is directed to students in the R3 Enhanced Skills program in Global Health. The last sentence indicating the faculty responsible for adjudication has been updated to reference the Division of Global Health.

Beatrice Johnson WOOD Scholarship in Theatre - A scholarship of \$1,100 has been endowed as a tribute to Beatrice Wood, B.A.Sc. (Nursing) '23, by her three children. Beatrice Wood has displayed a lifelong commitment to the theatre both as an undergraduate and in the years since her graduation. She was instrumental in the establishment of the Frederic Wood Theatre Foundation and also served as a member of the UBC Senate. The award is made on the recommendation of the Department of Theatre and Film to an outstanding student in the Acting stream of the B.F.A. program. The financial circumstances of the candidate will be a consideration.

How amended: Updating of the Department's title.

Stephen WOODHOUSE Memorial Prize - A \$200 prize has been endowed by the Theatre Students' Association in memory of Stephen Woodhouse, a promising acting student whose life was cut short by a tragic accident. The prize is awarded to an undergraduate student majoring in Theatre, Acting, Design or Technical Theatre (excluding Film/Television), who has achieved a consistently high level of excellence in Theatre courses. The recipient is selected on the recommendation of a committee comprised of Department of Theatre and Film Faculty and the Executive of the Theatre Students' Association.

How amended: Updating of the Department's title.

Norman YOUNG Scholarship in Theatre - A \$950 scholarship has been endowed by family, friends, colleagues and alumni to honour Norman Young's many years of service to Theatre at UBC and to the performing arts in Vancouver. The award is made to an undergraduate or graduate student in theatre design or production on the recommendation of the Theatre Program in the Department of Theatre and Film and, in the case of a graduate student, in consultation with the faculty of Graduate Studies.

How amended: Updating of the Department's title.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Academic Building Needs Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

10 May 2011

To: Vancouver Senate

From: Senate Academic Building Needs Committee

RE: **Annual Report to Senate May, 2010 – June, 2011 (information)**

Members: Ken Baimbridge (Medicine), Erik Hilmer (Student Member, Land and Food Systems), Stanley Knight (Convocation), Alyssa Koehn (Student Member-at-Large, Arts), Joel Mertens (Student Member-at-Large, Applied Science), Gunilla Oberg (College for Interdisciplinary Studies), Wes Pue (Vice Provost and AVP Academic Resources), Tom Ross (Sauder School of Business), Bob Sparks (Joint Faculties, Chair), Mark Vessey (Arts), Chris Eaton (Academic Governance Officer, Secretary).

Overview: This document follows the reporting procedures initiated last fall (November 17, 2010) of submitting a written annual summary to Senate of SABNC meetings and SABNC participation on the Property and Planning Advisory Committee (PPAC) so that individual consultations and building projects can be identified. In addition, the report points out opportunities for input into academic building policies currently being developed at UBC (see Comments section below).

Committee work plan for 2010-11

The Committee agreed to continue following the priorities set out during the first year of its triennium (May 13, 2009 Oral Report to Senate), namely to:

1. Participate actively as voting members on the Property and Planning Advisory Committee (PPAC)
2. Engage in consultations & policy review and assist with policy development in three targeted areas relating to the Vancouver campus:
 - a. accessibility
 - b. sustainability
 - c. planning processes, Senate consultation, communication
3. Engage additional issues as they arise including land use and hub development

Activities in 2010-11

In addition to hosting 7 Committee meetings, 5 with consultations, SABNC members collectively participated in 6 PPAC meetings and reviewed 11 presentations, 4 that led to recommendations for capital projects, and 7 for information.

Senate Academic Building Needs Committee (SABNC) Meetings

- 20 May 2010, Speaker: Catherine Dauvergne, Senior Advisor to the President, *Update on Bill 20 – Municipalities Enabling and Validating Act (No. 3) Part 10-2010 – and its implications for the proposed Land Use Plan*

- 23 Sep 2010, Introduction of new members; SABNC TOR & relationship with PPAC; 3rd year work plan
- 21 Oct 2010, Dialogue with Wes Pue, Vice Provost & AVP Academic Resources, *Academic Building Planning and the Relationship of PPAC and SABNC*
- 25 Nov 2010, Campus Accessibility, Speakers:
 - Lisa Colby, Associate Director, Policy Planning, Campus and Community Planning – “*Accessibility in Land Use Policy*”
 - Gerry McGeough, University Architect – “*Implementing Accessibility*”
 - David Grigg, Associate Director, Infrastructure and Services Planning, Campus and Community Planning – “*Five Year Accessibility Improvements and Grants*”
- 16 Dec 2010, Discussion: PPAC Proposal Guidelines and Executive Review; Hubs
- 10 Feb 2011, Speaker: John Robinson, Professor and Director, UBC Sustainability Initiative – “*Regenerative Building Process at UBC*”
- 14 Apr 2011, Speaker: Katherine Paton, Special Advisor to the Dean, Clinical Affairs, Faculty of Medicine – “*Academic Strategic Plan for Palliative and End of Life Care at UBC*”

Property and Planning Advisory Committee (PPAC) Meetings

Recommendation: (Presenters)

- 02 Nov 2010, *Integrated Planning & Design Centre* (Gerry McGeough, University Architect)
- 07 Dec 2010, *Ponderosa and Brock Hub Developments* (Andrew Parr, Managing Director, Student Housing & Hospitality Services, and John Metras, Managing Director Infrastructure Development)
- 07 Dec 2010, *UBC District Energy System – Steam to Hot Water Conversion Project* (John Metras, Managing Director Infrastructure Development)
- 15 Mar 2011, *Rugby Pavilion Renewal* (Kavie Toor, Associate Director Facilities & Business Development, Athletics and Recreation, and David English, Development Manager, UBC Properties Trust)

Information: (Presenters)

- 01 Jun 2010, *Overview of Bill 20 and Implications for Local Governance* (Nancy Knight, Associate Vice President Campus & Community Planning)
- 01 Jun 2010, *Update on the Tennis Facility* (Bob Sparks, Chair, SABNC)
- 14 Sep 2010, *Childcare – University Services Building Update* (Andrew Parr, Managing Director, Student Housing & Hospitality Services, and Darcelle Cottons, Director, Child Care Services)
- 14 Sep 2010, *Land Use Plan Discussion* (Lisa Colby, Associate Director Policy Planning, Campus and Community Planning)
- 14 Sep 2010, *Transportation Facilities* (Joe Stott, Director of Planning, Campus and Community Planning)
- 18 Jan 2011, *Transportation Update* (Carole Jolly, Director Transportation TREK)

- 18 Jan 2011, *Green Academic* (Nancy Knight, Associate Vice President Campus & Community Planning)

SABNC Invited Presentations at Vancouver Senate:

- November 17, 2010 Meeting of Senate, *Student Housing Demand Survey and Campus Hubs*, Nancy Knight, Associate Vice-President, Campus & Community Planning and Andrew Parr, Managing Director, Student Housing and Hospitality Services
- April 20, 2011 Meeting of Senate, *Campus Accessibility*, Lisa Colby, Associate Director Policy Planning, Campus and Community Planning and Gerry McGeough, University Architect

Comments:

- The Committee will wrap up this Senate triennium by:
 1. Continuing to work with Campus and Community Planning on ways to enhance campus sustainability and accessibility through the academic space planning and capital projects approval process,
 2. Reviewing the Committee's potential role in 'green academic space' planning and development¹, and
 3. Participating in the review process for the proposed new *Learning Space Design Guidelines*.
- Relating to 3 (above), an SABNC consultation meeting is scheduled for May 12, 2011 with Jodi Scott, Manager Formal Learning, Classroom Services to discuss the *Learning Space Design Guidelines* (April 13, 2011 draft). For a copy of the draft *Guidelines* go to: <http://www.students.ubc.ca/classroomservices/learning-space-design/45fe6bf3-c29e-cea0-74fd0429501b6a9f/>
- The Committee would be pleased to receive comments and suggestions.

¹ For an explanation of 'green academic space' see pp. 11-13 of the Land Use Plan, available at:
http://www.planning.ubc.ca/vancouver_home/plans_and_policies/land_use_planning/lup.php

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Admissions Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel : (604) 822-8141 | Fax : (604) 822-5945

6 May 2011

To: Vancouver Senate

From: Admissions Committee

Re: **Canadian Aboriginal Applicants (approval)**
Master of Journalism (approval)
Master of Food and Resource Economics (approval)
Master of Science: Human Nutrition (approval)

a. Canadian Aboriginal Applicants (approval)

The Admissions Committee has reviewed and recommends to Senate for approval changes in admission requirements for Canadian Aboriginal applicants. As outlined in the circulated calendar entry, applicants may self-identify upon application for admission. A number of editorial changes are also outlined.

Motion: *That Senate approve changes in admission requirements for Canadian Aboriginal applicants, as outlined in the revised calendar entry on admission, effective for entry to the 2012 Winter Session and thereafter.*

b. Master of Journalism (approval)

The Admissions Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to Master of Journalism program. As outlined in the circulated calendar entry, applicants are no longer required to present an honours baccalaureate degree for admission. A number of editorial changes are also outlined.

Motion: *That Senate approve changes in admission requirements for applicants to the Master of Journalism program, effective for admission to the 2011 Winter Session and thereafter.*

c) Master of Food and Resource Economics

The Admissions Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to Master of Food and Resource Economics program. Applicants may present a baccalaureate degree in Economics for admission.

Motion: *That Senate approve changes in admission requirements for applicants to the Master of Food and Resource Economics program, effective for admission to the 2011 Winter Session and thereafter.*

d) Master of Science: Human Nutrition

The Admissions Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to Master of Science in Human Nutrition program. For admission, applicants must present three (3) credits of biochemistry and physiology and twelve (12) credits of advanced nutrition.

Motion: *That Senate approve changes in admission requirements for applicants to the Master of Science in Human Nutrition program, effective for admission to the 2011 Winter Session and thereafter.*

Respectfully submitted,

Dr. David Fielding
Chair, Admissions Committee

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p>Effective Session: 2012 Admission</p> <p>Year for Change: To be posted to the calendar as soon as possible for the purpose of advising prospective students.</p>	<p>Date: April 14, 2011</p> <p>Contact Person: Graeme Joseph, Coordinator Strategic Aboriginal Initiatives Office of the Vice-President, Students Telephone: 604 822-4041 Email: graeme.joseph@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,14,0,0</p> <p>Homepage → Admissions → Canadian Aboriginal Applicants</p> <p>Proposed Calendar Entry:</p> <p><i>Canadian Aboriginal Applicants</i></p> <p>UBC is dedicated to making its resources more accessible to Aboriginal people, and to improving its ability to meet their educational needs. The University recognizes that Aboriginal students make valuable contributions to its learning environment and therefore invites inquiries and applications from Aboriginal candidates to its many and diverse fields of study.</p> <p>UBC may consider applicants who do not meet the current competitive admission cut-off set by the individual faculties and schools, but who meet the University-wide academic minimum of 70% for first-year programs or 2.0 AGPA on a 4.0 scale for applicants applying from a recognized post-secondary institution. Applicants must also satisfy program pre-requisites set by the individual faculties and schools.</p> <p>Applicants who wish to be considered under this admission category must self-</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,14,0,0</p> <p>Homepage → Admissions → Canadian Aboriginal Applicants</p> <p>Present Calendar Entry:</p> <p><i>Canadian Aboriginal Applicants</i></p> <p>UBC is dedicated to making its vast resources more accessible to Aboriginal people, and to improving its ability to meet their educational needs. The University recognizes that Aboriginal students make valuable contributions to its learning environment and therefore invites inquiries and applications from Aboriginal candidates to its many and diverse fields of study.</p> <p>UBC may consider applicants who do not meet the current competitive admission cut-off set by the individual faculties and schools, but who meet the University-wide academic minimum of 70% for first-year programs or 2.0 AGPA on a 4.0 scale for applicants applying from a recognized post-secondary institution. Applicants must also satisfy program pre-requisites set by the individual faculties and schools.</p> <p>Applicants who wish to be considered under this admission category must</p>

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<p>identify as Aboriginal upon application for admission to the University.</p> <p>Applicants will be considered on an individual basis by the applicable faculty or school in consultation with a representative of the First Nations House of Learning. A number of factors indicative of personal readiness to succeed at UBC will be considered.</p> <p>For the purposes of application and admission to UBC, and in accordance with the <i>Constitution Act, 1982</i>, Part II, Section 35(2), being Schedule B to the <i>Canada Act 1982</i> (U.K.), 1982, c. 11, an Aboriginal applicant is an Indian, Inuit, or Métis person of Canada.</p>	<p>complete an Aboriginal Supplemental Application in addition to the application for admission to UBC.</p> <p>Applicants will be considered on an individual basis by the applicable faculty or school in consultation with a representative of the First Nations House of Learning. Educational history, cultural knowledge, community participation, work experience, and educational goals, as well as other achievements that indicate an ability to succeed at UBC will be considered.</p> <p>For the purposes of application and admission to UBC, and in accordance with the <i>Constitution Act, 1982</i>, Part II, Section 35(2), being Schedule B to the <i>Canada Act 1982</i> (U.K.), 1982, c. 11, an Aboriginal applicant is an Indian, Inuit, or Métis person of Canada.</p>
	<p>Type of Action: Revise Canadian Aboriginal Admission Policy to reflect changes in process.</p> <p>Rationale: A separate Aboriginal Supplemental Application will not be required for most Aboriginal applicants as a result of the implementation of common (or shared) BBA questions for the selection of students to most direct-entry undergraduate programs. As the common questions will support the assessment of personal readiness for study at UBC in place of the Aboriginal Supplemental Application, reference to this part of the procedure to apply is no longer required in the Calendar.</p> <p>Information required of applicants who self-identify as Aboriginal will either be collected as part of the initial application or will be communicated in accordance with the requirements for the program to which individuals apply.</p>



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UBC Admission Proposal Form
Change to Course or Program

<p>Faculty: Arts Department: Journalism Faculty Approval Date:</p> <p>Effective Session 2011 Winter Term 1</p>	<p>Date: August 26, 2010 Contact Person: Barbara Curtis-Wallin, Education Programmer & Advisor</p> <p>Phone: 604-822-1513 Email: sojgrad@interchange.ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,206,355,495</p> <p>Homepage → Faculties, Colleges, and Schools → The School of Journalism → Master of Journalism → Admission</p> <p>Proposed Calendar Entry:</p> <p>Admission</p> <p>Applicants for admission to the Master of Journalism program must possess a four-year baccalaureate degree in a discipline or interdisciplinary area regarded as appropriate by the Admissions Committee for the program. Only applicants with superior performance at the baccalaureate level and appropriate journalism knowledge and experience will be admitted. Applicants will be required to indicate their intended academic specialty at the time they apply. Because the number of applicants greatly exceeds the number of places available, a record that satisfies basic entrance requirements does not guarantee admission to the program. Registration in graduate seminars in the academic specialty will be subject to the approval of the Director.</p> <p>Applicants with journalism experience will submit an extensive sample of their professional work; those without such experience will be selected on the basis of a manuscript of original writing that meets the standards of the peer group selected for entry into the program. The admissions panel will assess the applicant's potential for satisfactory performance in the program and for potential creative and constructive contribution to the profession.</p> <p>All applicants must meet the admission requirements of the Faculty of Graduate Studies. International applicants will require a</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,206,355,495</p> <p>Homepage → Faculties, Colleges, and Schools → The School of Journalism → Master of Journalism → Admission</p> <p>Present Calendar Entry:</p> <p>Admission</p> <p>Candidates for admission to the Master of Journalism program must possess a four-year honours baccalaureate degree in a discipline or interdisciplinary area regarded as appropriate by the Admissions Committee for the program. Only applicants with superior performance at the baccalaureate level and appropriate journalism knowledge and experience will be admitted. Applicants will be required to indicate their intended academic specialty at the time they apply. Because the number of applicants greatly exceeds the number of places available, a record that satisfies basic entrance requirements does not guarantee admission to the program. Registration in graduate seminars in the academic specialty will be subject to the approval of the Director.</p> <p>Applicants with journalism experience will submit an extensive sample of their professional work; those without such experience will be selected on the basis of a manuscript of original writing that meets the standards of the peer group selected for entry into the program. The admissions panel will assess the applicant's potential for satisfactory performance in the program and for potential creative and constructive contribution to the profession.</p> <p>All applicants must meet the admission requirements of the Faculty of Graduate Studies. International applicants will require a</p>

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score of 600 or more on the Test of English as a Foreign Language (TOEFL).

The deadline for submission is January 15 for entry in September of the following academic year.

score of 600 or more on the Test of English as a Foreign Language (TOEFL).

The deadline for submission is January 15 for entry in September of the following academic year. ~~For students wishing to apply for graduate awards and fellowships, the deadline is December 1 of the previous year.~~

Type of Action:
Housekeeping

Rationale for Proposed Change:

“Applicants” is more accurate terminology than “candidates”.

We do not require an honours degree, nor is it any longer the case that students apply for department awards separately from or previously to the regular admission deadline.



UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Land and Food Systems Department: Food and Resource Economics Faculty Approval Date: Jan. 20, 2011</p> <p>Effective Session: Term 2 2010/2011 Winter Session Year for Change: 2011</p>	<p>Date: Feb. 1, 2011 Contact Person: George Kennedy Phone: 2-1203 Email: george.kennedy@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1110</p> <p>Homepage → Faculties, Colleges, and Schools → The Faculty of Graduate Studies → Degree Programs → Agricultural Economics</p> <p>Proposed Calendar Entry:</p> <p><i>Agricultural Economics</i></p> <p><i>Degree Offered: M.Sc., M.F.R.E.</i></p> <p>...</p> <p>Master of Food and Resource Economics</p> <p>Admission Requirements</p> <p>Students admitted to the M.F.R.E. degree program will normally possess a bachelor's degree in economics, agricultural economics or a related area, and are expected to meet the admission requirements of the Faculty of Graduate Studies.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1110</p> <p>Homepage → Faculties, Colleges, and Schools → The Faculty of Graduate Studies → Degree Programs → Agricultural Economics</p> <p>Present Calendar Entry:</p> <p><i>Agricultural Economics</i></p> <p><i>Degree Offered: M.Sc., M.F.R.E.</i></p> <p>...</p> <p>Master of Food and Resource Economics</p> <p>Admission Requirements</p> <p>Students admitted to the M.F.R.E. degree program will normally possess a bachelor's degree in agricultural economics or a related area, and are expected to meet the admission requirements of the Faculty of Graduate Studies.</p> <hr/> <p>Type of Action: Update program requirements for M.F.R.E degree</p> <p>Rationale: Applicants may present an undergraduate degree in Economics for admission</p>

UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Land & Food Systems Department: Human Nutrition Graduate Program Faculty Approval Date: January 20, 2011 Effective Session: Term 1, 2011 Winter Session Year for Change: 2011</p>	<p>Date: May 29, 2010 Contact Person: Gwen Chapman Phone: 604-822-6874 Email: gwen.chapman@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1181</p> <p>Homepage → Faculties, Colleges, and Schools → The Faculty of Graduate Studies → Degree Programs → Human Nutrition</p> <p>Proposed Calendar Entry:</p> <p>Master of Science</p> <p>Admission Requirements</p> <p>Students admitted to the M.Sc. program must meet the Faculty of Graduate Studies' master's degree Admission Requirements.</p> <p>In addition, required prerequisite courses include biochemistry, human or vertebrate physiology, and advanced nutrition. A minimum of 3 credits (three hours per week, for one academic term) is required in each of biochemistry and physiology, and a minimum of 12 credits is required in nutrition. These prerequisite courses must be completed at the third- or fourth- year level. Students without a background in nutrition, or with less than 12 credits of undergraduate courses in nutrition, may apply to the program. However, if admitted they will be required to take the missing credits of third- or fourth-year nutrition courses early in the graduate program, in addition to the usual M.Sc. course requirements.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1181</p> <p>Homepage → Faculties, Colleges, and Schools → The Faculty of Graduate Studies → Degree Programs → Human Nutrition</p> <p>Present Calendar Entry:</p> <p>Master of Science</p> <p>Admission Requirements</p> <p>Students admitted to the M.Sc. program must meet the Faculty of Graduate Studies' master's degree Admission Requirements.</p> <p>In addition, required prerequisite courses include biochemistry, human or vertebrate physiology, and advanced nutrition. A minimum of 6 credits (three hours per week, for two academic terms or one academic year) is required in each of these areas, preferably at the third- or fourth- year levels. Students deficient in one of these areas may apply to the program, but if admitted will be required to take the appropriate courses early in the graduate program, in addition to the usual M.Sc. course requirements. Applicants deficient in more than one area will have to complete the required courses as unclassified students before being considered for admission to the graduate program.</p>

	<p>Type of Action:</p> <ul style="list-style-type: none">• Change in Admission requirements <p>Rationale:</p> <ul style="list-style-type: none">• We are submitting a concurrent curriculum change request to increase the credit value of the M.Sc. thesis from 12 to 18 credits, and decrease the number of required graduate level courses in nutrition. We do not anticipate that this change will have any adverse consequences for students with an undergraduate degree in nutrition who already have a strong background in nutrition. However, some of our applicants have degrees in other areas (e.g., Life Sciences, biochemistry). To ensure that these students have appropriate strength in nutrition when they graduate, applicants will now be required to have completed at least 12 credits of nutrition coursework (rather than the current 6 credits) at the undergraduate level. Those who have not completed this prerequisite will be required to do so within the graduate program, in addition to the usual M.Sc. requirements.• The biochemistry and physiology prerequisites are being reduced from 6 to 3 credits because we find that some universities and programs have a different suite of courses from UBC, and many applicants only have 3 credit courses in these areas. With the increase in nutrition coursework required, applicants will have increased background in biochemistry and physiology as they apply to nutrition.
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THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Admissions Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel : (604) 822-8141 | Fax : (604) 822-5945

6 May 2011

To: Vancouver Senate

From: Admissions Committee

Re: **Student Mobility Agreements Approved Under Council of Senates Policy C2 – Affiliations with Other Institutions of Learning (information)**

Matters of Delegated Authority – Criteria for Including Secondary School Courses in an Admission Average and Policy J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University (information)

e. Student Mobility Agreements Approved Under Council of Senates Policy C2 – Affiliations with Other Institutions of Learning (information)

Under Policy C2- *Affiliations with Other Institutions of Learning*, the Council of Senates has delegated to the Admissions Committee the authority to approve on its behalf, terms of student mobility agreements for students going to or coming from UBC Vancouver programs.

Since implementation of Policy C2 in October 2009, the Admissions Committee has approved student mobility agreements with the following institutions:

- Trinity College Dublin/ Dublin City University/ Sant'Anna School of Advanced Studies of Pisa
- BEM Bordeaux Management School
- University of Barcelona
- Emory University
- ESSEC (École Supérieure des Sciences Économiques et Commerciales) Business School
- IE (Instituto de Empresa) Business School
- University of Botswana
- University of Cambridge
- ETH (Eidgenössische Technische Hochschule) Zürich
- University of Geneva
- Nanjing Forestry University
- University of Oxford
- Pierre and Marie Curie University (Paris 6)
- University of Tsukuba
- Doshisha University
- Nanjing University
- Tsinghua University
- American University of Beirut
- East China Normal University
- Hebrew University of Jerusalem
- Johns Hopkins University
- Technion-Israel Institute of Technology
- National and Kapodistrian University of Athens/ University of Savoy
- University of Navarra

....continued

- University of Eastern Finland
- Technical University of Munich
- Max Planck Society for the Advancement of Science
- University of Grenoble

Detailed information for each student mobility agreement listed herein is available at:
<https://secure.students.ubc.ca/global/where.cfm>

f. Matters of Delegated Authority (information)

Criteria for Including Secondary School Courses in an Admission Average

In December 2009, Senate approved the *Criteria for Including Secondary School Courses in an Admission Average*. Senate also delegated to the Committee the authority to grant final approval of courses to be used in the calculation of an admission average and published in the Calendar, with the proviso that all courses so approved meet the criteria specified by Senate.

For applicants following the BC/Yukon secondary school curriculum, an admission average is calculated on English 12 (or English 12 First Peoples) and three additional approved Grade 12 courses or equivalent. To date, the Committee has approved three courses for inclusion in the calculation of an admission average. Effective for admission to the 2012 Winter Session, applicants may present Calculus 12, Economics 12 and Law 12 for inclusion in the calculation of an admission average.

Policy J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University

In December 2009, Senate approved Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University*. For the purposes of undergraduate direct-entry admission to the University, grades reported for secondary school applicants outside of the BC/Yukon secondary school curricula may be adjusted to accurately assess those grades in terms of their ability to predict future performance at the University.

To date, the policy has been applied to applicants following the Alberta secondary school curriculum. For entry to the 2010 and 2011 Winter Sessions, grades presented for admission were adjusted upwards by 2%.

Undergraduate Admissions is currently in the process of reviewing first-year academic performance of students admitted under the policy and will report its findings to the Committee.

Respectfully submitted,

Dr. David Fielding
Chair, Admissions Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Senate Committee on Appeals on Academic Standing
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6 May 2011

To: Vancouver Senate

From: Committee on Appeals on Academic Standing

Re: Annual Report 2010-2011

Senate has delegated to the *Senate Committee on Appeals on Academic Standing* the authority to hear and dispose of student appeals from decisions of Faculties in matters of academic standing. The Committee shall allow an appeal where it is decided that the decision of the Faculty was arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at. However, the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a Faculty. The decision of the Committee on an appeal is a final disposition of that appeal. The Vancouver Senate has conferred on the Committee the power of making final decisions pursuant to section 37(1)(b) of the *University Act* (reference: *UBC Calendar, Academic Regulations, Senate Appeals on Academic Standing, section 2*).

Students may also appeal to the Committee the refusal of the Registrar to extend the time line for accepting an appeal, namely within 10 days of being informed in writing of the Faculty's final decision.

As per section 39(a) of the Rules and Procedures of the Vancouver Senate, the Committee is required to make an annual report to Senate, including the number of appeals heard, their disposition and the general nature of the appeals.

Since last reporting to Senate in May 2010, 14 appeals proceeded to Committee hearings (as compared with 8 in the prior year), of which 3 were allowed and 11 were dismissed.

In addition to the 14 appeals concluded, which are summarized below, the Committee has been advised that in the past year an additional 13 appeals were presented to the Registrar, of which 2 were resolved prior to a Committee hearing; 3 were withdrawn by the appellant prior to a Committee hearing; 6 were dismissed by the Registrar due to lack of timely prosecution and 2 are in progress and are expected to be heard by the Committee in the upcoming weeks.

To provide for more hearing scheduling options for Appellants and Faculty, the Committee appointed a Co-Chair.

Appeals Allowed

- The student appealed a decision of the Faculty to deny a change of grade in response to a request for a Review of Assigned Standing. The Committee held that the Review of Assigned Standing was not properly conducted. The decision of the Faculty was quashed and the matter was sent back to the Faculty to be dealt with in accordance with proper procedures.
- The student appealed a decision of the Faculty regarding standing in a course, following an appeal at the Faculty-level. The Committee held that the Faculty did not properly re-evaluate assignments at the Faculty-level appeal. The Committee quashed the decision of the Faculty and sent the matter back to the Faculty to be dealt with in accordance with proper procedures.
- The student appealed a decision of the Faculty to deny a change of grade in response to a request for a Review of Assigned Standing. The Committee held that the Review of Assigned Standing was not properly conducted. The Committee reversed the decision of the Faculty and granted such academic standing to the student as it saw fit in the circumstances.

Appeals Dismissed:

- The student appealed a decision of the Faculty requiring the student's withdrawal due to the student's failure to meet program requirements. The Committee held that the Faculty duly considered all information that ought to have been considered and found no unfairness or impropriety on the part of the Faculty as a result of the Faculty following its academic regulations.
- The student appealed a decision of the Faculty requiring the student's withdrawal due to the student's failure to meet program requirements. The Committee held that the Faculty duly considered all information that ought to have been considered and found no unfairness or impropriety on the part of the Faculty as a result of the Faculty following its academic regulations.
- The student appealed a decision of the Faculty to deny a request for academic concession for illness in connection with two final examinations. The Committee dismissed the appeal on the basis that there was no unfairness or impropriety on the part of the Faculty and its decision had been arrived at in accordance with proper procedures.
- The student appealed a decision of the Faculty requiring the student's withdrawal after a second failed year. The Committee found that the Faculty duly considered the student's extenuating circumstances and arrived at its decision in accordance with its published academic regulations.
- The student appealed a decision of the Faculty requiring the student's withdrawal for failed standing. The Committee found that the Faculty duly considered the student's extenuating circumstances and arrived at its decision through fair and proper procedures.
- The student appealed a decision of the Faculty requiring the student's withdrawal for failed standing. The Committee found that the Faculty duly considered the

student's extenuating circumstances and arrived at its decision through fair and proper procedures.

- The student appealed a decision of the Faculty to deny a change of grade in response to a request for a Review of Assigned Standing. The Committee held that the Review of Assigned Standing was undertaken in accordance with proper procedures and found no unfairness or impropriety on the part of the Faculty.
- The student appealed a decision of the Faculty to deny a change of grade in response to a request for a Review of Assigned Standing. The Committee held that the Review of Assigned Standing was undertaken in accordance with proper procedures and found no unfairness or impropriety on the part of the Faculty.
- The student appealed a decision of the Faculty requiring the student's withdrawal for failed standing. The Committee found that the Faculty duly considered the student's extenuating circumstances and arrived at its decision through fair and proper procedures.
- The student appealed a decision of the Faculty requiring the student's withdrawal due to the student's failure to meet program requirements. The Committee held that the Faculty duly considered all information that ought to have been considered and found no unfairness or impropriety on the part of the Faculty as a result of the Faculty following its academic regulations.
- The student appealed a decision of the Faculty requiring the student's withdrawal for failed standing. The Committee found that the Faculty duly considered the student's extenuating circumstances and arrived at its decision through fair and proper procedures.

General Observations

The Committee continues to draw to the attention of faculty and departments the importance of following due process in all matters relating to student assessment, promotion and appeal; of maintaining scrupulous records of course requirements, grade schemes, and student performance; as well as drawing such regulations and requirements to the attention of students.

The Committee has become aware of the differing processes of the faculties regarding the flagging of, and notification to students who are encountering academic problems, in order that the student be advised of the problematic, probationary or failing standing – even if the student has shifted e-mail accounts or if the Faculty e-mail notifications are being filtered by the student computer mail service as Junk or SPAM.

The Committee notes, for example, that the Faculty of Science has implemented a protocol to address such challenges so as to ensure that the student is made aware of issues related to their academic standing – student registration is blocked when on probation, and can only be unblocked after the student speaks to a Faculty advisor.

We would recommend that in order to avoid some of the challenges encountered in the rapidly evolving realm of communicating with students, that the appropriate Senate

Committee – perhaps the Academic Policy Committee – consider if it is appropriate that communication protocols and safeguards be implemented by all UBC Faculties.

Respectfully submitted,

A handwritten signature in black ink, appearing to be 'R. Yaworsky', written in a cursive style.

Dr. Ronald Yaworsky, Chair
Senate Committee on Appeals on Academic Standing

Members of the Committee, 2010-2011:

- Dr. Ronald Yaworsky (Chair)
- Dr. Lance Rucker (Co-Chair)
- Dr. Brian Cairns
- Ms. Cheryle Colombe
- Prof. Bonnie Craig
- Dr. William Dunford
- Dr. Bikkar S. Lalli
- Dr. Peter Leung
- Mr. Matt Murray
- Prof. Benjamin Perrin
- Mr. Joseph Scafe

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Vancouver Senate Curriculum Committee
c/o

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2 May 2011

To: Vancouver Senate

From: Senate Curriculum Committee

RE: a) May Curriculum Proposals (**approval**)

b) UBC Certificate in Translation and Interpretation for Business
(Chinese/English; English/Chinese) and
UBC Certificate in Translation and Interpretation for Business
(Korean/English; English/Korean) (**information**)

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- a) 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:

Motion: *That the new and changed courses and programs brought forward by the Faculties of Arts, Applied Science, Commerce & Business Administration, Education, Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, Commerce & Business Administration, Dentistry, Education, Forestry, Land & Food Systems, Medicine, Pharmaceutical Sciences, Science), Land & Food Systems, Law, and Science be approved.*

- b) The Senate Curriculum Committee has approved two new certificates as submitted by Continuing Studies:
- UBC Certificate in Translation and Interpretation for Business (Chinese/English; English/Chinese)
 - UBC Certificate in Translation and Interpretation for Business (Korean/English; English/Korean)

The details of the approved certificates are attached for your information.

Respectfully submitted,

Dr. Peter Marshall, Chair
Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA



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2 May 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF ARTS**

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposal from the Faculty of Arts and is pleased to submit it for your consideration.

New courses

Art History, Visual Art and Theory

AFST 380 (3/6) D

AFST 450 (3/6) D

VISA 390 (3)

VISA 401 (3-18) D

Asian Studies

ASIA 213 (3)

ASIA 254 (3)

ASIA 330 (3)

ASIA 366 (3)

ASIA 390 (3)

ASIA 391 (3)

ASIA 394 (3)

ASIA 414 (3)

ASIA 453 (3)

ASIA 468 (3)

ASIA 478 (3)

PERS 100 (3)

PERS 101 (3)

PERS 104 (3)

PERS 200 (3)

PERS 201 (3)

PERS 300 (3)

PERS 301 (3)

PUNJ 457 (3)

Central, Eastern & Northern European Studies

GERM 303 (3)

GERM 304 (3)
GERM 411 (3)
GERM 412 (3)

Classical, Near Eastern & Religious Studies

NEST 315 (3)
NEST 317 (3)
NEST 318 (3)
NEST 400 (3)
NEST 401 (3)
NEST 402 (3)

Creative Writing Program

CRWR 203 (3)

Economics

ECON 390 (3)

French, Hispanic & Italian Studies

FREN 425 (3/6) D
ITAL 495 (3)
ITST 110 (3)
ITST 495 (3)
RMST 495 (3)
SPAN 280 (3)
SPAN 495 (3)

First Nations Studies Program

FNSP 100 (6)
FNSP 210 (3)
FNSP 220 (3)

Geography

GEOG 211 (3)

Music

MUSC 110 (4)
MUSC 111 (4)
MUSC 119 (3)
MUSC 210 (4)

Political Science

POLI 316 (3/6) D

Psychology

PSYC 301 (3)
PSYC 420 (3)

Changed courses

Music

MUSC 300 (3)

Theatre & Film

THTR 301 (3/6) D

New programs

Central, Eastern & Northern European Studies

Minor in German Studies

Minor in Scandinavian Studies

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

Faculty of Arts New Courses:

Category 1

Faculty: Arts Department: African Studies Faculty Approval Date: 10 February 2011 Effective Session _W_ Term _1_ Year _2011-2012_ for Change	Date: November 12, 2010 Contact Person: Gloria Onyeoziri / Robert Miller Phone: (604) 222-1623 Email: gloriaon@interchange.ubc.ca
Proposed Calendar Entry: AFST 380 (3/6) D STUDY OF SOCIOLINGUISTICS OF A SELECTED AFRICAN LANGUAGE Selected African language with emphasis on major syntactic structures, vocabulary, conversation patterns, reading short texts, and the cultural and historical contexts of language use.	URL: AFST Present Calendar Entry: NONE Type of Action: Create new course Rationale for Proposed Change: The African Studies Program at the University of British Columbia, since its inception in 2006, has established three core courses (AFST 250, 351 and 352) that have encouraged students to seek background knowledge, critical thinking and dialogue in order to approach the field of African Studies as carefully and effectively as possible, while recognizing the great challenges of the field. The core program also needs to include a greater awareness of the many languages that Africans speak and of the way that those languages both shape and reflect lived experience. The introduction of some language instruction will help students to form a more complete and informed understanding of African Studies. The choice of the particular language studied in a given year will be determined primarily by the availability of qualified instructors.

	<p>By the end of this course, students will have:</p> <ul style="list-style-type: none"> -acquired knowledge of the social and cultural background of the community in which the selected language is spoken; - understood several the basic syntactic structures of the language; -acquired a carefully selected set of lexical terms that reflect cultural concepts and practical language use. - learned to read some short texts such as stories or proverbs. <p>The overall goal is to offer a conceptual background to the cultural and social life of a particular African community through language study.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
<p>Proposed Calendar Entry:</p> <p>AFST 450 (3/6) D AFRICAN DIASPORIC CULTURE IN AFRICAN CANADIAN COMMUNITIES African diasporic culture in Canadian society, fostering dialogue with members of African Canadian communities on cultural values, traditions, memory, adaptation and change.</p>	<p>URL: AFST</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>The African Studies Program at the University of British Columbia, since its inception in 2006, has established three core courses (AFST 250, 351 and 352) that have encouraged students to seek background knowledge, critical thinking</p>

	<p>and dialogue in order to approach the field of African Studies as carefully and effectively as possible, while recognizing the great challenges of the field. The need has often been mentioned to include in our core program the study of African Canadian communities in order to take advantage of the rich and diverse presence of Africans in Vancouver and British Columbia and thereby to strengthen our curriculum and inform our students' learning experience. This course is designed to provide learning opportunities that integrate scholarly research and community based dialogue. As a research-intensive course, AFST 450 will contribute to the repertory of senior research courses in the Faculty of Arts while enhancing the choices available to students interested in pursuing African Studies at the University of British Columbia.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Faculty: Arts Department: Art History, Visual Art and Theory Faculty Approval Date: 10 February 2011</p> <p>Effective Session <u>winter</u> Term <u>1</u> Year <u>2011-12</u> for Change</p>	<p>Date: 9 November 2010 Contact Person: Catherine Soussloff Phone: 604 822 5650 Email: catherine.soussloff@ubc.ca</p>
<p>Proposed Calendar Entry:</p>	<p>URL: VISA</p>

<p>VISA 390 (3) Performance Art</p> <p>An investigation of performance art practices and history spanning fifty years of production from 1960 to the present with an emphasis on live action, international and Canadian practices.</p> <p>Prerequisite: 6 credits of 200 level VISA with an average of at least 72%.</p>	<p>Present Calendar Entry: n/a NEW COURSE</p> <p>Type of Action: Introduce a new course to represent the growing area of performance art.</p> <p>Rationale: AHVAT is pleased to now have a faculty member whose area of artistic practice covers that of Performance Art. AHVAT feels it is pedagogically necessary to include a new, dedicated Performance course to represent this established area of artistic praxis.</p>
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<p>Proposed Calendar Entry:</p> <p>VISA 401 (3-18)D Advanced Open Studio</p> <p>Research based studio with thematic or disciplinary focus. Intended for senior Visual Art undergraduate students.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Pre-reqs: Three of VISA 310, 311, 320, 321, 330, 331, 340, 341, 350, 351, 360, 361, 370 or 390.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=VISA</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: Creation of a new course.</p> <p>Rationale: Faculty in AHVAT determined that 4th year VISA curriculum course descriptions do not accurately reflect the multi-disciplinary or research intensive nature of our 4th year studios. This new course better reflects the multidisciplinary approaches of our 4th year VISA curriculum by not overtly tying it to a particular medium. Instead, each faculty member will construct their 4th year Advanced Studio to function like a research studio, where the thematic title or mix of mediums varies from year to year and course to course. This will allow students to further engage with the research intensive nature of these courses, and to explore ways to develop their art across media without being constrained to one</p>
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	<p>given medium. Instead, Advanced Open Studios will convey the open nature of the course, its research focus and multidisciplinary investigation.</p> <p>Each faculty member will have a 4th year course, from 401A-E. Students can register either with the faculty instructor, or for the thematic topic being explored. This system will avoid student confusion and result in fewer problems for advising.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
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<p>Faculty: Arts Department: Asian Studies Faculty Approval Date: Feb. 10, 2011 Effective Session 2011W Term 1 Year 2011 for Change</p>	<p>Date: October 30, 2010 Contact Person: Lonnie Chase Phone: 604-822-9266 Email: lchase@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 213 (3): Myth, Literature, and Film in North India Indian literary and mythological texts, in genres from epic to lyric, as recast in contemporary Hindi film.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: While introducing students to a variety of disciplinary approaches has its drawbacks, it is an approach that serves our majors well. Few students proceed through their undergraduate training taking courses from only one disciplinary perspective. If students can improve their writing while familiarizing themselves with the key questions, concerns, and methods of the</p>

	<p>relevant disciplines, then they will be poised for greater engagement and success as they proceed through the major. Students in the class will read articles, pertaining to the region and literatures of South Asia that draw on the methodologies from a number of disciplines: history, literary studies, gender studies, religious history, film studies.</p>
<p>Proposed Calendar Entry: ASIA 254 (3) Sex, Gender and Sexuality In Japanese Literature And Film</p> <p>The integral role that sex, gender, and sexuality play in literary and cinematic works from Japan. Literary works will be read in translation, movies will be subtitled.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale:</p> <p>This new course will enhance UBC's course offerings on Asian literature by providing a survey course that incorporates literature and film and is open to wide enrollment. No existing courses trace Japanese literature from its origins to the present. The course will offer an introduction to Japanese culture through literature and film, focusing on representations of sex, gender, and sexuality. Modern Japanese literature courses such as ASIA 364 and film courses such as ASIA 354 currently have enrollments of over 100, suggesting that there is sufficient demand for a new survey course using both literature and film.</p>
	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p>

<p>Proposed Calendar Entry:</p> <p>ASIA 330 (3) Islam in South Asia</p> <p>Islam as a transnational phenomenon with specific reference to its South Asian forms.</p>	<p>Type of Action: New course</p> <p>Rationale:</p> <p>The majority of the world's Muslims live in Asia, and yet Islam is generally taught within departments that focus on the middle east. This class will embrace both the global forms of Islam and its central place in the political, cultural, and religious history of South Asia, and introduce students to the multitude of forms the tradition has taken in the subcontinent. The class will form one key class in a series of classes in the Department that address the religious traditions of Asia, and will allow for more in-depth investigation for those who take the ASIA 258 course: "Religion in South Asia" that was offered starting in 2010.</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 366 (3) Edo-Period Theater</p> <p>Edo-period puppet and kabuki theaters, with additional attention to the latter's representation in woodblock prints and the construction of gender roles in theatre.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale:</p> <p>This new course will enhance UBC's course offerings on Asian literature by providing an upper division course that looks early modern Japanese theater genres, conventions, and visual representations. Existing courses don't allow for a close study pre-modern/early-modern Japanese dramatic arts.</p>
	<p>URL:</p>

<p>Proposed Calendar Entry:</p> <p>ASIA 390 (3) History of the Indian Ocean World</p> <p>Societies and empires shaped by voyages of exploration, religious pilgrimages, trading diasporas and forced migration in the world of the Indian Ocean.</p>	<p>n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale:</p> <p>The Indian Ocean World represents an enormously varied zone of cultural exchange and interaction spanning coastal regions of Africa, the Middle East, South, and Southeast Asia. It is one of the few arenas that comprehensively covers most of Asian Studies under a single rubric, complementary to studies of the silk route.</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 391 (3) An introduction to the Indo-Persian Cosmopolis / Knowledge Systems</p> <p>Cultural interactions between Delhi and the wider Dar al Islam with indigenous groups and local culture from the 13th to the 19th centuries.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: This course offering is a natural extension of the department's strength in South Asian studies and will augment the new courses in Persian language being proposed by the department.</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 394 (3): Post-Revolutionary Iranian Cinema</p> <p>Gender politics, family relationships and women's social, economic and political roles in post-revolutionary Iran as shown through Iranian cinema.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale:</p>

	<p>Our department's current suite of courses on Asian cinemas (Korean, Japanese, Chinese, Bollywood, Punjabi) are proving to be excellent vehicles for teaching the culture and history of the relevant regions (and for stimulating students to take additional courses in the language, culture, history, literatures and religions of the target area), and serve as popular and pedagogically empowering supplements to the parallel Asian language programs. Iranian cinema will augment the new course offerings in Persian language being proposed by the department.</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 414 (3): Architecture and Urbanism in Islamic South Asia Historical factors shaping Indian architecture from the 13th to the 19th centuries.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: This course offering is a natural extension of the department's strength in South Asian studies and will augment the new courses in Persian language being proposed by the department.</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 453 (3) Japanese Travel Literature Japanese travel literature (myths, legends, poetry, tales, diaries, illustrated guides, satiric sermons, haiku, comic fiction, colonial reporting, and ethnography) from the 18th century to present.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: This new course will expand UBC's course offerings in Japanese literature, which are now largely grouped into the genre categories such as poetry,</p>

	<p>diaries, and narrative literature. It will focus on Japan's long tradition of travel literature and trace this history of travel writing from its origins in myths of creation to the rise of comic fiction at the end of the premodern era, and the development of modern travelogues. Topics will include travel theory, mythology, religious practice and pilgrimage, autobiography, poetic convention, parody, and tourism. Sufficient demand for the course was demonstrated when it was offered as "A Specific Asian Literature in Translation" (ASIA 360A), with enrollment of over 30 students despite the ambiguous course title.</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 468 (3): Approaches to the Study of Asian Religions The Western genealogy and problematics of religion, issues in its application to non-Western cultures and traditions, and the practical study of Asian religions, in Asia and its diasporas.</p> <p>Pre-req: one of ASIA 381, ASIA 382, ASIA 383 or ASIA 387</p> <p>May not be taken for a Credit/D/Fail standing.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: A number of specialists of religious studies currently work at the Department of Asian Studies. They are well positioned to develop course offerings in Asian religions. Approaches to the Study of Asian Religions would be a capstone course for undergraduate students who have taken survey courses on Asian religions such as Hinduism, Buddhism, or Confucianism.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p>	<p>URL: n/a</p>

<p>ASIA 478 (3) The Religious Image in Asia The religious image and related material culture within Buddhism, Islam, Jain, Hinduism, Christianity, and Sikhism with special attention to methodological concerns. Credit will be granted for only one of ASIA 478 or 578.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: This class will provide a theoretically-oriented and cross-regional seminar for advanced undergraduates. It is meant to provide for advanced engagement in the study of Asian religions, an area of growing demand in our Department, and allow students to enrich their more textually oriented studies within the Department in this context.</p>
<p>Proposed Calendar Entry: PERS – Persian Asian Studies, Faculty of Arts</p>	<p>URL:</p> <p>Present Calendar Entry:</p> <p>Type of Action: Create new course code – PERS</p> <p>Rationale: The Department of Asian Studies seeks to launch new courses in Persian language at UBC. The acronym that is the most logical and self-identifying short form of Persian is PERS.</p>
<p>Proposed Calendar Entry: PERS 100 (3) Basic Persian I Basic vocabulary and the fundamentals of modern Persian grammar, structure, and pronunciation, as well as reading, writing, listening, and speaking.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p>

	<p>Rationale: Asian Studies seeks to launch new courses in Persian language because a) Persian is important in its own right, and has served as a cosmopolitan language of culture and science in Western, Central and South India for the past millennium and more; b) Asian Studies has plans to add courses and positions in the area of Indo-Persian Literary Culture and/or Islam to its South Asia profile, and c) to better serve Vancouver's significant Iranian community and especially the many Canadian Iranian students at UBC.</p> <p>This is the entry level Persian language course for Non-Heritage learners.</p>
<p>Proposed Calendar Entry:</p> <p>PERS 101 (3) Basic Persian II Continuation of PERS 100 Prerequisite: PERS 100.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: Asian Studies seeks to launch new courses in Persian language because a) Persian is important in its own right, and has served as a cosmopolitan language of culture and science in Western, Central and South India for the past millennium and more; b) Asian Studies has plans to add courses and positions in the area of Indo-Persian Literary Culture and/or Islam to its South Asia profile, and c) to better serve Vancouver's significant Iranian community and especially the many Canadian Iranian students at UBC.</p> <p>This is the continuation of the entry level Persian language course for Non-Heritage learners.</p>

<p>Proposed Calendar Entry:</p> <p>PERS 104 (3) Persian Reading and Writing for Persian-Speaking Students Reading and writing of standard Tehran Persian; lexical and syntactic differences between written and spoken Persian. This course prepares students for PERS 300.</p> <p>Prerequisites: Basic knowledge of spoken Persian and consent of instructor.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: Asian Studies seeks to launch new courses in Persian language because a) Persian is important in its own right, and has served as a cosmopolitan language of culture and science in Western, Central and South India for the past millennium and more; b) Asian Studies has plans to add courses and positions in the area of Indo-Persian Literary Culture and/or Islam to its South Asia profile, and c) to better serve Vancouver's significant Iranian community and especially the many Canadian Iranian students at UBC.</p> <p>This course is required for the special needs of the Heritage learners of Persian language.</p>
<p>Proposed Calendar Entry:</p> <p>PERS 200 (3) Intermediate Persian I Reading of simple texts with emphasis on reading and writing, conversation skills, grammar, and syntax. Prerequisite: PERS 101</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: Asian Studies seeks to launch new courses in Persian language because a) Persian is important in its own right, and has served as a cosmopolitan language of culture and science in Western, Central and South India for the past millennium and more; b) Asian Studies has plans to add courses and positions in the area of Indo-Persian</p>

	<p>Literary Culture and/or Islam to its South Asia profile, and c) to better serve Vancouver's significant Iranian community and especially the many Canadian Iranian students at UBC.</p> <p>This is the first semester of the continuation of PERS 100 & PERS 101 and is part of the 12 credits of a foreign language needed for UBC's language requirement.</p>
<p>Proposed Calendar Entry:</p> <p>PERS 201 (3) Intermediate Persian II Continuation of PERS 200. Prerequisite: PERS 200.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: Asian Studies seeks to launch new courses in Persian language because a) Persian is important in its own right, and has served as a cosmopolitan language of culture and science in Western, Central and South India for the past millennium and more; b) Asian Studies has plans to add courses and positions in the area of Indo-Persian Literary Culture and/or Islam to its South Asia profile, and c) to better serve Vancouver's significant Iranian community and especially the many Canadian Iranian students at UBC.</p> <p>Like PERS 200, this course is part of the 12 credits of Persian language instruction that students can take to fulfill UBC's language requirement.</p>
<p>Proposed Calendar Entry:</p> <p>PERS 300 (3) Advanced Persian I Graded reading, writing, exposure to the</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p>

<p>writing system, textual history, newspaper reading, and translation. Cultural materials presented as appropriate. The art of calligraphy introduced. Prerequisite: PERS 104 or PERS 201.</p>	<p>Type of Action: New course</p> <p>Rationale: Asian Studies seeks to launch new courses in Persian language because a) Persian is important in its own right, and has served as a cosmopolitan language of culture and science in Western, Central and South India for the past millennium and more; b) Asian Studies has plans to add courses and positions in the area of Indo-Persian Literary Culture and/or Islam to its South Asia profile, and c) to better serve Vancouver's significant Iranian community and especially the many Canadian Iranian students at UBC.</p> <p>A first course in advance Persian language instruction for both Heritage and Non-Heritage learners.</p>
<p>Proposed Calendar Entry:</p> <p>PERS 301 (3) Advanced Persian II Continuation of PERS 300. Prerequisite: PERS 300.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: Asian Studies seeks to launch new courses in Persian language because a) Persian is important in its own right, and has served as a cosmopolitan language of culture and science in Western, Central and South India for the past millennium and more; b) Asian Studies has plans to add courses and positions in the area of Indo-Persian Literary Culture and/or Islam to its South Asia profile, and c) to better serve Vancouver's significant Iranian community and especially the many Canadian Iranian students at UBC.</p>

	<p>PERS 301 provides another course at an advanced level of instruction for both Heritage and Non-Heritage learners.</p>
<p>Proposed Calendar Entry: PUNJ 457 (3) Punjabi Theatre Punjabi-language theatre, with emphasis on Canadian forms. Reading, writing, and performance of plays; examination of history of Punjabi theatre. Prerequisites: PUNJ 300.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: Theatre has been a dynamic cultural form in modern Punjabi literature for the last fifty years. It can arguably be called one of the most popular and accessible of modern Punjabi literary forms, because while literary Punjabi poetry and prose have generally been the reserve of a small literary elite, Punjabi theatre—like many other modern vernacular theatre forms in India and Pakistan today—was fundamentally shaped by the popular concerns of the Indian People’s Theatre Association (IPTA), founded in Bengal in the 1940s. This infused Punjabi and other vernacular theatre forms with a progressive spirit that brought them to the village and the street to reach the masses and address pressing social problems. “Street theatre”—involving minimal props and sets, and designed to provide simple access to important issues—and short one-act plays have thus been the dominant forms. Even more formal forms of theatre, with their concern for natural spoken language and live performance, achieve an accessibility little shared by prose literature.</p> <p>Theatre, therefore, is a vitally important area for exploration in Punjabi literature, and provides a unique opportunity for</p>

	<p>exploration of the spoken (rather than written and formal) form of the language. In the case of Punjabi, this means exposure to a rich set of dialectical variants that manifest more in spoken word than in written forms of the language. It also provides a unique learning opportunity, on a fourth-year language pedagogical level, for the development of spoken and written language skills. The class, therefore, will act as a language class, but also a literature class. As a literature class, it will provide a crucial genre addition to our current possible fourth-year course offerings on the novel, early devotional poetry, and historiographical and narrative literature. The student-led production of skits is included in the first three years of Punjabi instruction at UBC; this class builds on these experiences to produce a more focused and self-conscious “street theatre”-style performance, in conversation with similar works by serious playwrights. Readings therefore focus on one-act plays and contextual material.</p>
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<p>Faculty: ARTS Department: C.E.N.E.S. Faculty Approval Date: 10 February 2011 Effective Session _W_ Term _1 Year __2011__ for Change</p>	<p>Date: 10/01/2010 Contact Person: G. Winthrop-Young Phone: 2-6403 Email: winthrop@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>GERM 303 (3) German Literature before 1900 (in English)</p> <p>Reading and discussion of translated works from the German-speaking countries from the Middle Ages to 1900.</p>	<p>URL: NA – new course</p> <p>Present Calendar Entry:</p> <p>none</p> <p>Type of Action:</p> <p>New Course</p>

	<p>Rationale:</p> <p>The course is designed to address strong student interest in German literature and culture courses taught in translation. By allowing us to teach pre-20th-century German literature in English, GERM 303 will expand the very successful sequence of courses currently made up of GERM 301 and GERM 302. In combination with the other proposed new courses GERM 304, GERM 411 and GERM 412, GERM 303 will be part of the core course offerings for the proposed German Studies minor.</p>
<p>Proposed Calendar Entry:</p> <p>GERM 304 (3) German Cinema (in English) Screening, discussion and critical analysis of German Cinema from the silent era to the 21st century.</p>	<p>URL: NA – new course</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New Course</p> <p>Rationale: There is strong student interest in a German film course, especially one that allows for the discussion of the history and culture of the German-speaking countries through the medium of film. In combination with the other proposed new courses GERM 303, GERM 304 and GERM 411, GERM 412 will be part of the core course offerings for the proposed German Studies minor.</p>
<p>Proposed Calendar Entry:</p> <p>GERM 411 (3) Major Controversies in German Culture (in English) Selected debates and controversies in the German-speaking countries.</p>	<p>URL: N.A. - new course</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course</p> <p>Rationale: GERM 411 is designed to be our most advanced interdisciplinary undergraduate</p>

	<p>course. Using a mixture of literary and theoretical texts it will challenge students to focus on the most important cultural and political debates in the German-speaking countries. In combination with the other proposed new courses GERM 303, GERM 304 and GERM 412, GERM 411 will be part of the core course offerings for the proposed German Studies minor.</p>
<p>Proposed Calendar Entry:</p> <p>GERM 412 (3) German Media Studies (in English) Major themes and methods in German media studies</p>	<p>URL: NA – new course</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New Course</p> <p>Rationale: The course is designed to introduce students to the vibrant field of German Media Studies, which is frequently ranked as the globally most innovative media-theoretical environment. In combination with the other proposed new courses GERM 303, GERM 304 and GERM 411, GERM 412 will be part of the core course offerings for the proposed German Studies minor.</p>

<p>FACULTY: ARTS DEPARTMENT: CNERS Faculty Approval Date: 10 February 2011 Effective Date for Change: 09/2011</p>	<p>DATE: 30/11/2010 Contact: Lisa Cooper Phone number: 822-4047 E-mail: licooper@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>NEST 315 (3) Introduction to Akkadian The basic grammar and introduction to the cuneiform writing system of the Akkadian language of the Ancient Near East.</p>	<p>Present Calendar entry NONE</p> <p>Type of Action: New</p> <p>Rationale: Akkadian was one of the most widely used languages for more than two millennia in the ancient Near East. Knowledge of it</p>

	<p>greatly enhances one's understanding of the literature, religion and mindset of several cultures of the Near East, particularly those of ancient Mesopotamia. Along with Biblical Hebrew and Middle Egyptian, it will form the core language offerings of UBC's Near Eastern Studies program, and will make the program comparable and competitive to NEST degrees offered at other North American universities. Undergraduate NEST students will be encouraged to take Akkadian, especially those planning to pursue graduate studies in Biblical Studies, Near Eastern history or the archaeology of ancient Mesopotamia.</p>
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<p>FACULTY: ARTS DEPARTMENT: CNERS Faculty Approval Date: 10 February 2011 Effective Date for Change: 09/2011</p>	<p>DATE: 01/09/2010 Contact person: Thomas Schneider (74316)</p>
<p>Proposed Calendar Entry:</p> <p>NEST 317 (3) Introduction to Coptic</p> <p>An introduction to Coptic, the language of Christian Egypt from 100 AD.</p>	<p>Present Calendar entry NONE</p> <p>Type of Action: New</p> <p>Rationale: Egypt played a pivotal role in the history of early Christianity and monasticism, and other religious beliefs of Late Antiquity (Gnosticism, Manichaeism). Coptic – the language of Christian Egypt – is one of the most important Near Eastern languages into which the Bible was translated, the spoken and written language of Egypt from Antiquity to the Middle Age, and the liturgical language of the Coptic Church in Egypt and Ethiopia. Although CNERS has had a significant focus on early Christianity and the Near East, Coptic would be the first language of the Christian Near East taught within the department, an attractive option for students of religious studies, but equally</p>

	<p>NEST students (Coptic is the latest stage of Egyptian) and students of Greek (Coptic is written with the Greek alphabet and has up to 25% Greek vocabulary). On a local level, the course is of importance as the majority of Egyptian immigrants to Canada are Copts (with three Coptic churches in the Greater Vancouver area).</p>
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<p>FACULTY: ARTS DEPARTMENT: CNERS Faculty Approval Date: 10 Feb. 2011 Effective Date for Change: 09/2011</p>	<p>DATE: 30/08/2010 Contact Person: Thomas Hikade Phone: 2-4054 Email: thikade@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>NEST 318 (3) Egyptomania The adaptation and appropriation of ancient Egypt in ancient and modern art, architecture, film, and music; the development of Egyptology since the 19th century.</p>	<p>Present Calendar entry NONE</p> <p>Type of Action: New</p> <p>Rationale: This course will form part of the Near Eastern Studies Major.</p> <p>The course will be of value to students majoring in Near Eastern Studies but will also be of interest for students pursuing Ancient History, Anthropology, Arts, cultural interactions and exchanges, literature and modern media. This course is one of the core offerings of the department's Majors undergraduate program in Near Eastern Studies.</p>
<p>Proposed Calendar Entry:</p> <p>NEST 400 (3) Materials and Technologies of the Ancient Near East and Egypt</p> <p>The natural resources and production technologies of the ancient Near East and Egypt. Credit will be granted for only one of NEST 400 or 504.</p>	<p>Present Calendar entry NONE</p> <p>Type of Action: New</p> <p>Rationale: The course will focus on the material foundations, production technologies and economics of early Near Eastern and Egyptian civilizations. It probes these</p>

	subjects more intensively than the third-year NEST archaeology “overview” courses offered in the department (namely NEST 302 and NEST 304), thus providing advanced training in archaeological materials that will satisfy senior undergraduate students of archaeology. It may also be of interest to students who have studied materials, craft industries and technologies from other parts of the ancient world.
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FACULTY: ARTS DEPARTMENT: CNERS Faculty Approval Date: 10 Feb. 2011 Effective Date for Change: 09/2011	DATE: 30/08/2010 Contact Person: Thomas Schneider Phone: 74316 Email: thschnei@interchange.ubc.ca
Proposed Calendar Entry: NEST 401 (3) Literature of Ancient Egypt or the Ancient Near East The main genres and texts of Egyptian and Ancient Near Eastern Literature and their modern interpretation. Credit will be granted for only one of NEST 401 or 505.	Present Calendar entry NONE Type of Action: New Rationale: All other disciplines within the department currently offer or primarily focus on courses on (Latin, Greek, Hebrew) literature. NEST lacks a corresponding course that would introduce students into the vast and complex issue of Ancient Egyptian and Ancient Near Eastern literature, offering them both an overview of the principal genres and texts, and an informed view of the modern debate on literature within Egyptology and Assyriology.

FACULTY: ARTS DEPARTMENT: CNERS Faculty Approval Date: 10 Feb 2011 Effective Date for Change: 09/2011	DATE: Contact: Lisa Cooper 822-4047 E-mail: licooper@interchange.ubc.ca
Proposed Calendar Entry: NEST 402 (3) The Archaeology of the	Present Calendar entry NONE

<p>City in the Ancient Near East. The material manifestations of urbanism in the ancient Near East, from the 4th millennium BC up to the 1st millennium BC. Credit will be granted for only one of NEST 402 or 506.</p>	<p>Type of Action: New</p> <p>Rationale: The course's emphasis on the critical examination on archaeological evidence for urbanism, as well as an in-depth evaluation of past and present methods of collecting and interpreting material evidence bearing on the ancient Near Eastern city will be tremendously worthwhile to students seeking advanced academic training in the discipline of archaeology. The course should well prepare senior undergraduate for future graduate archaeology programs, particularly those whose focus is the ancient Near East. Students who are pursuing studies through UBC's Urban Studies Program may also find this course of interest.</p>
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<p>Faculty: Arts Department: Creative Writing Program Faculty Approval Date: Effective Session W2011 Term 1 Year 2011 for Change</p>	<p>Date: November 26, 2010 Contact Person: Keith Maillard Phone: 604-822-4596 Email: cwchair@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: CRWR 203 (3) INTRODUCTION TO WRITING FOR CHILDREN AND YOUNG ADULTS</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=CRWR</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course.</p> <p>Rationale: This new course is designed to introduce students to the genre of writing for children and young adults, as well as help them master basic structure and writing concepts in the genre.</p>

	We would like to offer this new course to address the growing cultural importance of this genre of writing.
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Faculty: Arts Department: Economics Faculty Approval Date: 10 Feb 2011 Effective Session 10W Year 2010/11 for Change	Date: January 12, 2011 Contact Person: Hugh M. Neary Phone: 604-822-4505 Email: neary@econ.ubc.ca
Proposed Calendar Entry: ECON 390 (3) Introduction to Economic Research Selected topics in economic research. Application of research methods to economic data. <i>This course is not eligible for Credit/D/Fail grading.</i> Prerequisite: ECON 101, ECON 102, MATH 104. Credit will be granted for only one of ECON 390, ECON 490, ECON 495, or ECON 499.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ECON Present Calendar Entry: None. Type of Action: Add a course. Rationale for Proposed Change: This course is intended to provide an introduction to economic research methods and examples for students who are not majors, combined majors or honours students in Economics. <input checked="" type="checkbox"/> Not available for Cr/D/F grading. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail

Faculty: Arts Department: FHS Faculty Approval Date: 10 Feb 2011 Effective Session W Term 1 Year 2011	Date: October 22, 2010 Contact Person: Dr. Ralph Sarkonak Phone: 2 - 4005 Email: sarkonak@interchange.ubc.ca
Proposed Calendar Entry: FREN 425 (3/6) D: Studies in French Autobiography Prerequisite: One of FREN 320 or FREN	URL: Present Calendar Entry: None: new course Type of Action:

321 or FREN 330	<p>Establish a new course</p> <p>Rationale: The undergraduate program in French does not offer a course in autobiography. Students need to be exposed to this particular literary genre, to its transformations along a chronological axis as well as to the changing representations of the self in French and francophone societies.</p> <p>FREN 425 will examine the content of authors' truth-compact with readers, the relationship between self and national narratives and the impact of theories in composing autobiography. Teaching experience (both here and elsewhere) has shown that students are fascinated by the literary/aesthetic construction of the voice of selfhood and by the possibilities for shaping one's own creative identity.</p> <p>Courses in the autobiographical work of francophone writers have been taught successfully in the past under various <i>Special Topics</i> headings, but the recent appointment of a colleague with a special interest in the field justifies the establishment of a genre-specific course that we will now be able to sustain on a recurring basis.</p>
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<p>Faculty: Arts Department: FHIS (Fren Hisp & Ital) Faculty Approval Date: 10 Feb 2011 Effective Session <u>W</u> Term <u>1</u> Year <u>11</u> for Change</p>	<p>Date: October 22, 2010 Contact Person: Prof. R. Sarkonak Phone: 2-4005 E-Mail: sarkonak@interchange.ubc.ca Proponent: C. Testa</p>
<p>Proposed Calendar Entry:</p> <p>ITAL 495 (3) RESEARCH INTENSIVE SEMINAR IN ITALIAN LITERATURE AND CULTURE Credit will be granted for only one of ITAL 495 or ITST 495.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ITST</p> <p>Present Calendar Entry: None</p> <p>Type of Action:</p>

	<p>Introduce new course</p> <p>Rationale: The Italian Program does not at present have a Research Intensive course of the kind currently sponsored and encouraged by the Faculty of Arts.</p> <p>This course is centred on interdisciplinary and philosophical issues as envisaged by Italian artists, writers and philosophers.</p> <p>As such it is forecast to have a wide appeal both within the Department of FHIS and among the wider audience in the UBC Faculty of Arts — particularly among the more advanced, fourth-year public — interested in the interdisciplinary issue of the creation and rise of the notion of individuality as the modern times know it.</p>
<p>Proposed Calendar Entry: ITST 110 (3) INTRODUCTION TO ITALIAN LITERATURE AND CULTURE</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ITST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Introduce new course</p> <p>Rationale: The Department of French, Hispanic and Italian Studies does not at present have an introductory course orienting its students as to the many facets of Italian literature and culture, let alone art, history, philosophy, politics and more.</p> <p>This course attempts to capture, recompose and re-constitute the overall image of the multi-faceted contribution Italy has brought and continues to bring, in countless areas</p>

	of human endeavour, to the making of Western civilization,
<p>Proposed Calendar Entry: ITST 495 (3) RESEARCH INTENSIVE SEMINAR IN ITALIAN LITERATURE AND CULTURE Credit will be granted for only one of ITAL 495 or ITST 495.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ITST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Introduce new course</p> <p>Rationale: The Italian Program does not at present have a Research Intensive course of the kind currently sponsored and encouraged by the faculty of Arts.</p> <p>This course is centred on interdisciplinary and philosophical issues as envisaged by Italian artists, writers and philosophers.</p> <p>As such it is forecast to have a wide appeal both within the Department of FHIS and among the wider audience in the UBC Faculty of Arts — particularly among the more advanced, fourth-year public — interested in the interdisciplinary issue of the creation and rise of the notion of individuality as the modern times know it.</p>
<p>Proposed Calendar Entry: RMST 495 (3) RESEARCH INTENSIVE SEMINAR IN ROMANCE STUDIES</p>	<p>URL:</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Introduce new course</p> <p>Rationale: The Romance Studies Program does not at present have a Research Intensive course of the kind currently sponsored and encouraged by the faculty of Arts.</p>

<p>Faculty: Arts Department: FHIS Faculty Approval Date: 10 Feb 2011 Effective Session <u>2011 Winter Term 1</u></p>	<p>Date: Contact Person: Prof. Brianne Orr Phone: 604-822-4561 E-mail: orralva@interchange.ubc.ca Proponents: Brianne Orr</p>
<p>Proposed Calendar Entry:</p> <p>SPAN 280 (3) Selected Topics on Revolution in Latin America (in English)</p> <p>A cultural studies approach to Revolution in Latin America: basic concepts of revolt and revolution, highlighting the intersection of political, literary and cultural production during Latin American revolutionary periods.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=SPAN</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Introduce new course</p> <p>Rationale: This course seeks to expose students both in the Spanish undergraduate program and in different disciplines within the Arts to one of the most – if not the most – influential topics in Latin American history, literature and culture early on in the program and to provide them with pertinent discussion-oriented, analytical, and oral presentation skills that will aid them as they pursue their majors either in the language programs we offer or in the Arts in general. The course will examine various political actors, authors, directors, and musicians of literary and cultural works, perspectives, and approaches to revolution in a Latin American context. Topics will vary and may include, but are not by any means limited to, major rebel authors, political movements, literary genres, revolutionary theory and practice, movements in music related to revolution, and filmic representations of revolution, among others.</p>

<p>Faculty: Arts Department: French, Hispanic and Italian Studies Faculty Approval Date: Effective Session W Term 1 Year 2011</p>	<p>Date: October 22, 2010 Contact Person: Dr. Ralph Sarkonak Phone: 604-822-2879 (department) Email: sarkonak@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: SPAN 495 (3) Research Intensive Seminar in Spanish Literature and Culture</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=SPAN Present Calendar Entry: None (new course) Type of Action: Establish a new course Rationale: The Spanish program does not yet include a dedicated course through which students majoring in Spanish may satisfy the research component of the Faculty of Arts Writing and Research Requirement.</p>
<p>Faculty: Arts Department: First Nations Studies Program Faculty Approval Date: 10 Feb 2011 Effective Session <u>2011W</u> Term <u>1</u> Year <u>2011</u> for Change</p>	<p>Date: October 27, 2010 Contact Person: Dr. Glen Coulthard Phone: (604) 822-2880 Email: gsc@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: FNSP 100 (6) Indigenous Foundations. The historical, cultural, political, economic and legal issues that inform the experiences of Indigenous peoples in Canada, examined from both Indigenous and non-Indigenous perspectives. Credit will be granted for only one of FNSP 100 or FNSP 200.</p>	<p>URL: Present Calendar Entry: N/A Type of Action: New Course Rationale for Proposed Change: The rationale for this proposal is threefold. First, based on an internal review of student evaluations it was made clear to FNSP faculty that there is a need for an introductory course in First Nations Studies at the 100-level. Second, this course will</p>

	<p>provide more students with access to the First Nations Studies Program at an earlier stage in their degree and will thus result in an increase in FNSP majors and minors. Third, given that this course aims to enhance Aboriginal issue engagement across the campus for students at an earlier period in their degree, it is thus in line with the recommendations outlined in UBC's Aboriginal Strategic Plan.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>FNSP 210 (3) Indigenous Politics and Self-Determination.</p> <p>The cultural, historical, political, economic and gender dynamics that structure the relationship between Indigenous peoples and the state in Canada; Indigenous self-determination struggles in relation to constitutional recognition, self-government, land claims and economic development.</p> <p>Prerequisite: FNSP 100 or six credits of FNSP related courses approved by the program.</p>	<p>URL:</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: The rationale for this course is twofold. First, it seeks to split our current 6 credit FNSP 200 course into two 3 credit courses in order to better accommodate student timetable schedules. Second, this course will build on the content covered in our proposed FNSP 100 course and will thus allow FNSP faculty to engage second year students at higher level of sophistication regarding Aboriginal issues than we have been able to date.</p>
<p>Proposed Calendar Entry:</p> <p>FNSP 220 (3): Representation and Indigenous Cultural Politics.</p> <p>Representation, identity and cultural politics through Indigenous literature, film and the visual arts; the relationship between these sites of cultural production</p>	<p>URL:</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: The rationale for this course is twofold. First, this course will work in tandem with</p>

and the self-determination struggles of Indigenous peoples. Prerequisite: FNSP 100 or six credits of FNSP related courses approved by the program.	our proposed FNSP 210 to split our current 6 credit FNSP 200 course into two 3 credit courses in order to better accommodate student timetable schedules. Second, this course will build on the content covered in our proposed FNSP 100 course and will thus allow FNSP faculty to engage second year students at higher level of sophistication regarding Aboriginal issues than we have been able to date.
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Faculty: Arts Department: Geography Faculty Approval Date: 10 Feb 2011 Effective Session Winter Term 1 Year 2011/12 for Change	Date: 18 November 2010 Contact Person: Karen Young Phone: 822 2020 Email: young@geog.ubc.ca
Proposed Calendar Entry: GEOG 211 (3) The State of the Earth The demographic, economic, ecological and technological factors that underlie current environmental challenges, considering their effects to date and their possible impact in the future. <i>Prerequisites:</i> 2 nd year standing. One of GEOB 102 or GEOB 103; GEOG 121, 122 recommended.	URL: N/A Present Calendar Entry: N/A Type of Action: New Course Rationale: Strong and immediate interest in the recently introduced Environment and Sustainability Major in Geography (75 majors declared in 2009-10, the first year the program was offered, and 151 in 2010-11) has created unmanageable demand in existing courses in that program. In response, to improve the educational experience of students enrolled in the E&S Major, and to provide courses that help to meet the teaching goals of the University Sustainability Initiative, the department of Geography is introducing Geography 211 and proposing slight adjustments to several existing courses. GEOG 211 is designed for students interested in sustainability issues and the environmental challenges facing humankind in the 21 st century.

<p>Faculty: Arts Department: Music Faculty Approval Date: 10 Feb 2011 Effective Session _Winter_ Term _1_ Year _2011-12_ for Change</p>	<p>Date: October 25, 2010 Contact Person: Richard Kurth Phone: 2-5436 Email: richard.kurth@ubc.ca</p>
<p>Proposed Calendar Entry: MUSC 110 (4) INTENSIVE TONAL THEORY AND FORM I Continuity and form in tonal music, with attention to the development of aural imagery and writing skills. Foundational concepts are first applied cross-historically, then restricted to styles in which functional harmony emerges as a governing feature. Limited to B.Mus. students with strong preparation (as determined by B.Mus. admissions procedures) and students in other programs with permission of the instructor.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MUSC</p> <p>Present Calendar Entry: (none)</p> <p>Type of Action: Add new course</p> <p>Rationale: All B.Mus. students are required to complete a core music theory course sequence. (The sequence is currently 18 credits, but is being reduced to 15 credits in an accompanying proposal.) The School of Music wishes to offer two streams, in order to better address the diverse needs and interests of students in the various B.Mus. programs. In addition to the existing standard music theory core course stream, completed in three years, a new intensive and accelerated music theory stream is being introduced in which the same number of credits can be completed in two years. The intensive stream comprises four courses, all included in this suite of category 1 changes: MUSC 110 (4), MUSC 111 (4), MUSC 210 (4), and MUSC 300 (3).</p> <p>The intensive stream is designed for students with strong prior preparation, and those motivated to pursue creative applications and/or advanced study. It is recommended for students planning to pursue music careers involving composition, arranging, improvisation, performance, conducting, or scholarly research. Students in the intensive stream will acquire greater aural acuity and facility in writing, and a superior foundation for advanced undergraduate and graduate</p>

	<p>study. They will also complete the theory requirement more quickly, allowing more time for focused work in performance or advanced academic courses in the third and fourth years. A yearly cohort of approximately 20 students is expected to elect the intensive stream.</p> <p>Opportunities for shifting from the intensive stream to the standard stream, and vice versa, will be available to students at several stages, without delaying their progress.</p>
<p>Proposed Calendar Entry: MUSC 111 (4) INTENSIVE TONAL THEORY AND FORM II Two- and three-voice writing based on a four-part foundation; use of motivic diminution and imitation; dissonant chords; prolonging harmonies within phrases; modulating phrases and sequences; chromatic techniques; small binary and ternary forms, and formal functions of component phrases. Prerequisite: MUSC 110.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MUSC</p> <p>Present Calendar Entry: (none)</p> <p>Type of Action: Add new course</p> <p>Rationale: MUSC 111 is the second course of the new optional intensive and accelerated stream of the music theory core sequence. It provides qualified and motivated students with opportunities for more challenging and in-depth study, and fosters a higher level of skill development. The intensive sequence also enhances students' options for upper-level electives in later years.</p>
<p>Proposed Calendar Entry: MUSC 119 (3) INTRODUCTION TO MUSIC TECHNOLOGY Practical and theoretical training in technologies that support current artistic and academic practice, such as MIDI, podcasts/videocasts, websites, social media, and software for score notation, music education, and basic audio/video editing. Restricted to B.Mus. students. [2-</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MUSC</p> <p>Present Calendar Entry: (none)</p> <p>Type of Action: Add new course</p> <p>Rationale: The current music theory core course sequence required in the all B.Mus. programs is being reduced from 18 to 15</p>

0-1]	<p>credits. This creates space for an important new course that will address established and emerging music technologies.</p> <p>MUSC 119 will be required for all B.Mus. students, and will normally be taken in the first term of first year. It will give students a deeper and broader basis for using a range of technologies to enhance their training and promote their artistic activities. Taken early in the curriculum, the new course gives all B.Mus. students a strong foundation for integrating current and emerging technologies in their learning and their creative activities.</p>
<p>Proposed Calendar Entry: MUSC 210 (4) INTENSIVE TONAL THEORY AND FORM III Writing exercises involving chromaticism and modulation. Theme and inter-theme types in Classical and Romantic music. Techniques of variation and development. Model-based composition of small forms and analysis of larger forms. Cultivation of score-reading ability. Prerequisite: MUSC 111, or MUSC 200 with permission of the instructor.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MUSC</p> <p>Present Calendar Entry: (none)</p> <p>Type of Action: Add new course</p> <p>Rationale: MUSC 210 continues the new intensive and accelerated stream of the music theory core sequence. MUSC 111 is the normal prerequisite, but MUSC 200 is available as a prerequisite for students in the standard music theory stream who have demonstrated strong achievement in MUSC 100 (3), MUSC 101 (3), and MUSC 200 (3).</p>
<p>Faculty: Arts Department: Political Science Faculty Approval Date: 10 Feb 2011 Effective Session W Term One Year 2011 for Change</p>	<p>Date: November 5, 2010 Contact Person: Fred Cutler Phone: 2-6841 Email: cutler@exchange.ubc.ca</p>
Proposed Calendar Entry:	<p>URL:</p> <p>Present Calendar Entry:</p>

<p>POLI 316 (3/6) D GLOBAL INDIGENOUS POLITICS The political dynamics of Indigenous peoples' politics on the global level; the legal and practical realities of colonization as a global Indigenous experience; current global Indigenous political issues and avenues of Indigenous resistance.</p>	<p>Type of Action: New course</p> <p>Rationale: Responding to initiatives emanating from the Office of the President, Political Science has hired two scholars who focus on the politics of Indigenous peoples. This course is the specific area of expertise of one of these Assistant Professors: Dr. Sheryl Lightfoot. It has been taught twice as POLI 333B in our set of <i>Comparative Politics</i> courses but this 'Topics Course' is now heavily overused and creates confusion for students in satisfying their degree requirements. It has attracted full enrolment both times. More substantively, by creating a new course with this title the department wishes to signal to students and the broader community the importance of Indigenous issues. The course will ideally become part of a set of courses (to be proposed soon) that will focus on topics of Indigenous politics. These courses will appear together in the Calendar, in the POLI 311-319 range.</p>
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<p>Faculty: Arts Department: Psychology Faculty Approval Date: 10 Feb 2011 Effective Session: Winter; Term: 1; Year for Change: 2011</p>	<p>Date: August 19, 2010 Contact Person: Jim Enns Phone: 822-6634 Email: jenns@psych.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PSYC 301 (3) BRAIN DYSFUNCTION AND RECOVERY. Cognitive and behavioral impairments resulting from brain dysfunction. Focus on the efficacy of various intervention approaches. Prerequisite: (a) PSYC 100, or (b) all of PSYC 101, 102, or (c) 6 credits of 200-</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale: PSYC 301 will be a 3rd-year course that gives our students the opportunity to learn more about the brain at the intersection of psychology, neuroscience and neurology. Brain</p>

<p>level PSYC (but not 205 or 263).</p>	<p>structure and functions are covered in some 3rd-year PSYC courses (e.g., 304, 360, 365) but this course will put more of a focus on current and cutting-edge approaches to solving the mysteries of the dysfunctional brain. This course will provide excellent preparation for a new and related 4th-year course (PSYC 409), where the focus is cognitive neuropsychology and cognitive neuroscience. The course will also provide more valuable preparation for our students interested in graduate or professional studies in human behavior and dysfunction.</p>
<p>Proposed Calendar Entry:</p> <p>PSYC 420 (3) COMMUNITY PSYCHOLOGY The relationships between social contexts and wellbeing with a focus on disadvantaged populations. Students engage in a community service placement to complement academic learning. Prerequisite: PSYC 300 or PSYC 308 or PSYC 314 or PSYC 319.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale: PSYC 420 (Community Psychology) will be a 4th-year course that exposes students to Community Psychology. The importance of social systems and contexts on health and distress are examined. Students will be challenged to thoughtfully reflect upon their engagement in service learning placements. This course is the first in the Psychology Department to incorporate Community Service Learning. Students will be exposed to topics such as community development, program evaluation and community-based research while exploring diverse issues such as prevention, homelessness and immigration stress, stigma and community development.</p> <p>The emphases of the discipline on examining values, social action and working within a multidisciplinary framework will complement other perspectives that study persons at the individual level of analysis.</p>

Faculty of Arts Changed Course:

<p>Faculty: Arts Department: Music Faculty Approval Date: 10 Feb 2011 Effective Session _Winter_ Term _1_ Year _2011-12_ for Change</p>	<p>Date: October 25, 2010 Contact Person: Richard Kurth Phone: 2-5436 Email: richard.kurth@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MUSC 300 (3) COMPOSITIONAL AND ANALYTICAL APPROACHES TO POST-TONAL MUSIC Concepts essential to understanding and performing art music, since 1900, in which functional triadic harmony is absent or subsidiary to other musical processes. Detailed consideration of works of major composers up to the present, through analysis, composition, and musicianship exercises. Prerequisite: MUSC 201 or 210.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MUSC</p> <p>Present Calendar Entry:</p> <p>MUSC 300 (3) COMPOSITIONAL AND ANALYTICAL APPROACHES TO THE MUSIC OF MODERNISM Modernist art music techniques established before 1950 and their later developments, with projects in analysis, compositional exercises, and training in related listening, sight-singing and score-reading skills. Prerequisite: MUSC 201. [2-0-1]</p> <p>Type of Action: Redesign scope of course</p> <p>Rationale: The B.Mus. music theory core sequence is being reduced from 18 to 15 credits. (This change applies to the standard stream and also the new intensive stream.) MUSC 301 (3) will be phased out as a requirement in the core, and MUSC 300 is being revised to incorporate some material formerly studied in MUSC 301. This revision effectively reconstitutes MUSC 300 as a new course. The revision reflects changing pedagogical values, and also creates space for a planned future addition to the B.Mus. curriculum.</p> <p>MUSC 300, in the new form proposed here, will be the final course in both the standard and the intensive music theory core streams. Students in the standard stream will have MUSC 201 as a</p>

	prerequisite; those in the intensive stream will have MUSC 210 as a prerequisite.
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Faculty: Arts Department: Theatre & Film Faculty Approval Date: 10 Feb 2011 Effective Session <u>W</u> Term <u>1</u> Year <u>2011</u> for Change	Date: February 8, 2010 Contact Person: Ronald Fedoruk Phone: 604 822 3707 Email: rfedoruk@interchange.ubc.ca
Proposed Calendar Entry: THTR 301 (3/6) d Styles of Decor and Dress Artistic, decorative, cultural, and social contexts of selected theatrical genres and periods.	URL: http://www.students.ubc.ca/calendar/courses.cfm?code=THTR Present Calendar Entry: THTR 301 (3) Styles of Decor and Dress Artistic, decorative, cultural, and social contexts of selected theatrical genres and periods. Type of Action: Change the course credit From (3) to (3/6) d Rationale: The selected genres for this course are chosen as complementary material in response to the productions offered in the Theatre at UBC season. THTR 301 is currently offered as a series of modules. The current syllabus often conflates several different styles in a single module. It does not allow adequate depth of exploration of some of the material and is difficult to adapt to properly support the texts that are studied as part of the Theatre at UBC season. The proposed change would allow splitting of many of the modules, and would allow the addition of genres that

	<p>are best considered in geographical rather than temporal terms.</p> <p>Period Styles</p> <ul style="list-style-type: none"> Pre-history Classical Medieval Italian Renaissance Northern Renaissance Baroque Roccoco Neo-Classical Romantism Victorian Style Modernism Arte Nouveau Constructivism Arte Deco Post-Modernism <p>Geographical styles</p> <ul style="list-style-type: none"> North American South American Chinese Japanese Russian Nordic African <p>Modules can be chosen and assembled to form the curriculum of a 3-credit course to complement Theatre at UBC productions. Fewer modules would allow a more intense study, supported by actual performance.</p> <p>In order to support the Theatre at UBC productions, it would be more useful if THTR 301 were offered in both terms. That may mean offering it as a 6-credit course, but more flexibility would be achieved by structuring it as two 3-credit courses, offered as THTR 301A and THTR 301B, each with a deeper concentration than is currently possible. This change will also provide students</p>
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	<p>with academic support and context for Theatre at UBC productions over two terms.</p> <p>Since the genres presented in the Theatre at UBC season change from year to year, the curriculum content in each iteration of THTR 301 will vary substantially in response. This curriculum change will allow students to take up to two sections as THTR 301A and THTR 301B. With the current credit assignment, students are able to take the course in one term only.</p>
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Faculty of Arts New Programs:

<p>Faculty: Arts Department: C.E.N.E.S. Faculty Approval Date: 10 February 2011</p> <p>Effective Session _W_ Term __2__ Year _2011_ for Change</p>	<p>Date: October 1, 2010 Contact Person: G. Winthrop-Young Phone: 2-6403 Email: winthrop@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>In addition to the Honours, Major and Minor programs in German Language (GERM) the Department of Central, Eastern and Northern European Studies also offers a Minor in German Studies (GMST) made up of upper-level literature and culture courses taught in translation. There are no lower-level prerequisites and there is no language component. Students must complete 18 upper-level credits taken from the following courses:</p> <p>GERM 301 GERM 302</p>	<p>URL: At http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,685#7878</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New program</p> <p>Rationale: The proposed German Studies Minor addresses the strong interest and persistently high enrolment in our literature and culture courses taught in translation (especially GERM 301, GERM 302 and CENS 303). While there is increasing student interest in the politics, culture and</p>

<p>GERM 303 GERM 304 GERM 403 GERM 411 GERM 412 CENS 303 CENS 404</p> <p>Students with sufficient knowledge of German may also choose from the following literature and culture courses taught in German:</p> <p>GERM 360 GERM 370 GERM 380 GERM 390 GERM 402 GERM 405 GERM 406 GERM 408</p> <p>In consultation with the German undergraduate advisor students may take up to six credits in any courses offered in the Faculty of Arts provided that they have an appropriate German content. Students are encouraged to seek out such courses, but all must be cleared with the undergraduate advisor prior to enrolment.</p> <p>German language courses cannot be used toward the German Studies Minor. Students may not combine a German Studies Minor (GMST) with a German Major or Minor (GERM).</p>	<p>history of the German-speaking countries, there is no corresponding commitment to stay with the language program for three or four years. By proposing a German study program that does not involve a language component we intend to give a framework to the many repeat students who are accumulating German credits without working toward a German degree.</p> <p>We are following the lead of other language programs (and some US German programs) that are experiencing similar enrolment patterns. The program—which is made up of survey-type 3rd-year courses and more specialized 4th-year courses—is designed to serve a different student clientele and will not compete with the 'regular' German study programs.</p> <p>.</p>
<p>Proposed Calendar Entry:</p> <p>Scandinavian Studies</p> <p>The Department of Central, Eastern, and Northern European Studies offers a</p>	<p>URL: At http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,114</p> <p>Type of Action: New Minor</p>

<p>Minor program in Scandinavian Studies made up of a lower-level language and an upper-level literature and culture component.</p> <p>Language component</p> <p>All students must complete 12 credits of lower-level language instructions. They may choose either two years of Swedish (SCAN 100, 110, 200 and 210), or two years of Danish (SCAN 150, 160, 250, 260).</p> <p>Literature and culture component</p> <p>In addition to the lower-level language component students must complete 18 upper-level literature and culture credits taken from the following courses:</p> <p>SCAN 333 SCAN 334 SCAN 411 SCAN 412 SCAN 413 SCAN 414 CENS 404</p> <p>In consultation with the Scandinavian undergraduate advisor students may replace one of the upper-level courses (i.e., 3 credits) with a social science or history course with a strong Scandinavian component.</p>	<p>Rationale:</p> <p>The proposed Scandinavian Minor addresses the strong interest and persistently high enrolment in our Scandinavian courses. The courses are all in place and there are no additional offerings necessary. The proposed minor will also serve to put the three base units of C.E.N.E.S. (German, Slavic and Scandinavian) on a more equal footing.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA



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2 May 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF APPLIED SCIENCE**

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposals from the Faculty of Applied Science and is pleased to submit them for your consideration.

New courses

CIVL 446 (2)
EECE 284 (1)
EECE 455 (3)
APSC 202 (2)
APSC 203 (1)
IGEN 201 (3)
MTRL 340 (3)
MTRL 392 (2)
MTRL 460 (3)
ENDS 221 (3)
ENDS 231 (3)

Changed courses

CHBE 366 (2)
CIVL 445 (2)

Program changes

Second Year Electrical Engineering
Second Year Computer Engineering
Third and Fourth Year Geological Engineering
Second, Third and Fourth Year Integrated Engineering
Third and Fourth Year Materials Engineering

THE UNIVERSITY OF BRITISH COLUMBIA



NEW COURSES

Faculty: Applied Science Department: Civil Engineering Faculty Approval Date: March 2, 2011 Effective Date: September 2011	Submission Date: Jan 24, 2011 Contact Person: Thomas Froese Phone: 604-822-2027 Email: Thomas.froese@ubc.ca
CIVIL: Create a New Course	
Proposed Calendar Entry: CIVL 446 (2) Engineering Design and Analysis II Integration and application of previously acquired knowledge and skills to find design solutions. Extends the conceptual design of CIVL 445 into detailed design projects. <i>This course is not eligible for Credit/D/Fail grading. [2*-2-0]</i> <i>Prerequisite:</i> CIVL 445	Present Calendar Entry: None. Type of Action: Create a new course. Rationale for Proposed Change: The existing course CIVL445 is being reorganized into two courses. This will be the second part, focusing on detailed design. This is the capstone design course for the Civil Engineering program (required for accreditation). In its present form (one term), the students do not have time to fully prepare for and complete the conceptual and detailed design projects. Therefore, we are reorganizing the course to spread the work over two terms. <input checked="" type="checkbox"/> Not available for Cr/D/F grading. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail

Faculty: Applied Science Department: Electrical and Computer Engineering Faculty Approval Date: March 2, 2011 Effective Session: September 2011	Date: January 11, 2011 Contact Person: Nick Jaeger Phone: 604 822-5673 Email: nickj@ece.ubc.ca
EECE: Create a New Course	
Proposed Calendar Entry: EECE 284 (1) Electronics Laboratory Design project involving electronic devices and	Present Calendar Entry: None Type of Action: Create a new course.

<p>circuits, electromagnetics and microcomputers. <i>This course is not available for Credit/D/Fail grading. [0-1-0]</i> <i>Prerequisite: EECE 251.</i></p>	<p>Rationale for Proposed Change: To meet the needs of Engineering Physics third year students for exposure to electronics design.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>EECE 455 (3) Error Control Coding For Communications And Computers Design techniques, including Hamming, BCH, Reed-Solomon, LDPC and convolutional codes, ARQ techniques, and LFSR implementation of encoding-decoding algorithms. <i>This course is not available for Credit/D/Fail grading. [3-0-0].</i></p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: This course is designed to introduce error control coding techniques which play a role in the design of communication systems, computer systems and multimedia standards. It is becoming increasingly important as the speed at which such systems need to operate is getting higher and higher.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>

<p>Faculty: Applied Science Department: Engineering Physics Faculty Approval Date: March 2, 2011 Effective Session: September 2011</p>	<p>Date: January 20, 2011 Contact Person: David Jones Phone: 604 827-5830 Email: djjones@physics.ubc.ca</p>
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APSC: Create a New Course	
<p>Proposed Calendar Entry:</p> <p>APSC 202 (2) Technical Communication Engineering Physics I Written and oral communication in business correspondence, engineering design methods, report preparation and oral presentations of technical material. Restricted to students in second year of the Engineering Physics Program. <i>This course is not eligible for Credit/D/Fail grading. [2-0-1]</i> <i>Prerequisite:</i> One of APSC 176, ENGL 110, ENGL 111, ENGL 112, ENGL 120, ENGL 121 <i>Corequisite:</i> ENPH 259</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create a new course.</p> <p>Rationale: The new course will deliver Technical Communications instruction integrated with Physics ENPH, to provide context and reduce redundancy for students. In combination with APSC 203, it will replace the existing APSC 201 for the Engineering Physics students. Presently, students submit reports, proposals, set of instructions and oral presentations in both APSC 201 and ENPH 259. The proposed integrated course will enrich the curriculum by adding a communication module (summary, memos, and letters), and providing direct engineering context from ENPH 259 for technical communication.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>APSC 203 (1) Technical Communication Engineering Physics II Continuation of written and oral communication in business correspondence, engineering design methods, report preparation and oral presentations of technical material. Restricted to students in second year of the Engineering Physics Program. <i>This course is not eligible for Credit/D/Fail grading. [1-0-0]</i> <i>Prerequisite:</i> APSC 202 <i>Corequisite:</i> ENPH 253</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create a new course.</p> <p>Rationale: The new course will deliver Technical Communications instruction integrated with ENPH 253, to provide context and reduce redundancy for students. In combination with APSC 202, it will replace the existing APSC 201 for the Engineering Physics students. Presently, students submit reports, proposals, set of instructions and oral presentations in both APSC 201 and ENPH 253. The proposed integrated course will</p>

	<p>enrich the curriculum by adding a communication module (summary, memos, and letters), and providing direct engineering context from ENPH 253 for technical communication.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
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<p>Faculty: Applied Science Department: Integrated Engineering Faculty Approval Date: March 2, 2011 Effective Session: September 2011</p>	<p>Date: December 7, 2010 Contact Person: Ruth Derksen Phone: 604 822-9581 Email: ruth.derksen@ubc.ca</p>
IGEN: Create a New Course	
<p>Proposed Calendar Entry:</p> <p>IGEN 201 (3) Integrated Technical Communication Written and oral communication in business correspondence, engineering design methods, report preparation and oral presentations of technical material. Restricted to students in second year of the Integrated Engineering Program. <i>This course is not eligible for Credit/D/Fail grading.</i> [1-0-2; 1-0-2] <i>Pre-requisite:</i> One of APSC 176, ENGL 110, ENGL 111, ENGL 112, ENGL 120, ENGL 121. <i>Co-requisite</i> IGEN 230 <i>Equivalency:</i> APSC 201</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create a new Course.</p> <p>Rationale for Proposed Change: The new course will run concurrently with IGEN 230 in order to reduce redundancy for students. Presently, students submit memos, reports, proposals, sets of instructions and oral presentations in both APSC 201 and IGEN 230. The proposed integrated course will enrich the curriculum by linking the technical communication course (APSC 201) to the students design projects (IGEN 230).</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>

Faculty: Applied Science Department: Materials Engineering Faculty Approval Date: March 2, 2011 Effective Session: September 2011	Date: January 07, 2011 Contact Person: Akram Alfantazi Phone: 604 822-8745 Email: akram.alfantazi@ubc.ca
Materials: Create a New Course	
Proposed Calendar Entry: MTRL 340 (3) Manufacturing in Materials Engineering - Manufacturing processes from a materials perspective; metal casting, heat treating processes, forming processes, machining and joining. Role of manufacturing in microstructure and material properties development and on component performance. <i>This course is NOT eligible for Cr/D/F grading. [3-0-0]</i> Pre-requisite: APSC 278 .	Present Calendar Entry: None Type of Action: Create a new course. Rationale: There is a need and currently the curriculum offers no courses on materials specific manufacturing processes <input checked="" type="checkbox"/> Not available for Cr/D/F grading. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail
Proposed Calendar Entry: MTRL 392 (2) Engineering Technical Communication Written and oral technical communication. Report preparation and oral presentation of technical information. <i>This course is not eligible for Credit/D/Fail grading. [1-0-2]</i> Prerequisite: APSC 201	Present Calendar Entry: None Type of Action: Create a new course. Rationale for Proposed Change: This course replaces MTRL 390 and 498. The combined written and oral communications course provides for written communication course work in the context of an existing course format (oral communication). Further, MTRL 498 comes too late in the program for the purposes of developing good written communications skills. <input checked="" type="checkbox"/> Not available for Cr/D/F grading. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail
Proposed Calendar Entry: MTRL 460 (3) Monitoring and Optimization	Present Calendar Entry: None

<p>of Materials Processing - Measurement systems for materials processing and evaluation, methods of data collection and analysis in materials engineering, materials processing monitoring and control, design of experiments for materials processing and optimization.</p> <p><i>This course is NOT eligible for Cr/D/F grading.</i>[2-0-2]</p> <p>Pre-requisites: STAT 251 and APSC 278.</p>	<p>Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: There is redundancy between the group of MTRL464+465 and the group of MTRL466+467. We therefore decided to remove MTRL464 and MTRL465 (both one-term), and replace them with one one-term course MTRL460 focusing on key selected topics related to monitoring and optimization of materials processing. The goal is to have the topics covered in the new MTRL460 complementary to the area covered by the Engineering Design I, II.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: SALA Faculty Approval Date: 24 March 2011</p> <p>Effective Session Winter Term 1 Year 2011/12 for Change</p>	<p>Date: 31 March 2011 Contact Person: Leslie Van Duzer Phone: 604.822.8222 Email: lvanduzer@sala.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ENDS 221 (3) SUSTAINABILITY BY DESIGN Introduction to interactions between human and natural urban systems using local and international examples of successful sustainable community designs. [3,0, 1]</p> <p>Cannot be taken for Credit/D/Fail grading.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: In 2011-12, SALA will begin introducing a series of design related courses to the broader university community. In recent years the relationship between the design of cities and the stability of the planet has become increasingly clear. Up to eighty percent of all greenhouse gas (GHG) produced by North Americans is attributable to the way we build our buildings, the objects we put in them, and the way we get from one building to the next. The proposed course, <i>Sustainability by Design</i>, explains how the design of cities influences our per capita demands on the planet, and how changing cities can lighten this load. The proposed course will combine thematically unified lectures on design rules for sustainable cities with guest lectures from the leading lights of Canadian sustainable urbanism. Students will gain a clear framework for understanding how city function and form influences planetary sustainability.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>

<p>Proposed Calendar Entry:</p> <p>ENDS 231 (3) THINKING BY DESIGN Introduction to design thinking through the analysis of architecture, landscape architecture, urban design, and hands-on design projects. [1.5,2.5,0]</p> <p>Cannot be taken for Credit/D/Fail grading.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: In 2011-12, SALA will begin introducing a series of design-related courses to the broader university community. In recent years, the value of design has become widely recognized in disciplines as distinct as engineering and business. The proposed course <i>Thinking by Design</i> introduces students from all disciplines to basic design thinking through the analysis of the built environment [architecture, landscape architecture and urban design] and hands-on design projects. The proposed course <i>Thinking by Design</i> aims to cultivate in students visual literacy, lateral and systems thinking and a strong sense of social responsibility.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>

COURSE CHANGES

Faculty: Applied Science Department: Chemical and Biological Engineering Faculty Approval Date: March 2, 2011 Effective Date: September 2011	Submission Date: January 24, 2011 Contact Person: Mark Martinez Phone: 604 822-2693 Email: Martinez@chbe.ubc.ca
CHBE: Undergraduate Course Change	
<p>Proposed Calendar Entry:</p> <p>CHBE 366 (2) Process and Environmental Engineering Laboratory. Experiments to illustrate and use material presented in 300-level CHBE process option courses. Field trips may be required. <i>This course is not eligible for Credit/D/Fail grading.</i> [0-4-2*] <i>Prerequisite:</i> All of CHBE 241, CHBE 251.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=CHBE</p> <p>Present Calendar Entry:</p> <p>CHBE 363 (2) Process Engineering Laboratory. Experiments to illustrate and use material presented in 300-level CHBE process option courses. Field trips may be required. <i>This course is not eligible for Credit/D/Fail grading.</i> [0-4-0] <i>Prerequisite:</i> All of CHBE 241, CHBE 251.</p> <p>Type of Action: Change course number, title and vector.</p> <p>Rationale: Ongoing series of changes in the curriculum to strengthen the environmental sciences courses in the Chemical and Biological Engineering Program. The selection of laboratories from which students may choose will be increased to highlight environmental principles.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
Faculty: Applied Science Department: Civil Engineering Faculty Approval Date: March 2, 2011 Effective Date: September 2011	Submission Date: Jan 24, 2011 Contact Person: Thomas Froese Phone: 604-822-2027 Email: Thomas.froese@ubc.ca
CIVIL: Undergraduate Course Change	

<p>Proposed Calendar Entry:</p> <p>CIVL 445 (2) Engineering Design and Analysis I</p> <p>Integration and application of previously acquired knowledge and skills to find design solutions. Focus on conceptual design.</p> <p><i>This course is not eligible for Credit/D/Fail grading. [2*-2-0]</i></p> <p><i>Prerequisite:</i> APSC 201 and fourth-year standing.</p>	<p>Present Calendar Entry:</p> <p>CIVL 445 (3) Engineering Design and Analysis</p> <p>Integration and application of previously acquired knowledge and skills to find design solutions.</p> <p><i>This course is not eligible for Credit/D/Fail grading. [3*-3-0]</i></p> <p><i>Prerequisite:</i> APSC 201 and fourth-year standing.</p> <p>Type of Action: Change course title, credit value, description and vectors.</p> <p>Rationale for Proposed Change: This is the capstone design course for the Civil Engineering program (required for accreditation). In its present form (one term), the students do not have time to fully prepare for and complete the conceptual and detailed design projects. Therefore, we are reorganizing the course to have a suite of 2 one-term courses. Separate proposal for CIVL 446(2) has been submitted.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
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PROGRAM CHANGES

Faculty: Applied Science Department: Electrical and Computer Engineering Faculty Approval Date: March 2, 2011 Effective Session: September 2011	Date: January 11, 2011 Contact Person: Nick Jaeger Phone: 604 822-5673 Email: nickj@ece.ubc.ca																																																				
EECE: Undergraduate Program Change																																																					
<p>Proposed Calendar Entry:</p> <p>Second Year</p> <p>(For Electrical Engineering)</p> <table> <tr><td>APSC 201</td><td>3</td></tr> <tr><td>CPSC 259</td><td>2</td></tr> <tr><td>EECE 251</td><td>3</td></tr> <tr><td>EECE 253</td><td>4</td></tr> <tr><td>EECE 259</td><td>4</td></tr> <tr><td>EECE 261</td><td>2</td></tr> <tr><td>EECE 280</td><td>4</td></tr> <tr><td>EECE 281¹</td><td>4</td></tr> <tr><td>MATH 253</td><td>3</td></tr> <tr><td>MATH 264</td><td>1</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>35</td></tr> </table> <p>¹Students in the Biomedical Engineering Option will take EECE 230 and EECE 282 instead of EECE 281.</p>	APSC 201	3	CPSC 259	2	EECE 251	3	EECE 253	4	EECE 259	4	EECE 261	2	EECE 280	4	EECE 281 ¹	4	MATH 253	3	MATH 264	1	MATH 265	2	MATH 267	3	Total Credits	35	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,39 </p> <p>Present Calendar Entry: Second Year</p> <p>(Common to both Computer Engineering and Electrical Engineering)</p> <table> <tr><td>APSC 201</td><td>3</td></tr> <tr><td>CPSC 260</td><td>4</td></tr> <tr><td></td><td>3</td></tr> <tr><td>EECE 251</td><td></td></tr> <tr><td>EECE 253</td><td>4</td></tr> <tr><td>EECE 259</td><td>4</td></tr> <tr><td>EECE 261</td><td>2</td></tr> <tr><td>EECE 280</td><td>4</td></tr> <tr><td>EECE 281¹</td><td>4</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>¹Students in the Biomedical Engineering Option will take EECE 230 and EECE 282 instead of EECE 281.</p>	APSC 201	3	CPSC 260	4		3	EECE 251		EECE 253	4	EECE 259	4	EECE 261	2	EECE 280	4	EECE 281 ¹	4	MATH 263	4	MATH 265	2	MATH 267	3	Total Credits	37
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<p>Faculty: Applied Science Department: Geological Engineering Program</p>	<p>Date: January 21, 2011 Contact Person: Roger Beckie Phone: 604 822-6462</p>
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Faculty Approval Date: March 2, 2011		Email: rbeckie@eos.ubc.ca	
Effective Session: September 2011			
GEOE: Undergraduate Program Change			
Proposed Calendar Entry:		URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,272,41	
Third Year		Third Year	
CIVL 311	4	CIVL 311	4
CIVL 316	4	EOSC 323	3
EOSC 323	3	EOSC 329	3
EOSC 329	3	EOSC 330	3
EOSC 330	3	MATH 257	3
MATH 257	3	MINE 303	3
MINE 303	3	EOSC 328 ¹ or 428 ¹	3
EOSC 328 ¹ or 428 ¹	3	One of CIVL 315, 316, MINE 304, 331, 391, 486	3
Technical electives	6	Technical electives	6
Earth Sciences technical electives ²	3	Earth Sciences technical electives ²	3
Complementary Studies electives ³	6	Complementary Studies electives ³	6
Total Credits	41	Total Credits	40
¹ End of third year.		¹ End of third year.	
² Third or fourth-year science course from the Department of Earth and Ocean Sciences.		² Third or fourth-year science course from the Department of Earth and Ocean Sciences.	
³ See Complementary Studies Courses .		³ See Complementary Studies Courses .	
Fourth Year		Fourth Year	
CIVL 402	2	CIVL 402	2
CIVL 403 or MECH 431	3	CIVL 403 or MECH 431	3
CIVL 410	3	CIVL 410	3
CIVL 411	3	EOSC 350	3
EOSC 350	3	EOSC 433	3
EOSC 433	3	EOSC 434	3
EOSC 434	3	EOSC 447	6
EOSC 445	6	STAT 251	3
STAT 251	3	One of CIVL 406, 408, 415, 417, 418, EOSC 431, MINE 488, 491	3
One of CIVL 406, 408, 415, 417, 418, EOSC 431, MINE 488, 491	3	Three of CIVL 405, 411 , EOSC 331, 429, 430, MINE 403, 480	9
Two of CIVL 405, EOSC 331, 429, 430, MINE 403, 480	6	Technical electives	3
Technical electives	3	Total Credits	41
Total Credits	41		

	<p>Type of Action:</p> <ol style="list-style-type: none"> 1) Move CIVL 316 to core and drop “choose one of” elective from third year. 2) Replace the 6 credit thesis EOSC 447 with 6 credit GEOE 445 Engineering Design Project. 3) Move CIVL 411 from “three of” constrained elective into core program, and reduce constrained elective list to "two of" to maintain credit count. <p>Rationale:</p> <ol style="list-style-type: none"> 1. Moving CIVL 316 to core ensures both that the program satisfies CEAB engineering design criteria and that seats are available for Geological Engineering students in this highly desired course. The subject material is increasingly relevant for natural hazards and mining related geotechnical and environmental work. 2. Because the thesis, EOSC 447 is no longer considered a satisfactory design experience by the CEAB, it is being replaced by a 6 credit Engineering Design Project EOSC 445. 3. CIVL 411 is moved to core to ensure that the minimum path for engineering design is satisfied by the program. The course is already taken by the majority of Geological Engineering students (90%) as an elective, and offers a rich set of geotechnical case studies from industry.
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<p>Faculty: Applied Science Department: Integrated Engineering Faculty Approval Date: March 2, 2011 Effective Session: September 2011</p>	<p>Date: January 24, 2011 Contact Person: W G Dunford Phone: 604 822-6660 Email: wgd@ece.ubc.ca</p>
<p>IGEN: Undergraduate Program change</p>	

<p>Proposed Calendar Entry:</p> <p>Integrated Engineering Program Second Year</p> <table> <tr><td>APSC 278</td><td>3</td></tr> <tr><td>APSC 279</td><td>1</td></tr> <tr><td>CHBE 241</td><td>3</td></tr> <tr><td>CHBE 243</td><td>1</td></tr> <tr><td>CHBE 244</td><td>2</td></tr> <tr><td>CIVL 215</td><td>4</td></tr> <tr><td>EECE 251</td><td>3</td></tr> <tr><td>EECE 280</td><td>4</td></tr> <tr><td>IGEN 201</td><td>3</td></tr> <tr><td>IGEN 230</td><td>6</td></tr> <tr><td>MATH 253</td><td>3</td></tr> <tr><td>MATH 255</td><td>3</td></tr> <tr><td>MECH 260</td><td>3</td></tr> <tr><td>Total Credits</td><td>39</td></tr> </table> <p>Third Year</p> <table> <tr><td>APSC 498¹</td><td>3</td></tr> <tr><td>CHBE 344</td><td>2</td></tr> <tr><td>EECE 365</td><td>3</td></tr> <tr><td>IGEN 330</td><td>6</td></tr> <tr><td>MECH 360</td><td>3</td></tr> <tr><td>MECH 375</td><td>3</td></tr> <tr><td>MTRL 280</td><td>3</td></tr> <tr><td>STAT 251</td><td>3</td></tr> <tr><td>One of CHBE 356, EECE 360</td><td>3</td></tr> <tr><td>Technical electives²</td><td>6</td></tr> <tr><td>Complementary Studies electives³</td><td>3</td></tr> <tr><td>Total Credits</td><td>38</td></tr> </table> <p>Fourth Year</p> <table> <tr><td>APSC 450</td><td>2</td></tr> <tr><td>CIVL 405</td><td>3</td></tr> <tr><td>IGEN 430</td><td>6</td></tr> <tr><td>MINE 482</td><td>3</td></tr> <tr><td>MTRL 340</td><td>3</td></tr> <tr><td>One of CHBE 459, CIVL 403, EECE 450,</td><td></td></tr> </table>	APSC 278	3	APSC 279	1	CHBE 241	3	CHBE 243	1	CHBE 244	2	CIVL 215	4	EECE 251	3	EECE 280	4	IGEN 201	3	IGEN 230	6	MATH 253	3	MATH 255	3	MECH 260	3	Total Credits	39	APSC 498¹	3	CHBE 344	2	EECE 365	3	IGEN 330	6	MECH 360	3	MECH 375	3	MTRL 280	3	STAT 251	3	One of CHBE 356, EECE 360	3	Technical electives ²	6	Complementary Studies electives ³	3	Total Credits	38	APSC 450	2	CIVL 405	3	IGEN 430	6	MINE 482	3	MTRL 340	3	One of CHBE 459, CIVL 403, EECE 450,		<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,272,42</p> <p>Present Calendar Entry:</p> <p>Integrated Engineering Program Second Year</p> <table> <tr><td>APSC 201</td><td>3</td></tr> <tr><td>APSC 278</td><td>3</td></tr> <tr><td>APSC 279</td><td>1</td></tr> <tr><td>CHBE 241</td><td>3</td></tr> <tr><td>CHBE 243</td><td>1</td></tr> <tr><td>CHBE 244</td><td>2</td></tr> <tr><td>CIVL 215</td><td>4</td></tr> <tr><td>EECE 251</td><td>3</td></tr> <tr><td>EECE 280</td><td>4</td></tr> <tr><td>IGEN 230</td><td>6</td></tr> <tr><td>MATH 253</td><td>3</td></tr> <tr><td>MATH 255</td><td>3</td></tr> <tr><td>MECH 260</td><td>3</td></tr> <tr><td>Total Credits</td><td>39</td></tr> </table> <p>Third Year</p> <table> <tr><td>CHBE 344</td><td>2</td></tr> <tr><td>EECE 365</td><td>3</td></tr> <tr><td>IGEN 330</td><td>6</td></tr> <tr><td>MECH 360</td><td>3</td></tr> <tr><td>MECH 375</td><td>3</td></tr> <tr><td>MTRL 280</td><td>3</td></tr> <tr><td>STAT 251</td><td>3</td></tr> <tr><td>One of CHBE 356, EECE 360</td><td>3</td></tr> <tr><td>Technical electives⁴</td><td>6</td></tr> <tr><td>Complementary Studies electives⁵</td><td>3</td></tr> <tr><td>Total Credits</td><td>35</td></tr> </table> <p>Fourth Year</p> <table> <tr><td>APSC 450</td><td>2</td></tr> <tr><td>CIVL 405</td><td>3</td></tr> <tr><td>IGEN 430</td><td>6</td></tr> <tr><td>MINE 482</td><td>3</td></tr> <tr><td>MTRL 380</td><td>3</td></tr> </table>	APSC 201	3	APSC 278	3	APSC 279	1	CHBE 241	3	CHBE 243	1	CHBE 244	2	CIVL 215	4	EECE 251	3	EECE 280	4	IGEN 230	6	MATH 253	3	MATH 255	3	MECH 260	3	Total Credits	39	CHBE 344	2	EECE 365	3	IGEN 330	6	MECH 360	3	MECH 375	3	MTRL 280	3	STAT 251	3	One of CHBE 356, EECE 360	3	Technical electives ⁴	6	Complementary Studies electives ⁵	3	Total Credits	35	APSC 450	2	CIVL 405	3	IGEN 430	6	MINE 482	3	MTRL 380	3
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<p>MECH 431, MTRL 455 3</p> <p>Technical electives¹ 12</p> <p>Complementary Studies electives² 3</p> <p>Total Credits 35</p> <p>¹ To be approved by Program Director.</p> <p>² Of the 18 credits of technical electives, 9 credits must be in one engineering discipline and 6 in another discipline. Several elective streams are possible. Consult the IGEN Student Advisor for assistance.</p> <p>³ See Complementary Studies Courses.</p>	<p>One of CHBE 459, CIVL 403, EECE 450, MECH 431, MTRL 455 3</p> <p>Technical electives¹ 12</p> <p>Complementary Studies electives² 3</p> <p>Total Credits 35</p> <p>† Of the 18 credits of technical electives, 9 credits must be in one engineering discipline and 6 in another discipline. Several elective streams are possible. Consult the IGEN Student Advisor for assistance.</p> <p>† See Complementary Studies Courses.</p> <p>Type of Action: Revise program description and course changes and footnotes.</p> <p>Rationale: This change is necessary to accommodate changes made by MTRL to delete MTRL 380, and replace it with a new course MTRL 340. APSC 201 is to be replaced by a new course IGEN 201. Addition of course(APSC 498) in third year program for accreditation.</p>
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<p>Faculty: Applied Science</p> <p>Department: Materials Engineering</p> <p>Faculty Approval Date: March 2, 2011</p> <p>Effective Session: September 2011</p>	<p>Date: October 21, 2010</p> <p>Contact Person: Akram Alfantazi</p> <p>Phone: 604 822-8745</p> <p>Email: akram.alfantazi@ubc.ca</p>
<p>Materials: Undergraduate Program Change</p>	

<p>Proposed Calendar Entry:</p> <p>Materials Engineering</p> <p>Materials Engineering is concerned with the characterization, processing, and use in design of metallic and non-metallic materials. An optional Co-operative Education program is available which permits students to obtain twenty months of related experience in the last three years of the program.</p> <p>Materials Engineering</p> <table> <tr> <th colspan="2">Second Year</th></tr> <tr> <td>APSC 201</td><td>3</td></tr> <tr> <td>APSC 278</td><td>3</td></tr> <tr> <td>APSC 279</td><td>1</td></tr> <tr> <td>MATH 253</td><td>3</td></tr> <tr> <td>MATH 255</td><td>3</td></tr> <tr> <td>MECH 260</td><td>3</td></tr> <tr> <td>MTRL 250</td><td>4</td></tr> <tr> <td>MTRL 252</td><td>4</td></tr> <tr> <td>MTRL 263</td><td>4</td></tr> <tr> <td>MTRL 280</td><td>3</td></tr> <tr> <td>Complementary Studies electives¹</td><td>6</td></tr> <tr> <td>Total Credits</td><td>37</td></tr> <tr> <th colspan="2">Third Year</th></tr> <tr> <td>MTRL 340</td><td>3</td></tr> <tr> <td>MTRL 350</td><td>4</td></tr> <tr> <td>MTRL 358</td><td>3</td></tr> <tr> <td>MTRL 359</td><td>1</td></tr> <tr> <td>MTRL 361</td><td>4</td></tr> <tr> <td>MTRL 363</td><td>3</td></tr> </table>	Second Year		APSC 201	3	APSC 278	3	APSC 279	1	MATH 253	3	MATH 255	3	MECH 260	3	MTRL 250	4	MTRL 252	4	MTRL 263	4	MTRL 280	3	Complementary Studies electives ¹	6	Total Credits	37	Third Year		MTRL 340	3	MTRL 350	4	MTRL 358	3	MTRL 359	1	MTRL 361	4	MTRL 363	3	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,44</p> <p>Present Calendar Entry:</p> <p>Materials Engineering</p> <p>Materials Engineering is concerned with the characterization, processing, and use in design of metallic and non-metallic materials. An optional Co-operative Education program is available which permits students to obtain twenty months of related experience in the last three years of the program.</p> <p>Materials Engineering</p> <table> <tr> <th colspan="2">Second Year</th></tr> <tr> <td>APSC 201</td><td>3</td></tr> <tr> <td>APSC 278</td><td>3</td></tr> <tr> <td>APSC 279</td><td>1</td></tr> <tr> <td>MATH 253</td><td>3</td></tr> <tr> <td>MATH 255</td><td>3</td></tr> <tr> <td>MECH 260</td><td>3</td></tr> <tr> <td>MTRL 250</td><td>4</td></tr> <tr> <td>MTRL 252</td><td>4</td></tr> <tr> <td>MTRL 263</td><td>4</td></tr> <tr> <td>MTRL 280</td><td>3</td></tr> <tr> <td>Complementary Studies electives¹</td><td>6</td></tr> <tr> <td>Total Credits</td><td>37</td></tr> <tr> <th colspan="2">Third Year</th></tr> <tr> <td>MTRL 350</td><td>4</td></tr> <tr> <td>MTRL 356</td><td>3</td></tr> <tr> <td>MTRL 358</td><td>3</td></tr> <tr> <td>MTRL 359</td><td>1</td></tr> <tr> <td>MTRL 361</td><td>4</td></tr> <tr> <td>MTRL 363</td><td>3</td></tr> </table>	Second Year		APSC 201	3	APSC 278	3	APSC 279	1	MATH 253	3	MATH 255	3	MECH 260	3	MTRL 250	4	MTRL 252	4	MTRL 263	4	MTRL 280	3	Complementary Studies electives ¹	6	Total Credits	37	Third Year		MTRL 350	4	MTRL 356	3	MTRL 358	3	MTRL 359	1	MTRL 361	4	MTRL 363	3
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MTRL 378	3	MTRL 378	3
MTRL 381	1	MTRL 381	1
MTRL 382	4	MTRL 382	4
MTRL 392	2	MTRL 389	1
		MTRL 390	1
MTRL 394	4	MTRL 394	4
MTRL 398	1	MTRL 398	1
STAT 251	3	STAT 251	3
Total Credits	39	Total Credits	39
Fourth Year		Fourth Year	
APSC 450	2	APSC 450	2
MTRL 455	3	MTRL 455	3
MTRL 460	3	MTRL 465	3
		MTRL 466	3
MTRL 466	3	MTRL 467	3
MTRL 467	3	MTRL 489	1
MTRL 489	1	MTRL 498	1
Technical electives ²	21	Technical electives ²	18
Total Credits	36	Total Credits	37
¹ See Complementary Studies Courses .		¹ See Complementary Studies Courses .	
		Type of Action: Revise program description and credits.	
		Rationale: Three courses were provided for developing oral communication skills (MTRL 389, 390 and 489). This is seen as more than necessary. The purpose for this course is adequately covered in MTRL 489, as well as MTRL 280, 466 and 467, and the proposed new course MTRL 392.	
		The 2 courses MTRL 464 Engineering Design I and MTRL 465 Engineering Design II are both one-term and run parallel to one-term	

	<p>MTRL 466 Engineering Project I and MTRL 467 Engineering Project II. The MTRL 466 and MTRL467 have the following description: <i>“Design projects to illustrate the full spectrum of design encountered in Metals and Materials Engineering including the design of components, structures and processes used to manufacture materials”</i>.</p> <p>We have determined that there is redundancy between the group of MTRL 464+465 and the group of MTRL 466+467. We therefore decided to remove MTRL 464 and MTRL 465 (both one-term), and replace them with one one-term course MTRL 460 focusing on key selected topics related to monitoring and optimization of materials processing. The goal is to have the topics covered in the new MTRL 460 complementary to the area covered by the Engineering Design I, II.</p> <p>MTRL 340 - Curriculum doesn't currently contain a course on materials specific manufacturing processes.</p> <p>MTRL 356 re-numbered to MTRL 456 will be added to the 4th year curriculum in 2012.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate and Curriculum Services
2016 – 1874 East Mall
Vancouver, BC V6T 1Z1
ubc.curriculum@ubc.ca
T: 604.822.0140 F: 604.822.5945

2 May 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF COMMERCE &
BUSINESS ADMINISTRATION**

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposals from the Faculty of Commerce & Business Administration and is pleased to submit them for your consideration.

New courses

COMM 202 (1)

COMM 301 (3-36)

COMM 303 (3-36)

COMM 390 (3)

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Sauder School of Business Department: Undergraduate Office Faculty Approval Date: Feb. 22/11</p> <p>Effective Session for Change: Winter Term 1 Year 2011</p>	<p>Date: November 24, 2010 Contact Person: Pam Lim Phone: 2-9216 Email: pam.lim@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>COMM 202 (1) Career Fundamentals</p> <p>Fundamentals of career management including effective resume and cover letter writing, performing well in interviews and learning about the recruiting cycles, networking and resources available at the Hari B. Varshney Business Career Centre.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=COMM</p> <p>Present Calendar Entry:</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: COMM 299 Business Communications is being replaced with this new course (COMM 202) and a new third year course to be proposed at a later time. COMM 299 will be deleted with a separate Cat. 2 change.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Faculty: Sauder School of Business Department: Undergraduate Office Faculty Approval Date: Feb. 22/11</p> <p>Effective Session for Change: Summer Term 1 Year 2011</p>	<p>Date: June 10, 2010 Contact Person: Pam Lim/Paola Baca Phone: 2-9216/2-8447 Email: pam.lim@sauder.ubc.ca; paola.baca@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>COMM 301 (3-36)D STUDY ABROAD, COMMERCE A study abroad program developed in cooperation between the Sauder School of Business and another institution offering a set of courses tailored to a particular field</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=COMM</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create New Course</p>

<p>of study.</p> <p>Grading: Pass/Fail</p>	<p>Rationale for Proposed Change: New course number for students participating in a study abroad program specific to Commerce who are taking upper level Commerce courses. Currently, the same course code (COMM 300) is for both the Shanghai Summer Program and the European Summer Program. The addition of this course code reflects need to have separate course numbers for the European Summer Program. Some students are now taking part in both the Shanghai and European summer programs. This creates a problem with the automatic assignment of credits in the Degree Audit system. The addition of a new course number for the European Summer Program will ensure that the Degree Audit system will assign the correct credits for students who have taken part in either or both summer programs.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
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Category: (1)

<p>Faculty: Sauder School of Business Department: Undergraduate Office Faculty Approval Date: Feb. 22/11</p> <p>Effective Session for Change: Summer Term 1 Year 2011</p>	<p>Date: June 10, 2010 Contact Person: Pam Lim/Paola Baca Phone: 2-9216/2-8447 Email: pam.lim@sauder.ubc.ca; paola.baca@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>COMM 303 (3-36)D STUDY ABROAD, NON-COMMERCE A study abroad program developed in cooperation between the Sauder School of Business and another institution offering a set of courses tailored to a particular field of study.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=COMM</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: Create New Course</p>

<p>Grading: Pass/Fail</p>	<p>Rationale for Proposed Change: New course number for students participating in a study abroad program specific to Commerce who are taking upper level non-Commerce courses. Currently, the same course code (COMM 302) is used for both the Shanghai Summer Program and the European Summer Program. The addition of this course code reflects the need to have separate course numbers for the European Summer Program. Some students are now taking part in both the Shanghai and European summer programs. This creates a problem with the automatic assignment of credits in the Degree Audit system. The addition of new course numbers for the European Summer Program will ensure that the Degree Audit system will assign the correct credits for students who have taken part in either or both summer programs.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
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Category: (1)

<p>Faculty: Sauder School of Business Department: Undergraduate Office Faculty Approval Date: Feb. 22/11</p> <p>Effective Session for Change: Winter Term 1Year 2011</p>	<p>Date: February 1, 2009 Contact Person: Pam Lim Phone: 604-822-9216 Email: pam.lim@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>COMM 390 (3) Business Writing An activity-focused course providing the opportunity to study and practice forms of writing needed in business.</p> <p>Cannot be taken for Credit/D/Fail</p>	<p>URL: http://www.students.ubc.ca/calendar/courses.cfm?code=COMM</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale:</p>

	<p>This is a required course to satisfy the Bachelor of Commerce English and Business Writing requirement. In order to satisfy the Faculty's English and Business Writing requirement students must obtain credit for English 112 (or equivalent) and COMM 390 with a minimum of 60% for each of the two required English courses.</p> <p>This course has been offered previously as a pilot course. The course outline is attached.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
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THE UNIVERSITY OF BRITISH COLUMBIA



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2 May 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF EDUCATION**

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposals from the Faculty of Education and is pleased to submit them for your consideration.

New Courses

EDST 401 (2)

EDST 402 (1)

EDST 403 (1)

EDST 404 (1)

EDUC 430 (1)

EDUC 440 (3)

EDUC 450 (2-3) D

EDUC 451 (2-3) D

EDUC 452 (2-3) D

EPSE 307 (1)

EPSE 308 (2)

EPSE 310 (2)

EPSE 311 (1)

LLED 326 (3)

LLED 350 (2)

LLED 351 (3)

LLED 352 (2)

LLED 353 (2)

LLED 360 (2)

LLED 361 (3)

LLED 363 (1)

LLED 366 (3)

LLED 367 (3)

LLED 368 (3)

LLED 371 (3)

LLED 372 (3)

LLED 381 (3)

LLED 382 (3)
LLED 386 (3)
LLED 387 (3)
LLED 388 (3)
LLED 422 (3)
LLED 423 (3)

FACULTY OF EDUCATION, SCHOOL OF HUMAN KINETICS

Degree Name Change

From **Bachelor of Human Kinetics** to **Bachelor of Kinesiology**

THE UNIVERSITY OF BRITISH COLUMBIA



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Education Department: Educational Studies Faculty Approval Date: March 1, 2011 Effective Session __W__ Term _1_ Year _2011_ for Change	Date: January 18, 2011 Contact Person: Deirdre Kelly Phone: 604-822-3952 Email: deirdre.kelly@ubc.ca
Proposed Calendar Entry: EDST 401 (2) Education, School and Society. Pass/Fail.	URL: N/A Present Calendar Entry: N/A Type of Action: New Course Rationale: Course supports the Faculty of Education's revised teacher education program. This course would be required. <input checked="" type="checkbox"/> Not available for Cr/D/F grading. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail
Proposed Calendar Entry: EDST 402 (1) Education and Media. Pass/Fail.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale: Course supports the Faculty of Education's revised teacher education program. This course would be required. <input checked="" type="checkbox"/> Not available for Cr/D/F grading. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail
Proposed Calendar Entry:	URL: (N/A) Present Calendar Entry: N/A

<p>EDST 403 (1) Education, Knowledge and Curriculum. Pass/Fail.</p>	<p>Type of Action: New course</p> <p>Rationale:</p> <p>Course supports the Faculty of Education's revised teacher education program. This course would be required.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>EDST 404 (1) Ethics and Teaching. Pass/Fail.</p>	<p>URL: (N/A)</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale:</p> <p>Course supports the Faculty of Education's revised teacher education program. This course would be required.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>

<p>Faculty of Education Department: Teacher Education Office Faculty Approval Date: March 1, 2011 Effective Session: Winter, Term 1 Year <u>2011/12</u> for Change</p>	<p>Date: September 30, 2010 Contact Person: Sydney Craig Phone: 822-4568 Email: Sydney.craig@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EDUC 430 (1): Enhanced Practicum Pass/Fail. This course is not eligible for Credit/D/Fail grading.</p>	<p>URL: n/a Present Calendar Entry: n/a Type of Action:</p>

	<p>New course (Practicum) to be offered after the completion of School Based Practicum II for teacher candidates in the Bachelor of Education program.</p> <p>Rationale: Course supports the Faculty of Education's revised teacher education program. This course would be required.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>EDUC 440 (3) Aboriginal Education in Canada.</p> <p>Pass/Fail. This course is not eligible for Credit/D/Fail grading.</p>	<p>URL: N/A Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: This is a new course for the revised teacher education program. This is a required course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>EDUC 450 (2-3) d Inquiry Seminar I</p> <p>Pass/Fail. This course is not eligible for Credit/D/Fail grading</p>	<p>URL: N/A Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: This is a new course for the revised teacher education program. This is a required course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p>

	<input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail
Proposed Calendar Entry: EDUC 451 (2-3)d: Inquiry Seminar II Pass/Fail. This course is not eligible for Credit/D/Fail grading. Pre-requisite: Inquiry Seminar I.	URL: Present Calendar Entry: Type of Action: New Course Rationale: This is a new course for the revised teacher education program. This is a required course. <input checked="" type="checkbox"/> Not available for Cr/D/F grading. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail
Proposed Calendar Entry: EDUC 452 (2-3)d: Inquiry Seminar III Pass/Fail. This course is not eligible for Credit/D/Fail grading. Pre-requisite: Inquiry Seminar II.	URL: Present Calendar Entry: Type of Action: New Course Rationale: This is a new course for the revised teacher education program. This is a required course. <input checked="" type="checkbox"/> Not available for Cr/D/F grading. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail
Faculty: Education Department: Educational and Counselling Psychology and Special Education Faculty Approval Date: March 11, 2011 Effective Session Winter Term 1 Year 2011-2012 for Change	Date: October 5, 2010 Contact Person: Jennifer Vadeboncoeur Phone: 604.822.9099 Email: j.vadeboncoeur@ubc.ca
	URL: N/A

<p>Proposed Calendar Entry:</p> <p>EPSE 307 (1) Applying Developmental Theories in the Classroom. Pass/Fail.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <p>This new course was designed for the revised Teacher Education Program in the Faculty of Education. It is a required course and is offered pass/fail. A course outline that includes topics, content, possible readings, and assignments is attached.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 308 (2) Understanding Diverse Learners. Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <p>This new course was designed for the revised Teacher Education Program in the Faculty of Education. It is a required course and is offered pass/fail. A course outline that includes topics, content, possible readings, and assignments is attached.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 310 (2) Assessment and Learning</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p>

<p>in the Classroom. Pass/Fail.</p>	<p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <p>This new course was designed for the revised Teacher Education Program in the Faculty of Education. It is a required course and is offered pass/fail. A course outline that includes topics, content, possible readings, and assignments is attached.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 311 (1) Cultivating Supportive School and Classroom Environments. Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <p>This new course was designed for the revised Teacher Education Program in the Faculty of Education. It is a required course and is offered pass/fail. A course outline that includes topics, content, possible readings, and assignments is attached.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>

<p>Faculty: Education Department: Language & Literacy Education Faculty Approval Date: March 01, 2011 Effective Session Winter Term 1 Year 2011 for Change</p>	<p>Date: February 2, 2011 Contact Person: Ryuko Kubota Phone: 822-3950 Email: ryuko.kubota@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LLED 326 (3) Introduction to Teaching and Learning Mandarin: Elementary/Secondary Prerequisite: Grade 11 Mandarin or equivalent Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is an elective course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>LLED 350 (2) Classroom Discourses: Elementary Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p>

	<input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail
Proposed Calendar Entry: LLED 351 (3) Literacy Practices and Assessment: Elementary Pass/Fail.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. <input checked="" type="checkbox"/> Not available for Cr/D/F grading. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail
Proposed Calendar Entry: LLED 352 (2) Introduction to Teaching and Learning French: Elementary Pass/Fail.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. <input checked="" type="checkbox"/> Not available for Cr/D/F grading. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail

<p>Proposed Calendar Entry:</p> <p>LLED 353 (2) Teaching and Learning English as an Additional Language: Elementary Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>LLED 360 (2) Classroom Discourses: Secondary Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p>	<p>URL: N/A</p>

<p>LLED 361 (3) Literacy Practices and Assessment: Secondary Pass/Fail.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>LLED 363 (1) Teaching and Learning English as an Additional Language: Secondary Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>LLED 366 (3) Teaching Reading and Literature Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p>

	<p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>LLED 367 (3) Teaching Writing Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>LLED 368 (3) Multiliteracies in English Language Arts Classrooms Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p>

	<p>This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>LLED 371 (3) Foundations of Teaching French: Secondary Prerequisite: A completed concentration in French or permission of Department Head Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>LLED 372 (3) Teaching French Language and Literacy: Secondary Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B.</p>

	<p>Ed teacher education. This is a required course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>LLED 381 (3) Foundations of Teaching Modern Languages: Secondary Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>LLED 382 (3) Teaching Language and Literacy – Modern Languages: Secondary Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course.</p>

	<p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>LLED 386 (3) Secondary Theatre: Introduction to Curriculum & Pedagogy Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry:</p> <p>LLED 387 (3) Secondary Theatre: Applications to Curriculum Pass/Fail.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p>

	<input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail
Proposed Calendar Entry: LLED 388 (3) Secondary Theatre: Principles and Design Pass/Fail.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. <input checked="" type="checkbox"/> Not available for Cr/D/F grading. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail
Proposed Calendar Entry: LLED 422 (3) Language Assessment in the French as a Second/Additional Language Classroom Prerequisite: A completed concentration or major in French or permission of Department Head Pass/Fail.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. <input checked="" type="checkbox"/> Not available for Cr/D/F grading. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail
Proposed Calendar Entry: LLED 423 (3) Teaching French	URL: N/A Present Calendar Entry:

Adolescent Literature: Secondary Prerequisite: A completed concentration or major in French or permission of Department Head Pass/Fail.	<p>N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: School of Human Kinetics Faculty Approval Date: 03/24/11 Effective Session <u>Winter</u> Term <u>1</u> Year 2011 for Change</p>	<p>Date: April 6, 2011 Contact Person: David Sanderson Phone: 2-4361 Email: david.sanderson@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Bachelor of Kinesiology</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,205,0,0</p> <p>Present Calendar Entry:</p> <p>Bachelor of Human Kinetics</p> <p>Type of Action: Degree name change</p> <p>Rationale for Proposed Change: The faculty in the School of Human Kinetics voted 71% in favour of a change of the school's name from "School of Human Kinetics" to "School of Kinesiology." This action has been supported by the undergraduate student population who voted 92% in favour of the change and the graduate student population who voted unanimously to support the name change.</p> <p>The main impetus for the proposed change comes from outside of the School and UBC. Over the last 15 years a growing number of universities in Canada and the US use Kinesiology to identify their programs and the academic discipline. A variety of names still persist but a majority of the 38 members of CCUPEKA (Canadian Council of University Physical Education and Kinesiology Administrators) now use Kinesiology (55%), either singularly or in combination with another name</p> <p>While there is not yet a national strategy in</p>

	<p>Canada to standardize on one name, in the U.S., the National Research Council last year asked American universities to select a common identifier for the academic field to make it more efficient for grant review committees to recognize and adjudicate grant proposals. The name suggested by the NRC and being supported by American universities is Kinesiology.</p> <p>Additional considerations include:</p> <ul style="list-style-type: none"> • Kinesiology is a preferred name for the “academic discipline” which encompasses the other sub-disciplines and programs in the School, including physical education. • Kinesiology is also a growing professional field of work, and is recognized in government and in the workforce. • The terms “human kinetics” have never achieved wide recognition nor are they widely understood. <p>There are a number of consequent changes, some substantial and some editorial, that follow from the change in name of the School. As a consequence of the name change, we are submitting this proposal to change the name of both our undergraduate and one of our graduate degrees designations. Specifically, to the Senate Undergraduate Curricular Committee we propose changing the undergraduate degree from its current label, Bachelor of Human Kinetics, to the new label Bachelor of Kinesiology. Simultaneously, we will also submit this proposal to the Faculty of Graduate Studies curricular committee to change the label for the Master of Human Kinetics degree to Master of Kinesiology.</p> <p>The proposed changes are changes in name only. There will be no substantial changes to the admission requirements or the program requirements.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA



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2 May 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF GRADUATE STUDIES**

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposal from the Faculty of Graduate Studies and is pleased to submit it for your consideration.

Applied Science

New courses:

EECE 543 (3)

CIVL 580 (3)

CIVL 587 (3)

Arts

New courses:

JRNL 515 (3-9) C

JRNL 530 (3-9) C

JRNL 534 (3)

JRNL 540 (3-9) C

JRNL 555 (3-6) C

NEST 506 (3)

POLI 565 (3/6)D

PSYC 508 (3)

Changed course

JRNL 533 (3)

College for Interdisciplinary Studies

New course

FISH 520 (6)

Commerce & Business Administration

New course

BAHC 510 (1.5)

Dentistry

Changed courses

DENT 774 (2/4) D

DENT 775 (2/4) D

DENT 776 (2/4) D

Education

Changed program

Master of Arts in Educational Studies

Calendar pointers to M.A. in Educational Studies

Master of Arts in Educational Studies, concentration in Adult Education

Master of Arts in Educational Studies, concentration in Educational Administration

Master of Arts in Educational Studies, concentration in Higher Education

Master of Arts in Educational Studies, concentration in Society, Culture and Politics in
Education

Degree name changes:

From Master of Science in Human Kinetics to Master of Science in Kinesiology

From Master of Arts in Human Kinetics to Master of Arts in Kinesiology

From Doctor of Philosophy in Human Kinetics to Doctor of Philosophy in Kinesiology

From Master of Human Kinetics (M.H.K.) to Master of Kinesiology (M.Kin.)

New courses

EDST 571 (6)

EDST 572 (3)

LLED 601 (3)

LLED 602 (3)

Forestry

New courses

FRST 502 (3)

FRST 527 (3)

FRST 551 (3)

FRST 552 (3)

Land & Food Systems

New courses

FRE 525 (3)

FRE 528 (3)

Changed courses

FOOD 549 (18)

HUNU 549 (18)

PLNT 549 (12/18) C

Changed programs

Master of Science in Food Science

Master of Science in Human Nutrition

Master of Science in Plant Science

Medicine

New courses

AUDI 555 (1)

AUDI 522 (3) (*changed course*)

SPPH 554 (3)

Pharmaceutical Sciences

PHAR 516 (2)

PHAR 517 (2)

PHAR 518 (2)

Science

New courses

CPSC 547 (3)

MATH 543 (3)

Changed courses

EOSC 534 (3)

EOSC 536 (3)

EOSC 578 (5)



UBC Curriculum Proposal Form

Category: 1

<p>Faculty: Applied Science Department: Electrical & Computer Engineering Faculty Approval Date: March 1, 2011 Effective Session: 2011-2012 Winter (Term 1) Year for Change: 2011</p>	<p>Date: February 9, 2011 Contact Person: Robert Schober Phone: 604-822-3515 Email: rschober@ece.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EECE 543 (3) Software Project Management Taxonomy of software development projects. Estimation of cost and value. Risk management. Release planning. Productivity and quality metrics. Management of software assets, contracts, project portfolio, distributed projects. Personnel, legal, ethical issues. Applicable standards, tools. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create New course</p> <p>Rationale: Many of our graduate students in Computer engineering and Computer science will rapidly become technical leads and projects managers. Software has many specific aspects—social, legal, technical—not supported by traditional engineering management. There is no graduate course currently in CS nor ECE covering this important aspect of software engineering.</p> <p>It has been offered as a pilot course using EECE 571 Topics in Software Engineering.</p> <p>The course will be added as an elective of the graduate sub-specialization in Engineering management; www.engineering.ubc.ca/current_students/graduate/EMS/index.php</p> <p>The course fulfills parts of the curriculum for a master of software engineering: A. Pyster, Ed. Curriculum Guidelines for Graduate Degree Programs in Software Engineering. Hoboken, NJ: Stevens Institute, 2009. The course matches part of the ACM/IEEE curriculum: ACM/IEEE, "Computing Curriculum - Software Engineering (v.3.1)," ACM/IEEE February 6th, 2004 See annex.</p> <p>The course has been developed and delivered in the Master of Software Engineering Program of Vrije Universiteit Amsterdam, Netherlands.</p> <p>X Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p> <p>Document ID#: Mar11 U/G: G5</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Civil Engineering Faculty Approval Date: 1 March 2011 Effective Session Winter Term 1 Year 2011/12 for Change</p>	<p>Date: 9 February 2011 Contact Person: Mahdi Taiebat Phone: 604-822-3279 Email: mtaiebat@civil.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CIVL 580 (3) Geotechnical Earthquake Engineering Local site effects, soil-structure-interaction, liquefaction, seismic slope stability, seismic design of retaining structures; advanced methods in geotechnical earthquake engineering. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: None.</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: The course is currently offered as CIVL 598C (3) Geotechnical Earthquake Engineering.</p> <p>Geotechnical Earthquake Engineering is the area of expertise of the instructor who is a new faculty member in the department. In this course the instructor offers a range of materials on both fundamental and practical aspects of Geotechnical Earthquake Engineering to the curriculum of the Geotechnical and Structural Engineering groups in the Civil Engineering Department and the Geological Engineering group in the Earth and Ocean Sciences Department.</p> <p>The course is a complement to the existing CIVL 581 Soil Dynamics and the course content has been well communicated with the instructor of CIVL 581 so that these two courses effectively cover different aspects of Geotechnical Earthquake Engineering and Soil Dynamics.</p> <p>X Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p> <p>Document ID# Mar11 U/G: G2</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Civil Engineering Faculty Approval Date: March 1, 2011 Effective Session 2011 Winter Term 1</p>	<p>Date: Feb 2, 2011 Contact Person: Jinhua Zhao Phone: 604-822-2196 Email: Jinhua.Zhao@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CIVL 587 (3) Urban Transportation Economics and Policy</p> <p>Fundamental principles of economics applied to transportation system analysis and policy evaluation. Topics include: demand analysis, discrete choice modeling, congestion pricing, revenue forecast, transportation cost, project finance and evaluation, and regulation and organization of transportation services.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: CIVL</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: New course in the suite of transportation engineering options.</p> <p>Economic analysis is one of the key methods for analyzing urban transportation systems. This was not offered before because of the resource constraint. The proposed course will fill this important gap in the current curriculum for graduate students specialized in transportation engineering and planning.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p> <p>Document ID #: Mar11 U/G: G3</p>



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

<p>Faculty: Arts Department: Journalism Faculty Approval Date: February 10, 2011 Effective Session 2011 Winter Term 1</p>	<p>Date: August 10 2010 Contact Person: Alfred Hermida, Assistant Professor Phone: 604-827-3540 Email: alfred.hermida@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>JRNL 515 (3-9) C Integrated Journalism</p> <p>Grammar and syntax of media across platforms; skills and knowledge based model of learning with an emphasis on digital literacy.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale: In the field of Journalism, learning practice and theory across media platforms contains a number of core areas of study. Our faculty members have been teaching more specialized seminars and courses in recent years, but with the shift to a digital media landscape, this course is required to provide graduate students with the tools to participate in an integrated media environment. These tools have become far more sophisticated over the twelve years since the School first instituted its course in newsroom practice. Significant skills in multiplatform journalism are now the minimum required in competitive graduate programs.</p> <p>The rationale for the need for variable credits in this course is that digital skills and knowledge requirements are changing annually as is student ability in those areas. This course is normally offered as a 9-credit course however, if a student has strong background or expertise in a certain area, the student may be exempted from one or two of the platform modules and the course requirements and credit would be adjusted accordingly to 6 or 3 credits.</p>



Faculty: Arts Department: Journalism Faculty Approval Date: February 10, 2011 Effective Session 2011 Winter Term 1	Date: September 11, 2010 Contact Person: Peter Klein, Associate Professor Phone: 604-822-5823 Email: peter.klein@ubc.ca
Proposed Calendar Entry: JRNL 530 (3) Advanced Video Reporting	URL: N/A Present Calendar Entry: N/A Type of Action: Create New Course Rationale: This course builds on Integrated Journalism (JRNL 515) by taking up a particular area of journalism, advanced video reporting, and offering an exploration in depth. The course will provide reporting, editing and production in online video journalism and in television news production. It will also allow for the exploration of the central concepts of journalism in this genre, as well as provide students with a wide range of technical skills.
Faculty: Arts Department: Journalism Faculty Approval Date: February 10, 2011 Effective Session 2011 Winter Term 1	Date: September 11, 2010 Contact Person: Daniel Burnett, Adjunct Professor Phone: 604-691-7506 Email: dburnett@owenbird.com
Proposed Calendar Entry: JRNL 534 (3) Media Law	URL: NA Present Calendar Entry: NA



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	<p>Type of Action: Create New Course</p> <p>Rationale: “Media Law” has been taught as a separate 3-credit course, JRNL 533A Media Law, under the umbrella title JRNL 533 “Ethics and the Law” (3-9) D. “Media Ethics” is also listed under this umbrella title. However, each course is mandatory and we would like them offered as separate courses in their own right.</p>
<p>Faculty: Arts Department: School of Journalism Faculty Approval Date: Effective Session 2011 Winter Term 1</p>	<p>Date: Aug 26, 2010 Contact Person: Candis Callison, Assistant Professor Phone: 604-822-9792 Email: candisc@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>JRNL 540 (3) Special Topics in Science and Environment Journalism</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale: Science and Environmental Journalism are areas of broad interest across the University. Reporting and translating knowledge on scientific and environmental topics are also important journalism practice in their own right. A pilot version of this course has indicated growing interest in this area.</p> <p>In this course, students will be introduced to a range of interdisciplinary texts and reporting skills. They will also address notions of risk, expertise, ethics, and the production of scientific knowledge as they relate to science and environment issues.</p> <p>The course is aimed at graduate students in</p>



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	the School of Journalism and students from Anthropology, Sociology, IRES, the new STS program, and the Faculty of Science.
Faculty: Arts Department: Journalism Faculty Approval Date: February 10, 2011 Effective Session 2011 Winter Term 1	Date: September 11, 2010 Contact Person: Peter Klein, Associate Professor Phone: 604-822-5823 Email: peter.klein@ ubc.ca
Proposed Calendar Entry: JRNL 555 (3-6) C International Reporting	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale: This new course provides graduate students with a comprehensive review of international reporting practice. The School's research focus in international journalism has increased with changes in faculty and funding, and we are now in a position to offer this course regularly over the next decade. Many of our graduate students are also pursuing research interests in this area. This course has been successfully piloted.</p> <p>The rationale behind the variable credits is that students normally will register for 3 credits. Some students may receive an additional 3 credits (and registered for 6 credits) based on their participation and completion of the International Reporting project for a media outlet, which can extend beyond the school term. The same evaluation will apply for both the 3-credit and 6-credit registrants.</p>

UBC Curriculum Proposal Form

Change to Course or Program

Category: (1)

<p>Faculty: Arts Department: Classical, Near Eastern and Religious Studies Faculty Approval Date: 10 Feb 2011</p> <p>Effective Session Winter Term 1 2011 for Change</p>	<p>Date: Contact Person: Lisa Cooper Phone: 822-4047 Email: licooper@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>NEST 506 (3) The Archaeology of the City in the Ancient Near East.</p>	<p>Present Calendar entry</p> <p>NONE</p> <p>Type of Action: Create new course</p> <p>Rationale: The course's emphasis on the critical examination on archaeological evidence for urbanism, as well as an in-depth evaluation of past and present methods of collecting and interpreting material evidence bearing on the ancient Near Eastern city will be tremendously worthwhile to students seeking advanced academic training in the discipline of archaeology. This course comprises part of the growing number of course options for the Master's program in Classical and Near Eastern Archaeology at UBC. The course is cross-listed with NEST 402, but students of NEST 506 will be required to produce a longer research paper with a greater number of secondary sources and the inclusion of an original thesis. In addition, more weight will be placed on NEST 506 students' critical evaluation skills, these being demonstrated in written work and in class discussions.</p> <p>ID Number for supporting Documents: Faculty Approval Date</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: ARTS Department: Political Science Faculty Approval Date: Effective Session <u>Winter</u> Term <u>1</u> Year <u>2010</u> for Change</p>	<p>Date: March 2, 2010 Contact Person: Josephine Calazan Phone: 2-2717 Email: calazan@politics.ubc.ca</p>
<p>Proposed Calendar Entry: POLI 565 (3/6)D INTERNATIONAL SECURITY</p>	<p>URL: Present Calendar Entry: Type of Action: Create new course. Rationale: In the field of International Relations, International Security is one of the core areas of study. Our faculty have been teaching more specialized seminars in recent years as persisting “Topics” or “Research Seminars” in International <u>Relations courses</u> such as Poli 564A* and Poli 562C**, but with our new faculty hire in International Security we are now in a position to regularly offer this core seminar that will provide a broad survey of security studies in international relations as a core component of our graduate training in International Relations. *Poli 564A: RESEARCH SEMINAR in INTERNATIONAL RELATIONS **Poli 562C: TOPICS in INTERNATIONAL RELATIONS 3/6D means that the seminar can be offered as a 3 or 6 credit course at the discretion of the Department.</p>



UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts Department: Psychology Faculty Approval Date: Feb 9, 2011 Effective Session: Winter; Term: 1; Year for Change: 2011	Date: September 8, 2010 Contact Person: Jim Enns Phone: 822-6634 Email: jenns@psych.ubc.ca
Proposed Calendar Entry: PSYC 508 (3) TEACHING OF PSYCHOLOGY	Present Calendar Entry: none Type of Action: Create New course Rationale: PSYC 508 will offer graduate students in psychology a unique opportunity to develop their professional teaching skills. Students will have the opportunity to investigate and practice a variety of teaching and learning activities. Throughout the course, students will be expected to apply psychological principles and research to inform their understanding of teaching and learning. Students must demonstrate a minimum ability to facilitate learning through discussion, lecture or other formats. A key feature of this course is the development of a professional portfolio that documents their professional skills and goals, as well as assesses their teaching abilities. This portfolio can provide the basis for future job and award applications, and encourage reflective practice in students' professional lives. This course contributes to the professional development of psychology graduate students, enhancing their already thorough research training by focusing on how to teach non-experts about psychology. It addresses the Student Learning components of <i>Place and Promise</i> , by enhancing the teaching quality of UBC's current Teaching Assistants and the future professoriate. Moreover, it fulfills the fourth element of the Faculty of Graduate



	studies' mission to provide "outstanding opportunities for professional development that enhance career options."
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<p>Faculty: Arts Department: Journalism Faculty Approval Date: February 10, 2011</p> <p>Effective Session 2011 Winter Term 1</p>	<p>Date: August 26, 2010 Contact Person: Candis Callison, Assistant Professor Phone: 604-822-9792 Email: candisc@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>JRNL 533 (3) Media Ethics & Leadership</p>	<p>URL: JRNL</p> <p>Present Calendar Entry: JRNL 533 (3-9)-d Ethics and the Law</p> <p>Type of Action: Revise title, content and credits</p> <p>Rationale: “Media Ethics” has been taught as a separate 3 credit course under the umbrella title JRNL 533 (3-6) “Ethics and the Law” since the inception of the school. “Media Law” also is listed under this umbrella title. However, each course is mandatory and we would like them offered as separate courses in their own right.</p> <p>The term “Leadership” will be added to the course title of Media Ethics to reflect the fact that a large component of the course deals with ethical standards for leaders in the industry as well as models of leadership appropriate for journalists with graduate degrees.</p>

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: CFIS Department: Fisheries Centre Faculty Approval Date: 3 March 2011 Effective Winter Session First Term, 2011W	Date: 14 January 2011 Contact Person: Murdoch K. McAllister Phone: 604-822-3693 E-Mail: m.mcallister@fisheries.ubc.ca
Proposed Calendar Entry: FISH 520 (6) Fisheries Conservation, Governance, and Evaluation	URL: None Present Calendar Entry: None Type of Action: Create new course Rationale: This is to be a core course for new MSc and PhD Fisheries students. This course is designed to provide incoming graduate students with a shared interdisciplinary understanding of the various components that contribute to fisheries conservation, governance and evaluation.



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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Sauder School of Business Department: MBA Office Faculty Approval Date: Feb. 22/11</p> <p>Effective Session 2011W Term 1 Year 2011 for Change</p>	<p>Date: February 22, 2011 Contact Brian Bemmels Phone: 604-822-0156 Email: brian.bemmels@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BAHC 510 (1.5) Managing Health Care System Operations</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Prerequisite: BA 500.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=BAHC</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale: This is a new MBA course focusing on health care operations management. We have increasing numbers of MBA students interested in working in the health care sector. The course will also be of interest to students interested more generally in service delivery management.</p> <p>This course has been offered previously as a pilot course. The course outline is attached.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: DENTISTRY Department: N/A Faculty Approval Date: Nov. 4, 2010 Effective Session 2011 Summer Term 1	Date: February 9, 2011 Contact Person: Dr. E. Putnins Phone: 2-1734 Email: putnins@interchange.ubc.ca
Proposed Calendar Entry: DENT 774 (2/4) D Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics I Continues in second year. <i>This course is not eligible for Credit/D/Fail grading.</i>	URL: DENT Present Calendar Entry: DENT 774 (2) Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics I Continues in second year. <i>This course is not eligible for Credit/D/Fail grading.</i> Type of Action: Change credit value (2) to (/4) D Rationale for Proposed Change: This course is taken in its entirety by all graduate orthodontic students and involves care within and across dental disciplines. In its entirety orthodontics students receive 4 credits. Approximately half of this course involves care across multiple dental specialties and those sessions will also be taken by other dental specialty students. Students attending the reduced curriculum will receive 2 credits upon completion.
Proposed Calendar Entry: DENT 775 (2/4) D Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics II Continues in third year. <i>This course is not eligible for Credit/D/Fail grading.</i>	URL: DENT Present Calendar Entry: DENT 775 (2) Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics II Continues in third year. <i>This course is not eligible for Credit/D/Fail grading.</i> Type of Action: Change credit value (2) to (/4) D



	<p>Rationale for Proposed Change: This course is taken in its entirety by all graduate orthodontic students and involves care within and across dental disciplines. In its entirety orthodontics students receive 4 credits. Approximately half of this course involves care across multiple dental specialties and those sessions will also be taken by other dental specialty students. Students attending the reduced curriculum will receive 2 credits upon completion.</p>
<p>Proposed Calendar Entry:</p> <p>DENT 776 (2/4) D Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics III <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: DENT</p> <p>Present Calendar Entry: DENT 776 (2) Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics III <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Type of Action: Change credit value (2) to (/4) D</p> <p>Rationale for Proposed Change: This course is taken in its entirety by all graduate orthodontic students and involves care within and across dental disciplines. In its entirety orthodontics students receive 4 credits. Approximately half of this course involves care across multiple dental specialties and those sessions will also be taken by other dental specialty students. Students attending the reduced curriculum will receive 2 credits upon completion.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Education Department: Educational Studies Faculty Approval Date: November 10, 2010 Effective Session __W__ Term _1_ Year _2012_ for Change	Date: July 1, 2010 Contact Person: Pierre Walter Phone: 604-822-9231 Email: pierre.walter@ubc.ca
Proposed Calendar Entry: Master of Arts Admission Requirements Applicants to the M.A. program are expected to meet the admission requirements of the Faculty of Graduate Studies . Program Overview The Department of Educational Studies (EDST) offers an M.A. program in Educational Studies that can be taken full-time over a two year period or over a longer period for part-time students. The EDST M.A. is a flexible program designed to meet the needs of a wide range of people interested in conducting and learning about educational research. The emphasis on educational research provides students opportunities and training to conduct their own small-scale research projects. M.A. students can focus their studies in a number of M.A. program area concentrations, or develop	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1153 Present Calendar Entry: Master of Arts Admission Requirements Applicants to the M.A. program are expected to meet the admission requirements of the Faculty of Graduate Studies . Program Requirements The M.A. is a research-oriented program for students who wish to develop skills as researchers or who may go on to doctoral-level study. It is a 30-credit program including required and elective courses, a 6-credit thesis and a minimum of 18 credits of coursework at the 500-level or above. Detailed information on course requirements for the M.A. is available from the Program. For B.C. teachers: Teacher Qualification Service requires a capstone experience (thesis).



an independent concentration with the support and approval of a faculty supervisor (“Open Option”). Current M.A. program area concentrations include Adult Education; Higher Education; Society, Culture and Politics in Education (SCPE); and Educational Administration.

The EDST M.A. is excellent preparation for continuing doctoral work in education (Ph.D. and Ed.D.) in addition to providing a rich and satisfying educational experience in its own right.

Program Requirements

The EDST M.A. is a 30-credit program that culminates in the completion of a research thesis. The degree provides beginning researchers excellent preparation for their own research projects and a rich learning environment about educational research given the breadth of educational theories, methodologies, and problems.

Students typically enroll in two to three courses per term, and complete the two required M.A. courses (9 credits) within the first year. Students enrolled in the M.A. program must complete:

- 9 credits of required M.A. courses (EDST 571: 6 credits; EDST 572: 3 credits)
- 3 credits of research methods coursework
- 12 credits of coursework in an M.A. concentration
- a 6-credit M.A. thesis

EDST 571 *Educational Research: Relating Questions, Theory and*

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Type of Action:

Change in program requirements

Rationale for Proposed Change:

This departmental M.A. program brings together four previously distinct Program Area-Based M.A. degrees – in Adult Education; Higher Education; Society, Culture and Politics in Education (SCPE); and Educational Administration, respectively – into a single EDST department M.A. degree program. This is consistent with the Education Faculty objective to move toward departmental wide and faculty wide programs. It also allows the department to offer a coherent cohort model that organizes courses across two years for full-time and three years for part-time students. Two new courses are proposed to accomplish this (EDST 571 and EDST 572); the remaining courses are drawn from existing EDST department-wide and Program Area courses (supporting documentation attached).



Methodology is a required two-term course spanning Winter 1 and Winter 2 terms (3-credits each term, 6-credits total). **EDST 572 *Research, Writing, and Representation*** (3-credits) is a second required course taken in the summer term over five (5) Fridays. To accommodate both full- and part-time students, required M.A. courses are offered in evening time slots or on weekends.

In addition to the 30-credit requirement, students are expected to complete two (2) research presentations during the course of their studies. The research presentations are predicated on the belief that educational research is a public enterprise and that educational researchers work and share their work with others. The first research presentation occurs during the end of the first year of the program, and is an opportunity for students to present their emerging research designs (M.A. proposal/drafts). The second research presentation occurs at the completion of the research, and is an opportunity for students to present their research findings (or conclusions) and the research implications.

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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: Educational Studies Faculty Approval Date: November 10, 2010</p> <p>Effective Session <u>W</u> Term <u>1</u> Year <u>2012</u> for Change</p>	<p>Date: July 1, 2010 Contact Person: Pierre Walter Phone: 604-822-9231 Email: pierre.walter@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><i>Adult Education</i></p> <p><i>Degrees Offered: M.A., M.Ed.</i></p> <p>Program Overview</p> <p>The mission of the Adult Education graduate program at UBC is to contribute to the creation, elaboration, exchange and application of knowledge concerning the education and learning of adults wherever they occur. This includes the development of scholars and reflective practitioners who will shape society and its institutions in ways that promote lifelong education and learning for all.</p> <p>The Adult Education graduate program offers a Masters of Education (M.Ed.) degree in Adult Education. The Master's of Arts (M.A.) degree in Educational Studies also offers a concentration in Adult Education. Both M.Ed. and M.A. programs are also available as part-time studies.</p> <p>Students wishing to pursue doctoral studies in the field of Adult Education should apply to the Doctor of Philosophy program in Educational Studies or the Doctor of</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,972</p> <p>Present Calendar Entry:</p> <p><i>Adult Education</i></p> <p><i>Degrees Offered: M.A., M.Ed.</i></p> <p>Program Overview</p> <p>The mission of the Adult Education graduate program at UBC is to contribute to the creation, elaboration, exchange and application of knowledge concerning the education and learning of adults wherever they occur. This includes the development of scholars and reflective practitioners who will shape society and its institutions in ways that promote lifelong education and learning for all.</p> <p>All on-campus master's students take a "core" of 12 credits of adult education courses. These are supplemented with electives that allow students to go deeper into the study of adult education or to explore topics and issues addressed elsewhere in the department and the university that have implications for adult education.</p> <p>Students wishing to pursue doctoral studies in the field of adult education should apply to the Doctor of Philosophy program in</p>



<p>Education program in <i>Educational Leadership and Policy</i>.</p> <p>Program Requirements</p> <p>Master of Arts</p> <p>The M.A. is a research-oriented program for students who wish to develop skills as researchers or who may go on to doctoral-level study. It is a 30-credit program with required and elective courses and a 6-credit thesis. Detailed information about course requirements for the M.A. is available online.</p> <p>Students are no longer being admitted into the MA program in Adult Education. MA students who are interested in Adult Education should apply to the MA in Educational Studies as of September 2011. The current MA program is being merged into the MA in Educational Studies.</p> <p>Master of Education</p> <p>The M.Ed. program is considered a professional degree for people who wish to work as practitioners in any adult education setting, most often as instructors, program planners, consultants or administrators. It is a 30-credit program with required and elective courses. Students can complete their program with either 30 credits of coursework or 27 credits of coursework and a 3-credit graduating paper.</p> <p>All on-campus master's students take a "core" of 12 credits of adult education courses. These are supplemented with electives that allow students to go deeper into the study of adult education or to explore topics and issues addressed elsewhere in the department and the university that have implications for adult education.</p>	<p><i>Educational Studies</i> or the Doctor of Education program in <i>Educational Leadership and Policy</i>.</p> <p>Degree Requirements</p> <p>Master of Arts</p> <p>The M.A. is a research-oriented program for students who wish to develop skills as researchers or who may go on to doctoral-level study. It is a 30-credit program with required and elective courses and a 6-credit thesis. Detailed information about course requirements for the M.A. is available online.</p> <p>Master of Education</p> <p>The M.Ed. program is considered a professional degree for people who wish to work as practitioners in any adult education setting, most often as instructors, program planners, consultants or administrators. It is a 30-credit program with required and elective courses. Students can complete their program with either 30 credits of coursework or 27 credits of coursework and a 3-credit graduating paper.</p> <p>Students who want to be upgraded through the Teacher Qualification Services (TQS) must complete the 3-credit graduating paper.</p> <p>Detailed information about course requirements for the M.Ed. is available on-line.</p> <p>Type of Action:</p> <p>Delete MA program option for admission</p>
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Students who want to be upgraded through the Teacher Qualification Services (TQS) must complete the 3-credit graduating paper.

Detailed information about course requirements for the M.Ed. is available [on-line](#).

starting Winter, term one, 2012

Rationale for proposed change:

This departmental M.A. program brings together four previously distinct Program Area-Based M.A. degrees – in Adult Education; Higher Education; Society, Culture and Politics in Education (SCPE); and Educational Administration, respectively – into a single EDST department M.A. degree program. This is consistent with the Education Faculty objective to move toward departmental wide and faculty wide programs. It also allows the department to offer a coherent cohort model that organizes courses across two years for full-time and three years for part-time students. Two new courses are proposed to accomplish this (EDST 571 and EDST 572); the remaining courses are drawn from existing EDST department-wide and Program Area courses (supporting documentation attached).

Students currently enrolled in the M.A. in Program Areas (Adult Education; Higher Education; Society, Culture and Politics in Education; and Educational Administration) will not be transferred to the Educational Studies M.A. degree. They will be instead be “grand-mothered” within existing Program-based M.A. degrees until they graduate.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: Educational Studies Faculty Approval Date: November 10, 2010</p> <p>Effective Session <u>W</u> Term <u>1</u> Year <u>2012</u> for Change</p>	<p>Date: July 1, 2010 Contact Person: Pierre Walter Phone: 604-822-9231 Email: pierre.walter@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><i>Educational Administration</i></p> <p><i>Degrees Offered: M.A., M.Ed.</i></p> <p>Program Overview</p> <p>The Educational Administration graduate program offers a Masters of Education (M.Ed.) degree in Educational Administration. The Master's of Arts (M.A.) degree in Educational Studies also offers a concentration in Educational Administration. Both M.Ed. and M.A. programs are also available as part-time studies.</p> <p>Master of Arts</p> <p>Admission Requirements</p> <p>In addition to meeting the general admission requirements for master's degree programs set by the Faculty of Graduate Studies, students with academic strength and ample evidence of leadership among adults demonstrated in a school setting are preferred. Applicants are required to have at least three years, preferably more, of K-12 teaching experience in public or</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1150</p> <p>Present Calendar Entry:</p> <p><i>Educational Administration</i></p> <p><i>Degrees Offered: M.A., M.Ed.</i></p> <p>Program Overview</p> <p>The Master of Education program in Educational Administration attracts those who are interested in leadership positions in K-12 education. The program aims to engage students in learning that will help them to understand, critique, and thereby improve their practice to better serve children, communities, and the wider society. Graduates will be prepared to assume administrative roles as well as to provide leadership as teachers.</p> <p>Master of Arts</p> <p>Admission Requirements</p> <p>In addition to meeting the general admission requirements for master's degree programs set by the Faculty of Graduate Studies, students with academic strength and ample evidence of leadership among adults demonstrated in a school setting are preferred. Applicants are required to have at</p>



independent schools.

Students are no longer being admitted into the MA program in Educational Administration. MA students who are interested in Educational Administration should apply to the MA in Educational Studies as of September 2011. The current MA program is being merged into the MA in Educational Studies.

Program Requirements

The M.A. in Educational Administration is for students who want a more academic focus and the opportunity to complete an in-depth research-based thesis. Students must complete 30 credits of coursework that includes 24 credits of coursework plus a 6-credit thesis. A minimum of 18 credits of coursework must be at the 500-level or above. M.A. students must complete 6 credits of research methods courses. For details on required and elective courses see the [Program](#).

For B.C. teachers: Teacher Qualification Service requires a capstone experience (thesis).

Master of Education

The M.Ed. program is considered a professional degree for people working in educational administration.

M. Ed. students proceed at their own pace but start with a group whose members tend to share classes. Students can also take courses from other recognized universities. Completion may be as short as two and one-half years but most students take three years to finish. Another way to take the program is in a cohort format on Saturdays for 24 months. There are cohorts in the Fraser Valley, on the North Shore, and in

least three years, preferably more, of K-12 teaching experience in public or independent schools.

Program Requirements

The M.A. in Educational Administration is for students who want a more academic focus and the opportunity to complete an in-depth research-based thesis. Students must complete 30 credits of coursework that includes 24 credits of coursework plus a 6-credit thesis. A minimum of 18 credits of coursework must be at the 500-level or above. M.A. students must complete 6 credits of research methods courses. For details on required and elective courses see the [Program](#).

For B.C. teachers: Teacher Qualification Service requires a capstone experience (thesis).

Master of Education

The M.Ed. program is considered a professional degree for people working in educational administration.

M. Ed. students proceed at their own pace but start with a group whose members tend to share classes. Students can also take courses from other recognized universities. Completion may be as short as two and one-half years but most students take three years to finish. Another way to take the program is in a cohort format on Saturdays for 24 months. There are cohorts in the Fraser Valley, on the North Shore, and in Boundary Bay with others being planned.

Admission Requirements

In addition to meeting the general admission requirements for master's degree programs set by the Faculty of Graduate Studies, students with academic strength and ample evidence of leadership among



Boundary Bay with others being planned.

Admission Requirements

In addition to meeting the general admission requirements for master's degree programs set by the Faculty of Graduate Studies, students with academic strength and ample evidence of leadership among adults demonstrated in a school setting are preferred. Applicants are required to have at least three years, preferably more, of K-12 teaching experience in public or independent schools.

Program Requirements

M.Ed. in Educational Administration

Students must complete 30 credits of coursework. M.Ed. programs include three core courses (9 credits), one research course (3 credits), and a capstone requirement (3 credits).

For details on required and elective courses see the [Program](#).

For B.C. teachers: Teacher Qualification Service requires a capstone experience (graduating project) **for Level 6 certification.**

adults demonstrated in a school setting are preferred. Applicants are required to have at least three years, preferably more, of K-12 teaching experience in public or independent schools.

Program Requirements

Students must complete 30 credits of coursework. M.Ed. programs include three core courses (9 credits), one research course (3 credits), and a capstone requirement (3 credits).

For details on required and elective courses see the [Program](#).

For B.C. teachers: Teacher Qualification Service requires a capstone experience (graduating project).

Type of Action:

Delete MA program option for admission starting Winter, term one, 2012

Rationale for Proposed Change:

This departmental M.A. program brings together four previously distinct Program Area-Based M.A. degrees – in Adult Education; Higher Education; Society, Culture and Politics in Education (SCPE); and Educational Administration, respectively – into a single EDST department M.A. degree program. This is consistent with the Education Faculty objective to move toward departmental wide and faculty wide programs. It also allows the department to offer a coherent cohort model that organizes courses across two years for full-time and three years for part-time students. Two new courses are proposed to accomplish this (EDST 571 and EDST 572); the remaining courses are drawn from existing EDST department-wide and Program Area courses (supporting documentation attached).



	<p>Students currently enrolled in the M.A. in Program Areas (Adult Education; Higher Education; Society, Culture and Politics in Education; and Educational Administration) will not be transferred to the Educational Studies M.A. degree. They will be instead be “grand-mothered” within existing Program-based M.A. degrees until they graduate.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: Educational Studies Faculty Approval Date: November 10, 2010</p> <p>Effective Session <u>W</u> Term <u>1</u> Year <u>2012</u> for Change</p>	<p>Date: July 1, 2010 Contact Person: Pierre Walter Phone: 604-822-9231 Email: pierre.walter@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><i>Higher Education</i></p> <p><i>Degrees Offered: M.A., M.Ed.</i></p> <p>Program Overview</p> <p>The Higher Education graduate program at UBC focuses on the study of institutions of higher education and their members, activities, and policies. The program draws on such disciplines and fields as history, philosophy, sociology, economics, political science, psychology, law, and administrative studies.</p> <p>The Higher Education graduate program offers a Master of Education (M.Ed.) degree in Higher Education. The Master of Arts (M.A.) degree in Educational Studies also offers a concentration in Higher Education. Both M.Ed. and M.A. programs are also available as part-time studies.</p> <p>Students wishing to pursue doctoral research in the field of Higher Education can do so as part of a Doctor of Philosophy (Ph.D.) in Educational Studies or a Doctor of Education (Ed.D.) in Educational Leadership and Policy.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1176</p> <p>Present Calendar Entry:</p> <p><i>Higher Education</i></p> <p><i>Degrees Offered: M.A., M.Ed.</i></p> <p>Program Overview</p> <p>The Higher Education graduate program at UBC focuses on the study of institutions of higher education and their members, activities, and policies. The program draws on such disciplines and fields as history, philosophy, sociology, economics, political science, psychology, law, and administrative studies.</p> <p>The Higher Education graduate program offers two master's level degrees: Master of Arts (M.A.) and Master of Education (M.Ed.). Part time study is possible in the M.Ed. and M.A. programs.</p> <p>Students wishing to pursue doctoral research in the field of Higher Education can do so as part of a Doctor of Philosophy (Ph.D.) in Educational Studies or a Doctor of Education (Ed.D.) in Educational Leadership and Policy.</p>



Program Requirements	Degree Requirements
<p>Master of Arts</p> <p>The M.A. is a 30-credit program that involves advanced academic study and the preparation of an original thesis. Students enrolled in the M.A. program must complete:</p> <ul style="list-style-type: none"> • 9 credits of required coursework • 6 credits of research methods coursework • 9 credits of electives • a 6-credit master's thesis <p>Students are no longer being admitted into the MA program in Higher Education. MA students who are interested in Higher Education should apply to the MA in Educational Studies as of September 2011. The current MA program is being merged into the MA in Educational Studies.</p> <p>Master of Education</p> <p>The M.Ed. is a 30-credit program designed for professionals in education whose primary focus is understanding and improving educational practice.</p> <p>Students enrolled in the M.Ed. program must complete:</p> <ul style="list-style-type: none"> • 9 credits of required coursework • 3 credits of research methods coursework • 15 credits of electives • a 3-credit graduating project/paper or 18 credits of electives <p>Students may choose to focus on one of</p>	<p>Master of Arts</p> <p>The M.A. is a 30-credit program that involves advanced academic study and the preparation of an original thesis. Students enrolled in the M.A. program must complete:</p> <ul style="list-style-type: none"> • 9 credits of required coursework • 6 credits of research methods coursework • 9 credits of electives • a 6-credit master's thesis <p>Master of Education</p> <p>The M.Ed. is a 30-credit program designed for professionals in education whose primary focus is understanding and improving educational practice.</p> <p>Students enrolled in the M.Ed. program must complete:</p> <ul style="list-style-type: none"> • 9 credits of required coursework • 3 credits of research methods coursework • 15 credits of electives • a 3-credit graduating project/paper or 18 credits of electives <p>Students may choose to focus on one of two themes: 1) Student Affairs and Institutional Policy, or 2) International and Comparative</p>



two themes: 1) Student Affairs and Institutional Policy, or 2) International and Comparative Higher Education Policy. In doing so, students are required to complete 6 of the elective credits in courses allocated to their chosen theme.

Students who want to be upgraded through the Teacher Qualification Services (TQS) must complete the 3-credit graduating paper.

Higher Education Policy. In doing so, students are required to complete 6 of the elective credits in courses allocated to their chosen theme.

Students who want to be upgraded through the Teacher Qualification Services (TQS) must complete the 3-credit graduating paper.

Type of Action:

Delete MA program option for admission starting Winter, term one, 2012

Rationale for proposed change:

This departmental M.A. program brings together four previously distinct Program Area-Based M.A. degrees – in Adult Education; Higher Education; Society, Culture and Politics in Education (SCPE); and Educational Administration, respectively – into a single EDST department M.A. degree program. This is consistent with the Education Faculty objective to move toward departmental wide and faculty wide programs. It also allows the department to offer a coherent cohort model that organizes courses across two years for full-time and three years for part-time students. Two new courses are proposed to accomplish this (EDST 571 and EDST 572); the remaining courses are drawn from existing EDST department-wide and Program Area courses (supporting documentation attached).

Students currently enrolled in the M.A. in Program Areas (Adult Education; Higher Education; Society, Culture and Politics in Education; and Educational Administration) will not be transferred to the Educational Studies M.A. degree. They will be instead be “grand-mothered” within existing Program-based M.A. degrees until they graduate.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: Educational Studies Faculty Approval Date: November 10, 2010</p> <p>Effective Session <u>W</u> Term <u>1</u> Year <u>2012</u> for Change</p>	<p>Date: July 1, 2010 Contact Person: Pierre Walter Phone: 604-822-9231 Email: pierre.walter@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><i>Society, Culture and Politics in Education</i> <i>Degrees Offered: M.A., M.Ed.</i></p> <p>Program Overview</p> <p>The goal of the Society, Culture and Politics in Education (SCPE) graduate program is to use the social sciences and humanities to address major issues affecting educational policy and practice. The program addresses social justice issues such as the unequal distribution of resources and outcomes, power relations, recognition and representation from post-colonial, feminist, anti-racist, materialist, and First Nations perspectives.</p> <p>The SCPE graduate program offers a Masters of Education (M.Ed.) degree in Adult Education. The Master's of Arts (M.A.) degree in Educational Studies also offers a concentration in SCPE. Students wishing to pursue an M.A. in this concentration will consult with an advisor to meet the requirements described in the EDST M.A. Both M.Ed. and M.A. programs are also available as part-time studies.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1231</p> <p>Present Calendar Entry:</p> <p><i>Society, Culture and Politics in Education</i> <i>Degrees Offered: M.A., M.Ed.</i></p> <p>Program Overview</p> <p>The goal of the Society, Culture and Politics in Education (SCPE) graduate program is to use the social sciences and humanities to address major issues affecting educational policy and practice. The program addresses social justice issues such as the unequal distribution of resources and outcomes, power relations, recognition and representation from post-colonial, feminist, anti-racist, materialist, and First Nations perspectives.</p> <p>Students interested in the SCPE program have diverse academic, professional, and community backgrounds, varied research interests and represent a wide range of social justice education contexts. SCPE faculty and students are educators who bring their knowledge to current affairs, policymaking, community, classrooms, workplaces, and families. SCPE aims to develop scholars, researchers and practitioners.</p>



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Master of Arts

Admission Requirements

Applicants to the M.A. program are expected to meet the Admission Requirements of the Faculty of Graduate Studies.

Program Requirements

The M.A. is a 30 credit research-oriented program for students who wish to develop skills as researchers or who may go on to doctoral level study. All students are required to take one course in the social context of educational policy (EDST 577), and two of three core disciplinary courses (EDST 509, 570, 597). These core courses provide students with the disciplinary preparation necessary to pursue advanced study available in a variety of social justice electives. Students are also required to take two courses in research methods: an introductory research course and another of their choice. A master's thesis is required to complete the program.

Students are no longer being admitted into the MA program in SCPE. MA students who are interested in SCPE

Master of Arts

Admission Requirements

Applicants to the M.A. program are expected to meet the [Admission Requirements](#) of the Faculty of Graduate Studies.

Program Requirements

The M.A. is a 30-credit research-oriented program for students who wish to develop skills as researchers or who may go on to doctoral-level study. All students are required to take one course in the social context of educational policy (EDST 577), and two of three core disciplinary courses (EDST 509, 570, 597). These core courses provide students with the disciplinary preparation necessary to pursue advanced study available in a variety of social justice electives. Students are also required to take two courses in research methods: an introductory research course and another of their choice. A master's thesis is required to complete the program.

For B.C. teachers: Teacher Qualification Service requires a capstone experience (thesis).

Master of Education

Admission Requirements

Applicants to the M.Ed. program are expected to meet the [Admission Requirements](#) of the Faculty of Graduate Studies.

Program Requirements



should apply to the MA in Educational Studies as of September 2011. The current MA program is being merged into the MA in Educational Studies.

For B.C. teachers: Teacher Qualification Service requires a capstone experience (thesis).

Master of Education

Admission Requirements

Applicants to the M.Ed. program are expected to meet the [Admission Requirements](#) of the Faculty of Graduate Studies.

Program Requirements

For B.C. teachers: Teacher Qualification Service requires a capstone experience (graduating project).

The M.Ed. is a designed for professionals in education whose primary focus is understanding and improving educational practice. A somewhat greater emphasis on coursework and a practice-based capstone experience or project distinguishes the M.Ed. **degree** from the M.A **concentration**. All SCPE students are required to take one course in the social context of educational policy (EDST 577), and two of three core disciplinary courses (EDST 509, 570, 597). These core courses provide students with the disciplinary preparation necessary to pursue advanced study available in a variety of social justice electives. Students are also required to take two courses in research methods: an introductory research course and another of their choice. A graduating project or capstone course is required to complete the program.

For B.C. teachers: Teacher Qualification Service requires a capstone experience (graduating project).

The M.Ed. is a designed for professionals in education whose primary focus is understanding and improving educational practice. A somewhat greater emphasis on coursework and a practice-based capstone experience or project distinguish the M.Ed. from the M.A. All students are required to take one course in the social context of educational policy (EDST 577), and two of three core disciplinary courses (EDST 509, 570, 597). These core courses provide students with the disciplinary preparation necessary to pursue advanced study available in a variety of social justice electives. Students are also required to take two courses in research methods: an introductory research course and another of their choice. A graduating project or capstone course is required to complete the program.

Type of Action:

Delete MA program option for admission starting Winter, term one, 2012

Rationale for Proposed Change:

This departmental M.A. program brings together four previously distinct Program Area-Based M.A. degrees – in Adult Education; Higher Education; Society, Culture and Politics in Education (SCPE); and Educational Administration, respectively – into a single EDST department M.A. degree program. This is consistent with the Education Faculty objective to move toward departmental wide and faculty wide programs. It also allows the department to offer a coherent cohort model that organizes courses across two years for full-time and three years for part-time students. Two new courses are



	<p>proposed to accomplish this (EDST 571 and EDST 572); the remaining courses are drawn from existing EDST department-wide and Program Area courses (supporting documentation attached).</p> <p>Students currently enrolled in the M.A. in Program Areas (Adult Education; Higher Education; Society, Culture and Politics in Education; and Educational Administration) will not be transferred to the Educational Studies M.A. degree. They will be instead be “grand-mothered” within existing Program-based M.A. degrees until they graduate.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Education Department: School of Human Kinetics Faculty Approval Date: 03/24/2011 Effective Session W Term 1 Year 2011 for Change	Date: April 29, 2011 Contact Person: David Sanderson Phone: 2-4361 Email: david.sanderson@ubc.ca								
Proposed Calendar Entry: 2011 Summer > UBC Vancouver > MSC > KIN Specializations For Program MSC, Subject KIN: Code 000632 Name In Kinesiology Notes Specialization valid for program MSC Restrictions Students are not able to declare this specialization on the web. Applications or inquiries should be directed to the Department.	URL: https://courses.students.ubc.ca/cs/main?pname=specsubject&tname=specsubject&dept=MSC&spec=HKIN Present Calendar Entry: 2011 Summer > UBC Vancouver > MSC > HKIN Specializations For Program MSC, Subject HKIN: <table border="1"><thead><tr><th>Code</th><th>Name</th><th>Notes</th><th>Restrictions</th></tr></thead><tbody><tr><td>000632</td><td>In Human Kinetics</td><td>Specialization valid for program MSC</td><td>Students are not able to declare this specialization on the web. Applications or inquiries should be directed to the Department.</td></tr></tbody></table> Type of Action: Specialization change Rationale for Proposed Change: The School has changed its name to the School of Kinesiology. Thus, reference to Human Kinetics will be changed to Kinesiology to reflect this name change.	Code	Name	Notes	Restrictions	000632	In Human Kinetics	Specialization valid for program MSC	Students are not able to declare this specialization on the web. Applications or inquiries should be directed to the Department.
Code	Name	Notes	Restrictions						
000632	In Human Kinetics	Specialization valid for program MSC	Students are not able to declare this specialization on the web. Applications or inquiries should be directed to the Department.						

**Proposed Calendar Entry:****2011 Summer** > [UBC Vancouver](#) > [MA](#) > [KIN](#)**Specializations For Program MA, Subject [KIN](#):****Code**
000630**Name**
In [Kinesiology](#)**Notes**
Specialization valid for program MA**Restrictions**
Students are not able to declare this specialization on the web. Applications or inquiries should be directed to the Department.**URL:**<https://courses.students.ubc.ca/cs/main?pname=specsubject&tname=specsubject&dept=MA&spec=HKIN>**Present Calendar Entry:****2011 Summer** > [UBC Vancouver](#) > [MA](#) > [HKIN](#)**Specializations For Program MA, Subject HKIN:**

Code	Name	Notes	Restrictions
000630	In Human Kinetics	Specialization valid for program MA	Students are not able to declare this specialization on the web. Applications or inquiries should be directed to the Department.

Type of Action:
Specialization change**Rationale for Proposed Change:**
The School has changed its name to the School of Kinesiology. Thus, reference to Human Kinetics will be changed to Kinesiology to reflect this name change.

**Proposed Calendar Entry:**

2011 Summer > [UBC Vancouver](#) > [PHD](#) > [KIN](#)

Specializations For Program PHD, Subject [KIN](#):**Code**

000644

Name

In [Kinesiology](#)

Notes

Specialization valid for program PHD

Restrictions

Students are not able to declare this specialization on the web. Applications or inquiries should be directed to the Department.

URL:

<https://courses.students.ubc.ca/cs/main?pname=specsubject&tname=specsubject&dept=PHD&spec=HKIN>

Present Calendar Entry:

2011 Summer > [UBC Vancouver](#) > [PHD](#) > [HKIN](#)

Specializations For Program PHD, Subject HKIN:

Code	Name	Notes	Restrictions
000644	In Human Kinetics	Specialization valid for program PHD	Students are not able to declare this specialization on the web. Applications or inquiries should be directed to the Department.

Type of Action:

Specialization change

Rationale for Proposed Change:

The School has changed its name to the School of Kinesiology. Thus, reference to Human Kinetics will be changed to Kinesiology to reflect this name change.



<p>Proposed Calendar Entry:</p> <p>Kinesiology Degrees Offered: Ph.D., M.A., M.Sc., M.Kin.</p> <p>Program Overview The School of Kinesiology offers graduate students original investigations (M.A., M.Sc., Ph.D.) and advanced study (M.Kin.) in biological, behavioural, and socio-cultural research in Kinesiology. Students entering the M.A. program are normally expected to have a background in social sciences, while students applying to the M.Sc. program are expected to have a background in the natural or health sciences. Potential M.Kin. students are required to have a B.H.K. or its equivalent. The School has excellent research facilities and graduate students work alongside some of the top researchers in the field of Kinesiology. This program follows a mentorship model and admission requires a faculty member to agree to act as a research supervisor. Applications meeting the minimum eligibility requirements are forwarded to potential supervisors identified by the applicant, and the recommendation for admission is made by individual faculty members.</p> <p>Doctor of Philosophy Admission Requirements The Ph.D. program is governed by the general requirements of the Faculty of Graduate Studies. Admission to the program normally requires a thesis-based master's degree in Human Kinetics, Physical Education, Kinesiology, or other related field of study, along with appropriate undergraduate and graduate coursework.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1180</p> <p>Present Calendar Entry: There are multiple entries on this page. Only the specific lines with changes are indexed here.</p> <p>Human Kinetics Degrees Offered: Ph.D., M.A., M.Sc., M.H.K.</p> <p>Program Overview The School of Human Kinetics offers graduate students original investigations (M.A., M.Sc., Ph.D.) and advanced study (M.H.K.) in biological, behavioural, and socio-cultural research in Human Kinetics. Students entering the M.A. program are normally expected to have a background in social sciences, while students applying to the M.Sc. program are expected to have a background in the natural or health sciences. Potential M.H.K. students are required to have a B.H.K. or its equivalent. The School has excellent research facilities and graduate students work alongside some of the top researchers in the field of Human Kinetics. This program follows a mentorship model and admission requires a faculty member to agree to act as a research supervisor. Applications meeting the minimum eligibility requirements are forwarded to potential supervisors identified by the applicant, and the recommendation for admission is made by individual faculty members.</p> <p>Doctor of Philosophy Admission Requirements The Ph.D. program is governed by the general requirements of the Faculty of Graduate Studies. Admission to the program normally requires a thesis-based master's degree in Human Kinetics, Physical Education, Kinesiology, or other related field of study, along with appropriate undergraduate and graduate coursework.</p>
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<p>Applicants with an undergraduate or graduate degree in a non-kinesiology program may be considered for admission, particularly if they have a strong background in Kinesiology.</p> <p>Program Requirements Coursework is selected in consultation with the student's supervisory committee. All doctoral students are required to complete a comprehensive examination successfully. The major requirement for the Ph.D. is completion of a research dissertation meeting the Faculty of Graduate Studies requirements</p> <p>Master of Arts Admission Requirements Admission requires a First Class standing (80% or above) in at least 12 credits of coursework relevant to the chosen program of study, and at least an upper Second Class standing (76% or higher) in all third- and fourth-year level courses.</p> <p>Program Requirements The M.A. program in Kinesiology consists of a minimum of 30 credits (including a 12-credit thesis). A maximum of 6 of the required 18 course credits may be taken at the 300- and 400-level.</p> <p>Master of Science Admission Requirements Admission requires a First Class standing (80% or above) in at least 12 credits of coursework relevant to the chosen program of study, and at least an upper Second Class standing (76% or above) in all third- and fourth-year level courses.</p> <p>Program Requirements The M.Sc. program in Kinesiology consists of a minimum of 30 credits, (including a 12-credit thesis). A maximum of 6 of the required 18 course credits may be taken at the 300- and 400-level.</p> <p>Master of Kinesiology Admission Requirements Admission to the program requires a First Class standing (80% or above) in at least 12 credits of</p>	<p>Applicants with an undergraduate or graduate degree in a non-Human Kinetics program may be considered for admission, particularly if they have a strong background in Human Kinetics.</p> <p>Program Requirements Coursework is selected in consultation with the student's supervisory committee. All doctoral students are required to complete a comprehensive examination successfully. The major requirement for the Ph.D. is completion of a research dissertation meeting the Faculty of Graduate Studies requirements.</p> <p>Master of Arts Admission Requirements Admission requires a First Class standing (80% or above) in at least 12 credits of coursework relevant to the chosen program of study, and at least an upper Second Class standing (76% or higher) in all third- and fourth-year level courses.</p> <p>Program Requirements The M.A. program in Human Kinetics consists of a minimum of 30 credits (including a 12-credit thesis). A maximum of 6 of the required 18 course credits may be taken at the 300- and 400-level.</p> <p>Master of Science Admission Requirements Admission requires a First Class standing (80% or above) in at least 12 credits of coursework relevant to the chosen program of study, and at least an upper Second Class standing (76% or above) in all third- and fourth-year level courses.</p> <p>Program Requirements The M.Sc. program in Human Kinetics consists of a minimum of 30 credits, (including a 12-credit thesis). A maximum of 6 of the required 18 course credits may be taken at the 300- and 400-level.</p> <p>Master of Human Kinetics Admission Requirements Admission to the program requires a First Class standing (80% or above) in at least 12 credits of</p>
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<p>coursework relevant to the chosen program of study, and at least an upper Second Class standing (76% or above) in all third- and fourth-year level courses.</p> <p>The Master of Kinesiology (M.Kin.) non-thesis program consists of a minimum of 30 course credits (including a 3-credit major paper). A maximum of 6 of the required 27 course credits may be taken at the 300- and 400-level. Applicants are normally expected to have a Bachelor of Kinesiology or its equivalent.</p> <p>Program Requirements</p> <p>The Master of Kinesiology (M.Kin.) non-thesis program consists of a minimum of 30 course credits (including a 3-credit major paper). A maximum of 6 of the required 27 course credits may be taken at the 300- and 400-level. Applicants are normally expected to have a Bachelor of Kinesiology or its equivalent.</p>	<p>coursework relevant to the chosen program of study, and at least an upper Second Class standing (76% or above) in all third- and fourth-year level courses.</p> <p>The Master of Human Kinetics (M.H.K.) non-thesis program consists of a minimum of 30 course credits (including a 3-credit major paper). A maximum of 6 of the required 27 course credits may be taken at the 300- and 400-level. Applicants are normally expected to have a Bachelor of Human Kinetics or its equivalent.</p> <p>Program Requirements</p> <p>The Master of Human Kinetics (M.H.K.) non-thesis program consists of a minimum of 30 course credits (including a 3-credit major paper). A maximum of 6 of the required 27 course credits may be taken at the 300- and 400-level. Applicants are normally expected to have a Bachelor of Human Kinetics or its equivalent.</p> <p>Type of Action:</p> <p>Changing degree naming to reflect the name change of the School.</p> <p>Rationale for Proposed Change:</p> <p>These changes are the consequence of the School changing its name to the school of Kinesiology. The non-thesis MHK degree program will be renamed M.Kin. and the specializations will be changed to reflect these overall changes.</p>
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**UBC Curriculum Proposal Form
Change to Course or Program****Category: (1)**

Faculty: Education Department: Educational Studies Faculty Approval Date: November 10, 2010 Effective Session _W___ Term 1___ Year_2012__ for Change	Date: June 17, 2010 Contact Person: Pierre Walter Phone: 604-822-9231 Email: pierre.walter@ubc.ca
Proposed Calendar Entry: EDST 571 (6): Educational Research: Relating Questions, Theory and Methodology	URL: N/A Present Calendar Entry: N/A Type of Action: Create new course Rationale: Course will be required and offered in the first (W1) and second (W2) terms for all new students entering the EDST M.A. degree program. The course orients students to their M.A. studies, allows the development of an M.A. cohort, and provides M.A. students with foundational knowledge for educational research. There is currently no such course offered by the department. The new course brings together all in-coming M.A. students from four previously distinct Program Area-based M.A. degrees (Adult Education, Higher Education, SCPE and Educational Administration) into a single EDST department M.A. degree program. Course Description is attached. M.A. Program Description is attached.
Proposed Calendar Entry: EDST 572 (3): Research, Writing, and Representation	URL: N/A Present Calendar Entry: N/A Type of Action: Create new course Rationale: Course will be required in the



third (S1) term for all new students in the EDST M.A. degree program. It is offered to Master's students who have completed EDST 571: Educational Research: Relating Questions, Theory and Methodology.

EDST 572 prepares students to write their thesis proposals, particularly the literature review; to begin to think about writing formats for their theses; and to examine societal and ethical issues that influence and present challenges during the research writing process.

There is currently no such course offered by the department. The new course brings together all M.A. students from four previously distinct Program Area-based M.A. degrees (Adult Education; Higher Education; Society, Culture and Politics in Education (SCPE) and Educational Administration) into a single EDST department M.A. degree program.

Course Description is attached.
M.A. Program Description is attached.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Education Department: Language & Literacy Education Faculty Approval Date: May 5, 2010 Graduate Council Approval Date: 3 Feb, 2011 Effective Session Winter Term 1 Year 2010-11 for Change	Date: June 15, 2010 Contact Person: George Belliveau Phone: 822-8654 Email: george.belliveau@ubc.ca
Proposed Calendar Entry: LLED 601 (3) Theories for Language and Literacy Research Prerequisite: Admission to the PhD program in LLED	URL: http://www.students.ubc.ca/calendar/courses.cfm?code=LLED Present Calendar Entry: LLED 601 (3-12) d Doctoral Seminar Type of Action: Delete title and credits. Create new course. Rationale: We wish to offer a progression of Doctoral courses in LLED and would like the number sequence of the courses to show this progression. As well, our model of LLED 601A, 601B is not consistent with other departments within the Faculty of Education. Along with LLED 602, LLED 601 will prepare our students for undertaking research in Language and Literature education.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Education Department: Language & Literacy Education Faculty Approval Date: May 5, 2010 Effective Session Winter Term 1 Year 2010-11 for Change	Date: June 15, 2010 Contact Person: George Belliveau Phone: 822-8654 Email: george.belliveau@ubc.ca
Proposed Calendar Entry: LLED 602 (3) Critical Analysis of Issues and Methodology in Language and Literacy Education Prerequisite: Admission to the PhD program in LLED.	URL: http://www.students.ubc.ca/calendar/courses.cfm?code=LLED Type of Action: Create new course. Rationale: We wish to offer a progression of Doctoral courses in LLED and would like the number sequence of the courses to show this progression. Along with LLED 601, LLED 602 will prepare our students for undertaking research in Language and Literature education.

UBC Curriculum Proposal Form
Change to Courses

Category 1

Faculty: Forestry Department: Dean's Office Faculty Approval Date: May 12, 2010 Effective Session for Change: 2011W1	Date: January 27, 2011 Contact Person: Cindy Prescott Phone: (604) 827-4454 Email: cindy.prescott@ubc.ca
Proposed Calendar Entry: FRST 502 (3) Tropical Rainforests: Evolution, Biology, Ecology Evolution and current structure, functions and diversity of moist evergreen and semi-evergreen forests of the humid tropics.	URL: FRST Present Calendar Entry: None Type of Action: Create new course. Rationale: No course currently exists at UBC that addresses this important topic. This is a new proposal for a new course being offered to cover a significant gap in the teaching offered in the Faculty of Forestry and at UBC. Documentation: Forestry-2010-1

<p>Proposed Calendar Entry:</p> <p>FRST 527 (3) People and Forests: An International Perspective</p> <p>Biodiversity loss, deforestation, desertification, salinization, air pollution and climate change facing world forests. Credit will only be granted for one of FRST439 and FRST 527.</p>	<p>URL:</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course.</p> <p>Rationale: No course currently exists at UBC that addresses this important topic. This is part of the cohort of several graduate courses that Forestry intends to introduce over the next several years to address important aspects of sustainability. These courses may well form the basis for a series of course-based Masters programs.</p> <p>Documentation: Forestry-2010-2</p>
<p>Proposed Calendar Entry:</p> <p>FRST 551 (3) Landscape Planning for Sustainability</p> <p>Analysis, perception, planning of landscapes, and integration of social acceptability with sustainability. Same as LARC 542. Credit will not be granted for both FRST 490 and FRST 551.</p>	<p>URL:</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course.</p> <p>Rationale: This course has been offered in Forestry for a number of years as a directed topics course (FRST521C). Sufficient interest exists to give this course its own unique identity. There is no current graduate course offered on this subject at UBC</p> <p>Documentation: Forestry-2010-3</p>

<p>Proposed Calendar Entry:</p> <p>FRST 552 (3) Tropical Forests: Management and Conservation.</p> <p>The use, management and conservation of tropical and sub-tropical forests.</p>	<p>URL:</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course.</p> <p>Rationale: No course currently exists at UBC that addresses this important topic. This is part of the cohort of several graduate courses that Forestry intends to introduce over the next several years to address important aspects of sustainability. These courses may well form the basis for a series of course-based Masters programs.</p> <p>Documentation: Forestry-2010-4</p>
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THE UNIVERSITY OF BRITISH COLUMBIA
UBC Curriculum Proposal Form
Change to Course or Program

Land & Food Systems New Courses and Course Changes

Category: (1)

<p>Faculty: Land and Food Systems Department: Food and Resource Economics Faculty Approval Date: Jan. 20, 2011 Effective Session Winter Term 2 Year 2010/11 for Change</p>	<p>Date: Feb. 1, 2011 Contact Person: George Kennedy Phone: 2-1203 Email: george.kennedy@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FRE 525 (3) Environmental Economics and Policy</p>	<p>Type of Action:</p> <p>Create new course</p> <p>Rationale:</p> <p>This course ensures that students in the new Master of Food and Resource Economics degree program achieve learning objectives in the areas of environmental economics and policy. This is necessary for professional economists working in the food and resource sectors, in Canada and abroad.</p> <p>ID Number for Supporting Document</p> <p>M.F.R.E. - 01</p>

<p>Proposed Calendar Entry:</p> <p>FRE 528 (3) Applied Econometrics</p>	<p>Type of Action:</p> <p>Create new course</p> <p>Rationale:</p> <p>This course provides students in the new Master of Food and Resource Economics degree program an applied course in data analysis and econometrics to ensure they have a solid foundation in the practice of empirical research.</p> <p>ID Number for Supporting Document</p> <p>M.F.R.E. - 01</p>
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<p>Faculty: Land & Food Systems/Graduate Studies Department: Faculty Approval Date: January 20, 2011 Effective Session: 2010 winter session</p>	<p>Date: June 10, 2010 Contact Person: Eunice Li-Chan, Food Science graduate program advisor Phone: 604-822-6182 Email: Eunice.Li-Chan@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FOOD 549 (18) Master's Thesis <i>This course is not eligible for Credit/D/Fail grading</i></p>	<p>URL:</p> <p>Present Calendar Entry:</p> <p>FOOD 549 (12) Master's Thesis <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Type of Action: Change credits for MSc thesis from 12 credits to 18 credits.</p> <p>Rationale: The M.Sc. degree in Food science requires a combination of coursework and research for a total of 30 credits (minimum). The research activities associated with conducting and completing a M.Sc. thesis in Food Science represents much more than half of the total effort and learning experience of the students during their program. Most students spend at least</p>

	<p>12-18 months engaged in full-time research, present their thesis research at one or more scientific conferences, and publish one or more peer reviewed papers in top quality journals.</p> <p>We propose to acknowledge the intensive research experience involved by assigning 18 credits to the Master's thesis (FOOD 549), and reducing the required coursework in the M.Sc. program to 12 credits. The M.Sc. thesis is particularly appropriate for students interested in research and/or considering a PhD program.</p> <p>For students planning a professional career that does not require intensive research experience, the Master of Food Science (MFS) program is available. The MFS program is a non-thesis graduate program, which includes 24 credits of course work followed by a 6- credit course involving a practicum project.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input checked="" type="checkbox"/> Honours Pass/Fail</p>
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<p>Faculty: Land & Food Systems Department: Human Nutrition Graduate Program Faculty Approval Date: January 20, 2011</p> <p>Effective Session <u>W</u> Term <u>1</u> Year <u>2011/12</u> for Change</p>	<p>Date: May 29, 2010 Contact Person: Susan Barr Phone: 604-822-6766 Email: susan.barr@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>HUNU 549 (18) Master's Thesis <i>This course is not eligible for Credit/D/Fail grading</i></p>	<p>URL:</p> <p>Present Calendar Entry:</p> <p>HUNU 549 (6/12) C Master's Thesis <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Type of Action:</p>

	<p>Change credits for MSc thesis from 6/12 credits to 18 credits.</p> <p>Rationale: The M.Sc. degree in Human Nutrition requires a combination of coursework and research for a total of 30 credits (minimum). The research activities associated with conducting and completing a M.Sc. thesis in Human Nutrition represents much more than half of the total effort and learning experience of the students during their program. Most students spend at least 12-18 months engaged in full-time research, present their thesis research at one or more scientific conferences, and publish one or more peer reviewed papers in top quality journals.</p> <p>We propose to acknowledge the intensive research experience involved by assigning 18 credits to the Master's thesis (HUNU 549), and reducing the required coursework in the M.Sc. program to 12 credits. The M.Sc. thesis is particularly appropriate for students interested in research and/or considering a PhD program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input checked="" type="checkbox"/> Honours Pass/Fail</p>
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<p>Faculty: Land & Food Systems/Graduate Studies Department: Faculty Approval Date: January 20, 2011 Effective Session: Effective Session <u>W</u> Term <u>1</u> Year <u>2011/12</u> for Change</p>	<p>Date: February 15 2010 Contact Person: Mahesh Upadhyaya, Associate Dean, Graduate Programs Phone: 604-822-6139 Email: upadh@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PLNT 549 (12/18) C Master's Thesis</p>	<p>URL: PLNT 549</p> <p>Present Calendar Entry:</p> <p>PLNT 549 (42) Master's Thesis</p> <p>Type of Action: Change credits for MSc thesis to include an</p>

	<p>18 credit option as well as the 12 credit option.</p> <p>Rationale: The PLNT M.Sc. degree requires a combination of coursework and research for a total of 30 credits. Within the Plant Science Graduate Program the research associated with most MSc theses represents more than half of the total effort and learning experience of the students. Many students spend more than 12 months engaged in full-time research, present their thesis research at one or more scientific conferences, and publish one or more peer reviewed papers in top quality journals. It is often difficult for these students to complete this level of research and 18 credits of coursework within two years.</p> <p>We propose to acknowledge the intensive research experience of these students by assigning 18 credits to their Master's thesis (PLNT 549), and reducing their required coursework to 12 credits. This stream will be particularly appropriate for students considering a PhD program and/or a research career.</p> <p>Students planning a professional career will continue to be able to choose a less intensive research experience, completing a 12 credit thesis and 18 credits of coursework.</p> <p>These changes will bring the Plant Science Graduate program in line with other graduate programs in similar disciplines (e.g Animal Science, Zoology and Forestry).</p>
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Land & Food Systems Program Changes

<p>Faculty: Land & Food Systems/Graduate Studies Department: Faculty Approval Date: January 20,</p>	<p>Date: June 10, 2010 Contact Person: Eunice Li-Chan, Food Science graduate program advisor</p>
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<p>2011</p> <p>Effective Session: 2010 winter session</p>	<p>Phone: 604-822-6182</p> <p>Email: Eunice.Li-Chan@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Master of Science Program Requirements</p> <p>The M.Sc. degree requires successful completion of a thesis (FOOD 549, 18 credits) and a minimum of 12 credits of coursework. The coursework must include FOOD 500 (Graduate Seminar), at least 6 credits of graduate-level Food Science courses, and other courses that may include a maximum of 3 credits of senior-undergraduate level courses. Additional coursework may be recommended upon consultation with the student's supervisory committee.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1163</p> <p>Present Calendar Entry: Master of Science Program Requirements</p> <p>The M.Sc. degree requires successful completion of 12 credits of thesis research, plus a minimum of 18 credits of coursework. The coursework includes FOOD 500 (Graduate Seminar), a minimum of 6 credits of graduate-level Food Science courses, and other courses that may include a maximum of 6 credits of senior-undergraduate level courses. Additional coursework may be recommended upon consultation with the student's supervisory committee</p> <p>Type of Action: Change course credit allocation within the FOOD M.Sc. program, increasing the number of credits assigned to thesis from 12 credits to 18 credits, and reducing the minimum required coursework from 18 credits to 12 credits (including a maximum 3 credits of senior undergraduate courses). The total credits assigned to the M.Sc. in Food Science remains at 30 credits.</p> <p>Rationale: Within the Food Science Graduate Program the research associated with M.Sc. theses represents more than half of the total effort and learning experience of the students. We propose to acknowledge the intensive research experience of these students by assigning 18 credits to their Master's thesis (FOOD 549), and reducing their required coursework to 12 credits. This change to the M.Sc. program course credit allocation will be particularly appropriate for students interested in research and/or considering a PhD program.</p>

	Students planning a professional career in industry or government are not affected, as they may choose the less research-intensive graduate program, the Master of Food Science professional program, which requires 24 credits of coursework and 6 credits of a practicum project.
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Faculty: Land & Food Systems Department: Human Nutrition Graduate Program Faculty Approval Date: January 20, 2011 Effective Session _W___ Term _1___ Year _2011/12__ for Change	Date: May 29, 2010 Contact Person: Susan Barr Phone: 604-822-6766 Email: susan.barr@ubc.ca
Proposed Calendar Entry: Master of Science Program Requirements The M.Sc. program requires completion of a minimum of 30 credits, including an 18 -credit research thesis and at least 12 credits of graduate coursework. HUNU 500, 531, and at least one other 500-level HUNU graduate course are required of all students in the M.Sc. program. A student's supervisory committee may require more than the minimum credits.	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1181 Present Calendar Entry: Master of Science Program Requirements The M.Sc. program requires completion of a minimum of 30 credits, including a 12 -credit research thesis and at least 18 credits of coursework. HUNU 500, 531, and two of HUNU 503, 505, 507 and 509 are required of all students in the M.Sc. program. A student's supervisory committee may require more than the minimum credits. Type of Action: <ul style="list-style-type: none"> • Change in Program requirements Rationale: <ul style="list-style-type: none"> • Credits for the M.Sc. thesis are being changed from 12 credits to 18 credits to better reflect the substantive nature of the research conducted by students. • The requirement for coursework is

	<p>being changed from 18 credits to 12 credits so that the program still consists of 30 credits. Because of the reduced course load, all courses must be at the graduate level.</p> <ul style="list-style-type: none"> • In addition to the graduate research methods course (HUNU 500) and the graduate seminar (HUNU 531), only one other HUNU grad course will be required, to allow students to take a course outside the department.
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<p>Faculty: Land & Food Systems/Graduate Studies Department: Plant Science Faculty Approval Date: January 20, 2011 Effective Session: Effective Session _W__ Term _1__ Year _2011/12__ for Change</p>	<p>Date: February 15 2010 Contact Person: Mahesh Upadhyaya, Associate Dean, Graduate Programs Phone: 604-822-6139 Email: upadh@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: Master of Science Program Requirements</p> <p>Completion of the M.Sc. program requires a thesis (12 or 18 credits) plus coursework, for a total of 30 credits. With a 12 credit thesis, students can include a maximum of 6 credits senior undergraduate courses. With an 18 credit thesis, students can include a maximum of 3 credits senior undergraduate courses, and a maximum of 3 credits of directed study.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1219</p> <p>Present Calendar Entry: Master of Science Program Requirements</p> <p>Coursework selected in consultation with the student's supervisory committee includes graduate courses in plant science and from other areas relevant to each student's research. Completion of the M.Sc. program requires a minimum of 18 credits of coursework, plus 12 credits of thesis research.</p> <p>Type of Action: Change course credit allocation within the PLNT M.Sc. program to allow students with an intensive research experience to complete an 18 credit thesis and reduce their coursework from 18 credits to 12 (maximum 3 credits of senior undergraduate courses). The total credits assigned to the M.Sc. in Plant Science</p>

	<p>remains at 30.</p> <p>Rationale: Within the Plant Science Graduate Program the research associated with most MSc theses represents more than half of the total effort and learning experience of the students. We propose to acknowledge the intensive research experience of these students by assigning 18 credits to their Master's thesis (PLNT 549), and reducing their required coursework to 12 credits. This stream will be particularly appropriate for students considering a PhD program. Within the Plant Science Graduate Program the research associated with many of the MSc thesis students consistently represents more than half of the total effort and learning experience of the students. In other cases however there is need for additional remedial course work; thus, in the latter case the scope of the thesis will be less than that described in the first scenario. For example, students planning a professional career will continue to be able to choose a less intensive research experience, completing a 12 credit thesis and 18 credits of coursework.</p> <p>These changes will bring the Plant Science Graduate program in line with other graduate programs in similar disciplines (e.g Animal Science, Zoology and Forestry).</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: School of Audiology and Speech Sciences (SASS) Faculty (School) Approval Date: Nov 23, 2010 Effective Session _Winter___ Term __1__ Year _2011__ for Change</p>	<p>Date: November 30, 2010 Contact Person: B. May Bernhardt Phone: 2-2319 Email: bernharb@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: AUDI 555: (1) Issues in Professional Practice <i>This course is not eligible for Credit/D/Fail grading</i></p>	<p>URL: AUDI</p> <p>Present Calendar Entry:</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: 1. <i>The scope of practice</i> in speech-language pathology and audiology is showing an increasing emphasis on interprofessional practice, ethics/legal issues in practice and counselling/interviewing. In order to better prepare our graduates, and to keep pace with other speech/hearing training programs in Canada, we need to provide our students with more in-depth training in these areas and documentation of their participation in coursework related to these topics. AUDI 555 will require students to spend more time reflecting upon these topics than in the current AUDI 545 (second session, 0 credits). A portfolio assignment will capture the experiences and their reflections for the proposed AUDI 555. Students already participate in many of the activities described as potential activities for the portfolio. However, they have not been previously required to document these or reflect upon them in writing, hence the change in credit value. The title of the proposed AUDI 555 designates the issues as related to the professions of audiology and speech-language pathology. 2. Having a different course number for</p>



	<p>the second session will also allow the first session of AUDI 545 to continue as a 0 credit module (i.e., as an externship preparation course).</p> <p><i>Note re consultations:</i> This course is very much like the past course (AUDI 545, second session) and thus two of the three consultations were considered irrelevant: (1) Readings are already available <i>and thus a library consultation</i> was considered unnecessary. (2) Furthermore, the course is only open to students in our program, and does not impact on any other department on campus. (Even guest speakers are primarily from outside the university.) Thus, <i>no course consultation</i> was requested. (3) <i>A budget consultation was initiated.</i> There were no funding implications as determined by our head of School, Dr. Valter Ciocca.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
<p>Proposed Calendar Entry: AUDI 522: (3) Communication development and disorders <i>This course is not eligible for Credit/D/Fail grading</i></p>	<p>URL: AUDI Present Calendar Entry: AUDI 522 (2) Introduction to Communication Disorders, Assessment and Intervention <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Type of Action: 1. Change in title to reflect the section of content in communication development (children and adolescents) moved from AUDI 585 to 522 2. Change to 3 credits from 2 credits, to reflect the 1 credit of content moved from AUDI 585.</p> <p>Rationale for proposed change:</p>



	<p>AUDI 522 has been offered only to audiology first year students with the current objective to provide them with a general background in communication disorders. Audiology students have been also taking a required 2-credit AUDI 585 course (Language development across the lifespan) with the speech-language pathology (SLP) students for the past 5 years. This has been less than optimal for the many audiology students who have minimal background in linguistics as compared with their SLP student peers. <i>Thus, to streamline learning for both cohorts and to aim the language development content for audiology students at a more basic level, we are proposing to directly import 1-credit worth of content from 585 on language development in children under the 522 title (giving 3 credits total to 522, with the same instructor for all of the content).</i> This will allow focused teaching to an audiology cohort, and provide an opportunity for the audiology students to have better integration of information about communication, its development and disorders. They will not lose information on the development and decline of adult language processes because they will continue to be required to take a 1-credit course under one of our directed reading/open content courses (AUDI 546 or 547) for that purpose jointly with the SLP students who will still take AUDI 585 (i.e., 585 is not going to be deleted because the speech-language pathology students will be taking that course for 2 credits as before). Overall credits for the audiology students will remain the same for the term</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours Pass/Fail</p>
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THE UNIVERSITY OF BRITISH COLUMBIA
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1) New Course

FACULTY: Medicine DEPARTMENT: School of Population and Public Health Faculty Approval Date: February 8, 2011 Effective Session: Winter Year: 2010	Date: May 5, 2010 Contact Person: Dr. Patricia Janssen Phone: 604 875-2424, ext 5415 Email: pjanssen@interchange.ubc.ca
Proposed Calendar Entry: SPPH 554 (3) Addiction and Mental Health Severe addiction and mental illness and the systemic context in which they occur.	URL: Present Calendar Entry: None Type of Action: Create new course Rationale: Severe addiction and concurrent mental disorders are one of the most serious challenges for public health. Severe mentally ill individuals have a lifespan up to three decades shorter compared to the general population. More than 130,000 individuals in BC urgently require treatment for mental illness and addiction, often accompanied by physical illnesses and homelessness. This population is especially concentrated in poor neighbourhoods. To address the situation it is necessary to understand the entanglement of health and living conditions on an individual and population level.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Pharmaceutical Sciences Department: Faculty Approval Date: April 7, 2011 Effective Session <u>Winter</u> Term <u>1</u> Year <u>2011</u> for Change</p>	<p>Date: April 8, 2011 Contact Person: Marion Pearson Phone: 604-822-4933 Email: marionp@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PHAR 516 (2) Polymeric drug and protein delivery Advances in polymer-based drug delivery systems. <i>This course is not eligible for Credit/D/Fail grading.</i> [2-0]</p>	<p>URL:</p> <p>Present Calendar Entry:</p> <p>PHAR 514 (6) Advanced Drug Delivery Systems Controlled release and targeted drug delivery systems. Advances in delivery systems for peptide and protein drugs. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0]</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>PHAR 516 (2) will replace the polymeric drug delivery systems portion of PHAR 514 (6).</p> <p>PHAR 514 (6) is currently an intensive team-taught course, which has been taught every 2 years for 4 hours/week over 16-18 weeks. It has 3 subsections: polymeric protein drug delivery systems, lipophilic drug delivery systems, and radiopharmaceuticals in combination with diagnostic imaging. Teaching this material in 3 separate 2-credit courses will allow for greater flexibility and better alignment with student learning needs. For example, some incoming doctoral students have backgrounds encompassing one of the 3 subsections and do not need to repeat this material. Course scheduling will be simplified and delivery of a module over one full semester should enhance teaching</p>

	<p>and learning in the less intensive format. The current 6 credit format is not optimal for assessment of learning.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
<p>Proposed Calendar Entry:</p> <p>PHAR 517 (2) Lipid-based drug delivery Advances in lipophilic drug delivery systems. <i>This course is not eligible for Credit/D/Fail grading.</i> [2-0]</p>	<p>URL:</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>PHAR 517 (2) will replace the lipophilic drug delivery systems portion of PHAR 514 (6).</p> <p>PHAR 514 (6) is currently an intensive team-taught course, which has been taught every 2 years for 4 hours/week over 16-18 weeks. It has 3 subsections: polymeric protein drug delivery systems, lipophilic drug delivery systems, and radiopharmaceuticals in combination with diagnostic imaging. Teaching this material in 3 separate 2-credit courses will allow for greater flexibility and better alignment with student learning needs. For example, some incoming doctoral students have backgrounds encompassing one of the 3 subsections and do not need to repeat this material. Course scheduling will be simplified and delivery of a module over one full semester should enhance teaching and learning in the less intensive format. The current 6 credit format is not optimal for assessment of learning.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F</p>

	<p>grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
<p>Proposed Calendar Entry:</p> <p>PHAR 518 (2) Diagnostic imaging and radiopharmaceuticals Advances in diagnostic imaging and therapeutic radiopharmaceutical delivery. <i>This course is not eligible for Credit/D/Fail grading.</i> [2-0]</p>	<p>URL:</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>PHAR 518 (2) will replace the radiopharmaceuticals and diagnostic imaging portion of PHAR 514 (6).</p> <p>PHAR 514 (6) is currently an intensive team-taught course, which has been taught every 2 years for 4 hours/week over 16-18 weeks. It has 3 subsections: polymeric protein drug delivery systems, lipophilic drug delivery systems, and radiopharmaceuticals in combination with diagnostic imaging. Teaching this material in 3 separate 2-credit courses will allow for greater flexibility and better alignment with student learning needs. For example, some incoming doctoral students have backgrounds encompassing one of the 3 subsections and do not need to repeat this material. Course scheduling will be simplified and delivery of a module over one full semester should enhance teaching and learning in the less intensive format. The current 6 credit format is not optimal for assessment of learning.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

Contact: Dr. Bill Ramey Phone: 822-3300	Faculty Approval Date: March 7, 2011 Email: wramey@interchange.ubc.ca
COMPUTER SCIENCE	
<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>CPSC 547 (3) Information Visualization</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course. Rationale: This course has been taught as a topics course almost every year since 2002. It thus has a track record of consistently drawing students. Most offerings of the course have had students from other departments, including Geography, Civil Engineering, and Library Science.</p> <p>This course will cover the computer-based visual representation of datasets in order to help people perform some task more quickly or more effectively.</p> <p>Supporting Documents: SCI-10-2-CPSC 547</p>

<p>Effective Date for Change: 11S</p> <p>Proposed Calendar Entry:</p> <p>MATH 543 (3) Discrete Harmonic Analysis</p>	<p>Present Calendar Entry:</p> <p>Action: Create course.</p> <p>Rationale: The new harmonic analysis group at UBC proposes to offer three graduate courses on a regular basis: MATH 541, MATH 542, and the new course MATH 543. MATH 541 and 542 cover basic and advanced topics in Euclidean harmonic analysis. MATH 543 will cover discrete harmonic analysis with applications to number theory and combinatorics. This is a rapidly developing area of research and there is a growing interest in it among both faculty and graduate</p>
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students. The proposed course has been offered on a trial basis as a variant of MATH 542 and turned out to be popular with students. We would like to continue to offer it under a dedicated course name.

Supporting Documents: SCI-10-2-MATH 543

Faculty of Science New Courses

EARTH & OCEAN SCIENCES	
<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>EOSC 534 (3) Advanced Soil Engineering</p> <p>Consult the credit exclusion list [link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,414#4978] in the Faculty of Science section of the calendar.</p>	<p>Present Calendar Entry:</p> <p>EOSC 534 (3) Advanced Metamorphic Petrology</p> <p>The characterization of metamorphic processes using mineral assemblages, mineral compositions, thermodynamics, and mass conservation equations.</p> <p>Action: Delete old course. Add new course. Rationale: Advanced metamorphic petrology has not been taught for more than 5 years and will not be offered in the foreseeable future.</p> <p>Advanced Soil Engineering is required to provide graduate level knowledge in Soil Engineering to incoming M.Eng. M.Sc. and M.A.Sc. students who come from other programs or universities and do not have background in this important facet of Geological Engineering.</p> <p>Supporting Documents: SCI-10-2-EOSC 534</p>
<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>EOSC 536 (3) Advanced Rock Engineering</p> <p>Consult the credit exclusion list [link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,414#4978] in the Faculty of Science section of the calendar.</p>	<p>Present Calendar Entry:</p> <p>EOSC 536 (3) Applied Groundwater Flow Modelling</p> <p>Mathematical principles of groundwater flow; detailed study of the equations of flow in confined and unconfined aquifers. Offered in alternate years. Prerequisite: EOSC 533.</p> <p>Action: Delete old course. Add new course. Rationale: Applied Groundwater flow modeling has not been taught for more than 5 years and will not be offered in the foreseeable future.</p>

	<p>Advanced Rock Engineering is required to provide graduate level knowledge in Rock Engineering to incoming M.Eng. M.Sc. and M.A.Sc. students who come from other programs or universities and do not have background in this important facet of Geological Engineering.</p> <p>Supporting Documents: SCI-10-2-EOSC 536</p>
<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>EOSC 578 (5) Seminal Papers in Biological Oceanography</p>	<p>Present Calendar Entry:</p> <p>EOSC 578 (3) Seminar in Biological Oceanography</p> <p>Action: Change credits and title. Rationale: This course is the introduction to critical reading of the literature for the biological oceanographers in the department. We wish to include a research proposal as a complementary component. To do the seminar and the research proposal in a single course necessitates adding to the credits. The expanded course will be taught throughout the winter session with 2 hours of lectures per week and one hour of tutorial.</p> <p>Supporting Documents: SCI-10-2-EOSC 578</p>

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate and Curriculum Services
2016 – 1874 East Mall
Vancouver, BC V6T 1Z1
ubc.curriculum@ubc.ca
T: 604.822.0140 F: 604.822.5945

2 May 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF LAND & FOOD
SYSTEMS**

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposals from the Faculty of Land & Food Systems and is pleased to submit them for your consideration.

Program changes

Bachelor of Science in Food, Nutrition, and Health > Food, Nutrition, and Health Major
Changes to Third and Fourth Year requirements

Bachelor of Science in Applied Biology > Food and Environment Major
Changes to Fourth Year requirements



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Land and Food Systems Department: Food, Nutrition, & Health Faculty Approval Date: February 24, 2011 Effective Session Winter Term 1 Year 2011/12 for Change</p>	<p>Date: November 22, 2010 Contact Person: Christine Scaman Phone: 604-822-1804 Email: Christine.scaman@ubc.ca</p>																																																																
<p>Proposed Calendar Entry: (40 word limit.)</p> <p>Food, Nutrition, and Health Major</p> <p>The Food, Nutrition, and Health (FNH) Major offers to students the flexibility to tailor the program to reflect specific interests in food, nutrition, and health without the specialization depth afforded by the other majors. With suitable course selections, students may be prepared to enter the Home Economics Teacher Education Program at UBC once they have completed this major, a program that prepares graduates for employment opportunities in secondary schools as Home Economics teachers.</p> <p>Food, Nutrition, and Health Major</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">First Year</td> </tr> <tr> <td>LFS 100</td> <td style="text-align: right;">1</td> </tr> <tr> <td>ENGL 112</td> <td style="text-align: right;">3</td> </tr> <tr> <td>BIOL 112/121</td> <td style="text-align: right;">6</td> </tr> <tr> <td>BIOL 140</td> <td style="text-align: right;">2</td> </tr> <tr> <td>CHEM 121/123 (111/113)¹</td> <td style="text-align: right;">8</td> </tr> <tr> <td>MATH 102/103 or equivalent²</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Non-science electives³</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Total Credits</td> <td style="text-align: right;">32</td> </tr> </table> <table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Second Year</td> </tr> <tr> <td>LFS 250</td> <td style="text-align: right;">6</td> </tr> <tr> <td>LFS 252 or equivalent⁴</td> <td style="text-align: right;">3</td> </tr> <tr> <td>FNH 200</td> <td style="text-align: right;">3</td> </tr> <tr> <td>FNH 250</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CHEM 233</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CHEM 235</td> <td style="text-align: right;">1</td> </tr> </table>	First Year		LFS 100	1	ENGL 112	3	BIOL 112/121	6	BIOL 140	2	CHEM 121/123 (111/113) ¹	8	MATH 102/103 or equivalent ²	6	Non-science electives ³	6	Total Credits	32	Second Year		LFS 250	6	LFS 252 or equivalent ⁴	3	FNH 200	3	FNH 250	3	CHEM 233	3	CHEM 235	1	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,261,956</p> <p>Present Calendar Entry: Food, Nutrition, and Health Major</p> <p>The Food, Nutrition, and Health (FNH) Major offers to students the flexibility to tailor the program to reflect specific interests in food, nutrition, and health without the specialization depth afforded by the other majors. With suitable course selections, students may be prepared to enter the Home Economics Teacher Education Program at UBC once they have completed this major, a program that prepares graduates for employment opportunities in secondary schools as Home Economics teachers.</p> <p>Food, Nutrition, and Health Major</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">First Year</td> </tr> <tr> <td>LFS 100</td> <td style="text-align: right;">1</td> </tr> <tr> <td>ENGL 112</td> <td style="text-align: right;">3</td> </tr> <tr> <td>BIOL 112/121</td> <td style="text-align: right;">6</td> </tr> <tr> <td>BIOL 140</td> <td style="text-align: right;">2</td> </tr> <tr> <td>CHEM 121/123 (111/113)¹</td> <td style="text-align: right;">8</td> </tr> <tr> <td>MATH 102/103 or equivalent²</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Non-science electives³</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Total Credits</td> <td style="text-align: right;">32</td> </tr> </table> <table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Second Year</td> </tr> <tr> <td>LFS 250</td> <td style="text-align: right;">6</td> </tr> <tr> <td>LFS 252 or equivalent⁴</td> <td style="text-align: right;">3</td> </tr> <tr> <td>FNH 200</td> <td style="text-align: right;">3</td> </tr> <tr> <td>FNH 250</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CHEM 233</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CHEM 235</td> <td style="text-align: right;">1</td> </tr> </table>	First Year		LFS 100	1	ENGL 112	3	BIOL 112/121	6	BIOL 140	2	CHEM 121/123 (111/113) ¹	8	MATH 102/103 or equivalent ²	6	Non-science electives ³	6	Total Credits	32	Second Year		LFS 250	6	LFS 252 or equivalent ⁴	3	FNH 200	3	FNH 250	3	CHEM 233	3	CHEM 235	1
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BIOL 200	3	BIOL 200	3
Restricted electives ⁵	9	Restricted electives ⁵	9
Total Credits	31	Total Credits	31
Third Year		Third Year	
LFS 350	3	LFS 350	3
FNH courses	9	FNH/FRE/FMST/SOCI courses⁶	12
Restricted electives ⁵	12	Restricted electives ⁵	12
Unrestricted electives	6	Unrestricted electives	3
Total Credits	30	Total Credits	30
Fourth Year		Fourth Year	
FNH courses	9	FNH/FRE/FMST/SOCI courses⁶	15
Restricted electives ⁵	12	Restricted electives ⁵	9
Unrestricted electives	9	Unrestricted electives	6
Total Credits	30	Total Credits	30
Overall four-year total credits ⁶	123	Overall four-year total credits ⁷	123
1 CHEM 111 is not for students with Chemistry 12.		1 CHEM 111 is not for students with Chemistry 12.	
2 Students who have not completed Calculus 12 should take MATH 180 or 184, plus either MATH 103 or 105 to fulfill their first year Math requirement.		2 Students who have not completed Calculus 12 should take MATH 180 or 184, plus either MATH 103 or 105 to fulfill their first year Math requirement.	
3 Students wishing to take FRE courses should select ECON 101 and 102 as their non-science electives. Students considering a transfer to another FNH program should take the required non-science electives for that program.		3 Students wishing to take FRE courses should select ECON 101 and 102 as their non-science electives. Students considering a transfer to another FNH program should take the required non-science electives for that program.	
4 Equivalent courses include BIOL 300, EPSE 482, FRST 231, STAT 200.		4 Equivalent courses include BIOL 300, EPSE 482, FRST 231, STAT 200.	
5 To be selected in consultation with a program advisor. May include courses in ADHE , ANAT , APBI, BIOC, BIOL, CHBE, CHEM, CNPS , ECON, FNH, FRE, FMST , HKIN, IHHS , LFS, MICB, PCTH, PHYL, PSYC , SOCI. For suggested courses see the Faculty.		5 To be selected in consultation with a program advisor. May include courses in APBI, BIOC, BIOL, CHBE, CHEM, ECON, FNH, FRE, HKIN, LFS, MICB, PCTH, PHYL, SOCI. For suggested courses see the Faculty.	
6 A minimum of 45 credits of the 123 credits required for the Major must be for courses numbered 300 or higher.		6 FMST/ SOCI courses are restricted to those recommended by the Faculty of Education for the Home Economics (12-month secondary option) entrance requirements.—	
		7 A minimum of 45 credits of the 123	



credits required for the Major must be for courses numbered 300 or higher.

Type of Action:

(e.g. new course, delete course, etc.)

1. The core FNH course requirements in both 3rd and 4th year have been reduced to 9 credits, and courses that are acceptable as core requirements for the major have been changed to FNH only.
2. Unrestricted electives in each of 3rd and 4th year have been increased by 3 credits
3. Restricted electives in the 4th year have been increased from 9 to 12 credits.
4. Footnote 6 has been eliminated and footnote 7 is renumbered to footnote 6
5. Spelling correction
6. Addition of ADHE, ANAT, CNPS, FMST, IHHS and PSYC as possible choices for restricted electives.

Rationale for Proposed Change:

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.

1. A minimum of 18 credits of upper level FNH courses is considered necessary for students to obtain a solid understanding of the field. Since the two 200 level FNH courses that are offered are required in 2nd year, the 3rd and 4th year FNH credits will all be upper level. This change ensures that all FNH major students will obtain 18 credits of upper FNH courses, whereas with the old requirements, some students did not.
2. An additional 3 credits of unrestricted elective in each of 3rd and 4th year will allow students to tailor the FNH major to meet their



	<p>diverse career objectives more easily.</p> <ol style="list-style-type: none"> 3. An additional 3 credits of restricted elective in 4th year will allow students to tailor the FNH major to meet their diverse career objectives more easily 4. Old footnote 6 was eliminated as the FMST/SOCI course options were removed from the acceptable core FNH courses. Footnote 7 was renumbered to 6, as footnote 6 was no longer required as noted above. 5. Spelling correction 6. Additional choices are listed to reflect courses that students are currently using for restricted electives, and to make students aware of possible courses that will allow them to meet their career objectives. <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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**UBC Curriculum Proposal Form
Change to Course or Program****Category: (1)**

Faculty: Land and Food Systems Department: Applied Biology Faculty Approval Date: February 24, 2011 Effective Session _11 W__ Term 1____ Year 2011/12 for Change	Date: January 20, 2011 Contact Person: Maja Krzic Phone: 604-822-0252 Email: maja.krzic@ubc.ca																														
Proposed Calendar Entry: Food and the Environment Major Degree Requirements <table border="1"> <thead> <tr> <th colspan="2">Fourth Year</th> </tr> </thead> <tbody> <tr> <td>LFS 450</td> <td>3</td> </tr> <tr> <td>APBI 460</td> <td>3</td> </tr> <tr> <td>Fourth year Experience⁴</td> <td>6</td> </tr> <tr> <td>Restricted electives³</td> <td>15</td> </tr> <tr> <td>Unrestricted electives</td> <td>3</td> </tr> <tr> <td>Total Credits</td> <td>30</td> </tr> </tbody> </table>	Fourth Year		LFS 450	3	APBI 460	3	Fourth year Experience ⁴	6	Restricted electives ³	15	Unrestricted electives	3	Total Credits	30	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,897,1446 Present Calendar Entry: Food and the Environment Major Degree Requirements <table border="1"> <thead> <tr> <th colspan="2">Fourth Year</th> </tr> </thead> <tbody> <tr> <td>LFS 400</td> <td>3</td> </tr> <tr> <td>LFS 450</td> <td>3</td> </tr> <tr> <td>APBI 460</td> <td>3</td> </tr> <tr> <td>Fourth year Experience⁴</td> <td>6</td> </tr> <tr> <td>Restricted electives³</td> <td>12</td> </tr> <tr> <td>Unrestricted electives</td> <td>3</td> </tr> <tr> <td>Total Credits</td> <td>30</td> </tr> </tbody> </table>	Fourth Year		LFS 400	3	LFS 450	3	APBI 460	3	Fourth year Experience ⁴	6	Restricted electives ³	12	Unrestricted electives	3	Total Credits	30
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	Type of Action: To make the proposed change of removing LFS 400 from the list of required courses for this major. Rationale: The LFS 400 course is suitable to be one of the restricted electives, but due to its relatively narrow focus on creation of podcasts it is not suitable as a required course.																														

THE UNIVERSITY OF BRITISH COLUMBIA



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2 May 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF LAW**

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposals from the Faculty of Law and is pleased to submit them for your consideration.

New Courses

LAW 306 (4)

LAW 344 (4)

LAW 404 (4)

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

Faculty: Law Department: n/a Faculty Approval Date: March 24, 2011 Effective Session 2011W Term 2 Year 2011-2012 for Change	Date: October 18, 2010 Contact Person: Benjamin Richardson Phone: 604 827 4823 Email: Richardson@law.ubc.ca
Proposed Calendar Entry: LAW 306 (4) Corporate Social Responsibility and the Law	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale: To provide senior JD students in law with a course that is specifically focused on the theories and governance issues in corporate social responsibility. The Faculty of Law has considerable strength in business law, environmental law and areas of social law, and the intersection between these areas would be enhanced by this course. There is presently no course offered in the JD curriculum which directly covers this subject. X Not available for Cr/D/F grading. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading

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

Faculty: Law Department: n/a Faculty Approval Date: March 24, 2011 Effective Session 2011W Term 2 Year 2011-2012 for Change	Date: March 21, 2011 Contact Person: Cristie Ford Phone: 604-822-2711 Email: ford@law.ubc.ca
Proposed Calendar Entry: Law 344 (4). Innovations in Governance and Regulatory Design. Emerging interdisciplinary scholarship on regulation, governance, and institutional design. Examination of research and experience around both formal and legal regulatory strategies, and other informal, decentred, or non state-based methods of ordering individual and organizational behavior.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=LAW Present Calendar Entry: LAW 343 (2-4) d Topics in Public Law Not offered each year, consult Faculty. [2-0] or [3-0] Type of Action: New course, offered under Topics in Public Law for past three years Rationale for Proposed Change: This course was previously offered as a "Topics in Public Law" course. X Not available for Cr/D/F grading. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading

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

Faculty: LAW Department: Faculty Approval Date: March 24, 2011 Effective Session 2011W Term 1 Year 2011-2012 for Change	Date: February 21, 2011 Contact Person: Isabel Grant Phone: 604 822-3140 Email: grant@law.ubc.ca
Proposed Calendar Entry: LAW 404 (4) The Law of Homicide Available in online distance education format only. Elements of and sentencing for murder, manslaughter and infanticide; defences to homicide; parties to homicide; and corporate homicide.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=LAW Present Calendar Entry: LAW 405 (2-4) d Topics in Criminal Law Not offered each year, consult Faculty. [2-0] or [3-0] Type of Action: New course Rationale for Proposed Change: This course has been offered as a “Topics in Criminal Law” course for several years and is popular with the students both in terms of the substance and the online format. In recent years there has consistently been a waitlist. In addition, the course fills a gap in the curriculum. It is important to provide students with an opportunity to study a particular crime in a systematic way; to demonstrate the need for law reform in a specific substantive area; and to provide an opportunity for students to apply principles learned in first year criminal law in a more advanced context. X Not available for Cr/D/F grading. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading

THE UNIVERSITY OF BRITISH COLUMBIA



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2 May 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF SCIENCE**

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposals from the Faculty of Science and is pleased to submit them for your consideration.

New Specialization

Bachelor of Science > Earth and Ocean Sciences > Combined Major > Microbiology and Oceanography

New Courses

CPSC 189 (1)

CPSC 259 (2)

EOSC 445 (6)

ENVR 410 (3)

ISCI 360 (3)

ISCI 361 (3)

MATH 406 (3)

MATH 444 (3)

MATH 448 (3)

MICB 308 (3)

MICB 408 (3)

Faculty of Science New Specialization:

Contact: Dr. Bill Ramey Phone: 822-3300		Faculty Approval Date: March 7, 2011 Email: wramey@interchange.ubc.ca	
MICROBIOLOGY & IMMUNOLOGY			
Effective Date for Change: 11S		http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,422	
Proposed Calendar Entry:		Present Calendar Entry:	
Majors Specializations			
Combined Major (xxxx): Microbiology and Oceanography			
First Year			
Communication Requirement ¹	3	Action: Add new specialization. Rationale: Bacteria, Archaea and viruses play an essential role in the properties of oceans but the area is overlooked because the oceanographers do not take courses about these organisms and the microbiologists do not take courses about oceanography. The combined major is intended to bridge the gap in this important area. We have seen a decrease in the number of oceanography students and this specialization will be attractive to a larger cross-section of students.	
PHYS 101 or 107 ²	3		
CHEM 121, 123 (or 111, 113)	8		
EOSC 112 ³	3		
BIOL 112 ⁴	3		
MATH 100 or 102 or 104 ⁵	3		
MATH 101 or 103 or 105 ⁶	3		
Electives ^{7, 8}	4		
Total Credits	30		
Second Year			
Communication Requirement ¹	3	SCI-02-MICB – Combined Major: Microbiology and Oceanography	
BIOL 200, 201,	6		
MICB 201, 202	6		
EOSC 211, 270	6		
CHEM 233	3		
Electives ⁸	6		
Total Credits	30		
Third Year			
MICB 301, 306	6		
MICB 322	3		
MICB 325	3		
EOSC 372, 373	6		
Electives ⁸	12		
Total Credits	30		

Fourth Year	
MICB 425	3
One of MICB 401 or 323	3
Two of MICB 405, 418, 424	3
EOSC 472, 475	6
One of EOSC 470, 471, 478	3
One of EOSC 448, 473	3
Electives ⁸	6
Total Credits	30
Total credits for degree	120
<p>¹ A total of 6 credits of coursework is required to meet the Communication Requirement. ENGL 112 is recommended. Qualified students are encouraged to consider ENGL 120 and/or ENGL 121. For full list of acceptable courses see Communication Requirement [link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1463#18434]</p>	
<p>² Students without credit for Physics 12 will be required to take PHYS 100 prior to PHYS 101. PHYS 100 will count as an elective. Students requiring PHYS 100 or MATH 110 may delay PHYS 101/107 until second year. Qualified students are encouraged to take PHYS 107.</p>	
<p>³Students who enter the specialization after second year may substitute EOSC 340.</p>	
<p>⁴Students without credit for one of Biology 11 or Biology 12 will be required to take BIOL 111 prior to BIOL 112.</p>	
<p>⁵ MATH 180 or 184 or 120 may substitute for any of the specified differential calculus courses listed by decreasing the electives by 1 credit. MATH 110 may substitute for any of the specified differential calculus courses listed by decreasing the electives by 3 credits.</p>	
<p>⁶ MATH 121 may substitute for any of the specified integral calculus courses listed by decreasing the electives by 1 credit.</p>	

⁷ Recommended electives are EOSC 111 (1 credit) or BIOL 140 (2 credits). The combination of BIOL 121 and BIOL 140 provide the prerequisites to have the flexibility to take upper level BIOL courses.

⁸ The computation requirement of the Faculty of Science is satisfied by EOSC 211 and MATH and the breadth requirement is satisfied by the combination of courses in the combined major. However, the electives must be selected to ensure that the following Faculty of Science requirements are met: a) at least 18 credits must be from the Faculty of Arts, including ENGL credits used to satisfy the Faculty of Science Communication Requirement; b) at least 48 upper-level credits including specialization requirements.

Specialization Objectives:

Students completing this specialization will be able to:

1. demonstrate mastery in microbiology/oceanography that will qualify them for graduate school in either microbiology or oceanography or environmental science (given a sufficient level of accomplishment)
2. demonstrate basic laboratory skills useful for technician level jobs in environmental sciences.

Learning Goals:

Students completing this specialization will be able to:

1. demonstrate basic knowledge about the chemical and physical ocean environment with emphasis on microbiological processes and chemical processes
2. use mathematical knowledge including calculus and statistical techniques for experimental set up and data analysis
3. use numerical problem solving (using computer programming skills) both with

<p>models and with real data.</p> <ol style="list-style-type: none">4. use basic field/laboratory skills for observation and experimentation in microbiological oceanography illustrate the distinctions between data, experiment, theory and model5. illustrate the distinctions between data, experiment, theory and model6. integrate concepts across multiple levels of microbiological complexity7. conduct independent study on a topic of their choosing8. write reports and communicate through oral presentations	
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Faculty of Science New Courses:

Contact: Dr. Bill Ramey Phone: 822-3300	Faculty Approval Date: March 7, 2011 Email: wramey@interchange.ubc.ca
COMPUTER SCIENCE	
<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>CPSC 189 (1) Systematic Program Design in Python</p> <p>Systematic design of small programs using the Python programming language. [1-1-0]</p> <p>Prerequisite: CPSC 110</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course. Rationale: Students who complete CPSC 110, Computation, Programs, and Programming, have learned a systematic approach to program design involving domain analysis, modeling of information using data, function design, unit testing, ability to analyze adequateness of unit tests, ability to reason about effects of changes to the design, ability to carry out incremental changes, ability to abstract functions to produce libraries and other skills.</p> <p>To work in a specific discipline or environment students must carry those skills over to other languages such as Python, Javascript, Java, C#, Fortran, and so on. For students following a Computer Science specialization, the transfer to Java is part of what is covered by CPSC 210.</p> <p>CPSC 189 assists students in other specializations who do not take CPSC 210 to transfer the systematic approach to program design from 110 to the Python programming language and associated environment. Our first example of this is students in the Atmospheric Science specializations who will now take CPSC 189 followed by ATSC 212.</p> <p>Supporting Documents: SCI-10-2-CPSC 189</p>

<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>CPSC 259 (2) Data Structures and Algorithms for Electrical Engineers</p> <p>Advanced procedural programming. Fundamental algorithms for sorting and searching. Data structures including lists, trees, and hash tables. Introduction to scripting languages and file input/output. [2-1-0]</p> <p>Prerequisite: APSC160</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course. Rationale: Electrical Engineering students who are not going to continue to further courses in Computer Science will take this course instead of the current CPSC 260 course. This course concentrates on material that will be of use to these students without trying to prepare them for further CPSC courses.</p> <p>Supporting Documents: SCI-10-2-CPSC 259</p>
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EARTH & OCEAN SCIENCES	
<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>EOSC 445 (6) Engineering Design Project</p> <p>Geological engineering design project from scope definition to final design. Based on a problem from industry. [2*-3-0, 2*-3-0]</p> <p>Prerequisite: Fourth-year standing in Geological Engineering.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course. Rationale: All undergraduate engineering programs must satisfy Canadian Engineering Accreditation Board (CEAB) requirements for several categories of content, including engineering design. The Geological Engineering Thesis, EOSC 447 (6) is no longer considered engineering design by the CEAB, so this content in the program must be replaced. In keeping with almost all engineering programs in Canada, we</p>

	<p>propose a 4th year capstone design course to satisfy the engineering design requirements for the Geological Engineering Program. While other courses with engineering design exist on campus, it is considered imperative that the program have its own capstone design course that focuses on geological engineering problems. As only geological engineering students are allowed to take this course, and for them it is a core component of their program, this course is not appropriate for C/D/F grading.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p>Supporting Documents: SCI-10-2-EOSC 445</p>
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ENVIRONMENTAL SCIENCES	
<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>ENVR 410 (3) Energy, Environment and Society</p> <p>The role of energy in human societies throughout history and the environmental and social implications of energy use. Coverage of both the science and policy of energy use. Energy supply and demand, energy transitions, analytical tools, impacts and alternatives. [3-0-0]</p> <p>Prerequisites: 4th Year Standing in Science or Applied Science.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course. Rationale: The Environmental Science courses are designed to integrate and contextualize the knowledge our students gain from the science courses they are taking. We feel this course will add to the Environmental Science program fulfilling an interest our students have in linking real world policies with relevant science. This class will focus on the fundamentals of energy and its use by human societies. Our senior students will investigate the interactions between science and policy and the challenges associated with the development and</p>

	<p>implementation of energy policy. This critical subject area is not yet covered in the ENSC program.</p> <p>Supporting Documents: SCI-10-2-ENVR 410</p>
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INTEGRATED SCIENCES	
<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>ISCI 360 (3) Systems Approaches to Regional Sustainability</p> <p>Application of systems science encompassing geological, hydrological, ecological, atmospheric sciences and energy systems approaches to study regional sustainability . [3-0-0]</p> <p>Prerequisite: Third-year or higher standing in the Faculty of Science.</p>	<p>Present Calendar Entry:</p> <p>Type of Action: Create new course. Rationale: Few UBC Science courses are available that offer students a global perspective and the integrated approach necessary for a deeper understanding of regional and global sustainability challenges, ranging from ecosystem damage to the harnessing of clean energy sources. This course, and its optional partner, ISCI 361, seek to bridge this gap and offer UBC science students a course that integrates learning across several scientific disciplines in investigation of selected case study regions of the world.</p> <p>Supporting Documents: SCI-10-2-ISCI 360</p>
<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>ISCI 361 (3) Field Course: Systems Approaches to Regional Sustainability</p> <p>Systems science approaches encompassing geological, hydrological, ecological, atmospheric sciences and energy systems to</p>	<p>Present Calendar Entry:</p>

<p>investigate a selected region of the world. Course location will vary; fee payable prior to field course.</p> <p>Prerequisite: ISCI 360.</p>	<p>Type of Action: Create new course.</p> <p>Rationale: Students enrolled in science degree specializations at UBC have limited opportunities to pursue field courses that meet their specialization requirements. Similarly, few UBC science courses are available that offer students a global perspective and the integrated approach necessary for a deeper understanding of regional and global sustainability challenges, ranging from ecosystem damage to the harnessing of clean energy sources.</p> <p>This course, and the prerequisite course ISCI 360, seek to bridge this gap and offer UBC science students a learning experience that integrates several scientific disciplines in investigation of a selected region of the world.</p> <p>The field course will provide a practical understanding of the theories and approaches studied in the prerequisite.</p> <p>Supporting Documents: SCI-10-2-ISCI 361</p>
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MATHEMATICS	
<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>MATH 406 (3) Variational and Approximate Methods in Applied Mathematics</p> <p>Variational and Green's function methods for ordinary and partial differential equations, introduction to finite difference, finite element and boundary element methods. See Faculty of Science credit exclusion list: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,414. [3-0-0]</p>	<p>Present Calendar Entry:</p>

<p>Prerequisites: MATH 400 and one of MATH 307, CPSC 302.</p>	<p>Action: Create new course. Rationale: This course is intended primarily for students in Engineering Physics and will be a required course for that program. Currently Engineering Physics students are not exposed to variational, Green's function and associated numerical methods. This gives students a better preparation for both industry and graduate school. Engineering Physics students have a full schedule so have no time to take both MATH 401 and MATH 405. MATH 406 forms the third in a series of changes made to update the mathematics content of Engineering Physics, replacing MATH 300, MATH 301 and MATH 400 with MATH 305, MATH 400 and MATH 406 in years 3, 4 and 5.</p> <p>Supporting Documents: SCI-10-2-MATH 406</p>
<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>MATH 444 (3) Mathematical Research and Writing.</p> <p>Current research topics in pure and applied mathematics are explored at the undergraduate level . Technical communication and research skills are developed. [3-0-0]</p> <p>Prerequisites: One of MATH 220, MATH 226 and 6 credits of MATH courses numbered 300 or higher.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course Rationale: The proposed MATH 444 is a new course that reflects the need for a course that would prepare the students specializing in Mathematics for research and allow them to work on their research communication skills. It will provide students with an introduction to the methods of current research, and expose them to a variety of classical and contemporary ideas and research topics. The main emphasis will be on the students' hands-on experience with researching the literature, mathematical writing, seminar-style presentations, and peer review.</p>

	<p>It is expected that a substantial proportion of BA Mathematics students will take this course as part of their curriculum. In particular, the course may be useful to satisfy the “Research Intensive Requirement” of the Faculty of Arts. The course could also be valuable for B.Sc. Mathematics students.</p> <p>Supporting Documents: SCI-10-2-MATH 444</p>
<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>MATH 448 (3) Directed Studies in Mathematics.</p> <p>Introduction to the methods of mathematical research through an exploration of a mathematical topic under the supervision of a faculty member. Written report required.</p> <p>Prerequisite: Third- or fourth-year standing and Permission of Department Head.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course. Rationale: This course is meant to fill a current void. Presently, the only similar such course is MATH 449, which is restricted to Honours students. The course will be one option allowing BA Mathematics students to satisfy the Faculty of Arts Research Intensive requirement, and may also be of interest to BSc Mathematics students. Requests for instances of the course will be screened and approved by the Mathematics Department Head or designate.</p> <p>Supporting Documents: SCI-10-2-MATH 448</p>

MICROBIOLOGY & IMMUNOLOGY	
<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>MICB 308 (3) Paradigms in Bacterial Pathogenesis.</p> <p>Mechanisms of bacterial pathogenesis including adherence, invasion, intracellular</p>	<p>Present Calendar Entry:</p>

<p>survival, toxins, host defenses and microbial evasion strategies, antibiotics and vaccines. Introduction to experimental approaches used to study bacterial pathogens. [3-0-0]</p> <p>Prerequisites: BIOL 201, MICB 202.</p>	<p>Action: Create new course</p> <p>Rationale: There has been only one senior-level course in bacterial pathogenesis aimed at a relatively broad audience for approximately 50 years. The field of microbial pathogenesis has expanded significantly, with exciting new emerging themes that cannot be covered in sufficient depth in the existing MICB 403 because of both lack of time and lack of background knowledge of basic paradigms. This is further exacerbated by the time gap between the first introduction of the bacterial pathogenesis module in MICB 202 (2nd year) and the current MICB 403 (4th year). This gap, and the issue of lack of background knowledge of basic paradigms, will be filled by a new course called MICB 308 (Paradigms in bacterial pathogenesis) that will cover the fundamentals and set the foundation for another new course MICB 408, a course designed to replace the advanced topics in the existing MICB 403. MICB 308 will teach the fundamental principles in bacterial pathogenesis.</p> <p>Supporting Documents: SCI-10-2-MICB 308</p>
<p>Effective Date for Change: 11S Proposed Calendar Entry:</p> <p>MICB 408 (3) Advanced Bacterial Pathogenesis.</p> <p>Current and emerging themes in bacterial pathogenesis including cellular microbiology, bacterial cell biology processes and their role in virulence including secretion systems to deliver virulence factors, regulation of virulence factors and immune evasion strategies employed by pathogens. Development of antibiotics and resistance to</p>	<p>Present Calendar Entry:</p>

<p>antibiotics. [3-0-0]</p> <p>Prerequisite: MICB 308. MICB 302 and MICB325 are recommended.</p>	<p>Action: Create new course</p> <p>Rationale: There has been only one senior-level course in bacterial pathogenesis aimed at a relatively broad audience for approximately 50 years. The field of microbial pathogenesis has expanded significantly, with exciting new emerging themes that cannot be covered in sufficient depth in the existing MICB 403 because of both lack of time and lack of background knowledge of basic paradigms. This is further exacerbated by the time gap between the first introduction of the bacterial pathogenesis module in MICB 202 (2nd year) and the current MICB 403 (4th year). This gap, and the issue of lack of background knowledge of basic paradigms, will be filled by a new course called MICB 308 (Paradigms in bacterial pathogenesis) that will cover the fundamentals and set the foundation for MICB 408. MICB 408 will expand upon and complement the material covered in MICB 308, while visiting new themes not covered in MICB 308. MICB 408 will also provide a more detailed dissection of selected disciplines and current “hot topics” in bacterial pathogenesis and will encourage students to challenge existing dogmas.</p> <p>Supporting Documents: SCI-10-2-MICB 408</p>
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UBC Certificate in Translation and Interpretation for Business

**Chinese/English
English/Chinese**

Program Handbook

Developed by



Continuing Studies
Languages, Cultures & Travel

Contact Information

UBC Certificate in Translation and Interpretation for Business Chinese/English English/Chinese

UBC Continuing Studies
Languages, Cultures & Travel
Ponderosa Annex C
2021 West Mall
Vancouver, BC V6T 1Z2

Registration and Student Services

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This program handbook is current as of Dec. 2010. Note that future editions of this program handbook may contain changes to program requirements and policies that supersede those outlined in this handbook, except where participants are notified otherwise.

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Program Overview

China's strong presence in the global marketplace and the importance of Chinese as a worldwide language has resulted in a substantial demand for well-qualified translators and interpreters. According to the 2006 census, Chinese is the most widely spoken non-official language in Canada. Within Metro Vancouver, the high rate of immigration from China and the growth of business with China have resulted in an increased demand for trained translators and interpreters.

Translators and interpreters generally work on a contract basis, fulfilling the translation and interpretation needs of a variety of clientele. The UBC Certificate in Translating and Interpreting for Business (Chinese-English, English-Chinese) addresses the growing need for trained professionals with the skills necessary to work successfully in international and intercultural environments.

The Certificate in Translation and Interpretation for Business (Chinese-English, English-Chinese) is a part-time program that aims to prepare students for professional activities as qualified translators and interpreters. The program provides opportunities to enhance bilingual fluency and cross-cultural communication abilities.

How will you benefit?

Students will be able to apply for Student Membership with STIBC (Society of Translators and Interpreters of British Columbia), the certifying body for translators and interpreters in British Columbia. Upon completing this UBC certificate program, students can apply for Associate Membership.

Who should take this program?

The UBC Certificate in Translation and Interpretation for Business (Chinese-English, English-Chinese) is designed for students who are fluent in both Mandarin and English who wish to apply these skills to pursue a career in

translating and interpreting. It will also benefit those who wish to utilize these skills in their current professions:

- Professionals with business and partnerships in China
- Government employees such as immigration officers
- Health and social care professionals
- Social Service professionals working with a Chinese community
- Educators

Program Components

The program format combines practical strategies and theoretical knowledge in face-to-face class work as well as online courses in order to promote shared learning in an environment that is dynamic and experiential. This Certificate program is delivered through a combination of settings such as face to face class work, online learning and practicum. It thus creates flexibility and enhances the holistic learning experience.

Translation and Interpretation courses provide intensive training in written and spoken language skills and contextual meaning, as well as professional aspects such as standards and ethics.

In the writing course, students develop written communication skills in a business and professional context. In the intercultural communications course, students explore cultural nuances and acquire skills necessary for effective interaction across cultures. The practicum provides valuable opportunities for practical application of knowledge and skills gained during the program.

Program Overview

Curriculum

Course title	Format	Hours
Introduction to Chinese Translation and Interpretation	In Class	25
Intermediate Level Chinese Translation and Interpretation	In Class	25
Advanced Chinese Translation	Online	20
Report and Business Writing	Online or In Class	36
Foundations and Skills in Intercultural Communication	In Class	25
Practicum	Field/Mentorship	50
Total Hours		181

The curriculum consists of a series of part-time courses presented in a combination of 100% online and face-to-face formats (see above).

The Translation and Interpretation courses are designed to be taken in sequence, while the Intercultural Communications course may be taken at any time during the program. The practicum is the final component of the certificate program after completion of all coursework.

The Introduction to Chinese Translation and Interpretation course may be taken without applying to the certificate program and may be applied retroactively within two years.

Students should normally be able to complete all requirements of the certificate program within two years.

Course Descriptions

Introduction to Chinese Translation and Interpreting

The course will draw on general material from diverse fields such as finance, health and international affairs and will seek to develop students' skills in interpreting between English and Chinese.

Chinese Translation and Interpreting: Intermediate Level

The course builds on the introduction course (see above) by focusing on more complex sentence structures and advanced terminology.

Advanced Chinese Translation for Business-Online

In this interactive online course, students learn practical strategies for succeeding as a business translator and practice translating from English into Chinese with an emphasis on business communication.

Report and Business Writing: Online or Face-to-face

In this course, students will learn and apply the principles of written communication in business and professional contexts. As part of this learning experience, students develop an e-portfolio of their work and practice writing emails, memos, letters, proposals and reports.

Foundations and Skills in Intercultural Communication

This course provides a practical introduction to intercultural communication as a field of study and the skills needed for effective communication among culturally diverse people.

Practicum

The practicum component offers a valuable opportunity to gain hands-on experience and to practice the skills and apply the knowledge learned in the certificate program. Possible interpretation scenarios may include

business meetings, seminars, presentations or negotiations. During the practicum placement, students are teamed with professional interpreters and translators in the field and supervised by their instructor who will provide guidance and feedback. Time will be divided equally between translation and interpretation.

Program Features

Flexibility

The UBC Certificate in Translation and Interpretation is a part-time program with courses offered in the evenings, on weekends and online to accommodate the needs of busy professionals.

Online Learning

In addition to a 100% online course, websites are used to encourage online learning and interaction between students outside of class, and to allow access to supplemental teaching materials.

Instructors

Certificate program instructors are university-educated with experience teaching languages, as well as translating and interpreting. Instructors are translators and interpreters with experience working in professional settings and are able to offer insight into the realities of working as a professional in this field.

Assessment Methods

The UBC Certificate in Translation and Interpreting for Business (Chinese-English, English-Chinese) is a competency-based program in which participants will be assessed on accuracy, completeness, clarity and speed.

Skills will be assessed throughout each course using a variety of assessment methods and students will complete a final evaluation at the end of each course.

Completion Criteria

To be awarded the UBC Certificate in Translation and Interpretation for Business (Chinese-English, English-Chinese), students are required to complete the five courses identified in the curriculum, as well as the

practicum. Students must achieve a mark of 75% for each component of the program or will be required to repeat that component. Students who are required to repeat components of the program will need to re-register and repeated components will be subject to regular fees.

Changes to Curriculum

The program components may change over time to reflect the needs of students, changes in the Society of Translators and Interpreters of BC (STIBC) policies, or demands of the labour market. The program may also change in duration, number of instructional hours or requirements for completion. As the curriculum is updated, the total cost of the program may also change to reflect the costs of program delivery. To be awarded the UBC Certificate in Translation and Interpretation for Business (Chinese-English, English-Chinese), students must complete the curriculum identified as fulfilling the requirements at the time they are admitted to the program.

Admission and Registration

Pre-requisites

Applicants must fulfill the following requirements:

Fluency in Chinese and English. Interpretation components will take place in Mandarin;

Advanced reading and writing proficiency in both Chinese and English;

At least two years post-secondary education; and

Canadian citizen or landed immigrant or already be in possession of a working or student visa valid for the duration of the program.

Pre-program language level tests will be completed through interviews and written tests administered by program instructors and staff.

Fees

There is a non-refundable \$500 application fee, which includes the pre-program interview and language assessment.

Students register and pay for courses on a course-by-course basis. Based on the current fee structure, it is estimated that total fees will be approximately \$4,500 including the \$500 application fee.

Course fees may be subject to change.

Application and Admission Process

Participants can apply to the program at any time. Prospective students are required to complete pre-program language testing and an admission interview, which is scheduled on an individual basis.

The application form can be mailed or emailed to:

Languages, Cultures & Travel
UBC Continuing Studies
Ponderosa Annex C
2021 West mall
Vancouver, BC V6T 1Z2

languages@cstudies.ubc.ca

Registration for individual courses is possible with Visa or MasterCard by phone at 604-822-0800 or online at languages.ubc.ca.

Program Policies

Limited Enrolment

A limited number of applicants are admitted to each course (e.g. maximum 15 per class). Early registration is advised.

Refunds

Participants who need to withdraw from a course must notify our office in writing 48 hours before the second class. A \$50 administration charge is deducted from refunds for courses. If a course or section is cancelled, a full refund is issued.

Course Cancellation

UBC Continuing Studies reserves the right to cancel any course because of insufficient enrolment or other causes.

Advisory Committee

Dr. Duan Duan Li
Associate Professor
Director, Chinese Language Program, UBC Asian Studies Department

Dr. Ross King
Professor
Head, UBC Asian Studies Department

Elisabeth Kyle
Manager, The Provincial Language Services

Dr. Hyoshin Kim
Program Leader, Languages, Cultures & Travel
UBC Continuing Studies

Marc Dupont (Student Representative)
Manager, Government Relations
Methanex Corporation

Lang Sun
Director, Languages, Cultures & Travel
UBC Continuing Studies

Application Form

Once you have submitted an application to the UBC Certificate in Translation and Interpreting for Business (Chinese-English, English-Chinese), you will be contacted by the program coordinator to schedule an interview and language proficiency test.

Last Name

First Name

Home Address

City/Town

Province

Postal Code

Company Name

Occupation

Phone (Office)

(Home)

(Cell)

Fax

Email

Please describe any previous language education or experience you have.

Please describe any business related experience you have.

**UBC Certificate in Translating and Interpreting for Business
(Chinese-English, English-Chinese)**

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UBC Certificate in Translation and Interpretation for Business

**Korean/English
English/Korean**

Program Handbook

Developed by



Continuing Studies
Languages, Cultures & Travel

Contact Information

UBC Certificate in Translation and Interpretation for Business Korean/English English/Korean

UBC Continuing Studies
Languages, Cultures & Travel
Ponderosa Annex C
2021 West Mall
Vancouver, BC V6T 1Z2

Registration and Student Services

Tel: 604-822-0800
Fax: 604-822-0886
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Web: languages.ubc.ca

This program handbook is current as of Nov. 2010. Note that future editions of this program handbook may contain changes to program requirements and policies that supersede those outlined in this handbook, except where participants are notified otherwise.

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Program Overview

Translators and interpreters generally work on a contract basis, fulfilling the translation and interpretation needs of a variety of clientele. The UBC Certificate in Translating and Interpreting for Business (Korean-English, English-Korean) addresses the growing need for trained professionals with the skills necessary to work successfully in international and intercultural environments.

The Certificate in Translation and Interpretation for Business (Korean-English, English-Korean) is a part-time program that aims to prepare students for professional activities as qualified translators and interpreters. The program provides opportunities to enhance bilingual fluency and cross-cultural communication abilities.

How will you benefit?

Students will be able to apply for Student Membership with STIBC (Society of Translators and Interpreters of British Columbia), the certifying body for translators and interpreters in British Columbia. Upon completing this UBC certificate program, students can apply for Associate Membership.

Who should take this program?

The UBC Certificate in Translation and Interpretation for Business (Korean-English, English-Korean) is designed for students who are fluent in both Korean and English who wish to apply these skills to pursue a career in translating and interpreting. It will also benefit those who wish to utilize these skills in their current professions:

- Professionals with business and partnerships in Korea
- Government employees such as immigration officers
- Health and social care professionals
- Social Service professionals working with a Korean community
- Educators

Program Components

The program format combines practical strategies and theoretical knowledge in face-to-face class work as well as online courses in order to promote shared learning in an environment that is dynamic and experiential. This Certificate program is delivered through a combination of settings such as face to face class work, online learning and practicum. It thus creates flexibility and enhances the holistic learning experience.

Translation and Interpretation courses provide intensive training in written and spoken language skills and contextual meaning, as well as professional aspects such as standards and ethics.

In the writing course, students develop written communication skills in a business and professional context. In the intercultural communications course, students explore cultural nuances and acquire skills necessary for effective interaction across cultures. The practicum provides valuable opportunities for practical application of knowledge and skills gained during the program.

Program Overview

Curriculum

Course title	Format	Hours
Introduction to Korean Translation and Interpretation	In Class	25
Intermediate Level Korean Translation and Interpretation	In Class	25
Advanced Korean Translation	Online	20
Report and Business Writing	Online or In Class	36
Foundations and Skills in Intercultural Communication	In Class	25
Practicum	Field/Mentorship	50
Total Hours		181

The curriculum consists of a series of part-time courses presented in a combination of 100% online and face-to-face formats (see above).

The Translation and Interpretation courses are designed to be taken in sequence, while the Intercultural Communications course may be taken at any time during the program. The practicum is the final component of the certificate program after completion of all coursework.

The Introduction to Korean Translation and Interpretation course may be taken without applying to the certificate program and may be applied retroactively within two years.

Students should normally be able to complete all requirements of the certificate program within two years.

Course Descriptions

Introduction to Korean Translation and Interpreting

The course will draw on general material from diverse fields such as finance, health and international affairs and will seek to develop students' skills in interpreting between English and Korean.

Korean Translation and Interpreting: Intermediate Level

The course builds on the introduction course (see above) by focusing on more complex sentence structures and advanced terminology.

Advanced Korean Translation for Business-Online

In this interactive online course, students learn practical strategies for succeeding as a business translator and practice translating from English into Korean with an emphasis on business communication.

Report and Business Writing: Online or Face-to-face

In this course, students will learn and apply the principles of written communication in business and professional contexts. As part of this learning experience, students develop an e-portfolio of their work and practice writing emails, memos, letters, proposals and reports.

Foundations and Skills in Intercultural Communication

This course provides a practical introduction to intercultural communication as a field of study and the skills needed for effective communication among culturally diverse people.

Practicum

The practicum component offers a valuable opportunity to gain hands-on experience and to practice the skills and apply the knowledge learned in the certificate program. Possible interpretation scenarios may include

business meetings, seminars, presentations or negotiations. During the practicum placement, students are teamed with professional interpreters and translators in the field and supervised by their instructor who will provide guidance and feedback. Time will be divided equally between translation and interpretation.

Program Features

Flexibility

The UBC Certificate in Translation and Interpretation is a part-time program with courses offered in the evenings, on weekends and online to accommodate the needs of busy professionals.

Online Learning

In addition to a 100% online course, websites are used to encourage online learning and interaction between students outside of class, and to allow access to supplemental teaching materials.

Instructors

Certificate program instructors are university-educated with experience teaching languages, as well as translating and interpreting. Instructors are translators and interpreters with experience working in professional settings and are able to offer insight into the realities of working as a professional in this field.

Assessment Methods

The UBC Certificate in Translation and Interpreting for Business (Korean-English, English-Korean) is a competency-based program in which participants will be assessed on accuracy, completeness, clarity and speed.

Skills will be assessed throughout each course using a variety of assessment methods and students will complete a final evaluation at the end of each course.

Completion Criteria

To be awarded the UBC Certificate in Translation and Interpretation for Business (Korean-English, English-Korean), students are required to complete the five courses identified in the curriculum, as well as the

practicum. Students must achieve a mark of 75% for each component of the program or will be required to repeat that component. Students who are required to repeat components of the program will need to re-register and repeated components will be subject to regular fees.

Changes to Curriculum

The program components may change over time to reflect the needs of students, changes in the Society of Translators and Interpreters of BC (STIBC) policies, or demands of the labour market. The program may also change in duration, number of instructional hours or requirements for completion. As the curriculum is updated, the total cost of the program may also change to reflect the costs of program delivery. To be awarded the UBC Certificate in Translation and Interpretation for Business (Korean-English, English-Korean), students must complete the curriculum identified as fulfilling the requirements at the time they are admitted to the program.

Admission and Registration

Pre-requisites

Applicants must fulfill the following requirements:

Fluency in Korean and English. Interpretation components will take place in Korean;

Advanced reading and writing proficiency in both Korean and English;

At least two years post-secondary education; and

Canadian citizenship or landed immigrant status or already in possession of a working or student visa valid for the duration of the program.

Pre-program language level tests will be completed through interviews and written tests administered by program instructors and staff.

Fees

There is a non-refundable \$500 application fee, which includes the pre-program interview and language assessment.

Students register and pay for courses on a course-by-course basis. Based on the current fee structure, it is estimated that total fees will be approximately \$4,500 including the \$500 application fee.

Course fees may be subject to change.

Application and Admission Process

Participants can apply to the program at any time. Prospective students are required to complete pre-program language testing and an admission interview, which is scheduled on an individual basis.

The application form can be mailed or emailed to:

Languages, Cultures & Travel
UBC Continuing Studies
Ponderosa Annex C
2021 West mall
Vancouver, BC V6T 1Z2

languages@cstudies.ubc.ca

Registration for individual courses is possible with Visa or MasterCard by phone at 604-822-0800 or online at languages.ubc.ca.

Program Policies

Limited Enrolment

A limited number of applicants are admitted to each course (e.g. maximum 15 per class). Early registration is advised.

Refunds

Participants who need to withdraw from a course must notify our office in writing 48 hours before the second class. A \$50 administration charge is deducted from refunds for courses. If a course or section is cancelled, a full refund is issued.

Course Cancellation

UBC Continuing Studies reserves the right to cancel any course because of insufficient enrolment or other causes.

Advisory Committee

Dr. Duan Duan Li
Associate Professor
Director, Chinese Language Program, UBC Asian Studies Department

Dr. Ross King
Professor
Head, UBC Asian Studies Department

Elisabeth Kyle
Manager, The Provincial Language Services

Dr. Hyoshin Kim
Program Leader, Languages, Cultures & Travel
UBC Continuing Studies

Marc Dupont (Student Representative)
Manager, Government Relations
Methanex Corporation

Lang Sun
Director, Languages, Cultures & Travel
UBC Continuing Studies

Application Form

Once you have submitted an application to the UBC Certificate in Translation and Interpreting for Business (Korean-English, English-Korean), you will be contacted by the program coordinator to schedule an interview and language proficiency test.

Last Name

First Name

Home Address

City/Town

Province

Postal Code

Company Name

Occupation

Phone (Office)

(Home)

(Cell)

Fax

Email

Please describe any previous language education or experience you have.

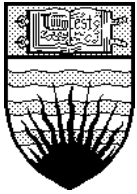
Please describe any business related experience you have.

UBC Certificate in Translating and Interpreting for Business
(Korean-English, English-Korean)

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THE UNIVERSITY OF BRITISH COLUMBIA



6 May 2011

CURRICULUM & ADMISSIONS COMMITTEES
Vancouver Senate
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

To: Vancouver Senate

From: Senate Curriculum & Admission Committees

Re: Changed Program Proposal for Bachelor of Midwifery (B.M.W.), New Program Proposal for a Master of Arts in Science and Technology Studies (M.A. in Science and Technology Studies), and New Program Proposal for a Master of Museum Education (M.M.Ed.)

Bachelor of Midwifery

Master of Arts in Science and Technology Studies

Master of Museum Education

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to it by the Faculty of Medicine and the Faculty of Graduate Studies (Faculty of Arts and Faculty of Education), and are pleased to recommend the following:

That Senate approve the changes to the Bachelor of Midwifery and its associated courses; and

That Senate approve the new Master of Arts in Science and Technology Studies and its associated courses; and

That Senate approve the new Master of Museum Education and its associated courses.

Respectfully Submitted,

Dr. David W. Fielding, Chair, Senate Admissions Committee
Dr. Peter Marshall, Chair, Senate Curriculum Committee

Bachelor of Midwifery

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: Family Practice Division: Midwifery Faculty Approval Date: October 19, 2010</p> <p>Effective Session <u>Winter</u> Term <u>1</u> Year <u>11W</u> for Change</p>	<p>Date: September 30, 2010 Contact Person: Saraswathi Vedam Phone: 604-822-7016 Email: Vedam@midwifery.ubc.ca</p>
<p>Proposed Calendar Entry: Introduction</p> <p><i>Director's Office</i> Saraswathi Vedam, RM, MSN, SciD (hc) B54-2194 Health Sciences Mall Woodward Instructional Resources Centre Vancouver, BC V6T 1Z3 Telephone: 604.822.0352 Midwifery Website</p> <p>The Midwifery Program prepares students to provide primary care for women and their families through pregnancy and up to the third month after birth. Midwives, although independent practitioners, work as part of the health care team. The four-year program combines broad-based knowledge and understanding in the humanities, and the social and bio-medical sciences.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,493,1285</p> <p>Present Calendar Entry: Introduction</p> <p><i>Director's Office</i> S. Vedam, R.M., C.N.M., M.S.N., D.Sci., Director D. Stiles, Executive Director, Programs and Administration B54-2194 Health Sciences Mall Woodward Instructional Resources Centre Vancouver, BC V6T 1Z3 Telephone: 604.822.0352 Midwifery Website</p> <p>The Midwifery Program prepares students to provide primary care for women and their families through pregnancy and up to the third month after birth. Midwives, although independent practitioners, work as part of the health care team. The four-year program combines broad-based knowledge and understanding in the humanities, and the social and bio-medical sciences.</p> <p>Type of Action: Change contact information</p>

	<p>Rationale for Proposed Change:</p> <p>This change corrects errors and updates information.</p>
<p>Proposed Calendar Entry:</p> <p>Academic Advising</p> <p>Advising sessions are offered to students entering first year before their registration access date. Course selections, transfer credit allowances, and recommendations for electives will be addressed at the initial advising session. Ongoing advising regarding academic progress, portfolio development, and career planning are arranged by appointment with faculty and/or the Education Programs Coordinator.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,493,1286</p> <p>Present Calendar Entry:</p> <p>Academic Advising</p> <p>Advising sessions are offered to students entering first year before their registration access date. Course selections, transfer credit allowances, and recommendations for electives will be addressed at the initial advising session. Ongoing advising regarding academic progress, portfolio development, and career planning are arranged by appointment with faculty.</p> <p>Type of Action:</p> <p>Add advising staff title.</p> <p>Rationale for Proposed Change:</p> <p>This addition points students to another avenue for support and academic advice.</p>
<p>Proposed Calendar Entry:</p> <p>Academic Regulations</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,493,1288</p> <p>Present Calendar Entry:</p> <p>Academic Regulations</p>

<p>The minimum passing grade in each midwifery course is 65%. In clinical midwifery courses the student is required to have successfully completed clinical practice before being allowed to write the final exam.</p> <p>Although satisfactory academic performance is prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to require a student to withdraw from the program if considered to be unsuitable to proceed with the study or practice of midwifery.</p> <p>A student whose academic standing is unsatisfactory may be required either to withdraw from the program or to repeat all or part of the academic work of the year.</p> <p>A student who fails two courses in one academic year may be required to withdraw from the program, or to repeat all or part of the academic work of that year.</p>	<p>The minimum passing grade in each midwifery course is 60%. In clinical midwifery courses the student is required to have successfully completed clinical practice before being allowed to write the final exam.</p> <p>Although satisfactory academic performance is prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to require a student to withdraw from the program if considered to be unsuitable to proceed with the study or practice of midwifery.</p> <p>A student whose academic standing is unsatisfactory may be required either to withdraw from the program or to repeat all or part of the academic work of the year.</p> <p>A student who fails two courses in one academic year may be required to withdraw from the program, or to repeat all or part of the academic work of that year.</p> <p>Type of Action:</p> <p>Change to calendar entry</p> <p>Rationale for Proposed Change:</p> <p>A 65% average is required in MIDW x05 theory courses in order to meet the prerequisites for the following clinical courses.</p>
	<p>URL: http://www.calendar.ubc.ca/vancouver/ind</p>

Proposed Calendar Entry:
Degree Requirements
Elective Requirements

[Midwifery](#) maintains a list of suggested electives. These are the preferred electives which students are encouraged to take in order to meet the **elective** requirements.

Midwifery Education
Program: Curriculum
Overview

Year 1	
WMST 310	3
MIDW 101	3
MIDW 102	4
MIDW 103	3
MIDW 104	3
MIDW 105	13
MIDW 110	3
MIDW 125	3
Total Credits	35
Year 2	
MIDW 205	8
MIDW 215	2
MIDW 220 ^I	10
MIDW 221 ^{II}	1
MIDW 240	9
Elective	3
Total Credits	33
Year 3	
MIDW 305	6

ex.cfm?tree=12,209,493,1289

Present Calendar Entry:

Degree Requirements
~~English Requirement~~

~~To qualify for the Bachelor of Midwifery, students must satisfy the University's English requirement. To do this students must obtain credit for two of ENGL 110, 111, 112, 120, and 121, or their equivalents if taken at another institution. ENGL 112 is recommended. Qualified students are encouraged to consider ENGL 120 and/or 121.~~

~~All students admitted to the B.M.W. program must take immediate steps to satisfy the English requirement.~~

~~Please note: Students admitted directly from secondary school are required to take English in their first year if eligible to do so. To be eligible, students must have written the Language Proficiency Index (LPI) examination and obtained a score of level 5. For details on this examination, and exemptions from it, see the Language Proficiency Index Requirement for First-Year English.~~

Elective Requirements

[Midwifery](#) maintains a list of suggested electives. These are the preferred electives which students are encouraged to take in order to meet their requirements ~~in the first two years of study.~~

Midwifery Education
Program: Curriculum

MIDW 310 ²	5
MIDW 320	12
MIDW 325	3
MIDW 350 <u>OR</u> MIDW 360 and 370 ³	12
Total Credits	38
Year 4	
MIDW 405	3
MIDW 420	12
MIDW 430	5
MIDW 440 ⁴	13
Total Credits	33
Total Program Credits	139
¹ Option to take in summer between year 1 and 2.	
² Starts in year 3, finishes in year 4.	
³ Offered in Summer Session between years 3 and 4.	
⁴ To be taken in Term 2, Year 4.	
Costs Other than Sessional Fee	
There are additional expenses for travel and clinical practice. Students should be prepared for clinical practice outside the Vancouver area and should include travel and living costs for these experiences when estimating total expenses. See Midwifery for more information regarding additional costs.	
Overview	
Year 1	
BIOL-153	7
English-112	3
Electives	24
Midwifery Mentorship Program	0
Total Credits	34
Year 2	
MIDW-200	3
MIDW 205	12
MIDW-210	3
MIDW 215	4
MICB-153	3
PHAR-325	3
Electives	6
Total Credits	34
Year 3	
MIDW-300	15
MIDW 310	3
MIDW-315	15
MIDW-410 ¹	3
Total Credits	33
Year 4	
MIDW-305 ²	12
MIDW-400	15
MIDW 405 ³	12
Total Credits	42
Total Program Credits	137
1 To be completed in Year 4.	
2 To be taken in Summer Session between years 3 and 4.	
3 To be taken in Term 2, Year 4.	
Costs Other than Sessional	

	<p>Fee</p> <p>There are additional expenses for travel and clinical practice. Students should be prepared for clinical practice outside the Vancouver area and should include travel and living costs for these experiences when estimating total expenses. See Midwifery for more information regarding additional costs.</p> <p>Type of Action:</p> <ol style="list-style-type: none">1) Remove section referring to the English Requirement.2) Update course lists in Years 1 through 4. <p>Rationale for Proposed Change:</p> <p>English 112, and Biology 153, or their equivalents, are now made pre-requisites to admission to the Midwifery program, rather than degree requirements.</p> <p>New and existing courses have been re-distributed to allow for a logical sequence of graduated content with respect to complexity, knowledge basis, and skill development. The new sequence also reflects actual expectations for more reasonable course loads per term for both students and faculty.</p>
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UBC Admission Proposal Form

<p>Faculty: Medicine Department: Family Practice Division: Midwifery Faculty Approval Date: October 19, 2010 Effective Session: 2012 Winter Session Term 1 (applicable to applicants applying for admission to winter 2012) Year for Change: 2011</p>	<p>Date: January 10, 2011 Contact Person: Saraswathi Vedam Phone: 604-822-7016 Email: Vedam@midwifery.ubc.ca</p>						
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,493,1287</p> <p>Proposed Calendar Entry:</p> <p style="text-align: center; font-weight: bold; font-size: 1.2em;">Admission</p> <p>Application Students wishing to apply to the Midwifery Education Program must complete both an online application for admission to the University of British Columbia (Enrolment Services) and an online application to the Division of Midwifery.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="width: 30%;">Application</th><th style="width: 70%;">Deadline (for winter session beginning the following September)</th></tr> <tr> <td style="text-align: center;">UBC online application for admission</td><td style="text-align: center;">December 1</td></tr> <tr> <td style="text-align: center;">Midwifery online application</td><td style="text-align: center;">January 15</td></tr> </table> <p>Official transcripts for all completed and in-progress high school and post-secondary work are to be sent to Enrolment Services no later than January 15.</p>	Application	Deadline (for winter session beginning the following September)	UBC online application for admission	December 1	Midwifery online application	January 15	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,493,1287</p> <p>Present Calendar Entry:</p> <p style="text-align: center; font-weight: bold; font-size: 1.2em;">Admission</p> <p style="color: red;">All inquiries relating to admission to first year of the Midwifery Program should be addressed to Enrolment Services.</p> <p>Students wishing to apply to the Midwifery Education Program must complete both an online application for admission to the University of British Columbia (Enrolment Services) and an online Supplemental Application to the Division of Midwifery.</p> <p style="color: red;">The last day for submission of applications to Enrolment Services via yoube Vancouver for admission to the Bachelor of Midwifery Program is December 1 for the winter session beginning the following September.</p> <p style="color: red;">The online Supplemental Application must be completed and submitted online to the Midwifery Program office by January 15.</p> <p>Official transcripts (including for courses that are in progress) are to be sent to Enrolment Services and the Midwifery Program Office, or as soon as possible after the application deadline, that is on or</p>
Application	Deadline (for winter session beginning the following September)						
UBC online application for admission	December 1						
Midwifery online application	January 15						

<p>Academic Requirements Admission to the Midwifery Program requires successful completion of high school including Mathematics and Chemistry to at least the grade 11 level; as well as the following post-secondary requirements:</p> <ul style="list-style-type: none"> • 7 credits of Human Biology (UBC BIOL 153 or equivalent) • 3 credits of English (UBC ENGL 112 or equivalent) <p>Applicants with a minimum of 24 transferrable post-secondary credits will be evaluated on the basis of their post-secondary academic performance. Applicants with fewer than 24 transferrable post-secondary credits will be evaluated based on both high school and post-secondary academic performance.</p>	<p>before January 15.</p> <p>The Midwifery Program has a limited enrolment. Since the number of qualified applicants is expected to exceed the number of places available, fulfilment of the following requirements is not a guarantee of admission. The Faculty reserves the right of selection of all students for admission to the program.</p> <p>Admission to the four-year Bachelor of Midwifery will be offered to those students who not only demonstrate academic potential but also demonstrate the qualities, commitment, and motivation to practice as a midwife. Candidates may be invited for an interview at the discretion of the Admissions Committee.</p> <p>In response to human health resource challenges in British Columbia, the admissions process gives priority to qualified applicants who are also BC residents and/or First Nations.</p> <p>Applicants should review the <u>English Language Admission Standard</u>.</p> <p>Application for admission must be made through Enrolment Services. UBC procedures, policies, and admission requirements are specified in <u>Admissions</u>. Due to enrolment limitations, not every qualified applicant will be offered admission. Admission is based on a selection process which strives to enrol the most highly qualified applicants. British Columbia Secondary School graduation must include the following courses: Biology 12, English 12, Chemistry 11, Mathematics 11, and two additional approved examinable Grade 12 courses. If an applicant has a minimum of 24 transferable post-secondary credits, these</p>
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<p>Additional Application Requirements</p> <p>Applicants must complete and submit an online application to the Midwifery Program by January 15. The information and documents required to be submitted as part of this additional application are listed on the <u>Midwifery Program website</u> (hotlink to: http://www.midwifery.ubc.ca/midwifery/admission/SupplementalApplication.htm). Late or incomplete applications will not be considered.</p> <p>Admission to the four-year Bachelor of Midwifery will be offered to those students who not only demonstrate academic potential but also demonstrate the qualities, commitment, and motivation to practice as a midwife. Candidates may be invited for an interview at the discretion of the Admissions Committee.</p>	<p>credits are used as the basis of admission.</p> <p>Due to enrolment limitations, the academic standing required for admission may be higher than the above average and is subject to change each academic year. Fulfilment of the above requirement does not guarantee admission.</p> <p>The University will consider granting transfer credit for all transferable post secondary courses completed. The number of credits that can be applied to the Midwifery degree will be determined by the Program in accordance with University regulations about transfer credits. The total possible number of transferable credits is 43. This represents the sum of the first year elective courses (21), electives credits assigned to second year (6), and non-UBC midwifery required courses assigned to first and second year (16).</p> <p>Supplemental Application Requirements</p> <p>Applicants for admission must submit complete and submit an online Supplemental Application to the Midwifery Program by January 15.</p> <p>The additional Supplemental Application information to be submitted includes:</p> <ul style="list-style-type: none"> • demographic information • personal statement • employment, educational, and volunteer history • consent to the use of personal information (form must be printed from Midwifery, signed by the applicant, and submitted to the Department) • supplemental application processing fee payable to the Division of Midwifery (this supplemental application fee is non-
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<p>Disclosure The Midwifery Program has a limited enrolment. Since the number of qualified applicants is expected to exceed the number of places available, fulfilment of published requirements is not a guarantee of admission. The Faculty reserves the right of selection of all students for admission to the program.</p> <p>In response to human health resource challenges in British Columbia, the admissions process gives priority to qualified applicants who are also BC residents and/or Aboriginal.</p> <p>Transfer Credit The University will consider granting transfer credit for all transferable post secondary courses completed. The number of credits that can be applied to the Midwifery degree will be determined by the Program in accordance with University regulations regarding transfer credit. Three (3) credits of transfer credit may be applied to elective courses. Transfer credit for core midwifery courses will be evaluated on a case by case basis.</p> <p>Readmission The Faculty reserves the right to readmit students and to stipulate conditions attached to readmission. Application for readmission to the Program will be</p>	<p>refundable and is in addition to the application fee paid via the online application to the University)</p> <p>Incomplete applications will not be considered.</p> <p>At present, because of the small number of students who can be accepted into the Program, preference is given to residents of British Columbia, Canadian citizens, and permanent residents of Canada.</p> <p>Readmission The Faculty reserves the right to readmit students and to stipulate conditions attached to readmission. Application for readmission to the Program will be</p>
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<p>reviewed on an individual basis.</p> <p>Post-Acceptance Requirements</p> <p>Upon acceptance each student will receive a letter asking them to confirm their seat in the program. They will sign a form acknowledging the fact that they will need to relocate for one or more terms, at their own expense, in order to fulfill clinical requirements.</p> <p>All undergraduate students admitted to the Division of Midwifery in the Faculty of Medicine will have their vaccination records reviewed to determine their risk for communicable diseases.</p> <p>Upon acceptance, each student must submit to the Student Health Service evidence of immunizations (Tetanus/Diphtheria-Toxoid, Polio, MMR, Hepatitis B) and a negative TB skin test (if the skin test is positive, a chest x-ray is required). Students who have not demonstrated immunity to any of these conditions prior to entry should arrange to complete the immunization(s) through UBC Student Health Services as soon as possible after matriculation. Students who do not comply with the immunization requirements will not be able to participate in a clinical placement, thereby jeopardizing their ability to graduate from the program.</p> <p>Undergraduate midwifery students who continue to fail to sero-convert will be tested for the presence of Hepatitis B antigen by the Student Health Service. Students who demonstrate Hepatitis B infectivity may be required to complete a modified course of training and may pursue their studies only as long as their continued involvement does not pose a health or safety hazard to themselves or others, and</p>	<p>reviewed on an individual basis.</p> <p>Post-Acceptance Requirements</p> <p>Upon acceptance each student will receive a letter asking them to confirm their seat in the program. They will sign a form acknowledging the fact that they will need to relocate for one or more terms, at their own expense, in order to fulfill clinical requirements.</p> <p>All undergraduate students admitted to the Division of Midwifery in the Faculty of Medicine will have their vaccination records reviewed to determine their risk for communicable diseases.</p> <p>Upon acceptance, each student must submit to the Student Health Service evidence of immunizations (Tetanus/Diphtheria-Toxoid, Polio, MMR, Hepatitis B) and a negative TB skin test (if the skin test is positive, a chest x-ray is required). Students who have not demonstrated immunity to any of these conditions prior to entry should arrange to complete the immunization(s) through UBC Student Health Services as soon as possible after matriculation. Students who do not comply with the immunization requirements will not be able to participate in a clinical placement, thereby jeopardizing their ability to graduate from the program.</p> <p>Undergraduate midwifery students who continue to fail to sero-convert will be tested for the presence of Hepatitis B antigen by the Student Health Service. Students who demonstrate Hepatitis B infectivity may be required to complete a modified course of training and may pursue their studies only as long as their continued involvement does not pose a health or safety hazard to themselves or others, and</p>
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<p>as long as they are able to meet the core requirements for a midwifery degree at UBC.</p> <p>Counselling resources are available to any undergraduate midwifery student identified as Hepatitis B positive.</p> <h3>Applicants with Disabilities</h3> <p>Applicants to the Division of Midwifery with disabilities will be considered in accordance with UBC's policy on Academic Accommodation for Students with Disabilities. This policy does not eliminate the need for evaluation or the need to meet essential learning outcomes. Students seeking academic accommodation due to disability must:</p> <ul style="list-style-type: none"> • Provide the necessary documentation to the Access and Diversity (the University does not provide or assume the cost of diagnostic services); and • Bring the request for academic accommodation or for changes in accommodation needs to the attention of the appropriate personnel in a timely manner in order to allow for arrangement of accommodations. <p>Students with disabilities are encouraged to pursue their studies as long as their continued involvement does not pose a health or safety hazard to themselves or others, and as long as they are able to meet the core requirements for a Bachelor of Midwifery Degree. The Division of Midwifery will make every reasonable effort to ensure that any modified course of training will meet professional licensing requirements. However, licensing requirements and decisions are within the sole jurisdiction of the College of</p>	<p>as long as they are able to meet the core requirements for a midwifery degree at UBC.</p> <p>Counselling resources are available to any undergraduate midwifery student identified as Hepatitis B positive.</p> <h3>Applicants with Disabilities</h3> <p>Applicants to the Division of Midwifery with disabilities will be considered in accordance with UBC's policy on Academic Accommodation for Students with Disabilities. This policy does not eliminate the need for evaluation or the need to meet essential learning outcomes. Students seeking academic accommodation due to disability must:</p> <ul style="list-style-type: none"> • Provide the necessary documentation to the Disability Resource Centre (the University does not provide or assume the cost of diagnostic services); and • Bring the request for academic accommodation or for changes in accommodation needs to the attention of the appropriate personnel in a timely manner in order to allow for arrangement of accommodations. <p>Students with disabilities are encouraged to pursue their studies as long as their continued involvement does not pose a health or safety hazard to themselves or others, and as long as they are able to meet the core requirements for a Bachelor of Midwifery Degree. The Division of Midwifery will make every reasonable effort to ensure that any modified course of training will meet professional licensing requirements. However, licensing requirements and decisions are within the sole jurisdiction of the College of</p>
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<p>Midwives of British Columbia.</p> <p>For more information please contact the Access and Diversity, 604.822.5844.</p>	<p>Midwives of British Columbia.</p> <p>For more information please contact the UBC Disability Resource Centre, 604.822.5844.</p> <p>Type of Action: Update Midwifery Admissions section of Calendar to reflect new admission requirements as a result of related Midwifery curriculum change proposal. In addition, tidy up and reduce redundancy of this section.</p> <p>Rationale for Proposed Change: The related Midwifery curriculum change proposal outlines 10 credits of transferrable post-secondary coursework that will be required for admission into the program, beginning in 2012. The current content in the Midwifery Admissions section contains redundant text that can be eliminated.</p> <p>Increase in credits previously assigned to clinical work re-evaluated resulting in a decrease in the number of elective credits.</p> <p>MICB 153 removed as a prerequisite as another course in program will cover material from MICB 153.</p>
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UBC Curriculum Proposal Form Change to Course or Program


Category: (1)

<p>Faculty: Medicine Department: Family Practice Division: Midwifery Faculty Approval Date: 19 Oct 2010</p> <p>Effective Session Winter Term 1 Year 11W for Change</p>	<p>Date: September 30, 2010 Contact Person: Saraswathi Vedam Phone: 604-822-7016 Email: vedam@midwifery.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 101 (3) Counseling for Maternity Care Providers</p> <p>Theory, knowledge, strategies and skills of person-centered counseling including family systems, trauma theory, theory, grief counseling, motivational interviewing skills self-awareness and mindfulness, interprofessional communication and cultural competency in continuity of care. [3-0-0]</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: Review of midwifery competency requirements, student evaluations and curriculum core requirements, indicated need for increased content, focused theoretical and clinical experiences to meet midwifery scope of practice.</p> <p>Midwives, while engaged in various aspects of counseling and collaborative communication, are not counselors, so the curriculum being developed will be a collaboration that includes relevant topics, outcomes, and case studies within the context of the Midwife role.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 102 (4) Birth and its Meaning</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry:</p>

<p>An interdisciplinary study of pregnancy and childbirth, drawing on and integrating the disciplines of psychology, sociology, philosophy of science, anthropology, women's studies and cultural studies. [3-2-0]</p>	<p>MIDW-200-(3) Birth and its Meaning</p> <p>Social, cultural, psychological aspects of pregnancy and childbirth.</p> <p>Type of Action:</p> <ol style="list-style-type: none"> 1. Change course number; 2. Change credit value; 3. Change course description; 4. Add vector. <p>Rationale for Proposed Change:</p> <p>Credit hours have increased in this course because students are required to complete a term project where they engage in one to one consultations outside of class. The project is a lab project and thus lab hours have been assigned for completion of this project.</p> <p> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 103 (3) Applied Health Sciences for Maternity Providers</p> <p>Introduction to diagnostics related to cellular and humoral immune responses in pregnant women and newborns, the properties of viruses, epidemiology, the principles of bacterial pathogenesis, and related physiologic responses. [3-0-0]</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MICB</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: MIDW 103 content will be taught by an interdisciplinary team and coordinated by a Midwifery faculty member who has an expertise in Health Sciences. This course will focus on diagnostics related to bacteriology, virology, immunology and pathophysiology, and relevant to all health professions who provide primary care for</p>

	<p>pregnant women and newborns, including midwives.</p> <p>UBC Curriculum Consultation Request attached.</p> <p> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 104 (3) Lactation Consultation for Maternity Care Providers</p> <p>Breastfeeding physiology, pathophysiology, and strategies for support of the dyad based on best-practice principles. Discussion of major Canadian and international initiatives for the support and protection of breastfeeding.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This newly proposed 3 credit course for first year students is intended to provide in-depth theory, knowledge, strategies and skills related to breastfeeding physiology and specific issues and concerns that arise in care of the lactating dyad: woman and infant.</p> <p>Review of midwifery competency requirements, student evaluations, and curriculum core requirements indicated need for increased content, and focused theoretical and clinical experiences to meet midwifery scope of practice.</p> <p> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>

<p>Proposed Calendar Entry:</p> <p>MIDW 105 (13) Introduction to Midwifery Theory and Practice</p> <p>Normal pregnancy, labour, birth, the newborn and puerperium with an emphasis on prenatal and postnatal midwifery care. A series of lectures, and lab practice sessions.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action Create new course</p> <p>Rationale for Proposed Change:</p> <p>Theoretical information will be discussed during the lectures. We will begin to explore determinants of health as they impact the perinatal experience.</p> <p>By completion of this course, the student will have progressively integrated theoretical and clinical content to begin to provide normal prenatal and postnatal care.</p> <p>Specialized training components of this course require student teaching and assessment in pairs or small groups.</p> <p>Existing MIDW 205 (12) Midwifery Care is replaced by two new courses MIDW 105 and MIDW 220. The clinical hours of the prior MIDW 205 have been moved to MIDW 220. MIDW 105 spans two terms.</p> <p>Curriculum review and course evaluations revealed that the existing MIDW 205 course was under credited and that there was a need for some increase in focused content on reproductive anatomy and physiology, complementary therapies, and physical exam and management skills for newborns.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/co</p>


<p>MIDW 110 (3) Critical Appraisal of the Literature (3-0-0)</p>	<p>urses.cfm?code=MIDW</p> <p>Present Calendar Entry: MIDW 210 (3) Critical Appraisal for Midwifery</p> <p>Type of Action: 1. Change course number; 2. Change course title; 3. Add vector.</p> <p>Rationale for Proposed Change: This course introduces methodological principles of clinical research, and focuses on the critical appraisal of scientific literature in the health sciences.</p> <p>Critical appraisal is an important step in the evaluation and application of research to clinical practice. When a question arises in day-to-day practice, it should be formulated as a researchable question, and then the appropriate published literature should be searched for an answer.</p> <p>A change to the course name and number is required to better reflect the content of the course and the year of the program that the course is taken as part of the Midwifery program.</p> <p> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 125 (3) Pharmacology for Maternity Care Providers</p> <p>An overview of basic concepts in pharmacology, pharmacy and therapeutics relevant to the practice of midwifery in Canada. [3-0-0]</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: With a combination of didactic and problem based learning methods the students will</p>


	<p>understand the classifications of drugs, the mechanisms of action and the specifics of prescribing and administration.</p> <p>Unifying concepts include pharmacokinetics, toxicology, adverse reactions in pregnancy and lactation and the neonate.</p> <p>A pharmacology course that centres on concepts relevant to midwifery practice is essential for safe and effective midwifery care.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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UBC Curriculum Proposal Form Change to Course or Program




Category: (2)

<p>Faculty: Medicine Department: Family Practice Division: Midwifery Faculty Approval Date: 19 October 2010</p> <p>Effective Session Winter Term 1 Year 11W for Change</p>	<p>Date: September 30, 2010 Contact Person: Saraswathi Vedam Phone: 604-822-7016 Email: vedam@midwifery.ubc.ca</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry:</p> <p>MIDW 205 (12) Midwifery Care-I</p> <p>Normal pregnancy, labour, birth and puerperium with an emphasis on prenatal and postnatal midwifery care.</p> <p>Type of Action: Delete course</p> <p>Rationale for Proposed Change: Existing MIDW 205 (12) Midwifery Care is replaced by two new courses MIDW 105 and MIDW 220. The theory portion of this course has become MIDW 105. The clinical hours of the prior MIDW 205 have been moved to MIDW 220.</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 205 (8) Midwifery Theory for Primary Care</p> <p>Care of normal pregnancy, labour, birth and puerperium with an emphasis on the intrapartum period and assessment and management skills. Includes a four week intensive session in Vancouver, a series of</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p>

<p>online tutorials, and simulation and skills lab practice.</p>	<p>Theoretical information will be discussed during lectures in a four week intensive. Students will participate in “situation based learning” tutorials during the practicum. In the tutorials, students will use problem based learning to discuss and analyze the information required to provide care as suggested by the clinical situations presented for each tutorial. In addition, students will begin to explore determinants of health as they impact the perinatal experience.</p> <p>Upon completion of this course students will have progressively integrated theoretical and clinical content to begin to provide a beginning level of competence in normal prenatal, postnatal care and during deliveries.</p> <p>Curriculum review and course evaluations revealed missing credits and some increased need for content geared to competencies including OSCE skills practice, intrapartum management, complementary therapies, and inter-professional practice.</p> <p>The new course name is descriptive of graduated competencies. This comprises the theory portion of the prior MIDW 300. The clinical hours in the prior MIDW 300 course have been moved to MIDW 240.</p> <p>This course reuses the course number 205 to remain consistent through year levels, with all theory courses number X05, clinical courses number X20/X40</p> <p>The existing MIDW 205 (12) Midwifery Care I is deleted and replaced by two new courses (separate form has been submitted).</p> <p> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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<p>Proposed Calendar Entry:</p> <p>MIDW 215 (2) Ethics in Maternity Care</p> <p>Ethics using ethical theory in health care and midwifery. [2-0-0]</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: MIDW 215 (+) Ethics in Health Care</p> <p>Type of Action:</p> <ol style="list-style-type: none"> 1. Change credit value; 2. Change course title; 3. Add course description; 4. Add vector. <p>Rationale for Proposed Change: The ethics course is designed specifically for midwifery and maternity professional students.</p> <p>Students will learn a variety of theoretical frameworks for reflection on ethical questions that will be of value as they work through ethical questions that pertain to midwifery practice.</p> <p>The course has been increased in credits to account for content specific to midwifery practice.</p> <p> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 220 (10) Introduction to Midwifery Clinical Care</p> <p>Clinical care of women experiencing normal pregnancy, labour, birth and puerperium. Clinical education experiences in preventative and therapeutic midwifery care with emphasis on prenatal and postnatal midwifery care. Clinical practice education opportunities within the province.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This is the clinical companion course to Midwifery 105 and is made up of a 10-week clinical practicum. (Option to take in</p>

<p>Pass/Fail.</p>	<p>the summer between 1st and 2nd year). Clinical care and application of theory will take place with the community midwife preceptor.</p> <p>By completion of this course, the student will have progressively integrated theoretical and clinical content to begin to provide normal prenatal and postnatal care. Participation at births includes labour support and monitoring maternal and fetal well being as well as beginning hands on care for deliveries.</p> <p>Existing MIDW 205 (12) Midwifery Care is replaced by two new courses MIDW 105 and MIDW 220. The clinical hours of the prior MIDW 205 have been moved to MIDW 220.</p> <p>This course will be assessed as a P/F</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 221 (1) Clinical Skills</p> <p>Online situation based learning tutorials occurring simultaneously with MIDW 220 clinical placement.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>This is the tutorial companion course to Midwifery 220 and is made up a series of “situation based learning” online tutorials during the clinical course MIDW 220. Students will be responsible for discovering the information required to provide care as suggested by the clinical situations presented for each tutorial.</p>


	<p>(Option to take in the summer between 1st and 2nd year).</p> <p>By completion of this course, the student will have progressively integrated theoretical and clinical content to begin to provide normal prenatal and postnatal care.</p> <p> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 240 (9) Core Midwifery Clinical Care</p> <p>Clinical education experiences with the preventative and therapeutic midwifery care of normal pregnancy, labour, birth and puerperium with an emphasis on the intrapartum period and assessment and management skills. A clinical practicum in locations around the province. Pass/Fail</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: By completion of this course, the student will have acquired a sound knowledge base and the clinical skills to provide a beginning level of primary care throughout the childbearing cycle. The focus in MIDW 240 is on normal intrapartum care and variations of the normal during pregnancy, labour and birth, and the postpartum.</p> <p>Existing MIDW 300 (15) Midwifery Care II is replaced by two new courses MIDW 205 and MIDW 240. The clinical hours of the prior MIDW 300 have been moved to MIDW 240.</p> <p>This course will be assessed as a P/F.</p> <p> Not available for Cr/D/F grading.</p> <p> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>


UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

<p>Faculty: Medicine Department: Family Practice Division: Midwifery Faculty Approval Date: 19 October 2010</p> <p>Effective Session Winter Term 1 Year 11W for Change</p>	<p>Date: September 30, 2010 Contact Person: Saraswathi Vedam Phone: 604-822-7016 Email: vedam@midwifery.ubc.ca</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: MIDW 300 (15) Midwifery Care II</p> <p>Normal pregnancy, labour, birth, and puerperium with an emphasis on the intrapartum period.</p> <p>Type of Action: Delete course</p> <p>Rationale for Proposed Change: Existing MIDW 300 (15) Midwifery Care II is replaced by two new courses MIDW 205 and MIDW 240. The theory portion of this course has become MIDW 205. The clinical hours of the prior MIDW 300 have been moved to MIDW 240.</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: MIDW 315 (15) Midwifery Care III</p> <p>Pregnancy, birth and puerperium with an</p>

	<p>emphasis on the recognition and management of variations of normal and findings outside of normal.</p> <p>Type of Action: Delete course</p> <p>Rationale for Proposed Change: Existing MIDW 315 (15) Midwifery Care III is replaced by two new courses MIDW 305 and MIDW 320. The theory portion of this course has become MIDW 305. The clinical hours of the prior MIDW 315 have been moved to MIDW 320.</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 305 (6) Midwifery Theory for Variations in Primary Care</p> <p>Theoretical principles of care for pregnancy, birth and the puerperium with an emphasis on the recognition and management of variations of normal and findings outside normal. Consists of a one week intensive time in Vancouver, during which emergency skills certification is acquired, and weekly web-based tutorials. [3-4-3]</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new Course</p> <p>Rationale for Proposed Change: The focus in MIDW 305 is on identification of situations that fall outside of normal and appropriate consultation and referral in these situations. An additional focus of this course is the management of urgent and emergent situations and by completion of this course students should demonstrate a beginning level of competence in the management of actual or simulated emergency situations. In MIDW 305 the focus will increasingly be on the role of primary caregiver, the role of second midwife at home births, as well as the development of clinical judgement, decision-making and the recognition of</p>

	<p>indications for consultation</p> <p>The new course name is descriptive of graduated competencies. This comprises the theory portion of the prior MIDW 315 (15) Midwifery Care III. The clinical hours in the prior MIDW 315 have been moved to MIDW 320.</p> <p>This course reuses the course number 305 to remain consistent through year levels, with all theory courses number X05, clinical courses number X20/X40.</p> <p>The existing MIDW 305 (3) Physician/Community Placement becomes new MIDW 350. Separate proposal submitted.</p> <p> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 310 (5) Senior Research Project</p> <p>An original piece of scholarship that builds on knowledge and skills acquired from coursework, and in consultation with faculty mentors. [1-0-8]</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: MIDW 410 (3) Graduating Essay</p> <p>Type of Action:</p> <ol style="list-style-type: none"> 1. Change course number; 2. Change credit value; 3. Change course title; 4. Add course description; 5. Add Vector. <p>Rationale for Proposed Change: Students conduct a research project during the latter part of the 3rd year and first part of the 4th year of the program.</p> <p>Although students have some consultation with faculty mentors, they spend much of the time in tutorials or developing their</p>

	<p>project independently.</p> <p>A review of the curriculum noted that credit hours were not appropriately assigned for this course.</p> <p>Existing MIDW 310 Professional Issues in Midwifery (3) becomes the new MIDW 325.</p> <p>The new course number reflects sequencing of content in the program. We are reusing the course number 310 because all x10 courses are research based.</p> <p> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 320 (12) Variations in Midwifery Clinical Care</p> <p>Clinical education experiences with the preventative and therapeutic midwifery care of pregnancy, birth and the puerperium emphasis on the recognition and management of variations of normal and findings outside normal. A 12-week practicum in locations around the province. Pass/Fail</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: Clinical care and application of theory will take place with the student's community midwife preceptor. By completion of this course the student will have progressively acquired a sound knowledge base and the clinical skills in the provision of primary care throughout the childbearing cycle at a level of intermediate competence, and a beginning level of competence in the management of actual or simulated emergency situations.</p> <p>The new course name is descriptive of graduated competencies. This comprises</p>

	<p>the clinical portion of the prior MIDW 315 (15) Midwifery Care III. The theory portion of the prior MIDW 315 has been moved to MIDW 305. This is assessed by P/F. The prior MIDW 315 is deleted (separate form submitted).</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 325 (3) Professional Issues in Midwifery</p> <p>Professional issues in midwifery including responsibilities and conduct, self-care, peer review, inter-professional relations and communication, legal and business concepts, and continuous quality assurance and improvement in practice. A series of lectures, workshops, delivered in an intensive format over two weeks. Pass/Fail. [3-0-0]</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: MIDW 310 (3) Professional Issues in Midwifery Pass/Fail. [3-0-0]</p> <p>Type of Action:</p> <ol style="list-style-type: none"> 1. Change course number; 2. Add course description. 3. Add Vector <p>Rationale for Proposed Change: This course provides students with an introduction to professional theory as it relates to health professions, specifically midwifery in the Canadian and international context. Issues of peer review, quality assurance, organizing and operating midwifery practices, roles of professional and regulatory organizations are all essential to the successful practice and building of leadership within the health care system. Students will understand the role of the College of Midwives of British Columbia (CMBC), the Midwives Association of British Columbia (MABC), Canadian Association of Midwives (CAM) and other national and international organizations in supporting the milieu of practice for registered midwives. Practice sessions, in the form of OSCE's, will be focused on communication and</p>

	<p>professionalism in complex clinical situations.</p> <p>A change to the course number is required to reflect the year of the program that the course is taken as part of the Midwifery program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 350 (12) Inter- Professional Placement</p> <p>Opportunities to explore health professions that partner with midwives to care for the childbearing family within the province. Pass/Fail</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: MIDW 305 (12) Physician/Community Placement</p> <p>Type of Action:</p> <ol style="list-style-type: none"> 1. Change course number; 2. Change course description; <p>Rationale for Proposed Change: Students will have inter-professional experiences within the province in MIDW 350. Each student completes two to three, four-six week placements with family physicians, obstetricians, nursing and other maternity health professionals as clinical preceptors. These provincial placements will provide learning experiences or clinical experiences with allopathic and complementary medicine providers, while caring for rural, remote, or underserved populations.</p> <p>Students take either MIDW 350 (12) <u>OR</u> both MIDW 360 (3) and MIDW370 (9) to meet the 12 credit community placement requirements for the BMW degree.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>

<p>Proposed Calendar Entry:</p> <p>MIDW 360 (3) Global Maternal Infant Health</p> <p>Social and economic determinants of maternal and fetal health worldwide, innovative public health strategies to reducing maternal and infant mortality and morbidity, and the impact of conflict on the health of mothers and babies. Ethical considerations related to global clinical placements and medical tourism. Theoretical course in preparation for global clinical placement. Pass/Fail. [3-0-0] <i>Prerequisite MIDW 240.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: In order to prepare students for the complexity of a global clinical experience in maternal and newborn health we are proposing a new course, MIDW 360, a 3 credit theoretical course, followed by a 9 credit international placement for health professional students (MIDW 370). MIDW 360 will be a prerequisite for MIDW 370.</p> <p>MIDW 360 will contain only the theoretical portion and will be delivered in an intensive lecture based format covering 7 units relevant to global maternal newborn health promotion. The content will be of interest and relevance to a variety of students from arts and sciences, public health, and the health professions.</p> <p>Midwifery students can take either the new MIDW 350 (12) <u>OR</u> both MIDW 360 (3) and MIDW 370 (9) to meet the 12 credit requirement for community placement within the BMW degree.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 370 (9) Global Clinical Placement</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p>

<p>Social and economic determinants of maternal and fetal health worldwide, innovative public health strategies to reducing maternal and infant mortality and morbidity, and the impact of conflict on the health of mothers and babies. Ethical considerations related to global clinical placements and medical tourism. A global clinical placement. Pass/Fail. <i>Prerequisite: MIDW 360</i></p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: There were a growing number of midwifery students who chose an international placement as part of the previous course MIDW 305. They spent 6-8 weeks in UBC supervised sites, primarily in Africa where the Midwifery Program and Faculty of Medicine have formal relationships.</p> <p>UBC midwives and a family physician have been working to create global placements for UBC Midwifery and other students that benefit both Canadian and local counterparts.</p> <p>All students wishing to participate in a global placement must meet health requirements (immunizations, etc) and be recommended through an interview selection process. UBC midwifery has developed sites in Uganda, Zambia, Nepal, and Holland. Most of these sites provide opportunities for inter-disciplinary work and combine some UBC preceptorship with local supervision.</p> <p>MIDW 360 is a prerequisite for MIDW 370.</p> <p>Each student will be assigned to 9 week global placement where students will work with nurses, family physicians, obstetricians and midwives who care for pregnant and birthing mothers and their newborns in rural, remote or underserved global setting. These global placements will provide learning experiences, or clinical experiences with allopathic and complementary medicine providers, while</p>
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	<p>caring for rural, remote, or underserved populations. Orientation to the specified site conditions, safety considerations, and travel preparation will be included.</p> <p>Students take either MIDW 350 (12) <u>OR</u> both MIDW 360 (3) and MIDW370 (9) to meet the 12 credit community placement requirements for the BMW degree.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

<p>Faculty: Medicine Department: Family Practice Division: Midwifery Faculty Approval Date: October 19, 2010</p> <p>Effective Session Winter Term 1 Year 11W for Change</p>	<p>Date: September 30, 2010 Contact Person: Saraswathi Vedam Phone: 604-822-7016 Email: vedam@midwifery.ubc.ca</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry:</p> <p>MIDW 400 (15) Midwifery Care IV</p> <p>Abnormal situations in pregnancy and birth and in newborns.</p> <p>Type of Action:</p> <p>Delete course</p> <p>Rationale for Proposed Change:</p> <p>Existing MIDW 400 (15) Midwifery Care IV is replaced by two new courses MIDW 405 and MIDW 420. The theory portion of this course has become MIDW 405. The clinical hours of the prior MIDW 400 have been moved to MIDW 420.</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p>

<p>MIDW 405 (3) Advanced Topics in Midwifery Theory and Practice</p> <p>Theoretical principles for midwifery care of pregnancy, labour, birth, newborns and the puerperium emphasis on assessment and management skills for abnormal situations. Includes a five day intensive session in Vancouver, a series of online tutorials, and lab practice.</p> <p>[1-2-3]</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: The focus of this course is the recognition and understanding of abnormal and/or complex clinical issues. During this term, students will develop advanced skills to recognize and respond to pathologic conditions of the parturient woman and newborn infant. Students are expected to incorporate theoretical knowledge to act within their scope to detect, manage and facilitate care in these circumstances.</p> <p>The course name is descriptive of graduated competencies. This comprises the theory portion of the prior MIDW 400 (15) Midwifery Care IV. The clinical hours in the prior MIDW 400 have been moved to MIDW 420.</p> <p>The existing MIDW 405 (12) Clinical Clerkship will become MIDW 440 and the theory portion of the existing MIDW 405 will become the new course MIDW 430.</p> <p>This course reuses the course number 405 to remain consistent through year levels, with all theory courses number X05, clinical courses number X20/X40</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 420 (12) Advanced Midwifery Clinical Care</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry:</p>

<p>Clinical education for Midwifery care of pregnancy, birth and the puerperium with an emphasis on abnormal situations in pregnancy, labour and birth, and in newborns. Clinical practicum around the province. Pass/Fail</p>	<p>n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: Students will develop advanced skills to recognize and respond to pathologic conditions of the parturient woman and newborn infant. Students are expected to incorporate theoretical and clinical knowledge to act within their scope to detect, manage, and facilitate care in normal circumstances and to consult and refer with abnormal cases.</p> <p>Within this clinical placement the student provides increasingly independent midwifery care to women and their healthy newborns. The student initiates consultation and referral when appropriate and under supervision, manages urgent or emergency situations when they arise.</p> <p>The course name is descriptive of graduated competencies. This comprises the clinical portion of the prior MIDW 400 (15) Midwifery Care IV. The theory portion of the prior MIDW 400 has been moved to MIDW 405.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 430 (5) Comprehensive Midwifery Theory and Practice</p> <p>In depth review of the theoretical principles and evidence basis for comprehensive midwifery care. Tutorials are carried out in an online live classroom setting. [4-0-2]</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course is designed to provide</p>

	<p>opportunities for review and integration of the body of knowledge that has been acquired over the entire program. Learning will include the exploration of the health care system and the legal, ethical and professional responsibilities of a midwife. Students will discuss aspects of the administration of a midwifery practice group and issues of professional responsibility, conduct, and citizenship. Throughout the term students will be encouraged to place their theoretical and clinical knowledge base within the context of their personal philosophy and style of care.</p> <p>The course name is descriptive of graduated competencies. This comprises the theory portion of the prior MIDW 405 (12) Clinical Clerkship. The clinical hours in the prior MIDW 405 have been moved to MIDW 440 (13).</p> <p> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>MIDW 440 (13) Clinical Clerkship</p> <p>Students assume a primary care role in clinical placements in midwifery practices across the provinces. Demonstration of independent decision making and application of the full range of their academic knowledge to professional practice. A practicum under the supervision of a registered midwife. Pass/Fail.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MIDW</p> <p>Present Calendar Entry: MIDW 405 (12) Clinical Clerkship</p> <p>Type of Action:</p> <ol style="list-style-type: none"> 1. Change course number; 2. Change credit value; 3. Add course description; <p>Rationale for Proposed Change: In this course students will demonstrate achievement of the core competencies of a midwife at the entry-to-practice level, including the ability to establish successful inter-professional relationships. Learning will include the exploration of the health</p>

	<p>care system and the legal, ethical and professional responsibilities of a midwife. Students will participate in selected aspects of the administration of a midwifery practice group to acquaint themselves with the business aspects of practice operation. Throughout the term students will be encouraged to place their theoretical and clinical knowledge base within the context of their personal philosophy and style of care.</p> <p>The course name is descriptive of graduated competencies. This comprises the clinical portion of the prior MIDW 405 (12) Clinical Clerkship. The theory portion of the prior MIDW 405 has been moved to MIDW 430 (5). This course will be assessed as a P/F.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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Master of Arts in Science and Technology Studies



THE UNIVERSITY OF BRITISH COLUMBIA

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

Category: (1)

<p>Faculty: ARTS Department: English, History, Philosophy</p> <p>Faculty Approval Date: February 9, 2010</p> <p>Effective: Winter Session, Term 1, 2011</p>	<p>Date: 9 August 2010</p> <p>Contact Person: Alan Richardson</p> <p>Phone: 822-3967</p> <p>Email: alanr@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Science and Technology Studies</p> <p>Degrees Offered: M.A.</p> <p>Members</p> <p>Professors T.Barnes, P. Bartha, J. Beatty, D. Danielson, D. Newell, A. Richardson, M. Schabas, J. Segal</p> <p>Associate Professors S. Berryman, A. Bronfman, A. Frank, N. Gross, T. Kemple, A. Kojevnikov, J. Wang, G. Winthrop-Young.</p> <p>Assistant Professors R. Brain, C. Nappi, V. Nardizzi, N. Safier, C. Stephens</p> <p>Program Overview</p> <p>The Graduate Program in Science and Technology Studies offers opportunities for advanced research and study of scientific work and thought from a variety of perspectives associated with the humanities and social sciences. An associated Ph.D. degree appears as a</p>	<p>URL: None</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create New Program</p> <p>Rationale:</p> <p>The need for an interdisciplinary Graduate Program in Science and Technology Studies at UBC was identified in January 2003 in a report to the Provost and Vice-President Academic and the Associate Vice-President of Academic by the Science and Technology Studies Development Committee. This report highlighted the general importance of Science and Technology Studies as an academic field, the strength of UBC's faculty, and the existing institutional support and infrastructure to back such a program. Since the report was issued, the number of faculty in STS has roughly doubled and the need for a program has increased. In April 2007, SSHRC announced \$2.1 million funding for "Situating Science: Cluster for the Social and Humanistic Studies of Science," and UBC is one of six universities to share in the grant. As one of the few Canadian universities with a graduate program in STS, UBC will be extremely attractive to prospective</p>



research stream under the individual graduate programs in English, History and Philosophy, for example, “History—Science and Technology Studies”.

The MA degree program in Science and Technology Studies offers graduate students firm grounding in the fundamental concepts, research methods, and discourses of STS, including disciplinary and theoretical perspectives on the question of scientific objectivity and methodology; sites of knowledge production; the development of scientific knowledge and technological practices; the uses of knowledge in policymaking and other social contexts; the political and social roles of scientists, engineers, and other experts; science, technology, and ethics; science, technology, and aesthetic representation; public perceptions of science and technology; the rhetoric of science; and critical analysis of interactions between science and technology and the broader literary and media cultures in which they are embedded.

Doctoral Research Streams in Science and Technology Studies are available in English, History and Philosophy graduate programs. For details, please see description under these graduate programs.

Master of Arts

Admission requirements:
Students admitted to the M.A. program normally possess a degree that is academically equivalent to a UBC 4-year Bachelor's degree, with a minimum B+ average in third and fourth year-level course work, or at least 12 credits of third- or fourth-year courses in the A-grade range (at UBC 80% or higher). Acceptance into the Program is dependent upon meeting the general

graduate students.

The new Program will provide a coherent educational program designed to provide students from various backgrounds with a critical understanding of the concepts and methodologies central to the study of science and technology from the perspectives of the humanities and social sciences. By promoting a rigorous training in Science and Technology Studies, the Program will ensure that students acquire the skills necessary to establish fulfilling careers in research and teaching. A main reason for designing the Ph.D. program as a specialization within existing disciplines, rather than a full-fledged interdisciplinary degree, is to increase the competitiveness of graduates from this program. This approach will allow students to gain the intellectual benefits of STS, while maintaining a disciplinary base for the purposes of academic placement. Both the M.A. and Ph.D. programs will offer graduate students firm grounding in the fundamental concepts, research methods, and discourses of STS. In addition, the program seeks to:

- a) promote greater linkage between teaching and research in the relevant disciplines and improve the effectiveness of instruction in them
- b) serve to enhance UBC's ability to recruit and retain outstanding students and faculty
- c) be an important resource in terms of courses, seminars, and scholarly interactions for students across the disciplines
- d) strengthen UBC's contribution to the larger community of researchers in the field of science and technology studies, both in North America and abroad
- e) facilitate linkages between Departments, Faculties, Institutes, and Centres, both within UBC and between UBC and other universities with STS faculty.

The proposed Graduate Program in Science and Technology Studies capitalizes upon an established and flourishing pre-existing network and set of collaborative relationships. There are now more than 20 faculty members across English, History, Philosophy, and other



THE UNIVERSITY OF BRITISH COLUMBIA

admissions requirements of the Faculty of Graduate Studies and acceptance by the Program's Graduate Advisory Committee.

Program requirements:

Students accepted into the M.A. are expected to complete the program in two years. The program of study will include 18 credits of coursework and a 12 credit research thesis under the supervision of a faculty member.

In addition to coursework, students will demonstrate their ability to contribute original research to the field through thesis requirements. A student's overall program of study is decided upon by the student, in consultation with and subject to the approval of his or her research supervisor, and with the approval of the Program's Graduate Advisory Committee.

Contact Information

**Science and Technology Studies
The University of British Columbia
Alan Richardson
Chair
Department of Philosophy**

disciplines involved in research and teaching in the rhetoric, history, and philosophy of science and technology. These faculty routinely win grant support from various funding institutions, and have enormous experience and expertise for the purposes of administering and running a successful Graduate Program in Science and Technology Studies.

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

Category: (1)

Faculty: ARTS Department: English, History, Philosophy Faculty Approval Date: Effective: Winter Session, First Term, 2012	Date: December 11, 2010 Contact Person: Alan Richardson Phone: 822-3967 Email: alanr@interchange.ubc.ca
Proposed Calendar Entry: STS	URL: None Present Calendar Entry: None Type of Action: Create new subject code Rationale: STS is a broader field of research and teaching than the more traditional discipline known as “History and Philosophy of Science” (HPS). STS includes HPS, but also includes sociological, political, economic, and rhetorical concerns that HPS does not. STS pays much greater attention to the communication of science (science education, science and the lay public, scientists as expert advisors and consultants, etc.); additionally, STS tends to include the ethics of science and technology, whereas HPS traditionally has not. In all these ways, STS is much more “forward looking,” with a greater concern to illuminate future decisions regarding science and technology policy. STS is the rubric that the field is known by among its practitioners.

<p>Faculty: ARTS Department: English, History, Philosophy Faculty Approval Date: February 9, 2010</p> <p>Effective: Winter Session, First Term, 2012</p>	<p>Date: August 9, 2010 Contact Person: Alan Richardson Phone: 822-3967 Email: alanr@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>STS 501 (3). Proseminar in Science and Technology Studies.</p> <p>Classic work in the history, philosophy, rhetoric, and sociology of science, and the development of a unified science and technology studies. Required for all students in the STS Program. This course is co-taught.</p> <p>Prerequisite: Enrolment in STS Program or permission of the STS advisory committee</p>	<p>URL: None</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale:</p> <p>Both Master's and Doctoral students engaged in Science and Technology Studies are required to complete, in their first year, STS 501, a 3 credit proseminar.</p> <p>Students will become familiar with key portions of the classical and contemporary literature across the range of disciplines and methods relevant to STS. Students will be conversant in a number of the key issues that have given shape to the field of STS and that are the subject of on-going research.</p>

Category: (1)

<p>Faculty: ARTS Department: English, History, Philosophy Faculty Approval Date: 9 February 2010</p> <p>Effective: Winter Session, First Term, 2012</p>	<p>Date: December 11, 2010 Contact Person: Alan Richardson Phone: 822-3967 Email: alanr@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>STS 502 (3). Core Seminar in Science and Technology Studies.</p>	<p>URL: None</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p>

<p>Thematizes the relations of historical, philosophical, literary, rhetorical, sociological, and anthropological approaches to science and technology. Prerequisite: STS 501.</p>	<p>Rationale:</p> <p>STS 502 builds on the proseminar (STS 501) by focusing on a particular set of issues, ideas, themes, or methodologies in STS and offering an in-depth exploration of the history, philosophy, rhetoric, or sociology of science. It expressly thematizes the interdisciplinary nature of STS and shows, through the detailed examination of a particular topic, how the components disciplines in STS relate to one another.</p> <p>STS 502 is required of all first-year students in the STS PhD research streams in English, History, and Philosophy. It introduces them to the interdisciplinary research context of STS through an examination of a topic of interest across a range of STS perspectives.</p>
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Category: (1)

<p>Faculty: ARTS Department: English, History, Philosophy Faculty Approval Date: Feb9, 2010</p> <p>Effective: Winter Session, First Term, 2012</p>	<p>Date: August 9, 2010 Contact Person: Alan Richardson Phone: 822-3967 Email: alanr@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>STS 597 (3) Masters Colloquium in Science and Technology Studies.</p>	<p>URL: None</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course Rationale: This course plays a critical role in the STS Graduate Program and is designed to provide students from various backgrounds with a critical understanding of the concepts and methodologies central to the study of science and technology from the perspectives of the humanities and social sciences.</p>

	<p>A colloquium is held bi-weekly throughout the Winter Session; it provides students with access to contemporary research in STS in the form of lectures by visiting scholars or by faculty at UBC. It also provides a forum for advanced student presentations of their work in progress.</p> <p>[restricted to Master's students in the STS Graduate Program]</p>
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Category: (1)

<p>Faculty: ARTS Department: English, History, Philosophy Faculty Approval Date: Feb 9, 2010</p> <p>Effective: Winter Session, First Term, 2012</p>	<p>Date: August 9, 2010 Contact Person: Alan Richardson Phone: 822-3967 Email: alanr@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>STS 598 (3-6) D Doctoral Colloquium in Science and Technology Studies.</p>	<p>URL: None</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course Rationale: This course plays a critical role in the STS Graduate Program and is designed to provide students from various backgrounds with a critical understanding of the concepts and methodologies central to the study of science and technology from the perspectives of the humanities and social sciences.</p> <p>A colloquium series is held bi-weekly throughout the Winter Session and provides students with access to contemporary research in STS in the form of lectures by visiting scholars or by faculty at UBC. It also provides a forum for advanced student presentations of their work in progress. The colloquium is a year long course required for all first-year and</p>

	<p>second-year Ph.D. students in the STS Program. Ph.D. students beyond the second year are not permitted to take STS 597 or 598 for credit, but they are strongly encouraged to attend and participate in the colloquium.</p> <p>Students will be evaluated by their attendance and participation at events, through a journal of responses to the talks (responses keyed to the question “what does this talk tell me about STS and what does STS tell me about this talk?”), and through written responses to scholarly works read in advance of the visits. Grading is on a Pass/Fail scheme.</p> <p>Students will become familiar with a wide range of on-going topics in STS through engagement with leading scholars in the field and with contemporary works written by such scholars. They will become familiar with the professional life of the STS scholar.</p> <p>[restricted to students in the STS doctoral research stream]</p>
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Category: (1)

<p>Faculty: ARTS Department: English, History, Philosophy Faculty Approval Date: February 9, 2010</p> <p>Effective: Winter Session, First Term, 2012</p>	<p>Date: January 21, 2010 Contact Person: Alan Richardson Phone: 822-4087 Email: alanr@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>STS 599 (12). Master’s thesis.</p>	<p>URL: None</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale:</p>

	<p>There is an identified need for a Science and Technology Studies program based on the strength of STS faculty across several disciplines at UBC and the importance of the field. The new Program will provide a coherent educational program designed to provide students from various backgrounds with a critical understanding of the concepts and methodologies central to the study of science and technology from the perspectives of the humanities and social sciences.</p> <p>Master's students in the Program are required to complete a 12 credit research thesis. The grading system will be pass/fail.</p>
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Category: (1)

<p>Faculty: ARTS Department: Philosophy Faculty Approval Date: October 12, 2010</p> <p>Effective: Winter Session, First Term, 2012</p>	<p>Date: 16 December 2010 Contact Person: Alan Richardson Phone: 822-3967 Email: alanr@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ENGL 561 (3-12) D. Topics in Science and Technology Studies.</p> <p>Advanced seminar on a theme or topic of interest to both STS and English.</p>	<p>URL: None</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale:</p> <p>Students who complete this course will understand the role—and exhibit the promise—of English Studies in the overall project of Science and Technology Studies; they will be able to mobilize the theoretical frameworks and methodologies of English Studies to contribute to the advancement of knowledge in a cross-disciplinary field. In one iteration of the course, students may learn to use procedures of rhetorical</p>

	analysis to examine persuasive strategies at work in scientific texts; in another, they may hone skills of literary criticism to analyze works of fiction that take up topics in science and technology.
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Category: (1)

<p>Faculty: ARTS Department: History</p> <p>Faculty Approval Date: October 12, 2010</p> <p>Effective: Winter Session, First Term, 2012</p>	<p>Date: 13 September 2010</p> <p>Contact Person: Alejandra Bronfman</p> <p>Phone: 822-5163</p> <p>Email: bronfman@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>HIST 581 (3-12) D. Topics in Science, Technology, and Society</p> <p>Advanced seminar on a specific theme or themes interest to both STS and History.</p>	<p>URL: None</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale:</p> <p>This course is designed to introduce graduate students to many of the core analytical concepts of the interdisciplinary field of Science Studies. The primary objectives of the seminar are therefore cognitive. Students will acquire a depth of understanding of the historical development of the field with an emphasis on the key debates, motivations, and assumptions that have shaped it. Students will also gain fluency in many of the key analytical terms of Science Studies, and a general understanding of the contributions and approaches of the key participating disciplines (Philosophy, History, Literary Studies, Sociology, and Anthropology, Geography). Finally, students will emerge from this course versed in the work of the some of the leading figures in Science Studies.</p>

Category: (1)

<p>Faculty: ARTS Department: Philosophy Faculty Approval Date: October 12, 2010</p> <p>Effective: Winter Session, First Term, 2012</p>	<p>Date: 16 December 2010 Contact Person: Alan Richardson Phone: 822-3967 Email: alanr@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PHIL 561 (3-12) D. Topics in Science and Technology Studies.</p> <p>Advanced seminar on a theme or topic of interest to both STS and Philosophy.</p>	<p>URL: None</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale:</p> <p>The overall goal of the course is that the students who successfully complete the course will have facility in an area of current science and technology studies research as it relates to the research methods and topics of philosophy. In addition to the specific set of topics and methods studied in any particular version of the course, students who have completed the course will have acquired a transferable research skill in treating a variety of topics and methods of interest to both STS and philosophy. Students will know how to deploy research methods from both interdisciplinary STS and from philosophy in order to engage in a cross-disciplinary research and will acquire practice in writing research essays for a cross-disciplinary audience.</p>

Master of Museum Education



Appendix A: UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: Curriculum and Pedagogy Faculty Approval Date: 23 March 2010</p> <p>Effective Session __12W__ Term _1_ Year 2012 for Change</p>	<p>Date: April 12, 2011 Contact Persons: Dr Cynthia Nicol - 604 822-5246 Dr David Anderson - 604 822 2086 Email: cynthia.nicol@ubc.ca Email: david.anderson@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Degree Offered: M. M. Ed.</p> <p>Members Associate Professors D. Anderson, C. Nicol</p> <p>Program Overview The primary focus of the <i>Master of Museum Education</i> program is to examine how all aspects of a museum support the facilitation of learning with visitors of all ages and children in Kindergarten to grade 12. The program is designed for graduate students such as museum educators, other museum professionals interested in the educative process, teachers, and dedicated community members who are interested in examining the potentials of learning in the context of museums and other informal settings.</p> <p>Master of Museum Education</p> <p>Admission Requirements In addition to the Faculty of Graduate Studies requirements, the program normally requires:</p> <ol style="list-style-type: none"> 1. 18 credits of senior coursework or a professional concentration in the area of interest, and 2. A minimum of two years of teaching experience or other relevant professional experience. 	<p>URL: Include new page under list at: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,0</p> <p>Add link to the new page created above to list at: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,829,1248</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: Create new program</p> <p>Rationale:</p> <p>Currently in Canada no graduate program with a focus on museum education exists. While other programs that focus on museum studies are available (eg. Museum Studies, Faculty of Arts at UBC) there is no program that focuses specifically on the educative context, curriculum and pedagogy of museums as informal settings for teaching and learning.</p> <p>The primary focus of the proposed program is to examine how all aspects of a museum support the facilitation of learning with visitors of all ages and children in Kindergarten to grade 12. The proposed <i>Master of Museum Education</i> program is designed for graduate students such as museum educators, other museum professionals interested in the educative process, teachers and dedicated community members who are interested in examining the potentials of learning in the</p>



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Program Requirements

The *Master of Museum Education* (MMEd) program consists of a minimum of 30 credits, of which 24 must be courses numbered at the 500-level. A maximum of 6 credits may be taken at the 300- or 400-level. Students select either a program consisting entirely of courses (for example, ten 3-credit courses), or 27 credits of coursework, plus a 3-credit graduating project.

For B.C. teachers: Teacher Qualification Service requires a capstone experience (e.g., graduating project). Part-time and full-time study options are available. The required courses are (3 credits each):

ANTH 518 *Museum Methods*
(Museum Practices)

EDCP 565 *Teaching in Museums*
(Teaching in Informal Settings)

EDCP 558 *Learning in Informal Environments*
(Learning Theory)

EDCP 567 *Curriculum Issues & Theories in Museums* (Curriculum Theory)

EDUC 500 *Research Methodology in Education*
(Research Inquiry)

EDCP 598 *Field Experience*
(Professional Practice in Museums)

EDCP 590 *Graduating Paper*
(Capstone Experience - required for BC Teachers)

Choose Electives from the Following List:

ANTH 431, *Museum Practice and Curatorship*, 3 credits

ANTH 541, *Advanced Seminar in Critical Museum Anthropology*, 3/6 credits

CCST 501, *Contemporary Contextual Issues for Critical and Curatorial Practice*, 3 credits

CCST 502, *Case Studies in Exhibitions and*

context of museums and other informal settings.

ID Number of Supporting Documents: **Masters of Museum Education (MMEd)**



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<p><i>Institutions, 3 credits</i></p> <p>EDCP 504, <i>Review of Research in Art Education</i>, 3 credits</p> <p>EDCP 510, <i>Video Ethnography in Educational Research: Culture, Technology and Interpretation</i>, 3 credits</p> <p>EDCP 512, <i>Educational Action Research</i>, 3 credits</p> <p>EDCP 513, <i>Case-study Research and Cross-Cass Analysis</i>, 3 credits</p> <p>EDCP 514, <i>Arts-based Educational Research: A/R/tography</i>, 3 credits</p> <p>EDCP 520, <i>Perspectives, Practice and Curriculum Issues in Contemporary Art Education</i>, 3 credits</p> <p>EDCP 522 <i>Psychological Foundations of Art Education</i></p> <p>EDCP 523, <i>Seminar in Art Education</i>, 3 credits</p> <p>EDCP 538, <i>Theory and Research in Environmental Education</i>, 3 credits</p> <p>EDCP 541, <i>Problems in Historical Understanding</i>, 3 credits</p> <p>EDCP 555, <i>Critical Analysis of Curriculum in Science Education</i>, 3 credits</p> <p>EDCP 557, <i>Conceptual and Practical Issues in Teaching and Learning of the Sciences</i>, 3 credits</p> <p>EDCP 559, <i>Research in the Teaching and Learning of the Sciences</i>, 3 credits</p> <p>EDCP 566, <i>Curriculum Change, Planning and Implementation</i>, 3 credits</p> <p>ETEC 521, <i>Indigeneity, Technology, and Education</i>, 3 credits</p> <p>EDCP 328, <i>Environmental Education</i>, 3 credits</p> <p>EDCP 447, <i>Computer-based Science Education</i>, 3 credits</p> <p>EDCP 449, <i>Earth and Space Science Beyond the Textbook</i>, 3 credits</p> <p>EDCP 450, <i>Life Science Beyond the Textbook</i>, 3 credits</p> <p>EDCP 451, <i>Physical Science Beyond the Textbook</i>, 3 credits</p> <p>EDST 565A, <i>Adult Environmental Education</i>, 3 credits</p> <p>SSSED 511, <i>Problems</i></p>	
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in Historical Understanding, 3 credits

Contact Information

Department of Curriculum and Pedagogy

2125 Main Mall

Vancouver, BC, Canada V6T 1Z4

Tel: 604.822.5367

Fax: 604.822.4714

Email: edcp.grad@ubc.ca

Web: www.edcp.educ.ubc.ca

Basia Zurek, Graduate Secretary



THE UNIVERSITY OF BRITISH COLUMBIA
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Education Department: Curriculum and Pedagogy Faculty Approval Date: March 1, 2011 Effective Session Winter Term 1 Year <u>2012</u> for Change	Date: Sept. 2010 Contact Person: David Anderson, Cynthia Nicol Phone: 604-822-2086 Email: david.anderson@ubc.ca cynthia.nicol@ubc.ca
Proposed Calendar Entry: EDCP 565 (3) Teaching in Museums Issues, theories and research studies.	URL: n/a Present Calendar Entry: None. Type of Action: Create New Course Rationale for Proposed Change: This graduate level course is a core course of the Master of Museum Education program. This course provides opportunities for graduate students to discuss and critique issues and factors that shape teaching in museums and methodological approaches to investigating pedagogy in museums. X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)



THE UNIVERSITY OF BRITISH COLUMBIA
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

<p>Faculty: Education Department: Curriculum and Pedagogy Faculty Approval Date: March 01, 2011</p> <p>Effective Session Winter Term 2 Year 2012/13 for Change</p>	<p>Date: Sept. 2010 Contact Person: David Anderson, Cynthia Nicol Phone: 604-822-2086 Email: david.anderson@ubc.ca cynthia.nicol@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EDCP 567 (3) Curriculum Issues and Theories in Museums</p> <p>The intersection between Museum Education and Curriculum Theory through a survey of a wide range of research and practices in curriculum, teaching and learning. i.e., curriculum studies as it relates to museum education.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: This graduate level course is a core course of the Master of Museum Education program. This course provides opportunities for graduate students to discuss and critique issues and factors that shape curriculum teaching and learning in museums.</p> <p>X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Library Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

3 May 2011

To: Vancouver Senate

From: Library Committee

Re: Report of the Senate Library Committee

Report of the Senate Library Committee

In its first full year of activity since it was revived in 2009-10, and in fulfilling its mandate [1] to “advise and assist” the University Librarian, the Committee held consultative meetings with several individuals and groups, including the Library’s newly appointed Director, Digital Initiatives (Alan Bell), its Rare Books and Special Collections Archivist (Sarah Romkey), its Scholarly Communications Coordinator, Digital Initiatives (Joy Kirchner), and one of the co-chairs of the working group on Open Access for the Provost’s Scholarly Communications Steering Committee (Dr. Wyeth Wasserman, who presented a draft Position Statement on Dissemination of Research: see also below). A further meeting, with the chairs of the Library Advisory Committees for the faculties (which were earlier canvassed for their concerns), has been arranged for a date after the last meeting of Senate.

Recognizing that senators have been informed of the Library’s main agenda and current policy directions by the University Librarian (when presenting her Annual Report to Senate), having at present nothing [2] “to recommend to the Senate with respect to rules on the management and conduct of the Library,” noting that the chief of the “matters of policy under discussion by the Committee” [3] this year—namely, the Library’s role in supporting and implementing a future policy on Dissemination of Research (Open Access)—awaits recommendations by the Open Access working group of the Scholarly Communications Steering Committee reporting to the Provost, the Library Committee confines itself in this report to three sets of observations of a general order which, it trusts, may be of use both to the Senate as it considers academic issues bearing on the Library and to the next Senate Library Committee as it reflects upon its mandate [see 1-3 above]. These observations, framed by the questions posed below, correspond to three areas of particular concern identified by the University Librarian at the Committee’s January 2011 meeting, which were: “awareness of the role of the Library on campus,” “the Library budget,” and “space requirements.”

1. What *is* the University Library?



The designation and mandate of a Senate “Library” Committee presuppose a common understanding of the nature and functions of a University Library, but such a shared understanding is now difficult to pin down. Whereas a decade ago it seemed possible that the idea of a University Library would be superseded and replaced—e.g., by that of a “Learning Centre”—what has happened instead, at UBC as elsewhere, is that the conception of a University Library has evolved, mainly by expansion in several directions at once, to encompass new realities. Thus the idea of the “Library” at UBC now comprehends, *inter alia*: study and social space on campus for students and others who may or may not be accessing information resources provided by the Library (“Learning Commons”); online information resources for UBC personnel who may or may not be on campus; a wide range of digitization projects, extending rapidly beyond materials already or previously held in other forms by the UBC Library; UBC’s future stake in a BC Integrated Research Library (IRL) that would contain the “last” retained copy of journal-issues and other volumes otherwise deaccessioned by the stakeholder libraries; an institutional repository (cIRcle) for the research production of UBC students and faculty, whether or not published elsewhere, envisaged as one element of a larger initiative for Open Access; technical, instructional, reference and research support and infrastructure provided by library personnel to students and faculty, whether at Library facilities (e.g., “Research Commons”) or elsewhere across campus or at the hospital sites; electronic systems for management of collections and user accounts, accessible through mobile devices; a wide range of non-bibliographic services provided to non-University communities, locally and province-wide (e.g., via the IKBLC) ... While most of the functions named here still have a visible relation to the “traditional” functions of the University Library of thirty years ago, all represent significant departures and expansions—driven or made possible by new technology and new visions of the social role of the university—with respect to the former mandate of university libraries. One inevitable result of this internal diversification and external diffusion of “library” functions is a fracturing of perceptions of what the University Library is and of what its limits are or ought to be. From this follow two further “academic” questions:

2. What should the “budget” for the Library be?

The Library Committee’s mandate to advise and assist the Librarian includes “advising on the allocation of *collection* funds to the fields of instruction and research,” but since the idea of a Library as comprising essentially its own “collection(s)” is now outdated, in practice the budgetary concerns of the Committee tend quickly to exceed that brief. Although the Library has a (small) special fund for new initiatives, its operating budget has not seen any major increase in recent years, despite the multiplication and expansion of Library functions, and even though few of the anticipated “savings” consequent on the declining (relative) importance of print media have yet been banked; physical collections in the traditional sense still need to be acquired, catalogued, managed, shelved and preserved. As “The Library” comes to stand for something like “cross-faculty, cross-sector local manager of universal data resources,” so the question of how funding for its proliferating functions is assured at the appropriate level becomes more pressing. While this issue is in a strict sense *ultra vires* for the Library Committee, it has loomed large in our discussions this year.



3. What are the “space requirements” of the Library?

As books gradually disappear into vaults or remote storage, so book-stacks give way to alternative uses of the space occupied by library buildings. If the “real” library had simply morphed into a “virtual” library accessible without any mediation beyond that provided by Microsoft and Google, all that space could be vacated for “non-library” uses. Since that has not happened—since, on the contrary, the Library has assumed an array of new or expanded functions requiring continued heavy investments in staff, equipment, infrastructure and in facilities where students, staff, faculty and members of the public can interact both “live” and online—questions about the provision and allocation of space for library services, and about the increasingly porous and potentially contested boundaries between library-space, non-library common space, and non-library kinds of dedicated space are also coming to the fore. This, in turn, is just one aspect of the challenge now facing the Library Committee in its duty of advising and assisting the Librarian in “developing a general program of library service *for all the interests of the University.*”

Respectfully submitted,

Dr. Mark Vessey, Chair
Senate Library Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Nominating Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel : (604) 822-9134 | Fax : (604) 822-5941
lindsey.lipovsky@ubc.ca

May 2, 2011

To: Vancouver Senate

From: Nominating Committee

Re: **Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates (approval) and Election of Student Senators to the Council of Senates (approval)**

a) Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates (approval)

The Nominating Committee recommends that if in September 2011, student senators are not available to attend regularly scheduled meetings of the committees they are assigned to due to their class schedules, adjustments be made as necessary to better ensure student representation is available at Senate committees throughout the next year.

***Motion:** That Senate appoint student senators to the Committees of Senate as follows, for term ending March 31, 2012 and thereafter until replaced.*

1. Academic Building Needs

Tom Brennan
Imran Habib
Aaron Sihota

2. Academic Policy

Tom Brennan
Justin Yang

3. Admissions

Saba Marzara
Robyn Sneath

4. Agenda

Sean Heisler
Matt Murray



5. Appeals on Academic Standing

Ryan Bredin
Saba Marzara
Brendan Craig

6. Curriculum

Carolee Changfoot
Jack Leung
Nazgol Seyednejad
Justin Yang
Vacancy

7. Library

Tom Brennan
Carolee Changfoot
Aaron Sihota
Vacancy

8. Student Appeals on Academic Discipline

Matt Murray
Kevin Truong
Brendan Craig

9. Student Awards

Imran Habib
Kevin Truong

10. Teaching and Learning

Ryan Bredin
Spencer Rasmussen
Aaron Sihota

11. Tributes

Saba Marzara
Nazgol Seyednejad

12. Elections Committee of the Council of Senates

Jack Leung

13. Budget Committee of the Council of Senates

Carolee Changfoot
Vacancy

14. Council of Senates Vancouver Representative Committee Four

Spencer Rasmussen



b) Election of Student Senators to the Council of Senates (approval)

As per section 38.1(e) of the University Act, the Vancouver Senate must elect four (4) representatives to the Council of Senates and Senate has determined that two (2) such representatives be students. The Nominating Committee recommends to Senate the nomination of Kevin Truong and Jack Leung for election to the Council of Senates.

Motion: *That Senate elect Mr. Kevin Truong and Mr. Jack Leung to the Council of Senates.*

Respectfully Submitted,

Dr. Rhodri Windsor-Liscombe, Chair
Senate Nominating Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Senate Committee on Student Appeals on Academic Discipline
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel : (604) 822-8141 | Fax : (604) 822-5945

6 May 2011

To: Vancouver Senate

From: Senate Committee on Student Appeals on Academic Discipline

Re: **Annual Report to Senate 2010-2011**

Members of the Committee:

- Prof. Bruce MacDougall (Chair)
- Dr. Michael Burgess
- Ms. Cheryle Colombe
- Prof. Bonnie Craig
- Mr. William McNulty
- Mr. Clinton Meyers
- Mr. Joseph Scafe
- Dr. John Stapleton
- Mr. Dipen Thakrar
- Dr. Mahesh Upadhyaya
- Mr. Des Verma

The Senate Committee on Student Appeals on Academic Discipline is a standing committee of the Vancouver Senate established under section 37(1)(v) of the *University Act*, R.S.B.C. 1996, c.468. The Committee is the “standing committee in the final appeal for students in matters of academic discipline.” Under section 61(1) of the *Act*, the “president has power to suspend a student and to deal summarily with any matter of student discipline.” Under section 61(2), the President “must promptly report the action of the standing committee established under section 37(1)(v) with a statement of his or her reasons.” Under section 61(3), the “action of the president is final and subject in all cases to an appeal to the Senate.”

Student discipline is governed by the Academic Regulations section of the UBC Calendar. The rules and procedures of the Senate Committee on Student Appeals on Academic Discipline can be found at <http://www.senate.ubc.ca/vancouver/rules.cfm?go=discipline>.

During the period from 1 May 2010 and 30 April 2011, the Senate Committee heard six (6) appeals involving students disciplined by the President upon the recommendation of the President's Advisory Committee on Student Discipline. Of the appeals considered by the Senate Committee, one (1) was allowed and five (5) were dismissed. The misconduct, the disciplinary actions taken by the President, the nature of the appeals and the decisions of the Senate Committee are as follows:

1. June 2010

The student was disciplined for non-academic misconduct. The discipline imposed by the President was suspension from the University for a period of 12 months, no access to the University campus for the duration of the suspension, no contact with University faculty and staff during the period of suspension and a notation of non-academic misconduct entered on the student's transcript. The student appealed with respect to the severity of the disciplinary action, namely that the period of suspension was excessive.

Appeal dismissed.

2. July 2010

The student was disciplined for altering an answer on a marked midterm examination and submitting it for re-grading. The discipline imposed by the President was mark of zero in the course, a letter of reprimand and a notation of academic misconduct entered on the student's transcript. The student appealed on the grounds that there was a breach or unfair application of the University's procedure prior to the President's Committee hearing that was raised before the President's Committee but was not adequately remedied through the President's Committee and that the President incorrectly determined that the student's conduct, either admitted or as found by the President, constitutes misconduct or the President incorrectly applied a University policy or procedure.

Appeal allowed.

3. September 2010

The student was disciplined for plagiarizing two term papers for a course. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 4 months and a notation of academic misconduct entered on the student's transcript. The student appealed with respect to the severity of the disciplinary action, namely the mark of zero in the course.

Appeal dismissed.

4. October 2010

The student was disciplined for falsely reporting that he had not written final examinations for two courses. The discipline imposed by the President was a letter of reprimand and a notation of academic misconduct entered on the student's transcript. The student appealed with respect to the severity of the disciplinary action, namely the notation of academic misconduct entered on the transcript.

Appeal dismissed.

5. November 2010

The student was disciplined for altering two marked midterm examinations and submitting them for regrading. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 4 months and a notation of academic misconduct entered in the student's transcript. The student appealed on the grounds that the President erred in his assessment of the evidence in the report of the President's Committee, including any factual inferences made by the President, or the credibility of the student or other witnesses and that the discipline imposed was excessive.

Appeal dismissed.

6. January 2011

The student was disciplined for plagiarizing a term paper. The discipline imposed was a mark of zero in the course, suspension from the University for a period of 4 months and a mark of academic misconduct entered on the student's transcript. The student appealed with respect to the severity of the disciplinary action, namely that the period of suspension was excessive.

Appeal dismissed.

Respectfully submitted,

Prof. Bruce MacDougall, Chair
Senate Committee on Student Appeals on Academic Discipline

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Student Awards Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

27 April 2011

From: Student Awards Committee

To: Senate

RE: New Awards (May 2011)

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.

ABORIGINAL Graduate Fellowship: Aboriginal Graduate Fellowships are awarded to outstanding aboriginal graduate students and provide a minimum annual stipend of \$16,000 plus tuition. Fellowships are awarded through an annual competition, with priority given to aboriginal students whose traditional territory falls, at least in part, within Canada. Fellowships may be offered for one or more years, with continued fellowship support conditional on satisfactory academic progress. The awards are made on the recommendation of the Faculty of Graduate Studies. (First award is available for the 2011/12 Winter Session.)

BC Assessment Valuation Award: A \$1,750 award has been endowed by BC Assessment Authority to the Diploma in Urban Land Economics student demonstrating leadership in appraisal and valuation by obtaining the highest standing in a combination of BUSI 330 (Foundations of Real Estate Appraisal) and BUSI 344 (Statistical and Computer Applications in Valuation). Recommendation is made by the Sauder School of Business. (First award is available for the 2011/12 Winter Session.)

Gordon L. DIEWERT Community Service Entrance Award: A \$1,000 service entrance award is offered in memory of Dr. Gordon L. Diewert, who was killed by a drunk driver, to promote the prevention of drinking and driving. The award is granted annually on the basis of good academic performance and community service to a high school student entering the School of Kinesiology. The recipient must demonstrate participation in volunteer activities associated with the prevention of drinking and driving. Preference will be given to students who took leadership roles in their high school Dry Grad activities. Students must complete an application form and include a letter of reference from their teacher/supervisor. The award will be granted by the School of Kinesiology Awards Adjudication Committee. (First award is available for the 2011/12 Winter Session.)

William McKendrick MCCALLUM Entrance Bursary in Medicine: Bursaries totalling \$6,300 have been endowed by an estate gift from William McKendrick McCallum to provide funding for medical students who are entering their first year of study and are in need of financial assistance. Students may receive this bursary more than one time should they continue to demonstrate financial need and exceptional ability in their medical studies. Recommendations are made by the Faculty of Medicine in consultation with the Office of Student Financial Assistance and Awards. (First award is available for the 2011/12 Winter Session.)

Neil POLLOCK 'Mensche' Service Award in Medicine: A \$1,000 service award has been donated by Dr. Neil Pollock to recognize students' commitment to altruism and community service. 'Mensche' directly translates to 'human being' in Yiddish, is a person of integrity, honour and kindness. Following in this spirit, Dr. Pollock aims to ensure students are recognized for their contributions to their class and the community. Adjudication is based on demonstrated leadership skills, involvement in extracurricular activities and commitment to community service. The award is made on the strength of applicants and the recommendation of the Faculty of Medicine. (First award is available for the 2011/12 Winter Session.)

Gokal SINGH of Halwara Memorial Service Award in Social Work: A \$1,000 award is offered by Ranjit Hall to a student specializing in social work who has a demonstrated interest in and advocacy for social justice and equality. To be considered, candidates must demonstrate community involvement and volunteer work both on and off campus with a specific focus in helping disadvantaged and recent immigrant persons and groups. Recommendation is made by the School of Social Work. (First Award Available for the 2011/12 Winter Session)

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

Edna BAXTER Memorial Prize – A prize of \$100, endowed as a memorial to Edna Baxter by her friends and colleagues, serves as a tribute to her devoted work as a teacher. This prize is awarded to an undergraduate in the Faculty of Education who achieves distinction in the use of Children's Literature during the practicum.

Reason for Change: The 2-Year Elementary Option of the Bachelor of Education Program is being phased out.

Jean BARMAN Prize in Aboriginal Education – Prizes totalling \$1,000 are offered to students of Aboriginal ancestry pursuing graduate or teacher education degree based on a project related to aboriginal people. The award is named in honour of Dr. Jean Barman, an outstanding professor who taught and works in this area. The award is made on the recommendation of the Department of Educational Studies in consultation with the Associate Dean of Indigenous Education and the Faculty of Graduate Studies. (First Award Available for the 2010/11 Winter Session)

Reason for Change: The donor wanted to open up the criteria to offer it to any student who is working on a project related to aboriginal people and not simply aboriginal history. Biographic information concerning Dr. Barman has also been revised.

Alice V. BORDEN Memorial Scholarship in Early Childhood Education – A scholarship of \$500 is given by her pupils and their parents, students, colleagues, friends and relatives, in memory of Alice V. Borden, 1908-1971, Assistant Professor of Education at the University of British Columbia, who taught and practised pre-school education there from 1958-1971. The intent of the scholarship is to encourage the dynamic spirit of dedication to excellence and integrity in learning and teaching which they were privileged to experience in this rare person and skilful teacher. The scholarship is awarded on the recommendation of the Faculty of Education to an outstanding student whose teaching practicum is in Early Childhood (K-3).

Reason for Change: The 2-Year Elementary Option of the Bachelor of Education Program is being phased out.

Alice V. BORDEN Memorial Prize – A prize of \$200 is given by her pupils and their parents, students, colleagues, friends and relatives, in memory of Alice V. Borden, 1908-1971, Assistant Professor of Education at the University of British Columbia, who taught and practised pre-school education there from 1958-1971. The intent of the prize is to encourage the dynamic spirit

of dedication to excellence and integrity in learning and teaching which they were privileged to experience in this rare person and skilful teacher. The prize is awarded on the recommendation of the Faculty of Education to an outstanding student graduating with the Bachelor of Education (Elementary), whose practicum is in early childhood education, and who demonstrates excellence in teaching practice.

Reason for Change: *The 2-Year Elementary Option of the Bachelor of Education Program is being phased out.*

CHEMETICS Award in Engineering – A \$1,000 award is offered by Chemetics to a student entering his/her first or second year of study in Chemical Engineering in even numbered years and Mechanical Engineering in odd numbered years. Recommendation is made by the Faculty of Applied Science.

Reason for Change: *Corporate name change from Aker Solutions to Chemetics and requested revision to the adjudication criteria to have the award rotate between chemical and mechanical engineering candidates.*

C. K. CHOI Scholarship in Secondary Education – One or two scholarships totalling \$5,400 have been endowed by the Choi family for outstanding students entering the Bachelor of Education (Secondary) program. The scholarship, made on the recommendation of the Faculty of Education, is disbursed in three equal instalments, one at the start of each term.

Reason for Change: *The endowment is no longer in a financially viable state to offer renewable scholarships.*

Sonia CRADDOCK Memorial Prize – A \$250 prize has been endowed in memory of Sonia Craddock, elementary teacher, reading researcher, teacher educator and author of children's literature. The prize is offered to an undergraduate student in the Faculty of Education who achieves distinction in the use of children's literature. Preference is given to a student who uses children's literature effectively in a teaching practicum. The award is made on the recommendation of the Faculty of Education.

Reason for Change: *The 2-Year Elementary Option of the Bachelor of Education Program is being phased out.*

Mathilde MACINNES Memorial Scholarship – As a memorial to his wife, Mathilde MacInnes, and in recognition of her interest in young people, this scholarship of \$1,100 has been established by Mr. W. H. MacInnes in the field of Education. It is awarded to the student who obtains the excellent standing in the Winter Session of the program leading to the B.Ed. degree (elementary teaching field) and is proceeding to the extended practicum and final courses of that program.

Reason for Change: *The 2-Year Elementary Option of the Bachelor of Education Program is being phased out.*

Barbara MIKULEC Prize in Education – A \$700 prize has been endowed by Barbara Mikulec, B.Ed. (Elementary), '69, for undergraduate students in the Faculty of Education. The award is offered to students whose teaching practicum demonstrates success in teaching English as an Additional Language, and is made on the recommendation of the Faculty of Education.

Reason for Change: *The 2-Year Elementary Option of the Bachelor of Education Program is being phased out.*

PHI Delta Kappa Scholarship in Education – One scholarship of \$1,000, a gift of UBC Chapter of Phi Delta Kappa, is awarded to a student who has completed Winter Session in the Faculty of Education (defined as the initial eight or nine month winter session) and is continuing

in the degree program. The award is made to a student who not only has good academic records but who also has shown ability in and aptitude for teaching. The award is made on the recommendation of the Faculty, with scholarship available for both the Elementary and Secondary programs.

Reason for Change: *The 2-Year Elementary Option of the Bachelor of Education Program is being phased out.*

Stella SHOPLAND Memorial Prize – A \$175 prize, endowed as a memorial to Stella Shopland by her friends and associates, serves to mark the esteem and affection in which she was held by her colleagues and students. In tribute to her special interest in children's literature, this prize is awarded to an undergraduate in the Faculty of Education who achieves distinction and who uses children's literature in an effective and imaginative manner during the practicum.

Reason for Change: *The 2-Year Elementary Option of the Bachelor of Education Program is being phased out.*

Joan TUEY Scholarship in Early Childhood Education – Scholarships totalling \$850 have been endowed by Leon and Joan Tuey for students in Early Childhood Education. The awards are offered to students in the Teacher Education program concentrating in Early Childhood Education during the practicum and are made on the recommendation of the Faculty of Education.

Reason for Change: *The 2-Year Elementary Option of the Bachelor of Education Program is being phased out.*

Frederic H. SOWARD Memorial Fellowship – A \$2,300 fellowship has been endowed through contributions from colleagues, family, friends and students to honour the memory of Frederic H. Soward who served as Dean of the Faculty of Graduate Studies and as Head of the History Department during his 42 years with UBC. A gifted teacher, he was also a distinguished authority on Canada's role in international affairs. The award to a full-time graduate student studying international relations, with the recommendation alternating each year between the Department of History and the Department of Political Science, in consultation with the Faculty of Graduate Studies.

Reason for Change: *The nominations for this fellowship are meant to rotate between the Department of History and Political Science. The revised description clarifies this point so it is not lost in adjudication.*

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Tributes Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel: (604) 822-8141 | Fax: (604) 822-5945

6 May 2011

To: Vancouver Senate

From: Tributes Committee

Re: **Candidates for Emeritus Status (approval)**

The Tributes Committee recommends approval of the following motion:

Motion: *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professors Emeritus, Associate Professors Emeritus, Assistant Professors Emeritus, Senior Instructors Emeritus, Instructors Emeritus, General Librarians Emeritus and Administrative Librarians Emeritus be added to the Roll of Convocation.*

Respectfully submitted,

Dr. Sally Thorne
Chair, Tributes Committee

Faculty Members Eligible for Emeritus Status				
Retirements or Resignations December 31, 2010 to August 31, 2011				
Last Name	First Name	Rank	Faculty	Emeritus Title
Brewer	Jesse	Professor	Science	Professor Emeritus of Physics and Astronomy
Canam	Connie	Assistant Professor	Applied Science	Assistant Professor Emeritus of Nursing
Clay	M. Graham	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Surgery
Cliff	Brian L.	Senior Instructor	Science	Senior Instructor Emeritus of Chemistry
Duff	Sheldon	Professor	Applied Science	Professor Emeritus of Chemical and Biological Engineering
Ekeland	Ivar	Professor	Science	Professor Emeritus of Mathematics
Field	Lanora	Professor	Medicine	Professor Emeritus of Medical Genetics
Forbes	John	Clinical Professor	Medicine	Clinical Professor Emeritus of Pediatrics
Henderson	Angela	Associate Professor	Applied Science	Associate Professor Emeritus of Nursing
Israel	Robert B.	Associate Professor	Science	Associate Professor Emeritus of Mathematics
Lawrence	Peter D.	Professor	Applied Science	Professor Emeritus of Electrical and Computer Engineering
Mathers	David Alexander	Associate Professor	Medicine	Associate Professor Emeritus of Cellular and Physiological Sciences
McClung	David M.	Professor	Arts	Professor Emeritus of Geography
McDonald	Michael	Professor	College for Interdisciplinary Studies	Professor Emeritus of Applied Ethics
Muller	Nestor Luiz	Professor	Medicine	Professor Emeritus of Radiology
Petric	Martin	Professor	Medicine	Professor Emeritus of Pathology
Spiegelman	George B.	Professor	Science	Professor Emeritus of Microbiology
The	Hung Sia	Professor	Science	Professor Emeritus of Microbiology
van Rijn	Theo	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Medicine
Walker	David C.	Associate Professor	Medicine	Associate Professor Emeritus of Pathology
Wray	William D.	Associate Professor	Arts	Associate Professor Emeritus of History



3 May 2011

To: Vancouver Senate

From: Faculty of Graduate Studies

RE: **Faculty of Graduate Studies Council Membership (approval)**

The Faculty of Graduate Studies recommends that, after due consideration of the supporting material provided in this package, the Senate act as follows.¹

Motion 1: *That Senate amend the means for selecting faculty members to serve on the Graduate Council as set out in detail below, under the heading, "Selection of Faculty Representatives on Graduate Council."*

Motion 2: *That Senate amend the formula for allocation of faculty members to the Graduate Council as set out in Appendix A, under the heading, "Allocation Formula for Faculty Representation on Graduate Council."*

Note: Motions 1 and 2 require a vote of two-thirds majority to be carried.

Motion 3: *That Senate receive the proposed allocation of Faculty Members to the Graduate Council, effective 1 July 2011, as shown in the table in Appendix A, under the heading, "Allocation of Faculty Members to the Graduate Council (Effective 1 July 2011)."*

Motion 4: *That Senate direct the Graduate Council:*

1. *To review the allocation of faculty members to the Graduate Council every five years effective 1 July 2011;*
2. *To adjust the membership of the Graduate Council accordingly; and*
3. *To provide the results of such reviews and adjustments to Senate for information.*

¹ The Faculty of Graduate Studies recommendations to Senate are subject to approval by the Graduate Council, with Council consideration for approval anticipated to occur on May 12, 2011.

Historical Background

The legislative and administrative authority of the Faculty of Graduate Studies over graduate programs of study is vested in the Graduate Council by the Faculty of Graduate Studies and Senate. The Council was established in 1986. When it was founded, the Council had 50 elected faculty members, representing each Faculty involved in graduate education. In 1990, faculty representation on the Graduate Council was expanded from 50 to 75 members, distributed using a formula which allocated representatives among the Faculties in proportion to the number of faculty members who are also members of the Faculty of Graduate Studies and the size of the graduate student body. (Student representation on the Council was also increased in the proportion to the increase in faculty membership, from 6 to 9 members, to be allocated among Faculties according to the size of the graduate student body of each Faculty. In 2006, student representation to the Council was increased further to 14 members.) The allocation formula was updated in 2006, on the understanding that it would be reviewed five years hence.

Selection of Faculty Representatives on Graduate Council

The bylaws of the Graduate Council require that the 75 seats for faculty members be filled by elections. In a number of Faculties, the number of candidates has consistently been so small that all the nominees are elected by acclamation rather than by voting. The Graduate Council suggests amending its bylaws to simplify this process. Elections will still be allowed, but not required.

The proposal also advances the deadline for determining Graduate Council membership by two months. Typically the Council meets in late September each year, and it is ideal to settle the membership before the first meeting.

Proposed Bylaws	Existing Bylaws
<p>I. Membership</p> <p>1. Faculty Members (75 selected members +2 senators)</p> <p>a) The Faculties shall select up to 75 members using the formula described in Appendix A. Only members of the Faculty of Graduate Studies will be eligible to serve on the Graduate Council.</p> <p>b) The Graduate Council shall review the distribution of selected members every five years and make appropriate changes.</p> <p>c) Faculty members of Senate elected by the Faculty of Graduate Studies shall serve as members-at-large (two at present).</p> <p>d) Each Faculty shall determine its own procedures for selecting its representatives (see 1.a). In cases where representatives are chosen by an election, only members of the Faculty of Graduate Studies will be eligible to vote.</p> <p>e) The number of selected representatives under 1.a) shall be fixed at 75; only the distribution can change.</p> <p>f) The selection of faculty members shall be completed by August 15.</p>	<p>I. Membership</p> <p>1. Faculty Members (75 elected members +2 senators)</p> <p>a) The Faculties shall elect 75 members (74 at present) using the formula described in <u>Redistribution of Faculty membership in Graduate Council</u>. Only members of the Faculty of Graduate Studies will be eligible to vote or be elected to the Graduate Council.</p> <p>b) The Graduate Council shall review the distribution of these elected members every five years and make appropriate changes.</p> <p>c) Faculty members of Senate elected by the Faculty of Graduate Studies shall serve as members-at-large (two at present).</p> <p>d) Each Faculty shall determine its own procedures for electing its representatives (see 1.a).</p> <p>e) The number of elected representatives under 1.a) shall be fixed at 75; only the distribution can change.</p> <p>f) The election of faculty members shall be completed by October 15.</p>

Respectfully submitted,

Dr. Philip Loewen,
Associate Dean, Graduate Program and Policy Review
Faculty of Graduate Studies

Appendix A:

Allocation formula for Faculty Representation on Graduate Council

The 2006 formula for dividing the 75 faculty seats on the Graduate Council between Faculties was based on a lookup table designed before the recent increase in graduate student enrolment. We propose a more robust replacement, as follows.

Of the 75 selected Faculty seats on the Graduate Council, one seat is assigned to each disciplinary Faculty or functional equivalent, excluding the Faculty of Graduate Studies. This step assigns 12 seats. The remaining 63 positions are then divided between Faculties (or functional equivalents, including the Faculty of Graduate Studies) in proportion to the number of graduate students in each Faculty. This calculation is based on Full-Time Equivalent [FTE] student numbers effective November 1 in the year preceding the reallocation.

Allocation of Faculty Members to the Graduate Council (effective 1 July 2011)

FACULTY	Graduate Student FTEs (1 Nov 2010)	Proposed Dist Effective 1 July 2011	2007-11 Dist	Change
Applied Science	1339	11	10	+1
Arts	1749	15	14	+1
CFIS	578	6	5	+1
Dentistry	42	1	2	-1
Education	1160	10	11	-1
Forestry	225	3	3	0
Graduate Studies	77	1	0	+1
Land & Food Systems	160	2	2	0
Law	81	2	2	0
Medicine	1126	10	10	0
Pharmaceutical Sciences	53	1	2	-1
Commerce	90	2	3	+1
Science	1271	11	10	+1
TOTAL	7873	75	74	+1



To: Senate

From: Faculty of Graduate Studies

**Re: AFFILIATIONS WITH BEIJING NORMAL UNIVERSITY, ZHUHAI, &
NORTHEAST NORMAL UNIVERSITY**

The Faculty of Graduate Studies is pleased to forward the requests of the Faculty of Education to allow for the following affiliations for graduate programs:

Beijing Normal University, Zhuhai – UBC Master of Museum Education

Northeast Normal University – UBC Master of Education in Curriculum Studies

Attached are the proposed memoranda of agreement that will form the bases of these affiliations. The agreements set out a block transfer of 12 credits into the respective programs from the designated Chinese university and reiterate the necessary UBC curriculum that must be completed for these students to complete their degrees. The Faculty notes that twelve credits is the maximum amount currently permitted for transfer into a graduate program by UBC academic regulations, and that these agreements abide by the standard Master of Education in Curriculum Studies and the proposed Master of Museum Education curricula – these affiliations do not change any program or academic requirements at UBC. The Master of Museum Education is a new program being considered by Senate this evening; for details on this program, please refer to the new program report of the Curriculum and Admissions Committees.

Both memoranda have been reviewed by the offices of the University Counsel, Provost, UBC International, and Go Global.

The Faculty of Graduate Studies requests that the Senate resolve as follows:

That the Senate recommend the attached memoranda of understanding with Beijing Normal University, Zhuhai, and Northeast Normal University to the Council of Senates for approval.

Memorandum of Agreement

between



Faculty of Education

The University of British Columbia (“UBC”)

and



School of Education

Beijing Normal University, Zhuhai (“BNUZ”)

regarding

UBC’s Master of Museum Education (MMEd) Degree Program

(22 February 2011)

WHEREAS:

A. UBC and BNUZ have mutual interests in:

- fostering university collaboration in delivering graduate degree programs
- furthering the preparation of leaders specialized in museum education
- facilitating the professional development of educators involved in promoting informal learning appropriate to China's cultural contexts
- bringing a diversity of cultural backgrounds and perspectives to bear on issues of museum education, and
- providing an opportunity for educators to network across national boundaries.

B. UBC and BNUZ recognize that collaboration can offer mutual benefits in research, teaching, and scholarship, specifically:

- BNUZ will benefit from the credit transfer arrangement with UBC by designing its curriculum so that courses will be transferable to the UBC Master of Museum Education degree program
- UBC will benefit by receiving applications to its Master of Museum Education degree program from well-qualified students who will bring their cultural knowledge and experience in China to the UBC campus
- students graduated from this program will become an important resource for future trans-Pacific network initiatives, given the strategic alliance between Canada and China; and
- the program will further enhance the reputation of UBC's Faculty of Education in China, and that of BNUZ in Canada, particularly in the field of museum education.

C. UBC and BNUZ wish to create the opportunity for two cohorts of prospective UBC Master of Museum Education ("MMEd") students to complete certain graduate level course requirements at BNUZ, and to offer certain special sections of the MMEd courses at UBC for BNUZ students who apply to and are admitted to the MMEd program, in recognition of these mutual interests and benefits.

NOW THEREFORE, in consideration of the covenants made by each party to the other parties in this Memorandum of Agreement, the parties hereby agree as follows:

1. Degree to be Awarded

The degree to be awarded is a **Master of Museum Education** issued by The University of British Columbia. It is a two-year, 30-credit master's program.

It is acknowledged and understood that while the degree Master of Museum Education is currently going through the approval process at UBC and is expected to be in place for the 2012 intake under this Agreement, there is a possibility that approval will not be obtained. If approval is not obtained for whatever reason, the parties agree that UBC will offer any BNUZ students who have completed the BNUZ Courses under this Agreement the option to apply for admission to UBC's MEd in Curriculum Studies (with a focus on Museum Education), which will honour the same transfer of credits, meet the same goals, and include the same curriculum as the proposed MMed.

2. BNUZ Courses and Transfer Credit

Prior to September 1, 2011, BNUZ will submit its proposed curriculum for 3 graduate level courses (9 credits) (the "**BNUZ Courses**") to the UBC Faculty of Education and to the Dean of UBC's Faculty of Graduate Studies ("**FoGS**"), who will review the curriculum to ensure that it meets the necessary requirements of the Faculties to qualify as graduate level transfer credits for the MMed program.

If the BNUZ Courses are approved for transfer credit by UBC, BNUZ may deliver the BNUZ Courses to BNUZ students who intend to apply for admission to the MMed program (the "**BNUZ Students**") with the assurance that they will receive transfer credit for the BNUZ Courses by UBC if they are admitted to the MMed program, commencing on or about September 1, 2011. BNUZ may also deliver the BNUZ Courses to a second cohort with the same assurance, who will commence the BNUZ Courses on or about September 1, 2012.

Decisions regarding a student's admission to BNUZ and their enrolment in the BNUZ Courses will be made in BNUZ's sole discretion. However, BNUZ will screen applications against both BNUZ's admission criteria and UBC's Department of Curriculum & Pedagogy ("**EDCP**") admission criteria in order to advise prospective MMed applicants of their potential admissibility to the MMed program. BNUZ may forward applications to the office of UBC's External Programs and Learning Technologies ("**EPLT**") for informal review against FoGS and EDCP criteria to assess their potential for admission to the MMed program based on their undergraduate grades. Upon completion of this informal review, and after approval from the EDCP cohort coordinator and advisor, advice concerning the meeting of EDCP and FoGS admission criteria will be forwarded to BNUZ from EPLT and BNUZ will then forward it to the applicants. **This advice does not constitute a formal offer of admission to UBC.**

Grading and any other student assessments required for the BNUZ Courses, including all grade appeals, will be carried out by BNUZ in its sole discretion.

BNUZ Students will be subject to the statutes, regulations and policies of BNUZ, and will pay all relevant student tuition and student fees to BNUZ while enrolled at BNUZ.

The transfer of credit from the BNUZ Courses to the MMed program will follow the Academic Regulations of FoGS, as outlined in the *UBC Calendar* (online):

“Students registered in a master's 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 university to be counted toward a UBC graduate degree. 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 (UBC 74%) is obtained will be considered for transfer.”

3. Admission to the MMed Program

To be admitted to the MMed program, BNUZ Students must meet all of the usual UBC admission criteria for international students, including without limitation the English language proficiency requirement, the admission criteria of FoGS, and the admission criteria of EDCP.

BNUZ Students must submit the usual application form to UBC by the deadline to be established and announced for such applications (the “**BNUZ Applications**”). The BNUZ Applications will be assessed according to the usual criteria for international students applying to the MMed program, which currently includes a review by EDCP faculty members with oversight responsibilities for the MMed program. The BNUZ Students recommended by EDCP will have their applications forwarded to FoGS. Upon receipt of formal written admission from both EDCP and FoGS, BNUZ Students will be admitted to the MMed program. Decisions regarding a BNUZ Student's admission to the MMed program will be made in UBC's sole discretion.

BNUZ Students who are not admitted to the MMed program but who have satisfactorily completed the BNUZ Courses may re-apply to the MMed program under this Agreement along with the second cohort for September 2013.

Commencing on or about September 1, 2012, UBC will deliver the MMed program to the BNUZ Students who are admitted to the MMed program (the “**BNUZ MMed Students**”). The MMed program will be made up of 6 courses (18 credits), plus a capstone project (3 credits) which will be planned by the BNUZ MMed Students while in Canada, but completed when they return to China. Commencing on or about September 1, 2013, UBC will deliver the MMed program to the second cohort of BNUZ Students who are admitted to the MMed program.

If a minimum of 20 BNUZ Students and a maximum of 24 BNUZ Students are admitted to the MMed program in either cohort year, UBC will provide special sections of the 6 courses to the BNUZ MMed Students. The parties agree that the minimum number is required in order for the special sections to be financially viable for UBC, and that if that minimum number is not met, UBC will not be required to offer the special sections, and the BNUZ MMed Students will be required to take the regular MMed courses. If more than 24 BNUZ

Students are admitted to the MMed program in either cohort year, UBC will determine in its sole discretion whether to provide any additional special sections of the courses.

Grading and any other student assessments required for the MMed program, including all grade appeals, will be carried out by UBC in its sole discretion. The MMed program uses a variety of assessment tools to assess student progress. These include both observational assessments and submitted document evidence of projects, presentations, and group work. Students will be expected to maintain a minimum of 68% (B-) or better to remain in the program. A student who obtains a grade of less than 68% in more than one course will normally be required to withdraw.

BNUZ MMed Students will be subject to the statutes, regulations and policies of UBC, and will pay all applicable international student tuition and student fees to UBC while enrolled at UBC.

4. Course Curricula

Each party is responsible for obtaining the required curricular and other approvals for the courses they are delivering through whatever procedures and bodies apply to that party. In addition, despite UBC's review and approval of the BNUZ Courses (which is only being carried out for the purposes of pre-approving the credits earned for the BNUZ Courses as transfer credits for the MMed program), each party has full and independent authority over their own course curricula.

5. Length of Agreement

This Memorandum of Agreement may be modified by mutual written consent and will be in effect from the date of the last signature through the completion of 2 cohorts (through August, 2014), at which time it shall be reviewed and upon mutual agreement may be extended. This Memorandum of Agreement may be terminated upon mutual consent with six (6) months of written notice or may be terminated by either party upon sixty (60) days' notice if the other party fails to fulfil any of its obligations hereunder.

In the event that this Memorandum of Agreement expires or is terminated for any reason whatsoever, UBC will ensure that any BNUZ Students who have completed the BNUZ Courses who are admitted to the MMed program will receive transfer credit for those courses.

6. General Provisions

Neither party shall use the other party's name, logos nor other trademarks in any way other than as may be necessary in fulfilling the terms of this Memorandum of Agreement, unless prior approval for such use has been first obtained in writing. Each party has the right to specify the form and manner in which its name, logos or trademarks are used pursuant to this Memorandum of Agreement. Should a party request in writing that the other party cease using its name, logos or trademarks in a particular manner, then the party so using such name, logos or trademarks shall cease such use immediately.

This Memorandum of Agreement will be governed by and construed in accordance with the law of British Columbia, and the parties hereby attorn to the jurisdiction of the Courts of competent jurisdiction of British Columbia in any proceeding hereunder. If this Agreement is translated into any language other than English, the English version of this Agreement is to be considered the official version.

The parties, in performance of their obligations herein, are acting as independent contractors and no agency, joint venture, or partnership is created between them.

This Memorandum of Agreement constitutes the entire agreement between the parties with respect to the MMed program.

This Memorandum of Agreement may not be assigned by either party without the prior written consent of the other party.

The failure of either party to insist upon strict performance of any of the terms and conditions of this Memorandum of Agreement will not be deemed a waiver of any rights or remedies that either party has and will not be deemed a waiver of any subsequent default of the terms and conditions of this Memorandum of Agreement.

IN WITNESS WHEREOF each of the parties has executed this Memorandum of Agreement as of the date written below.

BEIJING NORMAL UNIVERSITY, ZHUHAI

Per: _____

Name: Guangju Chen
Title: President

Date: _____

THE UNIVERSITY OF BRITISH COLUMBIA

Per: _____

Per: _____

Name: David H. Farrar

Name: Mark Crosbie

Title: Provost and Vice President Academic Title: Associate University Counsel

Date: _____

Date: _____

Memorandum of Agreement

between



**Faculty of Education
The University of British Columbia (“UBC”)**

and



**School of Education Science
Northeast Normal University (“NENU”)**

regarding

**UBC’s Master of Education (MEd) in Curriculum Studies
Degree Program**

WHEREAS:

A. UBC and NENU have mutual interests in:

- fostering university collaboration in delivering graduate degree programs
- furthering the preparation of leaders in specialized areas of curriculum studies
- facilitating the professional development of educators involved in curriculum studies within China's cultural contexts
- bringing a diversity of cultural background and perspectives to bear on issues of curriculum studies, and
- providing an opportunity for educators to network across national boundaries.

B. UBC and NENU recognize that collaboration can offer mutual benefits in research, teaching, and scholarship, specifically:

- NENU will benefit from the credit transfer arrangement with UBC by designing its curriculum so that courses will be transferable to the UBC Master of Education in Curriculum Studies degree program
- UBC will benefit by receiving applications to its Master of Education in Curriculum Studies degree program from well-qualified students who will bring their cultural knowledge and experience in China to the UBC campus
- students graduated from this program will become an important resource for future trans-Pacific network initiatives, given the strategic alliance between Canada and China; and
- the program will further enhance the reputation of UBC's Faculty of Education in China, and that of NENU in Canada, particularly in the field of curriculum studies.

C. UBC and NENU wish to create the opportunity for one cohort of prospective UBC Master of Education in Curriculum Studies ("MEd in Curriculum Studies") students to complete certain graduate level course requirements at NENU, and to offer certain special sections of the MEd in Curriculum Studies courses at UBC for NENU students who apply to and are admitted to the MEd in Curriculum Studies program, in recognition of these mutual interests and benefits.

NOW THEREFORE, in consideration of the covenants made by each party to the other parties in this Memorandum of Agreement, the parties hereby agree as follows:

1. Degree to be Awarded

The degree to be awarded is a **Master of Education in Curriculum Studies** issued by The University of British Columbia. It is a two-year, 30-credit master's program.

2. NENU Courses and Transfer Credit

Prior to September 1, 2011, NENU will submit its proposed curriculum for 4 graduate level courses (12 credits) (the “**NENU Courses**”) to the UBC Faculty of Education and to the Dean of UBC’s Faculty of Graduate Studies (“**FoGS**”), who will review the curriculum to ensure that it meets the necessary requirements of the Faculties to qualify as graduate level transfer credits for the MEd in Curriculum Studies program.

If the NENU Courses are approved for transfer credit by UBC, NENU may deliver the NENU Courses to NENU students who intend to apply for admission to the MEd in Curriculum Studies program (the “**NENU Students**”) with the assurance that they will receive transfer credit for the NENU Courses by UBC if they are admitted to the MEd in Curriculum Studies program, commencing on or about September 1, 2011.

Decisions regarding a student’s admission to NENU and their enrolment in the NENU Courses will be made in NENU’s sole discretion. However, NENU will screen applications against both NENU’s admission criteria and UBC’s Department of Curriculum & Pedagogy (“**EDCP**”) admission criteria in order to advise prospective MEd in Curriculum Studies applicants of their potential admissibility to the MEd in Curriculum Studies program. NENU may forward applications to the office of UBC’s External Programs and Learning Technologies (“**EPLT**”) for informal review against FoGS and EDCP criteria to assess their potential for admission to the MEd in Curriculum Studies program based on their undergraduate grades. Upon completion of this informal review, and after approval from the EDCP cohort coordinator and advisor, advice concerning the meeting of EDCP and FoGS admission criteria will be forwarded to NENU from EPLT and NENU will then forward it to the applicants. **This advice does not constitute a formal offer of admission to UBC.**

Grading and any other student assessments required for the NENU Courses, including all grade appeals, will be carried out by NENU in its sole discretion.

NENU Students will be subject to the statutes, regulations and policies of NENU, and will pay all relevant student tuition and student fees to NENU while enrolled at NENU.

The transfer of credit from the NENU Courses to the MEd in Curriculum Studies program will follow the Academic Regulations of FoGS, as outlined in the *UBC Calendar* (online):

“Students registered in a master's 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 university to be counted toward a UBC graduate degree. 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 (UBC 74%) is obtained will be considered for transfer.”

3. Admission to the MEd in Curriculum Studies Program

To be admitted to the MEd in Curriculum Studies program, NENU Students must meet all of the usual UBC admission criteria for international students, including without limitation the English language proficiency requirement, the admission criteria of FoGS, and the admission criteria of EDCP.

NENU Students must submit the usual application form to UBC by the deadline to be established and announced for such applications (the “**NENU Applications**”). The NENU Applications will be assessed according to the usual criteria for international students applying to the MEd in Curriculum Studies program, which currently includes a review by EDCP faculty members with oversight responsibilities for the MEd in Curriculum Studies program. The NENU Students recommended by EDCP will have their applications forwarded to FoGS. Upon receipt of formal written admission from both EDCP and FoGS, NENU Students will be admitted to the MEd in Curriculum Studies program. Decisions regarding a NENU Student’s admission to the MEd in Curriculum Studies program will be made in UBC’s sole discretion.

Commencing on or about September 1, 2012, UBC will deliver the MEd in Curriculum Studies program to the NENU Students who are admitted to the MEd in Curriculum Studies program (the “**NENU MEd Students**”). The MEd in Curriculum Studies program will be made up of 6 courses (18 credits) to be completed between September 1, 2012 and August 31, 2013.

If a minimum of 20 NENU Students and a maximum of 24 NENU Students are admitted to the MEd in Curriculum Studies program, UBC will provide special sections of the 6 courses to the NENU MEd Students. The parties agree that the minimum number is required in order for the special sections to be financially viable for UBC. If more than 24 NENU Students are admitted to the MEd in Curriculum Studies program, UBC will determine in its sole discretion whether to provide any additional special sections of the courses.

Grading and any other student assessments required for the MEd in Curriculum Studies program, including all grade appeals, will be carried out by UBC in its sole discretion. The MEd in Curriculum Studies program uses a variety of assessment tools to assess student progress. These include both observational assessments and submitted document evidence of projects, presentations, and group work. Students will be expected to maintain a minimum of 68% (B-) or better to remain in the program. A student who obtains a grade of less than 68% in more than one course will normally be required to withdraw.

NENU MEd Students will be subject to the statutes, regulations and policies of UBC, and will pay all applicable international student tuition and student fees to UBC while enrolled at UBC.

4. Course Curricula

Each party is responsible for obtaining the required curricular and other approvals for the courses they are delivering through whatever procedures and bodies apply to that party. In addition, despite UBC's review and approval of the NENU Courses (which is only being carried out for the purposes of pre-approving the credits earned for the NENU Courses as transfer credits for the MEd in Curriculum Studies program), each party has full and independent authority over their own course curricula.

5. Length of Agreement

This Memorandum of Agreement may be modified by mutual written consent and will be in effect from the date of the last signature through the completion of one cohort (through August, 2013), at which time it shall be reviewed and upon mutual agreement may be extended. This Memorandum of Agreement may be terminated upon mutual consent with six (6) months of written notice or may be terminated by either party upon sixty (60) days' notice if the other party fails to fulfil any of its obligations hereunder.

6. General Provisions

Neither party shall use the other party's name, logos nor other trademarks in any way other than as may be necessary in fulfilling the terms of this Memorandum of Agreement, unless prior approval for such use has been first obtained in writing. Each party has the right to specify the form and manner in which its name, logos or trademarks are used pursuant to this Memorandum of Agreement. Should a party request in writing that the other party cease using its name, logos or trademarks in a particular manner, then the party so using such name, logos or trademarks shall cease such use immediately.

This Memorandum of Agreement will be governed by and construed in accordance with the law of British Columbia, and the parties hereby attorn to the jurisdiction of the Courts of competent jurisdiction of British Columbia in any proceeding hereunder. If this Agreement is translated into any language other than English, the English version of this Agreement is to be considered the official version.

The parties, in performance of their obligations herein, are acting as independent contractors and no agency, joint venture, or partnership is created between them.

This Memorandum of Agreement constitutes the entire agreement between the parties with respect to the MEd in Curriculum Studies program.

This Memorandum of Agreement may not be assigned by either party without the prior written consent of the other party.

The failure of either party to insist upon strict performance of any of the terms and conditions of this Memorandum of Agreement will not be deemed a waiver of any rights or remedies that either party has and will not be deemed a waiver of any subsequent default of the terms and conditions of this Memorandum of Agreement.

IN WITNESS WHEREOF each of the parties has executed this Memorandum of Agreement as of the date written below.

NORTHEAST NORMAL UNIVERSITY

Per: _____

Per: _____

SHI Ningzhong
President

MA Yunpeng
Dean, School of Education Science

Date: _____

Date: _____

THE UNIVERSITY OF BRITISH COLUMBIA

Per: _____

Per: _____

Name:
Title

Name:
Title:

Date: _____

Date: _____

Per: _____

Blye Frank
Dean, Faculty of Education

Date: _____



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate 18 May 2011
Item 19 Page 1 of 3

Provost and Vice President Academic
Walter C. Koerner Library
1958 Main Mall
Vancouver, BC Canada V6T 1Z2

Phone 604 822 4948
Fax 604 822 3134

May 6, 2011

To: Senate
c/o Lisa Collins, Associate Registrar, Senate & Curriculum Services

From: David H. Farrar

Provost and Vice President Academic

A handwritten signature in black ink, appearing to read 'DHF', followed by a horizontal line.

Re: Report to Senate on Access Copyright

Recommendation:

That the Senate receives for information the attached Report on Access Copyright.

Access Copyright (AC), a copyright collective that collects copyright fees for publishers from postsecondary institutions, has proposed dramatic fee increases.

These fees are payable by universities for copying materials from scholarly journals, textbooks, and other materials. AC has applied to the Copyright Board of Canada for approval of a new tariff that would increase UBC's current costs from \$650,000/year to \$2M/year.

To avoid exposure to a tariff, retroactive from Jan. 1, 2011, UBC is exploring the possibility of opting out of the arrangement with AC. This decision rests with the University executive and is expected to be made soon.

The attached Report provides information on the new tariff.

Attachment: Access Copyright: Report to Senate

Access Copyright Report to Senate

Access Copyright (AC), a copyright collective that collects copyright fees for publishers from postsecondary institutions, has proposed dramatic fee increases.

These fees are payable by universities for copying material from scholarly journals, textbooks, and other materials. Until recently, it was economically feasible for universities to pay a fee to AC and thereby avoid the cost of seeking individual copyright clearance directly from each publisher.

UBC currently pays AC fees amounting to \$650,000/year, of which \$150,000 is subsidized from UBC's general operating funds and \$500,000 a year is built into the cost of course packs purchased by students. AC has applied to the Copyright Board of Canada for approval of a new tariff that would increase these costs to \$2M annually.

The Association of Universities and Colleges of Canada (AUCC), on behalf of UBC and its other member universities, is opposing the size of the increase. However, a final determination by the Copyright Board of Canada is likely to take two years or more. Although the full impact cannot be known until this process is complete, the effect on students, faculty, and the university budget will be considerable.

The Copyright Board granted Access Copyright an interim tariff (essentially *status quo*) on Dec. 23, 2010 that will apply from Jan. 1, 2011 through Dec. 31, 2013.

To avoid exposure to a tariff retroactive from Jan. 1, 2011, UBC is exploring the possibility of opting out of the arrangement with Access Copyright. This decision rests with the University executive and is expected to be made soon.

The University is legally obligated to ensure that faculty and staff understand copyright compliance and do not act in violation of the Copyright Act. Infringing activities may result in claims that would have serious financial implications for the University and/or individuals.

If and when UBC opts out of the arrangement, there will be several copying practices that will not be possible in the absence of a collective license and that do not qualify under the fair dealing exception in the Copyright Act. Any photocopying and scanning from copyrighted works by students, faculty, staff and administrators at UBC would need to be limited to what is allowed under the Copyright Act.

Copies made for the purpose of research, private study, criticism or review can continue to be made under the "fair dealing" exception of the Copyright Act. It is also permissible to make copies if authorized by the copyright owner (often the copyright owner is not the author).

Copying done for the purpose of teaching or instruction is generally not considered "fair dealing". Consequently, faculty and staff making copies in paper or electronic formats (for example, by creating pdf files or cutting and pasting material into word documents or other formats, or by scanning, etc.) for distribution to students or colleagues is not generally permitted. Members of faculty or staff can email ubc-copyright@interchange.ubc.ca for assistance.

AUCC has offered assistance to the campus through the provision of Copying Guidelines as part of the broader Fair Dealing Policy.

UBC Library has negotiated license agreements with publishers of electronic journals, books and databases it has purchased. Each resource is governed by the terms of a specific license, and UBC Library has created an Electronic Resources License Information database to help you understand what you can and cannot do with these electronic materials.

Course packs can continue to be produced through the UBC Bookstore with permission from the copyright owner. Keep in mind that significantly more lead-time will be needed to clear copyright (eight to ten weeks is the norm), and in some cases, permission may not be obtained. Faculty will need to be prepared to change their course readings if permission is not granted. For more information: UBC Vancouver Campus 822-0874 or customcourse@mail.bookstore.ubc.ca UBC Okanagan Campus phone 807-9546 or ubco.coursematerials@ubc.ca

UBC Library, the Bookstore, the Office of the Provost and VP Academic, the Office of the University Counsel and the Centre for Teaching, Learning and Technology (CTLT) on both campuses are working to provide coordinated communications, including workshops raising awareness about the copyright issue, identifying opportunities to disseminate and distribute communications, and working with Public Affairs on issues management.

Links:

Broadcast email from Wes Pue, December 23, 2010 outlining UBC's position:

<http://collections.library.ubc.ca/files/2011/03/UBCV-Campus-Notice-Access-Copyright-2010-12-23.pdf>

Proposed Access Copyright Tariff: <http://collections.library.ubc.ca/copyright/access-copyright/proposed-access-copyright-tariff-faqs>

UBC Library Copyright site: <http://collections.library.ubc.ca/copyright>

UBC Electronic Resources License Information: <http://licenses.library.ubc.ca/>

Copyright Act: <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

AUCC Fair Dealing Policy: <http://collections.library.ubc.ca/files/2011/03/AUCC-Fair-dealing-policy-March-2011.pdf>

FAQ on the Fair Dealing Policy: <http://collections.library.ubc.ca/files/2010/11/AUCC-Fair-dealing-policy-February-17-2011-rev-FAQ.pdf>