

# THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



## OKANAGAN SENATE SECRETARIAT

### Enrolment Services

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## OKANAGAN SENATE

### MINUTES OF 8 APRIL 2009

#### Attendance

**Present:** Dr. D. Oworm (Deputy Vice-Chancellor & Vice-Chair), Mr. F. Vogt (Acting AVP and Registrar), Dr. A. S. Abd-El-Aziz (Provost), Dr. P. Arthur, Dean R. Belton, Ms. S. Bertrand, Mr. N. Cadger, Dean R. Campbell, Dr. J. Castricano, Dr. J. Cioe, Ms. C. Cody, Mr. G. Cowan, Dr. F. de Scally, Ms. L. Driscoll, Dr. M. Duran-Cogan, Dr. J. Gustar, Dr. C. Hodge, Ms. C. Hopkins, Mr. A. Hu, Dr. J. Johnson, Mr. S. Joseph, Dr. A. Joy, Mr. J. Kent, Dr. D. Keyes, Dean M. Krank, Ms. C. Kuhn, Ms. R. L'Orsa, Dr. R. Lalonde, Dr. S. McCoubrey, Acting Dean C. Mathieson, Dr. H. Najjaran, Dr. B. Nilson, Dr. B. O'Connor, Dr. G. Pandher, Ms. L. Patterson, Dr. M. Rheault, Dr. C. Robinson, Ms. W. Rotzien, Acting Dean K. Rush, Dr. B. Schulz-Cruz, Mr. D. Vineberg, Ms. J. Walker, Dr. S. Yannacopoulos, Ms. G. Zilm

**Videoconference:** Prof. S. J. Toope (President)

**Guests:** Dr. B. Bauer, Mr. R. Chavarie, Ms. L. Collins (Associate Secretary), Mr. C. Eaton, Ms. M. Kruiswyk, Ms. N. Limbos-Bomberg, Dr. D. Tannant

**Regrets:** Ms. S. Morgan-Silvester (Chancellor), Dean T. Aboulnasr, Mr. G. August, Ms. M. Burton, Dr. J. Cheng, Mr. P. Emerson, Dr. G. Lovegrove, Dr. C. Mitton, Dr. C. Scarff, Mr. B. Silzer (AVP & Registrar), Dean I. Stuart

**Recording Secretary:** Ms. K. Ross

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#### Call to Order

The Vice-Chair called the meeting to order. The President participated in the Senate meeting via videoconference.

#### Senate Membership

Mr. Vogt welcomed new and returning Student Senators serving a one-year term from 1 April 2009 to 31 March 2010.

On behalf of the Registrar, Mr. Vogt declared a vacancy for one (1) student representative for the Faculty of Education, and called for nominations for two (2) Student Senators to serve on the Nominating Committee.

### **Minutes of the Previous Meeting, 11 March 2009**

*Moved: Dr. Cioe*

*Seconded: Ms. Zilm*

*That the minutes of the Okanagan Senate Meeting of 11 March 2009 be adopted as circulated.*

*The meeting minutes were approved as presented.*

### **President's Remarks and Related Questions**

#### **KNOWLEDGE INFRASTRUCTURE PROGRAM**

The President noted a recent announcement of federal infrastructure funding for UBC (see <http://www.publicaffairs.ubc.ca/media/releases/2009/mr-09-039.html>). In brief the one project submitted by the Okanagan campus was approved: The Geoexchange System was funded for \$2.9 million. At the Vancouver campus, the Biological Sciences West and South buildings will receive \$65 million to renovate research facilities and classrooms originally built more than 50 years ago to incorporate the latest sustainable features.

#### **UBC ABORIGINAL STRATEGIC PLAN**

The President drew the Senate's attention to the newly-completed UBC *Aboriginal Strategic Plan* (available at <http://aboriginal.ubc.ca>). As the first component of the overall UBC Strategic Plan, its release signals the importance of aboriginal engagement at the heart of the planning process. Once completed, the *Aboriginal Strategic Plan* will be built into the University's broader strategic plan and align with budget process and priorities. The President encouraged Senators to review the information on the website, and to consider their participation in the following set of planning processes.

#### **LEADERSHIP CHANGES**

Briefly noted were several leadership changes in the portfolio of Vice-President Finance, Resources, & Operations, especially those with important implications for UBC Okanagan.

Firstly, the creation of a new position, University Sustainability Leader, a role taken on by Geoff Atkins (former Associate Vice-President for Plant Operations at the Vancouver campus) and designed to signal a need for changes in operations to create more sustainable campuses.

Secondly, the Associate Vice-President, Human Resources would now report directly to the President rather than to the Vice-President, Finance, Resources, & Operations. This change was intended to signal the importance of people to the success of the University and to give a sense of impetus to the implementation of the Focus on People Plan.

Thirdly, Supply Management, a UBC system-wide unit, would now be based at UBC Okanagan. The President stated that he expected that some other system-wide services and units would follow suit over time. The President expressed the opinion that placing system-wide functions at UBC Okanagan highlighted the importance of the Okanagan campus to life of the UBC system as a whole.

Lastly within the portfolio of Vice-President Finance, Resources, & Operations, was the elimination of several associate vice-presidential positions in favor of one managing director with the result of direct management of on-campus operations. Referencing these significant restructurings, the President cited the main purpose as flattening the administrative hierarchy thereby creating cost-savings while increasing the responsiveness of service units.

## **PLACE AND PROMISE: THE UBC PLAN**

*See also, 'Appendix A: PLACE AND PROMISE: The UBC Plan'.*

The President offered background on the University's new overall strategic plan entitled PLACE AND PROMISE: The UBC Plan, noting that the draft revisions to the Vision and Mission Statements would be discussed later in the agenda. He proceeded to offer several top-level highlights as follows:

The UBC strategic plan is not one plan, but rather a series of interlinking plans, including the aforementioned Aboriginal Plan and several developing plans around sustainability, research, and academics, all of which would together form the strategic plan for UBC. The President stressed the on-going integrative process and constant dialogue that would in turn connect with the budgeting process.

Noting that the present discussion would center on the Vision Statement and a series of Values and Commitments, the President outlined the consultation process that had taken place. In July 2008 a Letter to Community described the process and key ideas, and was followed by consultations with various internal stakeholders. The larger campus community was reached through engagement on the web with some 1,400 survey responses. Tools designed to elicit feedback, such as questions of the week, several web articles outlining key issues, and ideas sent out on broadcast email, offered further outreach. More was to follow over the following few weeks including discussion papers in areas that would require more feedback, namely, the international role for UBC and a topic entitled "navigating cultural differences."

Throughout this consultative process, responses demonstrated a considerable commitment to the current Vision Statement. While no radical rethinking of the purpose of the institution was required, some elements were problematic:

- The assertion that UBC was only 'aspiring to be' one of the best institutions, rather than confirming itself as such;

- That its commitment to global citizenship included not only the students, but staff and faculty as well; and
- That rather than shaping minds, UBC was rather charged with offering opportunities.

The new Vision Statement includes these important changes.

Noting past confusion around the *Trek 2010* Mission and Vision Statements, the President acknowledged the need in the new Plan to be more explicit in this area. Replacing the former Mission Statement are six bedrock statements entitled Values that differentiate and separate UBC from other research-intensive universities. Flowing from these are Commitments, and eventually Goals, that would be set out for achievement over the course of the strategic plan.

In terms of timeline, the President hoped to return to Senate in the fall with Goals attached to both qualitative and quantitative measures, and, by the end of the next academic term, present a firm Strategic Plan ready for implementation in 2010.

The President concluded his remarks by encouraging a robust commentary focused on conceptual concerns, the feedback from which would be integrated by the Steering Committee as they work to develop further iterations.

### Discussion

Dr. Cioe relayed his shock at a low 17% success rate of UBC projects funded by the Social Sciences and Humanities Research Council (SSHRC). While noting that UBC was most probably among the top institutions, he voiced his concern over the lack of funding for graduate students and in turn, the faculties that support them. The President acknowledged a significant decrease of incremental support for granting councils. Coupled with an increase in the number of qualified applicants, a serious funding shortfall had resulted. Advocacy discussions between the G13 Canadian universities and the Minister of Industry around operating grants were ongoing and would hopefully be addressed in the following round of budgets.

### **Business Arising from the Minutes**

#### **2009/2010 BUDGET PRESENTATION**

Dr. Owram noted that due to the pending election, UBC found itself in the unusual position of proceeding with a contingent budget not yet passed by the provincial legislature that would only be confirmed in June or September. He noted that UBC had been instructed to proceed as planned. While Dr. Owram acknowledged the risk that, due to the economic situation, the government might withdraw some of the funds, he found this to be unlikely considering the issue of economic stimulus.

Key to this budget was the 'restoration' of funds cut from the University in general and UBC Okanagan in particular, namely:

- 2.6% additional operating grant for the entire University system; and

- The ‘restoration’ of spaces taken from UBC Okanagan in 2008.

Regarding the latter, Dr. Owrap recalled for Senators that funding for UBC Okanagan was premised on an increase of 900 full time equivalents (FTE) every year, an expected average growth rate of 15% to 20%. However, that expected growth rate and its attendant funding had failed to consider the overall decline in BC high school enrolment in general and in the Okanagan in particular, the result being a decreasing pool of students. This funding disconnect, coupled with a prosperous economy, worked against enrolment. While growth remained strong, enrolment projections had not been met, and in the 2008/2009 budget government had reclaimed the enrolment funding gap. Successful lobbying around issues of start-up growth and capital construction and its accompanying debt servicing were cited, championed by the Chair of the Board of Governors Mr. Brad Bennett as well as the Premier, and for 2009/2010 these funds totaling some \$4.7 million recurring had been ‘restored’.

In summarizing the 2009/2010 Budget, Dr. Owrap noted the following:

#### REVENUES

- Up \$15m or 21% (provincial funding of \$12.5m and Tuition \$2.5m) to \$89.1m
- Provincially funded salary increases of \$2.5m
- Provincial Operating Fund increase of \$10m

#### ALLOCATIONS

- Funding allocation up \$14m or 19% driven by:
  - Negotiated salary and benefits increases of \$2.1m
  - New Faculty Hiring: Engineering and Management
  - Operating/utility cost and debt servicing allocations on new buildings (Fipke Centre and University Centre, which was not eligible for government funding as a non-academic building)
  - Strategic allocations, new initiatives and budget stabilization

The result is a balanced budget including a contingency of \$3.8 million toward debt servicing of infrastructure.

Specific allocations were then discussed. In terms of faculty allocations, there was an overall 14% increase, with the Faculties of Applied Science and Management receiving the greatest increases as they continue to build (45% and 43% respectively).

Of note with regard to campus-wide allocations, increases were as follows:

- 374% to debt servicing
- 22% to Learning Services (which includes IT infrastructure, Library resources)
- 36% to Provost and Academic Support (flowed through to Faculties)
- 21% to Scholarships and Bursaries
- 21% to Central Costs (related to Collective Agreement)

Responding to a question from the gallery, Dr. Owrap noted that the 20% decrease to Research referenced a re-routing of funds through to the Vancouver campus, and did not impact research funding on this campus, which flowed through the Provost’s Office.

## RISKS/OPPORTUNITIES

- Failure to meet student enrolment targets resulting in a shortfall of tuition;
- Bargaining set to begin in late 2009; however, due to current state of economy, government is not likely to fund any salary increases;
- Capital fundraising requirements included 1) funded, 2) donations expected but not yet received (and thus carrying risk), and 3) unfunded;
- Last year of government expansion funds creates onus on UBC Okanagan to manage faculty vacancies carefully in order to support growth and allocate strategically; and
- Limited resources to fund new capital campaign locally, with minimum target of one billion dollars.

In summary Dr. Oworm noted an improved financial situation over the past year with increased stability and interesting strategic choices to build new programs.

## Discussion

In response from a question from the gallery, Dr. Oworm noted that while the unofficial enrolment target of 7,500 FTE remains, UBC Okanagan is currently funded to approximately 6,900 FTE based on funding formula blending both undergraduate and graduate students. Dr. Johnson noted that in 2008/2009 UBC Okanagan was funded to 6,000 FTE, a significant decrease in funding from the 7,500 FTE government target; he also commented on a positive one year increase of some 900 FTE funding. Dr. Oworm agreed, noting that the 2.6% funding cut had largely been restored. Mr. Vogt confirmed that current enrolment was approximately 5400 head count or approximately 5000 FTE. Dr. Oworm stressed for Senators his earlier observation that enrolment targets never aligned with actual high school demographics and contributed to the funding-enrolment disconnect.

Dr. Yannacopoulos congratulated the Deputy Vice-Chancellor on his efforts, noting that UBC Okanagan continued to support faculties and programs through a difficult year. He commented, however, that the Engineering allocation, while restored, still fell below the need for growth. Dr. Oworm observed that faculty growth would need to be managed carefully.

Dr. Alaa Abd-el-Aziz clarified that the \$4.7 million increase was actually a restoration that would allow for faculty recruitment in Applied Science in the following year. There was a similar situation in the College of Graduate Studies.

Several Senators observed a situation in which graduate students are accepting positions elsewhere after having received better offers of financial support from other Canadian universities. Dr. Oworm recognized the importance of the issue, noting that some \$200,000 has already been injected into Graduate Studies to fund research grants, and commented on the on-going difficult balance of funding several areas of high need.

Dr. Najjaran referenced the President's remarks surrounding the recent announcement of federal infrastructure funding for UBC – \$2.9 million for Okanagan projects versus the \$65 million towards Vancouver projects. Dr. Oworm clarified that the Knowledge

Infrastructure Program was meant to address the growing recession through job creation, and that since the Okanagan campus had already committed to and had begun its capital projects, it was ineligible.

***Motion to Discontinue the Term 1 Midterm Break***

*Moved:* Dr. Cioe

*Seconded:* Dr. Najjaran

*That Senate discontinue the Winter Session, Term 1 Midterm Break, effective 2009 Winter and thereafter.*

Discussion

Dr. Owram inquired after the Registrar's ability to effectively implement the discontinuation of the midterm break for the 2009/2010 academic year. Mr. Vogt noted that while the Academic Year had already been published, there was a potential messaging risk. The Chair recognized Ms. Collins, who noted that the risk was minimal since the proposed change would not change the term start, end, or examination dates, but would add one extra teaching day.

As background to the motion, Dr. Cioe observed a need for an additional teaching day in Term 1 of the Winter Session, and noted that the one-day break created an imbalance in the offering of classes over the week and between the two terms. He suggested that extending the term dates instead was not feasible in light of issues of employment, tradition, and overall practicality.

Several Senators spoke against the motion, citing student need for a break from their studies, and supported various alternate solutions to the discontinuation of the break. Several Student Senators voiced their support for the continuation of the break, asking Senate to further support an extension of the break to a full week to mirror the week-long break in Term 2.

Dr. Yannacopoulos spoke in favor of the motion, noting that the School of Engineering in particular required an additional teaching day to ensure sufficient contact hours for accreditation of the School. Dr. Castricano suggested that rather than adjusting the term dates for the entire campus, Engineering might consider following the model of other professional faculties, such as Medicine and Dentistry, and propose Faculty-specific term dates.

Several Senators who teach within the sciences noted that they are adversely affected by the break through missed labs, and that this, coupled with several statutory holidays, resulted in several missed teaching days overall.

Many Senators, while supporting the need for stronger balance and an additional teaching day, felt that they could not support the elimination of the break.

*The motion failed: fourteen in favor, nineteen opposed.*

## Agenda Committee

### SENATOR PARTICIPATION

As a former member of Senate, Committee Chair Mr. Chavarie was granted leave by the Senate to present an oral report on Senator Participation via Videoconference.

Mr. Chavarie reported that in response to the referral from the Senate in March, the Committee had discussed and agreed to maintain the approved policy that only the President and the Chancellor might participate at meetings of the Senate via videoconference.

In response to the Report of the Committee, Dr. Yannacopoulos moved the following:

*Moved: Dr. Yannacopoulos*

*Seconded: Dr. Gustar*

*That Section 24 of the Rules and Procedures of Senate be amended as follows:*

*Section 23 notwithstanding, ~~the Chancellor or President~~ Senators may participate in debate via videoconference **from one location at UBC Vancouver designated by the Secretary for that purpose** ~~upon recognition by the chair~~, but shall not be considered in attendance while doing so; their participation in such a manner shall be minuted appropriately.*

The Vice-Chair recognized Mr. Eaton, who noted that in order to amend a special rule adopted in the current session, a majority of the entire membership of Senate is required; in this case, the approval of 28 members.

### Discussion

In response to a question related to the President's attendance at Senate meetings, Ms. Collins reported that the President's ability to participate in meetings of the Okanagan Senate had increased since the approval of the videoconference provision in the Rules.

Dr. Duran-Cogan observed that videoconferencing works well for the Council of Senates, and suggested that the same model be adopted for the Senate.

Dr. Cioe expressed his opinion that conducting meetings by video was not effective when there were more than one or two participants at remote locations and this that would become an issue as the number of Senators increases.

Dean Krank noted his opposition, stating that the Senate meeting schedule had been distributed well in advance so that Senators were able plan around these important meetings.

In response a question, Ms. Collins confirmed that the Vancouver Senate did not allow videoconferencing.

Dean Krank raised a point of order by proposing that the meeting be extended by fifteen minutes.

*Moved: Dr. Yannacopoulos*

*Seconded: Dr. Gustar*



*That the 8 April 2009 meeting of the Senate be extended until 5:45 p.m.*

*Carried.*

Debate resumed on the motion to amend the Rules and Procedures of Senate. Several Senators voiced their opposition to the motion, feeling that sustainability arguments around additional travel were not a reasonable justification in consideration of the few Senators impacted.

There was a general concern that allowing video-conferencing would be for the convenience of Vancouver-based Senators alone.

*The motion to amend the Rules was put and failed.*

### **Academic Policy Committee**

#### **THE ACADEMIC ORGANIZATION OF GRADUATE STUDIES AT UBC OKANAGAN**

On behalf of the Committee, Dr. Cioe apologized for the delay in presenting a final report on the Administrative Organization of Graduate Studies at UBC Okanagan, which has necessitated the following motion for the granting of graduate degrees in the interim period. The Committee would continue to explore other models across Canada, and after a complete consultative process, committed to return in the fall with their recommendations.

#### **INTERIM ARRANGEMENT FOR GRANTING OF GRADUATE DEGREES**

*Moved: Dr. Cioe*

*Seconded: Dr. Abd-El-Aziz*

*That the Senate approve the interim arrangement for the granting of graduate degrees as set out in the report of the Academic Policy Committee.*

*Carried.*

### **Curriculum Committee**

As a non-member of Senate, Acting Chair Mr. Eaton was granted leave by the Senate to present the report of the Curriculum Committee.

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

*Moved: Dr. Rheault*

*Seconded: Dr. Cioe*

*That Senate approve the new courses brought forward by the Faculties of Applied Science; Arts and Sciences; and Health and Social Development as set out in the attached proposals.*

### Discussion

Regarding the proposal to suspend admission to the Bachelor of Arts in Health Studies Program, Dr. Gustar inquired after the term ‘hiatus.’ Acting Chair Mr. Eaton observed that there was a recurring problem recruiting students, as well as on-going problems with the programs. Acting Dean of the Faculty of Health and Social Development Dr. Rush added that recruitment and retention issues need to be reassessed from a structural or recruitment angle before admissions could resume.

Responding to an inquiry from Dr. Johnson, Acting Dean Rush noted that three faculty positions would be affected but that no new positions have been hired since the program began. The Provost interjected that the needs of the program would be reevaluated in order to provide a robust program with a larger contingent of faculty members.

*The motion was put and carried.*

### **Learning and Research Committee**

#### ESTABLISHMENT OF THE INSTITUTE FOR HEALTHY LIVING AND CHRONIC DISEASE PREVENTION

*Moved: Dr. Arthur*

*Seconded: Dr. Cioe*

*That Senate approve the establishment of the Institute for Healthy Living and Chronic Disease Prevention, effective 1 May 2009.*

### Discussion

Dr. Cioe applauded the viability of this proposal.

*The motion was put and carried.*

### **Report from the Deputy Vice-Chancellor**

#### PLACE AND PROMISE: THE UBC PLAN

In response to the President’s earlier presentation, Dr. Cioe stated his belief that UBC as a system had not met its goal of being a leading teaching institution, an assertion that is supported by student evaluations. Dr. Owrap agreed that there was work to be done in this area. Encouraging further discussion, the Provost noted that there would be a number of future town hall meetings including the participation of deans, faculty members, and under-graduate and graduate students with all commentary shared with Senate for information. Dr. Owrap observed that while this is a system-wide issue, UBC Okanagan might create for itself a distinctive and valuable role. .

### **Other Business**

There was none.

### **Adjournment**

There being no further business, the meeting was adjourned at 5:45pm.

The following regular meeting of the Senate was scheduled for Wednesday 6 May 2009 at 3:30 pm to 5:30 pm in Library 317.

## Appendix A: PLACE AND PROMISE: The UBC Plan

### Vision Statement – proposed

The University of British Columbia, as one of the world's leading public universities, is committed to creating an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and inspires outstanding research to serve the people of British Columbia, Canada, and the world.

### Mission Statement – proposed

Rewrite the mission statement as values and commitments, pulling these out of the current mission statement and results of the consultations that have happened since August 2008. (see next section)

### VALUES

#### *Academic Freedom*

The University is independent and cherishes free inquiry and scholarly responsibility.

#### *Advancing and Sharing Knowledge*

The University supports scholarly pursuits that contribute to new knowledge and understanding, and seeks every opportunity to share them broadly.

#### *Excellence*

The University, through its students, faculty, staff, and alumni, strives for excellence, and educates students to the highest standards, developing abilities that improve the world.

#### *Integrity*

The University acts with integrity, fulfilling promises and ensuring open, respectful relationships.

#### *Mutual Respect*

The University values and respects all members of its communities, each of whom makes a contribution to create, strengthen and enrich our diversity.

#### *Public Interest*

As a public institution, UBC embodies the highest standards of service and stewardship of resources.

### COMMITMENTS

#### *Aboriginal Engagement*

The University engages Aboriginal people in mutually supportive and productive relationships and opportunities, and works to integrate understandings of Aboriginal culture and history.

#### *Alumni Engagement*

The University engages its alumni fully in the life of the institution as valued supporters and advocates who contribute to and benefit from connections to each other and to the University.

*Creating an Exceptional Learning Environment*

The University provides a rich learning experience that develops communication skills, critical thinking and creativity, facilitates social engagement and service, and helps individuals be global citizens.

*Creating an Exceptional Work Environment*

The University provides a fulfilling environment in which to work, learn, and live; maintains our values of academic freedom, mutual respect, integrity, dignity, and inclusivity; and encourages the open exchange of ideas and opinions.

*Effective Use of Resources*

The University marshals its financial, human, information and physical assets, and integrates academic, environmental, and societal needs to create a community that models effective stewardship.

*Excellence in Research*

The University creates and advances new knowledge and understanding, improves the quality of life through the discovery, dissemination and application of research across a wide range of disciplines, and aims to engage all students in primary research.

*Excellence in Teaching*

The University supports innovative and transformative teaching that actively engages students in building their own learning experience.

*External Relationships*

The University facilitates opportunities to bring together scholars and the wider community to enhance societal good.

*Internal Collaboration*

The University promotes connections among faculties and units to create, develop, and share vital initiatives that advance the interests of UBC and its many communities.

*International Excellence*

The University envisions and strives for robust internationalization, and collaborates and communicates to influence globally.

*Navigating Cultural Differences*

The University engages in reflection and action to build cross-cultural aptitudes, create a strong sense of inclusion, and enrich our intellectual and social vitality.

*Sustainability*

The University explores and exemplifies all aspects of sustainability, from stewardship to dissemination of effective practices.

## Appendix B: Curriculum Summary

### Faculty of Arts and Sciences

1. The following new program and courses:
  - a. Major and Minor in Latin American Studies
  - b. ANTH 103 (3) Introduction to World Archaeology
  - c. ANTH 300 (3) Contemporary Theory in Anthropology
  - d. ANTH 320 (3) Central American Indigenous Medicine
  - e. ECON 370 (3) Benefit-Cost Analysis and the Economics of Project Evaluation
  - f. ECON 372 (3) Natural Resource Economics
  - g. GEOG 473 (3) Cartography and Society
  - h. MATH 463 (3) Special Topics in Mathematical Biology
2. The following revised course:
  - i. ECON 345 (3) Money and Banking
3. The following discontinued program:
  - j. Agroecology

### Faculty of Creative and Critical Studies

1. The following new courses:
  - a. ARTH 201 (3) Art and Visual Culture through Film
  - b. HEBR 305 (6) Elementary Biblical Hebrew
  - c. IGS 580 (3/6) Graduate Workshop in Creative Writing
2. The following cross-listed courses:
  - d. CULT 315/ENGL 376 (3) Television Studies

### Faculty of Education

1. The following new program and courses:
  - a. Graduate Certificate in Education
  - b. LLED 200 (3) Introduction to Writing in Academic and Professional Registers
  - c. LLED 201 (3) Introduction to Intercultural Communication and Socialization in Multicultural Contexts

## **Faculty of Health and Social Development**

1. The following new courses:
  - a. HINT 505 (3) Relational Practices with Families in Oncology and Palliative Care
  - b. HMKN 310 (3) Exercise Physiology II
  - c. HMKN 311 (3) Exercise Prescription
  - d. HMKN 312 (3) Laboratory Techniques in Exercise Science
  - e. HMKN 320 (3) Health Education: Theory and Practice
  - f. HMKN 321 (3) Exercise Psychology II
  - g. HMKN 322 (3) Health Promotion and Physical Activity
  - h. HMKN 323 (3) Introduction to Nutrition
  - i. HMKN 331 (3) Physical Dimensions of Aging
  - j. HMKN 410 (3) Cardio-Respiratory Disease: Pathology to Prescription
  - k. HMKN 499 (3/6) Project in Human Kinetics

## **College of Graduate Studies**

1. The following new program:
  - a. Interdisciplinary Graduate Studies Sustainability Theme