



**Okanagan Senate**  
**THE NINTH REGULAR MEETING OF THE OKANAGAN SENATE**  
**FOR THE 2013/2014 ACADEMIC YEAR**  
THURSDAY 15 MAY 2014  
3:30 P.M. to 5:30 P.M.  
ASC 130 | OKANAGAN CAMPUS

1. **Minutes of the Meeting of 23 April 2014 – Prof. Deborah Buszard** (approval)  
(master pages 2-20)
2. **Business Arising from the Minutes – Prof. Deborah Buszard**
3. **Deputy Vice-Chancellor’s Remarks – Prof. Deborah Buszard**
  - a. Activity Report for 1 January 2014 to 9 May 2014 (information) (master pages 21-24)
  - b. Annual Report of the Ombudsperson – Maria Mazzotta & Shirley Nakata (information)
- 3.1 **Candidates for Degrees**

The 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 there were recommended, effective June 2012, 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)*

A list of graduands are available from the Registrar before or at the meeting.
4. **Admission & Awards Committee – Dr Abbas Milani**
  - a. Bachelor of Human Kinetics (approval) (master pages 25-29)
  - b. Bachelor of Education (Elementary) (approval) (master pages 25, 30-38)
  - c. New & Revised Awards (approval) (master pages 39-44)
  - d. Annual Report on Appeals (information) (master page 45)
5. **Appeals on Academic Standing & Discipline – Ms Laura Patterson**
  - a. Revisions to Appeals on Standing Regulations (approval) (master pages 46-53)
  - b. Annual Report on Appeals (information) (master pages 54-58)
6. **Curriculum Committee – Mr Ramine Adl**

May Curriculum Report (approval) (master pages 59-167)

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**7. Nominating Committee – Dr Deborah Roberts**

- a. Appointments to Committees of Senate (approval) (master pages 168-170)
- b. Revisions to Terms of Reference of the Senate Academic Buildings & Resources Committee (approval) (master pages 171-172)

**8. Report from the Provost – Dr Cynthia Mathieson**

Annual Report on Research Institutes (information) (master pages 173-239)

**9. Other Business**

**Regrets: telephone 604.822.5239 or e-mail: [facsec@mail.ubc.ca](mailto:facsec@mail.ubc.ca)**

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



## Okanagan Senate

### Minutes of 23 April 2014

**DRAFT**

#### Attendance

Present:	Prof. S.J. Toope (President and Chair); Dr K. Ross (Secretary); Mr R. Adl; Dr L. Allan; Dr P. Arthur; Dr P. Balcaen; Ms H. Berringer; Dr E. A. Broome; Mr S. Bullock; Prof. D. Buszard; Mr J. Byron; Dr K. Carlaw; Dr J. Cioe; Dr F. de Scally; Mr N. Dodds; Dr R. R. Dods; Ms K. Fujii; Dr M. Grant; Ms F. Helfand; Dr C. Labun; Ms A. Lakdawala; Dr Y. Lucet; Dr B. Marcolin; Dr C. Mathieson; Mr W. McLean; Dr A. Milani; Ms S. Morgan-Silvester; Dr B. Nilson; Ms K Panchyshyn; Ms L. Patterson; Dr A. Phillion; Dr D. Roberts; Dr C. Robinson; Dr B. Rutherford; Dr C. Scarff; Ms S. Smith; Ms S. Sneg; Dr I. Stuart; Dr R. Sugden; Dr D. Tannant; Dr W. Tettey; Dr G. Wetterstrand; Mr D. Zu;
Regrets:	Dr G. Binsted; Mr I. Cull; Ms R. Giffen; Ms L. Gomez; Dr K. Hewage; Dr J. Johnson; Mr J. Krupa; Prof. M. Parlange; Dr E. Taylor; Dr P. van Donkelaar; Mr D. Whitelaw; Ms N. Wong; Dr S. Yannacopoulos
Guests:	Ms K. Darling, Mr. Cody Mackay; Ms M. O'Neill; Dr Rehan Sadiq
Recording Secretary:	Mr C. Eaton

#### Call to Order

President Stephen J. Toope called the eighth regular meeting of the Senate for the 2013/2014 Academic Year to order at 3:38 pm

#### Senate Membership

The Secretary welcomed the following new student members to Senate for terms from 1 April 2014 through 31 March 2015 and thereafter until replaced:

##### Representatives of the Students At-Large

Ms. Katelyn Fujii, Arts and Sciences (continuing)

Ms. Lina Gomez, Arts and Sciences

Mr. Jeffrey Krupa, Arts and Sciences

Ms. Kelly Panchyshyn, Arts and Sciences

Ms. Natalie Wong, Arts and Sciences

Mr. David Xu, Arts and Sciences

##### Representative of the Graduate Students

Ms. Robyn Giffen (Faculty of Arts and Sciences)

Representative of the Students of the Faculty of Applied Science

Mr. Wesley McLean (continuing)

Representative of the Students of the Faculty of Arts and Sciences

Ms. Shira Sneg (continuing)

Representative of the Students of the Faculty of Health and Social Development

Ms. Sarah Smith (continuing)

Representative of the Students of the Faculty of Management

Ms. Alisha Lakdawala

Dr Ross further noted that a by-election would be held to fill the vacancy for a representative of the Faculty of Creative & Critical Studies in the fall of 2014.

**Minutes of the Previous Meeting**

*Jan Cioe* } *That the Minutes of the Meeting of 26 March*  
*Wesley McLean* } *2014 be adopted as presented.*

Approved

**Business Arising**

Dean Tettey noted an issue with the phrasing used for the previously approved “Joseph Yu Global Leadership Award” and asked if it could be corrected to properly reflect that winners could come from any direct-entry faculty.

*Wisdom Tettey* } *That the resolution previously adopted to*  
*Laura Patterson* } *approved the terms of the Joseph Yu Global*  
*Leadership Award be amended to substitute “a*  
*faculty’s degree program” for “the faculty’s*  
*degree programs”.*

*NB: 2/3rds majority required.*

Approved

**President’s Remarks**

The President advised that Lindsey Gordon has been appointed as UBC’s 18<sup>th</sup> Chancellor. Mr Gordon is an alumnus of UBC and was co-chair of the Start and Evolution campaign. He recently retired as President and CEO of HSBC Canada. Chancellor-designate Gordon has a BA

and MBA from UBC, and has been closely involved with UBC for many years. Chancellor Morgan-Silvester's term (2008-2014) ends on June 30<sup>th</sup>. The President thanked the Chancellor for her sage advice over the past six years.

On the occasion of her last Senate meeting, the Chancellor expressed her thanks to the President and to UBC for the opportunity given to her to serve as UBC's Chancellor.

The President noted that we have exceeded our alumni engagement goal for the year, with over 90 000 alumni having engaged with UBC during the campaign. We have now reached 1.318 billion towards our 1.5B goal, and are on track for 2015. From those donations, we have started construction of the new alumni centre in Vancouver, new programs have commenced on both Vancouver and the Okanagan campuses, and a new alumni engagement social media platform has been unveiled: "Your Evolution", an interactive platform where UBC alumni can promote not-for-profit projects they are involved with.

The Board of Governors has taken steps to introduce responsible investment practices for the University' endowment. The policy commits UBC to select investment managers who will evaluate the environmental social and governance performance of companies in which we will invest. The policy also created an independent advisory committee to consider concerns around investments and make recommendations to the Board accordingly.

The President noted that this would be his last meeting as well, and thanked Senate for work to develop the Okanagan campus the campus. He encouraged the Senate to exercise its prerogatives to drive the campus towards achieving its future potentials.

Senator Cioe asked what the operational definition would be for responsible investment, and asked if there was a potential for conflict.

The President replied that these issues would need to be worked out over the next few years. He noted that he had never been prevailed upon by industry to take UBC in a certain direction, and that this was often not the case with government. Resource extraction will be important in provincial debates over the next few years, and government policy directed in certain ways that may not be comfortable for some parts of the University may cause tensions. On the other side, the University is being invited to participate actively in educating the next generation who will lead the province in these areas.

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

Professor Buszard noted that to date the Okanagan has raised \$82M of its \$100M target for Start an Evolution, \$72 M of which was directly for Okanagan-based initiatives. She further mentioned that last week's Aspire workshop was a great success and a draft report is being developed.

### **Admissions Committee**

The Chair of the Senate Admissions Committee, Dr Abbas Milani, presented.

**ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE COURSES AS PRE-REQUISITES**

*Abbas Milani* } *That Senate approve the admissions proposal for*  
*Wisdom Tettey* } *Advanced Placement and International*  
*Baccalaureate Courses Approved to Satisfy*  
*Prerequisites effective for entry to the 2014*  
*Winter Session and thereafter.*

Approved

**Admission & Awards and Curriculum Committee**

**REVISIONS TO THE MASTER OF MANAGEMENT**

*See Appendix A: Master of Management*

The Chair of the Senate Curriculum Committee, Mr Ramine Adl, presented.

*Ramine Adl* } *That Senate approve the revisions to the Master*  
*Jan Cioe* } *of Management program and associated new*  
*courses brought forward by the Faculty of*  
*Management, with the provision that the program*  
*undergo a review by the Senate Curriculum*  
*Committee within three years of its first intake of*  
*students.*

Senator Adl noted that the proposal was first proposed in October; the Committee referred the matter back to the Faculty to review material around academic concession and continuation requirements. The Revised proposal was unanimously recommended by the Senate Curriculum Committee.

Dean Sugden noted that the review over the past 2 years has been to address issues around admission and the direction of the program so that it more aligned with the vision of the Faculty of Management. The Faculty wanted to ensure a transformative learning experience. The proposal before Senate had a strong emphasis on leading and managing organizations in a globally connected community. The 25-month part-time program uses a novel delivery method for UBC featuring 3 residencies, and allows those currently employed locally to access the program while still drawing in students from around the world.

Senator Cioe complimented the Faculty for taking both an innovate approach and working with the student body to create the new model.

Senator Robinson asked about the optional six-credit directed studies courses and when students may be interested in taking this opportunity.

Dean Sugden replied that the six-credits was to allow students to advance their understanding a wide variety of areas, be that within a management area, or within another faculty at UBC.

Senator Grant spoke strongly in favour of the proposal and expressed her hope that it could be a prototype for future graduate programs.

Senator Rutherford asked how applicants would be selected into each cohort. What would we do if a student was rejected and asked for detailed reasons why?

Dean Sugden replied that a strong argument can be made for the benefits of a diversity classroom, and we plan to work with applicants to see what cohort would work best for them.

Senator Dods noted that we have cohort models at other Universities and at UBC and this generally did not present a problem.

Senator Phillion noted that the Graduate Curriculum Committee had questions around academic concession and asked how this was reflected in the proposal.

Dean Sugden advised how this was addressed in the proposal under its concession and withdrawal rules, and also by the modularity of the courses. Assessment was by module and those credits can be maintained if a student takes a leave.

Senator Phillion asked how that would work in the cohort-based model.

Dean Sugden advised that if a student took too long of a leave, the faculty may require some additional requirements so that a student was taken back up to speed with the program they were rejoining. This may be additional coursework, or perhaps 1-1 work with a faculty member.

Senator Stuart asked if we could have the suitability language be made more specific/

*By general consent, this section was amended to have its applicability related to the academic misconduct section of the calendar.*

Senator Stuart asked if a budget had been prepared.

Dean Sugden replied that this would not normally be brought to Senate, but that a detailed budget was in development in consultation with the University's Finance office.

Senator Phillion asked if we still had the ability to offer Accounting at the graduate level given recent difficulties at the senior undergraduate level.

Dean Sugden replied that we were still offering accounting at the senior undergraduate level, just in a different way than before.

Senator Roberts asked why the calendar program requirements were so sparse.

Senator Sugden noted that this was standard for graduate programs.

Senator Stuart asked if we would accept a student without a competitive GMAT if they were stronger in other areas.

The Associate Register, Mr Eaton, noted that the Dean had discretion to admit extraordinary candidates despite their GMAT scores under the University's general policy on admissions.

Approved

## Agenda Committee

The Chair of the Senate Agenda Committee, Ms Laura Patterson, presented.

### DELEGATION TO AGENDA COMMITTEE

*Laura Patterson  
Jan Cioe*

} *That Section 27 of the Rules and Procedures of Senate be amended to add the*

*following new subsection (d)*

*“Agenda Committee (to - by a resolution of  $\frac{3}{4}$  in favour when a quorum is established as being present - approve any matter - except for amendments to the Rules and Procedures of Senate- on behalf of the Senate during the months of June to August (inclusive). Matters approved under this power must be reported to Senate at its next regular meeting for information.*

NB: 2/3rds majority required.

Senator Patterson advised that this was to allow for urgent but routine business to be considered between Senate meetings.



Approved

## VICE-CHAIR ELECTION

*Laura Patterson  
Andre Phillion*

} *That Section 7 of the Rules and Procedures of Senate be amended as follows:*

*“The Senate shall elect one of its members as Vice-Chair to serve as Chair in the absence of the President. Elections shall be held prior to the September Meeting of Senate, and either at or directly following the May meetings of Senate each year. The Academic Vice-President shall be considered to be nominated for the position of Vice-Chair at each election prior to the September meeting. A Vice-Chair shall serve no more than two (2) consecutive terms. In the absence of both the Chair and the Vice-Chair, the standing committee chair present with the longest continuous service on Senate who is not expected to be presenting a report at that meeting shall serve as acting chair of the meeting unless Senate otherwise resolves. In the event of a tie for length of service, the chair of the committee listed first alphabetically by committee name from amongst those tied shall be considered to have the longest continuous service on Senate for the purposes of this rule.”*

*NB: 2/3rds majority required*

Senator Patterson explained the long-standing history of the vice-chair position at the Okanagan Senate.

Approved

## Curriculum Committee

The Chair of the Senate Curriculum Committee, Mr Ramine Adl, presented.

## APRIL CURRICULUM REPORT

*See Appendix B: Curriculum Report*

*Ramine Adl* } *That the new courses and program revision*  
*Dwayne Tannant* } *brought forward by the Faculty of Arts &*  
*Sciences be approved.*

Senator Adl briefly outlined the nature of each change proposed.

Approved

#### **PARCHMENTS AND TRANSCRIPTS – POLICY AND PRACTICE DISCUSSION**

Senator Adl opened discussions, firstly asking on what level of detail should parchment discuss fields of study.

Senator Patterson asked if Senator Adl could briefly summarize each side.

Senator Adl replied that the issue came out of the Irving K Barber School of Arts & Sciences: There is a concern about being too specific on a parchment given that appellations may no longer be useful over time or terminology can become obsolete. On the other hand, some students want to see more specificity for career reasons.

Senator Roberts noted that in some fields, not being confused with other specializations was important.

Senator Dods said that we had to consider how a parchment was being used.

A student senator noted that what was on a transcript was much more important.

Senator Cioe noted that the Registrar had advised that the transcript was much more flexible. He noted that the traditional model only had the degree name. At the same time, people do define themselves often within the context of a discipline, despite how we try to be more and more interdisciplinary. He further suggested that many more people see degree parchments – as they tended to be put on display - rather than transcripts. More people see degrees than transcripts.

Senator Sneg noted that some students just wanted degree names; others wanted more specificity.

A senator noted that when applying for a job in Asia she was actually required to show her degree parchment.

Senator Byron noted his preference to have some level of detail beyond the degree name.

Senator Roberts advised that when applying for US immigration she had to show her diploma and it had to be related to her job.

Senator Stuart asked if Vancouver had a model that could be used.

The Associate Registrar replied that Vancouver had the same degree of inconsistency as the Okanagan campus.

The Registrar advised that fraud was a huge concern with our credentials; we are taking steps to improve our parchment physical design to make them harder to forge. She further stated that having too much on a parchment detracted from its aesthetic value.

Senator Cioe asked about other areas such as level of honours, such as 1<sup>st</sup> 2<sup>nd</sup> and P class degrees. We had the ability to do so now, but many faculties do not. He argued that the degree programs best informed these decisions.

Senator Phillion agreed that Okanagan degrees should follow the same model and have the same level of information.

A student senator said that students worked hard towards particular programs and we should recognize those on parchments.

Senator Dods argued that we needed ensure an aesthetically pleasing parchment as they were often put on display.

## **Learning & Research Committee**

### **NEW POLICY O-250: EMERITUS STATUS**

*See Appendix C: O-250: Emeritus Status*

The Chair of the Committee, Dr Peter Arthur, presented.

<i>Peter Arthur</i>	}	<i>That Senate approve Policy O-250: Emeritus</i>
<i>Carole Robinson</i>		<i>Status.</i>

Senator Arthur outlined the basic changes in O-250 versus the previous policy: the position must be tenured, and emeritus status would be withheld until a person retired from academia.

Senator Robinson asked why we would deny someone emeritus status because they are going to another institution.

Senator Arthur advised that a faculty member would have a title to use at that other institution.

Senator Cioe objected to us withholding emeritus titles as they had been earned, and also noted that the policy was unenforceable.

Senator Roberts agreed – what if someone decided to teach 3 years after retiring.

Senator Arthur noted that if someone was resigning to go somewhere else we would likely know, but not if they later took on a position.

Senator Cioe noted that access to email was not a traditional benefit on the Okanagan campus and that it should be.

*By general consent the notion of allowing emeriti to retain their email addresses was referred to UBC Information Technology for further consideration.*

Senator Tetley asked why Assistant Professors could be given emeritus status as a matter of policy.

Senator Arthur noted that this was a historical artifact. We are now investigating a change to this practice.

Approved

### **Nominating Committee**

The Chair of the Senate Nominating Committee, Dr Deborah Roberts, presented.

#### **CHANGES TO COMPOSITION OF SENATE**

*Deborah Roberts*                      }  
*Peter Arthur*                            }     *That Senate approve the revisions to the composition of Senate set out in the attached document, effective 1 September 2014.*"

Senator Roberts advised that this change was to add the Vice-Provost Research and a graduate student, and as a result two new faculty members were also to be added to preserve the present ratio of faculty to students to administrators.

Approved

#### **CHANGES TO COMMITTEE COMPOSITIONS AND TERMS OF REFERENCE**

*See Appendix D: Committee Terms of Reference*

*Deborah Roberts*                      }  
*Jan Cioe*                                    }     *That Senate approve the revisions to the compositions and Terms of Reference of the Senate Academic Policy Committee, Admissions and Awards Committee, Curriculum Committee, and Learning and Research Committee as set out in the attached document, effective 1 September*

2014.

Approved

**REPLACEMENT OF STUDENT SENATOR ON CAMPUS MASTER PLAN STEERING COMMITTEE**

*Deborah Roberts  
Sarah Smith*

}

*That Senate appoint Ms Shira Sneg to serve as the student representative to the UBC Okanagan Master Plan Steering Committee until such time as the Committee's work is completed, or until replaced.*

Approved

**Other Business**

Senator Buszard expressed her thanks to President Toope on the occasion of his last Senate meeting for his work for UBC, the Okanagan campus and chairing of the Okanagan Senate.

**Adjournment**

There being no further business, the meeting was adjourned at 4:59 pm.

## **Appendix A: Master of Management**

### *Program Change:*

Faculty of Management -> Master of Management

### *New Courses:*

MGMT 534 (0.5-2) Regional Development and Globalization  
MGMT 535 (1.5) Approaches to Learning and Research  
MGMT 536 (1.5-9) Enterprise and Innovation  
MGMT 537 (0.5-3) Leading and Citizenship  
MGMT 538 (0.5-1.5) Communicating  
MGMT 539 (0.5-1.5) Moral Management  
MGMT 540 (0.5-1.5) Information Technology  
MGMT 541 (0.5-1.5) Practical Research Methods  
MGMT 542 (0.5-1.5) Career Development  
MGMT 543 (0.5-3) Managing Change  
MGMT 544 (1.5-6) Applied Project  
MGMT 545 (6) Directed Study

## **Appendix B: Curriculum Report**

Faculty of Arts & Sciences

*Program Change:*

Bachelor of Science -> Major In Biochemistry

*New Courses:*

GEOG 367 (3) Energy Resources Management

EESC 367 (3) Energy Resources Management

POLI 317(3) Politics of sub-Saharan Africa

## **Appendix C: Policy O-250: Emeritus Status**

*Please see the Secretary for the formal version of Policy O-250. The following is an excerpt of the key text:*

1. To be eligible for emeritus status, an individual must:
  - a. Have a combined age at retirement/resignation plus years of full-time service to the University of 70 or more;
  - b. Have held a full-time tenured position at the rank of Professor, Professor of Teaching, Associate Professor, Assistant Professor or Senior Instructor. Librarians must have held a Confirmed appointment; and
  - c. Not be retiring or resigning from the University in order to take up a faculty appointment in another university. If an individual is retiring or resigning from the University in order to take up such appointment, he or she may be considered for emeritus status once he or she has retired or resigned from that or any other such subsequent appointment.
2. Emeritus status shall generally result in a title that corresponds with a person's rank and appointment at the time of retirement or resignation with the word "Emeritus" or "Emerita" (at the individual's preference) added thereafter; however, a retiring or resigning employee may specify a previously-held appointment (e.g., in another department or discipline) if he or she views it as more appropriate.
3. Should a person eligible for emeritus status have also held an administrative position as a President, Vice-President, Registrar, or Dean of the University, they shall have the option of specifying this title as the basis of their emeritus title in lieu of the title corresponding to their academic appointment at the time of retirement or resignation.
4. At the completion of their final term of office, a former chancellor shall automatically be granted emeritus status and the rank of Chancellor Emeritus.
5. Individuals who did not meet the meet the eligibility for emeritus status set out in Section 1 at the time of their retirement or resignation, but who subsequently do so may apply for the status to be granted.
6. Senate, at its discretion, may decide under exceptional circumstances, not to grant emeritus status or to revoke emeritus status from an individual.
7. The *responsible committee* shall establish procedures under this policy for the recommendation and consideration of emeritus status and for appealing a negative recommendation.



## **Appendix D: Committee Terms of Reference**

### **Academic Building and Resources Committee**

Responsible for recommending the following to Senate:

- An annual report outlining the work of the Committee and the physical and budget resources available for the development and maintenance of the campus.

Delegated authority over the following by Senate:

- Reviewing and monitoring the implementation of the Campus Master Plan;
- Recommending priorities on new academic buildings with consideration for the needs of academic and non-academic buildings, balance between type of teaching spaces, and relationship to physical plant and planning; and
- Reviewing the impact of every development, whether building or landscape, on the total teaching and academic resource.

Composition: The membership of this committee shall be the same as the membership of the Okanagan Sub-Committee of the Budget Committee of the Council of Senates.

### **Academic Policy Committee**

Responsible for recommending the following to Senate:

- Significant matters of academic policy and general academic regulations, if such matters are not explicitly covered by the terms of reference of another committee of Senate; and
- Proposals for the organization or re-organization of academic units.

Composition:

*Elected from Senate*

- Faculty Members or Deans (6)
- Students (3)

*Ex Officio*

- Chancellor
- President, or in his or her absence, the Deputy Vice-Chancellor
- Provost
- Registrar or designate (non-voting)

### **Admissions and Awards Committee**

Responsible for recommending the following to Senate: Admission and transfer policies;

- Campus, Faculty, degree program, and yearly enrolment targets for new and continuing students; and
- Awards policy and approval.

Delegated authority over the following by Senate: Appeals of Admissions/Readmissions decisions; decisions made on appeals brought before the Committee are reported to Senate for information on an annual basis;

- Approval of student exchange agreements with other institutions for Okanagan campus;
- Appeals of transfer credit decisions; and
- Consideration of applications for admission and transfer that are not clearly resolvable under the policies governing admission.

Composition: *Elected from Senate*

- Faculty Members or Deans (4)
- Students (2)
- Convocation (1)

*Ex Officio*

- Chancellor
- President, or in his or her absence, the Deputy Vice-Chancellor
- Provost (not a member when considering appeals)
- One Dean (or their designated representative) from each Faculty; Deans or designates will recuse themselves from the hearing of student appeals if the decision under appeal is from their own faculty.
- Graduate Studies Representative (faculty member)
- Registrar or designate (non-voting)

Quorum: 6 voting members

### **Agenda Committee**

Responsible for recommending the following to Senate:

- An agenda for Senate meetings, including time limits for debates for any item on a Senate agenda except the consideration of the agenda itself;
- Rules and Procedures of Senate; and
- Matters relating to the Council of Senates if not under the terms of reference of another committee of Senate.

Composition:

*Elected from Senate*

- Students (2)

*Ex Officio*

- Chancellor
- President, or in his or her absence, the Deputy Vice-Chancellor
- Vice-Chair of Senate
- Chairs of all other standing committees of Senate
- Registrar or designate (non-voting)

### **Appeals of Standing and Discipline Committee**

Delegated authority over the following by Senate:

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

Composition:

*Elected from Senate*

- Faculty Members (5)
- Students (3)
- Convocation (1)

*Ex Officio*

- Registrar or designate (non-voting)

Quorum: 4 voting members

### **Curriculum Committee**

Responsible for recommending the following to Senate:

- Creation of new or changes to degrees, programs, courses, faculty requirements, and any associated policies;
- Discontinuation of degrees, diplomas, certificates, and programs; and
- Materials presented on credentials (including degree, diploma, and certificate parchments, and students' transcripts of academic record).

Delegated authority over the following by Senate:

- Approval of minor changes to existing degree, diploma, certificate, program, faculty, and course requirements;
- Approval of minor changes to existing credentials;
- Additions and deletions of, and changes to, transcript notations; and discontinuation of courses.

Composition: *Elected from Senate*

- Faculty Members or Deans (5)
- Students (2)

*Ex Officio*

- Chancellor
- President, or in his or her absence, the Deputy Vice-Chancellor
- Provost
- Faculty Curriculum Chairs (1 per Faculty)
- Graduate Studies Representative (faculty member)
- Registrar or designate (non-voting)

*Co-opted (as approved by Senate)*

- One graduate student

Quorum: 7 voting members

### **Learning and Research Committee**

Responsible for recommending the following to Senate:

- Matters relating to the learning and research environment, including – but not limited to – the Strategic Research Plan, the Academic Plan, and strategic learning initiatives;
- The granting of honorary degrees and emeritus status, and any associated policies;
- Matters relating to Meetings of the Convocation and tributes;
- Matters relating to international programs and initiatives; and
- Matters relating to the management and conduct of the Library.

Composition: *Elected from Senate*

- Faculty Members or Deans (5)
- Students (2)
- Graduate Student (1)
- Convocation (1)

*Ex Officio*

- Chancellor
- President
- Deputy Vice-Chancellor
- Provost and Vice-Principal Academic
- Dean of the College of Graduate Studies and Vice-Provost, Research
- Vice-Principal, Research
- Associate Vice-President Students (non-voting; does not participate when considering matters relating to honorary degrees or emeritus status)
- Chief Librarian, Okanagan Campus (non-voting; does not participate when considering matters relating to honorary degrees or emeritus status)
- Director, Centre for Teaching and Learning (voting)
- Director of Ceremonies (non-voting; only participates when considering matters related to honorary degrees)
- Registrar or designate (non-voting)

### **Nominating Committee**

Responsible for recommending the following to Senate:

- Committee Terms of Reference;
- Establishment of standing and ad-hoc committees of Senate;
- The elected membership of Senate committees and other bodies with Senators as elected or appointed members;
- Academic Administrative Appointment policies; and,
- The composition of Senate.

Composition:

*Elected from Senate*

- Senators (non-student) (5)
- Students (2)

*Ex Officio*

- Chancellor
- President
- Registrar or designate (non-voting)



## Memorandum

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Date 9 May 2014

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To UBC Okanagan Senate

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From Deborah Buszard, Deputy Vice-Chancellor & Principal

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Subject Deputy Vice-Chancellor & Principal's Activity Report

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Enclosed please find the Deputy Vice-Chancellor & Principal's activity report for  
January 1, 2014 - May 9, 2014.

## Record of Deputy Vice Chancellor & Principal's Activities

Period of: January 1st 2014 - May 9th, 2014

### External Group

January 9th, 2014	Jim Hamilton, President, Okanagan College
January 13th, 2014	Mark Dale, UNBC, Interim President and Vice-Chancellor John Young, UNBC, Interim, Provost and Vice-President Academic Alan Shaver, TRU, President and Vice-Chancellor Ulrich Scheck, TRU, Provost and Vice-President Academic
January 14th, 2014	Stephen T. Koerner, Camosun College Faculty Member
January 14th, 2014	Charles Laurence (Laurie) Peers, retired Vancouver lawyer
January 15th, 2014	Lane Merrifield, Co-founder of FreshGrade, Co-founder and past CEO of Club Penguin & Maegan Merrifield, PhD student, Art Therapy
January 15th, 2014	Chris Lefavre, Retired Occupational Therapist and Author
January 16th, 2014	Jim Hamilton, President, Okanagan College & Andrew Hay, Vice President, Okanagan College
January 17th, 2014	Theresa Arsenault, Q.C., Pushor Mitchell LLP
January 22nd, 2014	Janice Taylor, CEO of "Just Be Friends"
January 23rd, 2014	Jim Hamilton (President, Okanagan College) Lane Merrifield (Co-founder of FreshGrade, Co-founder and past CEO of Club Penguin) & Jeff Keen (CEO, Accelerate Okanagan)
January 23rd, 2014	Johan Schnurer, Pro Vice-Chancellor, Swedish University of Agricultural Sciences (SLU)
January 23rd, 2014	Martin Cronin, CEO, Helios Global Technologies Ltd.
January 23rd, 2014	Dr. Charles (Chuck) Fipke, President, CF Minerals Research and Founder, Charles E. Fipke Foundation
January 24th, 2014	Jim Gray, Chairman Emeritus of Canada West Foundation & Brad Clements, Head of Okanagan Rail Trail Initiative
January 27th, 2014	Robin Ciceri, President, the Research Universities' Council of BC
January, 27th, 2014	Annedorte Vad, Senior Advisor, International Research Cooperation, Copenhagen School of Business
January 29th, 2014	External Community Advisory Council Meeting
January 30th, 2014	Interior Savings Representatives: Kathy Conway (President & CEO), Gene Creelman (VP Marketing & Communications), Sonya Barker (Community Relations Coordinator) & Sarah Campbell (Development Officer)
February 5th, 2014	National Oil Company of Libya Representative
February 5th, 2014	Brad McIntosh, McIntosh Properties
February 17th, 2014	Hao Shi, Chief Rep of Canada for Agricultural Bank of China
February 19th, 2014	Christopher Grieve, Headmaster, Aberdeen Preparatory Hall School
February 24th, 2014	Robin Ciceri, President, the Research Universities' Council of BC
March 6th, 2014	Randall Shier, President, Mission Group Properties
March 10th, 2014	Jim Hamilton, President, Okanagan College
March 13th, 2014	Dr. Charles (Chuck) Fipke, President, CF Minerals Research and Founder, Charles E. Fipke Foundation
March 14th, 2014	Christine Tausig Ford, Vice President and Chief Operating Officer, Association of Universities and Colleges of Canada (AUCC)

March 17th, 2014	Malcolm Metcalfe, Founder & CTO, ENBALA Power Networks
March 19th, 2014	Daniel Plant, Imperial College of London, UK
March 19th, 2014	Mini Med Wrap Up Meeting
March 19th, 2014	Desert Salmon Society Board of Directors Meeting
March 20th, 2014	Jim Hamilton, President, Okanagan College & Mark Evered, President, University of the Fraser Valley
April 3rd, 2014	Kedge Business School, Bordeaux, France
April 4th, 2014	Orkestra, the Basque Institute of Competitiveness, San Sebastian, Spain
April 7th, 2014	Peter Childs, Imperial College, London, UK
April 8th, 2014	Imperial College, London, UK
April 10th, 2014	Morna Consedine, President, Maracon Associates International Inc.
April 11th, 2014	Task Force on Gender-Based Violence and Aboriginal Stereotypes
April 11th, 2014	Alan Shaver, TRU, President and Vice-Chancellor & Mark Dale, UNBC, Interim President and Vice-Chancellor
April 24th, 2014	Supt. Nick Romanchuk, Officer in Charge, RCMP Kelowna Detachment
April 28th, 2014	Natalie Drolet, Director, Business Development, AirSprint Private Aviation
April 28th, 2014	Ken Finch, Chairman, Kal Tire
April 30th, 2014	Jim Hamilton, President of Okanagan College and Lane Merrifield, Co-founder of FreshGrade, Co-founder and past CEO of Club Penguin
April 30th, 2014	Randall Shier, President, Mission Group Properties & Sandra Shier
May 1st, 2014	Gordon Clark, Retired General Counsel, Crown Forest Industries Ltd. & Past Councillor, District Corporation of Summerland
May 2nd, 2014	Chris Lefavre, Retired Occupational Therapist & Author

### **Government**

January 20th, 2014	Roundtable with MP Ron Cannan & the Honorable Kerry-Lynne D. Findlay
February 4th, 2014	Women's Reception for Premier Christy Clark
February 7th, 2014	Dr. Christiane Deslauriers (Director General, Coastal Eco-Zones, Science and Technology Branch, Agriculture and Agri-Food Canada) & Dr. Kenna MacKenzie (Acting Research, Development & Technology Director, Agriculture and Agri-Food Canada)
February 13th, 2014	Annual State of the City Address by Mayor Walter Gray
February 18th, 2014	Lake Country City Council Meeting
February 21st, 2014	Kelowna Chamber of Commerce, Special Luncheon, Budget 2014
February 25th, 2014	Colin Basran, Councillor, City of Kelowna
February 25th, 2014	West Kelowna Council Meeting
March 12th, 2014	Kevin Butterworth, Executive Director, Technology and Innovation, BC Ministry of Technology, Innovation and Citizen's Services
April 7th, 2014	Marta Solorzano, Director of Operations, Europe Trade and Investment Representative Office, London UK
April 14th, 2014	Daphne Meredith, Deputy Minister, Western Economic Diversification Canada



April 15th, 2014	Marc Fortin, Assistant Deputy Minister (Science and Technology) of the Department of National Defence, CEO of Defense Research and Development Canada
April 29th, 2014	John Knubley, Deputy Minister of Industry Canada & Doug Kinsey, Regional Executive Director of Industry Canada's Pacific Regional Office
May 6th, 2014	Shirley Bond (Minister of Jobs, Tourism & Skills Training and Minister Responsible for Labour), Andrew Wilkinson (Minister of Technology, Innovation and Citizens' Services), Amrik Virk (Minister of Advanced Education), Tony Loughran (Executive Director, Research Universities, International Education and Health Programs Branch, Ministry of Advanced Education) & Bobbi Plecas (ADM, Institutions and Programs Division, Ministry of Advanced Education)

### Travel

January 13th, 2014	Prince George: UNBC, TRU & UBCO President's / DVC Meeting
April 1st - 8th, 2014	Europe: Imperial College (London, UK); Kedge Business School (Bordeaux, France); Basque Institute of Competitiveness (San Sebastian, Spain)

### Speeches / Events

January 22nd, 2014	WiSE Professional Development Event, Imposter Panel
January 30th, 2014	Okanagan Women Leaders Reception, Hosted by Laurel Douglas, Theresa Arsenault, Martine Hickman & Kathy Johnson
January 17th, 2014	DAE Skills Presentation, Vancouver
February 21st, 2014	WiSE Mentoring Program, Mentoring Evening
March 12th, 2014	School District #23 Education Week Breakfast
March 19th, 2014	Management Students' Dress for Success Session
April 9th, 2014	School District #23 Board of Education Public Meeting
April 16th, 2014	Western Innovation Forum, Vancouver
April 23rd, 2014	President's Research Lunch
April 24th, 2014	Valley First/ UBC Athletics Scholarship Breakfast
April 29th, 2014	New Faculty Hires Reception
May 1st, 2014	20th Annual Aboriginal Career Fair
May 1st, 2014	39th Annual Kelowna Civic & Community Awards
May 8th, 2014	Teaching Awards Reception
May 9th, 2014	Canadian Chamber of Commerce Roundtable, Vancouver

### Student Events / Meetings

January 30th, 2014	David Nixon (student), Phoenix News Editor-in-Chief
January 31st, 2014	Alexa Geddes (student), Mental Health Initiatives on Campus
February 5th, 2014	UBC Students' Union Meeting
March 10th, 2014	UBC Students' Union and Campus Life Student Leaders
March 20th, 2014	Student Lunch, UBCO Women's Cross Country Running Team
April 10th, 2014	Nick Dodds, UBCSUO
April 25th, 2014	Alumni UBC Anniversary Luncheon (30,40 and 50 year milestones)



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May 4, 2014

**To: Okanagan Senate**

**From: Admissions and Awards Committee**

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

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

*Motion: That Senate approve the admissions proposal for the Bachelor of Human Kinetics program with revisions to the Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum effective for entry to the 2016 Winter Session and thereafter, and the admissions proposal for the Faculty of Education's Elementary Teacher Education Program effective for entry to the 2015 Winter Session and thereafter.*

Respectfully submitted,

Dr. Abbas Milani  
Chair, Admissions and Awards Committee



## Admissions Proposal Form – Okanagan Campus

<p><b>Faculty:</b> Health and Social Development  <b>Department/Unit:</b> Human Kinetics  <b>Faculty/School Approval Date:</b> April 22, 2014  <b>Effective Session:</b> 2016W. To be included in the Academic Calendar upon approval for the purposes of informing prospective students.</p>	<p><b>Date:</b> March 3, 2014  <b>Contact Person:</b> Paul van Donkelaar  <b>Phone:</b> 250.807.8858  <b>Email:</b> <a href="mailto:paul.vandonkelaar@ubc.ca">paul.vandonkelaar@ubc.ca</a></p>																
<p><b>Proposed Academic Calendar Entry:</b>  <a href="#">Homepage (draft) Admissions Applicants Following the BC/Yukon High School Curriculum</a> Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum</p> <p><b><i>Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum</i></b></p> <p><i>This is a draft edition of the UBC Okanagan Academic Calendar. Please do not distribute this URL, and do not rely on this information for current academic requirements.</i></p> <p><b>[334]</b> This table shows the required courses used in the calculation of the admission average for specific programs, as well as courses that are required but are not used in the calculation of the average.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Program</th> <th style="text-align: left;">Faculty/School</th> <th style="text-align: left;">Average Calculated on the Following Required Courses or</th> <th style="text-align: left;">Courses Required but Not Included in the</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Program	Faculty/School	Average Calculated on the Following Required Courses or	Courses Required but Not Included in the					<p><b>Draft Academic Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,22,68,0">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,22,68,0</a></p> <p><b>Present Academic Calendar Entry:</b>  <a href="#">Homepage (draft) Admissions Applicants Following the BC/Yukon High School Curriculum</a> Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum</p> <p><b><i>Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum</i></b></p> <p><i>This is a draft edition of the UBC Okanagan Academic Calendar. Please do not distribute this URL, and do not rely on this information for current academic requirements.</i></p> <p><b>[334]</b> This table shows the required courses used in the calculation of the admission average for specific programs, as well as courses that are required but are not used in the calculation of the average.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Program</th> <th style="text-align: left;">Faculty/School</th> <th style="text-align: left;">Average Calculated on the Following Required Courses or</th> <th style="text-align: left;">Courses Required but Not Included in the</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Program	Faculty/School	Average Calculated on the Following Required Courses or	Courses Required but Not Included in the				
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	IB/AP Equivalents	Calculati on of the Average		IB/AP Equivalents	Calculati on of the Average
<p>[...]</p> <p><a href="#">Human Kinetics</a> B. <a href="#">Health and Social Development/Health and Exercise Sciences</a> English 12 or English 12 First Peoples; <b><u>Biology 12; Principles of Mathematics 12 or Pre-Calculus 12; One other approved Grade 12 course</u></b></p> <p>[...]</p>		<p><b><u>Chemistry 11; Physics 11</u></b></p>	<p>[...]</p> <p><a href="#">Human Kinetics</a> B. <a href="#">Health and Social Development/Health and Exercise Sciences</a> English 12 or English 12 First Peoples; <b><u>One of: Principles of Mathematics 11 or Pre-Calculus 11; One of: Biology 12, Chemistry 12, Geology 12, or Physics 12; Two other approved Grade 12 courses</u></b></p> <p>[...]</p>		



### Present Academic Calendar Entry:

[Homepage \(draft\) Faculties, Schools, and Colleges School of Health and Exercise Sciences Bachelor of Human Kinetics](#) Admission Requirements

### Admission Requirements

*This is a draft edition of the UBC Okanagan Academic Calendar. Please do not distribute this URL, and do not rely on this information for current academic requirements.*

**[15780]** Admission to the Bachelor of Human Kinetics (B.H.K.) program is based on a competitive entry model: achievement of the minimum requirements for admission does not guarantee acceptance. Students applying to enter the program must make formal application to Enrolment Services no later than January 31.

**[15781]** Competitive entry will be based on an admission average calculated on the following [UBC Okanagan campus-approved Grade 12 Courses](#) (or equivalents):

#### **[15782]**

- English 12 or English 12 First Peoples;
- **Biology 12;**
- **Principles of Mathematics 12 or Pre-Calculus 12;**
- **one other approved Grade 12 course.**

**[15783]** The following additional courses are required but are not used to calculate

### Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,346,1061,1285>

### Present Academic Calendar Entry:

[Homepage \(draft\) Faculties, Schools, and Colleges School of Health and Exercise Sciences Bachelor of Human Kinetics](#) Admission Requirements

### Admission Requirements

*This is a draft edition of the UBC Okanagan Academic Calendar. Please do not distribute this URL, and do not rely on this information for current academic requirements.*

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**[15781]** Competitive entry will be based on an admission average calculated on the following [UBC Okanagan campus-approved Grade 12 Courses](#) (or equivalents):

#### **[15782]**

- English 12 or English 12 First Peoples;
- ~~one of Principles of Mathematics 12, Pre-Calculus 12, Biology 12, Geology 12, Chemistry 12, Physics 12;~~
- ~~two other approved Grade 12 courses.~~

**[15783]** The following additional courses are required but are not used to calculate



<p>the applicant's admission average:</p> <p><b>[15784]</b></p> <ul style="list-style-type: none"> <li>• <b><u>Chemistry 11;</u></b></li> <li>• <b><u>Physics 11.</u></b></li> </ul> <p>[...]</p>	<p>the applicant's admission average:</p> <p><b>[15784]</b></p> <ul style="list-style-type: none"> <li>• <del><b>one of Principles of Mathematics 11 or Pre-Calculus 11;</b></del></li> <li>• <del><b>one of Biology 11, Chemistry 11, or Physics 11.</b></del></li> </ul> <p>[...]</p> <p><b>Type of Action:</b> Revise admission requirements for the Bachelor of Human Kinetics.</p> <p><b>Rationale:</b> Due to the science-based course content within our curriculum, the current admission requirements are not preparing the students well enough to be able to master the content within the degree. The addition of, or modification to, the required courses for admission to the program will better prepare the students with a basic background in human anatomy and physiology, math, physics and chemistry to build on within our degree program. The new and original admissions requirements will be listed together until the appropriate time prior to the Fall 2016 term.</p>
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## Admissions Proposal Form – Okanagan Campus

<p><b>Faculty/School:</b> Education  <b>Department/Unit:</b> Undergraduate  <b>Faculty Approval Date:</b> March 19, 2014  <b>Effective Session:</b> 2015W. To be included in the Academic Calendar upon approval for the purpose of informing prospective students.</p>	<p><b>Date:</b> April 4, 2014  <b>Contact Person:</b> Annette LaGrange  <b>Phone:</b> 250.807.9586  <b>Email:</b> <a href="mailto:annette.lagrange@ubc.ca">annette.lagrange@ubc.ca</a></p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><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><i>This is a draft edition of the UBC Okanagan Academic Calendar. Please do not distribute this URL, and do not rely on this information for current academic requirements.</i></p> <p><b>[11667] Admission Requirements</b></p> <p><b><u>[11668] Students may apply for admission to the two-year Bachelor of Education after completing a minimum of 90 transferable credits in an undergraduate degree program acceptable in content to the Faculty of Education. These credits must include the requirements listed below:</u></b></p>	<p><b>Draft Academic 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 Academic Calendar Entry:</b></p> <p><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><i>This is a draft edition of the UBC Okanagan Academic Calendar. Please do not distribute this URL, and do not rely on this information for current academic requirements.</i></p> <p><b>[11667] Admission Requirements</b></p> <p><b><del>[11668] 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</del></b></p>



<p><b>[11669]</b></p> <ul style="list-style-type: none"> <li>• Cumulative average: a cumulative average of at least 65% in the last 30 credits of post-secondary coursework passed, failed, and/or repeated;</li> <li>• 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;</li> <li>• Canadian studies: <b>3</b> credits that have significant Canadian content. Note: the Teacher Regulation Branch defines 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 <b>in</b> exemplar supporting concepts of another academic discipline";</li> <li>• Lab science: 3 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</li> </ul>	<p><del>requirements listed below:</del></p> <p><b>[11669]</b></p> <ul style="list-style-type: none"> <li>• Cumulative average: a cumulative average of at least 65% in the last 30 credits of post-secondary coursework passed, failed, and/or repeated;</li> <li>• 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;</li> <li>• Canadian studies: <b>6</b> credits that have significant Canadian content (<del>3 credits of which must be Canadian History or Canadian Geography</del>). Note: the Teacher Regulation Branch defines <b>its</b> 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 <b>as</b> exemplar supporting concepts of another academic discipline";</li> <li>• Lab science: 3 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</li> </ul>
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<p>of lecture and two or three hours of labs per week;</p> <ul style="list-style-type: none"> <li>• Mathematics: 3 credits of approved mathematics courses completed no more than 10 years prior to entering the program. Note: business math, finance math, or statistics courses are not acceptable;</li> <li>• <b><u>30 credits of 200-, 300-, or 400-level coursework in any of the following subjects taught widely in BC public schools: anthropology, biology, chemistry, computer science, dance, economics, English, environmental science, French, geography, health studies, history, human kinetics, indigenous studies, mathematics, music, physics, political science, sociology, theatre, and visual arts. Students wishing to take a course in a discipline not listed should consult with an Education Academic Advisor. A minimum of 18 out of the required 30 credits must be at the 300 and/or 400 level. A maximum of 12 credits at the 200 level can be applied toward the 30 credit requirement and at least 6 credits of introductory coursework in the discipline must be completed for 200-level coursework to be acceptable.</u></b></li> </ul>	<p>of lecture and two or three hours of labs per week. <del>Courses in human anatomy, human physiology, or computer science are not acceptable lab science courses;</del></p> <ul style="list-style-type: none"> <li>• Mathematics: 3 credits of approved mathematics courses completed no more than 10 years prior to entering the program. Note: business math, finance math, or statistics courses are not acceptable;</li> <li>• <del>30 credits of senior-level academic coursework as defined below (see lists of TRB-approved academic subject areas below):</del> <ul style="list-style-type: none"> <li>▪ <del>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;</del></li> <li>▪ <del>senior-level academic coursework is approved coursework at the 300 or 400 level which has prerequisites;</del></li> <li>▪ <del>senior-level academic coursework numbered 200 or higher cannot be of an introductory nature.</del></li> </ul> </li> </ul> <p><b>[12956] TRB Approved Senior-Level Academic Subject Areas</b></p> <p><b>[11672] The disciplines in Lists A and B below have been set and approved by the Teacher Regulation Branch. Students may select coursework from either List A or List B or from a combination of subjects from List A and List B. Students wishing to take a course in a discipline that does not appear on one of</b></p>
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~~these lists should check with an advisor first.~~

**[11673] List A**

**[11674]** The following subjects are related to subjects widely taught in BC public schools. ~~Students may choose 30 credits of senior-level coursework from any one subject or any combination of subjects appearing on this list:~~ **art/visual arts, biology, chemistry, computer science, ~~computer studies,~~ earth/geological sciences, English, French language and literature, geography, history, math, music, and physics.**

**[11675] List B**

~~[11676] Since the following subjects are not core teaching areas, students may choose up to 30 credits of senior-level coursework from a combination of subjects appearing on this list, but not more than 12 credits from any one subject may count toward the requirement for 30 credits of senior-level coursework.~~

~~[11677] Fine Arts: dance, film studies, and theatre/drama.~~

~~[11678] Language and Citizenship: anthropology; archaeology; Asian/Pacific studies; Canadian studies; Classics/Greek and Roman studies; criminology; economics; First Nations language/First Nations studies; German/Germanic studies; Hispanic, Spanish, and Latin American studies; Italian/Italian studies; Japanese; Latin; law; linguistics; Mandarin; philosophy; political science; Punjabi; Russian/Slavic studies; sociology; urban and community studies; and women's~~



<p><b>[12973] <u>As part of the 90 transferable credits of undergraduate degree coursework required for admission to the Elementary Teacher Education Program (ETEP), a</u> maximum of 12 credits of coursework from professional degree programs, including but not restricted to business, law, nursing, and social work, may be accepted.</b></p>	<p><b>studies.</b></p> <p><b>[11679] <del>Math and Sciences: agricultural/animal science, anatomy/physiology, applied science, astronomy, atmospheric science, biochemistry, botany/plant science, genetics, geophysics, history/philosophy of science, microbiology, marine science, nuclear science, oceanography, soil science, statistics, environmental sciences/environmental studies, and wood science.</del></b></p> <p><b>[11680] <del>Personal Planning: family studies/family science, and psychology/cognitive science.</del></b></p> <p><b>[11681] <del>Physical Education: human kinetics/kinesiology, and physical education.</del></b></p> <p><b>[11682] <del>Practical Arts: accounting/finance, commercial/business studies, food science/human nutrition, library and information studies, and marketing.</del></b></p> <p><b>[12972] <del>The UBC Okanagan campus Faculty of Education requires that at least 15 credits of the required 30 credits of senior-level coursework be completed at the 300 and/or 400 level.</del></b></p> <p><b>[12973] <del>A maximum of 12 credits of coursework from professional degree programs, including but not restricted to business, law, nursing, and social work, may be accepted as part of the 90 transferable credits of undergraduate degree coursework required for admission to the Elementary Teacher Education Program (ETEP) five-year B.Ed.</del></b></p> <p><b>[11687] <del>Examples of UBC Okanagan</del></b></p>
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**~~campus courses that satisfy English, Lab Science, Mathematics, and Canadian Studies admission requirements (non-exhaustive)~~**

**English**

**One of the following groupings:**

- ~~– One of ENGL 112, 113; plus one of ENGL 150, 151, 153<sup>+</sup>~~**
- ~~– Two of ENGL 150, 151, 153<sup>+</sup>~~**

**Lab Science**

- ~~One of ASTR 110, 111~~**
- ~~One of ASTR 120, 121~~**
- ~~BIOL 116, 117, 122, and/or 125~~**
- ~~One of CHEM 111, 113, 121, 123~~**
- ~~EESC 111 and/or 121~~**
- ~~GEOG 108 and/or 109~~**
- ~~One of PHYS 102, 111, 112, 122, 140~~**

**Mathematics**

- ~~MATH 100, 101, 111, 116, 160~~**

**Canadian Studies**

- ~~ANTH 220 First Nations of British Columbia (3)~~**
- ~~ANTH 420 Archaeology of BC (3)~~**
- ~~ARTH 236 History of Art in Canada I (3)~~**
- ~~ARTH 246 History of Art in Canada II (3)~~**
- ~~ARTH 320 Art in Canada 1900–1970 (3)~~**
- ~~ARTH 321 Art in Canada 1970 to Present (3)~~**
- ~~ECON 112 Introduction to the Canadian Economy (3)~~**
- ~~ECON 332 The Canadian Economy to 1929 (3)~~**
- ~~ECON 333 The Canadian Economy~~**



	<p><del>since 1929 (3)</del></p> <p><del>ENGL 222 Literature in Canada (3)</del></p> <p><del>ENGL 377 English-Canadian Screen Culture (3)</del></p> <p><del>ENGL 470 Canadian Studies (3-12)</del></p> <p><del>ENGL 473 Indigenous Literature in Canada (3-12)</del></p> <p><del>ENGL 481 Canadian Poetry (3)</del></p> <p><del>ENGL 482 Canadian Fiction (3)</del></p> <p><del>ENGL 483 Studies in Canadian Literature (3)</del></p> <p><del>FREN 330 Québécois Literature (3)</del></p> <p><del>FREN 331 Québécois and French-Canadian Civilization I (3)</del></p> <p><del>GEOG 217 Regional Geography of BC (3)</del></p> <p><del>GEOG 290 Introduction to Geography of Canada (3)</del></p> <p><del>GEOG 317 The Physical Environment of BC (3)</del></p> <p><del>HIST 112 Canada to 1867 (3)</del></p> <p><del>HIST 122 Canada since 1867 (3)</del></p> <p><del>HIST 302 History of the Native Peoples of Canada (6)</del></p> <p><del>HIST 307 French North America to 1803 (6)</del></p> <p><del>HIST 326 British North American Colonies, 1749-1873 (6)</del></p> <p><del>HIST 329 Canadian Social History (6)</del></p> <p><del>HIST 404 British Columbia (6)</del></p> <p><del>HIST 466 Canada 1896 to World War II (3)</del></p> <p><del>HIST 467 Canada WW II to Present (3)</del></p> <p><del>POLI 101 The Government of Canada (3)</del></p> <p><del>POLI 303 Federalism in Canada (3)</del></p> <p><del>POLI 402 Law and Politics of the</del></p>
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**[11689] Program of Study for ETEP  
Five-Year Degree and Two-Year  
Post Degree**

[...]

~~**Canadian Constitution (3)**~~

~~**SOCI 203 Canadian Social Issues (3)**~~

~~**SOCI 211 Canadian Society I (3)**~~

~~**SOCI 221 Canadian Society II (3)**~~

~~**SOCI 222 Race and Ethnic Relations II  
(3)**~~

~~**SOCI 311 Canadian Society (6)**~~

~~<sup>†</sup>**ENGL 152 will be acceptable for the 3  
credits of the English requirement if  
completed prior to Feb/06.**~~

**[11689] Program of Study for ETEP  
Five-Year Degree and Two-Year  
Post Degree**

[...]

**Type of Action:** Revision to the  
Elementary Teacher Education program's  
admission requirements.

**Rationale:**

The following changes were made to the  
admission requirements for the Elementary  
Teacher Education program:

- Teacher Regulation Branch decreased  
their Canadian Studies requirement from  
six credits, to three credits. Because of  
this, the Canadian Studies admission  
requirement was decreased to three  
credits.
- The Faculty-implemented restriction on  
Lab Sciences was removed, to allow for  
more flexibility in student choice, and to  
better reflect the science teachable  
subjects as mandated by the Ministry of  
Education.
- The term "senior level academic  
coursework" was changed to  
"coursework", as in this case it is  
referring to 200, 300 and 400-level  
courses and was contradicting UBC's  
definition of the term.



- The number of 300 and 400 level credits required was increased from 15 to 18, to limit the number of 200-level courses eligible to fulfill the requirement.
- The previous List A and List B were consolidated into one updated list, to be more clearly aligned with the Teacher Regulation Branch's policies and bylaws. This list reflects the teachable subjects as mandated by the Ministry of Education, for elementary education.
- The non-exhaustive list of Examples of UBC Okanagan campus courses was removed, as it is out of date and difficult to maintain its currency and accuracy.



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THE UNIVERSITY OF BRITISH COLUMBIA

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May 4, 2014

**To: Okanagan Senate**

**From: Admissions and Awards Committee**

**Subject: May New and Revised Award (approval)**

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

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

New Award:

Respectfully submitted,

Dr. Abbas Milani  
Chair, Admissions and Awards Committee



**THE UNIVERSITY OF BRITISH COLUMBIA****Development and Alumni Engagement**

The University of British Columbia | Okanagan campus  
3333 University Way  
Kelowna, BC V1V 1V7

Tel 250.807.8565 | Fax 250.807.9211

<http://web.ubc.ca/okanagan/invest>

**April 28, 2014**

**From: Paul Greenhough, Development and Alumni Engagement, Okanagan Campus**

**To: Okanagan Senate Admissions and Awards Committee**

**Re: Awards recommended for approval by the Okanagan Senate Admissions and Awards Committee**

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**New awards for consideration:**

1. Proposed Award Title: **BMO Bank of Montreal Scholarship in Management**

A \$1,000 scholarship is offered by BMO Bank of Montreal to a fourth-year student in the Bachelor of Management Program in the Faculty of Management at the University of British Columbia, Okanagan campus. Preference will be given to the student with the highest sessional grade point average in third year. (First award available for the 2014 Winter Session)

2. Proposed Award Title: **BMO Bank of Montreal Aboriginal Scholarship**

A \$1,000 scholarship is offered by BMO Bank of Montreal to a fourth-year Aboriginal student enrolled at the University of British Columbia, Okanagan campus. Preference will be given to the aboriginal student with the highest sessional grade point average in third year. (First award available for the 2014 Winter Session)

3. Proposed Award Title: **UBC Students' Union Okanagan Service Award for Outstanding Community Engagement**

A \$1,000 service award has been endowed by the UBC Students' Union Okanagan for students enrolled at the University of British Columbia, Okanagan campus. This award recognizes one or more students in undergraduate or graduate programs who have demonstrated commendable efforts to enhance on-campus engagement and well-being. (First award available for the 2014 Winter Session)

4. Proposed Award Title: **MMM Group Bursary Award in Engineering**

A \$1,000 bursary is offered by MMM Group to a student in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to the student with the greatest financial need. (First award available for the 2014 Winter Session)

5. Proposed Award Title: **Michael Joseph Jones Dobson Memorial Award**

A \$1,000 Award is offered by the family and friends of Michael Joseph Jones Dobson to a student in the Faculty of Management at the University of British Columbia, Okanagan Campus. Preference is given to a student who has demonstrated campus community involvement and service to others, academic achievement, and the greatest financial need. Michael is remembered for his study and application of business, his passion and enthusiasm at his opportunity to serve as the President of the Management Student Association and on the University Senate, and his tireless efforts to serve other students by enhancing their campus and educational experience. (First award available for the 2014 Winter Session)

6. Proposed Award Title: **The Honorable Ross Fitzpatrick Scholarship in Political Science**

Two scholarships of \$2,500 are offered to third- or fourth-year students with first-class academic standing (of 80% or higher) who are pursuing a major in Political Science or Philosophy, Politics, and Economics in the Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan campus. Preference is given to students who graduated from a high school in the Thompson Okanagan. Awards are made on the recommendation of the School. (First awards available for the 2014 Winter Session)

7. Proposed Award Title: **Golder Associates Award in Earth and Environmental Sciences**

A \$1,000 award is offered by Golder Associates to a third-year student in the Bachelor of Science Program in the Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan campus. Preference is given to a student who: has demonstrated academic excellence; has graduated from a high school in the Province of British Columbia; is majoring in Earth and Environmental Sciences; and who fosters teamwork in the classroom or participates in environmental initiatives. The award is made on the recommendation of the School. (First award available for the 2014 Winter Session)

8. Proposed Award Title: **Poppy Irvine Award**

A \$1,000 award has been endowed by Professor Deborah Buszard for a third- or fourth-year student at the University of British Columbia, Okanagan campus. Preference is given to a student with the greatest financial need and demonstrated academic performance. (First award available for the 2014 Winter Session)

9. Proposed Award Title: **Rob Demitz Memorial Athletics Award**

Awards totalling \$1,000 are offered by the Kelowna Rotary Foundation in memory of Rob Demitz to Varsity athletes at the University of British Columbia, Okanagan campus. Preference is given to the most improved male and female athletes on the Varsity Golf Team. Adhering to athletic association regulations, the award is made on the recommendation of the Athletics & Recreation Department. (First award available for the 2014 Winter Session)

**Previously-approved awards with changes in terms or funding source:**

**Current existing - Frances Harris Prize in Fine Arts**

A \$375 prize is offered through the Francis Harris Fund, administered by the Community Foundation of the South Okanagan | Similkameen, to an outstanding student in visual arts continuing in the Visual Arts Program at the University of British Columbia Okanagan. The award is made on the recommendation of the Faculty of Creative and Critical Studies.

Amended Description: Frances Harris Prize in Fine Arts

A \$375 prize is offered through the Francis Harris Fund, administered by the Community Foundation of the South Okanagan | Similkameen, to an outstanding student in visual arts continuing in the Visual Arts Program at the University of British Columbia Okanagan. The award is made on the recommendation of the Faculty of Creative and Critical Studies.

How Amended: Preference wording added at the request of the donor.

**Current existing - Crowe MacKay LLP and CAEF Achievement Award in Accounting**

A \$2,500 award is offered by Crowe MacKay LLP Kelowna and the Chartered Accountants Education Fund (CAEF) of British Columbia to a third-year student in the Bachelor of Management Program in the Faculty of Management at the University of British Columbia, Okanagan campus. Consideration will be given to students pursuing a career in chartered accounting who have excelled in third-year accounting courses and have demonstrated a strong involvement in professional and extracurricular activities. Equal consideration is to be given to academic and non-academic criteria. The award is made on the recommendation of the Faculty.

Amended Description: Crowe MacKay LLP and CAEF Achievement Award in Accounting

A \$2,500 award is offered by Crowe MacKay LLP Kelowna and the Chartered Accountants Education Fund (CAEF) of British Columbia to a third-year student in the Bachelor of Management Program in the Faculty of Management at the University of British Columbia, Okanagan campus. Consideration will be given to students pursuing a career in chartered accounting who have excelled in third-year accounting courses and have demonstrated a strong involvement in professional and extracurricular activities. Equal consideration is to be given to academic and non-academic criteria. The award is made on the recommendation of the Faculty.

How Amended: Preference wording added at the request of the donor.

**Current Existing - Crowe MacKay LLP and CAEF Leadership Award in Accounting**

A \$2,500 award is offered by Crowe McKay LLP Kelowna and the Chartered Accountants Education Fund (CAEF) of British Columbia to a third-year student in the Bachelor of Management Program in the Faculty of Management at the University of British Columbia, Okanagan campus. In addition to demonstrating a high level of academic achievement, candidates must also exemplify leadership by engaging in campus life and serving as a role model for their peers. The award is made on the recommendation of the Faculty to a student pursuing a career in chartered accounting.

Amended Description: Crowe MacKay LLP and CAEF Leadership Award in Accounting

A \$2,500 award is offered by Crowe McKay LLP Kelowna and the Chartered Accountants Education Fund (CAEF) of British Columbia to a third-year student in the Bachelor of Management Program in the Faculty of Management at the University of British Columbia, Okanagan campus. In addition to demonstrating a high level of academic achievement, candidates must also exemplify leadership by engaging in campus life and serving as a role model for their peers. The award is made on the recommendation of the Faculty to a student pursuing a career in chartered accounting.

How Amended: Preference wording added at the request of the donor.

#### **Current Existing - Canadian Federation of University Women Kelowna Graduate Scholarship**

A \$2,000 scholarship is offered by the Kelowna chapter of the Canadian Federation of University Women Kelowna to a female graduate student in the College of Graduate Studies at the University of British Columbia, Okanagan campus. Preference is given to a student who is a resident of the Regional District of Central Okanagan, who has demonstrated academic excellence, and who has demonstrated the greatest financial need. The award is made on the recommendation of the Faculty to a student demonstrating academic excellence. Previous recipients of Canadian Federation of University Women awards provided by the Kelowna Chapter are ineligible.

Amended Description: Canadian Federation of University Women Kelowna Graduate Scholarship

A \$2,000 scholarship is offered by the Canadian Federation of University Women Kelowna to a female graduate student in the College of Graduate Studies at the University of British Columbia, Okanagan campus. Preference is given to a student who is a resident of the Regional District of Central Okanagan, who has demonstrated academic excellence, and who has demonstrated the greatest financial need.

How Amended: Preference wording added at the request of the donor.

#### **Current Existing - Canadian Federation of University Women Kelowna Undergraduate Scholarship**

A \$2,000 scholarship is offered by the Kelowna chapter of the Canadian Federation of University Women Kelowna to a female student entering the fourth year of study in either the in the School of Engineering in the Faculty of Applied Science, or the Programs of Mathematics, Physics or Computer Science within in the Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan campus. . The scholarship will be awarded to a student from the School of Engineering in even numbered years and the Irving K. Barber School of Arts and Sciences for odd numbered years. Preference is given to a student who has demonstrated academic excellence, who has graduated from a secondary school in the Thompson Okanagan region, and who has demonstrated the greatest financial need. The award is made to a student demonstrating academic excellence. Previous recipients of Canadian Federation of University Women awards provided by the Kelowna Chapter are ineligible

Amended Description: Canadian Federation of University Women Kelowna Undergraduate Scholarship

A \$2,000 scholarship is offered by the Canadian Federation of University Women Kelowna to a female student entering fourth year in the School of Engineering in the Faculty of Applied Science, or the programs of Mathematics, Physics, or Computer Science in the Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan campus. The scholarship will be awarded to a student from the School of Engineering in even numbered years and the Irving K. Barber School of Arts and Sciences for odd numbered years. Preference is given to a student who has demonstrated academic excellence, who has graduated from a secondary school in the Thompson Okanagan region, and who has demonstrated the greatest financial need.

How Amended: Preference wording added at the request of the donor.

**Current Existing - Associated Engineering Scholarship Award in Sciences**

A \$1,500 scholarship award is offered by Associated Engineering to a student entering completing third or fourth year in the Bachelor of Science Program in the Irving K. Barber School of Arts and Sciences at The University of British Columbia, Okanagan campus. Preference is given to students majoring in Biology or Earth and Environmental Sciences who have an interest in pursuing a career in the consulting field of their chosen discipline. Candidates must demonstrate student leadership, have an interest in field research and/or a proven communication skills with a focus on areas of conservation and natural environment management. The award is made on the recommendation of the School.

Amended Description and Title - Associated Engineering Award in Sciences

A \$1,500 award is offered by Associated Engineering to a student completing third or fourth year in the Bachelor of Science Program in the Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan campus. Preference is given to students majoring in Biology or Earth and Environmental Sciences who have an interest in pursuing a career in the consulting field of their chosen discipline. Candidates must demonstrate student leadership, have proven communication skills with a focus on conservation and natural environment management. The award is made on the recommendation of the School.

How Amended: Preference wording added at the request of the donor.

## THE UNIVERSITY OF BRITISH COLUMBIA

OKANAGAN SENATE SECRETARIAT  
Enrolment Services  
Senate and Curriculum Services

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May 15, 2014

**To: Okanagan Senate**

**From: Admissions and Awards Committee**

**Subject: Annual Report – Appeals on Applications for Admission 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 authority to hear final appeals on applications for admission and readmission to the University. In compliance with the *Rules and Procedures of the Okanagan Senate*, the Committee herein reports on its decisions.

Between May 1, 2013 and April 30, 2014, the Admissions and Awards Committee heard 12 student appeals for admission to a degree program (compared to 13 in 2012/13, 14 in 2011/12 and 17 in 2010/11). Appeals can be allowed (and the applicant admitted) or dismissed. Of the appeals heard by the Committee, 6 were allowed and 6 were dismissed.

In brief:

- 1 to the Bachelor of Applied Science, Okanagan Campus (allowed)
- 4 to the Bachelor of Arts (2 allowed)
- 2 to the Bachelor of Sciences (1 allowed)
- 1 to the Bachelor of Sciences through English Foundation Program (allowed)
- 1 to the Bachelor of Human Kinetics
- 3 to the Bachelor of Management (1 allowed)

For the Committee,  
Dr. Abbas Milani  
Chair, Admissions and Awards Committee



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2 May 2014

To: Okanagan Senate

From: Committee on Appeals of Standing and Discipline

Re: Proposed changes to Committee Procedures (approval)

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The Committee on Appeals of Standing and Discipline wishes to amend several of its written procedures as they relate to events occurring prior to an oral hearing and events unfolding during an oral hearing. The Committee has consulted with the Office of the University Counsel regarding these proposed changes to procedures.

**Procedures Prior to the Hearing**

It has become more and more common for student appellants to approach the Senate Secretariat after they have submitted their appeal documentation and once they have reviewed the Faculty's response, asking for the opportunity to submit supplementary written material. These requests are made despite clear correspondence from the Senate Secretariat that appellants should submit all material that they wish to rely on at the hearing together with their appeal documentation. The Senate Secretariat also makes it clear that after the initial appeal documentation has been submitted, the addition of any material submitted to the body of evidence before the Committee will be allowed only at the discretion of the Chair, in consultation with the Committee and taking into account the view of the respondent, on the day of the hearing. In order to minimize the Chair and Committee having to consider additional material on the day of the hearing, it is proposed that the Committee's procedures be amended (see the attached two-column form for proposed changes).

In particular, the Committee suggests allowing the appellant five days after the Faculty response has been received and forwarded to them to file a rebuttal. (There is currently no provision for a written rebuttal.) Five days to file a rebuttal is thought to be sufficient for the following reasons:

1. virtually all correspondence on appeals between the parties and the Senate Secretariat is done by email or over the telephone; therefore, it should be relatively easy to send Secretariat staff rebuttal material quickly;

2. the rebuttal should be fairly narrow (and therefore, easy to put together, in most cases) as it should only contain replies to any arguments raised by the respondent Faculty that were not addressed in the initial appeal; and
3. parties can always ask for extensions of time – these are never unreasonably refused.

Requests to submit additional material which does not fit the rebuttal criteria will continue to be assessed on a case-by-case basis.

### **Procedures at the Hearing**

#### **1. “No Shows”**

At the Vancouver campus, the Committee on Appeals of Academic Standing has dealt with several instances of a party (normally a student appellant) either arriving late or simply not showing up to a hearing, without providing prior notice. In some cases, this has occurred despite correspondence from the party confirming his/her intention to attend, by phone and/or e-mail just prior to the hearing, and where efforts have been made by Senate Secretariat personnel to reach the party by phone on the day of the hearing. The suggested changes seek to maximize fairness to the parties, while preventing undue delay and ensuring the efficient work of the Vancouver Committee and is replicated in the Okanagan Senate Committee’s regulations to ensure consistency in appeals procedures applicable to students at both campuses.

#### **2. *Committee Members’ Questioning of Parties***

The procedures as they currently appear in the Calendar<sup>1</sup> do not include a formal opportunity for Committee members to question the appellant, Faculty, or witnesses during the hearing, despite the Committee’s standard practice of doing so. Given that the Committee’s hearings are directed at the gathering of information to allow the best informed decision-making, there has never been a restriction on the Committee members’ ability to examine the parties or their witnesses. However, the designation of specific periods for such examination has proven prudent and efficient. The suggested changes alert the parties to the fact that Committee members will have a specific opportunity to question them during the hearing, and indicate when the parties might expect this to happen. However, it remains the case that the Committee is not limited to questioning parties or witnesses only at these times during the hearing.

**Motion:** *That Senate approve the changes proposed by the Committee on Appeals of Standing and Discipline to its appeal procedures prior to the hearing and appeal procedures at the hearing*

Respectfully submitted,

Laura Patterson, Chair,  
Senate Committee on Appeals of Standing and Discipline

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<sup>1</sup> <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,107,0>





## UBC Undergraduate Academic Standing Proposal Form Change to Procedures

<p><b>Faculty:</b> n/a  <b>Department:</b> n/a  <b>Faculty Approval Date:</b> n/a  <b>Effective Session:</b> 2014 S  <b>Year for Change:</b> 2014</p>	<p><b>Date:</b> 2 May 2014  <b>Contact Person:</b> Amandeep Breen  <b>Phone:</b> 2-8141  <b>Email:</b> <a href="mailto:amandeep.breen@ubc.ca">amandeep.breen@ubc.ca</a></p>
<p>URL:  <a href="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,107,0">http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,107,0</a>   <a href="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,108,0">http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,108,0</a></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>3 Procedures Prior to the Hearing</b></p> <p><b>3.1</b> A student who wishes to appeal a decision of a Faculty shall lodge a written notice of appeal with the Registrar within 10 days of being informed in writing of the Faculty's final decision.</p> <p><b>3.2</b> Within 5 days of receiving a notice of appeal, the Registrar shall send to the appellant a copy of these regulations, and in addition shall inform the appellant that he or she is entitled to appear before the Committee in person and may also be represented by counsel.</p> <p><b>3.3</b> Within 15 days of <b>the regulations being sent to the appellant by the Registrar</b>, the appellant shall file with the Registrar a statement of appeal. This should contain each of the following:</p> <ol style="list-style-type: none"> <li>1. a statement of the decision from which the appeal is being taken</li> <li>2. a statement of the relief which the appellant seeks</li> <li>3. a brief chronological statement of the circumstances relating to the appeal</li> </ol>	<p>URL:  <a href="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,107,0">http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,107,0</a>   <a href="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,108,0">http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,108,0</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>3 Procedures Prior to the Hearing</b></p> <p><b>3.1</b> A student who wishes to appeal a decision of a Faculty shall lodge a written notice of appeal with the Registrar within 10 days of being informed in writing of the Faculty's final decision.</p> <p><b>3.2</b> Within 5 days of receiving a notice of appeal, the Registrar shall send to the appellant a copy of these regulations, and in addition shall inform the appellant that he or she is entitled to appear before the Committee in person and may also be represented by counsel.</p> <p><b>3.3</b> Within 15 days of <del>receiving the regulations</del>, the appellant shall file with the Registrar a statement of appeal. This should contain each of the following:</p> <ol style="list-style-type: none"> <li>1. a statement of the decision from which the appeal is being taken</li> <li>2. a statement of the relief which the appellant seeks</li> <li>3. a brief chronological statement of the circumstances relating to the</li> </ol>

<p>4. copies of any documents which the appellant intends to rely on at the hearing</p> <p>5. the names of any witnesses the appellant proposes to call at the hearing (it is the appellant's responsibility to ensure that such witnesses are present at the hearing)</p> <p><b>3.4</b> Within 5 days of its receipt the Registrar shall send the appellant's statement of appeal to the Dean of the faculty from which the appeal is being taken.</p> <p><b>3.5</b> Within 15 days of the <b>appellant's statement of appeal being sent by the Registrar to the Dean of the faculty from which the appeal is being brought</b>, the Dean shall file a response with the Registrar. This should contain each of the following:</p> <ol style="list-style-type: none"> <li>1. a confirmation of the nature of the decision from which the student is appealing or, if the decision is not properly stated in the appellant's statement of appeal, a statement as to the nature of the decision</li> <li>2. a statement whether, assuming the appeal were to be allowed, the relief sought by the student ought properly to be granted</li> <li>3. the Faculty's response to the grounds of appeal</li> <li>4. the Faculty's comments on the chronological statements of events</li> <li>5. copies of any documents which the faculty intends to rely on at the hearings</li> <li>6. the names of any witnesses the Faculty proposes to call at the hearing</li> </ol> <p><b>3.6</b> Within 5 days of its receipt, the Registrar shall send the Faculty's</p>	<p>appeal</p> <p>4. copies of any documents which the appellant intends to rely on at the hearing</p> <p>5. the names of any witnesses the appellant proposes to call at the hearing (it is the appellant's responsibility to ensure that such witnesses are present at the hearing)</p> <p><b>3.4</b> Within 5 days of its receipt the Registrar shall send the appellant's statement of appeal to the Dean of the faculty from which the appeal is being taken.</p> <p><b>3.5</b> Within 15 days of the receipt from the Registrar of the appellant's statement of appeal, the Dean shall file a response with the Registrar. This should contain each of the following:</p> <ol style="list-style-type: none"> <li>1. a confirmation of the nature of the decision from which the student is appealing or, if the decision is not properly stated in the appellant's statement of appeal, a statement as to the nature of the decision</li> <li>2. a statement whether, assuming the appeal were to be allowed, the relief sought by the student ought properly to be granted</li> <li>3. the Faculty's response to the grounds of appeal</li> <li>4. the Faculty's comments on the chronological statements of events</li> <li>5. copies of any documents which the faculty intends to rely on at the hearings</li> <li>6. the names of any witnesses the Faculty proposes to call at the hearing</li> </ol> <p><b>3.6</b> Within 10 days of the receipt of the</p>
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**response to the appellant. The appellant shall have 5 days from the date that the Faculty's response is sent by the Registrar to file a rebuttal to any arguments raised in the Faculty's response which he or she has not already addressed in his or her statement of appeal.**

**3.7 Within 10 days of receipt of the appellant's rebuttal, or of the date on which the appellant's rebuttal would have been due had it been forthcoming, the Registrar shall set a date for the hearing. The hearing should usually take place within two months of the receipt of the appellant's rebuttal or of the date on which the appellant's rebuttal would have been due had it been forthcoming. Prior notice of a hearing is communicated to all parties, and hearing dates and times are scheduled having consulted the parties in advance.**

**3.8** Prior to the hearing, the Registrar shall circulate copies of material submitted by the appellant and the Faculty to the members of the Committee, the appellant, and the Faculty.

**3.9** The time limits referred to in paragraphs 3.1-3.7 are intended as outside limits, and all parties are encouraged to make every effort to proceed more quickly if possible.

**3.10** The Registrar may, of his or her own volition or at the request of the appellant or the Faculty, extend the time limits provided for in these regulations. If the Registrar refuses to extend the time limits following the request, then the refusal may be appealed to the Committee as a whole, and the Committee may, acting pursuant to its authority under the University Act, extend the time limits as it sees fit.

**3.11** The Senate Committee may, at its discretion, dismiss an appeal for lack of

~~Faculty's response, the Registrar shall set a date for a hearing. The hearing should usually take place within two months of the receipt of the Faculty's response.~~

**3.7** Prior to the hearing, the Registrar shall circulate copies of material submitted by the appellant and the Faculty to the members of the Committee, the appellant, and the Faculty.

**3.8** The time limits referred to in paragraphs 3.1-3.6 are intended as outside limits, and all parties are encouraged to make every effort to proceed more quickly if possible.

**3.9** The Registrar may, of his or her own volition or at the request of the appellant or the Faculty, extend the time limits provided for in these regulations. If the Registrar refuses to extend the time limits following the request, then the refusal may be appealed to the Committee as a whole, and the Committee may, acting pursuant to its authority under the University Act, extend the time limits as it sees fit.

**3.10** The Senate Committee may, at its discretion, dismiss an appeal for lack of timely prosecution.

timely prosecution.

**4 Procedures at the Hearing**

**4.1** A quorum for any hearing before the Committee shall consist of at least 5 voting members, or any lesser number if that is agreed to by the appellant and the Faculty.

**4.2** A member of the Committee shall not take part in an appeal where to do so would involve the member of the Committee in a conflict of interest (e.g., conflict of duty).

**4.3** At the hearing, subject to the rulings of the Committee, the following order should be followed:

1. The appellant may make an opening statement;
2. The appellant may call and examine such witnesses as the appellant sees fit;
3. The Faculty may cross-examine any of the witnesses called by the appellant, including, where appropriate, the appellant;

**4. Committee members may question any of the witnesses called by the appellant, including, where appropriate, the appellant;**

5. The Faculty may make such opening statement as it sees fit;
6. The Faculty may call and examine such witnesses as it sees fit;
7. The **appellant** may cross-examine any of the Faculty's witnesses, **including, where appropriate, the Faculty;**

**8. Committee members may question any of the Faculty's witnesses, including, where appropriate, the Faculty;**

9. The appellant may make a closing

**4 Procedures at the Hearing**

**4.1** A quorum for any hearing before the Committee shall consist of at least 5 voting members, or any lesser number if that is agreed to by the appellant and the Faculty.

**4.2** A member of the Committee shall not take part in an appeal where to do so would involve the member of the Committee in a conflict of interest (e.g., conflict of duty).

**4.3** At the hearing, subject to the rulings of the Committee, the following order should be followed:

- ~~1.~~ The appellant may make an opening statement;
- ~~2.~~ The appellant may call and examine such witnesses as the appellant sees fit;
- ~~3.~~ The Faculty may cross-examine any of the witnesses called by the appellant, including, where appropriate, the appellant;

- ~~4.~~ The Faculty may make such opening statement as it sees fit;
- ~~5.~~ The Faculty may call and examine such witnesses as it sees fit;
- ~~6.~~ The ~~student~~ may cross-examine any of the Faculty's witnesses;

~~7.~~ The appellant may make a closing

<p>statement;</p> <p>10. The Faculty may make a closing statement; and</p> <p>11. The appellant may respond to any matters arising out of the Faculty's statement to which the appellant has not yet spoken.</p> <p>4.4 The Committee may request that it be provided with further information other than that supplied initially by the appellant or the Faculty. Without limiting this general power if, after a hearing, the Committee is of the opinion that it requires further information in order to reach a decision it may either ask that that information be supplied at a further hearing or, without a hearing, it may ask that the information be supplied to it in writing. In the latter case both the appellant and the Faculty must be given the opportunity of commenting on the information so supplied, before the Committee reaches a final decision.</p> <p><b>4.5. 1. In the event that any one of the parties, without prior approval of an adjournment, fails to appear within thirty (30) minutes of the scheduled hearing date and time, the Committee may proceed without the party who has failed to appear, based on its written submissions and documentation, and based on the submissions, documentation, witnesses and examination/questioning of the party and/or witnesses who did appear for the scheduled hearing. Once the Committee has started to proceed without the party who has failed to appear, that person shall not be permitted to participate in the hearing if he or she subsequently appears.</b></p> <p><b>2. Taking into account the particular circumstances of the case, if the appellant fails to appear within thirty</b></p>	<p>statement;</p> <p>8- The Faculty may make a closing statement; and</p> <p>9- The appellant may respond to any matters arising out of the Faculty's statement to which the appellant has not yet spoken.</p> <p>4.4 The Committee may request that it be provided with further information other than that supplied initially by the appellant or the Faculty. Without limiting this general power if, after a hearing, the Committee is of the opinion that it requires further information in order to reach a decision it may either ask that that information be supplied at a further hearing or, without a hearing, it may ask that the information be supplied to it in writing. In the latter case both the appellant and the Faculty must be given the opportunity of commenting on the information so supplied, before the Committee reaches a final decision.</p>
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**(30) minutes of the hearing date and time, the Committee may dismiss the appeal without further consideration of the evidence.**

**3. If there are documented reasons for a party's failure to appear that are substantial and emergent, then that party may make an application to the Chair for the Committee to reconsider its decision at the next available opportunity. The Chair shall exercise his or her discretion in determining whether or not the Committee shall reconsider its decision.**

**Type of Action:** To amend and clarify several of the Committee on Appeals of Standing and Discipline's written procedures for academic standing appeals as they relate to events occurring prior to an oral hearing and events unfolding during an oral hearing.

**Rationale:**

1. To minimize the Chair and Committee having to consider additional material on the day of the hearing;
2. To maximize fairness to the parties, while preventing undue delay and ensuring the efficient work of the Committee, in the context of no-show parties to the hearing; and
3. To alert the parties to the fact that Committee members will have a specific opportunity to question them during the hearing, and indicate when the parties might expect this to happen.



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2 May 2014

To: Okanagan Senate  
From: Appeals of Standing and Discipline Committee  
Re: Annual Report 2013-2014 (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.

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 (the “*Act*”) as the “standing committee of 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) of the *Act*.

As per Part 5, Section 37(a) 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 is required to make an annual report to Senate including the number of appeals heard, their disposition, and the general nature of the appeals.

The following provides a brief outline of disciplinary and academic standing appeals, along with a summary of appeals considered by the Committee.

**A. Student Discipline**

Under section 61(1) of the *Act*, the “president has power to suspend a student and to deal summarily with any matter of student discipline.” Under section 61(2) of the *Act*, the President “must promptly report the action to the standing committee established under section 37(1)(v) with a statement of his or her reasons.” Under section 61(3) of

the *Act*, 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 UBC Okanagan Academic Calendar 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 of 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 procedures 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 of 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

During the period from 1 May 2013 to 30 April 2014, the Senate Committee heard four (4) appeals involving students disciplined by the President upon the recommendation of the President’s Advisory Committee on Student Discipline, as follows:

- The student was disciplined for using unauthorized materials during an in-class examination. The discipline imposed by the President was a mark of zero for the course, 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 on the grounds that the President erred in his assessment of the evidence in the President's Committee report, including any factual inferences made by the President, or the credibility of the student or other witnesses and that the discipline imposed was excessive. The Committee found that President's assessment of the evidence in the President's Committee's report and the discipline imposed were reasonable and found no basis upon which to allow the appeal.

### **Appeal dismissed**

- The student was disciplined for using unauthorized, pre-prepared materials during a final examination. The discipline imposed by the President was a mark of zero for the course, 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 on the grounds that there was material evidence that was not reasonably available at the time of the President's Committee hearing and that the discipline imposed by the President was excessive. The Committee held that no new evidence presented by the student and that the discipline imposed by the President was reasonable.

### **Appeal dismissed.**

- The student was disciplined for submitting another student's graded assignment as their own. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 4 months and a notation of academic misconduct entered on the transcript. The student appealed on the grounds that the President incorrectly determined that the conduct of the student, either admitted or as found by the President constitutes misconduct and that the discipline imposed by the President was excessive. The Committee found that the President's determination of misconduct was correct and that the discipline imposed by the President was reasonable.

### **Appeal dismissed.**

- The student was disciplined for twice submitting another student's course work as their own and attempting to forge the grade of the teaching assistant on four course assignments. The discipline imposed by the President was a mark of zero in the course, 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 on the grounds that there was material evidence that was not reasonably available at the time of the President's Committee hearing and that the discipline imposed by the President was excessive. The Committee held that the discipline imposed by the President was reasonable and found no basis to allow the appeal on this ground. However, the Committee found that material evidence was not reasonably available at the time of the President's Committee hearing and that there is substantial likelihood that it would affect the outcome. The Committee

allowed the appeal by sending the matter back to the President's Committee for rehearing.

### **Appeal allowed**

## **2. Non-academic Misconduct**

Since May 2013, 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 to make final decisions pursuant to section 37(1)(b) of the *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 2013, the Committee has heard one (1) appeal on academic standing, which was allowed by the Committee.

- The student appeal the Faculty's decision to assign 'Fail' standing in course. The Committee held that the Faculty's decision had been arrived at through improper or unfair procedures, and that as a result, a wrong decision may have been arrived at. The Committee reversed the Faculty's decision and granted such academic standing as it saw fit in the circumstances, namely that the student be granted 'Pass' standing in the course.

### **Appeal allowed**

For the Committee,  
Ms. Laura Patterson  
Chair, Appeals of Standing and Discipline Committee

**Committee Members 2013-2014:**

Ms. Laura Patterson, Chair

Dr. Philip Balcean

Dr. Ernest Alan Broome

Mr. Daniel Daniluk

Dr. Fes deSally

Dr. Barbara Marcolin

Dr. Carole Robinson

Mr. Curtis Tse

Mr. Douglas Whitelaw



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May 15, 2014

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

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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, revised courses, and revised programs brought forward from the Faculty of Arts & Sciences, Faculty of Health & Social Development, Faculty of Education, Faculty of Applied Sciences, and Faculty of Creative & Critical Studies.***

- a. From the Faculty of Arts & Sciences
  - i. B.A. science minors & clarification on double majors
  - ii. INDG Major & Minor revisions
  - iii. INDG 295
  - iv. INDG 305
  - v. INDG 401
  - vi. INDG 450
  - vii. EESC 302
  - viii. EESC 314 / GEOG 314
  - ix. EESC 315
  - x. ENVI MSc and PhD program revision
  - xi. BA General Studies

b. From the Faculty of Health & Social Development

- i. HINT 408 / 508
- ii. HES degree requirements

c. From the Faculty of Education

- i. Bachelor of Education program revisions and Calendar formatting changes

d. From the Faculty of Applied Sciences

- i. ENGR 406
- ii. ENGR 417
- iii. ENGR 421
- iv. ENGR 521
- v. ENGR 437
- vi. ENGR 537
- vii. ENGR 535

e. From the Faculty of Creative & Critical Studies

- i. ARTH 385
- ii. GERM 349
- iii. CRWR 205
- iv. CRWR 210
- v. CRWR 310
- vi. ENGL 294
- vii. ENGL 334
- viii. ENGL 339
- ix. ENGL 394
- x. ENGL 316
- xi. ENGL 346
- xii. ENGL 350
- xiii. ENGL 357
- xiv. ENGL 358
- xv. ENGL 374
- xvi. ENGL 387
- xvii. ENGL 385

- xviii. ENGL 386
- xix. ENGL 410
- xx. ENGL 416
- xxi. ENGL 423
- xxii. ENGL 429
- xxiii. ENGL 443
- xxiv. ENGL 434
- xxv. ENGL 475

For the Committee,

Mr. Ramine Adl

Chair, Curriculum Committee



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> IKBSAS  <b>Department/Unit:</b> Dean's Office  <b>Faculty/School Approval Date:</b> February 4, 2014  <b>Effective Session:</b> 2013W</p>	<p><b>Date:</b> October 31, 2013  <b>Contact Person:</b> Patricia Lasserre  <b>Phone:</b> 250.807.9338  <b>Email:</b> patrici.lasserre@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b>Program Requirements</b></p> <p><b>[12413] Registration</b></p> <p><b>[12414]</b> Students are responsible for meeting all program requirements. Program advisors are available to assist with the appropriate course selection to meet graduation requirements. Before completing their final 30 credits, students are encouraged to have their progress reviewed by a program advisor to ensure that they meet all graduation requirements.</p> <p><b>[16159]</b> Students enrolled in the following programs: double major, major/minor, double honours or honours/minor are permitted to double count a limited number of credits between the two fields of study (see <a href="#">Double Counting of Credits in Honours, Majors, and Minors</a>).</p> <p>[. . .]</p>	<p><b>Draft Academic Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1082">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1082</a></p> <p><b>Present Academic Calendar Entry:</b>  <a href="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,857,1082">http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,857,1082</a></p> <p><b>Program Requirements</b></p> <p><b>[12413] Registration</b></p> <p><b>[12414]</b> Students are responsible for meeting all program requirements. Program advisors are available to assist with the appropriate course selection to meet graduation requirements. Before completing their final 30 credits, students are encouraged to have their progress reviewed by a program advisor to ensure that they meet all graduation requirements.</p> <p><b>[16159]</b> Students enrolled in the following programs: double major, major/minor, double honours or honours/minor are permitted to double count a limited number of credits between the two fields of study (see <a href="#">Double Counting of Credits in Honours, Majors, and Minors</a>).</p> <p>[. . .]</p>



### [12415] Major

**[12416]** Students can earn a major by completing a defined set of disciplinary or interdisciplinary courses, consisting of at least 48 credits with at least 30 credits at the 300/400 level. The student must also complete at least 18 credits at the 300/400 level outside of a single discipline, and must complete at least 18 of the 30 credits in their major at the 300/400 level at UBC. A student may earn a double major by completing all program requirements for each major.

### [12417] Major with an Arts Minor

**[12418]** In conjunction with a major, a student can earn a minor, consisting of at least 30 defined credits with at least 18 credits at the 300/400 level. These 30 credits must be in a discipline or program different from the student's major. The student must also complete all requirements for the major. Please see the specific minor requirements listed under the various disciplines.

### [15673] Major with a Fine Arts Minor

**[15674]** B.A. students may earn a [Minor in Visual Arts](#) or a [Minor in Interdisciplinary Performance](#). Note: due to the number of credits required, adding either program to a degree of study may result in it requiring more than four years to complete.

### [12419] Major with a Science Minor

**[12420]** B.A. students can complete minors in the following Science disciplines: Biology, Chemistry, Computer Science, Earth and Environmental Sciences, Mathematics, **Mathematics and Statistics**, Physics, **and Statistics**. To complete a Science minor, students must include no

### [12415] Major

**[12416]** Students can earn a major by completing a defined set of disciplinary or interdisciplinary courses, consisting of at least 48 credits with at least 30 credits at the 300/400 level. The student must also complete at least 18 credits at the 300/400 level outside of a single discipline, and must complete at least 18 of the 30 credits in their major at the 300/400 level at ~~the~~ UBC ~~Okanagan campus~~. A student may earn a double major by completing all program requirements for each major.

### [12417] Major with an Arts Minor

**[12418]** In conjunction with a major, a student can earn a minor, consisting of at least 30 defined credits with at least 18 credits at the 300/400 level. These 30 credits must be in a discipline or program different from the student's major. The student must also complete all requirements for the major. Please see the specific minor requirements listed under the various disciplines.

### [15673] Major with a Fine Arts Minor

**[15674]** B.A. students may earn a [Minor in Visual Arts](#) or a [Minor in Interdisciplinary Performance](#). Note: due to the number of credits required, adding either program to a degree of study may result in it requiring more than four years to complete.

### [12419] Major with a Science Minor

**[12420]** B.A. students can complete minors in the following Science disciplines: Biology, Chemistry, Computer Science, Earth and Environmental Sciences, Mathematics<sup>†</sup>, **and** Physics. To complete a Science minor, students must include no fewer than 30 credits in a Science





<p>fewer than 30 credits in a Science discipline. At least 12 of these credits must be numbered 300 or above.</p> <p><b>[14375] Double Major in Arts</b></p> <p><b>[14376]</b> A student may earn a double major by completing all program requirements for each major. Completing a double major in the Arts will likely require more than 120 credits. <b><u>Note: the two majors must be from different disciplines. It is not possible to double major in two sub-areas of one discipline.</u></b></p> <p><b>[14377] Double Major in Arts and Sciences</b></p> <p><b>[14378]</b> A student may earn a double major by completing all program requirements for the B.A. degree with a major plus completing the requirements for a major offered in Sciences. <b>Note:</b> the two majors must be from two different disciplines. Completing a double major in Arts and Sciences will likely require more than 120 credits.</p> <p><b>[15936] Combined Major in Arts</b></p> <p><b>[15937]</b> A student may earn a combined major by completing the requirements specified by the programs offering that combined major option. Combined major students must also complete at least 48 credits at the 300/400 level.</p> <p><b>[16157] Double Counting of Credits in Honours, Majors, and Minors</b></p> <p><b>[16158]</b> Students enrolled in the following programs: double major, major/minor, double honours or honours/minor are</p>	<p>discipline. At least 12 of these credits must be numbered 300 or above.</p> <p><b>[12444]</b> <del><sup>†</sup>Statistics courses can be counted towards a Mathematics Minor.</del></p> <p><b>[14375] Double Major in Arts</b></p> <p><b>[14376]</b> A student may earn a double major by completing all program requirements for each major. Completing a double major in the Arts will likely require more than 120 credits.</p> <p><b>[14377] Double Major in Arts and Sciences</b></p> <p><b>[14378]</b> A student may earn a double major by completing all program requirements for the B.A. degree with a major plus completing the requirements for a major offered in Sciences. <b>Note:</b> the two majors must be from two different disciplines. Completing a double major in Arts and Sciences will likely require more than 120 credits.</p> <p><b>[15936] Combined Major in Arts</b></p> <p><b>[15937]</b> A student may earn a combined major by completing the requirements specified by the programs offering that combined major option. Combined major students must also complete at least 48 credits at the 300/400 level.</p> <p><b>[16157] Double Counting of Credits in Honours, Majors, and Minors</b></p> <p><b>[16158]</b> Students enrolled in the following programs: double major, major/minor, double honours or honours/minor are</p>
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permitted to double count a limited number of credits between the two fields of study. No more than 6 upper-level credits that count toward the program-specified requirements for the first major or honours may be double counted to fulfill requirements for the second honours, major, or minor. Thus, in order to graduate, double major students must have at least 54 program-specified upper-level credit requirements, and major/honours and minor students must have at least 48 upper-level credits; this number of credits cannot be arrived at by double counting. Students should be aware that by double counting they could substantially weaken the intellectual content of one of their fields of study.

**Proposed Academic Calendar Entry:**

**Program Requirements**

**[15934] Registration**

**[15935]** Students are responsible for meeting all program requirements. Program advisors are available to assist with the appropriate course selection to meet graduation requirements. Before completing their final 30 credits, students are encouraged to have their progress reviewed by a program advisor to ensure that they meet all graduation requirements.

**[16162]** Students enrolled in the following programs: double major, major/minor, double honours or honours/minor are

permitted to double count a limited number of credits between the two fields of study. No more than 6 upper-level credits that count toward the program-specified requirements for the first major or honours may be double counted to fulfill requirements for the second honours, major, or minor. Thus, in order to graduate, double major students must have at least 54 program-specified upper-level credit requirements, and major/honours and minor students must have at least 48 upper-level credits; this number of credits cannot be arrived at by double counting. Students should be aware that by double counting they could substantially weaken the intellectual content of one of their fields of study.

**Draft Academic Calendar URL:**

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,858,1062>

**Present Academic Calendar Entry:**

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,858,1062>

**Program Requirements**

**[15934] Registration**

**[15935]** Students are responsible for meeting all program requirements. Program advisors are available to assist with the appropriate course selection to meet graduation requirements. Before completing their final 30 credits, students are encouraged to have their progress reviewed by a program advisor to ensure that they meet all graduation requirements.

**[16162]** Students enrolled in the following programs: double major, major/minor, double honours or honours/minor are



<p>permitted to double count a limited number of credits between the two fields of study (see <a href="#">Double Counting of Credits in Honours, Majors, and Minors</a>).</p> <p>[. . .]</p> <p><b>[12156] Major</b></p> <p><b>[12157]</b> Please refer to the individual major program description for course and credit requirements.</p> <p><b>[12158] Major with a Science Minor</b></p> <p><b>[12159]</b> In addition to a major, a student may receive a minor in another Science discipline by earning at least 30 credits, of which at least 18 must be at the 300 or 400 level. These 30 credits must be in a discipline different from the student's major. Please refer to the individual major program description for the requirements for a minor. The student must also complete all requirements for the major.</p> <p><b>[12160] Major with an Arts Minor</b></p> <p><b>[12161]</b> B.Sc. students may earn a minor in the following Arts disciplines: Anthropology, Art History and Visual Culture, Creative Writing, Economics, English, French, Gender and Women's Studies, Geography, History, Indigenous Studies, Latin American Studies, Philosophy, Political Science, Psychology, Spanish, and Sociology. To complete an Arts minor, students must complete at least 30 credits in an Arts discipline. At least 12 of these 30 credits must be in courses numbered 300 or above.</p> <p><b>[15676] Major with a Fine Arts Minor</b></p> <p><b>[15675]</b> B.Sc. students may earn a <a href="#">Minor in Visual Arts</a> or a <a href="#">Minor in Interdisciplinary</a></p>	<p>permitted to double count a limited number of credits between the two fields of study (see <a href="#">Double Counting of Credits in Honours, Majors, and Minors</a>).</p> <p>[. . .]</p> <p><b>[12156] Major</b></p> <p><b>[12157]</b> Please refer to the individual major program description for course and credit requirements.</p> <p><b>[12158] Major with a Science Minor</b></p> <p><b>[12159]</b> In addition to a major, a student may receive a minor in another Science discipline by earning at least 30 credits, of which at least 18 must be at the 300 or 400 level. These 30 credits must be in a discipline different from the student's major. Please refer to the individual major program description for the requirements for a minor. The student must also complete all requirements for the major.</p> <p><b>[12160] Major with an Arts Minor</b></p> <p><b>[12161]</b> B.Sc. students may earn a minor in the following Arts disciplines: Anthropology, Art History and Visual Culture, Creative Writing, Economics, English, French, Gender and Women's Studies, Geography, History, Indigenous Studies, Latin American Studies, Philosophy, Political Science, Psychology, Spanish, and Sociology. To complete an Arts minor, students must complete at least 30 credits in an Arts discipline. At least 12 of these 30 credits must be in courses numbered 300 or above.</p> <p><b>[15676] Major with a Fine Arts Minor</b></p> <p><b>[15675]</b> B.Sc. students may earn a <a href="#">Minor in Visual Arts</a> or a <a href="#">Minor in Interdisciplinary</a></p>
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[Performance](#). Note: due to the number of credits required, adding either program to a degree of study may result in it requiring more than four years to complete.

#### [12163] Double Major in Sciences

[12164] A student may earn a double major by completing all program requirements for each major. Completing a double major in the Sciences will likely require more than 120 credits. **Note: the two majors must be from different disciplines. It is not possible to double major in two sub-areas of one discipline.**

#### [14381] Double Major in Arts and Sciences

[14382] A student may earn a double major by completing all program requirements for the B.Sc. degree with a major plus completing the requirements for a major offered in Arts. **Note:** the two majors must be from two different disciplines. Completing a double major in Arts and Sciences will likely require more than 120 credits.

#### [16160] Double Counting of Credits in Honours, Majors, and Minors

[16161] Students enrolled in the following programs: double major, major/minor, double honours or honours/minor are permitted to double count a limited number of credits between the two fields of study. No more than 6 upper-level credits that count toward the program-specified requirements for the first major or honours may be double counted to fulfill requirements for the second honours, major, or minor. Thus, in order to graduate, double major students must have at least 54

[Performance](#). Note: due to the number of credits required, adding either program to a degree of study may result in it requiring more than four years to complete.

#### [12163] Double Major in Sciences

[12164] A student may earn a double major by completing all program requirements for each major. Completing a double major in the Sciences will likely require more than 120 credits.

#### [14381] Double Major in Arts and Sciences

[14382] A student may earn a double major by completing all program requirements for the B.Sc. degree with a major plus completing the requirements for a major offered in Arts. **Note:** the two majors must be from two different disciplines. Completing a double major in Arts and Sciences will likely require more than 120 credits.

#### [16160] Double Counting of Credits in Honours, Majors, and Minors

[16161] Students enrolled in the following programs: double major, major/minor, double honours or honours/minor are permitted to double count a limited number of credits between the two fields of study. No more than 6 upper-level credits that count toward the program-specified requirements for the first major or honours may be double counted to fulfill requirements for the second honours, major, or minor. Thus, in order to graduate, double major students must have at least 54



program-specified upper-level credit requirements, and major/honours and minor students must have at least 48 upper-level credits; this number of credits cannot be arrived at by double counting. Students should be aware that by double counting they could substantially weaken the intellectual content of one of their fields of study.

**[12165] General Science Program**

**[12166]** See [General Science B.Sc.](#) for program details.

program-specified upper-level credit requirements, and major/honours and minor students must have at least 48 upper-level credits; this number of credits cannot be arrived at by double counting. Students should be aware that by double counting they could substantially weaken the intellectual content of one of their fields of study.

**[12165] General Science Program**

**[12166]** See [General Science B.Sc.](#) for program details.

**Type of Action:**

1. Revise the science minors available in the BA based on the changes made previously in Mathematics and Statistics.
2. Clarification on the double majors.

**Rationale:**

1. Revision on the Science minors: Statistics now has its own program and three minors are now available in Sciences. It makes sense to offer the possibility to do a minor either in Mathematics, Mathematics and Statistics, or Statistics.
2. Clarification on the double majors: Students tend to believe that any combination is acceptable. However, the disciplines do not. For example, Biology does not consider it acceptable to double major in both Microbiology and Biology because many of those courses are in common. It was not the intention of the discipline to allow such an option.



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

### Category:1

<p><b>Faculty/School:</b> IKBSAS  <b>Department/Unit:</b> Community, Culture and Global Studies  <b>Faculty/School Approval Date:</b> March 18, 2014  <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> January 30, 2014  <b>Contact Person:</b> Dr. Gregory Younging  <b>Phone:</b> 250.807.9622  <b>Email:</b> gregory.younging@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b>[12812] Major in Indigenous Studies</b></p> <p><b>[12813]</b> The interdisciplinary Indigenous Studies program offers courses that provide perspectives of Indigenous peoples from the Okanagan, Canada, and world communities. The involvement of the Okanagan nation and the En'owkin Centre in its development and in ongoing partnership provides a strong foundation in the Okanagan community and ensures continuing input from Indigenous perspectives.</p> <p><b>[12814]</b> Courses are offered at the second-year level in Okanagan and Indigenous history and cultures. In the third and fourth years, courses in Indigenous governance, the justice system, land claims, traditional ecological knowledge, the protection of heritage, Indigenous theory, <u>and</u> methodology are offered.</p>	<p><b>Draft Academic Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1124">www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1124</a>.</p> <p><b>Present Academic Calendar Entry:</b>  <a href="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,857,1124">http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,857,1124</a></p> <p><b>[12812] Major in Indigenous Studies</b></p> <p><b>[12813]</b> The interdisciplinary Indigenous Studies program offers courses that provide perspectives of Indigenous peoples from the Okanagan, Canada, and world communities. The involvement of the Okanagan nation and the En'owkin Centre in its development and in ongoing partnership provides a strong foundation in the Okanagan community and ensures continuing input from Indigenous perspectives.</p> <p><b>[12814]</b> Courses are offered at the second-year level in Okanagan and <del>Amerindian</del> Indigenous history and cultures. In the third and fourth years, courses in Indigenous governance, the justice system, land claims, traditional ecological knowledge, the protection of heritage, Indigenous theory, methodology, <del>and research applications</del> are offered. <b>Students may complete their Major or Minor program by taking approved courses on</b></p>



<p>[12816] Requirements for the Indigenous Studies Major</p> <p>[12819] First and Second Years</p> <p>[12820] <u>B.A. requirements</u>, <u>as well as</u> the following:</p> <p>[12821]</p> <ul style="list-style-type: none"> <li>• INDG 100;</li> <li>• <b>12</b> credits from: INDG 201, 202, 203, 210, <b>295</b>;</li> <li>• 3 credits from any introductory course <b>from Humanities, Social Sciences, Science, or Education</b>.</li> </ul> <p>[12822] Third and Fourth Years</p> <p>[12823]</p> <ul style="list-style-type: none"> <li>• INDG <b>301</b>, 303, 304, 401;</li> <li>• <b>18</b> credits of INDG <b>302, 305, 306, 307</b>,</li> </ul>	<p><del>Indigenous topics in other disciplines and faculties.</del></p> <p><del>[12815] Students should meet with a program advisor from the Indigenous Studies program during their first year to plan their Major or Minor.</del></p> <p>[12816] Requirements for the Indigenous Studies Major</p> <p><del>[12817] The Indigenous Studies Major offers a Coursework Option and a Community Research Project Option. Students in the Coursework Option complete Indigenous Studies courses and approved courses from other disciplines and faculties.</del></p> <p><del>[12818] The Community Research Project Option in the fourth year gives qualified students the opportunity to design individual research projects relevant to a particular Indigenous community or agency, and to implement the project working on-site in that community or agency.</del></p> <p>[12819] First and Second Years</p> <p>[12820] <u>B.A. requirements</u>, including the following:</p> <p>[12821]</p> <ul style="list-style-type: none"> <li>• INDG 100;</li> <li>• <b>6</b> credits from: INDG 201, 202, 203, 210;</li> <li>• 3 credits from any introductory <b>Social Science</b> course.</li> </ul> <p>[12822] Third and Fourth Years <del>(Coursework Option)</del></p> <p>[12823]</p> <ul style="list-style-type: none"> <li>• INDG 303, 304, 401, <b>402</b>;</li> <li>• <b>9</b> credits of INDG <b>300 or 400-level</b></li> </ul>
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308, 309, 310, 404, 405, 420, 430, 440, 450, 481, 495.

~~INDG Studies Courses; ANTH 304, 351, 354, 363, 409, 414, 422; ENGL 473; HIST 300, 301, 450, 452;~~  
~~• An additional 6 credits from 200-, 300-, or 400-level Indigenous Studies courses;~~

~~[12824] Third and Fourth Years (Community Research Project Option) [12825]~~

- ~~• INDG 303, 401;~~
- ~~• INDG 402;~~
- ~~• 9 credits of 300- or 400-level Indigenous Studies courses; ANTH 304, 351, 354, 363, 409, 414, 422; ENGL 473; HIST 300, 301, 450, 452;~~
- ~~• An additional 6 credits from 200-, 300-, or 400-level Indigenous Studies courses.~~

[12826] Minor in Indigenous Studies

[12826] Minor in Indigenous Studies

[12827] The Minor in Indigenous Studies prepares students for an interdisciplinary graduate program, and/or Indigenous inter-cultural experience.

[12827]

To complete a Minor in Indigenous Studies, students must accumulate no fewer than 30 credits in Indigenous Studies courses. At least 18 of these credits must be at the 300 or 400 level.

To complete a Minor in Indigenous Studies, students must accumulate no fewer than 30 credits in ~~courses approved for the Indigenous Studies program (e.g., INDG courses and approved courses from another discipline)~~. At least 18 of these credits must be ~~numbered 300 or above. Of the 18 upper-level credits required, 12 credits must be selected from Indigenous Studies courses, and the remaining 6 credits may be taken from Indigenous Studies courses or approved courses (ANTH 304, 351, 354, 363, 409, 414, 422; ENGL 473; HIST 300, 301, 450, 452)~~. Students in the Minor program may not take the ~~Community Research Project course,~~



**INDG 402.****Type of Action:**

- revision to major in Indigenous Studies
- revision to minor in Indigenous Studies

**Rationale:**

The package of changes submitted here reflects the shift of INDG to a stand-alone program with sufficient faculty in the program to provide sufficient courses for students directly in the discipline of Indigenous Studies. This reflects the maturation of both our program, and indeed the discipline as a whole. Both the major and minor now consists almost entirely of INDG courses.

An additional change is the elimination of INDG 402 and the project based option. This option was originally designed to facilitate community engaged learning and service through the program. The development of the IGS graduate program has especially now provided an alternative and more effective route to this end.

New course offerings and changes to existing courses reflect the interests and abilities of new faculty members.

Changes to the pre-requisites are designed to facilitate access to a wider range of students, and greater flexibility for students seeking a minor in particular.



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> IKBSAS  <b>Department/Unit:</b> Community, Culture and Global Studies/Unit 1  <b>Faculty/School Approval Date:</b> March 18, 2014  <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> January 7, 2014  <b>Contact Person:</b> Gregory Younging  <b>Phone:</b> 250.807.9622  <b>Email:</b> <a href="mailto:gregory.younging@ubc.ca">gregory.younging@ubc.ca</a></p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p>INDG <b>295</b> (3/6) d <b>Indigenous Studies: Special Topics</b>  <b>An</b> examination of selected topics in Indigenous studies. Consult the program brochure for this year's offerings and specific prerequisites. <b><u>Credit will not be granted for both INDG 295 and INDG 395.</u></b>  <i>Prerequisite:</i> INDG 100.</p>	<p><b>Draft Academic Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&amp;code=INDG">http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&amp;code=INDG</a></p> <p><b>Present Academic Calendar Entry:</b>  <a href="http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&amp;code=INDG">http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&amp;code=INDG</a></p> <p>INDG <b>395</b> (3/6) d <b>Indigenous Studies: Special Topics</b>  <b>Intensive</b> examination of selected topics in Indigenous studies. Consult the program brochure for this year's offerings and specific prerequisites.  <i>Prerequisite:</i> INDG 100. <b><del>3 additional credits of INDG courses at the 200-level; and third-year standing.</del></b></p> <p><b>Type of Action:</b> Add a new course</p> <p><b>Rationale:</b> The INDG 395 Special Topics will be replaced with INDG 295 Special Topics. This will allow second-year students to access Special Topics courses that faculty want to teach. Under the new fourth-year level prerequisites, third-year students can also take INDG 495 Special Topics. This change will provide more options for second-year students. Therefore, more Special Topic options will be available to faculty and students to complement the interdisciplinary nature of Indigenous Studies.</p>



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> Arts &amp; Sciences <b>Department/Unit:</b> CCGS/Indigenous Studies <b>Faculty/School Approval Date:</b> March 18, 2014 <b>Effective Session:</b> W2014</p>	<p><b>Date:</b> January 30, 2013 <b>Contact Person:</b> Dr. Margo Tamez <b>Phone:</b> 250.807.9837 <b>Email:</b> margo.tamez@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p>INDG 305 (3) Indigenous Justice <u>Indigenous concepts, principles and decolonial, historical consciousness of justice and anti-violence praxis in community-and-land based contexts. Locating agency with Indigenous peoples and Indigenous justice practices, this course puts primacy on the diverse ways that Indigenous peoples have been engaging in and continue to enact justice practices. Revitalization of Indigenous restorative, ethical and moral philosophies are addressed in relation to healing, Indigenous rights, and collective transformation.</u> [3-0-0]</p> <p><i>Prerequisite:</i> INDG 100 and third-year standing.</p>	<p><b>Draft Academic Calendar URL:</b> <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&amp;code=INDG">http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&amp;code=INDG</a></p> <p><b>Present Academic Calendar Entry:</b> <a href="http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&amp;code=INDG">http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&amp;code=INDG</a></p> <p><b>INDG 305 (3) Indigenous Peoples and the Justice System</b> <del>Theories of human rights, Western jurisprudence, colonial and post-colonial societies, Canadian Indigenous peoples and their historical treatment under the law, the Indian Act, constitutional provisions, judicial decisions, Aboriginal rights, and initiatives for judicial self-determination.</del> [3-0-0]</p> <p><i>Prerequisite:</i> <del>INDG 100. 3 additional credits of INDG courses at the 200-level;</del> and third-year standing.</p> <p><b>Type of Action:</b> Name change; description change; pre-requisites change.</p> <p><b>Rationale:</b> The proposed name of the course renders the course description more relevant to the current context and conceptualization of this course as it has been taught since 2010 by this instructor. The course is concerned with introducing</p>



students to critical Indigenous (in)justice memory, thought, consciousness, and perspectives relative to oral tradition and oral history instructing about ethics, morals, values and belief systems both pre-dating colonization and after. As well the course seeks to address the critical issue of colonial rule, violence, and the inter-generational consequences of racism, sexism, abuse, dysfunctional social systems, hate, and marginalization which are the direct effects of colonialism ongoing. The course utilizes interdisciplinary materials to expose and examine Indigenous peoples' experiences within colonial tribunal systems, prisons, detention centers, and examines key institutional systems which have historical roles in the domination, and subjugation of Indigenous families, extended kinship systems, and integral justice systems tied to the land and its gifts.

The course is meant to expose students to the rich and dynamic output of Indigenous intellectual traditions centered on decolonizing (in)justice and appropriating the concept of rights for the benefit of empowerment, and to develop critical thought and structures of revitalized systems of Indigenous ethics.

The change in prerequisites represents an alignment of the course with other courses in the INDG B.A. degree at the 200 level and above which require some background in Indigenous Studies, though also acknowledges that students may acquire critical decolonial theory in other sites of learning and other classrooms. The prerequisites as they currently exist (3 credits in INDG 100) date from prior to my arrival. The change allows for integration of enhanced interdisciplinary education seated in INDG.



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> Arts &amp; Sciences  <b>Department/Unit:</b> CCGS/Indigenous Studies  <b>Faculty/School Approval Date:</b> March 25, 2014  <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> January 13, 2014  <b>Contact Person:</b> Dr. Gregory Younging  <b>Phone:</b> 250 807 9622  <b>Email:</b> gregory.younging@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p>INDG 401 (3) <b>Research Applications</b>  The planning of research projects from the perspective of Indigenous cultures and values. Topics include project development, community relations <b>and</b> ethics, <b>and</b> identification and acquisition of appropriate resources. [0-0-<b>3</b>]</p> <p><i>Prerequisite:</i> <b><u>INDG 100 and third-year standing.</u></b></p>	<p><b>Draft Academic Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&amp;code=INDG">http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&amp;code=INDG</a></p> <p><b>Present Academic Calendar Entry:</b>  <a href="http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&amp;code=INDG">http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&amp;code=INDG</a></p> <p>INDG 401 (3) <b>Research Applications</b>  The <del>design</del>, planning, <del>and implementation</del> of a research <del>project</del> from the perspective of Indigenous cultures and values. Topics include project development, community relations; ethics <del>review</del>, <del>developing timelines</del>, <del>grant applications</del>, identification and acquisition of appropriate resources, <del>and final project proposal</del>. [3-0-0]  <i>Prerequisite:</i> <del>All of INDG 303, INDG 304 and fourth-year standing. Must be planning to take the Community Research Project option (INDG 402).</del></p> <p><b>Type of Action:</b> Course description change; pre-requisites change.</p> <p><b>Rationale:</b> Changes are required as a result of changes to the Indigenous Studies degree program and the subsequent</p>



deletion of INDG 402, a 15 credit community research option, which INDG 401 was designed to prepare students for. Changes to other Indigenous Studies courses require better alignment of INDG 401 with the Indigenous Studies Major and Minor allowing greater capacity for students to complete either. Change from a lecture course to a seminar course will allow for better focus on individual student applications.

The change in prerequisites represents an alignment of the course with other Indigenous Studies courses toward the Major or Minor degree as well as to provide a better preparatory foundation for graduate study.



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> Irving K. Barber  <b>Department/Unit:</b> CCGS/Unit 1,  Indigenous Studies  <b>Faculty/School Approval Date:</b> March  18, 2014  <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> December 13, 2013  <b>Contact Person:</b> Dr. Margo Tamez  <b>Phone:</b> 250.807.9837  <b>Email:</b> margo.tamez@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><u><b>INDG 450 (3) Indigenous Women, Activisms, Feminisms. Examines Indigenous women’s feminist activisms and theory in historical and contemporary contexts. Emphasizing resistance against colonization, dispossession, violence and ecological destruction as well as development of strategies and models based on Indigenous concepts and consciousness. Emphasizes relationship building and empowerment between Indigenous women beyond borders. [0-0-3]</b></u></p> <p><u><b>Prerequisites: INDG 100 and third-year standing.</b></u></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> NEW COURSE</p> <p><b>Rationale:</b>  Indigenous women’s crucial contributions and participation in decision-making and defense of land, territory, and human rights are critical areas of emerging force, increasingly having impact on research across all fields. This is a new course offering intended for majors, minors, as well as students across science, social science, humanities and fine arts who seek</p>



interdisciplinary models for thinking and engaging Indigenous women's consciousness. Ethics related to power, resources, justice, and society will be central. Focusing on foundational theory and debates laid down by Indigenous activists, academics, and human rights defenders, the course emphasizes strong focus on historical and present-day problems, clashes and paradigmatic shifts in which Indigenous women's advocacies are drivers of change. This course will help to diversify the INDG degree, adding to fourth-year courses needed by majors and minors developing a critical concentration in Indigenous women's activist and feminist praxis. This course reflects present-day work in the field of Indigenous Studies, Native and Indigenous feminism, and Tribal critical race, and is envisioned as a course that will be relevant to students with diverse interests. This course draws on the expertise of the faculty member and prepares students for future work in the fields of law, governance, justice, policy, and human rights in local, regional, national, bi-national and international contexts.





## UBC Okanagan Curriculum Proposal Form New Course

### Category: 1

<p><b>Faculty/School:</b> Arts &amp; Sciences  <b>Department/Unit:</b> BSAS Unit 7  <b>Faculty/School Approval Date:</b> March 25, 2014  <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> 19<sup>th</sup> February 2014  <b>Contact Person:</b> Dr. Karen Perry  <b>Phone:</b> 250.807.9570  <b>Email:</b> karen.perry@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>EESC 302 (3) Oceanography. Four classical areas of oceanography will be covered: geological, chemical, physical and biological. The multidisciplinary nature of ocean sciences will be emphasized by highlighting the links between disciplines. Includes the origin of the oceans; plate tectonics and ocean basins; marine sediments; the physical properties and composition of seawater; interaction with the atmosphere; surface and deep currents; waves; tides; primary productivity; pelagic and benthic ecosystems; methods of ocean investigation. [3-0-0]</u></b></p> <p><b><u>Prerequisites: Either (a) two of EESC 101, EESC 111, EESC 121, GEOG 108, GEOG 109 or (b) one of BIOL 307, CHEM 301, EESC 309; and third-year standing.</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> Create a new course.</p> <p><b>Rationale:</b></p> <p>The study of oceanography gives students insight into the global system that makes up our environment. The oceans cover 70% of the planet, providing habitat for thousands of species, and food for people around the world. They contain vast quantities of resources, such as minerals and pharmaceuticals. They affect global climate and weather, spawning storms and hurricanes. Their health is under threat due to pollution from coastal discharges and acidification from increased carbon dioxide levels. As such, oceanography is a core course in many earth and environmental sciences programs, but UBCO's EESC program currently has no course that covers this important topic – a significant gap in the program.</p> <p>The proposed EESC 302 will provide a broad-based course that addresses all major themes in oceanography in an integrated fashion. It expands the current upper-level offerings for EESC students and provides a fascinating elective for students in other</p>



majors in both arts and science programs.

Oceanography is also one of the approved elective courses in both the geological and the environmental streams of the Association of Professional Engineers and Geoscientists of British Columbia (APEGBC), the professional organization that licenses geoscientists in BC. Many EESC students are drawn to courses in APEGBC-approved themes, since it helps them gain professional recognition after graduating.



## UBC Okanagan Curriculum Proposal Form New Course

### Category: 1

<p><b>Faculty/School:</b> Arts &amp; Sciences  <b>Department/Unit:</b> BSAS Unit 7  <b>Faculty/School Approval Date:</b> March 25, 2014  <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> 19<sup>th</sup> February 2014  <b>Contact Person:</b> Dr Kevin Hanna  <b>Phone:</b> 250.807.9265  <b>Email:</b> kevin.hanna@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><u><b>EESC 314 (3) Environmental Impact Assessment: Process, Regulation and Administration. Legal, regulatory, administrative and project management aspects of environmental impact assessment (EIA). Critical overview of EIA processes and systems. Assessment approaches and methods for cumulative effects, social/economic impacts, and public participation. Canadian federal and provincial EIA systems are examined in detail. [3-0-0]</b></u>  <u><b>Prerequisites: 6 credits of EESC or 6 credits of GEOG; and third-year standing.</b></u>  <u><b>Equivalency: GEOG 314.</b></u></p> <p><u><b>GEOG 314 (3) Environmental Impact Assessment: Process, Regulation and Administration. Legal, regulatory, administrative and project management aspects of environmental impact assessment (EIA). Critical overview of EIA processes and systems. Assessment approaches and methods for cumulative effects,</b></u></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> Create a new cross-listed course.</p> <p><b>Rationale:</b>        There are two distinct but integrated aspects of environmental impact assessment (EIA): (i) the technical, scientific and field skills, and (ii) the legal, administrative, process and regulatory components.</p> <p>Currently, UBCO offers one general course in EIA (EESC 311); this situation is being revised and two new courses are being developed to address the two different themes highlighted above, and will therefore be able to address this important field more comprehensively.</p> <p>This course will focus on the administrative, process and legal/regulatory aspects of EIA practice, and also examine key practice areas such as public participation, strategic assessment, and cumulative effects assessment. The course will appeal to students in a broad range of disciplines (environmental management, the social sciences, sciences and applied sciences). It will also contribute to the</p>



**ial/economic impacts, and public participation. Canadian federal and provincial EIA systems are examined in detail. [3-0-0]**

**Prerequisites: 6 credits of EESC or 6 credits of GEOG; and third-year standing.**

**Equivalency: EESC 314.**

sustainability emphasis at UBCO.

This course will be complemented by a technical EIA course (currently proposed as EESC 315). Given the ongoing importance of environmental assessment issues, and the value to students seeking a career in environmental or project management, consulting, or allied fields, the proposed two courses will make an important contribution to our offerings and enhance the competitiveness of our undergraduate program by providing a unique set of courses designed to help build knowledge and skills in a key area of environmental and natural resources management.

The current EIA course (EESC 311) will be deleted once the two new EIA courses are approved.



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> IKBSAS <b>Department/Unit:</b> OKB7 <b>Faculty/School Approval Date:</b> <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> 21<sup>st</sup> February 2014 <b>Contact Person:</b> Dr. David Scott <b>Phone:</b> 250.807-8755 <b>Email:</b> david.scott@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>EESC 315 (3)</u></b> <b><u>Environmental Impact Assessment:</u></b> <b><u>techniques and practice.</u></b> <b><u>Practical techniques and skills for</u></b> <b><u>environmental impact assessment.</u></b> <b><u>Introduces numerous methods,</u></b> <b><u>evaluation tools and project</u></b> <b><u>management skills appropriate to the</u></b> <b><u>challenges of environmental assessment</u></b> <b><u>work. Credit will not be granted for both</u></b> <b><u>EESC 311 and EESC 315. [3-2-0]</u></b> <b><u>Prerequisites: 6 credits of EESC or 6</u></b> <b><u>credits of GEOG; and third-year</u></b> <b><u>standing. EESC/GEOG 314 is</u></b> <b><u>recommended.</u></b></p>	<p><b>Academic Calendar URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create a new course</p> <p><b>Rationale:</b> There are two distinct but integrated aspects of environmental impact assessment (EIA) practice and training. One part centres on the technical, scientific and field skills that are employed in practice whilst the other addresses the legal, administrative, process and regulatory components of EIA.</p> <p>We propose to split the single existing course (EESC 311) into two, as part of a move to provide more learning opportunities in the theory and practise of environmental assessment. The two parts will address the above two aspects of EIA.</p> <p>This proposal seeks to modify the existing EESC 311 course to serve the first of the above aspects, namely the technical, scientific and field skills that are needed in conducting an EIA.</p> <p>As the new courses are both sufficiently similar and sufficiently different from the existing EESC 311 course, which covers both the theory and techniques, we propose</p>



	<p>to drop this number and use new numbers for the two new courses, EESC/GEOG 314, and EESC 315.</p>
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**Curriculum Proposal Form  
New/Change to Course/Program – Okanagan Campus**

**Category: 1**

<p><b>Faculty/School:</b> Arts and Sciences <b>Department/Unit:</b> Unit 7 <b>Faculty/School Approval Date:</b> February 25, 2014 <b>Effective Session:</b> 2014S</p>	<p><b>Date:</b> 4<sup>th</sup> February 2014 <b>Contact Person:</b> Adam Wei <b>Phone:</b> 250.807.8750 <b>Email:</b> adam.wei@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b>Program Requirements</b></p> <p><b>[12124] Master of Science (M.Sc.)</b></p> <p><b>[12125]</b> The M.Sc. program requires completion of <b>a minimum of 30 credits including:</b></p> <p><b>[12126]</b></p> <ul style="list-style-type: none"> <li>• ENVI 502 - Environmetrics (3 credits) <b><u>or ENVI 512 - Applied Data Analysis in Geosciences (3 credits)</u></b> <b><u>or ENVI 544 - Dynamic Modeling of Human and Environmental Systems (3 credits) or equivalent advanced quantitative skills course appropriate to the student's disciplinary requirements, as approved by the supervisory committee and the Unit's Graduate Program Committee;</u></b></li> <li>• ENVI 550 - Graduate Seminar in Environmental Sciences (3 credits);</li> <li>• <b><u>6 credits derived from:</u></b> ENVI 551 - Special Topics in Environmental Sciences (<b><u>3/6</u></b> credits) <b><u>and/or</u></b> ENVI 552 - Directed Readings in Environmental Sciences (<b><u>3/6</u></b> credits);</li> </ul>	<p><b>Draft Academic Calendar URL:</b> <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,896,1049">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,896,1049</a></p> <p><b>Present Academic Calendar Entry:</b> <a href="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,896,1049">http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,896,1049</a></p> <p><b>Program Requirements</b></p> <p><b>[12124] Master of Science (M.Sc.)</b></p> <p><b>[12125] <del>A minimum of 30 credits in total is required.</del></b> The M.Sc. program <b>normally</b> requires completion of <b>the following:</b></p> <p><b>[12126]</b></p> <ul style="list-style-type: none"> <li>• ENVI 502 - Environmetrics (3 credits);</li> <li>• ENVI 550 - Graduate Seminar in Environmental Sciences (3 credits);</li> <li>• ENVI 551 - Special Topics in Environmental Sciences (6 credits) or ENVI 552 - Directed Readings in Environmental Sciences (6 credits); and</li> </ul>



<p>and</p> <ul style="list-style-type: none"> <li>• ENVI 599 - M.Sc. Thesis (18 credits).</li> </ul> <p>[12127] Additional coursework may be required at the discretion of the supervisory committee.</p> <p>[12128] <b>Doctor of Philosophy (Ph.D.)</b></p> <p>[12129] The Ph.D. program requires an annual progress report on the proposed thesis research, a comprehensive examination, and the completion of a research thesis (ENVI 699). If <b>equivalent courses to those required for the M.Sc.</b> have not been completed in earlier work, these will be required for completion of the Ph.D. program. At the discretion of the supervisory committee, students may be required to complete additional coursework to develop their expertise in environmental sciences and to facilitate completion of their research program. The exact number of courses will depend upon the background of the student entering the program, and the nature of his or her research project. The program structure is flexible, and will be adapted to the needs of individual students.</p>	<ul style="list-style-type: none"> <li>• ENVI 599 - M.Sc. Thesis (18 credits).</li> </ul> <p>[12127] Additional coursework may be required at the discretion of the supervisory committee.</p> <p>[12128] <b>Doctor of Philosophy (Ph.D.)</b></p> <p>[12129] The Ph.D. program requires an annual progress report on the proposed thesis research, a comprehensive examination, and the completion of a research thesis (ENVI 699). <del>If ENVI 502, ENVI 550, and ENVI 551 (or equivalent courses)</del> have not been completed in earlier work, these will be required for completion of the Ph.D. program. At the discretion of the supervisory committee, students may be required to complete additional coursework to develop their expertise in environmental sciences and to facilitate completion of their research program. The exact number of courses will depend upon the background of the student entering the program, and the nature of his or her research project. The program structure is flexible, and will be adapted to the needs of individual students.</p> <p><b>Type of Action:</b> Updates and modification to the M.Sc. and PhD program requirements: (1) add new courses (that have been previously approved); (2) revise program requirements to suit the additional courses.</p> <p><b>Rationale:</b> Recent additions to the courses available to ENVI graduate students allow some extra flexibility, especially in the quantitative skills content of the program, where there are now three ENVI courses,</p>
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**a place of mind**

**THE UNIVERSITY OF BRITISH COLUMBIA**

	<p>plus the possibility of other qualifying courses, such as IGS 501, should the need arise; such options will be at the discretion of the student's supervisor. All students have the opportunity to pursue courses in their specialist area (ENVI 551, 552); there are small changes to the language here to reflect the fact that these courses have 3- or 6-credit options but for some reason this was omitted in the program requirements page.</p>
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## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

### Category 1

<p><b>Faculty/School:</b> IKBSAS <b>Department/Unit:</b> Economics/Unit 8 <b>Faculty/School Approval Date:</b> April 2, 2014 <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> February 11, 2014 <b>Contact Person:</b> Peter Wylie <b>Phone:</b> 250.807.9341 <b>Email:</b> <a href="mailto:peter.wylie@ubc.ca">peter.wylie@ubc.ca</a></p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b>[12835] General Studies Bachelor of Arts</b></p> <p><b>[12836]</b> The General Studies B.A. is for students who wish to pursue a general liberal studies program. Students must complete at least 48 credits at the 300/400 level, of which at least 30 credits must be completed at the UBC Okanagan campus. In addition to the <a href="#">general requirements for the B.A. program in Arts</a>, students enrolled in the General Studies B.A. must fulfill requirements from the following three groupings drawn from four categories (Humanities, Social Science, Science, and Creative and Performing Arts):</p> <p><b>[12837] Grouping I</b></p> <p><b>[12838]</b></p> <ul style="list-style-type: none"> <li>• Concentration: A minimum of 30 credits, with at least 18 credits at the 300 and 400 levels from a single discipline within one of the four categories mentioned above.</li> <li>• Non-concentration: A minimum of 18 credits, with at least 12 credits at the 300 and 400 levels from other disciplines within the same</li> </ul>	<p><b>Draft Academic Calendar URL:</b> <a href="http://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,282,857,1126">http://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,282,857,1126</a></p> <p><b>Present Academic Calendar URL:</b> <a href="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,857,1126">http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,857,1126</a></p> <p><b>[12835] General Studies Bachelor of Arts</b></p> <p><b>[12836]</b> The General Studies B.A. is for students who wish to pursue a general liberal studies program. Students must complete at least 48 credits at the 300/400 level, of which at least 30 credits must be completed at the UBC Okanagan campus. In addition to the <a href="#">general requirements for the B.A. program in Arts</a>, students enrolled in the General Studies B.A. must fulfill requirements from the following three groupings drawn from four categories (Humanities, Social Science, Science, and Creative and Performing Arts):</p> <p><b>[12837] Grouping I</b></p> <p><b>[12838]</b></p> <ul style="list-style-type: none"> <li>• Concentration: A minimum of 30 credits, with at least 18 credits at the 300 and 400 levels from a single discipline within one of the four categories mentioned above.</li> <li>• Non-concentration: A minimum of 18 credits, with at least 12 credits at the 300 and 400 levels from other disciplines within the same</li> </ul>



<p>category as the concentration.</p> <p><b>[12839] Grouping II</b></p> <p><b>[12840]</b></p> <ul style="list-style-type: none"> <li>A minimum of 18 credits, with at least 12 credits at the 300 and 400 levels from a category different from the category chosen for Grouping I.</li> </ul> <p><b>[12841] Grouping III</b></p> <p><b>[12842]</b></p> <ul style="list-style-type: none"> <li>A minimum of 6 credits at the 300 and 400 levels in disciplines outside of the concentration. Students can complete a General Studies B.A. degree with a concentration in the following disciplines: Anthropology; Economics (<b>Social Sciences option</b>); <b>Economics (Science option)</b>; Geography; History (Humanities option); History (Social Sciences option); Languages; Literature; Mathematics; Philosophy; Political Science; Psychology (Social Sciences option); Psychology (Science option); Sociology; and Gender and Women's Studies.</li> </ul> <p><b>[12843] Discipline Classification Lower Levels (100- and 200-level courses)<sup>1</sup></b></p> <p><b>[12844] Humanities:</b> Classics (Latin/Greek), English, French, German, History, Indigenous Studies, Japanese, Philosophy, Spanish.</p> <p><b>[12845] Social Sciences:</b> Anthropology, Economics, Gender and Women's Studies, Geography<sup>2</sup>, Political Science, Psychology, Sociology.</p> <p><b>[12846] Creative and Performing Arts:</b></p>	<p>category as the concentration.</p> <p><b>[12839] Grouping II</b></p> <p><b>[12840]</b></p> <ul style="list-style-type: none"> <li>A minimum of 18 credits, with at least 12 credits at the 300 and 400 levels from a category different from the category chosen for Grouping I.</li> </ul> <p><b>[12841] Grouping III</b></p> <p><b>[12842]</b></p> <ul style="list-style-type: none"> <li>A minimum of 6 credits at the 300 and 400 levels in disciplines outside of the concentration. Students can complete a General Studies B.A. degree with a concentration in the following disciplines: Anthropology; Economics; Geography; History (Humanities option); History (Social Sciences option); Languages; Literature; Mathematics; Philosophy; Political Science; Psychology (Social Sciences option); Psychology (Science option); Sociology; and Gender and Women's Studies.</li> </ul> <p><b>[12843] Discipline Classification Lower Levels (100- and 200-level courses)<sup>1</sup></b></p> <p><b>[12844] Humanities:</b> Classics (Latin/Greek), English, French, German, History, Indigenous Studies, Japanese, Philosophy, Spanish.</p> <p><b>[12845] Social Sciences:</b> Anthropology, Economics, Gender and Women's Studies, Geography<sup>2</sup>, Political Science, Psychology, Sociology.</p> <p><b>[12846] Creative and Performing Arts:</b></p>
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<p>Creative Writing, Theatre, Visual Arts.</p> <p><b>[12847] Science credit can be obtained in:</b> Biology, Chemistry, Computer Science, Earth and Environmental Sciences, <b>Economics</b>, Geography<sup>3</sup>, Geology, Mathematics, Physics, Psychology, Statistics.</p> <p><b>[12848] Lab Science designation can be applied to:</b> Astronomy, Biology, Chemistry, Earth and Environmental Sciences, Geography<sup>2</sup>, Geology, Physics.</p> <p><b>[12850]</b><sup>1</sup>These classifications apply to UBC Okanagan campus students enrolled in the B.A. and B.Sc. programs. <sup>2</sup>GEOG 108, 109, 200, 205, and 222 provide the Lab Science designation; all other GEOG courses provide the Social Sciences credit. <sup>3</sup>GEOG 128 and 129 do not provide Science credit.</p> <p><b>[12851] General B.A. Degree Program List of Courses By Discipline</b></p> <p><b>[12852] Anthropology</b> <i>Social Sciences Category:</i> ANTH 304, 306, 310, 313, 318, 319, 323, 342, 351, 370, 377, 400, 403, 407, 409, 411, 414, 419, 420, 422, 441, 477, 490.</p> <p><b>[12853] Classics</b> <i>Humanities Category:</i> LATN 300.</p> <p><b>[12854] Economics</b> <b><u>All ECON courses can be counted in either the <i>Social Sciences Category</i> or the <i>Science Category</i> but not both, and not some in one category and some in the other.</u></b></p> <p><b>[12855] Fine Arts</b> <i>Creative and Critical Studies Category:</i> ARTH 315, 316, 320, 321; VISA 300, 301,</p>	<p>Creative Writing, Theatre, Visual Arts.</p> <p><b>[12847] Science credit can be obtained in:</b> Biology, Chemistry, Computer Science, Earth and Environmental Sciences, Geography<sup>3</sup>, Geology, Mathematics, Physics, Psychology, Statistics.</p> <p><b>[12848] Lab Science designation can be applied to:</b> Astronomy, Biology, Chemistry, Earth and Environmental Sciences, Geography<sup>2</sup>, Geology, Physics.</p> <p><b>[12850]</b><sup>1</sup>These classifications apply to UBC Okanagan campus students enrolled in the B.A. and B.Sc. programs. <sup>2</sup>GEOG 108, 109, 200, 205, and 222 provide the Lab Science designation; all other GEOG courses provide the Social Sciences credit. <sup>3</sup>GEOG 128 and 129 do not provide Science credit.</p> <p><b>[12851] General B.A. Degree Program List of Courses By Discipline</b></p> <p><b>[12852] Anthropology</b> <i>Social Sciences Category:</i> ANTH 304, 306, 310, 313, 318, 319, 323, 342, 351, 370, 377, 400, 403, 407, 409, 411, 414, 419, 420, 422, 441, 477, 490.</p> <p><b>[12853] Classics</b> <i>Humanities Category:</i> LATN 300.</p> <p><b>[12854] Economics</b> <del><i>Social Sciences Category:</i> ECON 308, 327, 328, 330, 331, 332, 333, 340, 345, 351, 352, 357, 358, 360, 361, 371, 386, 390, 401, 402, 493, 497.</del></p> <p><b>[12855] Fine Arts</b> <i>Creative and Critical Studies Category:</i> ARTH 315, 316, 320, 321; VISA 300, 301,</p>
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<p>312, 313, 322, 323, 336, 337, 362, 363, 382, 383, 400, 482, 483.</p> <p><b>[12856] Geography</b> <i>Social Sciences Category:</i> GEOG 316, 351, 358, 359, 365, 371, 423, 434, 451, 480. <i>Science Category:</i> GEOG 301, 310, 317, 341, 356, 370, 377, 413, 414, 416, 437, 466.</p> <p><b>[15523] Gender and Women's Studies</b> <i>Social Sciences Category:</i> GWST 323, 334. <i>Humanities Category:</i> GWST 335, 336.</p> <p><b>[12857] History</b> <i>Humanities Category:</i> all courses between HIST 302 and 492 (except those listed under Social Sciences), and including PHIL 419. <i>Social Sciences Category:</i> HIST 300, 301, 329, 352, 402, 412, 464, 473.</p> <p><b>[12858] Indigenous Studies</b> <i>Humanities Category:</i> INDG 303, 401, 402, 481. <i>Social Sciences Category:</i> INDG 302, 304, 305, 306, 307, 308.</p> <p><b>[12859] Language</b> <i>Humanities Category:</i> ENGL 340, 392, 393; FREN 344, 345, 353, 355, 480 (with a language content); SPAN 301, 302, 425, 495 (with a language content).</p> <p><b>[12860] Literature</b> <i>Humanities Category:</i> all 300- and 400-level ENGL courses, except for ENGL 340, 392, 393; FREN 330, 331, 332, 336, 337, 360, 362, 419, 422, 480 (with a literature content); SPAN 303, 304, 310, 311, 408, 411, 412, 495 (with a literature content).</p> <p><b>[12861] Philosophy</b> <i>Humanities Category:</i> <b>All PHIL courses</b></p>	<p>312, 313, 322, 323, 336, 337, 362, 363, 382, 383, 400, 482, 483.</p> <p><b>[12856] Geography</b> <i>Social Sciences Category:</i> GEOG 316, 351, 358, 359, 365, 371, 423, 434, 451, 480. <i>Science Category:</i> GEOG 301, 310, 317, 341, 356, 370, 377, 413, 414, 416, 437, 466.</p> <p><b>[15523] Gender and Women's Studies</b> <i>Social Sciences Category:</i> GWST 323, 334. <i>Humanities Category:</i> GWST 335, 336.</p> <p><b>[12857] History</b> <i>Humanities Category:</i> all courses between HIST 302 and 492 (except those listed under Social Sciences), and including PHIL 419. <i>Social Sciences Category:</i> HIST 300, 301, 329, 352, 402, 412, 464, 473.</p> <p><b>[12858] Indigenous Studies</b> <i>Humanities Category:</i> INDG 303, 401, 402, 481. <i>Social Sciences Category:</i> INDG 302, 304, 305, 306, 307, 308.</p> <p><b>[12859] Language</b> <i>Humanities Category:</i> ENGL 340, 392, 393; FREN 344, 345, 353, 355, 480 (with a language content); SPAN 301, 302, 425, 495 (with a language content).</p> <p><b>[12860] Literature</b> <i>Humanities Category:</i> all 300- and 400-level ENGL courses, except for ENGL 340, 392, 393; FREN 330, 331, 332, 336, 337, 360, 362, 419, 422, 480 (with a literature content); SPAN 303, 304, 310, 311, 408, 411, 412, 495 (with a literature content).</p> <p><b>[12861] Philosophy</b> <i>Humanities Category:</i> <del>PHIL 309, 310,</del></p>
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<p><b><u>between 300 and 499.</u></b></p> <p><b>[12862] Political Science</b> <i>Social Sciences Category:</i> <b><u>All POLI courses between 300 and 499.</u></b></p> <p><b>[12863] Psychology</b> <i>Social Sciences Category:</i> all PSYO courses between 301 and 499, except those listed under the Science Category. <i>Science Category:</i> PSYO 310, 311, 313, 316, 317, 318, 326, 327, 328, 330, 370, 470.</p> <p><b>[12864] Sociology</b> <i>Social Sciences Category:</i> SOCI 303, 305, 306, 309, 311, 313, 355, 362, 371, 375, 411, 415, 426, 434, 463, 467, 468, 485.</p>	<p><del>314, 315, 331, 338, 345, 373, 414, 415, 418, 419, 425, 427, 433, 434, 435, 446, 451, 460, 469, 497.</del></p> <p><b>[12862] Political Science</b> <i>Social Sciences Category:</i> <del>POLI 303, 310, 323, 336, 340, 362, 363, 364, 366, 402, 462, 464, 465, 497.</del></p> <p><b>[12863] Psychology</b> <i>Social Sciences Category:</i> all PSYO courses between 301 and 499, except those listed under the Science Category. <i>Science Category:</i> PSYO 310, 311, 313, 316, 317, 318, 326, 327, 328, 330, 370, 470.</p> <p><b>[12864] Sociology</b> <i>Social Sciences Category:</i> SOCI 303, 305, 306, 309, 311, 313, 355, 362, 371, 375, 411, 415, 426, 434, 463, 467, 468, 485.</p> <p><b>Type of Action:</b> In the General Studies B.A. program: (i) Allow all lower-level Economics courses to count for Science credit. (ii) Allow all upper-level Economics courses to be counted as fulfilling course requirements in either the Social Sciences Category or the Science Category. (iii) Clarify the categories for all upper-level Philosophy and Political Science courses.</p> <p><b>Rationale:</b> In the General Studies B.A. program: (i) Allow Economics courses to be counted as fulfilling course requirements in <u>either the Social Sciences Category or the Science Category, but not both.</u> (iii) Clarify the categories for all upper-level Philosophy and Political Science courses.</p>
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**Rationale:**

Like Psychology, Economics is a discipline with a Major in both the B.A. and the B.Sc. programs, hence in the General Studies B.A. program, we propose that courses in Economics be available to be counted for either Social Sciences (Arts) or Science credit (as fulfilling course requirements in either the *Social Sciences Category* or the *Science Category*). This would be as courses in Psychology currently are, but in a different, but, we believe, equally logical and flexible, way.

It is already the case that for students completing the B.Sc. Major in Economics program, all courses in Economics (ECON) are considered Science courses for Science credit. Hence it is proposed that for students completing the General Studies B.A. program, students be given the option of counting all of their ECON credits as either for Arts (*Social Sciences Category*) credit or Sciences (*Science Category*) credit, but not both, and not some in one category and some in the other.

With all of the student's Economics courses being able to be counted in one or other of these categories (but not both), students who intend to complete the General Studies B.A. program will then be able to use their Economics credits in the way that would work best for them in covering the necessary categories in the three course grouping requirements.

In the B.Sc. Major in Economics all ECON credits earned count as Science, but in B.Sc. Majors other than the B.Sc. Major in Economics, all ECON credits earned count as Arts. So this proposal is not in fact setting a new precedent for ECON courses, but merely extending an existing precedent to the General Studies B.A. degree.



At the moment in all B.A. degrees ECON counts as Arts (Social Science), but courses in Psychology (PSYO) and Geography (GEOG) within the General Studies B.A. can be Sciences or Arts (Social Science). So this proposal simply adds ECON to this latter possibility.

In the General Studies B.A., PSYO courses can be considered Science or Arts (Social Science), but the PSYO courses are split into a Science list and an Arts (Social Science) list. This we are told works well for PSYO because its B.A. Major is structured along these lines so that students who miss out on all of the requirements for the B.A. Major in PSYO can fairly seamlessly transition to graduate with the General Studies B.A. degree using all of their PSYO courses in one or both of the Social Sciences and Science Categories.

The splitting of ECON courses into a Social Science list and a Science list in the General Studies B.A. does not work well for ECON as our B.A. Major in ECON is not structured in this way. It is preferable for ECON that in the General Studies B.A. degree, all ECON courses be allowed to be considered as Science or Arts (Social Science), but, for any individual student, not both.

This is a trade-off with the cost in flexibility of precluding a student from using ECON courses in both categories, but with the benefit in flexibility of allowing the student to choose from the full range of ECON courses offered in meeting grouping requirements in the one chosen category, *Social Sciences Category* or *Science Category*, but not both, and not some courses in one category and some in the other.





Pedagogically, this fits best for ECON because all of our courses, in studying human behavior, can be considered as Social Science, but also all of our courses use the scientific method of deductive reasoning, hypothesis testing and falsification/non-falsification, and hence can also be considered as Science (Economics is also unique among B.A. Majors in requiring 6-credits of calculus for the degree).

So this would mean that in all B.A. degrees (just as in all B.Sc. degrees) either all ECON counts as Science (for students using ECON as a Science in the General Studies B.A.) or all ECON counts as Arts (for all other B.A. students) but not both. So the rationale is logically parallel to the existing precedent in the B.Sc. that considers all ECON courses as Science or Arts, as the case may be, a precedent we seek to now extend, for the benefit of B.A. students, to the General Studies B.A. degree.

For (iii) the rationale is to correct the presently incomplete list of upper-level Philosophy courses that meet requirements in the *Humanities Category* and the presently incomplete list of upper-level Political Science courses that meet requirements in the *Social Sciences Category*.



## Curriculum Proposal Form New Course - Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> FHSD <b>Department/Unit:</b> School of Nursing <b>Faculty/School Approval Date:</b> <b>Effective Session:</b> 2014 S</p>	<p><b>Date:</b> September 16, 2013 <b>Contact Person:</b> Dr. Donna Kurtz <b>Phone:</b> 250.807.9627 <b>Email:</b> donna.kurtz@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b>HINT 408 (3)</b> <b>Cultural Safety in Health: Indigenous Perspectives</b> A critical exploration of cultural identity and racism (historical and contemporary) within health systems to help students develop competencies for improved sensitivity and responsiveness to Aboriginal people within health care, research, institutions, and community. [3-0-0]</p> <p>Credit will not be granted for both HINT 408 and HINT 508.</p> <p>Prerequisites: Third-year standing.</p> <p><b>HINT 508 (3)</b> <b>Cultural Safety in Health: Indigenous Perspectives</b> A critical exploration of cultural identity and racism (historical and contemporary) within health systems to help students develop competencies for improved sensitivity and responsiveness to Aboriginal people within health care, research, institutions, and community.</p> <p>Credit will not be granted for both HINT 408 and HINT 508.</p> <p>Prerequisite: Permission of the instructor.</p>	<p><b>Draft Academic Calendar URL:</b> <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/newcourses.cfm">http://www.calendar.ubc.ca/okanagan/proof/edit/newcourses.cfm</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p><b>Type of Action:</b> Add to the academic calendar for the 2014 Academic Year.</p> <p><b>Rationale:</b> This interdisciplinary course was designed over a 5-year period in collaboration and partnership with an Advisory Committee, consisting of staff and students from UBC FHSD, Education, Indigenous Studies, Aboriginal Programs and Services and community members from local First Nations, urban and Métis communities, Elders and health care providers. The Aboriginal Health Modules (AHM) within the course are taught by Okanagan Indian Band Knowledge Keepers and local Elders. These modules were piloted in FHSD and have been embedded in the nursing curriculum since 2009. The AHMs provide the foundation for this course, piloted Summer 2012 with strong course evaluations. This innovative course addresses Place and Promise community engagement and Aboriginal partnerships and education of students about working with Aboriginal people in culturally safe ways.</p> <p>This course will be open to undergraduate and graduate students. Evaluation of graduate students will include an academic paper with a more in-depth and comprehensive critical discussion of literature, and research ethics and higher degree of critical reflection and more</p>



	<p>advanced academic writing.</p> <p>Journal reflection assignments provide opportunity for students to identify their own cultural identity and reflect on underlying assumptions and prejudice and apply what they learn to everyday life as global citizens.</p>
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**Curriculum Proposal Form  
New/Change to Course/Program – Okanagan Campus**

**Category: 1**

<p><b>Faculty/School:</b> FHSD <b>Department/Unit:</b> HES <b>Faculty/School Approval Date:</b> Jan 2014 <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> March 2014 <b>Contact Person:</b> Paul Van Donkelaar <b>Phone:</b> 250.807.8858 <b>Email:</b> <a href="mailto:paul.vandonkelaar@ubc.ca">paul.vandonkelaar@ubc.ca</a></p>
<p><b>Proposed Academic Calendar Entry:</b> <i>Degree Requirements</i></p> <p>[15802] To qualify for the Bachelor of Human Kinetics (B.H.K.) degree, students must: [15803]</p> <ul style="list-style-type: none"> <li>• satisfy all the B.H.K. program requirements by completing studies whether at the UBC Okanagan campus or elsewhere;</li> <li>• satisfy at least 50% of the credits for the B.H.K. program while registered in the program<sup>1</sup>;</li> <li>• complete a minimum of 30 upper-level (300/400) credits in HMKN courses;</li> <li>• complete 48 credits at the 300/400 level, <b><u>of which 12 credits must be 300/400 level outside of HEAL or HMKN;</u></b></li> <li>• 30 <b><u>of these 48</u></b> credits<sup>1</sup> must be completed at UBC; and</li> <li>• complete 120 credits.</li> </ul>	<p><b>Draft Academic Calendar URL:</b> <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,346,1061,1287">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,346,1061,1287</a></p> <p><b>Present Academic Calendar Entry:</b> <i>Degree Requirements</i></p> <p>[15802] To qualify for the Bachelor of Human Kinetics (B.H.K.) degree, students must: [15803]</p> <ul style="list-style-type: none"> <li>• satisfy all the B.H.K. program requirements by completing studies whether at the UBC Okanagan campus or elsewhere;</li> <li>• satisfy at least 50% of the credits for the B.H.K. program while registered in the program<sup>1</sup>;</li> <li>• complete a minimum of 30 upper-level (300/400) credits in HMKN courses;</li> <li>• complete 48 credits at the 300/400 level, of which 30 credits<sup>1</sup> must be completed at UBC; and</li> <li>• complete 120 credits.</li> </ul> <p>[15804] Note: Students may complete HMKN</p>



<p>401 (Community Placement Experience),<sup>2</sup> or HMKN 499 (Project in Human Kinetics) while studying at another institution on a Senate-approved exchange program. [15806] Students must select one of two areas of concentration - Clinical Exercise Physiology or Health Promotion - and satisfy the course requirements of the area of concentration.</p> <p>[15808] Non-Human Kinetics Electives Many 300/400-level courses require 100/200-level prerequisites, and therefore all non-HMKN electives should be selected carefully.</p> <p>[15809] Overloading A student must apply in writing to the Faculty of Health and Social Development for permission to register in more than 36 credits in a Winter Session or 12 credits in a Summer Session.</p> <p>[15810] <sup>1</sup>Courses taken while studying at another institution on a Senate-approved exchange program may satisfy this requirement.</p> <p>[15811] Areas of Concentration [15812] Clinical Exercise Physiology [15813] This concentration focuses on the role of exercise in health and physical activity in the prevention, rehabilitation, and management of chronic disease. Students will study a variety of aspects of healthy aging as well as cardiovascular, respiratory, neurophysiology and muscular physiology, and pathology. Potential occupations include: kinesiologist, clinical exercise physiologist, rehabilitation specialist, exercise therapist, and personal</p>	<p>401 (Community Placement Experience) or HMKN 499 (Project in Human Kinetics) while studying at another institution on a Senate-approved exchange program.</p> <p>[15806] Students must select one of two areas of concentration - Clinical Exercise Physiology or Health Promotion - and satisfy the course requirements of the area of concentration.</p> <p>[15808] Non-Human Kinetics Electives Many 300/400-level courses require 100/200-level prerequisites, and therefore all non-HMKN electives should be selected carefully.</p> <p>[15809] Overloading A student must apply in writing to the Faculty of Health and Social Development for permission to register in more than 36 credits in a Winter Session or 12 credits in a Summer Session.</p> <p>[15810] <sup>1</sup>Courses taken while studying at another institution on a Senate-approved exchange program may satisfy this requirement.</p> <p>[15811] Areas of Concentration [15812] Clinical Exercise Physiology [15813] This concentration focuses on the role of exercise in health and physical activity in the prevention, rehabilitation, and management of chronic disease. Students will study a variety of aspects of healthy aging as well as cardiovascular, respiratory, neurophysiology and muscular physiology, and pathology. Potential occupations include: kinesiologist, clinical exercise physiologist, rehabilitation specialist, exercise therapist, and personal</p>
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<p>trainer, among others. Graduates of the clinical exercise physiology concentration often work in conjunction with other health care providers such as physicians, cardiac rehabilitation specialists, and nutritionists, and also progress into professions such as medicine, physiotherapy, respiratory therapy, and occupational therapy. Many of the courses offered in the other concentration, Health Promotion, also provide knowledge and skills beneficial to this area.</p>	<p>trainer, among others. Graduates of the clinical exercise physiology concentration often work in conjunction with other health care providers such as physicians, cardiac rehabilitation specialists, and nutritionists, and also progress into professions such as medicine, physiotherapy, respiratory therapy, and occupational therapy. Many of the courses offered in the other concentration, Health Promotion, also provide knowledge and skills beneficial to this area.</p>
<p>First Year Credits 3 credits of 100-level English 3 <b>HMKN 105</b> Canadian Health Care System 3 HMKN 100 Health, Fitness, and Lifestyle 3 HMKN 101 Biomechanics 3 HMKN 190 Functional Anatomy and Applied Physiology I 3 HMKN 191 Functional Anatomy and Applied Physiology II 3 <b>12</b> credits of electives<sup>1</sup> <b>12</b> Total Credits 30</p>	<p>First Year Credits 3 credits of 100-level English 3 <del>HEAL 201</del> Canadian Health Care System 3 HMKN 100 Health, Fitness, and Lifestyle 3 HMKN 101 Biomechanics 3 HMKN 190 Functional Anatomy and Applied Physiology I 3 HMKN 191 Functional Anatomy and Applied Physiology II 3 <del>HMKN 202 Human Motor Behaviour I</del> <del>3</del> <del>9</del> credits of electives<sup>1</sup> <del>9</del> Total Credits 30</p>
<p>Second Year HEAL 200 Determinants of Health 3 <b>HMKN 205</b> Methods of Data Analysis 3 <b>HMKN 206</b> Health Research Methods 3 HMKN 200 Exercise Physiology I 3 HMKN 201 Exercise Psychology I 3 <b>HMKN 202 Human Motor Behaviour I</b> 3 HMKN 203 Lifespan Physical and Motor Development 3 <b>9</b> credits of electives<sup>1</sup> <b>9</b></p>	<p>Second Year HEAL 200 Determinants of Health 3 <del>HEAL 300</del> Methods of Data Analysis 3 <del>HEAL 301</del> Health Research Methods 3 HMKN 200 Exercise Physiology I 3 HMKN 201 Exercise Psychology I 3 HMKN 203 Lifespan Physical and Motor Development 3 <del>12</del> credits of electives<sup>1</sup> <del>12</del> Total Credits 30</p>



<p>Total Credits 30</p> <p>Third Year</p> <p>3 credits of 300-400 level HMKN electives<sup>2</sup> 3</p> <p>HMKN 310 Exercise Physiology II 3</p> <p>HMKN 311 Exercise Prescription 3</p> <p><b>One of</b> HMKN 312 Laboratory Techniques in Exercise Science <b>or HMKN 315 Laboratory Techniques in Sensorimotor Neuroscience</b> 3</p> <p>HMKN 335 Pathophysiology 3</p> <p>15 credits of electives<sup>1</sup></p> <p>Total Credits 30</p> <p>Fourth Year</p> <p>3 credits of HMKN 401, HMKN 499<sup>3</sup></p> <p>Community Placement Experience, Project in Human Kinetics 3</p> <p><b>6</b> credits of 300-or 400-level HMKN electives<sup>2</sup></p> <p><b>6</b></p> <p><b>21</b> credits of electives<sup>1</sup> <b>21</b></p> <p><sup>1</sup> Students in the Clinical Exercise Physiology concentration are required to complete a total of 51 credits of electives, of which <b>18</b> credits must be completed at the 300- or 400-level.</p> <p><sup>2</sup> A minimum of <b>9</b> credits of HMKN electives are required. Required courses for the Health Promotion concentration are also eligible electives.</p> <p><sup>3</sup> Permission of the School of Health and Exercise Science is required. Students may take no more than 9 credits combined of HMKN 401, and HMKN 499.</p> <p>[15814] Health Promotion</p> <p>[15815] This concentration examines health</p>	<p>Third Year</p> <p>3 credits of 300-400 level HMKN electives<sup>2</sup> 3</p> <p>HMKN 310 Exercise Physiology II 3</p> <p>HMKN 311 Exercise Prescription 3</p> <p>HMKN 312 Laboratory Techniques in Exercise Science 3</p> <p>HMKN 335 Pathophysiology 3</p> <p>15 credits of electives<sup>1</sup></p> <p>Total Credits 30</p> <p>Fourth Year</p> <p>3 credits of HMKN 401, HMKN 499<sup>3</sup></p> <p>Community Placement Experience, Project in Human Kinetics 3</p> <p><del>4</del>2-credits of 300-or 400-level HMKN electives<sup>2</sup> <del>4</del>2</p> <p><del>15</del>5-credits of electives<sup>1</sup> <del>15</del></p> <p><sup>1</sup> Students in the Clinical Exercise Physiology concentration are required to complete a total of 51 credits of electives, of which <del>4</del>2-credits must be completed at the 300- or 400-level.</p> <p><sup>2</sup> A minimum of <del>15</del>5-credits of HMKN electives are required. Required courses for the Health Promotion concentration are also eligible electives.</p> <p><sup>3</sup> Permission of the School of Health and Exercise Science is required. Students may take no more than 9 credits combined of HMKN 401 and HMKN 499.</p> <p>[15814] Health Promotion</p> <p>[15815] This concentration examines health</p>
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from a multidisciplinary perspective, including the physical, social-cultural, and psychological components of health, and the associated impact an individual's health has on the public health care system. This concentration teaches students how to promote a healthy lifestyle and improve many aspects of health throughout the lifespan using individual, community, and population level approaches. Health and exercise psychology, behavioural physical activity, health promotion, disease, health policy, health care systems, and nutrition are some of the topics included within this concentration. Potential occupations include: health services/policy worker, health promotion programmer, corporate/occupational health coordinator, active living coordinator, and social/health marketer, among others. These professionals work in a variety of health care and government organizations, and recreation and business centres in addition to schools. Many of the courses offered in the other concentration, Clinical Exercise Physiology, also provide knowledge and skills beneficial to this concentration.

#### First Year Credits

3 credits of 100-level English 3

**HMKN 105** Canadian Health Care System 3

HMKN 100 Health, Fitness, and Lifestyle 3

HMKN 101 Biomechanics 3

HMKN 190 Functional Anatomy and Applied Physiology I 3

HMKN 191 Functional Anatomy and Applied Physiology II 3

from a multidisciplinary perspective, including the physical, social-cultural, and psychological components of health, and the associated impact an individual's health has on the public health care system. This concentration teaches students how to promote a healthy lifestyle and improve many aspects of health throughout the lifespan using individual, community, and population level approaches. Health and exercise psychology, behavioural physical activity, health promotion, disease, health policy, health care systems, and nutrition are some of the topics included within this concentration. Potential occupations include: health services/policy worker, health promotion programmer, corporate/occupational health coordinator, active living coordinator, and social/health marketer, among others. These professionals work in a variety of health care and government organizations, and recreation and business centres in addition to schools. Many of the courses offered in the other concentration, Clinical Exercise Physiology, also provide knowledge and skills beneficial to this concentration.

#### First Year Credits

3 credits of 100-level English 3

~~HEAL 201~~ Canadian Health Care System 3

HMKN 100 Health, Fitness, and Lifestyle 3

HMKN 101 Biomechanics 3

HMKN 190 Functional Anatomy and Applied Physiology I 3

HMKN 191 Functional Anatomy and Applied Physiology II 3





<p><u>12</u> credits of electives<sup>1</sup> <u>12</u> Total Credits 30</p> <p>Second Year HEAL 200 Determinants of Health 3 <u>HMKN 205</u> Methods of Data Analysis 3 <u>HMKN 206</u> Health Research Methods 3 HMKN 200 Exercise Physiology I 3 HMKN 201 Exercise Psychology I 3 <u>HMKN 202 Human Motor Behaviour I</u> 3 HMKN 203 Lifespan Physical and Motor Development 3 <u>9</u> credits of electives<sup>1</sup> <u>9</u> Total Credits 30</p> <p>Third Year <u>HMKN</u> 303 Health Program Evaluation 3 3 credits of 300-or 400-level HEAL electives 3 One of HMKN 320, HMKN 321 Health Education: Theory and Practice; or Sport Psychology 3 HMKN 322 Health Promotion I 3 HMKN 323 Introduction to Nutrition 3 <u>3</u> credits of 300- or 400-level HMKN electives<sup>2</sup> <u>3</u> <u>12</u> credits of electives<sup>1</sup> <u>12</u> Total Credits 30</p> <p>Fourth Year <u>6</u> credits of 300- or 400-level HMKN electives<sup>2</sup> <u>6</u> 3 credits of HMKN 401, HMKN 499<sup>3</sup> Community Placement Experience, Project in</p>	<p><del>HMKN 202 Human Motor Behaviour I</del> <del>3</del> <del>9</del>-credits of electives<sup>1</sup> <del>9</del> Total Credits 30</p> <p>Second Year HEAL 200 Determinants of Health 3 <del>HEAL 300</del> Methods of Data Analysis 3 <del>HEAL 301</del> Health Research Methods 3 HMKN 200 Exercise Physiology I 3 HMKN 201 Exercise Psychology I 3 HMKN 203 Lifespan Physical and Motor Development 3 <del>12</del>-credits of electives<sup>1</sup> <del>12</del> Total Credits 30</p> <p>Third Year <del>HEAL</del> 303 Health Program Evaluation 3 3 credits of 300-or 400-level HEAL electives 3 One of HMKN 320, HMKN 321 Health Education: Theory and Practice; or Sport Psychology 3 HMKN 322 Health Promotion I 3 HMKN 323 Introduction to Nutrition 3 <del>6</del>-credits of 300- or 400-level HMKN electives<sup>2</sup> <del>6</del> <del>9</del>-credits of electives<sup>1</sup> <del>9</del> Total Credits 30</p> <p>Fourth Year <del>12</del>-credits of 300- or 400-level HMKN electives<sup>2</sup> <del>12</del> 3 credits of HMKN 401, HMKN 499<sup>3</sup> Community Placement Experience, Project in</p>
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<p>Human Kinetics 3 <b>21</b> credits of electives<sup>1</sup> <b>21</b> 30 credits</p> <p><sup>1</sup> Students in the Health Promotion concentration are required to complete a total of 45 credits of electives, of which <b>12</b> credits must be completed at the 300- or 400-level.</p> <p><sup>2</sup> A minimum of <b>9</b> credits of HMKN electives are required. Required courses for the Clinical Exercise Physiology concentration are also eligible electives.</p> <p><sup>3</sup> Permission of the School of Health and Exercise Science is required. Students may take no more than 9 credits combined of HMKN 401, and HMKN 499.</p> <p>[15818] Promotion Requirements [15820] Promotion to Second Year [15821] Successful completion of 24 or more credits which must include first-year Human Kinetics core courses: HMKN 100 (3), HMKN 101 (3), <b>HMKN 105 (3)</b>, HMKN 190 (3), <b>and</b> HMKN 191 (3).</p> <p>[15822] Promotion to Third Year [15823] Successful completion of 48 or more credits which must include 3 credits of first-year English and second-year Human Kinetics core courses: HMKN 200 (3), HMKN 201 (3), <b>HMKN 202 (3), and</b> HMKN 203 (3).</p> <p>[15824] Promotion to Fourth Year [15825] Successful completion of 78 or more credits. [15826] Minor Programs</p>	<p>Human Kinetics 3 <del>45</del>-credits of electives<sup>1</sup> <del>45</del> 30 credits</p> <p><sup>1</sup> Students in the Health Promotion concentration are required to complete a total of 45 credits of electives, of which <del>6</del>-credits must be completed at the 300- or 400-level.</p> <p><sup>2</sup> A minimum of <del>18</del>-credits of HMKN electives are required. Required courses for the Clinical Exercise Physiology concentration are also eligible electives.</p> <p><sup>3</sup> Permission of the School of Health and Exercise Science is required. Students may take no more than 9 credits combined of HMKN 401 and HMKN 499.</p> <p>[15818] Promotion Requirements [15820] Promotion to Second Year [15821] Successful completion of 24 or more credits which must include first-year Human Kinetics core courses: HMKN 100 (3), HMKN 101 (3), HMKN 190 (3), HMKN 191 (3), <del>HMKN 202 (3), and HEAL 201 (3)</del>.</p> <p>[15822] Promotion to Third Year [15823] Successful completion of 48 or more credits which must include 3 credits of first-year English and second-year Human Kinetics core courses: HMKN 200 (3), HMKN 201 (3), HMKN 203 (3), <del>and HEAL 200 (3)</del>.</p> <p>[15824] Promotion to Fourth Year [15825] Successful completion of 78 or more credits. [15826] Minor Programs</p>
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<p>[15827] Students who wish to focus their non-Human Kinetics electives may undertake an optional minor program in conjunction with the B.H.K. degree. All courses in the minor must be taken outside of Human Kinetics.</p> <p>[15828] Students completing the B.H.K. may complete a Minor in Arts (e.g., Gender and Women’s Studies, Indigenous Studies, Psychology, Sociology, etc.) or Science (e.g., Biology, Chemistry).</p> <p>[16170] Students must pay particular attention to the number of upper-level credits required for a minor versus the number of credits available in their upper-level non-HMKN electives. Careful planning is required. Students are advised to seek assistance from Academic Advising to ensure appropriate program planning.</p> <p>[15829] Minor in Arts</p> <p>[15830] An acceptable program must comprise courses in the Faculty of Arts and Sciences or the Faculty of Creative and Critical Studies that are for credit towards a B.A. degree, and consists of 18 upper-level credits in a single subject field or specialization. Students should design a coherent, academically sound course of studies for their minor. All courses must be acceptable for a B.A. major in the subject area or field, but a student is not bound by the other requirements that the Faculty of Arts and Sciences or the Faculty of Creative and Critical Studies sets for a major or minor in the field. Students who wish to pursue a minor in Arts should be aware of the prerequisites for many of the upper-level courses in Arts.</p> <p>[15831] Upon successful completion of the</p>	<p>[15827] Students who wish to focus their non-Human Kinetics electives may undertake an optional minor program in conjunction with the B.H.K. degree. All courses in the minor must be taken outside of Human Kinetics.</p> <p>[15828] Students completing the B.H.K. may complete a Minor in Arts (e.g., Gender and Women’s Studies, Indigenous Studies, Psychology, Sociology, etc.) or Science (e.g., Biology, Chemistry).</p> <p>[16170] Students must pay particular attention to the number of upper-level credits required for a minor versus the number of credits available in their upper-level non-HMKN electives. Careful planning is required. Students are advised to seek assistance from Academic Advising to ensure appropriate program planning.</p> <p>[15829] Minor in Arts</p> <p>[15830] An acceptable program must comprise courses in the Faculty of Arts and Sciences or the Faculty of Creative and Critical Studies that are for credit towards a B.A. degree, and consists of 18 upper-level credits in a single subject field or specialization. Students should design a coherent, academically sound course of studies for their minor. All courses must be acceptable for a B.A. major in the subject area or field, but a student is not bound by the other requirements that the Faculty of Arts and Sciences or the Faculty of Creative and Critical Studies sets for a major or minor in the field. Students who wish to pursue a minor in Arts should be aware of the prerequisites for many of the upper-level courses in Arts.</p> <p>[15831] Upon successful completion of the</p>
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<p>minor program, the notation "Minor in Arts" will be denoted on the student's transcript. [15832] Minor in Science [15833] An acceptable program must comprise courses in the Faculty of Arts and Sciences that are for credit towards a B.Sc. degree, and consists of 18 upper-level credits in a single subject field or specialization. Students should design a coherent, academically sound course of studies for their minor. All courses must be acceptable for a B.Sc. major in the subject area or field, but a student is not bound by the other requirements that the Faculty of Arts and Sciences sets for a major or minor in the field. Students who wish to pursue a Minor in Science should be aware of the prerequisites for many of the upper-level courses in Science. [15834] Upon successful completion of the minor program, the notation "Minor in Science" will be denoted on the student's transcript</p>	<p>minor program, the notation "Minor in Arts" will be denoted on the student's transcript. [15832] Minor in Science [15833] An acceptable program must comprise courses in the Faculty of Arts and Sciences that are for credit towards a B.Sc. degree, and consists of 18 upper-level credits in a single subject field or specialization. Students should design a coherent, academically sound course of studies for their minor. All courses must be acceptable for a B.Sc. major in the subject area or field, but a student is not bound by the other requirements that the Faculty of Arts and Sciences sets for a major or minor in the field. Students who wish to pursue a Minor in Science should be aware of the prerequisites for many of the upper-level courses in Science. [15834] Upon successful completion of the minor program, the notation "Minor in Science" will be denoted on the student's transcript</p> <p><b>Type of Action:</b> Curriculum changes to the B.H.K. degree. Changes to the promotion requirements.</p> <p><b>Rationale:</b> 12 credits of coursework outside of HMKN or HEAL at the 300-400 level will require our students to think strategically about their electives from Year 1 of the program and require them to be more interdisciplinary in their studies overall.</p> <p>New coursework being added, changing HEAL coursework over to HMKN, and removing some HEAL coursework that has not been offered in quite some time creates changes to the mechanics of the degree, such as electives and progression.</p> <p>Also, moving HMKN 202 back to Year 2 of</p>
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**a place of mind**

**THE UNIVERSITY OF BRITISH COLUMBIA**

	<p>the program because the curriculum aligns best with that year.</p> <p>Removing coursework that is no longer offered from promotion requirements and adding new ones. This will keep our curriculum and promotion requirements in line with another.</p> <p>Allowing students to select between HMKN 312 or 315 to meet a core requirement of the Clinical Exercise Physiology concentration creates more flexibility within the upper-level content of the degree.</p>
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**Curriculum Proposal Form  
Change to Program – Okanagan Campus  
Notes**

Please note the following while reviewing the Curriculum Proposal Form, outlining the changes to the Faculty of Education's Undergraduate Programs section of the Academic Calendar.

- This proposal is primarily a change to the layout of the Calendar. Note that some sections appear not to have been changed, but their headings are in red, with black, unchanged text below. This is to indicate that the unchanged section has been moved to a different location in the Calendar.
- Page 24:  
The courses listed under the Practicum Repeats section, are required to be re-taken when a student has withdrawn or failed a Practicum course (ex. When failing EDUC 421, students must re-enroll in EDUC 420 and 421). EDUC 420, 425, 428 and 429 are the Practicum courses. Their partner courses, which would be required to be re-taken, are the Practicum Preparation courses. To be adequately prepared for the Practicum courses, students need to have the information given in the preparation courses. Most importantly, the Practicum Preparation courses include school visits to the practicum school; students must be registered in a Practicum Preparation course in order to visit schools.
- Pages 5-13:  
The STEP Degree Requirements / Program of Study section has been revised to be more succinct, and to provide more student choice. Previously, the Programs of Study for each of the five STEP Specialties were listed individually. This involved a lot of repetition. Now, the core courses are listed at the top, the required courses for each Specialty are below that, and with the list of Curriculum & Instruction elective courses at the bottom (see pages 2-3 of this document).  
Note that the choice of one Curriculum & Instruction elective course within each of the STEP Specialties is new. As STEP students are now being admitted into a single subject specialty (e.g. English, Social Studies, Math), rather than a dual specialty, they will now choose one Curriculum & Instruction elective course within second Curriculum & Instruction subject area, from the existing list of Curriculum & Instruction courses.



The following displays the new layout of the STEP Degree Requirements / Program of Study:

### **CORE COURSES**

**STEP Students are required to complete all of:**

- EDUC 405 (8) Concept Studies Module I: The Culture of Education
- EDUC 426 (3) Practicum Classroom Instruction
- EDUC 427 (3) Learning Communities Seminar: Secondary Education
- EDUC 428 (15) Learning Communities Practicum: Secondary Education
- EDUC 430 (4) Guided Reflective Inquiry Project
- EDUC 432 (3) Assessment for Learning in the Secondary Classroom
- EDUC 447 (3) The Adolescent in the Classroom
- EDUC 450 (3) Policy and Organization: The School, Community, and Society
- EDUC 453 (3) Information Communication Technology for Secondary Teachers
- EDUC 456 (3) Special Needs in Secondary Education
- EDUC 459 (3) ESL in Secondary Education
- INDG 405 (3) Indigenous Education: History and Revitalization

### **SPECIALTY COURSES**

In addition to the required EDUC courses, students admitted to a particular STEP specialty must also complete:

**STEP Students admitted into the French Education Specialty must complete:**

- EDUC 488 (3) Curriculum and Instruction: French Immersion
- EDUC 491 (3) Curriculum and Instruction: French as a Second Language

**STEP Students admitted into the Trades Technology Education Specialty must complete:**

- EDUC 486 (3) Curriculum and Instruction: Technology Education II
- 3 credits of an EDUC-Curriculum Instruction elective

**STEP Students admitted into the Humanities Education Specialty with 24 credits of academic coursework in English must complete:**

- EDUC 495 (3) Curriculum and Instruction, Humanities: English
- 3 credits of an EDUC-Curriculum Instruction elective

**STEP Students admitted into the Humanities Education Specialty with 24 credits of academic coursework in Social Studies must complete:**

- EDUC 496 (3) Curriculum and Instruction, Humanities: Social Studies
- 3 credits of an EDUC-Curriculum Instruction elective

**STEP Students admitted into the Math/Science Education Specialty with 24 credits of academic coursework in Math must complete:**

- EDUC 480 (3) Curriculum Instruction: Secondary Mathematics
- 3 credits of an EDUC-Curriculum Instruction elective



**STEP Students admitted into the Math/Science Education Specialty with 24 credits of academic coursework in Science must complete:**

- EDUC 482 (3) Curriculum Instruction: Secondary Science
- 3 credits of an EDUC-Curriculum Instruction elective

**STEP Students admitted into the Middle School Education Specialty must complete:**

- EDUC 494 (3) Curriculum and Instruction: Middle School Education, Integrated Methods
- 3 credits of an EDUC-Curriculum Instruction elective

**ELECTIVE COURSES**

**STEP Students admitted into the Humanities, Math/Science, Middle School, and Trades and Technology Specialties must complete three credits from the following EDUC- Curriculum Instruction elective list:**

- EDUC 480 (3) Curriculum Instruction: Secondary Mathematics
- EDUC 482 (3) Curriculum Instruction: Secondary Science
- EDUC 484 (3) Curriculum and Instruction: Technology Education I
- EDUC 493 (3) Curriculum and Instruction: Middle School Education, Philosophy, Structure, and Methods
- EDUC 494 (3) Curriculum and Instruction: Middle School Education, Integrated Methods
- EDUC 495 (3) Curriculum and Instruction, Humanities: English
- EDUC 496 (3) Curriculum and Instruction, Humanities: Social Studies



Faculty of Education Calendar Update April 2014		
Heading 0	Heading 1	Heading 3 (Faculty of Education contents)
Homepage	Faculties & Schools	Introduction
	Faculty of Education	Post-Bacc. Education Programs
		<b>Undergraduate Programs</b>
		Pre-Admission
		Bachelor of Education Programs Overview
		Bachelor of Education Programs Application Procedures
		Bachelor of Education Admission Requirements: Elementary
		Teacher Education Program (ETEP)
		Bachelor of Education Admission Requirements: Secondary
		Teacher Education Program (STEP)
		Bachelor of Education Degree Requirements: Elementary
		Teacher Education Program (ETEP)
		Bachelor of Education Degree Requirements: Secondary
		Teacher Education Program (STEP)
		Developmental Standard Teaching Certificate in Okanagan Language and Culture
		Registration
		Academic Regulations
		Teacher Certification
		no change
		no change
	Graduate Programs	
	Academic Staff	
	Academic Regulations (move under UG Prog)	
	Bachelor of Ed. Programs (move under UG Prog)	
	Developmental Standard ... (move under UG Prog)	
	Teacher Certification (move under UG Prog)	



## Curriculum Proposal Form Change to Program – Okanagan Campus

### Category: 1

<p><b>Faculty:</b> Education  <b>Department/Unit:</b> N/A  <b>Faculty Approval Date:</b> March 19, 2014  <b>Effective Session:</b> 2014S</p>	<p><b>Date:</b> March 24, 2014  <b>Contact Person:</b> Annette LaGrange  <b>Phone:</b> 250.807.9586  <b>Email:</b> annette.lagrange@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Education Undergraduate Programs</a>  <b><u>Undergraduate Programs</u></b></p> <p><b><u>Contents</u></b></p> <p><b><u>Pre-Admission</u></b> →</p> <p><b><u>Bachelor of Education Programs Overview</u></b> →</p> <p><b><u>Bachelor of Education Programs Application Procedures</u></b></p> <p><b><u>Bachelor of Education Admission Requirements: Elementary Teacher Education Program (ETEP)</u></b></p> <p><b><u>Bachelor of Education Admission Requirements: Secondary Teacher Education Program (STEP)</u></b></p> <p><b><u>Bachelor of Education Degree Requirements: Elementary Teacher Education Program (ETEP)</u></b></p> <p><b><u>Bachelor of Education Degree Requirements: Secondary Teacher Education Program (STEP)</u></b></p> <p><b><u>Developmental Standard Teaching Certificate in Okanagan Language &amp; Culture</u></b> →</p> <p><b><u>Registration</u></b> →</p> <p><b><u>Academic Regulations</u></b> →</p> <p><b><u>Teacher Certification</u></b> →</p>	<p><b>Draft Academic Calendar URL:</b> N/A</p> <p><b>Present Academic Calendar Entry:</b> N/A</p>



<p><b>Proposed Academic Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Education</a>  <a href="#">Undergraduate Programs</a>  <a href="#">Pre-Admission</a></p> <p><b><u>Pre-Admission</u></b></p> <p><b><u>Advising on pre-admission requirements is available through Academic Advising</u></b>  <a href="#">link to</a>  <b>URL: <a href="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=6,308,969,0">http://www.calendar.ubc.ca/okanagan/index.cfm?tree=6,308,969,0</a>.</b></p> <p><b>Proposed Academic Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Education</a>  <a href="#">Undergraduate Programs</a>  <a href="#">Bachelor of Education Programs</a>  <b>Overview</b></p> <p><b><u>Bachelor of Education Programs</u></b> <b>Overview</b></p> <p>[...]</p> <p><b>Present Academic Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Education</a>  <a href="#">Undergraduate Programs</a>  <a href="#">Bachelor of Education Programs</a>  <a href="#">Application Procedures</a></p>	<p><b>Draft Academic Calendar URL:</b> N/A</p> <p><b>Present Academic Calendar Entry:</b> N/A</p> <p><b>Draft Academic Calendar</b>  <b>URL:</b> <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,1021">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,1021</a></p> <p><b>Present Academic Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Education</a>  <a href="#">Bachelor of Education Programs</a>  <b>Overview</b></p> <p><b>Overview</b></p> <p>[...]</p> <p><b>Draft Academic Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,1095">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,1095</a></p> <p><b>Present Academic Calendar Entry:</b>  <a href="#">Homepage (draft) Faculties, Schools, and Colleges Faculty of Education</a>  <a href="#">Bachelor of Education Programs</a>  <b>Application Procedures for ETEP and STEP</b></p>
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## **Bachelor of Education Programs Application Procedures**

[...]

### **[12644] Criminal Record Check**

**See Faculty of Education-Undergraduate  
Programs-Registration. Link to URL X.**

[...]

### **The Offer of Admission**

**The offer of admission is valid only for  
the session indicated on the letter of  
acceptance.**

**Proposed Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and  
Colleges Faculty of Education](#)  
**Undergraduate Programs**  
**Bachelor of Education Admission**  
**Requirements: Elementary Teacher**  
**Education Program (ETEP)**

## **Bachelor of Education Program Admission Requirements: Elementary Teacher Education Program (ETEP)**

### **[11667] Admission Requirements**

*Admissions proposal sent to Senate  
Admissions & Awards Committee.*

[...12973]

## **~~Application Procedures for ETEP and STEP~~**

[...]

### **[12644] Criminal Record Check**

[...]

### **Draft Academic Calendar**

**URL:** <http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,975>

**Present Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and  
Colleges Faculty of Education](#)  
**Bachelor of Education Programs**  
**Elementary Teacher Education Program**  
**(ETEP)**

## **Elementary Teacher Education Program (ETEP)**

### **[11667] Admission Requirements**

[...]



**Proposed Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education Undergraduate Programs Bachelor of Education Admission Requirements: Secondary Teacher Education Program \(STEP\)](#)

**Bachelor of Education Admission Requirements: Secondary Teacher Education Program (STEP)**

[12974] Admission Requirements

[...]

**Proposed Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education Undergraduate Programs Bachelor of Education Degree Requirements: Elementary Teacher Education Program \(ETEP\)](#)

**Bachelor of Education Degree Requirements: Elementary Teacher Education Program (ETEP)**

**Draft Academic Calendar**

**URL:** <http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,976>

**Present Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education Bachelor of Education Programs Secondary Teacher Education Program \(STEP\)](#)

**Secondary Teacher Education Program (STEP)**

[12974] Admission Requirements

[...]

**Draft Academic Calendar**

**URL:** <http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,975>

**Present Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education Bachelor of Education Programs Elementary Teacher Education Program \(ETEP\)](#)

**Elementary Teacher Education Program**



**Timeframe to Complete ETEP**

**A student enrolled in ETEP must complete the final practicum within four years of beginning the program. If a student is unable to complete the final practicum within this timeframe, the student will be required to complete a professional learning plan, developed in consultation with the School Experience Coordinator, to demonstrate readiness for commencing practicum. This professional learning plan may include additional and/or repeated coursework.**

[...]

**[11689] Program of Study for ETEP**

[...11697]

**For more information about the ETEP Program, please refer to the Faculty of Education website [link to URL: <http://www.ubc.ca/okanagan/education/undergrad/ETEP.html>].**

**Proposed Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education](#)  
**Undergraduate Programs Bachelor of Education Degree Requirements: Secondary Teacher Education Program (STEP)**

**Bachelor of Education Degree Requirements: Secondary Teacher Education Program (STEP)**

**(ETEP)**

[...]

**[11689] Program of Study for ETEP**

[...11697]

**Draft Academic Calendar URL:**  
<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,976>

**Present Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education](#)  
**Bachelor of Education Programs Secondary Teacher Education Program (STEP)**

**Secondary Teacher Education Program**



### Timeframe to Complete STEP

A student enrolled in STEP must complete the final practicum within three years of beginning the program. If a student is unable to complete the final practicum within this timeframe, the student will be required to complete a professional learning plan, developed in consultation with the School Experience Coordinator, to demonstrate readiness for commencing practicum. This professional learning plan may include additional and/or repeated coursework.

[...]

### STEP Students are required to complete all of:

- EDUC 405 (8) Concept Studies  
Module I: The Culture of Education
- EDUC 426 (3) Practicum  
Classroom Instruction
- EDUC 427 (3) Learning  
Communities Seminar: Secondary  
Education
- EDUC 428 (15) Learning  
Communities Practicum: Secondary  
Education
- EDUC 430 (4) Guided Reflective  
Inquiry Project
- EDUC 432 (3) Assessment for  
Learning in the Secondary  
Classroom
- EDUC 447 (3) The Adolescent in  
the Classroom
- EDUC 450 (3) Policy and  
Organization: The School,  
Community, and Society
- EDUC 453 (3) Information  
Communication Technology for  
Secondary Teachers
- EDUC 456 (3) Special Needs in  
Secondary Education
- EDUC 459 (3) ESL in Secondary  
Education

### **(STEP)**

[...]

*These courses are not being deleted from the Calendar. They are being re-formatted and presented in a new layout. See page 2-3 of the Curriculum Proposal Form Program Notes.*



- INDG 405 (3) Indigenous Education: History and Revitalization

**In addition to the required EDUC courses, students admitted to a particular STEP specialty must also complete:**

**[11716] Program of Study for STEP French Education Specialty**

**STEP Students admitted into the French Education Specialty must complete:**

- EDUC 488 (3) Curriculum and Instruction: French Immersion
- EDUC 491 (3) Curriculum and Instruction: French as a Second Language

**For more information about the STEP Program, please refer to the Faculty of Education website [link to: <http://www.ubc.ca/okanagan/education/undergrad/STEP.html>].**

[...]

**[11716] Program of Study for STEP French Education Specialty**

<del>Summer Session (July– August) Term 2</del>	<b>Credits</b>
EDUC 447 The Adolescent in the Classroom	3
EDUC 450 Policy and Organization: The School, Community, and Society	3
EDUC 453 Information Communication Technology for Secondary Teachers	3
EDUC 456 Special Needs in Secondary Education	3
<b>Winter Session Term 1</b>	
EDUC 405 Concept Studies Module I: The Culture of Education	8
EDUC 427 Learning Communities Seminar: Secondary Education	3
EDUC 432 Assessment for Learning in the Secondary Classroom	3
EDUC 488 Curriculum and Instruction: French Immersion	3
EDUC 491 Curriculum and Instruction: French as a Second Language	3





<p><b>[14964] Program of Study for STEP Humanities Specialty</b></p> <p><b><u>STEP Students admitted into the Humanities Education Specialty with 24 credits of academic coursework in English must complete:</u></b></p> <ul style="list-style-type: none"> <li>▪ <u>EDUC 495 (3) Curriculum and Instruction, Humanities: English</u></li> <li>▪ <u>3 credits of an EDUC-Curriculum Instruction elective (see elective listing below)</u></li> </ul> <p><b><u>STEP Students admitted into the Humanities Education Specialty with 24 credits of academic coursework in Social Studies must complete:</u></b></p> <ul style="list-style-type: none"> <li>▪ <u>EDUC 496 (3) Curriculum and Instruction, Humanities: Social Studies</u></li> <li>▪ <u>3 credits of an EDUC-Curriculum Instruction elective (see elective listing below)</u></li> </ul> <p><b><u>For more information about the STEP Program, please refer to the Faculty of Education website <a href="#">[link]</a></u></b></p>	<p style="text-align: center;"><b>Winter Session Term 2</b></p> <table border="0"> <tr> <td>EDUC 426 Practicum Classroom Instruction</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDUC 428 Learning Communities Practicum: Secondary Education</td> <td style="text-align: right;">15</td> </tr> <tr> <td>EDUC 459 ESL in Secondary Education</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Summer Session (May-June) Term 1</b></td> </tr> <tr> <td>EDUC 430 Guided Reflective Inquiry Project (four weeks)</td> <td style="text-align: right;">4</td> </tr> <tr> <td>INDG 405 Indigenous Education: History and Revitalization</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table> <p>[...]</p> <p><b>[14964] Program of Study for STEP Humanities Specialty</b></p> <table border="0"> <thead> <tr> <th style="text-align: center;"><b>Summer Session (July-August) Term 2</b></th> <th style="text-align: right;"><b>Credits</b></th> </tr> </thead> <tbody> <tr> <td>EDUC 447 The Adolescent in the Classroom</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDUC 450 Policy and Organization: School, Community, and Society</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDUC 453 Information Communication Technology for Secondary Teachers</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDUC 456 Special Needs in Secondary Education</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Winter Session Term 1</b></td> </tr> <tr> <td>EDUC 405 Concept Studies Module I: Culture of Education</td> <td style="text-align: right;">8</td> </tr> <tr> <td>EDUC 427 Learning Communities Seminar: Secondary Education</td> <td style="text-align: right;">3</td> </tr> </tbody> </table>	EDUC 426 Practicum Classroom Instruction	3	EDUC 428 Learning Communities Practicum: Secondary Education	15	EDUC 459 ESL in Secondary Education	3	<b>Summer Session (May-June) Term 1</b>		EDUC 430 Guided Reflective Inquiry Project (four weeks)	4	INDG 405 Indigenous Education: History and Revitalization	3	<b>Total</b>	<b>60</b>	<b>Summer Session (July-August) Term 2</b>	<b>Credits</b>	EDUC 447 The Adolescent in the Classroom	3	EDUC 450 Policy and Organization: School, Community, and Society	3	EDUC 453 Information Communication Technology for Secondary Teachers	3	EDUC 456 Special Needs in Secondary Education	3	<b>Winter Session Term 1</b>		EDUC 405 Concept Studies Module I: Culture of Education	8	EDUC 427 Learning Communities Seminar: Secondary Education	3
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[to: http://www.ubc.ca/okanagan/education/undergrad/STEP.html](http://www.ubc.ca/okanagan/education/undergrad/STEP.html).

[...]

EDUC 432 Assessment for Learning in the Secondary Classroom 3

EDUC 495 Curriculum and Instruction, Humanities: English 3

EDUC 496 Curriculum and Instruction, Humanities: Social Studies 3

**Winter Session Term 2**

EDUC 426 Practicum Classroom Instruction 3

EDUC 428 Learning Communities Practicum: Secondary Education 15

EDUC 459 ESL in Secondary Education 3

**Summer Session (May–June) Term 1**

EDUC 430 Guided Reflective Inquiry Project (four weeks) 4

INDG 405 Indigenous Education: History and Revitalization 3

**Total 60**

**[11748] Program of Study for STEP Math-Science Education Specialty**

[...]

**STEP Students admitted into the Math/Science Education Specialty with 24 credits of academic coursework in Math must complete:**

- EDUC 480 (3) Curriculum Instruction: Secondary Mathematics
- 3 credits of an EDUC-Curriculum Instruction elective (see elective listing below)

**STEP Students admitted into the Math/Science Education Specialty with**

**[11748] Program of Study for STEP Math-Science Education Specialty**

**Summer Session (July–August) Term 2 Credits**

EDUC 447 The Adolescent in the Classroom 3

EDUC 450 Policy and Organization: The School, Community, and Society 3

EDUC 453 Information 3



**24 credits of academic coursework in Science must complete:**

- EDUC 482 (3) Curriculum Instruction: Secondary Science
- 3 credits of an EDUC-Curriculum Instruction elective (see elective listing below)

**For more information about the STEP Program, please refer to the Faculty of Education website [link to: <http://www.ubc.ca/okanagan/education/undergrad/STEP.html>].**

[...]

**[11763] Program of Study for STEP Middle School Education Specialty**

**STEP Students admitted into the Middle School Education Specialty must complete:**

Communication Technology for Secondary Teachers

EDUC 456 Special Needs in Secondary Education 3

**~~Winter Session Term 1~~**

EDUC 405 Concept Studies Module I: The Culture of Education 8

EDUC 427 Learning Communities Seminar: Secondary Education 3

EDUC 432 Assessment for Learning in the Secondary Classroom 3

EDUC 480 Curriculum and Instruction: Secondary Mathematics 3

EDUC 482 Curriculum and Instruction: Secondary Science 3

**~~Winter Session Term 2~~**

EDUC 426 Practicum Classroom Instruction 3

EDUC 428 Learning Communities Practicum: Secondary Education 15

EDUC 459 ESL in Secondary Education 3

**~~Summer Session (May-June) Term 1~~**

EDUC 430 Guided Reflective Inquiry Project (four weeks) 4

INDG 405 Indigenous Education: History and Revitalization 3

**Total 60**

[...]

**[11763] Program of Study for STEP Middle School Education Specialty**

**~~Summer Session (July) Credits~~**



- EDUC 494 (3) Curriculum and Instruction: Middle School Education, Integrated Methods
- 3 credits of an EDUC-Curriculum Instruction elective (see elective listing below)

For more information about the STEP Program, please refer to the Faculty of Education website [link to: <http://www.ubc.ca/okanagan/education/undergrad/STEP.html>].

[...]

**~~August) Term 2~~**

~~EDUC 447 The Adolescent in the Classroom 3~~

~~EDUC 450 Policy and Organization: The School, Community, and Society 3~~

~~EDUC 453 Information Communication Technology for Secondary Teachers 3~~

~~EDUC 456 Special Needs in Secondary Education 3~~

**~~Winter Session Term 1~~**

~~EDUC 405 Concept Studies Module I: The Culture of Education 8~~

~~EDUC 427 Learning Communities Seminar: Secondary Education 3~~

~~EDUC 432 Assessment for Learning in the Secondary Classroom 3~~

~~EDUC 493 Curriculum and Instruction: Middle School Education, Philosophy, Structure, and Methods 3~~

~~EDUC 494 Curriculum and Instruction: Middle School Education, Integrated Methods 3~~

**~~Winter Session Term 2~~**

~~EDUC 426 Practicum Classroom Instruction 3~~

~~EDUC 428 Learning Communities Practicum: Secondary Education 15~~

~~EDUC 459 ESL in Secondary Education 3~~

**~~Summer Session (May-June) Term 1~~**

~~EDUC 430 Guided Reflective Inquiry Project (four weeks) 4~~



<p><b>[11780] Program of Study for STEP Trades Technology Education Specialty</b></p> <p><b><u>STEP Students admitted into the Trades Technology Education Specialty must complete:</u></b></p> <ul style="list-style-type: none"> <li>▪ <u>EDUC 486 (3) Curriculum and Instruction: Technology Education II</u></li> <li>▪ <u>3 credits of an EDUC- Curriculum Instruction elective (see elective listing below)</u></li> </ul>	<table border="0"> <tr> <td>INDG 405 Indigenous Education: History and Revitalization</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>60</b></td> </tr> <tr> <td colspan="2">[...]</td> </tr> <tr> <td colspan="2"><b>[11780] Program of Study for STEP Trades Technology Education Specialty</b></td> </tr> <tr> <td style="text-align: center;"><b>Summer Session (July– August) Term 2</b></td> <td style="text-align: right;"><b>Credits</b></td> </tr> <tr> <td>EDUC 447 The Adolescent in the Classroom</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDUC 450 Policy and Organization: The School, Community, and Society</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDUC 453 Information Communication Technology for Secondary Teachers</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDUC 456 Special Needs in Secondary Education</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Winter Session Term 1</b></td> </tr> <tr> <td>EDUC 405 Concept Studies Module I: The Culture of Education</td> <td style="text-align: right;">8</td> </tr> <tr> <td>EDUC 427 Learning Communities Seminar: Secondary Education</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDUC 432 Assessment for Learning in the Secondary Classroom</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDUC 484 Curriculum and Instruction: Technology Education I</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDUC 486 Curriculum and Instruction: Technology Education II</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Winter Session Term 2</b></td> </tr> </table>	INDG 405 Indigenous Education: History and Revitalization	3	<b>Total</b>	<b>60</b>	[...]		<b>[11780] Program of Study for STEP Trades Technology Education Specialty</b>		<b>Summer Session (July– August) Term 2</b>	<b>Credits</b>	EDUC 447 The Adolescent in the Classroom	3	EDUC 450 Policy and Organization: The School, Community, and Society	3	EDUC 453 Information Communication Technology for Secondary Teachers	3	EDUC 456 Special Needs in Secondary Education	3	<b>Winter Session Term 1</b>		EDUC 405 Concept Studies Module I: The Culture of Education	8	EDUC 427 Learning Communities Seminar: Secondary Education	3	EDUC 432 Assessment for Learning in the Secondary Classroom	3	EDUC 484 Curriculum and Instruction: Technology Education I	3	EDUC 486 Curriculum and Instruction: Technology Education II	3	<b>Winter Session Term 2</b>	
INDG 405 Indigenous Education: History and Revitalization	3																																
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<b>Winter Session Term 2</b>																																	



**STEP Students admitted into the Humanities, Math/Science, Middle School, and Trades and Technology Specialties must complete three credits from the following EDUC- Curriculum & Instruction elective list:**

- **EDUC 480 (3) Curriculum Instruction: Secondary Mathematics**
- **EDUC 482 (3) Curriculum Instruction: Secondary Science**
- **EDUC 484 (3) Curriculum and Instruction: Technology Education I**
- **EDUC 493 (3) Curriculum and Instruction: Middle School Education, Philosophy, Structure, and Methods**
- **EDUC 494 (3) Curriculum and Instruction: Middle School Education, Integrated Methods**
- **EDUC 495 (3) Curriculum and Instruction, Humanities: English**
- **EDUC 496 (3) Curriculum and Instruction, Humanities: Social Studies**

EDUC 426 Practicum Classroom Instruction	3
EDUC 429 Learning Communities Practicum: Secondary Education	18
EDUC 459 ESL in Secondary Education	3
<b><del>Summer Session (May-June) Term 1</del></b>	
EDUC 430 Guided Reflective Inquiry Project (four weeks)	4
INDG 405 Indigenous Education: History and Revitalization	3
<b>Total</b>	<b>63</b>



**Proposed Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education](#)

**Undergraduate Programs**  
**Developmental Standard Teaching Certificate in Okanagan Language and Culture**

**Developmental Standard Teaching Certificate in Okanagan Language and Culture**

*No change to sub-text, only Calendar location change.*

**Proposed Academic Calendar Entry:** [Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education](#)

**Undergraduate Programs**  
**Registration**

**Registration**

**Applicants will be notified about registration procedures upon acceptance to the program.**

**Students will not be permitted to register after the first day of instruction in the term, nor will they be admitted to any class after its first session, except by permission of the Dean.**

**[12644] Criminal Record Check**

**Draft Academic Calendar**

**URL:** <http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,1015,0>

**Present Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education](#)  
**Developmental Standard Teaching Certificate in Okanagan Language and Culture**

**Developmental Standard Teaching Certificate in Okanagan Language and Culture**

**Draft Academic Calendar**

**URL:** <http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,838,1095>

**Present Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education](#)  
**Bachelor of Education Programs**  
**Admission Requirements for ETEP and STEP**



**[12645]** Applicants to the Faculty of Education teacher education programs are advised that a criminal record check is required to teach in BC schools. It is the responsibility of the Faculty of Education to ensure that every student undergoes a criminal record check prior to participating in a practicum or commencing school visits.

**Applicants will receive a criminal record check consent form and instructions for completion in the admission package.**

**[16081]** **After admission to the program,** students are required to provide notification and authorization for a further criminal record check should the student be charged with, or convicted of, a relevant criminal offence subsequent to their last CRRA check.

[...]

**Failure to comply with the Faculty of Education's criminal record check policies or failure of the criminal record check will result in the student being withdrawn from the program.**

### **Accident Insurance**

**After admission to the program, teacher candidates performing coursework in practicum schools and in the community are required to have additional accident insurance coverage prior to starting school visits and/or the practicum.**

**Information about purchasing UBC Accident Insurance [link to URL: [http://riskmanagement.ubc.ca/student\\_insurance](http://riskmanagement.ubc.ca/student_insurance)] will be provided in the admission package. Please refer to the Student Handbook [link to URL: <http://www.ubc.ca/okanagan/education/undergrad/resources.html>] for**

## **~~Admission Requirements for ETEP and STEP~~**

### **[12644] Criminal Record Check**

**[12645]** Applicants to the Faculty of Education teacher education programs are advised that a criminal record check is required to teach in BC schools. It is the responsibility of the Faculty of Education to ensure that every **registered education**-student undergoes a criminal record check prior to participating in a practicum or commencing school visits.

**[16081]** Students are required to provide notification and authorization for a further criminal record check should the student be charged with, or convicted of, a relevant criminal offence subsequent to their last CRRA check.

[...]





**more information.**

**Proposed Academic Calendar**

Entry: [Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education](#)

**Undergraduate Programs**

**Academic Regulations**

**Academic Regulations**

**Introduction**

**[13023]** In addition to the general policies and regulations set out in [Policies and Regulations](#), the academic regulations outlined in this section apply to the Faculty of Education.

**Draft Academic Calendar**

URL: <http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,839,0>

**Present Academic Calendar Entry:**

[Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education](#)

**Academic Regulations**

**Introduction**

**Introduction**

**[13023]** In addition to the general policies and regulations set out in [Policies and Regulations](#), the academic regulations outlined in this section apply to the Faculty of Education.

**Draft Academic Calendar**

URL: <http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,839,1102>

**Present Academic Calendar Entry:**



## [12962] Attendance

[12963] The Teacher Education Program at **UBC's** Okanagan campus is an intensive full-time program. In addition to the full-time commitment as a **student** during practica, students must attend all scheduled **classes**, professional development workshops and on-campus sessions. Regular attendance during practica is required. Students are expected to notify their **mentor teacher** whenever practica appointments cannot be kept, and to inform their assigned faculty advisor.

[15046] Note: vacations and other personal events must not conflict with classes, workshops, on-campus sessions, or practica.

[15047] Students whose attendance is affected **on a prolonged basis** by medical, emotional, or other problems should apply for special consideration (see [Academic Concession](#)).

## Progress

### Professional Conduct

**All teacher candidates in the Faculty of Education will be subject to the provisions of the *School Act* and by the Teacher Regulation Branch (TRB) *Standards for the Education, Competence & Professional Conduct of Educators in British Columbia*. In addition, teacher candidates will be guided by the *Guide to Professional Practice* outlined by the**

[Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education](#)

[Academic Regulations](#)

~~Regulations Governing School Experience, Learning Communities, Practica and Attendance~~

## ~~Regulations Governing School Experience, Learning Communities, Practica and Attendance~~

## [12962] Attendance

[12963] The Teacher Education Program at ~~the UBC~~ Okanagan campus is an intensive full-time program. In addition to the full-time commitment as a ~~pre-service teacher~~ during practica, students must attend all scheduled professional development workshops and on-campus sessions. Regular attendance during practica is required. Students are expected to notify their **sponsor teacher** whenever practica appointments cannot be kept, and to inform their assigned faculty advisor.

[15046] Note: vacations, ~~weddings~~, and other personal events must not conflict with classes, workshops, on-campus sessions, or practica.

[15047] Students whose attendance is **severely** affected by medical, emotional, or other problems should apply for special consideration (see [Academic Concession](#)).



**British Columbia Teachers' Federation (BCTF).**

**Please refer to the *Student Handbook* [link to URL: <http://www.ubc.ca/okanagan/education/undergrad/resources.html>] for more information on professional conduct.**

**[14923] Grading**

**[14924]** A Pass/Fail grading practice applies to the Elementary and Secondary Teacher Education Programs (ETEP and STEP, respectively), post-baccalaureate, and professional development courses.

**[14925] The UBC Okanagan Faculty of Education will use marking schemes and rubrics with a minimum pass equivalency set at a B+ (76%) in UBC's standard marking system. Most students are admitted to the Faculty with grades that are at this level or exceed this level. Achieving a minimum equivalency of B+ is expected if one is to move into the**

**Draft Academic Calendar**

**URL:** <http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,839,1101>

**Present Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education](#)

**Academic Regulations**

**~~Elementary and Secondary Teacher Education Programs~~**

**~~Elementary and Secondary Teacher Education Programs~~**

**[14923] Grading Practiee**

**[14924]** A Pass/Fail grading practice applies to the Elementary and Secondary Teacher Education Programs (ETEP and STEP, respectively), post-baccalaureate, and professional development courses.

**[14925] Evaluation criteria for Pass/Fail**



**profession as a well-informed, knowledgeable and capable educator.**

[14927] Students who successfully complete ETEP and STEP may request a letter summarizing the Pass/Fail grading practice from the Dean's Office which they may attach to a future application to a graduate studies degree program.

**Appeals**

**Appeals generally fall into one of three categories:**

- 1. Request for a performance review of course work**
- 2. Request for a review of assigned standing in a course**
- 3. Request for a review of a decision relating to field experience, including practica.**

**For information regarding general procedures for each type of appeal, please refer to the *Student Handbook* for the procedure for requesting a performance review of term work (link) and the procedure for protesting a decision relating to field experience, including practicum (link), and the UBCO Academic Calendar with regard to policies and regulations concerning Review of Assigned Standing in a Course and Senate Appeals on Academic Standing.**

**[14928] Advancement**

[14929] Students in ETEP and STEP must achieve a Pass grade in each course and/or in each seminar of a module. Students failing to achieve a grade of Pass will not be permitted to commence **the following term**. Students must achieve a Pass grade

**~~status is available online at [Faculty of Education](#) and upon request from the Faculty of Education office.~~**

[14927] Students who successfully complete ETEP and STEP may request a letter summarizing the Pass/Fail grading practice from the Dean's Office which they may attach to a future application to a graduate studies degree program.

**[14928] ~~Minimum Term Pass/Fail~~**



in all components of ETEP and STEP to be recommended for graduation and BC teacher certification.

### **[12653] Program Withdrawal**

**All program withdrawals are approved by the Director of Undergraduate Programs, in consultation with an Education Academic Advisor. If a student is contemplating withdrawing from the program, it is recommended that they make an appointment with an Education Academic Advisor prior to making the decision.**

**Please refer to the Academic Advising for contact information:**  
**<http://www.ubc.ca/okanagan/students/advising/welcome.html>**

[...]

### **[12957] Readmission**

**[12975]** To re-enter either ETEP or STEP, students must meet the admission requirements prevailing at the time of their reapplication. Readmission is dependent upon space availability. **Students re-applying after one year of being out of the program will be required to pay a readmission fee.**

### **Practica**

**A student enrolled in ETEP must complete the final practicum within four years of beginning the program.**

**A student enrolled in STEP must complete the final practicum within three years of beginning the program.**

### **Requirement**

**[14929]** Students in ETEP and STEP must achieve a Pass grade in each course and/or in each seminar of a module. Students failing to achieve a grade of Pass will not be permitted to ~~commence a practicum or the Guided Reflective Inquiry Project~~. Students must achieve a Pass grade in all components of ETEP and STEP to be recommended for graduation and BC teacher certification.

### **[12653] Withdrawal**

[...]

### **[12957] Readmission**

**[12975]** To re-enter either ETEP or STEP, students must meet the admission requirements prevailing at the time of their reapplication. Readmission is dependent upon space availability.



See Timeframe to Complete STEP, ETEP [link to URL X] for more information.

If a student is unable to complete the final practicum within this timeframe, the student will be required to complete a professional learning plan, which may include additional and/or repeated coursework.

### Practica Interruption

For short-term interruptions of three days or less, teaching time in school may be extended to accommodate practicum duration and teaching load requirements.

If a student experiences extenuating circumstances resulting in a required absence of more than three days, the student must contact the faculty advisor or School Experience Coordinator to request a practicum interruption. At the time of the request, the student must provide supporting documentation.

### Practica Withdrawal

Students experiencing extenuating circumstances during their practicum and who wish to withdraw from the practicum must contact the School Experience Coordinator prior to formally ceasing to continue.

Requests for practicum withdrawal are considered on an individual basis. When appropriate, supporting documentation from relevant authorities must be obtained to support the student's request.

Withdrawal deadlines for practica differ from other Education courses. Please



refer to the course information in the Student Services Centre for specific withdrawal dates for practica.

If a student's request for practicum withdrawal is granted, a withdrawal standing of 'W' will be recorded on the teacher candidate's academic record. A student who withdraws from any practicum course may be required to withdraw from all other Education courses due to concurrent registration requirements. At the time of withdrawal, conditions for continuation in the program and a timeline for completion will be developed in consultation with the School Experience Coordinator.

A student who withdraws and wishes to continue with the program must request a practicum repeat.

If a teacher candidate's request for practicum withdrawal is not granted, but the student still wishes to formally cease attending the practicum, the student will receive a grade of Fail (F) for the practicum course.

#### Termination of Practica

Students should be advised that the Faculty of Education reserves the right at any time to terminate a practicum when it is deemed that the scholarship, professional fitness, or the professional conduct of a student is unsuitable for the teaching profession.

The student will be assigned a grade of F (fail) if:

- the student ceases to attend the practicum without consultation;
- the practicum withdrawal request has been denied;
- the practicum has been



<p><u>terminated due to unsatisfactory progress and/or the continuing presence of the student in the school jeopardizes the welfare of the pupils and/or staff;</u></p> <ul style="list-style-type: none"> <li>• <u>the student receives a grade of 'Fail' on the final evaluation.</u></li> </ul> <p><u>In these situations, the student will be assigned a failing grade (F) for the practicum and will be required to withdraw from the program.</u></p> <p><u>Students who receive a grade of F (fail) will be assigned conditions for re-entry, including remediation requirements, as stipulated by the School Experience Coordinator.</u> <u>See Practicum Repeats [link to URL X] for more information</u></p> <p><u>In the event of a practicum failure, a student cannot continue with subsequent scheduled coursework until the practicum course is successfully completed.</u></p> <p><u>Practicum Repeats</u></p> <p><u>Practicum repeats are dealt with on an individual basis in consultation with the School Experience Coordinator and Director of Undergraduate Programs. Prior to reinstatement, students are required to complete a remediation plan determined by the School Experience Coordinator in consultation with the student. The maximum time frame to repeat a practicum is two years. Students must inform the Director of Undergraduate Programs of their intention to apply to retake the practicum no later than June 1 prior to the academic year in which the student is eligible to repeat the practicum. Students must demonstrate that all</u></p>	
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**conditions for re-entry have been met. Students are allowed to repeat a practicum once. Requests to repeat a practicum must be approved by the Associate Dean of Education.**

**Students who withdraw or receive a failing grade in EDUC 421 Context Studies II: Learning Communities, Professional Practice in the School Community will be required to re-enroll in EDUC 420 Context Studies I: Learning Communities, the Attributes of Professional Practice even though they will have received a Pass in EDUC 420.**

**Students who withdraw or receive a failing grade in EDUC 425 Context Studies IV: Learning Communities, Becoming a Practicing Professional will be required to re-enroll in EDUC 424 Context Studies III: Learning Communities, Professional Practice in the Classroom even though they will have received a Pass in EDUC 424.**

**Students who withdraw or receive a failing grade in EDUC 428 Learning Communities Practicum: Secondary Education or EDUC 429 Learning Communities Practicum: Secondary Education will be required to re-enroll in EDUC 427 Learning Communities Practicum: Secondary Education even though they will have received a Pass in EDUC 427.**

**Please refer to the Student Handbook [<http://www.ubc.ca/okanagan/education/undergrad.html>] for procedures around re-entry following Practicum Withdrawal and re-entry following Practicum Failure.**



**Proposed Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education Undergraduate Programs Teacher Certification](#)

## Teacher Certification

*No change to sub-text, only Calendar location change. Current multiple Calendar pages will now appear on one page.*

## Draft Academic Calendar

**URL:** <http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,840,0>

**Present Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and Colleges Faculty of Education Teacher Certification](#)

## Teacher Certification

### Contents

[The Teacher Regulation Branch \(TRB\)](#) →

[The Teacher Qualification Service \(TQS\)](#) →

[Procedures and Documentation](#) →

[Certification](#) →

[Recertification and/or](#) →



	<p><u>Upgrading of Teaching Qualifications</u></p>
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**Type of Action:** Reorganization, revision and addition of policies.

**Rationale:** The purpose of the reorganization, additions and revisions was to align policies with current practices and to clean up the language to be more specific and clear. This will be imperative in the case of student appeals. Additionally, these changes will make the online Calendar more user-friendly. The STEP Program of Study was re-organized to allow for more flexibility in course offering timing, as well as more student choice in terms of the Curriculum and Instruction courses.



## Curriculum Proposal Form New Course

### Category: 1

<p><b>Faculty:</b> Applied Science  <b>School:</b> Engineering  <b>Faculty/School Approval Date:</b> Feb 17, 2014  <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> February 3, 2014  <b>Contact Person:</b> Dr. Vladan Prodanovic  <b>Phone:</b> 250-807-8161  <b>Email:</b> vladan.prodanovic@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><u><b>ENGR 406 (3) Microelectromechanical Systems</b></u>  <u>Mechanisms, design, fabrication, and testing of microsensors, actuators, and MicroElectroMechanical systems (MEMS). Credit will not be granted for both ENGR 406 and ENGR 506 [3-2*-0]</u>  <u>Prerequisite: APSC 260</u></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> A new undergraduate course, ENGR 406 Microelectromechanical Systems, is being added as a technical elective. It will be cross-listed with ENGR 506. This course relates to microfabrication technology. It employs lectures and a series of visits to the Applied Micro and Nanosystems Facility at UBC's Okanagan campus (to see a microfabrication environment). The lab component of the course will complement these visits in such way to allow students to carry out their own microfabrication processes in a series of projects.</p>



## Curriculum Proposal Form New Course – Okanagan Campus

### Category: (1)

<p><b>Faculty:</b> Applied Science  <b>Department:</b> School of Engineering  <b>Faculty/School Approval Date:</b> March 24, 2013  <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> March 20, 2014  <b>Contact Person:</b> Dr. Vladan Prodanovic  <b>Phone:</b> 250-807-8161  <b>Email:</b> vladan.prodanovic@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><u>ENGR 417 (3) Pipeline Integrity Management</u></b>  <u>Pipeline regulation codes, pipeline integrity management, pipeline operations, materials and fabrication, examination techniques, corrosion protection, and geohazards evaluation. [3-0-0]</u>  <u>Prerequisite: 4<sup>th</sup> year standing in a B.A.Sc. program</u></p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> This new course is added to support the B.A.Sc. program in the School of Engineering, Faculty of Applied Science. This course is a technical elective course open to 4<sup>th</sup> year students from all engineering disciplines. The course is designed to bridge across the disciplines of mechanical and civil engineering. The course outline is aligned with the strategic direction of the School of Engineering to offer more cross-disciplinary courses and to serve students who seek careers in Western Canada's resource sector.</p>



## Curriculum Proposal Form New Course - Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> Applied Science  <b>Department/Unit:</b> School of Engineering  <b>Faculty/School Approval Date:</b> Feb 17, 2014  <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> January 13<sup>th</sup>, 2014  <b>Contact Person:</b> Dr. Vladan Prodanovic  <b>Phone:</b> 250-807-8161  <b>Email:</b> vladan.prodanovic@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>ENGR 421 (3) Public Transit Planning, Design, and Operations.</u></b></p> <p><u>History of public transit and its relationship to urban development, transit systems planning and modelling, transit service design and operations, transit performance and capacity analysis, transit lines and networks design, and Intelligence Transportation System (ITS) applications with emphasis on Advanced Public Transportation Systems (APTS). Credit will not be granted for both ENGR 421 and ENGR 521 [3-2*-0].</u>  <u>Prerequisite: ENGR 335.</u></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b>  There is an urgent need in the Okanagan Valley and BC at large to promote the role of public transit in urban development as a sustainable travel alternative that is capable of addressing many traffic and environmental problems given the high capacity, energy efficient, and low emission mobility it provides.  This course is intended to provide the</p>



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	<p>student with a proper understanding of the history of public transit, and its social, economic, and environmental impact in urban communities. It will provide tools for analyzing transit planning and performance, and help identify possible solutions at both the operational and strategic levels. Also, the course will review various transit modes, both conventional and emerging ideas. This course will be offered as a cross-listed course along with ENGR 521.</p>
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## Curriculum Proposal Form New Course - Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> Applied Science  <b>Department/Unit:</b> School of Engineering  <b>Faculty/School Approval Date:</b> Feb 17, 2014  <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> January 13<sup>th</sup>, 2014  <b>Contact Person:</b> Dr. Vladan Prodanovic  <b>Phone:</b> 250-807-8161  <b>Email:</b> vladan.prodanovic@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>ENGR 521 (3) Public Transit Planning, Design, and Operations.</u></b></p> <p><u>History of public transit and its relationship to urban development, transit systems planning and modelling, transit service design and operations, transit performance and capacity analysis, transit lines and networks design, and Intelligence Transportation System (ITS) applications with emphasis on Advanced Public Transportation Systems (APTS). Credit will not be granted for both ENGR 421 and ENGR 521.</u></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b></p> <p>This new course will provide the student with the knowledge and best practices in transit systems planning and emerging innovations. It will be the first course in Western Canada to be dedicated to sound, applied research in urban transit. This course is intended to help the student learn the history of public transit and its relationship to urban development. It will</p>



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	<p>provide tools for analyzing transit planning and performance, and help identify possible solutions at both the operational and strategic levels. The course will also cover the relative performance of various transit modes (both conventional and new modes) and their domains of application. This course will be offered as a cross listed course along with ENGR 421.</p>
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## Curriculum Proposal Form New Course – Okanagan Campus

### Category: 1

<p><b>Faculty:</b> Applied Science  <b>School:</b> Engineering  <b>Faculty/School Approval Date:</b> Feb 17, 2014  <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> Feb 4, 2014  <b>Contact Person:</b> Dr. Vladan Prodanovic  <b>Phone:</b> 250-807-8161  <b>Email:</b> vladan.prodanovic@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>ENGR 437 (3) Railway Systems Engineering</u></b>  <u>Topics on the principles, data, specifications, plans and economics pertaining to the planning, design, construction, and operation of railways – tracks, controls, running stock, facilities. Credit will not be granted for both ENGR 437 and ENGR 535 or ENGR 537 [3-2*-0]. Prerequisite: ENGR 335.</u></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> A similar course has already been offered for several years as ENGR 535, a graduate course. However, requests for enrolment by undergraduate students have been frequent. Furthermore, a student railway engineering club (AREMA) has recently been initiated resulting in an increased interest that is expected to grow. This proposed change is in response to the high undergraduate demand.</p>



## Curriculum Proposal Form New Course – Okanagan Campus

### Category: 1

<p><b>Faculty:</b> Applied Science <b>School:</b> Engineering <b>Faculty/School Approval Date:</b> Feb 17, 2014 <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> Feb 4, 2014 <b>Contact Person:</b> Dr. Vladan Prodanovic <b>Phone:</b> 250-807-8161 <b>Email:</b> vladan.prodanovic@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>ENGR 537 (3) Railway Systems Engineering</u></b> <u>Topics on the principles, data, specifications, plans and economics pertaining to the planning, design, construction, and operation of railways – tracks, controls, running stock, facilities. Credit will not be granted for both ENGR 437 and ENGR 535 or ENGR 537.</u></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> A similar course has been offered for several years already as ENGR 535. Requests for enrolment by undergraduate students have led to the introduction of an undergraduate technical elective course with the same subject (ENGR 437). The existing course ENGR 535 will be cancelled and a modified graduate course, intended to be offered as cross listed with ENGR 437, will be introduced.</p>



## Curriculum Proposal Form Change Course – Okanagan Campus

### Category: 1

<p><b>Faculty:</b> Applied Science <b>School:</b> Engineering <b>Faculty/School Approval Date:</b> <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> Feb 4, 2014 <b>Contact Person:</b> Dr. Vladan Prodanovic <b>Phone:</b> 250-807-8161 <b>Email:</b> vladan.prodanovic@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b> n/a</p>	<p><b>Draft Academic Calendar URL:</b> <a href="http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&amp;code=ENGR">http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&amp;code=ENGR</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p><b><u>ENGR 535 (3) Railway Systems Engineering</u></b> Railway engineering practices, data, specifications, plans, and economics pertaining to the planning, design, construction, and operation of railway systems: tracks, controls, running stock, facilities, emerging research, and technology.</p> <p><b>Type of Action:</b> Remove course from Calendar.</p> <p><b>Rationale:</b> This course has been cancelled because a new graduate course (ENGR 537) covering similar course material will be introduced. The new course will be offered in conjunction with a new undergraduate course on the same subject (ENGR 437).</p>



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> Creative &amp; Critical Studies  <b>Department/Unit:</b> Critical Studies  <b>Faculty/School Approval Date:</b>  <b>Effective Session:</b> 2014W 2</p>	<p><b>Date:</b> March 10, 2014  <b>Contact Person:</b> Dr. Suzanne Gott  <b>Phone:</b> 250.807.9671  <b>Email:</b> suzanne.gott@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>ARTH 385 (3) African Dress and Fashion</u></b></p> <p><b><u>An examination of historical and contemporary African dress and fashion emphasizing sociocultural and political contexts, transculturalism, and global identities. [3-0-0]</u></b></p> <p><b><u>Prerequisite: Third-year standing.</u></b></p>	<p><b>Draft Academic Calendar URL:</b></p> <p>n/a</p> <p><b>Present Academic Calendar Entry:</b></p> <p>none</p> <p><b>Type of Action:</b></p> <p>New course for Art History and Visual Cultures Program</p> <p><b>Rationale:</b></p> <p>To support the global and visual culture initiatives of the UBCO Art History and Visual Culture program by expanding the course offerings in African art and visual culture. African dress and fashion is a particularly dynamic area of research and scholarship that addresses issues of: ethnic, gender, and national identities; processes of transculturalism and globalization; and dynamics of post- and neocolonialism. Course development is based in AHVC faculty research and expertise.</p>



## Curriculum Proposal Form New Course – Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> FCCS  <b>Department/Unit:</b> Critical Studies  <b>Faculty/School Approval Date:</b> April 1, 2014  <b>Effective Session:</b> 2014W1</p>	<p><b>Date:</b> January 20, 2014  <b>Contact Person:</b> Claude Desmarais  <b>Phone:</b> 250.807.8635  <b>Email:</b> <a href="mailto:claudе.desmarais@ubc.ca">claudе.desmarais@ubc.ca</a></p>
<p><b>Proposed Academic Calendar Entry:</b> <u><b>GERM 349 (3): Franz Kafka in English Translation</b></u></p> <p><u><b>Reading and discussion of the works of Franz Kafka in English translation. [3-0-0]</b></u></p> <p><u><b>Prerequisite: 6 credits of first-year English.</b></u></p>	<p><b>Draft Academic Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&amp;code=GERM">http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&amp;code=GERM</a></p> <p><b>Present Academic Calendar Entry:</b>  n/a</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> While FCCS does not have a major or a minor in German, there are two faculty members charged with developing courses in the area of German Studies and delivering German language courses. This new course will expand upper-level German course offerings and will also be useful as an elective for students who are pursuing literary studies in other programs within FCCS. It is expected that this course will also engage with a possible World Literature program that is currently being developed within FCCS. It will also contribute to the creation of a combined major with German.</p>



## Curriculum Proposal Form UBC OKANAGAN New or Change to Course or Program

**Category: 1**

<b>Faculty: FCCS</b> <b>Unit/Dept.: Creative Studies</b> <b>Faculty Approval Date: 4 March 2014</b> <b>Effective Session: 2014 W1</b>	<b>Date: January 30, 2014</b> <b>Contact Person: Anne Fleming</b> <b>Phone 807-9368</b> <b>Email: <a href="mailto:anne.fleming@ubc.ca">anne.fleming@ubc.ca</a></b>
<b>Proposed Calendar Entries:</b>  <u><b>CRWR 205 (3) Writing Popular Fiction</b></u> <u><b>Introduction to writing genre fiction,</b></u> <u><b>such as fantasy, science fiction, horror,</b></u> <u><b>vampire, zombie, mystery, thriller,</b></u> <u><b>young adult and other genre fiction.</b></u> <u><b>Genres will change annually. [3-0-0]</b></u> <u><b>Prerequisites: 6 credits first-year English</b></u>	<b>URL:</b> (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to existing content - for course entries simply list the course number.)  <b>Present Calendar Entry:</b>  <b>Type of Action:</b> Adding a new course.  <b>Rationale:</b> CRWR 205 is intended as a wide enrolment class for all students interested in writing genre fiction, that is, fantasy, science fiction, horror, vampire, zombie, mystery, thriller, young adult and other genre fiction. These are, by and large, the books students read for recreation and entertainment, and which they often have a desire to write. While not disallowed in other creative writing courses, which emphasize the production of literary writing, popular fiction genres are not the <i>focus</i> of those courses either. This course redresses this gap in our curriculum.





## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> FCCS  <b>Department/Unit:</b> Creative Studies  <b>Faculty/School Approval Date:</b> March 4, 2014  <b>Effective Session:</b> 2014W1</p>	<p><b>Date:</b> February 24 2014  <b>Contact Person:</b> Anne Fleming  <b>Phone:</b> 250.807.9368  <b>Email:</b> anne.fleming@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>CRWR 210 (3) The Power of Story</u></b>  <b><u>An interdisciplinary survey on story</u></b>  <b><u>designed to assist students in the analysis</u></b>  <b><u>and construction of narratives, exploring</u></b>  <b><u>how story structure, character, and</u></b>  <b><u>action create meaning.</u></b>  <b><u>(3-0-0)</u></b>  <b><u>Prerequisites: 6 credits of First-Year</u></b>  <b><u>English.</u></b></p>	<p><b>Draft Academic Calendar URL:</b></p> <p>n/a</p> <p><b>Present Academic Calendar Entry:</b></p> <p>n/a</p> <p><b>Type of Action:</b> To create a new Creative Writing Course</p> <p><b>Rationale:</b> This course is designed to appeal to all disciplines on campus. Narratives are basic to human communication. By understanding how the tools of story work, we become more aware of the power of story to shape meaning, and more adept at communicating. Story structure, or the building blocks of narrative, feature in all disciplines, though most of us take those tools for granted, unaware of how, exactly, meaning is made. We recognize story, and can easily judge what a powerful or poor story is, though few of us are able to articulate the underlying structures that create an effectiveness of meaning. Creative writing is an ideal discipline to explore how to create and use well the key elements of narrative across the arts and sciences.</p>



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<p><b>Faculty/School:</b> FCCS  <b>Department/Unit:</b> Creative Studies  <b>Faculty/School Approval Date:</b> 4 March 2014  <b>Effective Session:</b> 2014W1</p>	<p><b>Date:</b> February 24 2014  <b>Contact Person:</b> Anne Fleming  <b>Phone:</b> 250.807.9368  <b>Email:</b> anne.fleming@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>CRWR 310 (3) The Power of Metaphor</u></b>  <b><u>An interdisciplinary survey of metaphor, focusing on use and understanding of metaphor in thinking, writing and communication across disciplines, including art, health, science, politics, literature, and technology.</u></b>  <b><u>(3-0-0)</u></b>  <b><u>Prerequisites: Third-year standing, or permission of the Department of Creative Studies.</u></b></p>	<p><b>Draft Academic Calendar URL:</b></p> <p>n/a</p> <p><b>Present Academic Calendar Entry:</b></p> <p>n/a</p> <p><b>Type of Action:</b> To create a new Creative Writing Course</p> <p><b>Rationale:</b> This is course that will be open to all students across the campus who are beginning to think about communication in their disciplines. Metaphors are basic elements of thought and knowledge. The mind has the capacity to understand new ideas by relating them to concepts it is familiar with. Metaphor has been seen simply as decorative, but more and more research shows that it is not only a major means of introducing new ideas and concepts, but it is also key to how the mind works. In this course, the metaphor experts in Creative Writing will help students investigate how metaphor, verbal and visual, influences our processes of thinking, creating, and innovating, both intellectually and artistically. The course will let students experiment with making their own metaphors, in words and</p>

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pictures. Readings will range over poetry, philosophy, cognitive psychology, science, artwork and films. Metaphor provides a powerful tool applicable across most academic domains. The greater a student's facility with metaphor, the greater his or her ability to explain and persuade. This course should have broad appeal in a variety of disciplines that use analogies, comparisons, visualizations, and conceptualization. Creative Writing is an ideal discipline to explore the creative and communicative power of this key mechanism of thought and writing as it uses pedagogical methods to encourage imaginative language use where metaphor is central.



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> FCCS <b>Department/Unit:</b> Critical Studies <b>Faculty/School Approval Date:</b> March 4, 2014 <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> Nov. 20, 2013 <b>Contact Person:</b> Martin Blum <b>Phone:</b> 250.807.9362 <b>Email:</b> martin.blum@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b> <u><b>ENGL 294 (3/6) d Interdisciplinary Perspectives in English Literature Addresses the interdisciplinary perspectives that have fashioned the creation and study of English literature, specifically the ways in which English literature as a discipline has been shaped through its interaction with a wide variety of discourses from areas such as medicine, science, psychology and the visual arts. This course may involve cross-discipline pedagogies, cross-cultural approaches, experiential learning, and / or undergraduate research opportunities. [3-0-0]</b></u> <u><b>Prerequisite: Two of ENGL 112 / ENGL 114, ENGL 113, ENGL 150, ENGL 151, ENGL 153 or 6 credits of 100-level English.</b></u></p>	<p><b>Present Academic Calendar Entry:</b> None</p> <p><b>Type of Action:</b> Creation of New Course</p> <p><b>Rationale:</b> This course is intended to foster collaboration across the Faculty of Creative and Critical Studies, allowing professors from various disciplines to contribute to one or more of the faculty's goals (as stated in its strategic plan): interdisciplinarity, cross-cultural perspectives, experiential learning, and undergraduate research opportunities. More specifically, ENGL 294 is imagined as the first stage in enriching the interdisciplinary experience of English majors, minors and double-majors, as well as that of students across the university; its upper-level 'sister courses,' ENGL 394 and ENGL 494, have already been passed as part of the English Curriculum Revision at Senate Curriculum. Moreover, the flexibility that this course offers will allow the English program to fashion offerings that address present-day textual production and its relationship to urgent issues and concerns. Some of these topics might include the textual and interdisciplinary productions and representations of online gaming, fan-fiction communities, and community archives, as well as popular topics in interdisciplinary contexts (see attached).</p>



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<p><b>Faculty/School:</b> FCCS  <b>Department/Unit:</b> Critical Studies  <b>Faculty/School Approval Date:</b> March 4, 2014  <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> Nov. 20, 2013  <b>Contact Person:</b> Martin Blum  <b>Phone:</b> 250.807.9362  <b>Email:</b> martin.blum@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b>ENGL 334 (3) American Literature prior to the Civil War. The emergent literature of the American republic as it develops through the expansionist and industrial phases of the early 19<sup>th</sup> century.</b></p> <p><b>Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, ENGL 294, CULT 210, CULT 230, CULT 270, CULT 275, and 3rd year standing, or 3 credits of 200-level English and 3rd year standing.</b></p> <p><b>ENGL 339 (3) American Literature from the Civil War to WWI. The movement from the literature of the Gilded Age to the Progressive Era, paying close attention to the cultural work done by realism and naturalism.</b></p> <p><b>Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242,</b></p>	<p><b>Present Academic Calendar Entry:</b></p> <p>None.</p> <p><b>Type of Action:</b></p> <p>Creation of new courses.</p> <p><b>Rationale:</b> In keeping with the aims of the recent English Curriculum Revision (recently passed by Senate Curriculum Committee), ENGL 338 and ENGL 339 will help flesh out the program's offerings at the 300-level, where the majority of our upper-level courses will now be situated. Before students enter into our more specialized 400-level courses in American poetry and fiction, they will have the opportunity to take these 300-level surveys.</p>



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**ENGL 243, ENGL 250, ENGL 270,  
ENGL 294, CULT 210, CULT 230,  
CULT 270, CULT 275, and 3rd year  
standing, or 3 credits of 200-level  
English and 3rd year standing.**



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> FCCS  <b>Department/Unit:</b> Critical Studies  <b>Faculty/School Approval Date:</b> February 12, 2014  <b>Effective Session:</b> 2013W</p>	<p><b>Date:</b> April 05, 2013  <b>Contact Person:</b> Martin Blum  <b>Phone:</b> 250.807.9362  <b>Email:</b> martin.blum@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><u><b>ENGL 394 (3/6)d Interdisciplinary Studies in English Literature Addresses English literature through interdisciplinary perspectives and practices, ranging from performance, to visual arts, to creative writing and comparative literature. This course may involve cross-discipline pedagogies, experiential learning, community-based learning and / or undergraduate research opportunities. [3-0-0]</b></u>  <b>Prerequisite: one of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, ENGL 294, CULT 210, CULT 230,</b></p>	<p><b>Draft Academic Calendar URL:</b></p> <p><a href="http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&amp;code=ENGL">http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&amp;code=ENGL</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p>N/A – New Courses</p> <p><b>Type of Action:</b> Create new ENGL courses.</p> <p><b>Rationale:</b></p> <p>1) ENGL 394 – This new upper level course will enable students to develop their understanding of inter-disciplinarity within the English Program.</p> <p>2) New Upper-Level ENGL Courses - The addition of these new upper-level ENGL courses is in response to a program review and seeks to better balance course offerings at third- and fourth-year levels and to better ladder learning outcomes in third and fourth year in order to ensure timely progress through the courses as well as improve both student experience and learning outcomes.</p>



**CULT 270, CULT 275, and third-year standing, or 3 credits of 200-level English and third-year standing.**

**ENGL 316 (3/9)d Studies in Backgrounds to 17th-Century Literature Backgrounds to seventeenth-century literature. Consideration will be given to a range of literary, political, philosophical, religious, and social topics. [3-0-0]**

**Prerequisite: one of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, ENGL 294, CULT 210, CULT 230, CULT 270, CULT 275, and third-year standing, or 3 credits of 200-level English and third-year standing.**

**ENGL 346 (3) Introduction to Middle English**

**An introduction to Middle English language and a survey of major genres and authors in Middle English literature. [3-0-0]**

**Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, ENGL 294, CULT 210, CULT 230, CULT 270, CULT 275, and third-year standing, or 3 credits of 200-level English and third-year standing.**

**ENGL 350 (3/9)d 16th- and 17th-Century Studies**

**Examines sixteenth and seventeenth century works across a range of authors, forms, and genres with a thematic focus.**





**[3-0-0]**

**Prerequisite: one of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, ENGL 294, CULT 210, CULT 230, CULT 270, CULT 275, and third-year standing, or 3 credits of 200-level English and third-year standing.**

**ENGL 357 (3) Studies in Restoration Drama**

**Examines drama and the London stage from the restoration of King Charles II in 1660 to the first decade of the eighteenth century. [3-0-0]**

**Prerequisite: one of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, ENGL 294, CULT 210, CULT 230, CULT 270, CULT 275, and third-year standing, or 3 credits of 200-level English and third-year standing.**

**ENGL 358 (3) Studies in 18th-Century Drama**

**Developments in English drama up to 1800. [3-0-0]**

**Prerequisite: one of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, ENGL 294, CULT 210, CULT 230, CULT 270, CULT 275, and third-year standing, or 3 credits of 200-level English and third-year standing.**



**ENGL 374 (3/9)d Studies in 18th-Century Literature**

**Examines literary works across a range of genres and forms with a thematic focus. [3-0-0]**

**Prerequisite: one of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, ENGL 294, CULT 210, CULT 230, CULT 270, CULT 275, and third-year standing, or 3 credits of 200-level English and third-year standing.**

**ENGL 387 (3) Indigenous Literature: Intellectual Traditions**

**Approaches to Indigenous literary and cultural studies in North America. Consideration will be given to a range of literary movements, intellectual traditions, and critical approaches. [3-0-0]**

**Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, ENGL 294, CULT 210, CULT 230, CULT 270, CULT 275, and third-year standing, or 3 credits of 200-level English and third-year standing. ENGL 234 is recommended.**

**ENGL 385 (3) Settler Studies, Literature, and Culture**

**Approaches to the interdisciplinary field of settler colonial studies in Canadian and comparative contexts in relation to literature, film, and other forms of cultural production. Examines the role**



**of representation, narrative, and discourse in settlement, colonization, and decolonization. [3-0-0]**

**Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, ENGL 294, CULT 210, CULT 230, CULT 270, CULT 275, and third-year standing, or 3 credits of 200-level English and third-year standing. ENGL 234 is recommended.**

**ENGL 386 (3) Studies in Transatlantic Modernism**

**Major figures and trends in twentieth-century Modernism before WW II. [3-0-0]**

**Prerequisite: One of ENGL 203, ENGL 209, ENGL 212, ENGL 213, ENGL 215, ENGL 220, ENGL 221, ENGL 222, ENGL 224, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 250, ENGL 270, ENGL 294, CULT 210, CULT 230, CULT 270, CULT 275, and third-year standing, or 3 credits of 200-level English and third-year standing.**

**ENGL 410 (3/9)d Approaches to 16th-Century Literature: Special Topics**  
**Advanced topics in sixteenth-century literature and culture. [3-0-0]**

**Prerequisite: at least 9 credits from any of the following: ENGL 294, ENGL 304, ENGL 305, ENGL 306, ENGL 309, ENGL 315, ENGL 316, ENGL 317, ENGL 319, ENGL 330, ENGL 332, ENGL 333, ENGL 335, ENGL 336, ENGL 337, ENGL 338, ENGL 339, ENGL 340, ENGL 341, ENGL 342, ENGL 343, ENGL 344, ENGL 345,**



ENGL 346, ENGL 347, ENGL 349,  
ENGL 350, ENGL 351, ENGL 352,  
ENGL 353, ENGL 355, ENGL 356,  
ENGL 357, ENGL 358, ENGL 359,  
ENGL 364, ENGL 365, ENGL 370,  
ENGL 376, ENGL 377, ENGL 378,  
ENGL 379, ENGL 380, ENGL 381,  
ENGL 382, ENGL 383, ENGL 384,  
ENGL 385, ENGL 392, ENGL 393,  
ENGL 394, ENGL 3rd, CULT 300,  
CULT 305, CULT 315, CULT 340,  
CULT 341, CULT 345, CULT 346,  
CULT 371, CULT 375.

ENGL 416 (3/12)d Studies in 16th-and  
17th-Century Literature: Special Topics  
Advanced topics in sixteenth and  
seventeenth-century literature and  
culture. [3-0-0]

Prerequisite: at least 9 credits from any  
of the following: ENGL 294, ENGL 304,  
ENGL 305, ENGL 306, ENGL 309,  
ENGL 315, ENGL 316, ENGL 317,  
ENGL 319, ENGL 330, ENGL 332,  
ENGL 333, ENGL 335, ENGL 336,  
ENGL 337, ENGL 338, ENGL 339,  
ENGL 340, ENGL 341, ENGL 342,  
ENGL 343, ENGL 344, ENGL 345,  
ENGL 346, ENGL 347, ENGL 349,  
ENGL 350, ENGL 351, ENGL 352,  
ENGL 353, ENGL 355, ENGL 356,  
ENGL 357, ENGL 358, ENGL 359,  
ENGL 364, ENGL 365, ENGL 370,  
ENGL 376, ENGL 377, ENGL 378,  
ENGL 379, ENGL 380, ENGL 381,  
ENGL 382, ENGL 383, ENGL 384,  
ENGL 385, ENGL 392, ENGL 393,  
ENGL 394, ENGL 3rd, CULT 300,  
CULT 305, CULT 315, CULT 340,  
CULT 341, CULT 345, CULT 346,  
CULT 371, CULT 375.

ENGL 423 (3/9)d Approaches to 17th-  
Century Literature: Special Topics  
Advanced topics in seventeenth-century  
literature and culture. [3-0-0]



**Prerequisite: at least 9 credits from any of the following: ENGL 294, ENGL 304, ENGL 305, ENGL 306, ENGL 309, ENGL 315, ENGL 316, ENGL 317, ENGL 319, ENGL 330, ENGL 332, ENGL 333, ENGL 335, ENGL 336, ENGL 337, ENGL 338, ENGL 339, ENGL 340, ENGL 341, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, ENGL 347, ENGL 349, ENGL 350, ENGL 351, ENGL 352, ENGL 353, ENGL 355, ENGL 356, ENGL 357, ENGL 358, ENGL 359, ENGL 364, ENGL 365, ENGL 370, ENGL 376, ENGL 377, ENGL 378, ENGL 379, ENGL 380, ENGL 381, ENGL 382, ENGL 383, ENGL 384, ENGL 385, ENGL 392, ENGL 393, ENGL 394, ENGL 3rd, CULT 300, CULT 305, CULT 315, CULT 340, CULT 341, CULT 345, CULT 346, CULT 371, CULT 375.**

**ENGL 429 (3/12)d Topics in Middle English Literature**  
**Special topics which may focus on specific genres, authors, or themes. [3-0-0]**

**Prerequisite: at least 9 credits from any of the following: ENGL 294, ENGL 304, ENGL 305, ENGL 306, ENGL 309, ENGL 315, ENGL 316, ENGL 317, ENGL 319, ENGL 330, ENGL 332, ENGL 333, ENGL 335, ENGL 336, ENGL 337, ENGL 338, ENGL 339, ENGL 340, ENGL 341, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, ENGL 347, ENGL 349, ENGL 350, ENGL 351, ENGL 352, ENGL 353, ENGL 355, ENGL 356, ENGL 357, ENGL 358, ENGL 359, ENGL 364, ENGL 365, ENGL 370, ENGL 376, ENGL 377, ENGL 378, ENGL 379, ENGL 380, ENGL 381, ENGL 382, ENGL 383, ENGL 384, ENGL 385, ENGL 392, ENGL 393,**



ENGL 394, ENGL 3rd, CULT 300, CULT 305, CULT 315, CULT 340, CULT 341, CULT 345, CULT 346, CULT 371, CULT 375.

ENGL 443 (3) Studies in 18th-Century Women's Writing

Examines women's writing from the Restoration to the late eighteenth-century across a variety of forms and genres. [3-0-0]

Prerequisite: at least 9 credits from any of the following: ENGL 294, ENGL 304,

ENGL 305, ENGL 306, ENGL 309,

ENGL 315, ENGL 316, ENGL 317,

ENGL 319, ENGL 330, ENGL 332,

ENGL 333, ENGL 335, ENGL 336,

ENGL 337, ENGL 338, ENGL 339,

ENGL 340, ENGL 341, ENGL 342,

ENGL 343, ENGL 344, ENGL 345,

ENGL 346, ENGL 347, ENGL 349,

ENGL 350, ENGL 351, ENGL 352,

ENGL 353, ENGL 355, ENGL 356,

ENGL 357, ENGL 358, ENGL 359,

ENGL 364, ENGL 365, ENGL 370,

ENGL 376, ENGL 377, ENGL 378,

ENGL 379, ENGL 380, ENGL 381,

ENGL 382, ENGL 383, ENGL 384,

ENGL 385, ENGL 392, ENGL 393,

ENGL 394, ENGL 3rd, CULT 300,

CULT 305, CULT 315, CULT 340,

CULT 341, CULT 345, CULT 346,

CULT 371, CULT 375.

ENGL 434 (3) Special Topics in 18th-Century Literature

Special topics may address one or more of the following: individual genres, forms, themes, major trends in eighteenth-century writing, or select groups of writers during the period between 1660 and 1800. [3-0-0]

Prerequisite: at least 9 credits from any of the following: ENGL 294, ENGL 304,

ENGL 305, ENGL 306, ENGL 309,

ENGL 315, ENGL 316, ENGL 317,



ENGL 319, ENGL 330, ENGL 332,  
ENGL 333, ENGL 335, ENGL 336,  
ENGL 337, ENGL 338, ENGL 339,  
ENGL 340, ENGL 341, ENGL 342,  
ENGL 343, ENGL 344, ENGL 345,  
ENGL 346, ENGL 347, ENGL 349,  
ENGL 350, ENGL 351, ENGL 352,  
ENGL 353, ENGL 355, ENGL 356,  
ENGL 357, ENGL 358, ENGL 359,  
ENGL 364, ENGL 365, ENGL 370,  
ENGL 376, ENGL 377, ENGL 378,  
ENGL 379, ENGL 380, ENGL 381,  
ENGL 382, ENGL 383, ENGL 384,  
ENGL 385, ENGL 392, ENGL 393,  
ENGL 394, ENGL 3rd, CULT 300,  
CULT 305, CULT 315, CULT 340,  
CULT 341, CULT 345, CULT 346,  
CULT 371, CULT 375.



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> FCCS  <b>Department/Unit:</b> Critical Studies  <b>Faculty/School Approval Date:</b> March 4, 2014  <b>Effective Session:</b> 2014W</p>	<p><b>Date:</b> Nov. 29, 2013  <b>Contact Person:</b> Martin Blum  <b>Phone:</b> 250.807.9362  <b>Email:</b> martin.blum@ubc.ca</p>
<p><b><u>Proposed Academic Calendar Entry:</u></b></p> <p><b><u>ENGL 475 (3/6)d Topics in American Poetry</u></b></p> <p><b><u>Study of particular topics, authors, and/or movements in American poetry.</u></b></p> <p><b><u>Prerequisite: 9 credits of third-year English.</u></b></p>	<p><b>Present Academic Calendar Entry:</b></p> <p>None. ENGL 475 is a new course.</p> <p><b>Type of Action:</b></p> <p>Creation of a new course.</p> <p><b>Rationale:</b></p> <p>ENGL 475 helps to fill in an overlooked ‘gap’ in English program’s fourth-year offerings in American literature, by offering a special topics course at this level in American poetry. Without this course, students will not be able to study topics, authors and/or major movements in American poetry at the 400-level.</p>





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**Office of the Senate**  
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[www.senate.ubc.ca](http://www.senate.ubc.ca)

May 5<sup>th</sup>, 2014

From: Senate Nominating Committee

To: Okanagan Senate

**RE: Student Senator Appointments to Committees**

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The Nominating Committee has been working with the Student Senate Caucus to fill student positions in the Senate Committees. Student representatives sit on Senate Committees until the end of their annual term and until they are replaced.

The Nominating Committee recommends the following:

**Motion:** *That Senate appoint students to serve on Senate Committees as follows until March 31<sup>st</sup>, 2015 and thereafter until replaced:*

*Academic Building and Resources Committee:*

1. Natalie Wong
2. Aalishia Lakdawala

*Academic Policy Committee:*

1. Kelly Panchyshyn
2. Shira Sneg
3. Sarah Smith

*Admissions and Awards Committee:*

1. Katelyn Fujii
2. Natalie Wong

*Agenda Committee:*

1. Wesley McLean
2. David Xu

*Appeals of Standings and Discipline Committee:*

1. Lina Gomez
2. Jeff Krupa
3. Katelyn Fujii

*Curriculum Committee:*

1. Aalishia Lakdawala
2. Sarah Smith

*Learning and Research Committee:*

1. Robyn Giffen
2. Jeff Krupa

For your information, a list of the Student Senators and their constituencies is attached.

Respectfully submitted,

Dr. Deborah Roberts, Chair  
Senate Nominating Committee



## **Okanagan Student Senators**

Senate Term: April 2014 to March 31, 2015

### **Representatives of the Students At-Large**

Ms. Katelyn Fujii, Arts and Sciences (continuing)  
Ms. Lina Gomez, Arts and Sciences  
Mr. Jeffrey Krupa, Arts and Sciences  
Ms. Kelly Panchyshyn, Arts and Sciences  
Ms. Natalie Wong, Arts and Sciences  
Mr. David Xu, Arts and Sciences

### **Representative of the Graduate Students**

Ms. Robyn Giffen (Faculty of Arts and Sciences)

### **Representative of the Students of the Faculty of Applied Science [1]**

Mr. Wesley McLean (continuing)

### **Representative of the Students of the Faculty of Arts and Sciences**

Ms. Shira Sneg (continuing)

### **Representative of the Students of the Faculty of Health and Social Development [1]**

Ms. Sarah Smith (continuing)

### **Representative of the Students of the Faculty of Management**

Ms. Alisha Lakdawala

NB: Due to a lack of nominations, the student representatives for the faculties of Creative & Critical Studies and Education have yet to be determined. The Registrar's Office will be running a by-election to fill these positions in the early Fall of 2014.



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Vancouver, BC Canada V6T 1Z1

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May 5, 2014

From: Senate Nominating Committee

To: Senate

**RE: Revisions to the Terms of Reference for the Senate Academic Building and Resources Committee**

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The Senate Academic Building and Resources Committee has suggested minor revisions to its Terms of Reference, as set out in the attached document.

The Nominating Committee recommends the following:

**Motion:** *That Senate approved the revisions to the Terms of Reference of the Academic Building and Resources Committee, as indicated in bold face in the attached document.*

Respectfully submitted,

Dr. Deborah Roberts, Chair  
Senate Nominating Committee

## Academic Building and Resources Committee

Responsible for recommending the following to Senate:

- An annual report outlining the work of the Committee and the physical and budget resources available for the development and maintenance of the campus.

Delegated authority over the following by Senate:

- Reviewing, **raising issues**, and monitoring the implementation of the Campus Master Plan;
- Recommending priorities on new academic buildings with consideration for the needs of academic and non-academic buildings, balance between type of teaching spaces, and relationship to physical plant and planning; and
- Reviewing **and raising issues regarding** the impact of every development, whether building or landscape, on the total teaching and academic resource.

Composition: The membership of this committee shall be the same as the membership of the Okanagan Sub-Committee of the Budget Committee of the Council of Senates.



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**THE UNIVERSITY OF BRITISH COLUMBIA**

Office of the Provost & Vice Principal

**MEMORANDUM**

**Date:** April 29, 2014  
**To:** Okanagan Senate  
**From:** Cynthia Mathieson, Provost and Vice Principal *Cynthia Mathieson*  
**Re:** Annual Report of Research Institutes

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I am pleased to provide the following reports from the three Research Institutes on the Okanagan campus. These reports are provided pursuant to Senate Policy O-5.

**Institute for Healthy Living and Chronic Disease Prevention (IHLCDP)**

Director: Dr. Joan Bottorff

The IHLCDP is now in its fifth year of operation. The highlights from the past year include: the expansion of community-based research projects which include an increasing number of research partnerships with community members, health professionals, and other stakeholders; the commencement of a seminar series in which partners in research present to the community, presenters include people from outside UBC and students; and a partnership with the North Okanagan Hospice Society to make public presentations on topics of interest to the community. The IHLCDP has increasingly used teleconferencing for its seminars to enable it to include participants from across the province, country and internationally which has been widely lauded and appreciated by participants who would not otherwise be able to attend. The focus of the Institute has shifted to one of “knowledge translation” and it is seeing significant success in dissemination of research knowledge to various communities.

**Okanagan Sustainability Institute (OSI)**

Director: Dr. Keith Culver

The OSI was founded in 2006 and its mandate is to enable inter-faculty, collaborative, interdisciplinary sustainability research and scholarly inquiry. In late 2011, the OSI undertook a review of its primary objectives and determined its focus as the following: “problem nexus at the intersection of water, urbanization, and rurality was identified as corresponding to

researcher interests and community capacity”. As a result of defining these objectives, the OSI has been working at developing relationships throughout the Okanagan valley to enable research and research dissemination on these topics. Additionally, the OSI has organized its research members into collaborative working groups which focus on:

- Life Cycle, Water and Urbanization Working Group
- Okanagan Aesthetics Working Group
- Green Roof Working Group
- Curriculum of Well-Being Working Group
- Culture Change and Socially Sustainable Healthcare Working Group

**Okanagan Institute for Biodiversity, Resilience and Ecosystem Services (BRAES) (formerly Species at Risk and Habitat Studies (SARAHS))**

Director: Dr. Lael Parrott

This institute changed its name from SARAHS to BRAES in March 2014 to reflect the current focus of projects undertaken in the Institute. Dr. Parrott was appointed as director of BRAES in September 2013. Highlights from 2013-14 include: establishment of the BRAES in the Classroom Speaker Series which brings external collaborators onto campus to present to students (and members of the public) on their work outside of academia; commencement of a distinguished speakers series in summer 2014; sponsorship of the Canadian Society for Ecology and Evolution annual meeting which was held at UBC Okanagan; and a joint colloquium with the Okanagan Water Basin. BRAES has spent significant time in community outreach with the intention of creating and fostering partnerships in the community.



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**2013-2014**

# BRAES ANNUAL REPORT

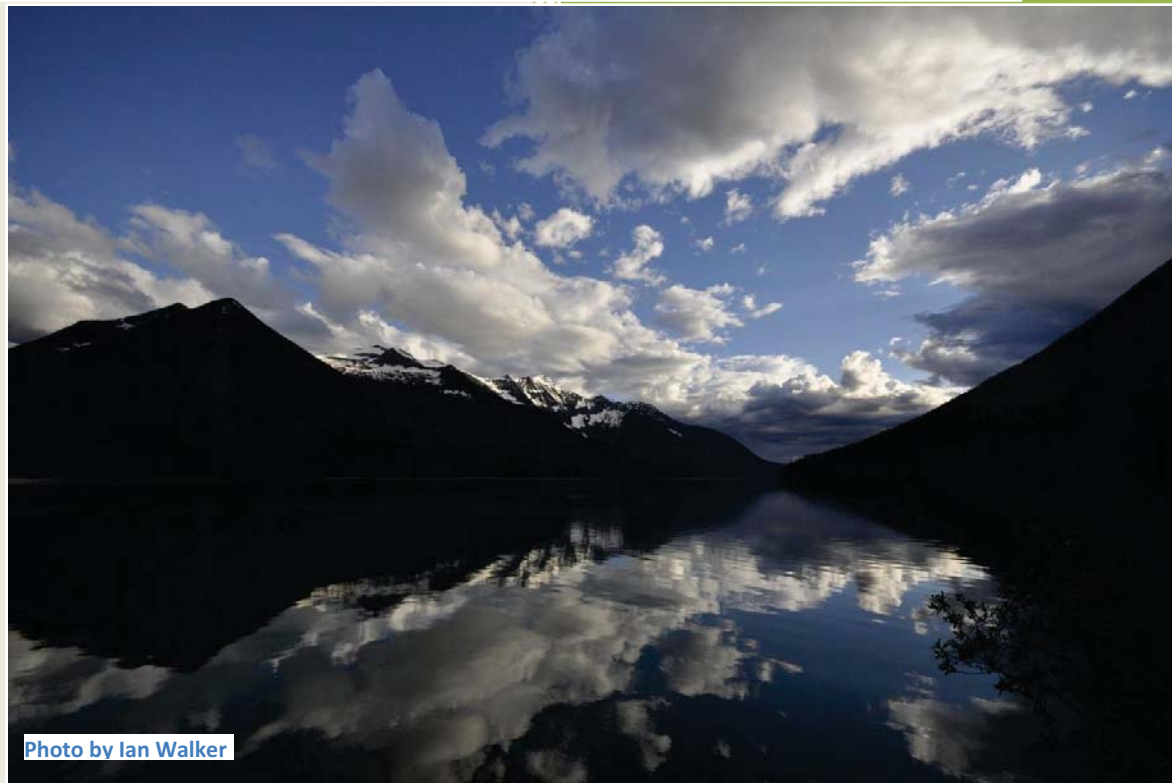


Photo by Ian Walker

The Okanagan Institute for  
Biodiversity, Resilience, and  
Ecosystem Services (formerly  
SARAHS)



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## BRAES at a Glance



- ✓ **22** faculty members
- ✓ **Over 65** student and postdoctoral trainees
- ✓ **Over 6000 sq. ft.** of dedicated research laboratory space
- ✓ **Numerous** affiliated laboratories
- ✓ **\$2.8 million** in research funding in 2013-2014
- ✓ **Over 80** scientific publications in 2013-2014
- ✓ **Partnerships** with more than 50 non-academic organisations



Photos by Ian Walker

## 1. Message from the Director

The former Institute for Species at Risk and Habitat Studies (SARAHS) has turned a new page: in March 2014 SARAHS adopted a new name – The Okanagan Institute for Biodiversity, Resilience, and Ecosystem Services (BRAES) – to better reflect the scope and breadth of our research expertise and activities. With this name change, we have gone through a period of redefining the institute's directions and developing new initiatives. Over the past year, we have substantially increased the visibility of the institute through the creation of a new website, the establishment of new partnerships, and through communication and outreach with our non-academic partners. We have begun new activities, notably the "Partners in the Classroom" series, which has brought non-academic speakers to the classroom to discuss how they apply science to the practical world of management and policy. We have also hired a part-time institute coordinator, Carolina Restrepo, who has been instrumental in organising and coordinating all of the institute's activities and operations.

With over 80 scientific publications and about 2.8 million dollars in research funding over the past year, BRAES members have excelled in carrying out high impact fundamental and applied research, positioning us on campus as a centre of excellence for research in ecology, natural resource management, and the environment. We also play a leading role in creating an enriched training environment for graduate students on campus, through collaborative supervision, scientific animation, and facilitating networking opportunities for our students.

I look forward to a busy and dynamic 2014-15 academic year, starting in September 2014 with a Water and Biodiversity Research Forum co-hosted in collaboration with the Okanagan Basin Water Board. We will also pursue our numerous on-going activities and continue to carry out regionally and globally relevant research.

***Lael Parrott***

BRAES Director

## 2. BRAES Strategic Directions



Photo by Ian Walker

## 2.1 Vision

To advance efforts to protect species and ecosystems through interdisciplinary research, training and community engagement.

## 2.2 Mission

To conduct fundamental and applied research in biodiversity and conservation that has regional and international impact.

To become a leading international centre for the training of highly qualified undergraduate, graduate and postgraduate personnel. These researchers will be uniquely positioned to bridge disciplinary barriers to inform and guide effective conservation research and management strategies.

To foster strategic partnerships with First Nations, government, industry, and non-governmental organizations and to maintain active engagement with community stakeholders through educational outreach and stewardship activities.

## 2.3 Strategic Directions

- Provide Enriched Undergraduate, Graduate and Postdoctoral Training Opportunities
- Secure Funding for Infrastructure, Training, and Research
- Build Partnerships
- Translate Research into Action
- Enhance our Existing Profile and Increase our Visibility

## 2.4 Links with UBCO Research and Strategic Plans

The BRAES mission and vision are closely aligned with the UBC Okanagan Strategic Research Plan. The UBCO Strategic Research Plan emphasizes the importance of interdisciplinarity, partnerships and excellence in research, all demonstrated strengths of BRAES. “Sustainable Environments and Populations” is noted as one of six Areas of Research Priority, specifically naming BRAES as an established entity of multidisciplinary strength to lead “research on environmental quality, adaptive responses and sustainable development (to) inform management and policy decisions that contribute to healthy environments for people and other organisms.”

BRAES mission is also contributing to the UBC Strategic plan commitment of Research Excellence specifically with its goal of increasing the quality and impact of UBC's research and scholarship, participating in actions such as:

- Supporting and enhancing UBC researchers' grant funding competitiveness and success.
- Enhancing infrastructure to support leading edge research.
- Fostering UBC's globally influential areas of research excellence.

### 3. BRAES Operations



Photo by Bob Lalonde

### 3.1 Governance

#### Steering Committee Members:

Dr. Lael Parrott      Institute Director

Dr. Sylvie Desjardins

Dr. Melanie Jones

Dr. Bob Lalonde

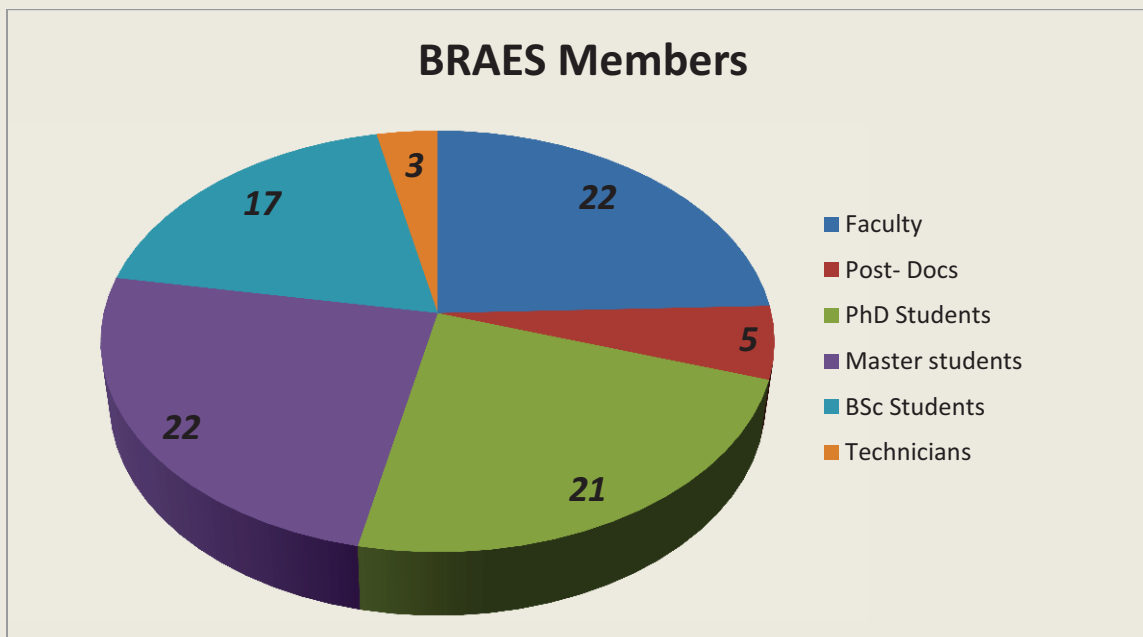
Graduate Student (to be elected)

#### Institute Coordinator

Carolina Restrepo

### 3.2 Membership

As of March 2014 BRAES has 90 members distributed as follows: 22 Faculty Members, 5 Post-Doctoral Researchers, 21 PhD Students, 22 Masters Students, 17 Undergraduate Students and 3 Technicians.



For a detailed list of faculty members please consult Appendix 1



### 3.3 Partnerships

BRAES values partnerships within the University and with government, non-government, community, and international organizations. Partnerships include activities such as joint research, funding agreements, student supervision, dissemination or application of research.

Below, we show a few of the groups with whom we have established collaborations:

#### **Within The University of British Columbia:**

- Okanagan Sustainability Institute (Okanagan)
- BC Regional Innovation Chair in Water Resources and Ecosystem Sustainability (Okanagan)
- Watershed Science Research Group (Okanagan)
- Beatty Biodiversity Research Centre (Vancouver)
- Centre for Applied Conservation Biology (Vancouver)

#### **Canadian governmental agencies:**

- Environment Canada
- Canadian Wildlife Service
- Parks Canada
- Agriculture Canada
- BC Ministry of Forest, Lands and Natural Resources Operations
- BC Parks
- Canadian Food Inspection Agency
- Department of Defense
- City of Armstrong
- Natural Resources Canada
- Regional District of Central Okanagan
- City of Kelowna
- District of Lake Country
- Okanagan Basin Water Board
- BC Ministry of Agriculture
- Canadian Department of Fisheries and Oceans

#### **International governmental agencies**

- US National Park Service
- US National Forest Service
- Montana Fish, Wildlife and Parks
- US Department of Agriculture
- L'Institut National de la Recherche Agronomique (France)

**Non-governmental entities:**

- Island Conservation
- Conservation Northwest
- Okanagan Collaborative Conservation Program (OCCP)
- South Okanagan Similkameen Conservation Program (SOSCP)
- Wildlife Conservation Society
- American Museum of Natural History
- Water Stewardship Council
- Nature Trust of BC
- Get to Know FORREX
- Great Northern Landscape Conservation Cooperative

**Industrial partners:**

- Tolko
- Tree Fruit Growers Association Dobson Engineering Ltd.
- Ecoscape Environmental Consultants Ltd.

### 3.4 Space and existing resources

A CFI grant was secured in 2004. This helped support the construction of the 3rd floor of the Science Building, including about 6000 square feet of BRAES laboratory facilities that are equipped with state-of-the-art instrumentation. More specifically, the facilities include:

- Molecular Lab
- PCR Product Room
- DNA Sequencing Room
- Prep Room
- Clean Cold Room
- Dirty Cold Room
- Equipment Room
- Dirty Ecology Lab
- Microscope Room
- Culture Room
- Computing/GIS Room
- Physiology Lab
- Radiation Lab

These facilities are being used by BRAES members to conduct their research and to accomplish the BRAES mission. BRAES members have been very productive in 2013-2014 with about 85 publications and over \$2.8 million in grant funding (see below for details). This level of productivity would not be possible without the facilities.

### 3.5 Staff and Administration

The institute has a director who is appointed by the VP Research. Dr. Lael Parrott is the current director. Her appointment began on August 29<sup>th</sup> 2013 and is for 3 years.

On December 2013 BRAES hired a part-time coordinator who is responsible for planning, coordination, and communication within the BRAES Institute by:

- Organizing BRAES conferences, workshops, training sessions, retreats and annual general meetings.
- Preparing the Institute's annual activity reports
- Preparing budgets and forecasting requirements
- Developing an annual budget
- Facilitating collaborative agreements involving researchers, granting agencies and departments within the institute
- Promoting BRAES research to the broader community, in collaboration with university media relations officers
- Securing industry and other partners of BRAES for long-term collaborations
- Writing grants for BRAES and working with the Development Office to secure external funding for BRAES
- Developing and maintaining the BRAES web site
- Coordinating and preparing a quarterly BRAES newsletter.

## 4. BRAES Activities



Photo by Ian Walker

## 4.1. Speaker Series

### 4.1.1. BRAES partners in the classroom speaker series:

This speaker series brings BRAES' non-academic partners to campus to speak about the work they do and the challenges and issues they face in their professions. The talks are held during scheduled undergraduate class times so that our undergraduate students have the opportunity to interact with scientists and practitioners working in non-academic environments. All BRAES members and the general public are also invited to attend. An informal networking session follows each talk to facilitate discussion and interaction with the speaker.

#### **Fall 2013 BRAES in the Classroom Speaker Series:**

October 18<sup>th</sup> 2013: "Environmental sustainability: Does local government planning make a difference?"

Speaker: Margaret Bakelaar, Environmental Planner at the Regional District of the Central Okanagan.

Host Professor: Dr. Lael Parrott

Attendance: 40

#### **Winter 2014 BRAES in the Classroom Speaker Series:**

March 5<sup>th</sup> 2014: "Using GIS for agricultural and environmental modelling"

Speaker: Dr. Denise Neilsen, Agriculture Canada

Host Professor: Dr. Jason Pither

Attendance: 40

March 13<sup>th</sup> 2014: "Mirror mirror on the wall, who's responsible for it all? Habitat protection for species at risk in Canada"

Speaker: Lucy Reiss, Environment Canada Specialist

Host Professor: Dr. Ian Walker

Attendance: 25

March 25<sup>th</sup> 2014: "Changing forests and water – from snow to streams"

Speaker: Dr. Rita Winkler, Ministry of Forests, Lands and Natural Resources Operations

Host Professor: Dr. Adam Wei

Attendance: 48

4.1.2. Distinguished Guest Speakers: Through this speaker series, BRAES will host 2-3 distinguished scientists per year to speak on environmental topics of broad interest. The talks will be open to the general public. This speaker series will debut in summer 2014.

## 4.2. Research activities

### 4.2.1. Context:

BRAES research has focused on identifying and managing species and habitats at risk, understanding and predicting biotic responses to environmental change, and sustaining resources and ecosystem services in natural and managed landscapes.

Our underlying motivation is to increase scientific understanding of ecological systems and to inform management and planning decisions that promote the preservation of biodiversity and ecosystem services in terrestrial, marine and aquatic systems.

BRAES members work from the genetic to landscape scales and use a wide range of field, laboratory and quantitative methods. BRAES facilitates multidisciplinary collaboration, leading to innovative research that transcends traditional approaches to ecology and conservation.

### 4.2.2. Research Themes:

BRAES research falls under eight inter-related themes that were revised and updated at a members' meeting held in December 2013



## **Biodiversity and Ecological Interactions**

This theme involves the study of the inter-relationships between biodiversity and ecosystem processes, from genetic to ecosystem and landscape scales. SARAHS researchers working under this theme study diverse questions related to community assembly, invasive species, population dynamics and ecological connectivity, for example. A strong emphasis within this theme is on soil microbiology: understanding the contribution of mycorrhizal fungi and other micro-organisms to soil fertility and nutrient cycling in natural and agro-ecosystems. The fundamental work carried out under this theme provides the scientific foundation for conservation, restoration, and management efforts and for understanding relationships between biodiversity and ecosystem services provisioning.

## **Conservation Biology**

Conservation biology focuses on the identification and description of habitats necessary to support species at risk, and the development of scientific tools to support the conservation of these habitats. BRAES researchers use a range of tools to examine how species may respond to changing environments, habitat loss, and modified landscapes. The results of this research are applied to address the effectiveness of conservation laws and policies and to inform decision-makers on how best to conserve biodiversity in terrestrial, marine and freshwater ecosystems.

## **Landscape and Natural Resource Management**

Research under this theme integrates ecology with human impacts on the landscape, searching for the most environmentally sustainable methods to use our natural resources. Projects include studying the impacts of forestry on forest hydrology and biodiversity, ecological restoration following human disturbances, modeling the impacts of land use change on key ecosystem services, advanced agro technology, and land use planning to sustain biodiversity.

## **Water Conservation & Quality**

Water provisioning is a key ecosystem service on which humans depend and which is critical to supporting all terrestrial life-forms. Research in this area focuses on sustaining this ecosystem service by enhancing the quality of the terrestrial and aquatic environments that filter and modulate fresh water supplies. Projects include studies of ecotoxicology in aquatic ecosystems, water quality monitoring, and relationships between land use and water quality and availability.

## **Computational Ecology**

Research in computational ecology combines quantitative methods with data to model and describe population and community dynamics in time and space. Methods range from statistical modeling of diversity and heterogeneity to the development of dynamic models using analytical or simulation-based approaches. These tools can be used to predict the effect of natural or human-caused disturbances on species and ecosystems or to predict the spatial spread of an invasive species across a landscape, for example. This theme reflects the strong links in BRAES between the mathematical and ecological sciences, leading to development of innovative methods in environmental modelling and data analysis.

## **Social-Ecological Systems**

This theme lies at the interface between the environment and society. The study of social-ecological systems relates to how humans shape and are reshaped by their natural environments, and includes the study of cultural perceptions of the environment. Research under this theme explores the nature of social-ecological resilience, adaptation of human communities to environmental change, and how cultural representations of nature influence human behaviour.



#### 4.2.3 Record of Publications, students and research funding:



See Appendix 2 for a selected list of publications

### 4.3 Outreach

The Institute has a brand new website that is being updated every day with the new information and activities of the institute. The new website can be found here: <http://BRAES.ok.ubc.ca/>

Outreach Activities:

- BRAES sponsored, and various BRAES members hosted and organized, the 8th annual meeting of the Canadian Society for Ecology and Evolution, May 12-15, 2013, at UBCO. With 430 attendees from around the world, this was by far the largest and most

successful academic conference to be hosted at UBCO. It included a symposium on policy in biodiversity conservation, with participation by journalists, members of parliament, etc.

- BRAES members were involved in other different activities such as conference presentations, invited talks, meetings and workshops, media interviews and publications among others:
  - More than 40 Conference presentations as speaker or keynote speaker see Appendix 3 for a selected list
  - 20 Invited talks and/or meetings
  - 13 Media interviews and newspaper articles
  - 10 Community presentations
- Upcoming events: BRAES will sponsoring or co-sponsoring the following events:
  - Water & Biodiversity Forum: Rotary Centre for the Arts, Kelowna Sept 16 and 17 2014
  - IGS 2014 Conference, Kelowna May 2 and 3 2014

## 5. BRAES Goals and Challenges for 2014-2015



### GOALS & CHALLENGES:

- Contribute to developing a thriving research culture on campus
- Continue to provide an enriched graduate training environment by increasing graduate student participation in BRAES (e.g., seminars, social activities, leading workshops, etc.)
- Increase the diversity of our membership
- Foster new interdisciplinary collaborations within the institute
- Increase the Institute's national and international visibility
- Secure operational funding
- Continue to pursue high impact, regionally and globally relevant research

## Appendix 1: BRAES Faculty members

- 1) Sylvie Desjardins, Arts and Sciences
- 2) Daniel Durall, Arts and Sciences
- 3) Miranda Hart, Arts and Sciences
- 4) Karen Hodges, Arts and Sciences
- 5) Nancy Holmes, Creative and Critical Studies
- 6) John Janmaat, Arts and Sciences
- 7) Melanie Jones, Arts and Sciences
- 8) Nusha Keyghobadi, University of Western Ontario
- 9) John Klironomos, Arts and Sciences
- 10) Robert Lalonde, Arts and Sciences
- 11) Karl Larsen, Thompson Rivers University
- 12) Bruce Mathieson, Arts and Sciences
- 13) Susan Murch, Arts and Sciences
- 14) Lael Parrott, Arts and Sciences
- 15) Michael Pidwirny, Arts and Sciences
- 16) Jason Pither, Arts and Sciences
- 17) Scott Reid, Arts and Sciences
- 18) Mark Rheault, Arts and Sciences
- 19) Michael Russello, Arts and Sciences
- 20) Rebecca Tyson, Arts and Sciences
- 21) Ian Walker, Arts and Sciences
- 22) Adam Wei, Arts and Sciences

## **Appendix 2: Selected list of Publications**

See attached list (file)

### **Appendix 3: Selected list of Presentations**

See attached list (file)

## Appendix 2: Selected BRAES Publications 2013-2014

1. Pickles, B. and Pither, J. 2014. Still scratching the surface: how much of the “black box” of soil ectomycorrhizal communities remains in the dark? *New Phytologist*, 201:1101-1105.
2. Moffat, C.E., Lalonde, R.G., Ensing, D.J., De Clerck-Floate, R.A., Grosskopf-Lachat, G. and Pither, J. 2013. Frequency-dependent host species use by a candidate biological control insect within its native, European range. *Biological Control*, 67: 498-508..
3. Walker JKM, Phillips LA, Jones MD. 2014. Ectomycorrhizal fungal hyphae communities vary more along a pH and nitrogen gradient than between decayed wood and mineral soil microsites. *Botany* doi 10.1139/cjb-2013-0239 (accepted December, 2013). *Note this was an invited paper for a special issue on “Latest Advances in Tree Biology”; IF 1.225; 101/197 in Plant Sciences*
4. Phillips LA, Ward V, Jones MD. 2013. Ectomycorrhizal fungi contribute to soil organic matter cycling in sub-boreal forests. *ISME Journal* 8:699-713. <http://www.nature.com/doi/10.1038/ismej.2013.195> (accepted Sept 2013) - *IF 8.951; 4/136 in Ecology; 8/116 in Microbiology*
5. Walker JKM, Jones MD. 2013. Little evidence of niche partitioning among ectomycorrhizal fungi on spruce seedlings in decayed wood versus mineral soil microsites. *Oecologia* 173: 1499-1511. doi 10.1007/s00442-013-2713-9 (conditional acceptance June 2013) *IF 3.011 37/136 in Ecology*
6. Brooks D, Twieg BD, Grayston SJ, Jones MD. 2013. Physical extent, frequency, and intensity of phosphatase activity varies on soil profiles across a Douglas-fir chronosequence. *Soil Biology & Biochemistry* 64: 1-8. (accepted April 2013) *IF 3.654; 1/34 in Soil Science*
7. Jones MD, Hamel C, Nara K. 2013. Highlights of the Seventh International Conference on Mycorrhiza in New Delhi – a conference to remember. *Mycorrhiza* 23 News section (accepted June 4, 2013)
8. M. Dutot, L.M. Nelson, R.C. Tyson (2013) Predicting the spread of postharvest disease in stored fruit, with application to apples *Postharvest Biology and Technology* 85:45-56
9. L. Canary, J. Musgrave, R.C. Tyson, A. Locke, F. Lutscher (in press) Modelling the dynamics of invasion and control of competing green crab genotypes *Theoretical Ecology*
10. T. Gauduchon, S. Strohm, R.C. Tyson (2013) The effect of habitat fragmentation on cyclic populations with edge behaviour *Mathematical Modelling of Natural Phenomena* 8(6):45-63  
S. Strohm, R.C. Tyson, J.A. Powell (2013) Pattern Formation in a model for mountain pine beetle dispersal: Linking model predictions to data *Bulletin of Mathematical Biology* 75:1778-1797
11. Dickson, TR & IR Walker (2013) A midge-salinity transfer function for inferring sea level change and landscape evolution in the Hudson Bay Lowlands, Manitoba, Canada.

- Journal of Paleolimnology 51: 325-341 (Accepted 5 Apr 2013, Published on-line 31 Dec 2013)
12. Cheng, E., K.E. Hodges, J.M. Ferreira, P.C. Alves, and L.S. Mills. Conservation implications of the evolutionary history and genetic diversity hotspots of the snowshoe hare. *Molecular Ecology*, Accepted pending revision 12/2013. (Impact factor 6.275)
  13. Williams, K., K.E. Hodges, and C.A. Bishop. Hibernation and oviposition sites of Great Basin gophersnakes (*Pituophis catenifer deserticola*) near their northern range limit. *Journal of Herpetology*, Accepted pending revision 2/2014. (Impact factor 0.893)
  14. Williams, K., K.E. Hodges, and C.A. Bishop. Phenology and demography of Great Basin gophersnakes near the northern range edge. *Herpetological Conservation and Biology*, Accepted pending revision 2/2014. (Impact factor 0.673)
  15. Cheng, E., K.E. Hodges, and L.S. Mills. Impacts of fire on snowshoe hares in Glacier National Park, Montana. *Fire Ecology*, Accepted pending revision 2/2014. (Impact factor 1.360; not in ISI but IF calculated by SCIMAGO using same techniques)
  16. Hodges, K.E. Clarity in ecology: terminological prescription is the wrong route. (letter to editor) *Bioscience*. Accepted 2/2014. (Impact factor 4.739)
  17. Moffat, C.E., Lalonde, R.G., Ensing, D.J., De Clerck-Floate, R.A., Grosskopf-Lachat, G., Pither, J. 2013. Frequency-dependent host species use by a candidate biological control insect within its native European range. *Biological Control* 67: 498-508
  18. Hart MM, Forsyth J, Oshowski B, Bucking H, Jansa J, Kiers ET. 2013. Hiding in a crowd—does diversity facilitate persistence of a low-quality fungal partner in the mycorrhizal symbiosis? *Symbiosis* 59:47-56 DOI 10.1007/s13199-012-0197-8 (PI)(IF 1.214)
  19. Xing X , Ma X , Hart MM , Wang A, Guo S. 2013. Genetic Diversity and Evolution of Chinese Traditional Medicinal Fungus. *PLOS One*. E58807 (IF 4.537)
  
  20. Holland TC, Reynolds AG, Bowen PA, Bogdanoff CP, Marcinak M, Brown RB and Hart MM. 2013. The response of soil biota to water availability in vineyards. *Pedobiologia* 56: 9-14 (PI)(IF 2.000)
  21. Mondo K, Glover WB, Murch SJ, Liu G, Cai Y, Davis DA, Mash DC\* (2014) *Environmental*
  22. neurotoxins  $\beta$ -N-methylamino-L-alanine (BMAA) and mercury in shark cartilage dietary supplements. *Food and Chemical Toxicology*. (in review)
  23. Turi CE, Axwik KE, Smith A, Jones AMP, Saxena PK, Murch SJ\* (2013) Galanthamine, an anti-
  24. cholinesterase drug, effects plant growth and development in *Artemisia tridentatae* Nutt. via modulation of auxin and neurotransmitter signaling. *Plant Signaling and Behavior*. (in press)
  25. Turi CE, Axwik KE, Murch SJ\* (2014) *In vitro* conservation, phytochemistry, and medicinal
  26. activity of *Artemisia tridentata* Nutt.: Metabolomics as a hypothesis-generating tool for plant tissue culture. *Plant Growth Regulation*. (in press)



27. Liu Y, Jones AMP, Murch SJ\*, Ragone D (2014) Crop Productivity, Yield and Seasonality of
28. Breadfruit (*Artocarpus* spp., Moraceae). Fruits (in press)
29. Bajwa VS, Shukla MR, Sherif SM, Murch SJ, Saxena PK (2014) Role of melatonin in alleviating cold
30. stress in *Arabidopsis thaliana*. *J. Pineal Res.* 56:238-245.
31. Turi CE, Shipley PR, Murch SJ\* (2013) North American *Artemisia* species from the subgenus
32. *Tridentatae* (Sagebrush): A phytochemical, botanical and pharmacological review. *Phytochemistry.* 98:9-26.
33. Hart MM\*, Gorelak M, Ragone D, Murch SJ (2013) Arbuscular mycorrhizal fungal succession in a long-
34. lived perennial. *Botany*. Published on the web 24 February 2014, 10.1139/cjb-2013-0185
35. Latombe G., Fortin D., Parrott L. 2014. Spatio-temporal dynamics in the response of woodland caribou and moose to the passage of grey wolf. *Journal of Animal Ecology* 83: 185–198. Accepted June 3, 2013. (*D. Fortin was co-supervisor and I was supervisor of G. Latombe's PhD.*) IF: 4.74
36. Filotas, E., Parrott, L., Burton, P.J., Chazdon, R.L., Coates, K.D., Coll, L., Haeussler, S., Martin, K., Nocentini, S., Puettmann, K.J., Putz, F.E., Simard, S.W., Messier, C. 2014. Viewing Forests through the Lens of Complex Systems Science. *Ecosphere*, 5(1). <http://dx.doi.org/10.1890/ES13-00182.1> (*Note on author order: Filotas and Parrott led manuscript conception and writing, Messier was PI on the funding, all other authors are listed in alphabetical order.*)
37. Parrott, L. and Lange, H. 2013. An Introduction to Complexity Science. In: *Managing Forests as Complex Adaptive Systems: Building Resilience to the Challenge of Global Change*. Edited by C. Messier, K.J. Puettmann, K.D. Coates. Routledge, 368 pages.
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40. Russello, Michael and George Amato (2014) Operationalism matters in conservation: comments on Frankham et al. (2012). *BIOLOGICAL CONSERVATION* 170:332-333 (accepted Dec. 28, 2013). \
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47. Liu, W.F., X. Wei\*, S.R. Liu, Y.Q. Liu, H.B. Fan, M.F. Zhang, J.M. Yin and M.J. Zhan. 2014. How do climate and forest changes affect long-term streamflow dynamics?: a case study in the upper reach of Poyang River basin. *Ecohydrology*. DOI: 10.1002/eco.1486 (in press) (IF: 2.78).
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52. Wei\*, X., W. Liu and P. Zhou. 2013. Quantifying the relative contributions of forest change and climatic variability to hydrology in large watersheds: a critical review of research methods. *Water*, 5, 728-746 (IF: 0.97)
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- Ecology and Management*. 300: 60–67 (IF: 2.5).
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  62. Hart MM. 2014. The microbiota of plants. *Botany*, 92(4): v, 10.1139/cjb-2014-0050 (IF 1.225)
  63. Hart MM, Gorzelak M, Ragone D, Murch S. 2014. Arbuscular mycorrhizal fungal succession in a long lived perennial. *Botany*, 2014, 92(4): 313-320, 10.1139/cjb-2013-0185 (PI)(IF 1.225).
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  65. Holland T, Bowen P, Bogdanoff C, Hart MM. 2014. Arbuscular mycorrhizal fungal communities associated with *V. vinifera* vines under different frequencies of irrigation. *American Journal of Enology and Viticulture*. In press.(PI)(IF 2.226).
  66. Holland T, Bowen P, Bogdanoff C, Hart MM. 2013. How distinct are arbuscular mycorrhizal fungal communities associating with grapevines? *Biology and Fertility of Soils* DOI: 10. 1007/s00374-013-0887-2.(PI) (IF 2.55)
  67. Aleklett KA and Hart MM. 2013. The root microbiota: a fingerprint in the soil? *Plant and Soil* DOI: 10.1007/s11104-013-1647-7 (PI)(IF 3.064)

## Conference Proceedings and others

1. R.C. Tyson (2014) Movement in heterogeneous landscapes *CMS Research Notes* 46(1):20-21
2. R.C. Tyson (in press) The princess and the pea: The unexpected importance of movement algorithms in Proceedings of BIOMAT 2013: 13<sup>th</sup> International Symposium on Mathematical and Computational Biology R.P. Mondaini (Ed), World Scientific Publishing Company Inc

### Appendix 3: Selected list of conference presentations, invited talks and others

1. Pither, J. and Collette, L. February 2014. Preliminary insights into the geography and ecology of Russian olive in Canada. Third Northern Rockies Invasive Plant Council meeting, Spokane, Washington. (ORAL)
2. Ensing, D.J. and J. Pither. June. 2013. Cattle grazing generates conflicting taxonomic and phylogenetic beta-diversity patterns. 56<sup>th</sup> Annual Symposium of the International Association for Vegetation Science, Tartu, Estonia. (ORAL)
3. Ensing, D.J. and J. Pither. June. 2013. Taxonomic identification errors generate misleading ecological niche model predictions of an invasive hawkweed. 49<sup>th</sup> Annual Meeting of the Canadian Botanical Association, Kamloops, BC. (ORAL)
4. Ensing, D.J. and J. Pither. May. 2013. Grazing generates conflicting beta-diversity patterns in (sub)alpine plant communities of contrasting productivity. 8<sup>th</sup> Annual Meeting of the Canadian Society for Ecology and Evolution Kelowna, BC. (ORAL)
5. Collette, L. and J. Pither. May. 2013. The status of Russian olive in Canada. 8<sup>th</sup> Annual Meeting of the Canadian Society for Ecology and Evolution Kelowna, BC. (POSTER)
6. Pither, J. and Collette, L. February 2014. Preliminary insights into the geography and ecology of Russian olive in Canada. Third Northern Rockies Invasive Plant Council meeting, Spokane, Washington.
7. Godin A, Jones MD. 2013. Fine-scale, *in-situ* phosphatase activities are not associated with specific fungal communities. *Canadian Society of Soil Science* annual meeting. Winnipeg, MB.
8. Nicholson B, Jones MD. 2013. Enzyme profiles of subalpine fir ectomycorrhizas demonstrate physiological plasticity between clearcut and forest environments. *Canadian Society for Ecology and Evolution* annual meeting. Kelowna, BC.
9. Dickson, TR & IR Walker (2013) Range margins of aquatic midges regulated by temperature and salinity: In-vitro experiments and species - environment surveys. Canadian Society for Ecology and Evolution, 8<sup>th</sup> Annual Meeting, Kelowna (May 2013).
10. Sylvia R. Esterby. 2013. Water Quality Monitoring and Assessment: a Statistical Perspective. Women in Mathematics Lecture and Statistics and Actuarial Science Departmental Seminar, Faculty of Mathematics, University of Waterloo, Waterloo, November 11.
11. Sylvia R. Esterby. 2013. Panel: Educating Future Leaders in Statistics and Maximizing the Likelihood of Leadership: Perspectives from and on Women in Statistics. Panelists: Sally Morton, Cynthia Clark, Sallie Ann Keller, Roy Welsch, Sylvia Esterby, Kelly Zou. Joint Statistical Meetings (lead, American Statistical Association), Montreal, Canada, August 6, 2013.
12. Sylvia R. Esterby, 2013. Issues in the Extraction of Information from Water Quality Monitoring Data. Statistical Society of Canada, 41<sup>st</sup> Annual Meeting, University of Alberta, Edmonton, Canada, May 28.

13. Tanja Hoegg, Sylvia Esterby, Paramjit Gill, Cynthia Araujo and Rasika Rajapakshe. 2013. Breast Cancer in British Columbia - Identification of High Risk Women Based on Breast Cancer Risk Modelling, 41<sup>st</sup> Annual Meeting, University of Alberta, Edmonton, Canada, May 27. (oral)
14. Marwah Soliman, Yulia R. Gel, Sylvia R. Esterby and Vyacheslav Lyubchich. 2014. Modelling the Impact of Climate Change on Weather-related Risks for Home Insurance. Ordered Data Analysis, Models and Health Research Methods: An International Conference in Honor of H.N. Nagaraja for His 60th Birthday. Department of Mathematical Sciences, University of Texas at Dallas, Richardson, TX, USA, March 8. (poster)
15. Dodges, K and Parrott, L. Participants, WildLinks Briefing: A Cascadia Partner Forum Workshop. 2013. Manning Provincial Park, BC.
16. Dodges, K. Participant. 2013. Lynx Conservation and research meeting. (Lead organization: Washington Dept. Fish and Wildlife), Wenatchee, WA.
17. Dahl, C., Tyson, R. and Lalonde, R.G. Migration potential of *Dendroctonus* pine beetles from a forested perimeter into an urban setting. Oral presentation at Canadian Society for Ecology and Evolution AGM, Kelowna, BC May 2013
18. Catton, H.A., Robert G. Lalonde, and Rosemarie A. De Clerck-Floate. Spatial utilization patterns by the weed biocontrol weevil *Mogulones crucifer* differ between target and non-target plants. Ecological Society of America, Annual General Meeting, Minneapolis Aug. 8, 2013
19. Turi CE, Shipley PR, Murch SJ (2013) Metabolomics Workshop. American Society of Pharmacognosy. St. Louis, MO. July 14<sup>th</sup>
20. Turi CE, Glover WB, Hammer T, Moss R, Saxena PK, Murch SJ (2013) Metabolomics analysis as a tool to understand abiotic stresses. Plant Signaling and Behavior, Vancouver, BC, July 7th-10th
21. Turi CE, Murch SJ (2013) Members of the genus *Artemisia* as potential candidates for the discovery of novel cognitive therapies? Natural Health Products Research Society of Canada. Windsor, Ontario, May 12th-15th.
22. Martins, C.A.A.; Turgeon, S.; Michaud, R.; Ménard, N.; Lesage, V. and Parrott, L., 2013. Modeling baleen whales' spatial density to guide marine spatial planning within the St. Lawrence River Estuary. Presented at the 20th Biennial Conference on the Biology of Marine Mammals, December 2013, Auckland, New Zealand.
23. Parrott, L. 2013. Attaining Sustainable and Resilient Landscapes. Presentation at the Building Sustainable Communities Conference, Fresh Outlook Foundation, November 25-28, 2013. Kelowna, BC.
24. Parrott, L. Keynote address entitled "The Social-Ecological-Economic Complex that constitutes a Landscape Stewardship Plan" at the Landscape Stewardship Workshop held at Queen's University, Kingston, Ontario, May 9-10, 2013.
25. James I. Price, John Janmaat, Fraser Sugden and Luna Bharati, "Villager priorities: Irrigation or drinking water? A Choice Experiment in Nepal's Koshi Basin." Presented at the *International Conference on Climate Change, Water Resources and Disasters in*

*Mountainous Regions: Building Resilience to Changing Climate*, Kathmandu, Nepal, November 28-29, 2013.

26. James I. Price and John Janmaat, "Water Harvesting Systems and Preference Heterogeneity in Water-Scarce Environments: A Choice Experiment in Nepal's Koshi River Basin." Presented at the *Final Workshop: Preparing for an Uncertain Water Future in Nepal Through Sustainable Storage Development*, Kathmandu, Nepal, December 2, 2013.
27. Lemay, Matthew and Michael Russello. Ecological genomics of kokanee salmon (2013) Gordon Research Conference on Ecological and Evolutionary Genomics, ME, USA. Poster.
28. Lemay, Matthew and Michael Russello (2013) Transcriptome-wide comparison of sequence variation in divergent ecotypes of kokanee salmon. Canadian Society of Ecology and Evolution, Kelowna, BC, Canada. Spoken.
29. Jensen, Evelyn, Purinima Govindarajulu and Michael Russello (2013) When the shoe doesn't fit: applying conservation unit concepts to the western painted turtle. Canadian Society of Ecology and Evolution, Kelowna, BC, Canada. Spoken.
30. Robson, Kelsey, Clayton Lamb and Michael Russello (2013) Population connectivity, demographic history and mating behavior of American pikas in an atypical environment. Canadian Society of Ecology and Evolution, Kelowna, BC, Canada. Poster.
31. Lamb, Clayton, Kelsey Robson and Michael Russello (2013) Development and application of a molecular sexing protocol reveals preliminary evidence of male-biased dispersal in the American pika (*Ochotona princeps*). Canadian Society of Ecology and Evolution, Kelowna, BC, Canada. Poster.
32. Wei, A. One keynote presentation given at the annual Chinese Ecological Society Conference in Oct 18-20, 2013 in Nanchang, China
33. Wei, Adam An invited presentation at the Third IUFRO Latin America Conference in San Jose, Costa Rica in June 12-15, 2013
34. Evans Parkinson T, Hart M. Invasion of AMF into natural systems. UBC O Undergraduate Research Conference. April 2014.
35. Klassen, C and Hart MM. Determining detection limits of an invasive fungus. UBC Okanagan Undergraduate Research Conference. 2013. Kelowna BC.
36. Ohsowski BM, Klironomos JN Dunfield KE and Hart MM. Grassland plant establishment in post-extraction sandpits: Plant response to arbuscular mycorrhizal inoculum, municipal compost, and biochar Society for Ecological Restoration Annual Meeting, Madison Wisconsin, Oct 2013
37. Ohsowski BM, Klironomos JN Dunfield KE and Hart MM. Grassland plant establishment in post-extraction sandpits: Plant response to arbuscular mycorrhizal inoculum, municipal compost, and biochar Canadian Society for Ecology and Evolution Annual Meeting, Kelowna BC, May 2013
38. Gorzelak, M and Hart, MM. 2013. Ancient cedars and symbiosis: Unique AM fungi within roots of the oldest trees in British Columbia. Canadian Society for Ecology and Evolution Annual Meeting. Kelowna, BC May 2013

39. Leung, C, Krumbein, A., Franken, P. Murch S. and Hart. MM. 2013. A novel approach to increasing the nutritional value of tomatoes using arbuscular mycorrhizal fungi. Canadian Society for Ecology and Evolution Annual Meeting. Kelowna, BC May 2013
40. Egan, C, Callaway R, Hart M, Pither J, Klironomos J. 2013. Community structure of arbuscular mycorrhizal fungi along an elevation gradient. CA Canadian Society for Ecology and Evolution Annual Meeting. Kelowna, BC May 2013
41. Aleklett K, Hart MM. 2013. Individual variance in the root microbiota of wild plant populations • Kristin. Canadian Society for Ecology and Evolution Annual Meeting. Kelowna, BC May 2013
42. Hart MM. 2013. Root microbiota dynamics over the long term: Long-lived perennials. Canadian Society for Ecology and Evolution Annual Meeting. Kelowna, BC May 2013
43. Zaitsoff D, Hart M. Where the wild things are. UBC O Undergraduate Research Conference. April 2014.

# Annual Report 2013 – 2014

March 31, 2014



## Institute for Healthy Living and Chronic Disease Prevention

PARTNERS IN RESEARCH FOR BETTER HEALTH



**a place of mind**

**THE UNIVERSITY OF BRITISH COLUMBIA**



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## Introduction

The Institute for Healthy Living and Chronic Disease Prevention (IHLCDP) is completing its 5<sup>th</sup> year of operation. Over the past five years we have seen a tremendous growth in health research activity on our campus as new faculty members have joined us, new health research labs have been established, new and existing research programs have expanded, and the number of graduate students has grown.

Particularly gratifying has been to observe the expansion of community-based research projects and, along with this, the increasing number of research partnerships with community members, health professionals, and other stakeholders. Our researchers are now working in communities not only in our region, but in partnership with others throughout the province and across Canada. Inclusive partnerships are now recognized as a key to enabling the mutual influence and integration of research, practice and policy processes to improve health and health outcomes. The IHLCDP is pleased to continue to network and broker partnerships to engage community organizations, government agencies, and communities in collaborative research that is responsive to local context and needs. These partnerships, along with the Institute's efforts to foster knowledge exchange, have made available emerging evidence to put into action, attracting not only those in our local region but also national and international audiences.

I want to thank our Advisory and Management Committees for their guidance and sage advice over the past year; the faculty, students and community members who have presented seminars; and all those who have attended our events either in person, by teleconference or by webinar. We are very appreciative of your support and continuing participation.

## 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.

## IHLCDP Research Activities

- The IHLCDP provided seed funding to four collaborative research teams in 2013. These teams, as well as research teams that were previously supported with IHLCDP grants, continue to develop their respective programs of research. Three teams presented their findings over the past year in our *Partnerships in Research Seminar Series*. Our IHLCDP affiliated research teams have also presented their research to national and international audiences; published their work in peer-reviewed journals; and are translating their findings into innovative resources and approaches to support health promotion and enhance health care services. Further information about the IHLCDP supported research projects can be found on the Institute's website ([www.IHLCDP.ok.ubc.ca](http://www.IHLCDP.ok.ubc.ca)).
- The IHLCDP has continued to provide researchers with assistance in identifying potential collaborators and team members, letters of support for grant applications (e.g., to assist with knowledge translation), and consultation on proposals and on-going research initiatives.
- We have committed our support to the *UBC Wellbeing Project* (UBC Okanagan's lead Dr. Claire Budgen) and look forward to providing consultation on the scholarship activities that will occur on our campus over coming years.
- Through the IHLCDP we have provided both graduate and undergraduate students with opportunities for hands on experience in research projects through the work-study program and our funded research projects. For example, the Director supported two undergraduate nursing students, Ms. Jodie Stevens and Ms. Svea Brousseau, to attend the 2014 National Canadian Nursing Students Association Conference in Vancouver (January 21-26, 2014) and give oral presentations on the research they assisted with in ongoing Institute affiliated research programs.
- The IHLCDP's support for the *Be Well at Work* research project was recognized by lead investigator, Dr. Carolyn Gotay, and the encouraging results from the project have led to the implementation of the Canadian Cancer Society's WellnessFits workplace health promotion program at UBC Okanagan.

## IHLCDP in the Community

**The Institute has hosted or co-hosted over 20 events during the past year.** In addition to in-person attendance, we provided opportunities to join events by teleconference or webinar. Attendance at each event has ranged from 20 to 150 people. In total, over 800 people attended our events over the past year, with almost 40% attending by webinar and teleconference. Individuals from rural communities, other provinces, and as far away as Saudi Arabia have participated in our events. In addition to an increasing number of inquiries for additional

information related to the topics presented, several of our seminars have resulted in interviews for local television and radio broadcasts. Overall, the level of interest in the topics addressed in the IHLCDP seminars and events is reflective of the growing recognition of the importance of prevention and the need for innovative approaches to health promotion and healthy living.

- The IHLCDP *Partnerships in Research Seminar Series* is unique in that these seminars are co-presented by collaborative research teams. During the past year, we held five seminars (see Appendix A, Table 1).
- Our *Research to Practice Seminar Series*, co-hosted with the North Okanagan Hospice Society included three seminars each addressing a topic related to palliative or end-of-life care (see Appendix A, Table 2).
- The IHLCDP hosted or co-hosted 12 other events, including workshops, presentations by visiting scholars, a research roundtable, and a CIHR Café Scientifique (see Appendix A, Table 3 for details). These events were open to the public and campus community, and addressed high priority health issues. For example, in response to the national initiative, *Start the Conversation*, we co-hosted a panel discussion with UBC's Okanagan campus Human Resources. Dr. Carole Robinson, Dr. Gillian Fyles, and Ms. Loraine MacDonald offered suggestions on how to begin discussing preferences for future health care with family and friends.



*Speak Up – Starting the conversation about end-of life care*, April 16, 2013.  
Loraine MacDonald, Dr. Carole Robinson, Dr. Gillian Fyles, and Dr. Joan Bottorff,

- *Kelowna's CIBC Run for the Cure.* The IHLCDP teamed up with students in the School of Nursing to participate in this event. We distributed information about how young women could reduce their risk of breast cancer by avoiding smoking and exposure to secondhand smoke, and invited participants to learn more about research that is underway at UBC Okanagan.



Kelowna's *Run for the Cure*, October 6, 2013 (Raquel Graham and Joan Bottorff)

- *1<sup>st</sup> Annual Okanagan Embrace Aging* month was launched by the IHLCDP in collaboration with Interior Health. To celebrate and raise awareness about positive aging, we organized six educational opportunities and events throughout the month of March 2014. The sessions were for everyone – young and old alike, and focused on a variety of topics related to healthy aging and improving quality of life among seniors and their family caregivers. The *Embrace Aging* Planning Committee included: Heather Cook and Elisabeth Antifeau (Interior Health), Dr. Colin Reid (School of Health and Exercise Science), Lindsay Burton (Graduate Student, UBCO), and Dr. Joan Bottorff and Jacquetta Benard from the IHLCDP.
- Members of the IHLCDP participated in a number of campus events including the UBCO orientation program for new staff and faculty, and the Be Well at Work event where faculty and staff heard about the research findings regarding their participation in a workplace health promotion program.



UBC Okanagan Staff / Faculty Orientation Day, August 29, 2013 (Jacquetta Benard, Raquel Graham, Alexandra Cloherty, Aimei Mao, and Joan Bottorff)

## Consultations and Invitational Workshops

The Director and Institute Associates were invited to participate in a number of consultations and invitation workshops on topics related to healthy living, cancer prevention, and chronic disease at the regional and national level. An international workshop in China provided an opportunity for a team, led by the Director, to discuss research collaborations related to tobacco control. In addition, the Director was invited to give presentations at provincial and national meetings. Together these occasions have provided opportunities to profile health research activities on the UBC's Okanagan campus, promote community-based health research, and extend our network. These activities also provide an indication of the growing recognition of the research underway at UBC's Okanagan campus and the expertise among those affiliated with the Institute.

A list of community partners, invitational meetings and presentations is included in Appendix B.

## National and International Appointments

During the past year, Dr. Bottorff accepted a nomination to join the Board of Research Canada: An Alliance for Health Discovery and the Research Advisory Group for the Canadian Partnership Against Cancer. She has also accepted an invitation to the Faculty of Health Sciences, Australian Catholic University as a Professorial Fellow, and an appointment as a Senior International Consultant to the Centre for Tobacco Control Research, Zhejiang University, Hangzhou, China.

## Planning for Future Events

The IHLCDP is actively engaged in planning and organizing events for the coming year. Examples include:

- ***Communities in Motion: Healthy Kids for Better Futures.*** The IHLCDP, the Okanagan Sustainability Institute and Interior Health will co-host this symposium, to be held in Kelowna on April 7, 2014. The program will showcase international and regional research as well as community initiatives that support physical activity among children and youth to positively impact obesity and chronic disease. Members of the planning committee include: Dr. Charlotte Jones (Southern Medical Program), Dr. Lise Olsen (School of Nursing), Dr. Ali MacManus (School of Health and Exercise Science), Dr. Stephen Berg (Faculty of Education), Dr. Keith Culver (Okanagan Sustainability Institute), Betty Brown (Interior Health), and Dr. Joan Bottorff and Jacquetta Benard from the IHLCDP.
- ***Building Intersections for Vibrant Rural Communities--Research on Health, Wellness, and Place.*** The IHLCDP is represented on the organizing committee for the Interior Health conference, 2014 Rural Health Services Research Conference to be held in Kelowna, BC (April 10-12).



## IHLCDP in the News and Online

- With the assistance of UBCO's public relations staff, the research activities and findings of IHLCDP Associates, IHLCDP supported projects and related research have been reported in news advisories, press releases, and videos. Ten of these news stories are profiled on the IHLCDP website. Stories and information about Institute events have also appeared regularly in the media throughout the region. As one example, Dr. Zach Walsh's IHLCDP supported research on the topic of attitudes related to the use of medical cannabis among individuals living with arthritis was profiled in a UBCO TV produced video, *UBC's Next Big Thing - Zach Walsh* (<http://youtu.be/JdS05FqcSv4>), and in a Global TV news report, *Medical marijuana perception changes* (<http://globalnews.ca/news/1149230/watch-medical-marijuana-perception-changes/>).
- We have revised the IHLCDP website ([www.ihlcdp.ok.ubc.ca](http://www.ihlcdp.ok.ubc.ca)) to include new features and to profile our social media. We now have over 550 followers on Twitter (@ihlcdp).

## IHLCDP Management and Advisory Committees

- During the past year, the IHLCDP Management Committee was formed and met on one occasion. The committee includes: Dr. Alan Jones, Associate Dean, Southern Medical Program; Dr. Gord Binsted, Dean, Faculty of Health and Social Development, and Dr. Joan Bottorff, Director of the IHLCDP.
- The IHLCDP Advisory Committee held three meetings during the year. See Appendix C for a list of members.

## IHLCDP Associates

- The IHLCDP continues to welcome associates from the community and academia in its research activities. Currently the Institute has 59 associates. See Appendix D for a complete list.



IHLCDP and UBCO Human Resources co-hosted presentation, *Lessons learned from a randomized study of workplace health promotion*, January 30, 2014  
(right to left: Jerrilyn Maki, Health Promotion Coordinator, Canadian Cancer Society; Carolyn Gotay, Canadian Cancer Society Chair in Cancer Primary Prevention; and Joan Bottorff, IHLCDP)

## Conclusion

Over the past five years, the IHLCDP has established a reputation on campus, and in the broader community, for supporting and disseminating high-quality health research. We view the linkages among researchers, decision-makers, health professionals, and community members as essential for effective health-promotion research which strives to develop creative solutions and collective action that promote chronic disease prevention and healthy living. The level of interest in Institute affiliated research has demonstrated the value of these collaborative endeavors.

Developing effective research collaborations in teams that include multiple disciplines, multiple community sectors and groups, and various interested community members can be challenging. The IHLCP is well-positioned to support the development of new collaborations. Our Institute-supported researchers have gained valuable experience and knowledge in community-based, collaborative research that provides a solid foundation for new initiatives. In addition, our success in reaching out to communities using a variety of mechanisms has positioned the IHLCDP as a valuable hub for connecting researchers with communities.

Our ability to sustain and develop collaborative, community-based research – for priorities such as start-up grants, research internships for students, and the building of research capacity in communities – relies upon the availability of external funding support. As we continue seeking these necessary sources of funding, the Institute for Healthy Living and Chronic Disease Prevention remains committed to maintaining current levels of activity and exploring ways to expand our efforts in supporting the development and use of new knowledge to enhance healthy living and chronic disease prevention.

## Appendices

### Appendix A: IHLCDP Supporting Knowledge Exchange

**Table 1: IHLCDP Partnerships in Research Seminar Series Presentations 2013-2-104**

September 12, 2013	<p><i>Cultural Safety: Negotiating cultural safety in a North Okanagan context – Perspectives and experiences</i></p> <p><b>Dr. Rachelle Hole</b>, Associate Professor, School of Social Work, Faculty of Health and Social Development, UBC's Okanagan campus</p> <p><b>Jessie Nyberg</b>, BScN, Elder Advisor, Stswécemc/Xgat'tem Nation</p> <p><b>Carmella Alexis</b>, BSc, MA student, UBC's Okanagan campus</p>
October 10, 2013	<p><i>Digital Dissemination: Online breast cancer prevention messages for youth</i></p> <p><b>Dr. Chris Richardson</b>, Associate Professor, School of Population and Public Health, UBC's Vancouver campus</p> <p><b>Dr. Joan Bottorff</b>, Director, IHLCDP; Professor, School of Nursing, Faculty of Health and Social Development, School of Nursing</p> <p><b>Laura Bissell</b>, MA, UBC's Okanagan campus</p> <p><b>Raquel Graham</b>, BA, UBC's Okanagan campus</p>
January 9, 2014	<p><i>Take heart: Distress associated with atrial fibrillation</i></p> <p><b>Dr. Kathy Rush</b>, Associate Professor, School of Nursing, Faculty of Health and Social Development, UBC's Okanagan campus</p> <p><b>Dr. Linda Hatt</b>, Associate Professor, Irving K. Barber School of Arts &amp; Sciences Unit 4, UBC's Okanagan campus</p>
February 13, 2014	<p><i>Joints for Joints: Barriers and pathways to medical cannabis among individuals with arthritis</i></p> <p><b>Dr. Zach Walsh</b>, Assistant Professor, Psychology, Irving K. Barber School of Arts &amp; Sciences Unit 4, UBC's Okanagan campus</p> <p><b>Kim Crosby</b>, MA student, UBC's Okanagan campus</p> <p><b>Kelsey Lozenski</b>, Honours BA student, UBC's Okanagan campus</p>
March 13, 2014	<p><i>Taking prevention into the clinic: Directions for reforming primary care (An Embrace Aging event)</i></p> <p><b>Dr. Nelly Oelke</b>, Assistant Professor, School of Nursing, Faculty of Health and Social Development, UBC's Okanagan campus</p> <p><b>Ms. Anne Clarotto</b>, Program Director, Promotion and Prevention, Community Integrated Health Services, Interior Health</p>

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**Table 2: Research to Practice Seminar Series 2013 – 2014**  
**Co-sponsored by the IHLCDP and the North Okanagan Hospice Society**

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October 15, 2013	<p><i>Helping family caregivers of people at the end-of-life: What we have learned from research</i></p> <p><b>Dr. Kelli Stajduhar</b>, Associate Professor, School of Nursing and Centre on Aging, University of Victoria</p>
November 5, 2013	<p><i>Managing fatigue at end of life</i></p> <p><b>Dr. Kärin Olson</b>, RN, Professor, Faculty of Nursing, University of Alberta</p>
January 28, 2014	<p><i>Spiritual care within palliative care: What does the evidence tell us?</i></p> <p><b>Dr. Shane Sinclair</b>, Assistant Professor, Faculty of Nursing, University of Calgary; Clinician Scientist – Person Centred Care, Alberta Health Services, Cancer Care, Tom Baker Cancer Centre; Adjunct Assistant Professor, Divisions of Palliative Medicine, Department of Oncology, Faculty of Medicine, University of Calgary</p>

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**Table 3: IHLCDP Hosted and Co-hosted events 2013 – 2014**

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April 11, 2013	<p>Visiting Scholar Seminar</p> <p><i>Imagine Being Jack</i></p> <p><b>Dr. Maria Lohan</b>, School of Nursing and Midwifery, Queen's University Belfast, Northern Ireland</p>
April 12, 2013	<p>Research Roundtable</p> <p><i>Building International Research Partnerships</i></p>
April 16, 2013	<p>Research Panel Presentation co-hosted by the IHLCDP and Human Resources, UBC's Okanagan campus</p> <p><i>Speak Up – Starting the conversation about end-of life care</i></p> <p><b>Dr. Carole Robinson</b>, Associate Professor, School of Nursing, UBC's Okanagan campus</p> <p><b>Dr. Gillian Fyles</b>, Medical Lead, Pain &amp; Symptom Management / Palliative Care, BC Cancer Agency Sindi Ahluwalia Hawkins Centre for the Southern Interior</p> <p><b>Ms. Loraine MacDonald</b>, RN , Nurse Manager, Orchard Manor at Hawthorn Park, Kelowna</p>
January 15, 2014	<p>IHLCDP Workshop</p> <p><i>All about Grounded Theory: Lessons from the field</i></p> <p><b>Dr. Kärin Olson</b>, University of Alberta</p>

- January 30, 2014 Partnership Presentation co-hosted by the IHLCDP and Human Resources, UBC's Okanagan campus  
*Lessons learned from a randomized study of workplace health promotion*  
**Dr. Carolyn Gotay**, Canadian Cancer Society Chair in Cancer Primary Prevention; Professor, School of Population and Public Health, UBC's Vancouver campus
- February 27, 2014 Partnership Presentation co-hosted by School of Population and Health, UBC's Vancouver campus (*KT event*); and the IHLCDP and Human Resources, UBC's Okanagan campus  
*Be Well at Work Celebration*  
**Dr. Carolyn Gotay**, UBC's Vancouver campus  
**Crystal Flaman**, Social Entrepreneur and Inspirational Speaker
- March 6 & 7, 2014 CIHR Café Scientifique, Kelowna and Vernon  
IHLCDP, and the Faculty of Health and Social Development, UBC's Okanagan campus / Embrace Aging event  
*What makes for quality of life when you have an advanced life-limiting illness?*  
**Dr. Carole Robinson**, UBC's Okanagan campus  
**Dr. Barb Pesut**, Associate Professor, School of Nursing, UBC's Okanagan campus  
**Dr. Richard Sawatzky**, Canada Research Chair in Patient Reported Outcomes; Associate Professor, School of Nursing, Trinity Western University  
**Gail Potter**, patient perspective, Kelowna  
**Debra Pool**, patient perspective, Vernon  
Moderator:  
**Chris Walker**, Journalist and host of CBC's Daybreak, Kelowna  
**Ruth Edwards**, Executive Director of North Okanagan Hospice Society, Vernon
- March 18, 2014 IHLCDP and Interior Health Embrace Aging Month event  
*Elder abuse prevention: The time is now*  
**Linda Myers**, BSW, RSW, Clinical Specialist, Vulnerable or Incapable Adults, Professional Practice Office, Interior Health
- March 19, 2014 IHLCDP Workshop  
*Getting to grips with mixed methods and multi-method designs*  
**Dr. Karin Olson**, University of Alberta

- March 25, 2014 IHLCDP and Interior Health Embrace Aging Month event  
***Human attachment to companion animals:  
 Using dogs to promote healthy aging***  
**Lindsay Burton**, MSc student, UBC's Okanagan campus
- March 31, 2014 IHLCDP and Interior Health Embrace Aging Month event  
***Advance Care Planning: 'What he told us made a world of difference'***  
**Judy Nicol**, BSW, RSW, Regional Practice Leader,  
 Professional Practice Office, Interior Health

## Appendix B: IHLCDP in the Community

### Community Partners

Interior Health  
 Okanagan Similkameen Healthy Living Coalition  
 North Okanagan Hospice Society  
 Canadian Cancer Society

### Invitational Meetings attended by the Institute Director

- May 2013 Invited participant, Okanagan Similkameen Healthy Living Coalition (OSHLC) Inaugural Coalition Forum, May 9<sup>th</sup>, 2013, Oliver, BC. [Also in attendance: Dr. Carole Robinson, IHLCDP Advisory Committee member]
- October 2013 Invited participant, Okanagan Similkameen Healthy Living Coalition (OSHLC) Scenario Planning event, October 25-26, 2013, Naramata, BC.
- Fall 2013 Invited participant, Central Okanagan Healthy Community Dialogues, Kelowna, BC (monthly meetings).
- January 2014 Invited participant, Collaborative Action for Prevention: Canadian Cancer Society Research Institute Prevention Research Workshop, Toronto, Ontario, January 28, 2014.
- March 2014 Invited participant, Accelerating Evidence-Informed Action on Tobacco Workshop, Canadian Partnership on Cancer, Toronto, ON, March 26-27, 2014.

### Selected invited presentations by the Institute Director

#### ***International***

- Bottorff, J.L. (2013). *Integrating gender into approaches for tobacco cessation*. Invited webinar presentation for the New York State Smokers' Quitline, NY (March 6, 2013). [presentation and recording posted: <http://www.nysmokefree.com/confcalls/Prevcalls.aspx>]
- Bottorff, J.L. (December, 2013). *Tobacco control in Canada*. Invited presentation at the Expert Seminar on Policy Promotion of Tobacco Control Capacity Building among Medical Schools, Centre for Tobacco Control Research, Zhejiang University School of Medicine, Hangzhou, China (December 2, 2013).

**National**

Bottorff, J. L. (2013). *Smoking cessation in young families: What about Dad?* Invited presentation at the CIHR Institute of Gender and Health Journalist Workshop - Science fact or science fiction? Debunking common myths about sex, gender, and health. Toronto, ON, June 14, 2013.

Bottorff, J.L. (2013). *Motivating family members to quit smoking: A new gender-sensitive resource for families of lung cancer patients.* Invited presentation for the Smoking Cessation Champions Network – Specific Populations Webinar, Registered Nurses' Association of Ontario, ON, August 13, 2013.

Bottorff, J.L. (2014). *Reflections on collaboration: A multi-sector team focusing on cancer prevention.* Invited presentation at the Collaborative Action for Prevention: CCSRI Prevention Research Workshop, Toronto, Ontario, January 28, 2014.

Bottorff, J. L. (2014). *Panel Discussion: Insights from Participants in the Be Well @ Work and other Wellness Programs.* Invited panelist at the Wellness@ Work: Incorporating Health Promotion into the Workplace, meeting hosted by the Cancer Prevention Centre at the Morris J. Wosk Centre for Dialogue, Vancouver, BC, March 4, 2014.

Bottorff, J. L., & Caperchione, C. (2014). *Innovations in men's health promotion: Implications for workplace programs.* Invited workshop at the Wellness@ Work: Incorporating Health Promotion into the Workplace, meeting hosted by the Cancer Prevention Centre at the Morris J. Wosk Centre for Dialogue, Vancouver, BC, March 4, 2014.

**Provincial**

Bottorff J.L. (2013). *Knowledge in action: Designing breakthrough inventions for better health.* Invited plenary presentation, Connect 2013 Health Services Research at Work: Using Evidence to Transform Care, INSPIRENet Conference, Vancouver, BC, September 16, 2013. (presentation available: <http://tinyurl.com/lt2jn8z> )

Bottorff, J. L. (2013). *Innovation in cancer prevention: One size doesn't fit all.* Invited keynote presentation at the Canadian Cancer Society, BC Yukon Division, 2013 Northern Regional Summit, Prince George, BC, October 5, 2013.

Bottorff, J. L. (2013). *Bringing cancer prevention research to northern communities.* Invited presentation at the Canadian Cancer Society, BC Yukon Division, Northern Region Luncheon, Prince George, BC, October 4, 2013.

## Appendix C: IHLCDP Advisory Committee Members

- Jan Appleton Senior Manager, Community Integrated Health Services, Interior Health
- Heather Cook Chief Nursing Officer and Professional Practice Lead, Interior Health
- Linda Hatt Associate Professor, Psychology, Irving K. Barber School of Arts and Sciences
- Tracey Hawthorn Work Re-Integration and Accommodation Program (WRAP) Coordinator, Human Resources, UBC's Okanagan campus
- Jennifer Jakobi Assistant Professor, School of Health and Exercise Sciences, Faculty of Health and Social Development, UBC's Okanagan campus
- Charlotte Jones Associate Professor, Southern Medical Program, Faculty of Medicine, UBC's Okanagan campus
- Barbara Pesut Associate Professor, School of Nursing; Canada Research Chair, Health, Ethics, and Diversity, Faculty of Health and Social Development, UBC's Okanagan campus
- Carole Robinson Associate Professor, School of Nursing, Faculty of Health and Social Development, UBC's Okanagan campus
- Edward Taylor Director, School of Social Work, Faculty of Health and Social Development, UBC's Okanagan campus
- Paul van Donkelaar Acting Director, Associate Dean, School of Health and Exercise Sciences, Faculty of Health and Social Development, UBC's Okanagan campus
- Roger Wilson Director, Health and Wellness, UBC's Okanagan campus



## Appendix D: 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 such as engaging in research related to the Institute's research mandate, attending Institutes seminars, events and meetings, and serving on committees.

### Current Associates

- Elisabeth Antifeau
- Jan Appleton
- Stephen Berg
- Leslie Bryant MacLean
- Claire Budgen
- John Burton
- Robert Callaway
- Sarah Campbell
- Cristina Caperchione
- Shirley Chau
- Anne Clarotto
- Heather Cook
- Jon Corbett
- Heather Deegan
- Cheryl Drewitz
- Michael Evans
- Sanjoy Ghosh
- Casey Hamilton
- Linda Hatt
- Tracey Hawthorn
- Nial Helgason
- Trish Hill
- Mark Holder
- Susan Holtzman
- Andrew Hughes
- Peter Hutchinson
- Jennifer Jakobi
- Gareth Jones
- Mary Jung
- Mary Kjorven
- Joanne Konnert
- Marvin Krank
- Donna Kurtz
- Carol Laberge
- Tricia Labrie
- Jonathan Little
- Gord Lovegrove
- Julie Maitland
- Patricia Marck
- Barb Marcolin
- Jamie Marshall
- Ali McManus
- Jodi Morris
- Nelly Oelke
- Roger Parsonage
- Barbara Pesut
- Katrina Plamondon
- Colin Reid
- Daryle Roberts
- Carole Robinson
- Kathy Rush
- Kam Shojania
- Edward Taylor
- Paul van Donkelaar
- Zach Walsh
- Susan Wells
- Sally Willis-Stewart
- Roger Wilson
- Janelle Zebedee

## Appendix E: IHLCDP Personnel

### Institute Administrative Support

- Jacquetta Benard

### Research Support

- Gayl Sarbit, Knowledge Broker
- Laura Bissell, Research Coordinator
- Svea Brousseau, Research Assistant (to August 2013)
- Ryan Dirnback, Implementation Coordinator (May to October 2013)
- Raquel Graham, Research Assistant
- Rebecca Haines-Saah, Research Associate (to June 2013)
- Andrew Munroe, Knowledge Exchange Specialist
- Sharon Pan (July to December 2013)
- Cherisse Seaton, Research Coordinator
- Paul Sharp, Research Assistant (October 2013 to present)

### Work Study Research Support

- Alex Cloherty
- Haleema Jaffer-Hirji
- Kimberly Rempel
- Cheryl Van Vliet-Brown

### UBC's Okanagan campus Graduate Students (supervised by the Director)

- Katrina Plamondon, IGS PhD Student
- Sana Shahram, IGS PhD student
- Laura Struik, IGS PhD student

### Postdoctoral Fellows

- Aimei Mao, PhD (supervised by Dr. Bottorff), October 2012 to October 2013
- Iris Torchalla, PhD (supervised by Drs. Bottorff and Oliffe), April 2010 to August 2013



**Institute for Healthy Living and  
Chronic Disease Prevention**  
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Institute for Healthy Living and Chronic Disease Prevention  
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**a place of mind**  
THE UNIVERSITY OF BRITISH COLUMBIA

# OKANAGAN SUSTAINABILITY INSTITUTE

## Annual Report 2013-2014



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# 1. Identity, Mandate, Mission and Operational Approach

## 1.1 Identity

The Okanagan Sustainability Institute is a research-focused, partnership-based and externally supported academic unit of UBC. It functions as a convener and enabler of sustainability research partnerships with a growing network of partners in the Okanagan region and in the wider Interior region of British Columbia, with national and international links to similarly situated researchers and institutes. The OSI was founded in December 2006 and is an academic unit of the Okanagan campus operating under the governance requirements of policy O-5. While we are physically located on the Okanagan campus, we are capable of collaborating closely with Vancouver campus sustainability-focused researchers, including sibling institutes and centres: the Centre for Integrated Research on Sustainability, the ISIS Research Centre Advancing Social Innovation & Sustainability, and the Centre for Sport and Sustainability.

## 1.2 Mandate

Our mandate is to enable inter-faculty, collaborative, interdisciplinary sustainability research and scholarly inquiry.

We depart from a provisional understanding of sustainability as involving at least social, environmental, and economic dimensions. We recognize that adequate response to the sustainability challenge requires generation of knowledge to enable action.

As an inter-faculty institute, the OSI enacts its mandate as a horizontal coordinator across the largely vertical 'silo' structures of departments, schools and faculties. The OSI's principal sustainability-encouraging capacity lies in its convening and knowledge-brokering power: the OSI enables discussions leading to co-definition of problems, formation of partnerships, identification of resources, and conduct of community-engaged research and scholarly inquiry. Throughout these activities the OSI strives to create new and different patterns of collaboration. OSI activities avoid duplication or conflict with academic units with which faculty are primarily affiliated. OSI-eligible activities those which reach beyond individual units and create fresh synergy.

As a horizontal coordinator mandated to enable research, the OSI is best understood as a set of practices and overlapping interests expressed in participation in topic-focused OSI Working Groups. The Director is a Professor in a member faculty, with a portion of his workload devoted to administration of the OSI. Faculty participation is voluntary and additional to assigned workload in home academic units. Faculty are not assigned to the OSI; rather, faculty participate in an organic fashion as opportunities arising are a match for their availability and interests. As a research institute the OSI does not offer undergraduate or graduate programming and by governing policy is eligible to contribute to curriculum development only by co-development with faculties. At present the OSI operates without an administrative assistant.

### 1.3 Mission and Operational Approach

The mission and operational approach of the OSI continue to evolve. In late 2011 with the arrival of the current director, and following a study of past sustainability research at UBC's Okanagan campus, we arrived at an initial main focus. The problem nexus at the intersection of *water, urbanization, and rurality* was identified as corresponding to researcher interests and community capacity. The scope of our action was initially limited to the Okanagan valley and immediately comparable regions, consistent with the institute's name and origin. Efforts on these topics continue while Working Groups evolve, leading us to increasingly to an integrative 'living lab' approach to sustainability in small-urban and rural areas in the British Columbia interior and analogous regions world-wide. This widening focus has been accompanied by further efforts in knowledge-brokering reaching beyond mere convening of partnerships and onward to activities such as co-location of key partners to produce knowledge spillovers driving innovation. This evolving focus is intended to be consistent with both the extant goals of the UBC system-wide *Place and Promise* strategy, and the interim results of the Okanagan campus *Aspire* strategic process.

Consistent with our approach since 2011, we are engaging questions raised by researchers or community partners, we seek to convene researchers and partners, catalyze their interaction on a project basis, and coordinate their efforts. We additionally seek to promote the development of the OSI and our community as a learning organization, seeking to communicate results within and beyond the academy, assessing our progress as catalysts of R&D, and embedding lessons learned. In all we do, we try to engage with Okanagan and BC interior communities, and as we face research opportunities and questions in the valley and elsewhere, we try to generate transferable, scalable results giving rise to first-rate academic publications. These functions of the OSI constitute a cycle of actions we aim to operate at the highest possible speed, consistent with our dependence on external funding opportunities and external partners subject to contextual factors beyond our control.

Operational cycle:



## 2. Enacting our Operational Approach: Outreach, OSI Working Groups, and Emerging Developments Highlights

The OSI's approach to community-engaged sustainability research is carried out by the knowledge-brokering efforts of the Director in collaboration with faculty, and in faculty-led Working Groups. Investment of our one-time budget in seed funding of Working Groups has catalyzed potential partnerships into action. We have additionally invested efforts into curriculum development at the invitation of the Faculty of Management, and we have developed new directions in our thinking and action in using the BC Interior and the Okanagan campus as 'living labs.'

The Director's knowledge-brokering occurs across faculties on the Okanagan campus, in extension to the Vancouver campus, and in exploration of partnership opportunities with public, private and NGO sector actors with concerns relevant to the OSI mandate.

### 2.1 Outreach

Close relations between Working Groups and potential and ongoing partners are further fostered by outreach of various forms. Some outreach takes conventional forms. Most outreach seeks new overlaps and creative intersections across faculties, UBC campuses, and the broader national and international sustainability community.

#### *Okanagan campus*

Within the broader UBC community we have generated greater knowledge of the OSI by reporting jointly in November 2013 to the Board of Governors regarding sustainability progress in both research and operations. Together with the Okanagan campus AVP Finance and Operations (Michael Shakespeare) and the Vancouver campus AVP Sustainability (John Robinson), the Director reported on OSI research progress. Joint reporting also extended to collaboration with operations staff in the context of the UBC system 'Campus as Living Lab' approach operated on a trial basis 2012-2013 on the Okanagan campus, chaired by the OSI Director.

At a UBC system level we have also collaborated with the Centre for Interactive Research on Sustainability (CIRS) on the Vancouver campus. In October 2013 we jointly welcomed partners from Haworth Inc to discuss ongoing sustainable construction initiatives in Vancouver, and contract work with Okanagan researchers on life cycle assessment and market assessment.

#### *Okanagan campus*

At the level of the Okanagan campus the OSI has collaborated with other Institutes and Centres. We worked with the Centre for Social, Spatial & Economic Justice in hosting visitors from Sweden and Denmark in February 2014. During their time at UBC, our colleagues participated in a public forum entitled *Alternative Urban Futures* bringing



international comparative perspectives to bear on our Okanagan context. We have also collaborated extensively with the Institute for Healthy Living and Chronic Disease Prevention, and Interior Health, working together to present an April 2014 public symposium on Communities in Motion—Healthy Kids for Better Futures. One hallmark of OSI knowledge-brokering is evident in our use of this symposium as an opportunity to match interested researchers with specific Okanagan-Similkameen-Shuswap community members in a post-symposium networking event.

Other on-campus activities have included connection of community guest-speakers to classes, and bringing international speakers to campus. In 2013-2014 for example, we welcomed international visiting speakers Prof Hugh Campbell (University of Otago, New Zealand) speaking on “The Future of Food Politics (or Why Food is Not Coal)” and Prof Anthony Arundel, (University of Tasmania/United Nations University/Maastricht University), speaking on “Using Innovation Data to Support Regional Economic Development: The Use of Innovation Data from Tasmania (Australia), A State With Similarities to Regional B.C.”

We have also contributed to curriculum development, at the invitation of the Faculty of Management. Drawing on our relationship with the Okanagan-Similkameen Healthy Living Society, we have organized their participation in the ‘Live Case Challenge’ in which the entire 3<sup>rd</sup> year Bachelor of Management class works in teams to address management challenges facing a client organization. Over the course of the three-day event, this year’s teams worked with members of the Society to address social sustainability challenges arising in the context of chronic disease prevention. Society members from the City of Penticton, Regional District Okanagan Similkameen, and the Okanagan Healthy Living Fair participated throughout the competition. This intersection of research institute and faculty

## 2.2 Working Groups

Working Groups are led by a UBC faculty member and co-chaired by the OSI director, and may include UBC faculty and staff, industry, government, and other community members. Working Groups are constituted as interest arises in a particular topic related to our initial focus on water, urbanization and rurality, or other topics arising under an integrative ‘people, planet, profit’ conception of sustainability. Working Groups offer a meeting point for researchers from across campus and an initial ‘no wrong door’ contact option for researchers and community members concerned with research in a given area. This annual report summarizes in narrative form the progress of these groups: further information including lists of publications and presentations can be obtained upon request to Working Group leaders or the OSI director.

2013-2014 saw convergence, continuation, and formation of new working groups.

- Life Cycle, Water and Urbanization Working Group (convergence of Water and Urbanization group with Life Cycle Assessment group)

- Okanagan Aesthetics Working Group
- Green Roof Working Group
- Curriculum of Well-Being Working Group (new)
- Culture Change and Socially Sustainable Healthcare Working Group (new)

This evolution of these groups tracks research, community engagement and funding opportunities together with faculty availability. This responsive form of organization allows us to adapt quickly to change in our operating environment, and may yet surface the new academic disciplines of tomorrow.

### **2.2.1 Life Cycle, Water and Urbanization Working Group**

Over 2013-2014, this working group has enjoyed remarkable success, working on a contract basis with some partners, and with various forms of NSERC funding supporting other partnerships. Throughout its work, this group exemplifies the OSI's emerging strategy of engagement with the valley as a 'living lab,' seeking to create networks of mutually reinforcing research projects and partnerships allowing our researchers to create final products much greater than the sum of their parts.

#### *Building interiors and materials*

Guided by Dr. Kasun Hewage and Dr. Rehan Sadiq of Engineering and the faculty's Life Cycle Assessment lab, the working group is in the midst of finishing a highly successful contract engagement with Haworth Inc., a purveyor of interior wall, flooring and furniture systems. In addition to engineering-based life cycle assessment, the final phase of this work includes research conducted by Dr. Eric Li of the Faculty of Management, examining markets for recycling and reuse of green building materials.

#### *Budgeting to build greener*

Working with industry partner McKinley Lifestyle Properties and funded by an NSERC Engage grant, the working group is developing a toolkit to enable diverse stakeholders to better understand return on investment in green development in the context of small and medium neighbourhood development. Where conventional development finance practices use a 'pro forma' to demonstrate cash flows, development performance, and return on investment, this project contributes to an envisioned 'green pro forma' enabling specification of the return on investment of high-performance sustainability features sometimes mistakenly conceived only as costs without returns. This research aims to develop an industry-friendly indicator-based neighbourhood sustainability assessment (NSA) decision support tool (DST), by incorporating feedback of stakeholders of diverse backgrounds from policymakers, developers to community dwellers, to monitor and enhance the progress of planned and a developed neighborhood community towards sustainable development principles. The project will deliver a comprehensive and categorized list of more than 180 Sustainable Performance Indicators, validated by application to data from Okanagan communities.

### *Life cycle asset management (LCAM) to improve eco-efficiency of public buildings*

Together with industry partners Fortis BC and the City of Penticton, the group is working to develop better tools and techniques for energy and GHG management in new and existing public buildings. This work focuses particularly on aging infrastructure in small municipalities, which often lack the means to develop bespoke tools. Supported by a three-year NSERC Collaborative Research and Development agreement, the group is working with its partners to develop a life cycle asset management (LCAM) decision support tool (DST) to support sustainable management of public buildings through their life cycle. Project components include development of a database for critical components of building envelopes, evaluation of energetic performance of buildings, development of a failure risk index to enable timely maintenance, and implementation in Penticton of an LCAM DST to supporting best choice amongst building management options based on multiple criteria such as life cycle cost, level of service, energy use and GHG emission.

### *Sustainable Water Management in Urban Neighbourhoods*

In the semi-arid Okanagan and in similar locales around the world, sound management of urban water systems is key to improved urban sustainability. The management challenge has never been greater, facing diverse forces including population growth, climatic uncertainty, including severe drought and flood risks, technological uncertainty, higher prices of water and energy, increasingly complex wastewater systems, and lifestyle changes. At the same time, energy use in urban areas is increasingly challenged by a complex array of factors including imperatives to transition to low-carbon sources, to use local sources where possible, and to use renewable sources whenever possible. This project addresses the water-energy nexus by developing an integrated and comprehensive water and energy sustainability assessment framework for New Monaco, a new mixed used development in Peachland. The project aims additionally to extend the results to develop a strategic framework applicable to other developments of similar scale, in the regional and Canadian context. In this project, the group is supported by NSERC Collaborative Research and Development funding and partners New Monaco Developments, Fortis, the District Municipality of Peachland, Urban Systems, and Focus Engineering. Specific Project complements include identification of innovative water and energy system model alternatives and evaluation of their sustainability, development of an urban water and energy system framework, and development of a web-based, interactive water-energy nexus (WEN) for a community within the Okanagan Valley, i.e. New Monaco Development.

### *Leading Edge Endowment Fund BC Regional Innovation Chair in Water Resources and Ecosystem Management*

Dr. John Janmaat of Economics, holder of the chair and co-chair of this working group, has contributed extensively to disciplinary research and interdisciplinary outreach. Outreach and applied research activities warranting particular emphasis in the context

of the OSI's mandate include Dr. Janmaat's UBCO Watershed blog, offering readers everywhere perspectives on watershed issues and research, providing in particular a venue for discussion of the proposed provincial *Water Sustainability Act*. Janmaat has also conducted key outreach in the form of contract work with Agriculture Canada, preparing and evaluating drought response strategies. He has also participated as a steering committee member in two contract research activities, measuring the value of ecosystem goods and services provided by first Mission Creek and second the Okanagan river, with a particular focus on the value produced by the last remaining natural floodplain along the river. During World Water Week Dr. Janmaat hosted the second edition of the 'Splashdown' research mini-festival, where UBC researchers explained their work to the public in accessible 3-minute presentations.

### **2.2.2 Green Roof Working Group**

Co-chaired by Dr. Rehan Sadiq of Engineering, this group has recently completed research initiated with partner EnCircle Design Build. This study investigated the performance of green roofs in the context of runoff water quality in the semi-arid environment of Kelowna, British Columbia, Canada. An experimental investigation has been conducted to enhance green roof performance by addition of a supplemental filtration layer. The influence of extensive green roofs on runoff water quality has been studied for ten pilot scale installations located beside the EME building on our Okanagan campus. ANOVA statistical analysis techniques were applied to the lab results of ten natural rain events, and showed that the concentration of nitrate and ammonia in the green roof runoff was in the same range as that of the conventional roofs and gravel ballasted roofs, respectively. Based on the Canadian guidelines for domestic reclaimed water, runoff is acceptable for generic green roofs. The analysis shows that green roofs are able to reduce non-point source nitrate and ammonia concentrations. Subsequent analysis demonstrated that extensive green roof systems offer superior long-term sustainability performance with respect to run-off water quality.

### **2.2.3 Okanagan Aesthetic Working Group**

Co-chaired by Profs. Nancy Holmes and Denise Kenney of the Faculty of Creative and Critical Studies, the Working Group has worked from OSI seed funding to develop a multi-stage pilot project in Peachland, exploring a unifying scholarly question: is there an Okanagan aesthetic and can this aesthetic be harnessed through creative practices, such as art, writing, and performance, to promote sustainable development in the Okanagan? A community-based art project was named the Yellow Schoolhouse Project and the goal was to make art and generate conversation about Peachland, development, aesthetic values and the Okanagan. A parallel project run by Donna Senese of Geography focussed on the same issues but amongst winery owners and managers. The Yellow Schoolhouse Project conducted six community workshops, hosted a performance in the community, produced a photo essay and interviews on winery aesthetics, and supported a final exhibition.

Between November 2013 and April 2014 four workshops were conducted, led by local artists supported by the working group:

- *Writing Peachland* - a Peachland writers' workshop- creating text for visual artists - led by Judy Wyper
- *Time in a Bottle* - a workshop with Peachland seniors - led by Wayne Powers and Sandra Kessler
- *Painting Peachland* - two visual arts workshops where artists created painting responses to the writers' prompts - led by Debbie Livingstone
- *Sounds of Peachland* - an audio workshop - led by Debbie Elliott

In October 2013 the working group hosted a performance by David Macintosh of Battery Opera, a performance company in Vancouver, who spent a week in Peachland talking to residents and exploring the history and the land. He created a performance, *Terroir*, for two nights in the Little Schoolhouse -- pairing Peachland wines to Peachland stories. Sold-out shows provided attendees with both the performance and a viewing of the winery project and interactive display of photographs of wineries which people "paired" with quotations from Senese's interviews.

The results of these projects will be displayed in an final exhibition in Peachland's new Visitor's Centre - the Yellow Schoolhouse. The exhibition will showcase the results of workshops, the interactive photo essay investigating the aesthetic values of Okanagan wineries, and prompt families and individuals to create their own responses to these questions of place, future, and aesthetic values in the Okanagan.

#### **2.2.4 Curriculum of Well-being Working Group**

Led by Dr. Mark Holder of Psychology, with members from the Barber School, and the Faculties of Management and Education, this new working group is using seed funding from the OSI to develop mixed-methods approaches to understanding children's well-being in communities and places as an element of social sustainability. These approaches are intended to assist us in understanding children's well-being and determinants of well-being which can be influenced by improved decision-making regarding our built environment, natural environment, and social policies. Key data for the mixed-methods approaches will be gathered from a 'Wall of Well-Being,' a kind of blackboard eliciting children's free-form responses to the question "I feel happy when..." Participating schools include Catholic Independent Schools Nelson Diocese, Vernon Christian School, and AS Matheson. Building from this initial study, the group aims to seek SSHRC, Templeton Foundation or similar funding to expand the multi-method approach to implement different versions of Walls of Well-Being in various communities and contexts, from measurement and enhancement of students' feeling of connection to schools and communities, to hospitals and hospices where Walls of Well-Being could help to make explicit shared experience and meaning contributing to a sense of community-membership. Prior research shows that satisfaction with

community (i.e., developing and nurturing a sense of belonging to a location and group) is a strong predictor of overall well-being throughout life.

### **2.2.5 Culture Change and Socially Sustainable Healthcare**

This new working group is both a research body and a social innovation platform, a designated virtual and physical meeting-place for university and community actors concerned with cultural dimensions of our society's response to the human and economic cost of chronic disease. Working in consultation with the Institute for Healthy Living and Chronic Disease Prevention, Campus VOICE, Interior Health and others, this working group aims to develop new approaches to cultural change in support of healthy living by enabling university-community-government relationships for collaborative action-research. OSI Director Dr. Keith Culver along with Betty Brown of Interior Health have engaged with communities from the US border to the Shuswap and Columbia regions. Community engagement has included October 2013 design and implementation of a two-day scenario-building process assisting the Okanagan-Similkameen Healthy Living Coalition to re-perceive possible future opportunities for communities to take responsibility for reduction of preventable chronic disease. Building from action options identified in that process, the OSI has collaborated with the Faculty of Management, Interior Health, and regional healthy living coalitions to build a model 'hub' for interaction between researchers and communities. Amongst possible functions under consideration, the hub may enable and guide partnerships, foster knowledge exchange, knowledge translation and collective deliberation, encourage capacity-building in matters such as project management, and support experiential learning regarding cultural change to meet the chronic disease challenge. Aided by the counsel and participation of regional leaders from the Shuswap (Dr. Brian Ayotte), Central Okanagan (Mr. Ron Matiussi, City of Kelowna) and the South Okanagan-Similkameen (Dr. Gerry Karr), the 'hub' concept works from established innovation system practices recognizing that networking and co-location of knowledge producers and knowledge users tends to create beneficial and otherwise unavailable transfers of knowledge between them. Encouraging early results include UBC researchers' involvement in multi-partner discussions regarding action research in the Similkameen into the relationship between cultural diversity, wellbeing and feelings of community belonging. Further discussions are underway regarding community food security action and accompanying research and experiential learning in the South Okanagan and the Shuswap.

## **3. Campus and British Columbia's interior as a 'living lab.'**

Over the past year the OSI participated in a one-year pilot re-engagement in the Campus as Living Lab initiative begun on the Vancouver campus. An Okanagan campus ad hoc committee chaired OSI director Dr. Keith Culver was struck to identify and carry out three pilot projects integrating sustainability research with campus operations. Projects focused on (1) the energetic performance of operational green roofs on campus buildings, (2) landscaping of the 'Hangar' fitness and wellness centre integrating

ecosystem function with maintenance ease, and (2) optimization of campus water systems.

As work on these projects concludes, it is evident that the role of campus as a living lab is most usefully conceived in a broader view, considering the campus not in isolation but as a node in a network of living lab opportunities throughout the Okanagan and British Columbia's Interior region. Future use of campus as a living lab may occur in various organic ways including, e.g., campus-based action research on health promotion serving as one node in regional action research on health promotion.

#### 4. Outlook

Since 2011's renewal of the OSI with arrival of the present director and investment of one-time funds, the OSI has redeveloped its strategy and developed and seed-funded working groups engaged in research with community partners. This year we have expanded our view to include all of BC's interior, and our complement of working groups is evolving to meet changing opportunities.

As we look forward to continued success in community-engaged sustainability research, we await with enthusiasm the final results of the campus *Aspire* strategic planning process, whose interim conclusions identify research excellence, community engagement, transformative learning, and interdisciplinarity as key priorities. The OSI embraces and embodies all of these priorities, and notes that recently the OSI's community-engaged research and scholarly activity has grown in the past year to include contribution to experiential learning with transformative potential for students and communities. We welcome emerging opportunities to contribute further to truly integrative and interdisciplinary approaches to inclusion of sustainability theory and practice in curricula across the campus. As a community-engaged knowledge broker taking seriously the regional role of UBC's Okanagan campus, we welcome additionally further opportunities to expand our ambassadorial role as knowledge brokers in Okanagan and BC interior communities.

Our continued research and participation in new strategic activities will be accompanied as always by what in a 2010 article in *Science Communication*, Morgan Meyer called the "invisible and interstitial" role of the knowledge broker. We will engage informally and formally with partners within and without the university, building social and institutional infrastructure enabling sustainability research and practice. Just a few of the activities of the last year falling under this heading yet perhaps not warranting their own section of the Annual Report include:

- Working with Engineering's Shahria Alaam and local engineer/architect Hugh Bitz to organize Western Canada's first use of recycled aggregate concrete in a residential house foundation

- Organizing space and supporting the research undertaken in UBC Vancouver Professor Lorne Whitehead's greenhouse research situated on the Okanagan campus adjacent to OSI's experimental green roofs
- Preliminary discussion with similarly situated French partners to consider expansion of New Monaco water-energy nexus research to include comparison with French work.
- OSI Director Dr. Keith Culver's bringing to completion his work as co-investigator in the \$5.4 million VALGEN project funded by Genome Canada, Genome Prairie, and Genome BC, leading foresight research regarding the future regulatory context for crop biotechnology commercialization.

These and many other opportunities arising will be identified, discussed, and brought to fruition or left for another day – all the course of bridging across campus, across communities, and toward a sustainable Okanagan and global future.