

# THE UNIVERSITY OF BRITISH COLUMBIA



## OKANAGAN SENATE SECRETARIAT Enrolment Services Senate and Curriculum Services

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## THE OKANAGAN SENATE

### AGENDA

Thursday May 19, 2011

3:30 pm to 5:30 pm

### ART 386 | UBC OKANAGAN CAMPUS

#### 1. Senate Membership – Mr. James Ridge

Second Call for Nominations

Two (2) student representatives to serve on the Nominating Committee until March 31, 2012 and thereafter until successors are elected

#### 2. Minutes of the Previous Meeting, April 27, 2011 (approval) (circulated – Item 2) – Dr. Doug Owram

#### 3. Business Arising from the Minutes – Dr. Doug Owram

#### 4. Deputy Vice-Chancellor's Remarks – Dr. Doug Owram

#### 5. Granting of Degrees – Dr. Doug Owram

Candidates for Degrees: lists as submitted by the Faculties and the College of Graduate Studies are available for advance inspection at Enrolment Services, and will also be available at the meeting (approval)

The Vice-Chair calls for the following motion:

*That the candidates for degrees, as recommended by the Faculties and the College of Graduate Studies, be granted the degrees for which they were recommended, effective May 2011, and that a committee composed of the Registrar, the appropriate Dean(s) or their appointed designates, and the Chair of the Okanagan Senate, be empowered to make any necessary adjustments (2/3 majority required).*

- 6. Academic Building and Resources Committee/Council of Senates Budget Committee, Okanagan Sub-committee - Dr. Daniel Keyes**  
Annual Report on Committee Activities (information) (oral report)
- 7. Academic Policy Committee - Dr. Jan Cioe**  
Establishment of the *School of Health and Exercise Sciences* (approval) (circulated - Item 7)
- 8. Admissions and Awards Committee - Dr. Sharon McCoubrey**
  - a. New Awards (approval) (circulated - Item 8a)
  - b. Admissions Proposals (approval) (circulated - Item 8b)
    - i. Bachelor of Social Work
    - ii. Bachelor of Social Work, General Requirements; Master of Social Work, General Requirements
    - iii. Elementary Teacher Education Program (ETEP)
    - iv. Secondary Teacher Education Program (STEP), French Education Specialty
  - c. Update on Grade 12 Courses Approved for Use in the Calculation of an Admission Average, UBC Okanagan Campus (information) (circulated - Item 8c)
  - d. Annual Report: Appeals on Applications for Admission and Readmission to Programs (information) (circulated - Item 8d)
- 9. Appeals of Standing and Discipline Committee - Ms. Laura Patterson**  
Annual Report on Committee Activities (information) (circulated - Item 9)
- 10. Curriculum Committee - Dean Marvin Krank**  
Curriculum proposals from the Faculty of Arts and Sciences (approval) (circulated - Item 10)
- 11. Nominating Committee - Dr. Jan Cioe**  
Okanagan Senate Learning and Research Committee Composition Adjustment (approval) (circulated - Item 11)
- 12. Report from the Provost and Vice-Principal - Dr. Alaa Abd-El-Aziz**  
Annual Reports: Institute for Healthy Living and Chronic Disease Prevention, with Guest Presenter Dr. Joan Bottorff; Species at Risk and Habitat Studies Institute (SARAHS), with Guest Presenter Dr. Daniel Durall; and Okanagan Sustainability Institute (OSI) (information) (circulated - Item 12)
- 13. Other Business**

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**Regrets: Nathalie Hager (250) 807-9169 or email [nathalie.hager@ubc.ca](mailto:nathalie.hager@ubc.ca)  
UBC Senates and Council of Senates website [www.senate.ubc.ca](http://www.senate.ubc.ca)**

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## THE OKANAGAN SENATE

### MINUTES - **DRAFT**

Wednesday April 27, 2011

3:30 pm to 5:30 pm

ART 386 | UBC OKANAGAN CAMPUS

#### Attendance

**Present:** Prof. S. J. Toope, (Chair), Mr. F. Vogt (Acting Secretary), Mr. M. Andreychuk, Dr. P. Arthur, Dr. P. Balcaen, Ms. C. Bonini, Ms. M. Burton, Mr. N. Cadger, Dr. J. Castricano, Mr. K. Chavarie, Dr. J. Cheng, Dr. J. Cioe, Dean M. Courtney, Dr. F. de Scally, Dr. M. Duran-Cogan, Mr. C. L. Gorman, Dr. C. Hodge, Mr. C. Howe, Dr. D. Keyes, Dean M. Krank, Dr. B. Lalonde, Dr. G. Lovegrove, Dr. R. Mack, Dean C. Mathieson, Dr. S. McCoubrey, Dr. H. Najjaran, Dr. B. Nilson, Dr. D. Owram, Dr. G. Pandher, Ms. L. Patterson, Acting Dean K. Phillips, Dr. M. Rheault, Mr. C. Wain, Dr. S. Yannacopoulos

**Guests:** Ms. L. Collins, Mr. C. Eaton, Ms. M. Kruiswyk, Ms. I. Parent

**Regrets:** Dr. A. Abd-El-Aziz, Dean T. Aboulnasr, Mr. M. Rafeh Ahmed, Dean L. Bosetti, Mr. J. Haynes, Dr. J. Holzman, Dr. J. Johnson, Dr. G. Jones, Ms. K. Levy, Ms. D. Milner, Chancellor S. Morgan-Silvester, Dean D. Muzyka, Mr. Y. Obrenu Yamoah, Dr. B. O'Connor, Dr. B. Schulz-Cruz, Ms. L. Super, Ms. K. Vidi

**Recording Secretary:** Ms. N. Hager

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## **Call to Order**

Chair President Toope called to order the eighth regular meeting of the Senate for the 2010/11 academic year.

## **Approval of the Agenda**

By general consent the agenda was approved as presented.

## **Senate Membership**

### *Introduction of 2011 Student Senators*

Acting Secretary Mr. Vogt introduced Student Senators serving a one-year term beginning April 1, 2011 and ending March 31, 2012 and thereafter until successors are elected:

- Representatives of the Students At-large: Mr. M. Rafeh Ahmed, Mr. Kirk Chavarie, Ms. Kaitlyn Levy, Ms. Darby Milner, Ms. Kristin Vidi, Mr. Calvin Wain (returning)
- Representative of the Graduate Students: Ms. Laura Super (returning)
- Representative of the Students of the Faculty of Applied Science: Mr. Morgan Andreychuk
- Representative of the Students of the Faculty of Arts and Sciences: Mr. Jordan Haynes
- Representative of the Students of the Faculty of Creative and Critical Studies: Mr. Yaw Obrenu Yamoah
- Representative of the Students of the Faculty of Health and Social Development: Ms. Cara Bonini
- Representative of the Students of the Faculty of Management: Mr. Christopher Howe

### *Call for Nominations*

The Acting Secretary issued a first call for two (2) student representatives to serve on the Nominating Committee until March 31, 2012 and thereafter until successors are elected. The President outlined the terms of reference for the Nominating Committee, commenting on the Committee's important role in the Senate structure.

## **Minutes of the Previous Meeting, March 30, 2011**

*Moved: Dr. Cioe*

*Seconded: Dr. Yannacopoulos*

*That the minutes of the Okanagan Senate meeting of March 30, 2011 be approved with minor revisions.*

*The motion was put and carried*

## **President's Comments and Related Questions – President Toope**

### ***Record of President's Activities January 7, 2011 to March 11, 2011***

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

### ***Okanagan Campus Budget***

Following up on the Deputy Vice-Chancellor's presentation the previous month, the President reported that the budget was approved by the Board of Governors on April 5, 2011. The budget was structurally balanced with a favourable variance for the Okanagan campus driven principally by higher than predicted enrolments. To avoid carrying any debt from the campus build-out forward in future years, 9 million had been transferred to capital contingency to supplement substantial support from government and the University's own successful fundraising efforts.

### ***Okanagan Campus Review***

The President reported that in anticipation of the Deputy Vice-Chancellor's term ending in 2012, the review committee was on campus meeting with as many individuals as possible. The scope and focus of the review committee included:

- a review of current organizational structures and reporting relationships, including Senate;
- a review of two (or more) multi-campus systems from other leading research intensive universities, paying close attention to innovative structures;
- an analysis of the effectiveness of the Okanagan campus' development to date;
- the preparation of a candid assessment of the gaps, challenges, capacity, performance and effectiveness of the Okanagan campus; and
- recommendations for next steps for the Okanagan campus that would allow for effective use of resources to achieve the goals of *Place and Promise: The UBC Plan*.

The President reminded Senate that written submissions were welcome and could be submitted directly through his office to the review committee. More information on the campus review was available at [www.president.ubc.ca](http://www.president.ubc.ca).

### *NCAA and CIS*

The President reported that after a thorough consultation process, the Vancouver campus would not seek to join the National Collegiate Athletic Association (NCAA) but would remain a member of Canadian Interuniversity Sport (CIS). UBC had considered switching its athletic membership due in part to concerns that CIS was limiting the opportunities available to student athletes, with key concerns being scholarship limitations and the changing competitive landscape created by CIS membership growth. The President confirmed that the University would take a leadership role in promoting reform in CIS – in governance, in the creation of 2 divisions within Canada West, and in the rules concerning athletic scholarships. The President welcomed any and all comments via [stephen.toope@ubc.ca](mailto:stephen.toope@ubc.ca).

In response to an inquiry from Dr. Cioe, the President explained that the University was seeking to create more flexibility in CIS scholarship rules to ensure that students and student athletes across Canada were provided with the best opportunities for competition and development.

### **Deputy Vice-Chancellor's Remarks**

The President reported that the Deputy-Vice Chancellor had been delayed by the campus review committee. By general consent the assembly agreed to defer his Remarks until his arrival.

### **From the Board of Governors**

The Senate received for information confirmation that the following items approved by the Okanagan Senate had been subsequently approved by the Board of Governors as required under the *University Act*:

#### **Senate Meeting of March 2, 2011**

New Awards

Curriculum proposals from the Faculties of Applied Science, Arts and Sciences, and Creative and Critical Studies

## **Academic Policy Committee**

Committee Chair Dr. Cioe presented the report.

### ***Composition and Procedures of the Faculty Council of the Faculty of Creative and Critical Studies***

*Moved:* Dr. Cioe  
*Seconded:* Acting Dean Phillips

*That Senate approve the Composition and Procedures of the Faculty Council of the Faculty of Creative and Critical Studies.*

*The motion was put and carried.*

## **Admissions and Awards Committee**

Committee Chair Dr. McCoubrey presented the report.

### ***New and Revised Awards***

*See also, 'Appendix A: New and Revised Awards'.*

*Moved:* Dr. McCoubrey  
*Seconded:* Dean Mathieson

*That Senate accept the new and revised awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.*

*The motion was put and carried.*

### ***Admissions Proposals***

The following proposals had been received:

1. Academic Leave: to revise the Academic Calendar entry to reflect current process: students who had not registered for more than a Winter Session – more than one Winter Session has passed since their last registration – must reapply (versus the current wording which could be misinterpreted to mean that students who had only attended for one year or one Winter Session were not eligible for a leave).
2. Application Deadline: to change the common application deadline for undergraduate degree programs from February 28 to January 31 in two Academic Calendar entries: 'Application Deadlines for Undergraduate Degree Programs' and 'Application to UBC's Okanagan Campus' to allow for more timely evaluation of applications and earlier notifications of admission decisions.

3. ELAS, English Language Competence: to revise the Academic Calendar entry to broaden one of the mechanisms by which students can satisfy the University's English Language Admission Standard (ELAS); specifically, to include students attending other provincially-certified Canadian high schools overseas in the same policy as BC high school students and students attending a BC-certified school overseas: by completing three years (previously four years) of full-time education in English including the completion of BC Grade 12 English or an acceptable equivalent.
4. Readmission: to clarify the Academic Calendar language on readmission to an undergraduate program.
5. Bachelor of Human Kinetics, General Requirements: to revise the Academic Calendar entry to 1) add the requirement that students admitted to the program present a recent criminal record check; 2) add secondary requirement that students present either a recent criminal record check or a declaration confirming that their record has not changed prior to participating in a placement within the community.
6. Bachelor of Science in Nursing, General Requirements: to revise the Academic Calendar entry to 1) change the wording related to First Aid requirement; 2) remove requirement for medical examination and health record and replace with information about CRNBC requisite skills and abilities and immunization records; and 3) change the agency that provides the criminal record check.
7. College of Graduate Studies, Master of Science (M.Sc.) and Doctor of Philosophy (Ph.D.): to update the Academic Calendar entries to remove reference to the computer-based TOEFL test (TOEFL CBT).

*Moved: Dr. McCoubrey*

*Seconded: Mr. Cadger*

*That Senate approve proposed changes to the Academic Calendar entries for 'Academic Leave' and 'Readmission' effective for admission to the 2011 Winter Session and thereafter;*

*And*

*That Senate approve proposed changes to the Academic Calendar entries for 'ELAS, English Language Competence'; and 'Application Deadlines for Undergraduate Degree Programs', 'Application to UBC's Okanagan Campus' effective for admission to the 2012 Winter Session and thereafter;*

*And*

*That Senate approve the admissions proposals for the Bachelor of Human Kinetics, General Requirements; the Bachelor of Science in Nursing, General Requirements; and the College of Graduate Studies, Master of Science (M.Sc.)*



*and Doctor of Philosophy (Ph.D.) effective for admission to the 2011 Winter Session and thereafter.*

### Discussion

With regards to the Bachelor of Science in Nursing proposal, Dr. Cioe inquired how the new requirement for a signed College of Registered Nurses of British Columbia (CRNBC) Requisite Skills and Abilities form differed from the previous requirement for a medical examination and health report. Dean Courtney described the new requirement as a result of changes in CRNBC requirements: students cannot be required to submit to a medical exam and in lieu are required to complete a form which listed the required skills and abilities for admission to or progression through a registered nurse education program.

With regards to the Master of Science proposal to strike reference to the computer-based version of the TOEFL test, Dean Krank suggested that all instances in the Academic Calendar be removed as part of an omnibus motion. Ms. Hager advised that all programs which included a reference to computer-based test were reviewing their sections carefully alongside other possible revisions and suggested that the Admissions and Awards Committee consider all proposals. By general consent the assembly agreed.

*The motion was put and carried.*

### **Curriculum Committee**

Committee Chair Dean Marvin Krank presented the report.

*See also, 'Appendix B: Curriculum Summary'.*

*Moved: Dean Krank*

*Seconded: Dr. Cioe*

*That Senate approve the new courses and the revised program brought forward by the Faculties of Arts and Sciences, Creative and Critical Studies, and the College of Graduate Studies as set out in the attached proposals.*

Dean Krank requested that the proposal to revise the Interdisciplinary Graduate Studies (IGS) program be considered separately. By general consent the assembly agreed.

### Discussion on New Courses

Dean Mathieson reported that the Faculty of Arts and Sciences had considered the new IGS sustainability courses somewhat premature in development in that sustainability as a program theme lacked clear definition, and inquired if the

Graduate Council had considered this concern. Dean Krank noted that the IGS program committee had discussed consultation feedback at length, and directed the question to Interim IGS Director Dr. Keyes. Dr. Keyes confirmed the wide consultation process and the approved budgetary consult with the Provost's Office. He noted that the IGS program committee supported diverse approaches to sustainability as a basic tenant of interdisciplinarity. Dean Mathieson agreed that the concerns were not critical and were solvable as the program theme developed.

### Discussion on the Interdisciplinary Graduate Studies (IGS) Program

Dean Krank summarized the proposal to add the requirement that within the individualized program option, both master's and doctoral students complete 3 credits of coursework outside their supervisor's core program area.

Dr. Lalonde sought a definition of "core program area". Dr. Keyes explained that through the consultation process several alternative phrases had been considered: "cognate area" and "program area" as examples. It was felt that "core program area" best described the requirement for the breadth and scope of interdisciplinarity that was key to the IGS program. Dr. Lalonde noted that some smaller programs used the IGS program as a means of offering a graduate degree, and expressed concern that those smaller programs would face challenges doing so under the new proposed requirement.

Dr. Cioe noted that the IGS degree was created as a bridge for disciplines that had not yet developed their own graduate programs. When the Okanagan campus came online in 2005, discipline-specific degrees had not yet been established; it took Psychology and other disciplines more than two years to establish new programs and many disciplines were restricted from doing so. Dr. Cioe noted that while he was in full support of interdisciplinarity, other purposes existed for the IGS degree. Both Computer Science and Physics had expressed concern: not all graduate students within these smaller units were seeking to research outside of their discipline. Dr. Cioe rejected the forced nature of the proposal and suggested delaying implementation for one year to allow disciplines to develop new program and new theme proposals as required.

Dean Krank argued that what was at stake was the definition of interdisciplinarity as it related to the IGS program. He argued that the requirement for 3 credits outside a supervisor's core program area was not onerous or unreasonable, and described the proposed requirement a 'minimum' for interdisciplinarity. Addressing Dr. Cioe's request to delay implementation, Dean Krank noted that in response to the concerns of the Faculty of Arts and Sciences, the Curriculum Committee had agreed to delay implementation by one year. He spoke in support of a further delay in implementation to allow smaller programs more time to develop discipline-specific programs.

Dr. de Scally voiced his support for Dean's Krank's argument that discipline-specific degrees under the IGS umbrella were inappropriate. He inquired if the newly-approved IGS sustainability courses would be interpreted as interdisciplinary.

Dean Courtney presented an argument that all graduate research carried a certain expectation for interdisciplinarity, and that the proposed requirement for 3 credits outside a supervisor's core program area did little to guarantee breadth and scope. She argued that the burden of interdisciplinarity should rest rather in a student's research question, and that discipline cross-over would be assured through the outcomes of that research. Dean Courtney expressed some hesitation at proscribing interdisciplinarity in such a fashion, and advocated for a more substantive, meaningful solution. Dr. Duran-Cogan supported this view and recalled her own interdisciplinary graduate work in which the research subject itself was of an interdisciplinary nature.

Dr. Hodge spoke in support of Dean Krank's arguments. While he agreed that the minimum requirement for 3 credits outside a supervisor's core program area was in his view too minimal, he suggested that without it the integrity of the program was in jeopardy. Dr. Yannacopoulos voiced his support and suggested that in all research interdisciplinarity should be encouraged. Mr. Cadger proposed that a more cogent definition of interdisciplinarity be developed, and that in the interim the proposal was a move in the right direction.

Dr. Cioe wondered why a mechanism did not exist within the IGS program to support and in fact guarantee interdisciplinarity via the research topic and the student's education plan. He suggested that rather than imposing a minimum course requirement, other means for achieving interdisciplinarity be explored. Many graduate degrees today had moved away from course work models in favour of more research-intensive approaches: a requirement for 3 credits outside a supervisor's core program was a deceptive and superficial mechanism to achieve interdisciplinarity by contrast. Lastly, Dr. Cioe noted that while the IGS program had been existence for several years, there had been no warning that the program would cease to act as an incubator for smaller programs.

Dr. Keyes rebutted noting that the 3-credit requirement would provide structure for the IGS program and should likely have been proposed from the onset. Dean Krank clarified that the IGS program was never intended to model after the British degree but had been proposed as a mix of course work and thesis. A student's program committee was represented by more than one program, but what was lacking was a mechanism to address discipline-specific degrees under an interdisciplinary label.

**Amendment: To Revise the Effective Date for the Interdisciplinary Graduate Studies (IGS) Program**

*Moved: Dr. Cioe*

*Seconded: Dean Mathieson*

*That Senate approve an amendment to the effective date of the IGS program proposal to 2013S.*

*The motion to revise the effective date was put and carried.*

**Motion to approve the Curriculum Report**

*The motion to approve the Curriculum Report as revised was put and carried.*

**Deputy Vice-Chancellor's Remarks**

***Access Copyright***

The following is an excerpt from the backgrounder:

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.

If that decision is made, the University will be 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).

Dr. Owram summarized the two options before UBC and many other post-secondary institutions: 1) pay the required fee, likely by passing on costs to students; or 2) exit the agreement.

The assembly recognized Ms. Parent, University Librarian, who noted that September 1 was the deadline to remove UBC from Access Copyright; the next opportunity to exit would be one year later. The most immediate concerns for the University were course packs and online materials as by all interpretations these were not included under the “fair dealing” exception of the Copyright Act. Ms. Parent noted that the UBC Library held over 550 licenses with many covering several titles; these licenses permitted copying and distribution and were listed on the Library website (for more information see <http://licenses.library.ubc.ca/>). The Library, the Bookstore, and the Centre for Teaching and Learning would all be hosting workshops on Access Copyright.

### Discussion

Dr. Lalonde raised the issue of compliance. The President spoke of developing clear systems of communication to support faculty but also the implementation of internal sanctions as per the Copyright Act. If the University was found to be in contravention, fines and sanctions would be levied. He spoke adamantly of the importance for the University in knowing and asserting its rights. Dr. Duran-Cogan noted that students too would be required to comply; the President agreed that the conversation extended to the full campus community, including students.

Dr. Cioe remained unclear with regards to the exact permissions of Access Copyright. Ms. Burton advised that the Library would work to facilitate a clearer understanding of current license agreements and their attendant copying and

distribution rights. Ms. Burton encouraged faculty to contact the Library for assistance well in advance of the beginning of the winter session. The President stressed the importance of every member of the campus community working with the Library and other groups to understand the limitations of Access Copyright. An interim license had been secured but a full resolution was expected in the next few months with an update for Senate and a future meeting.

### *Deans Searches*

In response to Dr. Keyes' inquiry, Dr. Owram reported that a candidate for the Dean of the Faculty of Creative and Critical Studies had been recommended to the Board of Governors for their approval at the June meeting.

### **Nominating Committee**

Committee Chair Dr. Duran-Cogan presented the report.

### *President's Advisory Committee for the Selection of a new Deputy Vice-Chancellor*

*Moved: Dr. Duran-Cogan*

*Seconded: Dr. Cioe*

*That Senators Neil Cadger, Sharon McCoubrey, and Laura Patterson be elected to the President's Advisory Committee for the Selection of a new Deputy Vice-Chancellor (Academic Vice-President);*

*and*

*That Senator Dean Cynthia Mathieson be elected as Dean or Principal to the President's Advisory Committee for the Selection of a new Deputy Vice-Chancellor (Academic Vice-President).*

### Discussion

The President inquired after the Committee's process for the selection of names. Dr. Duran-Cogan explained that as the current Senate's term was nearing a close and the new Senate had not yet been confirmed, a canvas for interest had not been possible.

Mr. Gorman inquired if both students and convocation senators had been eligible. The President replied in the affirmative. He noted that UBC *Policy 18: Appointment of Designated Senior Academic Administrators* reserved two spots for students: one undergraduate, one graduate; he added that two additional spots were reserved for appointments at his discretion.

In response to an inquiry from Dr. Cioe, Ms. Hager noted that at the time of the Nominating Committee's deliberations, only the Joint Faculty Senators for the 2011/14 Senate term were known. The President commented on the importance of initiating the search for a new Deputy Vice-Chancellor as soon as possible.

Dr. Yannacopoulos expressed some concern at the lack of campus-specific administrative titles in *Policy 18*. The President explained the requirement for *University Act* titles but that campus-specific titles for inclusion in the *University Act* were under consideration.

*The motion was put and carried.*

### **2009/10 Report of the University Librarian**

Ms. Parent presented the 2009/10 Report of the University Librarian to Senate for information (available online at [http://www.library.ubc.ca/home/UBC\\_RS\\_fa.pdf](http://www.library.ubc.ca/home/UBC_RS_fa.pdf)). Ms. Parent noted that a two-page document outlining the Library's future directions would replace the annual report in future years.

Ms. Parent reported that when she had arrived at UBC, a new direction had been set by the University's strategic plan *Place and Promise*. The Library responded with its own strategic plan featuring five strategic directions: 1) Enhance Student Learning; 2) Accelerate Research; 3) Manage Collections in a Digital Context; 4) Engage with Community; and 5) Create an Exception Work Environment. Ms. Parent noted that all work the Library had undertaken in the past year had been in support of one or more of the five strategic directions. Ms. Parent highlighted three in brief:

- 1) Enhance Student Learning: in response to an increasingly digital age, the Library had adapted its service model to better engage with students. The Library had provided instruction to more than 34,000 students in various skills in accessing its services, and had established both private and public study spaces.
- 2) Accelerate Research: the Library had sought new methods and approaches to open access and copyright. cIRcle, an open access digital repository continued to expand to a collection of more than 22,000 items from about 5,000 during the past year, and at the Okanagan campus a Centre for Scholarly Communication was under development.
- 3) Manage Collections in a Digital Context: while the Library had maintained its budget of 13 million to purchase new collections, the allocation of spending had shifted to 80% digital, 20% print. These collections were available online to both campuses.

Priorities for the future focused on space: space for collections, space for learning.

Chief Librarian for the Okanagan campus Ms. Burton addressed the Okanagan context specifically. She noted several key themes:

- 1) Growth, both projected and actual. To manage more than 5,000 students daily, the Library had installed new space-efficient furniture to increase capacity to more than 400 seats, and sound-deafening panels to reduce noise; it had also extended its hours to midnight and 2am during the exam period;
- 2) Collections. The Library had worked in collaboration with faculty members to increase and shape the collection; and
- 3) Facility. The Library had advocated for a final and achievable plan for the Okanagan campus' Library facility.

### Discussion

On behalf of students, Mr. Chavarie expressed concern over the recent rash of laptop thefts and inquired what security measures would be implemented in response. Ms. Burton noted that video-surveillance was not feasible in such a large space. Library users had been advised of the thefts and had been encouraged against leaving valuables unattended. The President committed to continuing to monitor the issue and report back to Senate at a future meeting.

The President commented on the Library's strong leadership at the national and global levels, and expressed hope at moving more aggressively on the University's commitment to the next iteration of the Library's facility plan.

### **Adjournment**

There being no further business the meeting was adjourned. The following regular meeting of the Senate was scheduled for Thursday May 19, 2011 at 3:30 pm to 5:30 pm in ART 386.



## Appendix A: New and Revised Awards

**Sigurdson Family Bursary:** Bursaries totalling \$7,000 have been endowed by Lois Sigurdson for students at The University of British Columbia, Okanagan campus. (First awards available for the 2011/12 Winter Session)

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

#### New proposed:

#### **UBC Okanagan Campus International Community Achievement Award**

Awards of \$3,000 each are offered by the International Student Initiative (ISI) to continuing international students at The University of British Columbia, Okanagan campus who have demonstrated leadership in one or more of the following areas: community service, international engagement, intercultural understanding, promotion of diversity, intellectual pursuits, and artistic or athletic endeavours. The award is made on the recommendation of International Student Development in consultation with the International Student Initiative and Faculties at The University of British Columbia, Okanagan campus. (First awards available for the 2010/11 Winter Session)

#### Current existing:

#### **UBC Okanagan International Community Achievement Award**

Three awards of \$3,000 each are offered by the International Student Initiative to continuing international students at The University of British Columbia Okanagan who have demonstrated leadership in one or more of the following areas: community service, cross-cultural relations, promotion of diversity, intellectual pursuits, and artistic or athletic endeavours. The award is made on the recommendation of Student Development in consultation with the International Student Initiative and Faculties at The University of British Columbia Okanagan. (First awards available for the 2008/09 Winter Session)

#### How amended:

The previous wording limited the number of awards to three per year. By removing the reference to the number of awards, ISI will have the ability to offer awards commensurate with changes to international student enrolments and the related source of funding for the award. The population of international undergraduate students is currently growing; therefore ISI would like to be able to double or triple the number of awards each year. Conversely, should the population of international students decline, the number of awards offered each year would have to be reduced.

#### Rationale:

The ISI would like to:

- continue to recognize the contributions made by international undergraduate students to the Okanagan campus and community;
- tie the award more closely to the ideals of Place and Promise by including *international engagement and inter-cultural understanding* as ways for students to demonstrate leadership;
- clarify that the award is made on the recommendation of International Student Development (a specialized sub-unit within Student Development dedicated to supporting international students) in consultation with ISI and the Faculties.

Funding for the award is generated by international undergraduate student tuition fees, a portion of which (8% as of 2011/12) is set aside for international student financial support.

## **Appendix B: Curriculum Summary**

### **From the Faculty of Arts and Sciences**

1. The following new courses:
  - a. COSC 407 (3) Introduction to Parallel Computing
  - b. MATH 339 (3) Introduction to Dynamical Systems

### **From the Faculty of Creative and Critical Studies**

2. The following new courses:
  - a. CCS 200 (3/6) d Topics in Creative and Critical Studies
  - b. VISA 485 (3/6) d Directed Studies

### **From the College of Graduate Studies**

3. The following new courses:
  - c. IGS 507 (3) Perspectives on Sustainability
  - d. IGS 570 (6) Practical Sustainability
4. The following revised program:
  - a. Interdisciplinary Graduate Studies, Program Requirements

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May 19, 2011

**To:** Okanagan Senate

**From:** Academic Policy Committee

**Subject:** Establishment of the *School of Health and Exercise Sciences* within the Faculty of Health and Social Development (approval)

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The Academic Policy Committee has reviewed the final proposal for the establishment of the *School of Health and Exercise Sciences* within the Faculty of Health and Social Development and is pleased to recommend the following:

*Motion:* That Senate approve and recommend to the Board of Governors the establishment of the School of Health and Exercise Sciences within the Faculty of Health and Social Development, effective July 1, 2011;

That the administration of the Bachelor of Arts in Health Studies program and the Bachelor of Human Kinetics program be transferred to the School of Health and Exercise Sciences from the administration of the Faculty of Health and Social Development;

That all courses under subject codes HEAL and HMKN be transferred to the administration of the School of Health and Exercise Sciences from the administration of the Faculty of Health and Social Development; and

That Senate recommend to the Board of Governors that faculty members with current appointments within the Faculty of Health and Social Development excluding those with appointments in the constituent schools of Nursing and Social Work have their appointments transferred to the School of Health and Exercise Sciences.

For the Committee  
Dr. Jan Cioe  
Chair, Academic Policy Committee

## School of Health and Exercise Sciences

### Overview

The programs in Health Studies and Human Kinetics were conceived under the guidance of Dr. Joan Bottorff and began student intake in 2006 and 2007 respectively. Prior to the formation of these programs an extensive market survey was performed to assess demand and strategic market placement. Due to the historical and predicted growth of faculty/student numbers and the emerging graduate area examining Health and Exercise these two programs have been functionally operating as a single unit for the last 2 academic years. In this proposal we make the case for the formation of a new administrative unit - the School of Health and Exercise Sciences – with the purpose of:

- Overseeing the continued operations of the Bachelor in Human Kinetics undergraduate degree program
- Directing cessation of the Health Studies program and its migration into a sustainable minor in Health.
- Supporting the current Health and Exercise Sciences Theme in IGS and to pursue an independent graduate program as resources and demand dictate.
- Managing the budget, human resources, and infrastructure needs of ongoing and new programs in Health and Exercise Sciences at UBC Okanagan.

Beyond these administrative functions the faculty within the existing units see the new school pursuing the scholarly mission:

*To optimize human health, from the individual to the population, through excellence in interdisciplinary teaching, research, community engagement. This will be achieved through academic pursuits in:*

- *Neuromuscular Physiology and Control*
- *Exercise and Health Behaviour*
- *Cardiovascular and Respiratory Physiology*
- *Population Health and Health Services Research*
- *Nutrition and Health Education*

### Program Status

#### Bachelor of Human Kinetics

The program was designed to offer two undergraduate specializations: Clinical Exercise Physiology and Health Promotion. It was the vision of the steering committee that designed these programs to situate the UBC-Okanagan program as the Human Kinetics (and Kinesiology) program in Canada to fully embrace the employer needs for Health Professionals in Exercise Science. Specifically, the programs were intended to (a) satisfy CCUPEKA accreditation for Kinesiology programs, (b) qualify graduating students for CSEP Exercise Physiologist certification, (c) align with upcoming licensing guidelines, and (d) provide a significant practical and professional component missing from most programs nationally.

The current programming in Human Kinetics trains students for career paths and further degree pursuit in the Allied Health Science (e.g., Medicine, Physiotherapy), Civic and Corporate Health Promotion and is pursuing avenues for graduates in Education.

#### Bachelor of Arts in Health Studies

Students were offered two specializations: Health Policy and Evaluation or Health and Sustainability. Students in the Health Policy and Evaluation stream were to have the opportunity to study the determinants of human health, institutional, political and power relationships that influence those determinants, the formation and implementation of public policies relevant to determinants of health,

health economics, health technology assessment and the use and abuse of evidence in policy making. Students in the Health and Sustainability stream will study population health, demographic and social determinants of health, the health of vulnerable populations, and health and aging within the context of sustainability at the local, national and global levels.

The Health Studies Program has had its intake suspended and is currently pursuing the completion of all in-program students. Based on student and faculty interest a minor in Health will be proposed to provide the breadth of the Health Studies programming to the broader university community.

#### Undergraduate Curriculum & Enrolment

In the 2007-08 academic year, 67 students were enrolled in Human Kinetics. Intake increased for the 2008-09 academic year to 89; due to inter- and intra university transfers, first year classes ranged from 110-120. Similarly, the second year cohort for 2008-09 expanded to 70-75; HMKN 2xx courses ranged from 80-90. The intake for the 2010-11 academic year was 160; based on transfer students and mixed cohorts, year sizes are currently 140 (1<sup>st</sup> yr), 110 (2<sup>nd</sup> yr), 90 (3<sup>rd</sup> yr), 55 (4<sup>th</sup> yr). The enrolment target for intake 2011 is 200; this will result in an immediate program size of 540 students in 2011-12 and a projected steady-state program size of 900.

#### Graduate Curriculum and Enrolment

Currently graduate studies in Human Kinetics are pursued under the auspices of the Health and Exercise Sciences Theme in the Interdisciplinary Graduate Program. As such, degree programs are largely limited to IGS-Special Topics offerings with the addition of HMKN 501 (Colloquium) for 2010. As of Sept 2010, graduate enrolment (i.e. directly supervised by Health and Human Kinetics) consisted of 7 MSc, 9 PhD in various programs (IGS and other) at UBC. We anticipate an intake of 12 new students under the HES theme for 2011-12.

#### Full Time Faculty

The current combined faculty complement for Human Kinetics and Health Studies is 10 FTE (3 Tenured Assoc, 6 Tenure-Track Assistants, 1 Tenure-Track Instructor). Approval has been received for 4 additional FTE to be hired 2011-12 (1 Full, 1 Associate, 1 Assistant, 1 Instructor). For the 2010-11 academic year, the combined student/FTE ratio for Health Studies and Human Kinetics is 34:1; the successful attraction of 4 new FTE in combination with the projected increased intake will preserve this ratio. In the 2010-11 academic year the Human Kinetics and Health units employed an additional 8 sessional instructors to address curricular demand.

#### Accreditation

The national accreditation body for Kinesiology/Human Kinetics programs is the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA). By attaining accreditation with this body, graduates from the new School of Health and Exercise Sciences will be eligible write a variety of certification examinations. Accreditation also directly associates the unit to BCPEKA, the British Columbia articulation cooperative for Kinesiology/Human Kinetics programs. As an applying unit, the new School must demonstrate sufficient curricular breadth/depth and display adequate infrastructure and personnel resources; applications are only admissible following the graduation at least one class. Although the present faculty complement and degree curriculum do indeed satisfy the base needs, the absence of a autonomous university unit and the lack of an independent graduate program will raise questions as to the long-term commitment and therefore sustainability of the program. Although still in formation, the College of Kinesiologists is currently being formed in Ontario – with similar legislated bodies being promoted in most province; the new School will similarly pursue accreditation with these licensing bodies where appropriate.

### **Full Time Tenure-Track Faculty**

**Phil Ainslie, Ph.D. (Associate Professor)** Hypoxia and vascular function (high altitude, exercise, central and obstructive sleep apnea), physical activity, aging and vascular function, orthostatic stress and syncope (with focus on exercise, heat stress, spinal cord-injury, age and heart disease)

**Gord Binsted (Associate Professor and Unit Head):** sensorimotor neuroscience, feedback control, movement disorders of the central nervous system, cortical function during movement, computational neuroscience, Alzheimer's disease, Multiple Sclerosis

**Cristina Caperchione, Ph.D. (Assistant Professor):** Physical activity promotion in culturally and linguistically diverse populations, health promotion, Web 2.0 for promoting physical activity, strategies for supporting lifestyle risk modification

**Alan Davidson, Ph.D. (Associate Professor):** Comparative health policy and health care systems, privatization of health care, rural health care, social epidemiology, health and social justice

**Neil Eves, Ph.D. (Assistant Professor):** Physiological responses to exercise, COPD, dyspnea during exertion, cardio-respiratory disorders, inflammatory responses associated with acute and chronic exercise, respiratory physiology

**Jennifer Jakobi, Ph.D. (Assistant Professor)** Age-related and sex-related change in motor unit recruitment and discharge rates, Role of afferent feedback in modulating motor unit activity, Prolonging Functional Independence in Older Women, Mechanism of Whole Body Vibration in enhancing functional performance

**Gareth Jones, Ph.D. (Assistant Professor)** Prehabilitation and rehabilitation needs of frail older adults and those with neurological disorders such as Parkinson's disease, sarcopenic obesity in functional decline and frailty, built environment and its influence on successful aging

**Mary Jung, Ph.D. (Assistant Professor)** Self-regulation of health behaviours, promotion and adherence to physical activity and healthy diets, psychological processes involved in weight loss, establishing a healthy body image, developing a strong sense of exercise identity, and adhering to a cardiac rehabilitation program.

**Colin Reid, Ph.D. (Assistant Professor):** Quality of care and outcomes for institutionalized seniors with dementia, Health services research with a focus on seniors populations, Health and seniors in rural areas

**Sally Willis-Stewart, Ph.D. (Instructor)** Nutrition and physical activity, health promotion and interdisciplinary approaches to prevention and care through healthy lifestyles, bone health, life span and women's health.

### **Adjunct Faculty**

**Anne-Marie Broemeling, Ph.D.**

Adjunct Professor, Director of Information Support & Research, Interior Health Authority

**Tom Fulton, MSc**

Adjunct Professor, Leader and Chief Nursing Officer, Interior Health Authority

**Paul Hasselback, MD, MSc, FRCPC**

Medical Health Officer Okanagan, Interior Health Authority

**Current Course Offerings**

**Health Studies**

**HEAL 100 (3) Introduction to Health Studies**

Introduction to health and health services in Canada; general orientation to the theories of health, health research, and policy; issues facing the health of Canadians. [3-0-0]

**HEAL 200 (3) Determinants of Health**

Examining the relationships between biological, psychological, social, and economic factors to understand inequities in health outcomes for different individuals and populations. [3-0-0]

*Prerequisite:* Second-year standing.

**HEAL 201 (3) Canadian Health Care System**

Medical, hospital, community health, and long-term care in Canada, including the evolution of health and hospital insurance policies, efforts to renew the Canadian health care system, innovations in primary health care, and current issues confronting health providers and policy makers. [3-0-0]

*Prerequisite:* Second-year standing.

**HEAL 213 (3) Health and Social Policy in Canada**

Analysis of major health and social policies in Canada; comparative analysis of the evolution of the contemporary welfare state; review of federal and provincial policies in the areas of housing, employment, income, support for children and families, hospitals, medical care, and community health services. [3-0-0]

*Prerequisite:* Second-year standing.

**HEAL 300 (3) Methods of Data Analysis**

Introduction to basic statistics and methods relevant to the analysis and interpretation of quantitative data pertaining to health and social well-being. [3-0-0]

*Prerequisite:* Second-year standing in Health Studies or Human Kinetics.

**HEAL 301 (3) Health Research Methods**

Introduction to the research methods commonly encountered in health research, including quantitative and qualitative designs; provides a basis for comprehending more fully the research literature relevant to health studies. [3-0-0]

*Prerequisite:* Second-year standing in Health Studies or Human Kinetics.

**HEAL 302 (3) Health Policy and Politics**

Health policy formation and implementation across the affluent democratic states. The role of politics in defining policy problems and finding politically feasible solutions. [3-0-0]

*Prerequisite:* HEAL 201.

**HEAL 303 (3) Health Program Evaluation**

Introduction to the key concepts and methods used in evaluation of health programs. [3-0-0]

*Prerequisite:* HEAL 300.

**HEAL 304 (3) Healthy and Sustainable Communities**

Examination of the interrelationships between social and environmental factors and contexts, and the health of individuals, communities, and populations. [3-0-0]

*Prerequisite:* HEAL 100 and third-year standing.



**HEAL 305 (3) Healthy Aging**

Health priorities for the elderly and intersectoral initiatives to positively influence physical, mental, and social well-being and functioning. [3-0-0]

*Prerequisite:* HEAL 100 and third-year standing.

**HEAL 306 (3) Indigenous Peoples and Health**

Critical investigation of Indigenous people's health, including how colonization impacts well-being, the role of traditional knowledge in health care and Indigenous health systems, and methods informing Indigenous health care policy. [3-0-0]

*Prerequisite:* Third-year standing.

**HEAL 307 (3) Global Health Trends and Local Impacts**

Global health trends within and across countries and regions and how these global realities affect health and health care locally. [3-0-0]

*Prerequisite:* HEAL 100 and third-year standing.

**HEAL 308 (3) Health Law**

Overview of the sources of law and critical perspectives on legal regulation of the health care enterprise. [3-0-0]

*Prerequisite:* Third-year standing.

**HEAL 313 (3) Health Economics**

Introduction to economic thinking and techniques used in analyzing and planning health policy, particularly the delivery of health services. [3-0-0]

*Prerequisite:* Third-year standing and permission of the instructor.

**HEAL 400 (3) Reducing Health Disparities Across Vulnerable Populations**

Synthesizing acquired knowledge and competencies to solve a problem related to socio-economic, gender-related, and/or geographic inequalities in health and promote equity for vulnerable populations. [3-0-0]

*Prerequisite:* Fourth-year standing.

*Corequisite:* HEAL 450.

**HEAL 401 (3) Health Leadership and Effecting Change**

Examines the complex range of organizational, ethical, and professional factors associated with managing or supervising personnel in health and social service agencies, and develops students' ability to influence constructive change from staff positions within complex organizations. [3-0-0]

*Prerequisite:* Third-year standing.

**HEAL 403 (3) Public Health, Ethics, and Human Rights**

Introduction to theoretical and practical aspects of ethics and public health, with a focus on developing analytical skills to evaluate ethical issues related to public health issues. Equity and human rights will be addressed. [3-0-0]

*Prerequisite:* Third-year standing.

**HEAL 404 (3) Sustainability and Health Care Reform**

Synthesizing and applying the knowledge and competencies acquired through coursework to analyze a health care issue and develop innovative solutions that reflect the need to support sustainable health care reform. This is a capstone course. [0-0-3]

*Prerequisite:* Fourth-year standing.

*Corequisite:* HEAL 450.

**HEAL 450 (3) Health Studies Practicum**

Provides opportunities for students to apply and consolidate knowledge and skills by working in community settings. [0-6-0]

*Corequisite:* One of HEAL 400, HEAL 404.

**HEAL 495 (3) Topics in Health Studies**

Examination of selected topics and issues in health studies. May be taken more than once for credit. [0-0-3]

*Prerequisite:* Third-year standing.

**HEAL 496 (3/9) d Topics in Aging and Health**

Examination of topics that bring together theoretical, methodological, and analytical concepts. Potential topic areas could include informal and formal health service provision for seniors and health disparities in aging populations.

*Prerequisite:* Third-year standing

**Human Kinetics**

**HMKN 100 (3) Health, Fitness, and Lifestyle**

The importance of exercise, fitness, physical activity, healthy eating, and other health behaviours across the lifespan. Principles of basic exercise prescription, fitness appraisal, behaviour change, and other positive health approaches; implications for personal health/quality of life, professional success, health care. [3-3-0]

**HMKN 101 (3) Biomechanics**

Application of the elementary principles of physics and math to quantitative analysis of human movement. Analysis will also focus on the development of forces within muscles and their effect on initiating and controlling human movement (pertaining to exercise, physical activity, and rehabilitation). [3-0-0]

**HMKN 102 (3) Physical Activity in Canadian Society**

Introduction to the role, history, and social basis of physical activity in society; concepts, theories, and links to health. [3-0-0]

**HMKN 190 (3) Functional Anatomy and Applied Physiology I**

Structure and function of the neuromuscular and skeletal systems of the human body. Special emphasis on movement analysis and the physiological effects of exercise. [3-2-0]

**HMKN 191 (3) Functional Anatomy and Applied Physiology II**

Structure and function of the digestive, endocrine, urinary, circulatory and respiratory systems. Special emphasis on the effects of exercise. [3-2-0]

**HMKN 200 (3) Exercise Physiology I**

Acute and chronic changes observed in physiological systems as a result of exercise and exercise training. Aerobic and anaerobic metabolism during exercise and cardiovascular, respiratory and muscular responses to physical activity. [3-2-0]

*Prerequisite:* All of BIOL 131, BIOL 133 or equivalent.

**HMKN 201 (3) Exercise Psychology I**

Psychological theories and research related to exercise adoption, maintenance, and avoidance. Psychological antecedents and consequences of exercise behaviour. [3-0-0]

**HMKN 202 (3) Human Motor Behaviour I**

Processes and structures underlying the production human movement. Sensory, motor and cognitive factors influencing the learning, execution, and control of action will be addressed. [3-0-0]

**HMKN 203 (3) Lifespan Physical and Motor Development**

Principles governing physical growth and motor development related to physical activity. Lifespan changes, including aging, and their impact on physical activity participation and performance. [3-0-0]

*Prerequisite:* All of BIOL 131, BIOL 133 or equivalent.

**HMKN 310 (3) Exercise Physiology II**

Oxygen transport and vascular response during exercise in humans. Regulation and adaptation of the cardiovascular and respiratory systems during exercise. [3-2-0]

*Prerequisite:* Third-year standing in Human Kinetics.

- HMKN 311 (3) Exercise Prescription**  
Exercise prescription and testing for both the healthy adult population and for special populations or persons with a disability. [3-0-1]  
*Prerequisite:* Third-year standing in Human Kinetics.
- HMKN 312 (3) Laboratory Techniques in Exercise Science**  
Current methods in exercise science will be demonstrated via modules presented by faculty in their areas of specialization including electrophysiological techniques and methods of assessing blood-flow, respiratory capacity, and muscle function. [2-3-0]  
*Prerequisite:* Third-year standing in Human Kinetics.
- HMKN 313 (3) Exercise Metabolism**  
The underlying metabolic events associated with exercise and nutritional challenges. Substrate delivery and skeletal muscle metabolism with respect to exercise. [3-0-0]  
*Prerequisite:* Third-year standing in Human Kinetics.
- HMKN 314 (3) Body Composition**  
Body composition, with particular emphasis on the influence of physical (in)activity. Techniques for measuring the amounts of adipose tissue, muscle, and bone in the body. [3-0-0]  
*Prerequisite:* Third-year standing in Human Kinetics.
- HMKN 315 (3) Sensory and Motor Neuroscience**  
How single neurons and populations of neurons represent sensory information, how sensory signals are transformed and decoded to mediate perception, and how perceptual signals are converted into neural commands to initiate actions. [3-2-0]
- HMKN 320 (3) Health Education: Theory and Practice**  
Explains the importance of health behaviour as a contributor to public health problems and the role of health education and health promotion programs in addressing them. [3-0-0]  
*Prerequisite:* Third-year standing in Human Kinetics.
- HMKN 321 (3) Exercise Psychology II**  
Expansion on theoretical and practical knowledge of exercise psychology. Emphasis on theoretical basis of applied exercise psychology and the development of practical skills that can be employed as fitness professionals. [3-1-0]  
*Prerequisite:* Third-year standing in Human Kinetics.
- HMKN 322 (3) Health Promotion I**  
Design and implementation of health promotion strategies in a variety of arenas, particularly health promotion/education strategies aimed at encouraging physical activity. [3-0-0]  
*Prerequisite:* Third-year standing in Human Kinetics.
- HMKN 323 (3) Introduction to Nutrition**  
Nutrients, nutrient food sources and functions in the body, application to planning adequate diet throughout the lifespan. [3-0-0]  
*Prerequisite:* Third-year standing in Human Kinetics.
- HMKN 331 (3) Physical Dimensions of Aging**  
Changes in physiological function with age. For students planning to become health professionals. Various dimensions of life, including health and functional capacity, are addressed. [3-0-0]  
*Prerequisite:* Third-year standing in Human Kinetics.
- HMKN 400 (3) Ethics for Health Practitioners**  
Ethics and Canadian law relating to consent, negligence, record keeping, trust and confidentiality, standards of care, professionalism, beneficence and non-maleficence, the just distribution of health care resources, and responsibility for health outcomes. [3-0-0]  
*Prerequisite:* Third-year standing in Human Kinetics.
- HMKN 401 (3-9) d Community Placement Experience**  
Practical work experience in a supervised health/human kinetics related work setting with a cooperating agency, private business, or industry. [0-10-0]

*Prerequisite:* Fourth-year standing in Human Kinetics and permission of the Undergraduate Chair.

**HMKN 410 (3) Cardio-Respiratory Disease: Pathology to Prescription**

Common cardio-respiratory diseases of the adult, including acute and chronic disorders. Respiratory diagnostics, therapeutics, and exercise interventions applied to these disorders. [3-0-0]

*Prerequisite:* Third-year standing in Human Kinetics.

**HMKN 411 (3) Environmental Physiology**

Regulation and adaptation of the cardiovascular, circulatory, and respiratory systems during environmental extremes. [3-0-0]

*Prerequisite:* All of HMKN 310, HMKN 312.

**HMKN 412 (3) Neuromuscular Physiology**

Integrated actions of the neural, somatosensory, and motor systems underlying human movement in healthy, diseased, and aged individuals. Emphasis will be placed upon motor unit physiology, reflexes, and the descending motor system. [3-0-0]

*Prerequisite:* All of HMKN 310, HMKN 312.

**HMKN 413 (3) Cortical Control of Movement**

Cortical events associated with sensation and motor planning associated with goal-directed movement. Particular focus on plasticity associated with disease and injury. [3-0-0]

*Prerequisite:* Third-year standing in Human Kinetics.

**HMKN 414 (3) Advanced Circulatory Physiology**

Regulation and adaptation of the circulatory systems at rest, during exercise. Focus on adaptations and prescription implications following pathology. [0-0-3]

*Prerequisite:* All of HMKN 310, HMKN 312.

**HMKN 421 (3) Advanced Theories of Health Behaviour Change**

Advanced theories in health and exercise psychology and their critical evaluation regarding utility for instilling and sustaining health behaviour change. [3-0-0]

**HMKN 422 (3) Health Promotion II: Applications**

Advanced strategies for health promotion in various arenas, particularly health education and communication aimed at encouraging physical activity. [0-0-3]

*Prerequisite:* HMKN 322 and third-year standing in Human Kinetics.

**HMKN 423 (3) Applied Nutrition: Exercise and Chronic Disease**

Application of principles of nutrition to chronic disease and exercise. Practical considerations of prescription toward sport performance and disease prevention. [3-0-0]

*Prerequisite:* HMKN 323.

**HMKN 431 (3) Exercise Rehabilitation for Clinical Disorders of Aging**

Consideration of disabilities and pathologies associated with aging. Particular focus on physiological changes and how they affect quality of life and activities of daily living. [0-0-3]

*Prerequisite:* HMKN 331.

**HMKN 499 (3-9) Project in Human Kinetics**

Provides opportunities to perform research pertaining to a chosen area of Human Kinetics as agreed upon by a faculty member and student. [0-10-0]

*Prerequisite:* Third-year standing in Human Kinetics and permission of the Undergraduate Chair.

**HMKN 501 (3) Colloquium in Health and Exercise Sciences**

Seminar examining current topics, controversies, and arising research trends in health and exercise sciences. [0-0-3]

**HINT 523 (3) Nutrition Applications: Chronic Disease, Sports, and Consulting**

Seminar examining the application of nutritional prescriptive and consulting practices to both clinical and athletic situations. Special focus will be given to current controversies and research trends. [0-0-3]

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May 19, 2011

**To:** Okanagan Senate  
**From:** Admissions and Awards Committee  
**Subject:** New Awards (approval)

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The Admissions and Awards Committee is pleased to recommend the following:

**Motion:** *That Senate accept the new awards as listed and forward them to the Board of Governors for approval; and that a letter of thanks be sent to the donors.*

**CTQ Consultants Bursary in Engineering** - A \$2,000 bursary is offered by CTQ Consultants Ltd. to a third or fourth year student in the Civil Engineering Program in the School of Engineering in the Faculty of Applied Science at The University of British Columbia, Okanagan campus. (First award available for the 2011/12 Winter Session)

**Stuart Olson Dominion Construction Bursary in Engineering** - Two bursaries valued at \$2,000 each are offered by Stuart Olson Dominion Construction Ltd. to third or fourth year students in the Civil Engineering Program in the School of Engineering in the Faculty of Applied Science at The University of British Columbia, Okanagan campus. (First awards available for the 2011/12 Winter Session)

**Creative Studies Transfer Prize in Creative Writing** - A \$1,000 prize is offered through the Department of Creative Studies and the Okanagan Short Story Contest to a student who has transferred from Okanagan College and who is majoring in Creative Writing in the Faculty of Creative and Critical Studies at The University of British Columbia, Okanagan campus. If no qualified student has transferred from Okanagan College, the prize is available to a student who has transferred from any college in BC. The prize is made on the recommendation of the Faculty to a student who shows great

promise in the area of creative writing and who has completed one year of study. (First award available for the 2010/11 Winter Session)

**Association of Professional Engineers and Geoscientists Scholarship in Engineering**

- A \$1,500 scholarship is offered by the Association of Professional Engineers and Geoscientists of British Columbia (APEGBC) Foundation to a student entering second year in the School of Engineering in the Faculty of Applied Science at The University of British Columbia, Okanagan campus. The award is made on the recommendation of the School. (First award available for the 2011/12 Winter Session)

**Association of Professional Engineers and Geoscientists Gold Medal Award in Engineering**

- A gold medal is offered by the Association of Professional Engineers and Geoscientists of British Columbia (APEGBC) Foundation to a graduating student in the School of Engineering in the Faculty of Applied Science at The University of British Columbia, Okanagan campus. The award is made on the recommendation of the School to a student who has achieved highest standing in their best 27 credit average for each of third and fourth year. (First award available for the 2010/11 Winter Session)

**Association of Professional Engineers and Geoscientists Achievement Award in Engineering**

- Engraved plaques are offered by the Association of Professional Engineers and Geoscientists of British Columbia (APEGBC) Foundation to graduating students in the School of Engineering in the Faculty of Applied Science at The University of British Columbia, Okanagan campus. On the recommendation of the School, one plaque is awarded in each engineering specialization to a student who shows great promise. (First awards available for the 2010/11 Winter Session)

**Association of Professional Engineers and Geoscientists Scholarship in Geoscience**

- A \$1,500 scholarship is offered by the Association of Professional Engineers and Geoscientists of British Columbia (APEGBC) Foundation to a student entering third year who is majoring in Earth and Environmental Sciences in the Irving K. Barber School of Arts and Sciences at The University of British Columbia, Okanagan campus. The award is made on the recommendation of the School for a student who is taking courses leading towards registration as a professional geoscientist. (First award available for the 2011/12 Winter Session)

**Association of Professional Engineers and Geoscientists Gold Medal Award in Geoscience**

- A gold medal is offered by the Association of Professional Engineers and Geoscientists of British Columbia (APEGBC) Foundation to a student graduating with a Bachelor of Science in Earth and Environmental Sciences in the Irving K. Barber School of Arts and Sciences at The University of British Columbia, Okanagan campus. The award is made on the recommendation of the School to a student who has achieved highest standing in their best 27 credit average for each of third and fourth year and has taken courses leading towards registration as a professional geoscientist. (First award available for the 2010/11 Winter Session)

**Association of Professional Engineers and Geoscientists Achievement Award in Geoscience** - Engraved plaques are offered by the Association of Professional Engineers and Geoscientists of British Columbia (APEGBC) Foundation to students graduating with a Bachelor of Science in Earth and Environmental Sciences in the Irving K. Barber School of Arts and Sciences at The University of British Columbia, Okanagan campus. On the recommendation of the School, one plaque is awarded in each branch of Geoscience, specifically Geology, Geophysics, and Environmental Geoscience, to a student who shows great promise and has taken courses leading towards registration as a professional geoscientist. (First awards available for the 2010/11 Winter Session)

**Farris, Vaughan, Wills & Murphy LLP Award in Legal Studies** - A \$1,000 award is offered by Farris, Vaughan, Wills & Murphy LLP to a student graduating with a Major in Philosophy, Politics and Economics, with the Law Emphasis Option, in the Irving K. Barber School of Arts and Sciences at The University of British Columbia, Okanagan campus. The award is made on the recommendation of the School to a student who shows great promise in the field of law. (First award available for the 2010/11 Winter Session)

For the Committee  
Dr. Sharon McCoubrey  
Chair, Admissions and Awards Committee

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May 19, 2011

**To:** Okanagan Senate

**From:** Admissions and Awards Committee

**Subject:** Admissions Proposals (approval)

- i. Bachelor of Social Work
- ii. Bachelor of Social Work, General Requirements; Master of Social Work, General Requirements
- iii. Elementary Teacher Education Program (ETEP)
- iv. Secondary Teacher Education Program (STEP), French Education Specialty

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The Admissions and Awards Committee is pleased to recommend the following to Senate:

- i. **Bachelor of Social Work**  
Revise the Academic Calendar entry to remove the requirement for a written exercise.
- ii. **Bachelor of Social Work, General Requirements; Master of Social Work, General Requirements**  
Revise the Academic Calendar entries to 1) add the requirement that students admitted to the program present a recent criminal record check; 2) add secondary requirement that students present either a recent criminal record check or a declaration confirming that their record has not changed prior to participating in a placement within the community.
- iii. **Elementary Teacher Education Program (ETEP)**  
Revise the Academic Calendar entry to clarify the Canadian studies admission requirement to better prepare ETEP students to teach Canadian social studies in the elementary classroom.



- iv. Secondary Teacher Education Program (STEP), French Education Specialty**  
Revise the Academic Calendar entry to require academic preparation in French language oral and written competencies to enhance employment opportunities.

*Motion: That Senate approve the admissions proposals for the Bachelor of Social Work; the Bachelor of Social Work, General Requirements; and the Master of Social Work, General Requirements effective for admission to the 2011 Winter Session and thereafter; and*

*That Senate approve the admissions proposals for the Elementary Teacher Education Program (ETEP); the Secondary Teacher Education Program (STEP), French Education Specialty effective for admission to the 2012 Winter Session and thereafter.*

For the Committee,  
Dr. Sharon McCoubrey  
Chair, Admissions and Awards Committee



## Admissions Proposal Form – Okanagan Campus

<p><b>Faculty/School:</b> Faculty of Health and Social Development  <b>Department/Unit:</b> School of Social Work  <b>Faculty/School Approval Date:</b> Unknown  <b>Effective Session:</b> 2011W</p>	<p><b>Date:</b> February 16, 2011  <b>Contact Person:</b> Dr. Edward Taylor  <b>Phone:</b> 250.807.8740  <b>Email:</b> <a href="mailto:edward.taylor@ubc.ca">edward.taylor@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges School of Social Work Bachelor of Social Work Program Admission Requirements</a></p> <p><b>Admission Requirements</b></p> <p><b>[11001]</b> Application for admission to the School of Social Work must be made through Enrolment Services. See <a href="#">Admissions</a> for procedures, policies, and admission requirements.</p> <p><b>[12799]</b> Admission requirements for college and university transfer applicants for entry into the third year of the B.S.W. are as follows:</p> <p style="text-align: center;"><b>[11002]</b></p> <ul style="list-style-type: none"> <li>• completion of 60 credits of general university studies, which may include transferable arts or science credits completed within a human service, social service, or other relevant diploma or certificate;</li> <li>• 6 English credits at the 100 level, including two of the following: ENGL 112, 113, 150, 151, 153;</li> <li>• a minimum grade of 72% in each of</li> </ul>	<p><b>Draft Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,289,853,977">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,289,853,977</a></p> <p><b>Present Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges School of Social Work Bachelor of Social Work Program Admission Requirements</a></p> <p><b>Admission Requirements</b></p> <p><b>[11001]</b> Application for admission to the School of Social Work must be made through Enrolment Services. See <a href="#">Admissions</a> for procedures, policies, and admission requirements.</p> <p><b>[12799]</b> Admission requirements for college and university transfer applicants for entry into the third year of the B.S.W. are as follows:</p> <p style="text-align: center;"><b>[11002]</b></p> <ul style="list-style-type: none"> <li>• completion of 60 credits of general university studies, which may include transferable arts or science credits completed within a human service, social service, or other relevant diploma or certificate;</li> <li>• 6 English credits at the 100 level, including two of the following: ENGL 112, 113, 150, 151, 153;</li> <li>• a minimum grade of 72% in each of</li> </ul>



<p>SOCW 200, SOCW 201 (or equivalent);</p> <ul style="list-style-type: none"> <li>• successful completion of at least 3 credits of human development (lifespan) e.g., SOCW 255, PSYO 220, or SWPP 355 OLA;</li> <li>• a minimum grade average of 68% calculated on the last completed 30 credits; and</li> <li>• submission of the School of Social Work supplemental application form which includes submission of a resumé <b>and</b> two references. The supplemental application will be considered in addition to academic performance in determining admissibility.</li> </ul> <p>[...]</p>	<p>SOCW 200, SOCW 201 (or equivalent);</p> <ul style="list-style-type: none"> <li>• successful completion of at least 3 credits of human development (lifespan) e.g., SOCW 255, PSYO 220, or SWPP 355 OLA;</li> <li>• a minimum grade average of 68% calculated on the last completed 30 credits; and</li> <li>• submission of the School of Social Work supplemental application form which includes submission of a resumé, two references, <del>and completion of a written exercise involving a personal statement and case analysis.</del> The supplemental application will be considered in addition to academic performance in determining admissibility.</li> </ul> <p>[...]</p> <p><b>Type of Action:</b> Remove the requirement for a written exercise involving a personal statement and case analysis.</p> <p><b>Rationale:</b> It was not a useful tool for evaluating and selecting potential candidates for the program.</p>
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## Admissions Proposal Form – Okanagan Campus

<p><b>Faculty:</b> Health and Social Development  <b>Department:</b> School of Social Work  <b>Faculty Approval Date:</b> April 27, 2011  <b>Effective Session:</b> 2011W</p>	<p><b>Date:</b> February 16, 2011  <b>Contact Person:</b> Dr. Edward Taylor  <b>Phone:</b> 250.807.8740  <b>Email:</b> <a href="mailto:edward.taylor@ubc.ca">edward.taylor@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges School of Social Work</a>          Bachelor of Social Work Program</p> <p style="text-align: center;"><b>Bachelor of Social Work Program</b></p> <p><b>Contents</b></p> <p><a href="#">Introduction</a> →  <a href="#">Admission Requirements</a> →  <a href="#">Program Requirements</a> →  <a href="#">General Requirements</a> →  <a href="#">Degree Requirements</a> →</p> <p><b>New Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges School of Social Work Bachelor of Social Work Program</a>  <a href="#">General Requirements</a></p> <p style="text-align: center;"><b>General Requirements</b></p> <p><b><u>Prior to the start of classes, all admitted students must present a criminal record check completed by the Solicitor General of BC no more than three months prior to the start of term.</u></b></p> <p><b><u>Applicants and students who have a criminal record may have their offer of admission withdrawn or be required to withdraw from the program. Failure to</u></b></p>	<p><b>Draft Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,286,1016,1250">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,286,1016,1250</a></p> <p><b>Present Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges School of Social Work</a>          Bachelor of Social Work Program</p> <p style="text-align: center;"><b>Bachelor of Social Work Program</b></p> <p><b>Contents</b></p> <p><a href="#">Introduction</a> →  <a href="#">Admission Requirements</a> →  <a href="#">Program Requirements</a> →  <a href="#">Degree Requirements</a> →</p>



submit the required documentation by the specified deadline may result in the withdrawal of an offer of admission.

Prior to participation in any community-based programming, all students must present either 1) a current criminal record check completed by the Solicitor General of BC no more than three months prior to the date of course initiation, or 2) a 'Criminal Record Check Statutory Declaration' confirming that no changes have occurred relative to the criminal record check on file with the Faculty.

**Type of Action:** Add requirement that students admitted to the program present a recent criminal record check. Add secondary requirement that students present either a recent criminal record check or a declaration confirming that their record has not changed prior to participating in a placement within the community.

**Rationale:** Recognizing that Social Work students will participate in placements in the surrounding community, this requirement has been established by the Ministry. The Faculty of Health and Social Development is implementing the requirement as directed.



## Admissions Proposal Form – Okanagan Campus

<p><b>Faculty:</b> Health and Social Development  <b>Department:</b> School of Social Work  <b>Faculty Approval Date:</b> April 27, 2011  <b>Effective Session:</b> 2011W</p>	<p><b>Date:</b> February 16, 2011  <b>Contact Person:</b> Dr. Edward Taylor  <b>Phone:</b> 250.807.8740  <b>Email:</b> <a href="mailto:edward.taylor@ubc.ca">edward.taylor@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges College of Graduate Studies</a>          Social Work</p> <p><b>Social Work</b></p> <p style="text-align: right;">→</p> <p><b>Contents</b></p> <p><a href="#">Program Overview</a></p> <p><a href="#">Admission Requirements</a> →</p> <p><b><a href="#">General Requirements</a></b> →</p> <p><a href="#">Degree Requirements</a> →</p> <p><a href="#">Contact Information</a> →</p> <p><b>New Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges College of Graduate Studies</a>          Social Work</p> <p><b><a href="#">General Requirements</a></b></p> <p><b><a href="#">General Requirements</a></b></p> <p><b><u>Prior to the start of classes, all admitted students must present a criminal record check completed by the Solicitor General of BC no more than three months prior to the start of term.</u></b></p> <p><b><u>Applicants and students who have a criminal record may have their offer of admission withdrawn or be required to withdraw from the program. Failure to</u></b></p>	<p><b>Draft Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,985,0">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,985,0</a></p> <p><b>Present Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges College of Graduate Studies</a>          Social Work</p> <p><b>Social Work</b></p> <p><b>Contents</b></p> <p><a href="#">Program Overview</a> →</p> <p><a href="#">Admission Requirements</a> →</p> <p><a href="#">Degree Requirements</a> →</p> <p><a href="#">Contact Information</a> →</p>



submit the required documentation by the specified deadline may result in the withdrawal of an offer of admission.

Prior to participation in any community-based programming, all students must present either 1) a current criminal record check completed by the Solicitor General of BC no more than three months prior to the date of course initiation, or 2) a 'Criminal Record Check Statutory Declaration' confirming that no changes have occurred relative to the criminal record check on file with the Faculty.

**Type of Action:** Add requirement that students admitted to the program present a recent criminal record check. Add secondary requirement that students present either a recent criminal record check or a declaration confirming that their record has not changed prior to participating in a placement within the community.

**Rationale:** Recognizing that Social Work students will participate in placements in the surrounding community, this requirement has been established by the Ministry. The Faculty of Health and Social Development is implementing the requirement as directed.



**Admissions Proposal Form – Okanagan Campus**

<p><b>Faculty/School:</b> Education  <b>Department/Unit:</b>  <b>Faculty/School Approval Date:</b>          April 6, 2011  <b>Effective Session:</b> For admission to the 2012 Winter Session (the 2011/12 application cycle). Change to be published in the Academic Calendar as soon as possible for the purpose of informing prospective students.</p>	<p><b>Date:</b> April 23, 2011  <b>Contact Person:</b> Lorraine Carrier  <b>Phone:</b> 250.807.8125  <b>Email:</b> <a href="mailto:lorraine.carrier@ubc.ca">lorraine.carrier@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Education Bachelor of Education Programs</a>          Elementary Teacher Education Program (ETEP)</p> <p><b><i>Elementary Teacher Education Program (ETEP)</i></b></p> <p><b>[11667] Admission Requirements</b></p> <p><b>[11668]</b> Students may apply for admission to the B.Ed. five-year degree after completing 90 transferable credits in an undergraduate degree program acceptable in content to the Faculty of Education which must include the requirements listed below. Students may apply for admission to the B.Ed. two-year post-degree after completing a degree from a recognized university acceptable in content to the Faculty of Education which must include the requirements listed below:</p>	<p><b>Draft Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,975">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,975</a></p> <p><b>Present Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Education Bachelor of Education Programs</a>          Elementary Teacher Education Program (ETEP)</p> <p><b><i>Elementary Teacher Education Program (ETEP)</i></b></p> <p><b>[11667] Admission Requirements</b></p> <p><b>[11668]</b> Students may apply for admission to the B.Ed. five-year degree after completing 90 transferable credits in an undergraduate degree program acceptable in content to the Faculty of Education which must include the requirements listed below. Students may apply for admission to the B.Ed. two-year post-degree after completing a degree from a recognized university acceptable in content to the Faculty of Education which must include the requirements listed below:</p>



**[11669]**

- **Cumulative average:** a cumulative average of at least 65% in the last 30 credits of post-secondary coursework passed, failed, and/or repeated;
- **English requirement:** 6 credits of approved English with an average of 65% or greater. A minimum 3 credits must be English literature. The 6 credits of approved English literature and composition may be satisfied with coursework at the 100, 200, 300, and/or 400 level. Courses in creative writing, technical or business writing, or communication are not acceptable;
- **Canadian studies:** 6 credits that have significant Canadian content **(3 credits of which must be Canadian History or Canadian Geography)**. **Note:** the BC College of Teachers (BCCT) defines its Canadian content requirements as the following: "The focus of a Canadian studies course must be on understanding the Canadian experience. The Canadian content must be central to the conceptual thesis of the course rather than existing only as exemplar supporting concepts of another academic discipline";
- **Lab science:** at least 3 (preferably 6) credits in a laboratory science completed no more than 10 years prior to entering the program. **Note:** lab science courses are normally selected from the life sciences, chemistry, physical geography, earth and ocean science, geology, astronomy, or physics. A 3-credit lab science is typically scheduled for three hours of lecture and two or

**[11669]**

- **Cumulative average:** a cumulative average of at least 65% in the last 30 credits of post-secondary coursework passed, failed, and/or repeated;
- **English requirement:** 6 credits of approved English with an average of 65% or greater. A minimum 3 credits must be English literature. The 6 credits of approved English literature and composition may be satisfied with coursework at the 100, 200, 300, and/or 400 level. Courses in creative writing, technical or business writing, or communication are not acceptable;
- **Canadian studies:** 6 credits that have significant Canadian content. **Note:** the BC College of Teachers (BCCT) defines its Canadian content requirements as the following: "The focus of a Canadian studies course must be on understanding the Canadian experience. The Canadian content must be central to the conceptual thesis of the course rather than existing only as exemplar supporting concepts of another academic discipline";
- **Lab science:** at least 3 (preferably 6) credits in a laboratory science completed no more than 10 years prior to entering the program. **Note:** lab science courses are normally selected from the life sciences, chemistry, physical geography, earth and ocean science, geology, astronomy, or physics. A 3-credit lab science is typically scheduled for three hours of lecture and two or three hours of labs per week. Courses in human anatomy, human



<p>three hours of labs per week. Courses in human anatomy, human physiology, or computer science are not acceptable lab science courses;</p> <ul style="list-style-type: none"> <li>• <b>Mathematics:</b> at least 3 (preferably 6) credits of approved mathematics courses completed no more than 10 years prior to entering the program. <b>Note:</b> business math, finance math, or statistics courses are not acceptable;</li> <li>• <b>30 credits of senior-level academic coursework as defined below (see lists of BCCT-approved academic subject areas below):</b> <ol style="list-style-type: none"> <li>1. senior-level academic coursework is approved coursework numbered 200 or higher when at least 6 credits of introductory coursework (typically at the 100 level) in the discipline have been completed;</li> <li>2. senior-level academic coursework is approved coursework at the 300 or 400 level which has prerequisites;</li> <li>3. senior-level academic coursework numbered 200 or higher cannot be of an introductory nature.</li> </ol> </li> </ul> <p>[...]</p>	<p>physiology, or computer science are not acceptable lab science courses;</p> <ul style="list-style-type: none"> <li>• <b>Mathematics:</b> at least 3 (preferably 6) credits of approved mathematics courses completed no more than 10 years prior to entering the program. <b>Note:</b> business math, finance math, or statistics courses are not acceptable;</li> <li>• <b>30 credits of senior-level academic coursework as defined below (see lists of BCCT-approved academic subject areas below):</b> <ol style="list-style-type: none"> <li>1. senior-level academic coursework is approved coursework numbered 200 or higher when at least 6 credits of introductory coursework (typically at the 100 level) in the discipline have been completed;</li> <li>2. senior-level academic coursework is approved coursework at the 300 or 400 level which has prerequisites;</li> <li>3. senior-level academic coursework numbered 200 or higher cannot be of an introductory nature.</li> </ol> </li> </ul> <p>[...]</p> <p><b>Type of Action:</b> Revise admission requirements</p> <p><b>Rationale:</b> To better prepare ETEP students to teach Canadian social studies in the elementary classroom.</p>
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## Admissions Proposal Form – Okanagan Campus

<p><b>Faculty/School:</b> Education  <b>Department/Unit:</b>  <b>Faculty/School Approval Date:</b>          April 6, 2011  <b>Effective Session:</b> For admission to the 2012 Winter Session (the 2011/12 application cycle). Change to be published in the Academic Calendar as soon as possible for the purpose of informing prospective students.</p>	<p><b>Date:</b> April 23, 2011  <b>Contact Person:</b> Lorraine Carrier  <b>Phone:</b> 250.807.8125  <b>Email:</b> <a href="mailto:lorraine.carrier@ubc.ca">lorraine.carrier@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Education Bachelor of Education Programs</a>          Secondary Teacher Education Program (STEP)</p> <p><b>Secondary Teacher Education Program (STEP)</b></p> <p><b>[12974] Admission Requirements</b></p> <p><b>[11698]</b> Students may apply for admission to the STEP after completing a four-year (minimum 120 credits) bachelor's degree or equivalent, or a diploma (Trades Technology Education specialty) from a recognized university, acceptable in content to the Faculty of Education, and completing the admission requirements listed below. Currently the following specialties are offered: French Education, Humanities Education (English and Social Studies), Math-Science Education, Middle School Education, and Trades Technology Education.</p>	<p><b>Draft Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,976">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,976</a></p> <p><b>Present Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Education Bachelor of Education Programs</a>          Secondary Teacher Education Program (STEP)</p> <p><b>Secondary Teacher Education Program (STEP)</b></p> <p><b>[12974] Admission Requirements</b></p> <p><b>[11698]</b> Students may apply for admission to the STEP after completing a four-year (minimum 120 credits) bachelor's degree or equivalent, or a diploma (Trades Technology Education specialty) from a recognized university, acceptable in content to the Faculty of Education, and completing the admission requirements listed below. Currently the following specialties are offered: French Education, Humanities Education (English and Social Studies), Math-Science Education, Middle School Education, and Trades Technology Education.</p>



**[14880] Note:** completion of the STEP French, Humanities (English and Social Studies), Math-Science, or Middle School Education specialties meets the requirements of the BC College of Teachers (BCCT) for a Professional Teaching Certificate.

**[14881]** To complete the requirements for the UBC Okanagan campus B.Ed. degree, STEP students are required to complete an additional 6 approved credits in Education coursework. Students having excess credit in Arts, Science and/or Fine Arts courses prior to admission to the STEP French, Humanities (English and Social Studies), Math-Science, or Middle School Education specialties may apply this credit toward fulfillment of this requirement. (Excess credit is defined as credit that was not applied to fulfill requirements for a previously completed undergraduate or graduate degree).

**Admission Requirements**

**[11700] French Education Specialty**

**[11699] Note:** to enhance employment opportunities, it is strongly recommended that applicants to the STEP French Education specialty have academic preparation in two teachable subjects.

**[11701] Admission Requirements**

**[12692]**

- Cumulative average: 65% or greater in the last 30 credits of post-secondary coursework passed, failed, and/or repeated;
- English requirements: 6 credits of approved English with an average of 65% or greater. A minimum 3 credits must be in English literature. The 6 credits of approved English

**[14880] Note:** completion of the STEP French, Humanities (English and Social Studies), Math-Science, or Middle School Education specialties meets the requirements of the BC College of Teachers (BCCT) for a Professional Teaching Certificate.

**[14881]** To complete the requirements for the UBC Okanagan campus B.Ed. degree, STEP students are required to complete an additional 6 approved credits in Education coursework. Students having excess credit in Arts, Science and/or Fine Arts courses prior to admission to the STEP French, Humanities (English and Social Studies), Math-Science, or Middle School Education specialties may apply this credit toward fulfillment of this requirement. (Excess credit is defined as credit that was not applied to fulfill requirements for a previously completed undergraduate or graduate degree).

**Admission Requirements**

**[11700] French Education Specialty**

**[11699] Note:** to enhance employment opportunities, it is strongly recommended that applicants to the STEP French Education specialty have academic preparation in two teachable subjects.

**[11701] Admission Requirements**

**[12692]**

- Cumulative average: 65% or greater in the last 30 credits of post-secondary coursework passed, failed, and/or repeated;
- English requirements: 6 credits of approved English with an average of 65% or greater. A minimum 3 credits must be in English literature. The 6 credits of approved English



<p>literature and composition may be satisfied with coursework at the 100, 200, 300, and/or 400 level. Courses in creative writing, technical or business writing, or communication are not acceptable;</p> <ul style="list-style-type: none"> <li>• Bachelor of Arts, Fine Arts, or Science degree, or equivalent, with <b><u>either a minimum: 1) 30 credits of French, 18 credits of which must be at the 300 level or higher for a teaching concentration; or 2) 42 credits of French, 30 credits of which must be at the 300 level or higher for a teaching major. Both the teaching concentration and the teaching major must include the following coursework:</u></b> <ul style="list-style-type: none"> <li>• <b><u>6 credits of French literature and textual analysis at the 200 level or higher;</u></b></li> <li>• <b><u>6 credits of French grammar, vocabulary, composition, and language in context at the 200 level or higher;</u></b></li> <li>• <b><u>6 credits of French oral expression at the 200-level or higher</u></b></li> <li>• <b><u>3 credits of French grammar at the 300 level or higher;</u></b></li> <li>• <b><u>3 credits of French advanced composition at the 300 level or higher;</u></b></li> <li>• <b><u>3 credits of French culture or history; and</u></b></li> </ul> </li> <li>• Successful completion of the oral and written French language competency test to the level specified for French as a Second Language. For information on the test, or to schedule a sitting, please contact <a href="#">Dr. Karen Ragoonaden</a>, Faculty of Education.</li> </ul>	<p>literature and composition may be satisfied with coursework at the 100, 200, 300, and/or 400 level. Courses in creative writing, technical or business writing, or communication are not acceptable;</p> <ul style="list-style-type: none"> <li>• Bachelor of Arts, Fine Arts, or Science degree, or equivalent, with <b><del>a minimum of 18 credits of coursework at the 300 level or higher in French;</del></b></li> <li>• Successful completion of the oral and written French language competency test to the level specified for French as a Second Language. For information on the test, or to schedule a sitting, please contact <a href="#">Dr. Karen Ragoonaden</a>,</li> </ul>
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[...]

Faculty of Education.

[...]

**Type of Action:** Revise admission requirements.

**Rationale:** To enhance employment opportunities, it is strongly recommended that applicants to the STEP French Education specialty have academic preparation in French language oral and written competencies: Bachelor of Arts, Fine Arts, or Science degree, or equivalent, with a minimum 30 credits of French, 18 credits of which must be at the 300 level or higher, for a teaching concentration, or 42 credits of French. It is also strongly suggested that applicants have at least two teachable subjects at the undergraduate level.

THE UNIVERSITY OF BRITISH COLUMBIA



OKANAGAN SENATE SECRETARIAT  
Enrolment Services  
Senate and Curriculum Services

Okanagan Campus  
University Centre · UNC 322  
3333 University Way  
Kelowna, BC · V1V 1V7  
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[www.senate.ubc.ca](http://www.senate.ubc.ca)

May 19, 2011

**To:** Okanagan Senate

**From:** Admissions and Awards Committee

**Subject:** Report to Senate: Update on Grade 12 Courses Approved for Use in the Calculation of an Admission Average, UBC Okanagan Campus (information)

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This memorandum is in response to concerns raised at the March 2 Senate meeting around the list of Grade 12 courses approved for use in the calculation of an admission average at the UBC Okanagan campus.

Summary

Since December 2009 when Senate approved *Criteria for Including Secondary Courses in UBC Admission Averages* (see ‘Appendix A’; Note: Appendix A is currently under review) and delegated to the Admissions and Awards Committee “the authority to grant final approval of courses to be used in the calculation of an admission average and published in the Academic Calendar with the proviso that all courses so approved meet the criteria specified by Senate”, the Admissions and Awards Committee has approved 26 new courses eligible for inclusion in an admission average bringing the total to 42 courses approved for use in the calculation of an admission average for students applying to the UBC Okanagan campus in 2012 and beyond.

Process

Beginning in July 2010, a subcommittee of the Admissions and Awards Committee together with representatives from Undergraduate Admissions and the Deputy Registrar, considered new courses reviewed by UBC Okanagan campus faculty against the *Criteria for Including Secondary Courses in UBC Admission Averages* and reported their recommendations to the full Admissions and Awards Committee for approval.

Below is an excerpt from the Academic Calendar. Courses noted in **red bold underlined** have been added since December 2009.

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,63,0>

### UBC Okanagan campus-approved Grade 12 Courses

#### **Arabic 12<sup>1</sup>**

BC First Nations Studies 12

Biology 12

#### **Calculus 12<sup>1</sup>**

Chemistry 12

#### **Computer Information Systems 12<sup>1</sup>**

#### **Computer Programming 12<sup>1</sup>**

#### **Croatian 12<sup>1</sup>**

#### **Economics 12<sup>1</sup>**

English Literature 12

English 12 or English 12 First Peoples

Français Langue 12 or French 12

Geography 12

Geology 12

German 12

#### **Halq'eméylem 12<sup>1,2</sup>**

#### **Heiltsuk 12<sup>1,2</sup>**

History 12

#### **Hul'q'umi'num' 12<sup>1,2</sup>**

#### **Italian 12<sup>1</sup>**

Japanese 12

#### **Korean 12<sup>1</sup>**

#### **Kwak'wala 12<sup>1,2</sup>**

#### **Liqwala/Kwakwala 12<sup>1,2</sup>**

#### **Law 12<sup>1</sup>**

Mandarin 12

#### **nsíylxcən (Okanagan Language) 12<sup>1,2</sup>**

#### **Nte?kepmxcin 12<sup>1,2</sup>**

#### **Nuu-chah-nulth 12<sup>1,2</sup>**



Physics 12

Principles of Mathematics 12 or Pre-Calculus 12

Punjabi 12

**Russian 12<sup>1</sup>**

**Secwepemctsin (Shuswap Language) 12<sup>1,2</sup>**

**Shashishalhem (Sechelt Language) 12<sup>1,2</sup>**

**Sim'algaxhl Nisga'a 12<sup>1,2</sup>**

**Sm'algyax 12<sup>1,2</sup>**

**Social Justice 12<sup>1</sup>**

Spanish 12

**Sustainable Resources 12<sup>1</sup>**

**Tsek'ene 12<sup>1,2</sup>**

**Upper St'at'imcets 12<sup>1,2</sup>**

<sup>1</sup> Eligible for inclusion in admission averages for students applying to the UBC Okanagan campus in 2012 and beyond.

<sup>2</sup> Technological limitations prevent UBC from appropriately reflecting some languages in the Academic Calendar. We are working to address this for the future.

**[100]** Approved courses offered in French will also be accepted. (Français Langue 12 is not accepted in place of English 12.)

\*\*\*excerpt ends

#### Courses Still Under Review

The Admissions and Awards Committee continues to consider new courses reviewed by UBC Okanagan campus faculty against the *Criteria for Including Secondary Courses in UBC Admission Averages*.

Courses recommended for further discussion and analysis:

- Comparative Civilizations 12
- Fine Arts 12 courses (including various Dance, Drama, Music, and Visual Arts courses)

The Committee commits to reporting its approvals annually to the full Senate for its information.

For the Committee,  
Dr. Sharon McCoubrey,  
Chair, Admissions and Awards Committee

## Appendix A

An excerpt from *Criteria for Including Secondary Courses in UBC Admission Averages* approved by the Okanagan Senate in December 2009 and included in full as an appendix to Policy J-51: *Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula* approved by Senate on March 2, 2011.

### **Secondary school courses included in admission averages must meet all of the following criteria:**

1. Offered by a recognized institution. Recognized institutions, for the purpose of UBC admission, include those that are approved by: a. the Ministry of Education (or equivalent) in the relevant educational jurisdiction. Ministry-approved schools may offer both ministry developed courses and locally developed courses. Locally developed courses that are approved to satisfy graduation requirements may be included in admission averages if they meet the other criteria below, or b. a UBC-recognized accrediting body, or c. the Senate Admissions Committee, or d. a Senate-approved designate (e.g. Dean's in cases of admission from non-accredited institutions on Dean's Discretion).
2. Delivered at the Grade 12 level (or equivalent) or approved for substitution into an admission average by the Senate Admissions Committee.
3. Subject matter is one of the following: a. Academic in Delivery<sup>1</sup>. b. Supportive of broad academic goals and objectives of the university (e.g. the selection of Aboriginal students). c. Relevant to the selection of qualified students by a particular program or faculty. Inclusion of such courses in admission averages is subject to approval of the Senate Admissions Committee on a course-by-course basis.
4. Grades based on prior learning assessment and/or challenge exams are to be *excluded* from admission averages but may be used to satisfy program pre-requisites. For example, language course grades based on a challenge exam will not be included in admission averages; however, the same language courses may be used to satisfy the language requirements for a degree program at the University.

<sup>1</sup>Academic courses are typically those that involve critical or analytical thinking on the part of the student. Examples include mathematics, sciences, and most arts courses (e.g. history, psychology, or economics). Academic courses include some depth and prepare the scholar for further scholarly activities in the same or a related field. Academic courses that may be included in admission averages will often be associated with a particular discipline of study offered by UBC. Non-academic courses are typically those that are based in activities, vocations or applied skills. Non-academic courses also include those that are based in religious or social/political indoctrination (most often seen at religious schools or schools delivering a curriculum that is mandated by a

non-democratic state), or activity courses such as physical education, military training, etc. Non-academic courses may sometimes be described as “terminal courses”, those that do not prepare students for further scholarly activities in a related subject. Finally, non-academic courses may convey a lot of information but lack depth or the requirement for critical or analytical thinking.

# THE UNIVERSITY OF BRITISH COLUMBIA



## OKANAGAN SENATE SECRETARIAT Enrolment Services Senate and Curriculum Services

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May 19, 2011

**To: Okanagan Senate**

**From: Admissions and Awards Committee**

**Subject: 2010/11 Annual Report: Appeals on Applications for Admission and Readmission to Programs (information)**

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Pursuant to section 37(1) (b) of the *University Act*, the Okanagan Senate has delegated to the Admissions and Awards Committee the power to hear final appeals on applications for admission and readmission to the University. The Committee serves as the mechanism for student appeals of faculty decisions under Section 40(g) of the *Act*.

Between May 1, 2010 and April 30, 2011, the Admissions and Awards Committee heard 17 student appeals for admission to a degree program. Appeals can be allowed (and the student admitted) or dismissed. Of the appeals heard by the Committee, 9 were allowed and 8 were dismissed.

As follows:

- 3 to the Bachelor of Applied Science, Okanagan Campus (2 allowed, 1 dismissed)
- 8 to the Bachelor of Arts (5 allowed, 3 dismissed)
- 3 to the Bachelor of Science (1 allowed, 2 dismissed)
- 1 to the Bachelor of Human Kinetics (1 allowed, none dismissed)
- 2 to the Bachelor of Management (none allowed, 2 dismissed)

(For comparison purposes, in 2009/10 the Committee heard a total of 10 appeals: 5 were allowed and 5 were dismissed.)

The Committee would like to note that on average it commits approximately thirty minutes to each appeal considering carefully the broader context and the merits of each

unique case. The Committee maintains detailed records of each appeal and reviews these annually alongside the progress of students admitted to ensure both consistency and wisdom in its decision-making.

For the Committee,  
Dr. Sharon McCoubrey  
Chair, Admissions and Awards Committee

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May 19, 2011

**To:** Okanagan Senate  
**From:** Appeals of Standing and Discipline Committee  
**Subject:** 2010/11 Annual Report on Committee Activities (information)

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### Committee Terms of Reference:

Delegated authority over the following by Senate:

- A. Appeals of decisions of the President on student discipline;
- B. Appeals of final decisions of Faculties on academic standing; and
- C. Appeals of final decisions of Faculties on promotion/advancement.

As per Part 5, Section 27 (b) of the *Rules and Procedures of the Okanagan Senate* and following general legislative practice for a standing committee exercising delegated authority of a larger assembly, the Committee makes an annual report to Senate including the number of appeals heard, their disposition, and the general nature of the appeals.

The Okanagan Senate Appeals of Standing and Discipline Committee is a standing committee of the Okanagan Senate established under section 37(1)(v) of the *University Act*, R.S.B.C. 1996, c.468 as the “standing committee in the final appeal for students in matters of academic discipline.” The Committee also serves as the mechanism for student appeals of faculty decisions under section 40(g).

The following is a brief summary of the appeals heard in 2010/11.

## A. Student Discipline

Under section 61(1) of the *University 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 6(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 Policies and Regulations section of the UBC Okanagan Academic Calendar (see Policies and Regulations, Student Discipline <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,0,0>).

The Committee shall allow an appeal where it is decided that one or more of the following has occurred:

1. The President incorrectly determined that the conduct of the student, either admitted or as found by the President, constitutes misconduct or the President incorrectly applied a University policy or procedure.
2. The student has material evidence that was not reasonably available at the time of the President’s Committee hearing.
3. 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 not adequately remedied through the President’s Committee.
4. The procedure of the President’s Committee was unfair or operated unfairly, in that there was bias or a lack of independence in the President’s Committee, or the President’s Committee’s procedures were unfairly applied or breached, or that the President gave insufficient reasons for his or her decision.
5. The President erred in the President’s assessment of the evidence in the President’s Committee’s report, including any factual inferences made by the President, or the credibility of the student or other witnesses.
6. The discipline imposed by the President was excessive.

Note: Each ground for appeal has a distinct and associated remedy and appeals can only be allowed against the corresponding remedy: e.g.: if the Committee finds that the President incorrectly determined the conduct of the student, the appropriate standard of review is correctness. The Committee may reverse or vary the President’s decision or substitute its own decision if it disagrees with the President’s determination or application of a University policy or procedure.

### 1. **Academic Misconduct:**

Since May of 2010, the Committee has heard four (4) appeals: one (1) appeal was allowed and three (3) were dismissed.

**Appeals Allowed:**

The student was disciplined for academic misconduct for plagiarism in a written assignment from uncited sources or copied from another student's assignment. The discipline imposed by the President was a mark of zero for the course in question, a 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, and that material evidence was now available that was not reasonably available at the time of the President's Committee hearing.

*Appeal Allowed: The Committee held that new evidence was now available that was not reasonably available at the time of the President's Committee hearing and remitted the matter back to the President for a rehearing.*

**Appeals Dismissed:**

The student was disciplined for academic misconduct for plagiarism in a research paper from uncited sources. The discipline imposed by the President was a mark of zero for the course in question, a suspension from the University for a period of 12 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 that the period of suspension was excessive. The Committee held that the discipline imposed by the President was reasonable.

The student was disciplined for academic misconduct for plagiarism in a research paper from uncited sources. The discipline imposed by the President was a mark of zero for the course in question, a 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 that the period of suspension was excessive. The student also requested that the notation of academic misconduct be removed from the student's transcript after six months (as opposed to the imposed two years). The Committee held that the discipline imposed by the President was reasonable.

The student was disciplined for academic misconduct for plagiarism in a written assignment from uncited sources or copied from another student's assignment. The discipline imposed by the President was a mark of zero for the course in question, a 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. The Committee held that the discipline imposed by the President was reasonable.

**2. Non-Academic Misconduct:**

Since May of 2010, the Committee has heard zero (0) appeals against findings of non-academic misconduct.



## **B. Academic Standing**

The Okanagan Senate has delegated to the Appeals of Standing and Discipline Committee 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 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 member. The Okanagan Senate has conferred on the Committee the power of making final decisions pursuant to section 37(1)(b) of the *University Act* (see UBC Okanagan Academic Calendar, Policies and Regulations, Senate Appeals on Academic Standing, section 2: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,106,0>).

Students may also appeal to the Committee for contravention of procedure with respect to a Review of Assigned Standing in a Course (see UBC Okanagan Academic Calendar, Policies and Regulations, Review of Assigned Standing in a Course <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,294,0,0>).

An appeal allowed by the Committee shall be by:

- reversal of the decision of the Faculty, and the granting of such academic standing to the appellant as the Committee thinks fit in the circumstances; or
- quashing of the decision of the Faculty, and the sending of the matter back to the Faculty to be dealt with in accordance with proper procedures.

Since May of 2010, the Committee has heard two (2) appeals: both appeals were dismissed.

### **Appeals Dismissed:**

The student appealed the decision of the faculty regarding the student's academic standing in a course: the student had requested that their final research paper be graded as an opportunity to pass the course. The Committee held that the decision of the faculty to not grade a research paper that had been submitted past the extended deadline that had been agreed upon by the student and the faculty through a standing deferred was within the terms of the signed standing deferred contract.

The student appealed the decision of the faculties to grant only second-year credit (and not upper-level credit) to two courses taken while on exchange. The Committee held that the decision of the faculties to grant second-year standing in each course was within their purview: a student considering an exchange program is encouraged to submit courses for evaluation and articulation by subject area specialists using appropriate criteria in advance of registration in a partnering institution. The student had failed to follow the appropriate process for course evaluation and articulation.

## General Comments and Observations

### *Academic Misconduct*

The Committee wishes 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 would also like to emphasize the importance of notifying students of their right of appeal to the Senate Committee when issuing faculty decisions on academic standing.

### *Overall*

The Committee would like to thank the offices of the Deputy Vice-Chancellor, the Vice-President Academic and Provost (Vancouver campus), the Vice-President Research (Vancouver campus), the Vice-President Students, and University Counsel for supporting the efforts of the Committee by co-sponsoring the annual *Foundations of Administrative Justice* workshop. In 2010, three members of the Committee travelled to Vancouver to participate in this two-day foundations course for tribunal appointees and gained tremendous knowledge to apply to their growing experience in considering and adjudicating student appeals.

The Committee renews its commitment to ensuring that students engaged in the appeals process receive justice in as swift a manner as possible under the rules. It would also like to note it maintains detailed records of each appeal and reviews these annually to ensure both consistency and wisdom in its decision-making.

For the Committee,  
Mr. Neil Cadger  
Chair, Appeals of Standing and Discipline Committee

### **2010/11 Committee Members:**

Mr. Neil Cadger (Chair)  
Dr. Fes de Scally  
Ms. Lesley Driscoll  
Dr. Gareth Jones  
Ms. Samantha Larose  
Mr. Cecil Norman  
Ms. Laura Patterson  
Dr. Bernard Schulz-Cruz  
Ms. Maria Woodward  
Mr. James Ridge (non-voting)

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May 19, 2011

**To:** Okanagan Senate  
**From:** Curriculum Committee  
**Subject:** May Curriculum Proposals (approval)

---

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

As such, the following is recommended to Senate:

**Motion:** *That Senate approve the new courses and the new program brought forward by the Faculty of Arts and Sciences as set out in the attached proposals.*

For the Committee,  
Dean Marvin Krank  
Chair, Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA



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**May 19, 2011**

**To: Okanagan Senate**

**From: Curriculum Committee**

**Subject: May Curriculum Proposals (approval)**

---

Enclosed please find the following for your consideration:

**From the Faculty of Arts and Sciences**

1. The following new courses:
  - a. EESC 436 (3)/GEOG 436 (3) Coastal Geomorphology
  - b. PSYO 451 (3) Social Psychology of Intergroup Relations
  - c. PSYO 462 (3) Evolutionary Psychology of Aggression and the Blind Movement
  
2. The following new program:
  - a. B.Sc. Combined Major in Physics and Mathematics



THE UNIVERSITY OF BRITISH COLUMBIA

## Curriculum Proposal Form New Course – Okanagan Campus

### Category: 1

<p><b>Faculty:</b> Arts &amp; Sciences <b>Unit:</b> Units 2&amp;3 <b>Faculty Approval Date:</b> March 29, 2011 <b>Effective Session:</b> 2011W</p>	<p><b>Date:</b> February 17, 2011 <b>Contact Person:</b> Dr. Bernard Bauer <b>Phone:</b> 250.807.9595 <b>Email:</b> <a href="mailto:bernard.bauer@ubc.ca">bernard.bauer@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>EESC 436 (3) Coastal Geomorphology</u></b> <b><u>Geomorphic forms and processes</u></b> <b><u>along coasts; waves and currents;</u></b> <b><u>sediment transport mechanics;</u></b> <b><u>beach and nearshore</u></b> <b><u>morphodynamics; aeolian forms</u></b> <b><u>and processes. May include one</u></b> <b><u>or more local field trips. Credit</u></b> <b><u>will not be granted for both</u></b> <b><u>EESC 436 and GEOG 436. [3-3-</u></b> <b><u>0]</u></b> <b><u>Prerequisite: One of EESC 222,</u></b> <b><u>GEOG 222.</u></b> <b><u>Equivalency: GEOG 436.</u></b></p> <p><b><u>GEOG 436 (3) Coastal Geomorphology</u></b> <b><u>Geomorphic forms and processes</u></b> <b><u>along coasts; waves and currents;</u></b> <b><u>sediment transport mechanics;</u></b> <b><u>beach and nearshore</u></b> <b><u>morphodynamics; aeolian forms</u></b> <b><u>and processes. May include one</u></b> <b><u>or more local field trips. Credit</u></b> <b><u>will not be granted for both</u></b> <b><u>GEOG 436 and EESC 436. [3-3-</u></b> <b><u>0]</u></b> <b><u>Prerequisite: One of EESC 222,</u></b> <b><u>GEOG 222.</u></b> <b><u>Equivalency: EESC 436.</u></b></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p>

	<p><b>Type of Action:</b> New cross-listed course.</p> <p><b>Rationale:</b> Expand the fourth-year offerings to Earth &amp; Environmental Sciences students and Physical Geography students interested in geomorphology and the dynamics of Earth's surface. The course builds on the introductory-level Geomorphology course (EESC 222/GEOG 222), which covers a broad spectrum of traditional topics from a dominantly geological perspective stressing structure and form. In contrast, EESC436/GEOG436 adopts a strong process-based approach that is complementary, and it demands that students be able to synthesize complex principles into rational explanations of how coastal features evolve. The course takes advantage of the fact that we have several major lakes in the region for which the coastline is becoming increasingly developed and therefore requires greater scientific understanding.</p> <p>The course also offers a remedial opportunity for graduate students wishing to undertake studies in process geomorphology, for which there is faculty expertise at the UBC Okanagan campus.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

## Curriculum Proposal Form New Course – Okanagan Campus

**Category: 1**

<p><b>Faculty:</b> Arts &amp; Sciences  <b>Unit:</b> 4, Psychology &amp; Computer Science  <b>Faculty Approval Date:</b> March 29, 2011  <b>Effective Session:</b> 2011W</p>	<p><b>Date:</b> 2011.03.11  <b>Contact Person:</b> Jan Cioe  <b>Phone:</b> 250.807.8732  <b>Email:</b> <a href="mailto:jan.cioe@ubc.ca">jan.cioe@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>PSYO 451 (3) Social Psychology of Intergroup Relations</u></b>  <u>An in-depth exposure to the major theoretical and methodological issues within the domain of intergroup relations. Some of the issues to be discussed: racism, sexism, ageism, sexual prejudice, and weight prejudice. [0-0-3]</u>  <u>Corequisite: PSYO 372.</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b></p> <p>One of the deficiencies in our Psychology offerings is the limited number of senior seminar classes.</p> <p>This fourth-year class is designed to provide senior students with a background in research methods and design the opportunity to engage in discussion and development of an in-depth understanding of a social psychological issue.</p> <p>This course was offered in the Fall and was successful in attracting students who were prepared to engage in informed discussion based on empirical research.</p>



THE UNIVERSITY OF BRITISH COLUMBIA

**Curriculum Proposal Form  
New Course – Okanagan Campus**

**Category: 1**

<p><b>Faculty:</b> Arts &amp; Sciences  <b>Unit:</b> 4, Psychology &amp; Computer Science  <b>Faculty Approval Date:</b> March 29, 2011  <b>Effective Session:</b> 2011W</p>	<p><b>Date:</b> 2011.03.11  <b>Contact Person:</b> Jan Cioe  <b>Phone:</b> 250.807.8732  <b>Email:</b> <a href="mailto:jan.cioe@ubc.ca">jan.cioe@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>PSYO 462 (3) Evolutionary Psychology of Aggression and the Blind Movement</u></b>  <u>Compares and contrasts ecological, evolutionary, and social aspects of the maintenance and control of violence in chimpanzees, bonobos, and humans. With this background, psychological aspects of adaptation to conflict are considered, with a focus on the Blind Movement. [3-0-0]</u>  <u>Prerequisite: 6 credits of 200-level PSYO.</u></p>	<p><b>Draft Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b></p> <p>This course has been offered four times as a Special Topics and will now be offered on a regular basis. As such, it is time to seek approval for the course as part of the regular Psychology offerings.</p> <p>This is a unique course which capitalizes the special knowledge and background of one of faculty members. Dr. Gabias has both personal knowledge of, and experience with, the Canadian Blind Movement in its efforts to advance the interests of those with visual impairments. The University of Victoria conferred an Honorary degree on him in recognition of his contributions to this effort.</p>





THE UNIVERSITY OF BRITISH COLUMBIA

## Curriculum Proposal Form New Program – Okanagan Campus

**Category: 1**

<p><b>Faculty:</b> Arts &amp; Sciences  <b>Unit:</b> 5, Mathematics, Statistics &amp; Physics  <b>Faculty Approval Date:</b> March 1, 2011  <b>Effective Session:</b> 2011W</p>	<p><b>Date:</b> January 17, 2011  <b>Contact Person:</b> Erik Rosolowsky  <b>Phone:</b> 250.807.9623  <b>Email:</b> <a href="mailto:erik.rosolowsky@ubc.ca">erik.rosolowsky@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Arts and Sciences Bachelor of Science Programs</a>          Physics and Astronomy</p> <p><b>Physics and Astronomy</b></p> <p><b>[12260] Major in Physics</b></p> <p><b>[12250]</b> This program aims to provide a comprehensive physics education with considerable emphasis on both theoretical foundations and laboratory practice. The theoretical and mathematical components develop the intellectual skills and versatility needed either to pursue physics professionally at the post-graduate level, or to cross over into other professions such as medicine, actuarial science, meteorology, and secondary education, in which a physics background is strongly preferred. The senior laboratory components consist of long-range projects rather than prescribed exercises, to encourage initiative on the part of the student and to prepare him or her for the inventive atmosphere of modern high-tech industry. Graduates of this program have attained success in high-tech industry, computer software</p>	<p><b>Draft Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,858,995">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,858,995</a></p> <p><b>Present Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Arts and Sciences Bachelor of Science Programs</a>          Physics and Astronomy</p> <p><b>Physics and Astronomy</b></p> <p><b>[12260] Major in Physics</b></p> <p><b>[12250]</b> This program aims to provide a comprehensive physics education with considerable emphasis on both theoretical foundations and laboratory practice. The theoretical and mathematical components develop the intellectual skills and versatility needed either to pursue physics professionally at the post-graduate level, or to cross over into other professions such as medicine, actuarial science, meteorology, and secondary education, in which a physics background is strongly preferred. The senior laboratory components consist of long-range projects rather than prescribed exercises, to encourage initiative on the part of the student and to prepare him or her for the inventive atmosphere of modern high-tech industry. Graduates of this program have attained success in high-tech industry, computer software development, secondary education,</p>

development, secondary education, and post-graduate studies.	and post-graduate studies.
<b>[12251]</b>	<b>[12251]</b>
<b>First Year</b>	<b>First Year</b>
<b>Credits</b>	<b>Credits</b>
CHEM 111, 113; or CHEM 121, 123	CHEM 111, 113; or CHEM 121, 123
6	6
Two of ENGL 112, 113, 114, 150, 151, 153	Two of ENGL 112, 113, 114, 150, 151, 153
6	6
MATH 100, 101	MATH 100, 101
6	6
PHYS 102, 111; or PHYS 112 <sup>1</sup> , 122 <sup>1</sup>	PHYS 102, 111; or PHYS 112 <sup>1</sup> , 122 <sup>1</sup>
6	6
Electives <sup>2</sup>	Electives <sup>2</sup>
6	6
Total Credits	Total Credits
30	30
<b>Second Year</b>	<b>Second Year</b>
ASTR 210, or one of PHYS 225, 305, 320	ASTR 210, or one of PHYS 225, 305, 320
3	3
MATH 200, 221 <sup>3</sup> , 225, 317 <sup>4</sup>	MATH 200, 221 <sup>3</sup> , 225, 317 <sup>4</sup>
12	12
PHYS 200, 215, 216, 231, 232	PHYS 200, 215, 216, 231, 232
15	15
Total Credits	Total Credits
30	30
<b>Third and Fourth Years</b>	<b>Third and Fourth Years</b>
MATH 319	MATH 319
3	3
PHYS 301, 304, 331, 328, 332	PHYS 301, 304, 331, 328, 332
15	15
12 credits chosen from: PHYS 303, 308, 314, 315, 324, 400, 401, 402, 407, 413, 418, 431, 432, 474	12 credits chosen from: PHYS 303, 308, 314, 315, 324, 400, 401, 402, 407, 413, 418, 431, 432, 474
12	12
6 credits chosen from: PHYS 303, 305, 308, 314, 315, 320, 321, 324, 360, 400, 401, 402, 407, 413, 418, 431, 432, 448 <sup>5</sup> , 474	6 credits chosen from: PHYS 303, 305, 308, 314, 315, 320, 321, 324, 360, 400, 401, 402, 407, 413, 418, 431, 432, 448 <sup>5</sup> , 474
6	6
Electives <sup>2,6</sup>	Electives <sup>2,6</sup>
24	24
Total Credits	Total Credits
60	60
Minimum credits for degree	Minimum credits for degree
120	120
<sup>1</sup> Minimum grade of 68% is required in each of PHYS 112 and PHYS 122.	<sup>1</sup> Minimum grade of 68% is required in each of PHYS 112 and PHYS 122.
<sup>2</sup> COSC 111 and 121 are strongly	<sup>2</sup> COSC 111 and 121 are strongly recommended. Students considering a

recommended. Students considering a career in geosciences should take EESC 111, 121, and 350. Students considering a career in astronomy should take ASTR 111 and 121. At least 18 credits (including the 6 credits in first-year English) must be Arts courses.

<sup>3</sup> MATH 221 may be taken in the second term of the first year.

<sup>4</sup> MATH 317 may be taken in the third year.

<sup>5</sup> Capable students are advised to consider selecting the directed studies course PHYS 448, which grants either 2, 3, 4, or 6 upper-level credits in Physics. Particularly well-qualified students should consider taking the Physics Honours Program (PHYS 449). Further information can be obtained from the Physics and Astronomy program advisor.

<sup>6</sup> At least 36 of 120 credits must be Science course credits from courses numbered 300 or higher (upper-level courses), and at least an additional 6 upper-level courses which may be from Arts or Sciences.

### **Combined Major in Physics and Mathematics**

**Provides students with a rich background in both theoretical physics and mathematics. The program consists of core training in both disciplines and electives that highlight common ground between the two fields. Graduates of the program will be well prepared for post-graduate studies in theoretical physics or applied mathematics. The combined major will also prepare students for further training and careers in education, finance, computer software development, or industrial research.**

career in geosciences should take EESC 111, 121, and 350. Students considering a career in astronomy should take ASTR 111 and 121. At least 18 credits (including the 6 credits in first-year English) must be Arts courses.

<sup>3</sup> MATH 221 may be taken in the second term of the first year.

<sup>4</sup> MATH 317 may be taken in the third year.

<sup>5</sup> Capable students are advised to consider selecting the directed studies course PHYS 448, which grants either 2, 3, 4, or 6 upper-level credits in Physics. Particularly well-qualified students should consider taking the Physics Honours Program (PHYS 449). Further information can be obtained from the Physics and Astronomy program advisor.

<sup>6</sup> At least 36 of 120 credits must be Science course credits from courses numbered 300 or higher (upper-level courses), and at least an additional 6 upper-level courses which may be from Arts or Sciences.

<b>First Year</b>	<b>Credits</b>
<u>CHEM 121, 123; or CHEM 111, 113</u>	<u>6</u>
<u>MATH 100, 101</u>	<u>6</u>
<u>Two of ENGL 112, 113, 114, 150, 151, 153</u>	<u>6</u>
<u>PHYS 102, 111; or PHYS 112<sup>1</sup>, 122<sup>1</sup></u>	<u>6</u>
<u>COSC 111,121</u>	<u>6</u>
<u>Total Credits</u>	<u>30</u>
<b>Second Year</b>	
<u>PHYS 200, 215, 216, 231, 232</u>	<u>15</u>
<u>MATH 200, 220, 221, 225, 317<sup>2</sup></u>	<u>15</u>
<u>Total Credits</u>	<u>30</u>
<b>Third and Fourth Years</b>	
<u>MATH 307, 311, 319, 327; STAT 303</u>	<u>15</u>
<u>PHYS 301, 304, 328</u>	<u>9</u>
<u>One of PHYS 401<sup>3</sup>, 402<sup>3</sup>, 418<sup>3</sup></u>	<u>3</u>
<u>6 credits chosen from: MATH 350, 408, 459, 461; COSC 302</u>	<u>6</u>
<u>9 credits chosen from: PHYS 303, 308, 314, 331, 332, 401<sup>3</sup>, 402<sup>3</sup>, 407, 418<sup>3</sup>, 431, 432, 474</u>	<u>9</u>
<u>Electives<sup>4</sup></u>	<u>18</u>
<u>Total Credits</u>	<u>60</u>
<u>Minimum credits for degree</u>	<u>120</u>
<u><sup>1</sup> Minimum grade of 68% is required in each of PHYS 112 and PHYS 122.</u>	
<u><sup>2</sup> MATH 317 may be taken in the third year but is a requirement for PHYS 301.</u>	
<u><sup>3</sup> Each of PHYS 401, 402, 418 may only fulfill one requirement.</u>	
<u><sup>4</sup> At least 12 credits of electives must be from Arts.</u>	

**[12259] Minor in Physics**

**[12263]** A student must successfully complete 18 credits in Physics courses selected from PHYS 301, 303, 304, 305, 308, 314, 315, 320, 321, 324, 328, 331, 332, 360, 400, 401, 402, 407, 418, 431, 432.

[...]

<p><b>Proposed Calendar Entry:</b> <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Arts and Sciences Bachelor of Science Programs</a> Mathematical Sciences</p> <p><b>Mathematical Sciences</b></p> <p><b>[14631] Major in Mathematical Sciences</b></p> <p><b>[14635] Note:</b> The UBC Okanagan campus also offers a <a href="#">B.A. Major in Mathematics</a>, a <a href="#">B.Sc. Major in Mathematics</a>, <b>and a B.Sc. Combined Major in Physics and Mathematics.</b></p> <p>[...]</p> <p><b>Proposed Calendar Entry:</b> <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Arts and Sciences Bachelor of Science Programs</a> Mathematics (B.Sc.)</p> <p><b>Mathematics (B.Sc.)</b></p> <p><b>[12320] B.Sc. Major in Mathematics</b></p> <p><b>[14634] Note:</b> The UBC Okanagan campus also offers a <a href="#">B.A. Major in Mathematics</a>, a <a href="#">B.Sc. Major in Mathematical Sciences</a>, <b>and a B.Sc. Combined Major in Physics and Mathematics.</b></p> <p>[...]</p>	<p><b>Draft Calendar URL:</b> <a href="http://www.calendar.ubc.ca/okanagan/proof/e/dit/index.cfm?tree=18,282,858,1257">http://www.calendar.ubc.ca/okanagan/proof/e/dit/index.cfm?tree=18,282,858,1257</a></p> <p><b>Present Calendar Entry:</b> <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Arts and Sciences Bachelor of Science Programs</a> Mathematical Sciences</p> <p><b>Mathematical Sciences</b></p> <p><b>[14631] Major in Mathematical Sciences</b></p> <p><b>[14635] Note:</b> The UBC Okanagan campus also offers a <a href="#">B.A. Major in Mathematics</a> <b>and</b> a <a href="#">B.Sc. Major in Mathematics</a>.</p> <p>[...]</p> <p><b>Draft Calendar URL:</b> <a href="http://www.calendar.ubc.ca/okanagan/proof/e/dit/index.cfm?tree=18,282,858,994">http://www.calendar.ubc.ca/okanagan/proof/e/dit/index.cfm?tree=18,282,858,994</a></p> <p><b>Present Calendar Entry:</b> <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Arts and Sciences Bachelor of Science Programs</a> Mathematics (B.Sc.)</p> <p><b>Mathematics (B.Sc.)</b></p> <p><b>[12320] B.Sc. Major in Mathematics</b></p> <p><b>[14634] Note:</b> The UBC Okanagan campus also offers a <a href="#">B.A. Major in Mathematics</a> <b>and</b> a <a href="#">B.Sc. Major in Mathematical Sciences</a>.</p> <p>[...]</p>
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<p><b>Proposed Calendar Entry:</b> <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Arts and Sciences Bachelor of Arts Programs Mathematics (B.A.)</a></p> <p><b>Mathematics (B.A.)</b></p> <p><b>[12828] B.A. Major in Mathematics</b></p> <p><b>[14636] Note:</b> The UBC Okanagan campus also offers a <a href="#">B.Sc. Major in Mathematics</a>, a <a href="#">B.Sc. Major in Mathematical Sciences</a>, <b>and a <a href="#">B.Sc. Combined Major in Physics and Mathematics</a></b>.</p> <p>[...]</p>	<p><b>Draft Calendar URL:</b> <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1125">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1125</a></p> <p><b>Present Calendar Entry:</b> <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Arts and Sciences Bachelor of Arts Programs Mathematics (B.A.)</a></p> <p><b>Mathematics (B.A.)</b></p> <p><b>[12828] B.A. Major in Mathematics</b></p> <p><b>[14636] Note:</b> The UBC Okanagan campus also offers a <a href="#">B.Sc. Major in Mathematics</a> <b>and</b> a <a href="#">B.Sc. Major in Mathematical Sciences</a>.</p> <p>[...]</p> <p><b>Type of Action:</b> Add new combined major program.</p> <p><b>Rationale:</b> Physics and Mathematics are tightly-linked disciplines. Every topic of physics is enabled through mathematics and the study of physical systems inspires development of new fields of mathematics. The physics and mathematics programs are intertwined at the Okanagan campus of UBC, and many students take several courses in both programs. With the exception of mathematics majors, completing a physics major requires far more mathematics than any other program on campus. However, it is onerous to complete a double major in mathematics and physics, as a double major requires 135 credits at the minimum. Inspired by Combined Major programs in the B.Sc. program at the Vancouver campus, we propose a Combined Major in Mathematics and Physics. The new program will support students' interest in a more balanced program</p>
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than a major/minor allows and more physics-focused than the Mathematical Science program. The target audience for this program is students interested in theoretical physics training or mathematics students with an intention to work in applied mathematics disciplines.

In the first two years of the program, students complete their B.Sc. requirements, and the core courses present in the Mathematics and Physics Majors. The program omits the second-year physics elective course in favour of more mathematics. The second year of the program is particularly regimented, but represents a typical course-load for current students interested in pursuing upper-level courses in both mathematics and physics.

The third- and fourth-year program consists of the core courses from each major. The mathematics component contains advanced courses in three fundamental areas of the field: linear algebra (307), abstract algebra (311) and analysis (327) plus probability (STAT 303). The program is supplemented by partial differential equations (319), which is an essential tool in advanced physics and a requirement for the current physics major. Statistics and computer science are omitted from the mathematics requirements in favour of the training in related topics through the physics program. The physics core theory courses consist of electrodynamics (301), quantum mechanics (304), and classical mechanics (328) plus one additional advanced course, which serves as a mathematically intensive extension of these topics.

The core program is supplemented by two lists of elective courses, providing additional background in mathematics and physics respectively. The mathematics list consists of complex analysis (350), differential geometry (408) and continuous optimization (461), all of which serve as critical

	<p>background for mathematicians interested in applications to physics. The list is supplemented by the mathematical biology course (459) as the course shares a common theme with physics, namely the application of mathematical modelling to complex systems. The mathematics elective list also includes numerical analysis course (COSC 302) since these courses contain material used in several subfields of physics like numerical modelling or particle physics. The physics list consists of the additional capstone courses not used in the core program (401, 402, 418) and several mathematically intensive theory courses: thermal physics (303), optics (308), fluids (314), general relativity (407) and solid-state physics (474). These physics courses demonstrate advanced mathematical techniques that have inspired development in mathematics. The experimental physics track (331, 332, 431, 432) is also included as these courses present the statistical analysis of data and numerical modelling. Note that these course numbers reflect proposed course enumeration based on a pending proposal. The current course numbers are PHYS 327, 329, 419, 429 respectively.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA



OKANAGAN SENATE SECRETARIAT  
Enrolment Services  
Senate and Curriculum Services

Okanagan Campus  
University Centre · UNC 322  
3333 University Way  
Kelowna, BC · V1V 1V7  
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May 19, 2011

**To: Okanagan Senate**

**From: Nominating Committee**

**Subject: Okanagan Senate Learning and Research Committee Composition Adjustment (approval)**

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The Nominating Committee has considered the request of the Learning and Research Committee to adjust its composition; specifically, to replace the now defunct *ex officio* position of ‘Associate Vice-President, Learning Services’ with two new *ex officio* positions as follows:

1. Chief Librarian, Okanagan Campus Library; and
2. Director, Centre for Teaching and Learning

These two new positions would carry the following rider: “(non-voting; does not participate when considering matters relating to honorary degrees or emeritus status)”. Please see enclosed for a comparison of the current existing terms of reference and composition, and the new proposed.

The Nominating Committee recommends the following:

*That Senate adjust the composition of the Learning and Research Committee to replace the ex officio position of ‘Associate Vice-President, Learning Services’ with two new ex officio positions: 1) Chief Librarian, Okanagan Campus Library; and 2) Director, Centre for Teaching and Learning.*

For the Committee  
Dr. Mercedes Duran-Cogan  
Chair, Okanagan Senate Nominating Committee

## Learning and Research Committee – Terms of Reference and Composition

Current Existing:	New Proposed:	Notes/Rationale
<p>Responsible for recommending the following to Senate:</p> <ul style="list-style-type: none"> <li>A. Matters relating to the learning and research environment, including – but not limited to – the Strategic Research Plan, the Academic Plan, and strategic learning initiatives;</li> <li>B. The granting of honorary degrees and emeritus status, and any associated policies;</li> <li>C. Matters relating to Meetings of the Convocation and tributes;</li> <li>D. Matters relating to international programs and initiatives; and</li> <li>E. Matters relating to the management and conduct of the Library.</li> </ul> <p>Composition:</p> <p><i>Elected from Senate</i></p> <ul style="list-style-type: none"> <li>A. Faculty Members or Deans (4)</li> <li>B. Students (2)</li> <li>C. Convocation (1)</li> </ul> <p><i>Ex Officio</i></p> <ul style="list-style-type: none"> <li>A. Chancellor</li> <li>B. President, or in his or her absence, the Deputy Vice-Chancellor</li> <li>C. Provost</li> <li>D. Associate Vice-</li> </ul>	<p>Responsible for recommending the following to Senate:</p> <ul style="list-style-type: none"> <li>A. Matters relating to the learning and research environment, including – but not limited to – the Strategic Research Plan, the Academic Plan, and strategic learning initiatives;</li> <li>B. The granting of honorary degrees and emeritus status, and any associated policies;</li> <li>C. Matters relating to Meetings of the Convocation and tributes;</li> <li>D. Matters relating to international programs and initiatives; and</li> <li>E. Matters relating to the management and conduct of the Library.</li> </ul> <p>Composition:</p> <p><i>Elected from Senate</i></p> <ul style="list-style-type: none"> <li>A. Faculty Members or Deans (4)</li> <li>B. Students (2)</li> <li>C. Convocation (1)</li> </ul> <p><i>Ex Officio</i></p> <ul style="list-style-type: none"> <li>A. Chancellor</li> <li>B. President, or in his or her absence, the Deputy Vice-Chancellor</li> <li>C. Provost</li> <li><del>D. Associate Vice-</del></li> </ul>	

<p>President Learning Services (non-voting; does not participate when considering matters relating to honorary degrees or emeritus status)</p> <p>E. Associate Vice-President Students (non-voting; does not participate when considering matters relating to honorary degrees or emeritus status)</p> <p>F. Director of Ceremonies (non-voting; only participates when considering matters related to honorary degrees)</p> <p>G. Registrar or designate (non-voting)</p>	<p><del><b>President Learning Services (non-voting; does not participate when considering matters relating to honorary degrees or emeritus status)</b></del></p> <p>D. Associate Vice-President Students (non-voting; does not participate when considering matters relating to honorary degrees or emeritus status)</p> <p><u><b>Chief Librarian, Okanagan Campus Library (non-voting; does not participate when considering matters relating to honorary degrees or emeritus status)</b></u></p> <p><u><b>Director, Centre for Teaching and Learning (non-voting; does not participate when considering matters relating to honorary degrees or emeritus status)</b></u></p> <p>E. Director of Ceremonies (non-voting; only participates when considering matters related to honorary degrees)</p> <p>F. Registrar or designate (non-voting)</p>	<p>Proposed Amendment: upon the retirement of Gwen Zilm on January 31, 2011, the non-voting <i>ex officio</i> position of Associate Vice-President, Learning Services will not be filled; in its place two new non-voting <i>ex officio</i> positions are proposed:</p> <ol style="list-style-type: none"> <li>1. Chief Librarian, Okanagan Campus Library; and</li> <li>2. Director, Centre for Teaching and Learning.</li> </ol>
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**a place of mind**  
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Provost & Vice Principal  
Academic & Research

**MEMORANDUM**

**Date:** May 3, 2011  
**To:** UBC Okanagan Senate  
Attention: Nathalie Hager Manager, Okanagan Senate Secretariat

**From:** Dr. Alaa Abd-El-Aziz,  
Provost and Vice Principal Academic and Research Okanagan

**Re:** Annual Reports: Institute for Healthy Living and Chronic Disease Prevention; Species at Risk and Habitat Studies Institute ("SARAHS"); and Okanagan Sustainability Institute ("OSI")

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In compliance with Senate *Policy O-5 – Research Centres and Research Institutes* found on the Senate website at: <http://www.senate.ubc.ca/okanagan/policies.cfm> I am providing the annual report of the three research Institutes on our campus to the Okanagan Senate. These reports are for information only.

I have invited Dr. Joan Bottorff to speak to the annual report of the Institute for Healthy Living and Chronic Disease Prevention, a copy of the written report is attached. I have invited Dr. Daniel Durall to present an oral report for SARAHS. I will present a brief oral report on OSI.





*Institute for Healthy Living and  
Chronic Disease Prevention*

partners in research for better health

# 2010 - 2011 Annual Report

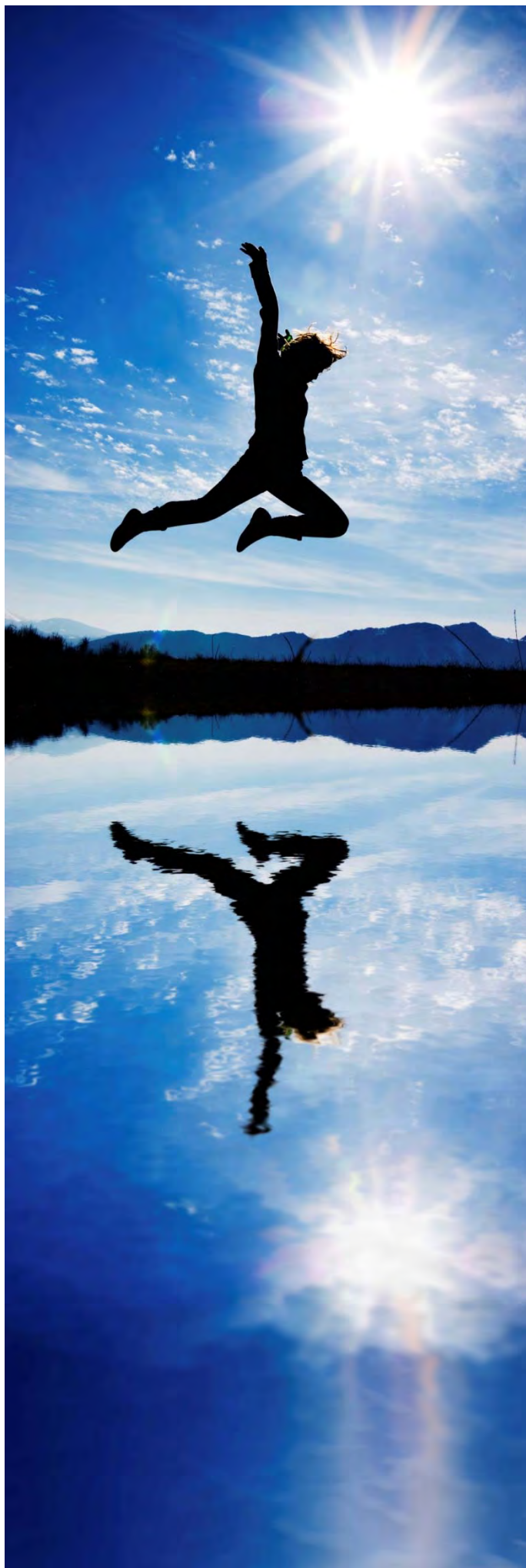
March 31, 2011

Joan L. Bottorff



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA



**Institute for Healthy Living and Chronic Disease Prevention**

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## Executive Summary

In its second year of operation, the Institute for Healthy Living and Chronic Disease Prevention has experienced continued growth and development in research excellence, student learning and community engagement.

The number of funded research projects related to Institute priorities increased considerably and created important new research partnerships across departments and faculties, and with the community.

Institute led initiatives such as the *Symposium on Healthy Aging in the Context of Chronic Disease*, our seminar series on *Partnerships in Health Research*, and the numerous other events hosted or co-hosted by the Institute engaged an increasing number of individuals both on campus and across our region.

The Institute research activities have also provided a rich training environment for a

growing number of undergraduate and graduate students. The results of their work have been shared with policy makers, research teams, and in presentations to our community.

Important efforts to disseminate and translate research findings have also expanded. For example, a policy brief was produced by one of our Research Interest Group teams and another team produced a new tobacco reduction resource that is currently being disseminated across Canada.

During the past year we have enhanced our online presence by improving our website and using social networking (Facebook and Twitter) to connect with our community. In addition, the research activities of the Institute have been profiled in both locally and nationally in a variety of publications.

We look forward to building on these accomplishments in the coming year.



**Joan L. Bottorff**  
PhD, RN, FCAHS

***Professor and Chair in Health Promotion and Chronic Disease Prevention***  
***Director, Institute for Healthy Living and Chronic Disease Prevention***  
***UBC Distinguished University Scholar***

# Institute for Healthy Living and Chronic Disease Prevention Annual Report for 2010-2011

## About the Institute

### Our Vision

The Institute for Healthy Living and Chronic Disease Prevention is an innovative and collaborative research centre that places UBC Okanagan in the forefront of community-based health promoting research through advancing research methods, building research capacity and fostering the use of knowledge in ways that benefit individuals, families and communities, and reduce the burden of chronic disease.

### Our Mission

The mission of the Institute for Healthy Living and Chronic Disease Prevention is to create and use new knowledge to enhance healthy living and chronic disease prevention through the development of interdisciplinary and community-based collaborations.

### Our Values

- **Excellence** – in community-based health promoting research, knowledge transfer and exchange.
- **Innovation** – designing and conducting cutting-edge research and its application.
- **Partnership and Collaboration** – meaningful engagement through all phases of the research process with a wide range of stakeholders. This fosters relevant research that makes a difference in people's lives.
- **Accounting for Diversity** – acknowledging that differences related to sex, gender, sexual orientation, race, ethnicity, culture, and socio-economic status, matter when it comes to health, and these complex interactive factors need to be integrated into health research.
- **Equity** – committed to conducting research that will enhance equitable access to health for all.
- **Inclusiveness** – engaging those who have a stake in issues or problems that influence healthy living and that this is important for finding effective solutions and for using new knowledge.
- **Commitment to Learning** – respecting a wide range of expertise and experiences that can inform the production of knowledge and its use; providing research training opportunities and building capacity to use research findings.
- **"Walking our Talk"** – modelling healthy living in how and where we work.

## Introduction

The Institute for Healthy Living and Chronic Disease Prevention (IHLCDP) completed its second year of operation. The focus of this year has been on expanding initiatives to support the development of research programs, networking with our community, and knowledge translation.

During the past year, the IHLCDP Advisory Committee (AC) has met quarterly to advise the Director, Dr. Joan Bottorff, and assist her in developing the Institute. The members of the Institute AC include representatives from the university and the community.

See Appendix A for the list of Advisory Committee members.

This report summarizes the Institute's activities and accomplishments of the past year.

## Developments which support the direction of the Institute

The focus of the Institute's mandate continues to be a priority. Chronic diseases, **especially cardiovascular diseases, diabetes, cancer, and chronic obstructive respiratory diseases** are increasingly a focus of attention. In November 2010 the *Lancet*, a leading international medical journal, published a special series on Chronic Diseases and Development, led by Dr. Robert Geneau, University of Ottawa and Professor Robert Beaglehole, University of Auckland, New Zealand. The authors in this series point out that chronic disease death rates in developing countries are increasing while infectious diseases are decreasing. It is

projected that by 2030, 7 in 10 deaths globally will be due to non-communicable diseases. Chronic diseases are not ignored in developed countries like Canada. It is now estimated that 16 million Canadians live with a chronic disease, and that upwards of 60% of health care costs are directed to chronic disease. However, the authors in this series point to the lack of population health approaches and primary prevention initiatives to prevent these diseases. In June 2010, the province of British Columbia announced funding to strengthen service delivery through an integrated model of primary and community care. Integrated health networks

established in Interior Health been shown to be effective in helping patients with chronic diseases manage their conditions and make positive lifestyle changes and decrease hospital visits. The success of this initiative continues to generate interest in strengthening supports for living well.

The Institute's work is also aligned with the UBC Place and Promise commitments. For example, two of the goals under community engagement – "The university serves and engages society to enhance economic, social and cultural well-being" and "recognizes and nurtures university partnerships" are

strongly supported by the Institute's mission and vision. In terms of the commitment to "Research Excellence," the Institute is strongly aligned with the goal "to create and advance knowledge and understanding that improves the quality of life

through the discovery, dissemination and application of research within and across disciplines" with its focus on interdisciplinary and multi-disciplinary research, catalyzing and supporting research partnerships, and on-going

research projects and knowledge translation activities. UBC's priority to research-based learning is also reflected in the opportunities provided to students through all of the Institute activities.

## Key Activities and Accomplishments in 2010-2011

The key activities and accomplishments of the IHLCDP are organized under the Strategic Directions identified in the Institute strategic planning process that took place in December 2008 and January 2009. They reflect the activities identified in the operational plan that emerged from the strategic planning process.

### Strategic Directions

1. Building core areas of research to address identified priority areas
2. Developing partnerships and engaging a broad range of stakeholders
3. Providing research training opportunities
4. Translating research into action
5. Securing funding for infrastructure and research
6. Building our profile and increasing our visibility

## Building Core Teams to Address Identified Priority Areas

The goal of this strategic direction is to engage health researchers, community partners and students to develop teams to build programs of research in priority areas.

Dr. Meredith Lilly, Research Associate with the Institute (to August 2010), supported the development of linkages

between Interior Health and UBC Okanagan researchers.

During the past year, two IHLCDP grant competitions were held and a total of 16 applications were received (see Table 1).

Four new RIG grants were awarded in April 2010 and three new RIG grants were awarded in December 2010.

The successful RIG grants are launching new leading-edge areas of research on priority health-related topics and establishing new research partnerships.

These new RIG grants and other new projects funded through provincial and national funding sources, are listed in Table 2.

**Table 1: IHLCDP Research Interest Group Competitions**

Date of Competition	Date of IHLCDP Grants Awarded	Number of Applications Received	Number of Grants Funded
February 2010	April 2010	10	4
October 2010	December 2010	6	3

**Table 2: New Research Projects Launched in 2010-2011**

<b>Title</b>	<b>PIs</b>	<b>Co-Is</b>
<b>Active Living</b>		
Prehabilitative Exercise Training: Optimizing Gastric Banding Surgery Outcomes in Obese Patients (RIG)	Gareth Jones, Lorne Friesen	Andrew Sellars, Andreas Klufftinger, Grant Pagdin, Ginny Sellars, Jordelle Dupre
<b>Aging and Health</b>		
Building Healthy Rural Communities for Older Adults by Enhancing Mobility (RIG)	Kathy Rush, Elisabeth Antifeau	Nial Helgason, Barb Pesut, Mary Ann Murphy
<b>Healthy Eating</b>		
Implications for Health: Hunting and Gathering among Métis in British Columbia (funded by CIHR)	Peter Hutchinson	Joan Bottorff, Jon Corbett, Mike Evans, Gareth Jones, Donna Kurtz, Dixon Sookraj
<b>Promoting Well-Being</b>		
Improving the Health and Well-Being of Men Who Have Sex with Men in the Interior of British Columbia (RIG)	Susan Holtzman, Daryl Roberts	Kevin Saya-Moore, Zachary Walsh, Eli Puterman
Developing Seamless Cardiac Care for Rural Populations (RIG)	Barbara Pesut, Carol Laberge	Richard Sawatzky, Richard Townley, Tracy MacDonald, Marie Hawkins
Barriers to Accessing Medical Cannabis Among Individuals with Chronic Illness (RIG)	Zachary Walsh, Robert Calloway	Jamie Marshall, Susan Holtzman, Michael Woodworth
Development of Best Practice Options for Mental Health and Substance Use Services Integration with Aboriginal Services (RIG)	Susan Wells, Jamie Marshall	Molly Brewer, Margaret Eli, Joanne Mills, David Smith, Allan Weselowski
<b>Tobacco Reduction</b>		
Targeted Prevention for Cannabis and Tobacco Use Among Middle School Students (RIG)	Zachary Walsh, Jamie Marshall	Marvin Krank, Al Lalonde, David Smith, Michael Woodworth
Supporting tailored approaches to reducing tobacco (START) – Decreasing breast cancer incidence (funded by Canadian Breast Cancer Research Alliance & Canadian Breast Cancer Foundation)	Joan Bottorff, Chris Richardson	Carolyn Gotay, Peter Hutchinson, Kenneth Johnson, John Oliffe, Pamela Ratner, Rebecca Haines, Chizimuzo T.C. Okoli
FACET 4: Tobacco reduction support for new fathers (funded by CIHR)	Joan Bottorff, John Oliffe	Radhika Bhagat, Jack Boomer, Ann Dauphinee, Lorne Friesen, Carolyn Gotay, Trish Hill, Zahra Hussein

## Developing Partnerships and Engaging a Broad Range of Stakeholders

The goal of this strategic direction is to develop a range of partnerships among faculty, community members and organizations to support research collaborations and knowledge exchange. Activities related to building research partnerships have included two calls for proposals for Research Interest Group funding, meetings with new faculty and members of the community, and hosting seminars and other events. A brief description of these activities is provided below.

### Symposium on Healthy Aging in the Context of Chronic Disease

This half day symposium was highly successful in bringing together faculty, students, practitioners, and representatives from public, private and not-for profit sectors to discuss critical issues related to healthy aging.

The objectives of the symposium were to:

- profile regional research and initiatives leading to improvements in healthy living with chronic disease
- explore advances and challenges related to improving healthy living with chronic disease
- foster knowledge translation by sharing emerging strategies that enable healthy aging in the context of chronic disease
- promote networking and collaborate engagement across a wide range of sectors interested in supporting healthy aging, and
- support capacity building for collaborative community-based research in healthy aging.

Held on October 13, 2010, the symposium was co-hosted with the Faculty of Health and Social Development. Dr. Anne Martin-Mathews, Director of the CIHR Institute of Aging, provided the keynote address entitled

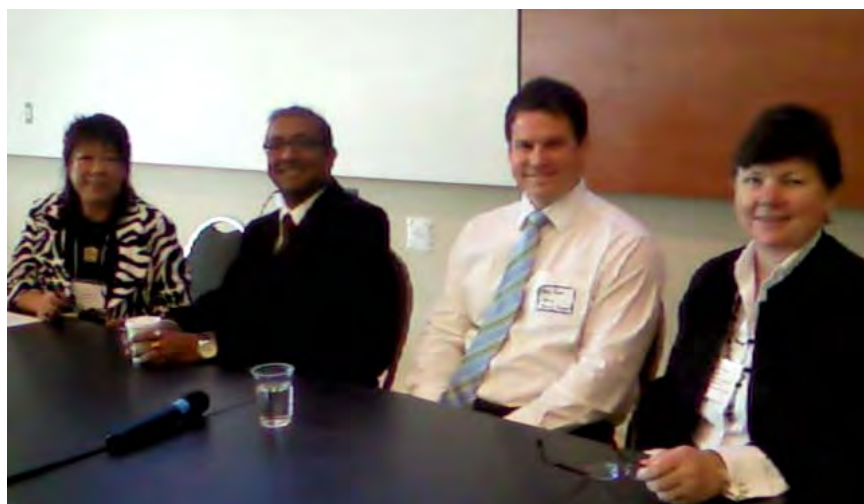
*“Canadian Research on Healthy Ageing: Building on Strengths, Addressing Gaps, Shaping the Future”.*

Her presentation was followed by panel presentations on the topic of new directions for enabling health within the context of chronic disease. Three new faculty members joining UBCO participated in the panel:

- Dr. Sanjoy Ghosh, Assistant Professor, Biology, Barber School of Arts and Science, and Canadian Diabetes Association Scholar - *“Chronic metabolic diseases and aging: Dietary trends and recent evidence”*
- Dr. Neil Eves, Assistant Professor, Human Kinetics, Faculty of Health and Social Development - *“Exercise in the prevention and treatment of respiratory disease”*
- Dr. Mary Courtney, Dean, Faculty of Health and Social Development - *“Reducing unplanned hospital readmissions and improving functional ability in hospitalised elderly patients”*



An information table was provided for community-based organizations with an interest in chronic disease and aging to share information and resources. The event attracted over 80 participants including faculty, students, staff, and community members.



*Dr. Anne Martin-Mathews, Dr. Sanjoy Ghosh, Dr. Neil Eves, Dr. Mary Courtney*

## Seminars and Other Events

A successful seminar series, “Partnerships in Research,” first established in 2009, continued to be a success. Unique to this seminar series, Institute supported research teams are provided the opportunity to share their research experiences. Researchers from UBCO and the community co-present these seminars as a demonstration of their collaborative work. Four

seminars were held during the past year (see Table 3). In addition, 11 other presentations and events were hosted or co-hosted by the Institute (see Table 3).

In response to growing interest from the community in our presentations, we have regularly used teleconferences to facilitate participation of those unable to come to campus.

Recently, requests to join seminars from off campus locations through the southern Interior have exceeded the capacity of 26 lines provided by the UBC Okanagan teleconference service. We are expecting this demand to continue to increase, so we are exploring other alternatives for linking students, faculty and community members into these events.

**TABLE 3: IHLCDP Partnerships in Research Seminar Series 2010-11**

Date	Event	Presenters
April 13, 2010	<b>Partnerships in Research</b> <i>“Supporting the Health and Well-Being of Rural and Urban Caregivers”</i>	Carole Robinson, UBCO Tanis Coletti , Interior Health Meredith Lilly, UBCO
September 21, 2010	<b>Partnerships in Research:</b> <i>“Round Peg in a Square Hole: Challenging Our Thinking About Program Evaluation”</i>	Carole Robinson, UBCO Tom Fulton, Interior Health Alice Mah Wren, Interior Health
November 16, 2010	<b>Partnerships in Research:</b> <i>“Improving the Health and Well-Being of Men Who Have Sex with Men in the Interior of British Columbia”</i>	Susan Holtzman, UBCO Daryle Roberts, Living Positive Resource Centre.
January 18, 2011	<b>Partnerships in Research:</b> <i>“Brief Intervention for Tobacco and Cannabis Use Among High Risk Middle School Students”</i>	Zach Walsh, UBCO Jamie Marshall, Interior Health Erin Langille & Jennifer Hutton, UBCO

**TABLE 4: IHLCDP Hosted or Co-Hosted Events 2010-11**

Date	Event	Presenters
May 4, 2010	IHLCDP hosted a video conference link for the Vancouver based Symposium: <i>"Understanding the Role of Sedentary Behaviour and Bone Health in Seniors with Type 2 Diabetes Mellitus"</i>	<b>Dr. David Dunstan</b> <b>Dr. Genevieve Healy</b>
August 26, 2010	IHLCDP Seminar: <i>"Farther....Faster....Social Networking for Knowledge Translation in Health Research"</i>	<b>Kaitlin Lee-Bun</b> , UBCO Student <b>Dr. Gayl Sarbit</b> , UBCO
October 13, 2010	IHLCDP and Faculty of Health and Social Development co-sponsored event: <i>"Healthy Aging and Chronic Disease Symposium"</i>	Keynote speaker: <b>Dr. Anne Martin-Matthews</b> , Scientific Director, CIHR Institute of Aging Panellists: Dr. Sanjoy Ghosh, UBCO Dr. Neil Eves, UBCO Dr. Mary Courtney, UBCO
October 13, 2010	IHLCDP sponsored event: <i>"Roundtable discussion regarding funding opportunities with the Institute of Aging and CIHR"</i>	<b>Dr. Anne Martin-Matthews</b> , Scientific Director, CIHR Institute of Aging
October 26, 2010	IHLCDP and Human Kinetics - Faculty of Health & Social Development co-sponsored event: <i>"Community-Based Physical Activity Promotion: The Australian 10,000 Steps Experience"</i>	<b>Dr. Kerry Mummery</b> , Dean, Faculty of Physical Education and Recreation, University of Alberta

Date	Event	Presenters
January 28, 2011	IHLCDP and Human Kinetics - Faculty of Health & Social Development co-sponsored event: <i>"Knowledge Translation: A Two-way Street for Innovation"</i>	<b>Dr. Amy Latimer</b> Canada Research Chair (Tier 2) in Physical Activity Promotion for People with Mobility Impairment, Queen's University. Director of "Revved Up", a fitness facility for people with mobility impairments.
February 21, 2011	Distinguished Speaker Series – co-hosted by the Barber School and the IHLCDP <i>"Seizing the Opportunity of an Aging Population"</i>	<b>Senator Sharon Carstairs</b>
February 22, 2011	IHLCDP Seminar: <i>"When Life Gets in the Way of Exercise: Concurrent Management of Exercise and Other Valued Life Goals "</i>	<b>Dr. Mary Jung</b> , Assistant Professor, Human Kinetics, UBCO
March 4 & March 7, 2011	CIHR Cafe Scientifique co-hosted by IHLCDP <i>"For Better or for Worse: Women's Efforts to Promote Men's Health"</i> <b>Moderators:</b> <b>Dr. Rebecca Haines-Saah</b> , Postdoctoral Research Fellow, Centre for Nursing & Health Behaviour Research <b>Marion Barschel</b> , Journalist, CBC Daybreak	<b>Dr. Joan Bottorff</b> , Director, Institute for Healthy Living & Chronic Disease Prevention, UBC <b>Dr. John Oliffe</b> , Associate Professor, School of Nursing, UBC <b>Dr. Carole Robinson</b> , Associate Professor, Faculty of Health & Social Development, UBC
March 15, 2011	IHLCDP Seminar: <i>"Time Well Spent: Lessons Learned from Evaluating the Interior Health Primary Health Care (PHC) Integrated Health Networks (IHN)"</i>	<b>James Coyle</b> , MA, Leader - Performance Monitoring & Evaluation; Planning/Strategic Services, Interior Health <b>Maja Karlsson</b> , MA, RD, CDE, Manager - Community Integrated Health Services, Central Okanagan, Interior Health

## Canada unprepared for an aging population



Canada is not prepared to meet the needs of its aging population, Senator Sharon Carstairs said Monday February 21, 2011 at Kelowna's Rotary Centre for the Arts, speaking as part of the UBC Distinguished Speakers Series.

Carstairs, who chaired Canada's Special Senate Committee on Aging, told the audience of over 300 people, it will take an innovative, united effort led by the federal government to create the policies that bring about the changes needed.

## Associates of the Institute for Healthy Living and Chronic Disease Prevention

The IHLCDP continues to welcome participation from both the community and academia in its research activities and Associate membership is free.

Associates include academics, community members, health practitioners and policy makers who are interested in healthy living and chronic disease prevention. Currently the Institute has 44 Associates.

See Appendix B for the list of Associates.

## Providing Research Training Opportunities

The goal of this Strategic Direction is to build capacity in health research by supporting research training opportunities. During the past year the Institute has undertaken a number of activities to achieve this goal. We highlight examples of student involvement in IHLCDP research activities and successes related to funding support for students at UBCO.

### 1. Student Involvement in IHLCDP Research

Institute funded research projects continue to provide valuable research training opportunities for students. For example, UBCO students Erin Langille and Jennifer Hutton are working with Assistant Professor, Dr. Zach Walsh and Mr. Jamie Marshall from Interior Health and their team on a pilot study focusing on reducing tobacco and cannabis use among middle school students.

Ms. Langille and Hutton are not only learning about community-based collaborative health research, but they have also been trained to provide a

motivational intervention to students as part of this research. In January 2011, the students joined Dr. Walsh and Mr. Marshall in presenting the research experiences of this team as part of the Institutes' *Partnerships in Research* Seminar series. Erin Langille and Jennifer Hutton's descriptions of their work with the youth participants in this research project were a key part of this seminar presentation.

Student work study positions on a number of research projects also provide rich training experiences for students. In addition, graduate students have also been involved in Institute research activities under the supervision of the Director. IGS Master's student, Sharon Melanson completed a directed studies course and research practicum on the topic of social marketing in tobacco control. In addition to working with one of the Director's research teams, she also presented a seminar on her work. Louann Janicki, who is enrolled in a Doctorate in Nursing Practice student at

Western University of Health Sciences, CA, completed a research practicum in the fall semester working with the FACET research team.

*"In the field of Social Work, there will always be opportunities for research.*

*The skills and knowledge required to do research are not easily taught in a classroom. As a student at the Masters level, I want to take advantage of every piece of learning that I can, and my work study position in the Institute offered me a great opportunity to build on my current skills.*

*In this position I was involved in the process of gathering and interpreting data, and had the chance to ask questions and observe practices of people who are doing real research.*

*It complemented my courses perfectly, filling in gaps and preparing me for research opportunities in the future in ways that courses alone cannot do."*

**Katie Lewall, BSW, RSW  
MSW Student**



Kaitlin Lee-Bun, summer work study undergraduate student in health studies worked with Dr. Gayl Sarbit, knowledge broker with the FACET research team, to investigate the potential usefulness of social networking to facilitate dissemination of research findings, and assisted the research team in establishing a presence on Facebook. Lee-Bun and Sarbit co-presented a seminar in August on this work to support other researchers in using social networking. As a result of this work, the FACET research team has expanded the use of social networking to include Twitter.



FaceTobacco <sup>1</sup>



FACET <sup>2</sup>

## 2. Student Funding for Research Activities

The Director supported Laura Struik's (MSN student) successful application for a graduate fellowship through the CIHR funded Psychosocial Oncology Research Training Program. Funding through a CIHR team grant (Investigating Gender and Tobacco) has also supported two postdoctoral fellows co-supervised by the Director.

<sup>1</sup> <http://tinyurl.com/4yuk8le>

<sup>2</sup> <http://twitter.com/FACETobacco>

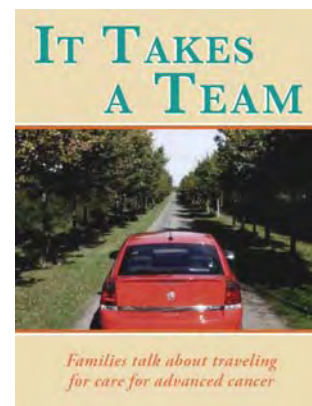
Funding from the BC Government Ministry of Citizen's Services was provided to the Director as part of the Government Student Led Research program. This program provided opportunities for students to work with existing research teams on topics of interest to the Ministries of Health Services, and Healthy Living and Sport.

Ms. Jill Mitchell, UBCO interdisciplinary graduate student, worked in collaboration with an Institute funded research team led by Drs. Lilly and Robinson to develop a policy paper based on an extensive literature and policy review, as well as analysis of data collected as part of an ongoing study on family caregivers. Ms. Mitchell assisted with synthesis and analysis of the literature.

Ms. Karen MacKay, UBCO 4th year undergraduate student (psychology) and Ms. Raquel Graham, UBCO 1st year undergraduate student (human kinetics), worked with a research team led by Drs. Robinson, Pesut and Bottorff on a knowledge translation project.

The students assisted the team in developing an evidence-based, user-friendly resource

entitled, *"It takes a team: Families talk about traveling for care for advanced cancer"*. The resource is currently under review by the BC Cancer Agency.



The work completed by the students was shared with ministry representatives and we received the following feedback from Brenda Canitz.

*"These are excellent resources and I have shared them with my executive colleagues in the Health Authorities Division and other specific program areas across the ministry.*

*I hope we are able to continue this type of research policy exchange in the future to facilitate the linkages of policy and academia."*

**Brenda Canitz**

Chief Nurse Executive & Executive Director,  
Clinical Care & Patient Safety,  
MOHS, Victoria BC

## Translating Research into Action

Activities related to supporting the translation of research are an important part of Institute activities.

We are beginning to see the tremendously positive outcomes from the Research Interest Group teams. For example, the RIG team funded in 2009-2010 led by Dr. Meredith Lilly (IHLCDP, UBCO), Dr. Carole Robinson (School of Nursing, Faculty of Health and Social Development, UBCO) and Ms. Tanis Coletti (Interior Health) aimed to better understand the needs of both urban and rural caregivers and ultimately to design interventions to enhance and promote their health.

The goals of this RIG were to build a new team of academic and community-based researchers, build capacity to do community-based research, and identify and share findings of successful caregiver health and wellness programs.

The team completed focus groups to understand the needs of caregivers, consulted with stakeholders (e.g., Alzheimer's Society of BC, and the Interior Health Authority), conducted a literature review and policy analysis, prepared two grant proposals (currently under review), and a manuscript that has been submitted to a peer reviewed journal. The team has also developed a policy brief on their research which has been shared with policy makers in the BC government.

For more about this work, go to the following link:  
[Urban & Rural Caregiver's](#)<sup>3</sup>

The FACET (Families Controlling and Eliminating Tobacco) research team, co-led by Drs. Bottorff and Oliffe, produced a new tobacco reduction resource targeting expectant and new fathers based on the team's research findings.

The booklet entitled, "*The right time...The right reasons...Dads talk to other dads about reducing and quitting smoking*", was launched by the Institute in time for Father's Day on June 19, 2010 ([click to view press release](#))<sup>4</sup>.

This new resource is men-centered and focuses on the challenges of becoming a new father. The BC Ministry of Health printed 15,000 copies of the booklet and is distributing this resource through tobacco control coordinators throughout the province.

The team continues to receive requests from across Canada for copies of the booklet and is supporting the production of this resource in other provinces. A PDF version of the booklet has also been posted for download on several websites including the Canadian Action Network for the Advancement, Dissemination and Adoption of Practice-informed Tobacco Treatment (**CAN-ADAPTT**).

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<sup>3</sup> <http://tinyurl.com/44hos6f>

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<sup>4</sup> <http://tinyurl.com/3l6bbdy>



Café Scientifiques were held during UBC Research Week on the topic of “*For better or worse: Women’s Efforts to Promote Men’s Health*” in both Vancouver and Kelowna. Funding for the Café was provided by the CIHR, and co-sponsored by the Institute and the CIHR funded research team, Investigating Tobacco and Gender (iTAG).

The panellists included:

Dr. John Oliffe (UBCV)  
Dr. Joan Bottorff (UBCO) and  
Dr. Carole Robinson (UBCO)

The Cafe held in Vancouver attracted 35 people. In Kelowna, the Café was moderated by Marion Barschel, journalist with CBC Daybreak, and 52 people attended.



*Marion Barschel, Dr. John Oliffe, Dr. Joan Bottorff, Dr. Carole Robinson*

## Building our Profile and Increasing our Visibility

Key achievements related to this strategic direction include:

- Continued development of the IHLCDP website ([www.ubc.ca/okanagan/ihlcdp](http://www.ubc.ca/okanagan/ihlcdp)) along with creating opportunities for networking on Facebook and Twitter.



5



6

- Media releases and media interviews were completed profiling the important work of the Institute and its research initiatives. For example, press releases were prepared announcing the Research Interest Group grants funded by the IHLCDP in the spring and fall competitions and resulted in newspaper coverage (e.g., in the Daily Courier) as well as radio interviews with project leaders.
- Institute affiliated research projects were profiled in *UBC in Your Community* publications prepared by UBC. The publications are developed as communications tools to educate BC officials about UBC's invaluable relationship

to all of BC and their own constituencies. They are mailed out to elected officials (MLAs, MPs, Mayors, First Nations leaders), and have also been used by Alumni Affairs and other groups on campus.

Research activities profiled during the past year included Institute projects that focused on helping home-care providers in rural communities (**Boundary-Similkameen**), end-of-life care in rural communities (**The Kootenays**); helping Aboriginal communities talk about smoke-free spaces (**Stikine**); hunting and gathering in BC's Metis (**Penticton and Shuswap**), and Dads in Gear (**Kelowna-Westside**). These reports can be found at: [UBC in your community](#)<sup>7</sup>.

- Joan Bottorff was invited to lead the BC Clean Air Collation Sponsored Teleconferenced Seminar on May 4, 2010 on the topic "Women's Tobacco Reduction During Pregnancy and Postpartum: What's New? What's Next?" in recognition of Mothers' Day.

This teleconference seminar attracted over 70 participants from across Canada and provided an opportunity to profile some of the research conducted at the IHLCDP.

- The tobacco reduction research program, FACET (Families Controlling and Eliminating Tobacco), led by Joan Bottorff is one of the core research foci in the Institute. An article on this research program was included in the CIHR Institute of Gender and Health Fall 2010 special issue of *Intersections* to commemorate its first 10 years ([click to view PDF](#))<sup>8</sup>. The article entitled, "Clearing the smoke on parents and pregnancy", was one of 10 success stories included in this publication.

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<sup>5</sup> <http://on.fb.me/hPot1O>

<sup>6</sup> <http://twitter.com/IHLCDP>

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<sup>7</sup> <http://tinyurl.com/44xqmgq>

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<sup>8</sup> <http://tinyurl.com/3vth6ln>

## Selected Presentations by the Institute Director

- **Bottorff, J. L.** *Let's talk about secondhand smoke: A Gitxsan TRYAMF project.* Invited presentation as part of the UBC Learning Circle 2010/2011 Videoconferences. (October 27, 2010).
- **Bottorff, J. L.** *Beyond the smoke and mirrors: Where challenge meets opportunity in tobacco reduction for oncology nurses.* Invited speaker for Canadian Association of Oncology Nurses - Oncology Nursing Day 2010, BC Oncology Nurses Group (April 6, 2010).
- **Bottorff, J. L.** *Gendering tobacco reduction interventions – What's new, what's next?* Invited presentation, CIHR Institute of Gender and Health Information Session, UBC's Vancouver campus, February 23, 2011.
- **Bottorff, J. L.** *So you want to publish.* Invited workshop for the IH Nurse Practitioner Community of Practice and Professional Practice Office conference, Kelowna, BC (Feb 26, 2011). Consultations by the Director

## Other Institute Activities

- Dr. Joan Bottorff provided consultation to faculty members on a number of research-related proposals at various stages of development.
- Dr. Joan Bottorff was consulted by Drs. Marilyn Borugian and Rick Gallagher of the BC Generations project regarding recruitment and data collection prior to launching the project in the Okanagan. (<http://www.bcgenerationsproject.ca/>)
- Dr. Joan Bottorff was invited to join an advisory committee for the **Be Well At Work** research project led by Dr. Carolyn Gotay, UBCV and funded by the Canadian Cancer Society. The IHLCDP committed to support the project at UBCO and participated in a Health Fair in January 2011 to launch the project on this campus. (<http://okanagan.bewellatwork.ubc.ca/>). The IHLCDP is actively involved in supporting recruitment efforts for the project.

## Securing Funding for Infrastructure and Research

The goal of this strategic direction is to obtain operating funds and secure additional funds from external sources for research and other activities to enable the IHLCDP to function as an innovative world-class research Institute. Several meetings were held with the UBCO Development Office to discuss funding opportunities for the Institute.

External funding to support the IHLCDP during 2010-2011 included:

- Remaining funds from the Interior Health to support research initiatives.
- Funding from the BC Government Ministry of Citizen's Services through the Government Student Led Research program.

- A number of IHLCDP Associates were also successful in obtaining grants from provincial and national granting agencies to support their research.

## Conclusion

The Institute for Healthy Living and Chronic Disease Prevention continues to build and expand on its activities. The growing number of faculty and students with health-related areas of research interest provides the Institute with new opportunities to support collaborative and interdisciplinary research. The number of community members and organizations who are participating in various Institute events reflects the level of interest in health research supported by the Institute and potential for new research collaborations.

We look forward over the next year to:

- Expanding our capacity building and knowledge exchange efforts through webcasts, social networking, etc.
- Developing new opportunities to engage undergraduate and graduate students in Institute research activities.
- Exploring ways to support the continued development of Institute-funded teams and the use of new knowledge produced through

their work to enhance healthy living and chronic disease prevention.

- Continuing to support the involvement of new faculty and community members in health research related to the mandate of the Institute.
- Securing additional space and funding for the Institute to support growing research programs and the involvement of students in our work.

## APPENDICES

### Appendix A: Institute Advisory Committee Members

- Jan Appleton Senior Manager, Community Integrated Health Services, Interior Health Authority
- Leanne Bilodeau Director, Sustainability Operations, UBC Okanagan
- Claire Budgen Director, Health and Counselling, Health and Wellness Centres, UBC Okanagan
- John Burton Assistant Professor, Faculty of Management, UBC Okanagan
- Tom Fulton Chief, Professional Practice and Nursing, Interior Health Authority
- Linda Hatt Associate Dean, Curriculum and Student Affairs, Barber School of Arts and Science, UBC Okanagan
- Jennifer Jakobi Assistant Professor, Human Kinetics, Faculty of Health and Social Development, UBC Okanagan
- Allan Jones Regional Associate Dean, Interior, Faculty of Medicine, UBC
- Barbara Pesut Assistant Professor and Canada Research Chair, School of Nursing, Faculty of Health and Social Development, UBC Okanagan
- Carole Robinson Associate Professor, School of Nursing, Faculty of Health and Social Development, UBC Okanagan [on leave July 1, 2010 - June 30, 2011]
- Edward Taylor Director, School of Social Work, UBC Okanagan

## Appendix B: IHLCDP Associates

Associates include academics, community members, health practitioners and policy makers who are interested in healthy living and chronic disease prevention. The main requirement of Institute Associates is active participation (e.g. engaging in research related to the Institute's research mandate, attending Institute seminars, events and meetings, serving on committees, etc.).

### Current Associates are:

- Elisabeth Antifeau
- Nial Helgason
- Meredith Lilly
- Leanne Bilodeau
- Trish Hill
- Gord Lovegrove
- Leslie Bryant MacLean
- Mark Holder
- Lynn Malinsky
- Claire Budgen
- Susan Holtzman
- Jamie Marshall
- John Burton
- Andrew Hughes
- Martin McMahon
- Carol Calloway
- Zahra Hussein
- Roger Parsonage
- Robert Calloway
- Peter Hutchinson
- Barbara Pesut
- Shirley Chau
- Jennifer Jakobi
- Suzanne Pugh
- Jon Corbett
- Gareth Jones
- R. Colin Reid
- Heather Deegan
- Mary Jung
- Daryle Roberts
- Michael Evans
- Mary Kjorven
- Carole Robinson
- Lorne Friesen
- Joanne Konnert
- Kathy Rush
- Tom Fulton
- Marvin Krank
- Zach Walsh
- Casey Hamilton
- Donna Kurtz
- Susan Wells
- Paul Hasselback
- Carol Laberge

## Appendix C: IHLCDP Personnel

### Institute Administrative Support

- Deborah Power (IHLCDP)

### Research Support

- Gayl Sarbit, PhD, Knowledge Broker (position funded by CIHR operating grant, FACET, iTAG)
- Laura Bissell, MA, Research Coordinator (position funded by CBCRA/CBCF operating grant, START)
- Maggie Lo, PhD, Research Coordinator (position funded by operating grants from CIHR, MSFHR, IH, and other sources, OPTIC)
- Christina Han, BA, Research Assistant \*(position funded by CIHR operating grant, iTAG)
- Rebecca Haines-Saah, PhD, Research Associate (January 2011 – current; position funded by CIHR operating grant, iTAG)\*
- Ross C. Mckerlich, MEd, Health Promotion Program Facilitator (September - December, 2010; position funded by CIHR operating grant, FACET)
- Meredith Lilly, PhD, Research Associate (January - August 2010; funded by IHLCDP)
- Stephanie Mc McKeown, PhD Student (Education) - Research Coordinator (April - September, 2010; position funded by CBCRA/CBCF operating grant, START)
- Joanne Carey, MA, Research Coordinator (April - June 2010; position funded by CIHR operating grant, iTAG)

### Student Research Support (Work study program)

- Adam Fulton, BSN student (September 2010 - April 2011)
- Katie Lewall, MSW student (September 2010 - April 2011)
- Kaitlin Lee-Bun, BA student (April 2010 - August 2010)
- Karly Drabot, BA student (April 2010 - August 2010)

### **Student Research Support (BC Ministries Grant)**

- Jill Mitchell, IGS Master's student (September - December, 2010)
- Karen MacKay, BA (psychology) student (September - December, 2010)
- Raquel Graham, BHK student (September - December, 2010)

### **Student Research Practica**

- Sharon Melanson, UBCO IGS (Health) Master's student (Spring/Summer session 2010)
- Louann Janicki, Doctorate in Nursing Practice student, Western University of Health Sciences, CA (September - December 2010)

### **UBCO Graduate Students (supervised by the Director)**

- Donna Melanson, MSN student
- Natalie Murdoch, MSN student
- Erin Ptolemy, MSW student
- Laura Struik, MSN student

### **Postdoctoral Fellows**

- Cameron White, PhD (supervised by Drs. Bottorff and Oliffe), January 2010 to present \*
- Iris Torchalla, PhD (supervised by Drs. Bottorff and Oliffe), April 2010 to present \*

\* Working out of UBC Vancouver