

Okanagan Senate

**THE NINTH REGULAR MEETING OF THE OKANAGAN SENATE
FOR THE 2014/2015 ACADEMIC YEAR**

THURSDAY, 14 MAY 2015

3:30 PM | ASC 130

1. Senate Membership– Dr Kate Ross

Nominating Committee (information)

In response to the call for nominations issued at the previous meeting, no nominations have been received. Therefore, the call for two (2) student representative to serve on the Senate Nominating committee is renewed.

2. Minutes of the Meeting of 22 April 2015 – Prof. Deborah Buszard
(approval) (docket pages 3-14)

3. Business Arising from the Minutes – Prof. Deborah Buszard

4. Remarks from the Deputy Vice-Chancellor and Related Questions – Prof. Deborah Buszard

5. Candidates for Degrees – Prof. Deborah Buszard

A list of graduands are available from the Registrar before or at the meeting.

The Vice-Chair calls for the following motion:

That the candidates for degrees, as recommended by the faculties and the College of Graduate Studies, be granted the degrees for which there were recommended, effective June 2015, and that a committee composed of the registrar, the appropriate Dean(s) or their appointed designates, and the Chair of the Okanagan Senate, be empowered to make any necessary adjustments. (2/3 majority required)

6. Academic Building & Resources Committee – Dr Daniel Keyes

Annual Report (information) (docket pages 15-16)

7. Academic Policy Committee – Dr Miriam Grant

Interim Report on the Interdisciplinary Graduate Studies Program Review (information)
(docket Pages 17-25)

8. Admission & Awards & Curriculum Committees – Dr Peter Arthur / Dr Spiro Yannacopoulos

Health & Exercise Science Graduate Program (M.A, M.Sc., Ph.D.) (approval) (docket pages 26-62)

9. Admissions & Awards Committee – Dr Spiro Yannacopoulos

- a. New Award (approval) (docket page 63)
- b. Process Changes for Admission Appeals (approval) (docket pages 64-70)
- c. Annual Report (information) (docket page 71)

10. Appeals on Standing & Discipline Committee – Mr Christopher Eaton

Annual Report (information) (docket pages 72-76)

11. Curriculum Committee – Dr Peter Arthur

- a. May Curriculum Report (approval) (docket pages 77-142)
- b. PSYO 298 & 299 (approval) (docket pages 143-145)

12. Learning & Research Committee – Dr Peter Arthur

Emeritus Appointments (approval) (docket pages 146-147)

13. Nominating Committee – Dr Daniel Keyes

- a. Adjustments to Committee and Council Assignments (approval) (docket page 148)
- b. Election of a Vice-Chair from 15 May 2015 to 31 August 2015 (approval) (docket page 148)

14. Report from the Provost – Dr Cynthia Mathieson

Annual Reports of Research Institutes (information) (docket pages 149-203)

15. Other Business

The Rules and Procedures of the Okanagan Senate states that meetings will adjourn no later than 5:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

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

OKANAGAN SENATE

MINUTES OF 22 APRIL 2015

DRAFT

Present: Prof. A. Gupta (President), Dr K. Ross (Secretary), Ms L. Allan, Dr P. Arthur, Prof. D. Buszard, Dr R. Campbell, Dr D. Carter, Dr J. Castricano, Ms C. Comben, Mr I. Cull, Dean M. Grant, Dr J. Johnson, Dr D. Keyes, Dr D. Koslowsky, Dr C. Labun, Dr R. Lalonde, S. Lawrence, Dr M. Legault, Dr Y. Lucet, Dr V. Magnat, Ms L. Marshall, Dr C. Mathieson, Dr S. McNeil, Ms L. Oleksewich, Mr D. Oyelese, Dean *Pro Tem*. B. Rutherford, Dr R. Sadiq, Dr D. Salhani, Ms S. Sneg, Dr J. Stites Mor, Dean R. Sudgen, Acting Dean E. Taylor, Dean W. Tettey, Dr G. Wetterstrand, Dr P. Wylie, Dr S. Yannacopoulos, Mr T. Zhang.

Regrets: Mr B. Ali, Ms A. Babunga, Dr L. Berg, Ms H. Berringer, Dean *Pro Tem*. G. Binsted, Mr D. Bual, Dr J. Corbett, Dr M. Evans, Ms A. Fleming, Ms E. Gallaccio, Chancellor L. Gordon, Dr R. Lawrence, Ms N. Legg, Dr Mr J. McEwan, Dean M. Parlange, Ms J. Vinek, Dr D. Walker.

Recording Secretary: Mr C. Eaton

Call to Order

The President, Professor Arvind Gupta, called the eighth regular meeting of the Okanagan Senate for the 2014/2015 academic year to order at 3:32 pm.

Senate Membership

INTRODUCTION OF STUDENT REPRESENTATIVES TO SENATE FOR 2015-2016

The Registrar, Dr Kate Ross, introduced the new student representatives to Senate for the next year:

Faculty of Applied Science: Mr Dejo Oyelese

Faculty of Arts & Sciences: Ms Shira Sneg (continuing)

Faculty of Creative & Critical Studies: Ms Lauren Marshall

Faculty of Management: Mr Daman Bual

Students At-Large: Mr Barbar Ali, Ms Alliance Bubanga, Ms Eliza Gallaccio, Ms Nicole Legg, Ms Lauren Oleksewich and Mr Terry Zhang.

It was also noted that there were vacancies for the faculties of Education and Health & Social Development, and for two graduate student representatives.

Senate Nominating Committee

Dr Ross issued a call for nominations for two (2) student representatives to Senate to serve on the Senate Nominating Committee until 31 March 2016 and thereafter until replaced.

Minutes of the Previous Meeting

Peter Arthur
Deborah Buszard

}

*That the Minutes of the Meeting of 25 March 2015
be adopted as corrected.*

*Correction: On page 8, comments attributed to R.
Lawrence were made by S. Lawrence.*

Approved

Remarks from the Chair

GENERAL REMARKS

The President advised that he recently travelled to China, and noted how with each successive visit he was taken by the rapid change and development in that country, in particular the heavy Government investment there in universities, especially equipment and infrastructure. He suggested that this was a time of self-reflection and internal criticism in the Chinese higher education sector that seemed designed to improve the system overall, and help those universities grow a better society. He further noted a desire to have Canadian universities work with Chinese universities in that work, and see Canadian students spend more time in China, as presently much of this flow was just of students from China to Canada.

The President went on to note the recent agreements he had signed with Chinese partners, and suggested that while many American universities touted such partnerships, for them this seemed to be largely about recruiting; UBC, he suggested, had an opportunity for deeper relationships. Professor Gupta noted that this view was shared by the Minister of Education and the Minister of State for Foreign Accreditation, as they believe there is a potential with UBC that is stronger than with other groups. These same ministries had also suggested a dialogue on education with Canada, China, and India.

Senator Comben asked if the Chinese had specific interest in some disciplines.

The President replied that they did have an interest in a variety of fields, including the environment, demographics, energy, governance, health, but the question for him was where did UBC see our expertise as providing value into a discussion. It is hard to know where we even have that conversation in UBC. From a programmatic side, they seem open to any possible model and had excellent facilities, but needed assistance with curriculum.

Senator Wylie agreed that more faculty and students should go to China, but asked how UBC would deal with concerns over academic freedom and free speech.

The President agreed that this was an important question. Departments need to be free to do what they need to do, but as a system we need to address these concerns and he found it hopefully that Chinese seem to want to have those conversations openly.

Senator Oleksewich asked if our students would need a proficiency in Mandarin to study in these programs.

The President replied that SFU had a 2-2 program that did require this, but it was a challenge. Some places said they could do so in English but we weren't convinced that this was the right path. Maybe summer Mandarin courses were an option, but it was too early to consider this. Language and culture are closely linked. He further noted that while UBC was working on a few 2+2 agreements, they would likely need to be one-way until we sort out the language issue.

ACTIVITY REPORT

A report on the President's activities from 25 January to 1 April 2015 was received for information.

Deputy Vice-Chancellor's Remarks

BUDGET UPDATE

Professor Buszard presented an update on the budget as approved by the Board of Governors earlier this month. The context of the budget is UBC's goal of being among the best public universities in the world.

She noted that our challenges are a declining provincial grant, domestic tuition capped to inflation, provincial restrictions on use of reserves, and more competitive research competitions.

The President noted that growing numbers of international students did actually have a cost on the university as well, so that unlimited growth there was not a solution to other budgetary pressures. We need to ensure that we give all students, domestic and international, the best possible outcome.

Senator Comben noted that we extolled ourselves as one of the world's best universities; her concern was that UBCO was approaching its tenth anniversary and UBC its 100th. When we started we started on a different level of student funding. We needed a strategic review of how our students are funded on both campuses. She asked on the endowment and if it was only to benefit the Vancouver campus.

The President replied that if we are one University than we need to decide what that means and how we will act collectively across the two campuses. If we do not have a shared vision, it is akin to just dividing up a pie. This is not an easy discussion to have on either campus. We need to have the conversation but it is emotional and history needs to be respected. The President suggested that we needed to look at this respectfully and at least ask the questions.

Senator Wylie noted that this presentation was much less detailed than it was in previous years. For the budget assumptions, he noted that we were predicting that we would reach our enrolment targets but our approved targets acknowledged that this might not happen. He further asked about the 15% cut for the administration budget and if this would result in layoffs.

With consent of Senate, the Associate Vice-President Finance & Operations *pro tem.*, Curtis Morcom, spoke, noting that the campus would have a 3% shortfall for enrolment, but we were able to cover this with our contingency. Administrative savings were outlined in the budget appendices.

The Principal advised that the full budget and appendices had been approved by the Board and has been seen by the Senate Budget Committee, and that it was generally presented at town hall and in other forums.

Senator Castricano asked if we were or were not on a level playing field between the two campuses, noting that the history of past decisions was still with UBC today. The reality of the budget is on one hand we are all UBC, but with the inequities we are two campuses. We receive less funding per student than UBC Vancouver, especially for graduate students, and we are indebted to the Vancouver campus for system-wide operations, including paying \$3.6 million for system activities. There are differences, granted, but if we are one university we need to know what that means.

The President replied that the big issue was if we were one University or not and what that meant; he suggested that if we share a common vision and mission we needed to address all other issues collectively. He noted that this was the first time where we showed the budget for both campuses in the presentation, and this was telling.

Senator Arthur expressed his appreciation that this conversation would be happening at the Executive; he asked if equity between programs and campuses would be considered.

The President replied that if we agreed on a vision, then the next step would be to agree to principles.

Senator Johnson noted that UBC's Okanagan campus recently went through a lengthy Aspire process, and asked if that was our part of that bigger discussion.

The Principal replied that we have established where the Okanagan campus was, and what the values for our campus are, but the discussion the President was referring to was for all of UBC. Aspire indicated that we are distinct, and UBC was a federation of two campuses that had two backgrounds and two sets of opportunities.

Activity Report

A report on the Deputy Vice-Chancellor's activities from 1 October 2014 to 30 March 2015 was received for information.

Academic Policy Committee

Dr Spiro Yannacopoulos presented on behalf of the Committee, introduced Dean Grant.

STATUS REPORT ON THE COLLEGE FOR GRADUATE STUDIES

Dean Grant presented a status report on the College for Graduate Studies. She noted that we have experienced phenomenal growth in our graduate programs since 2005. We are at 581 FTE, 687 people. At present, 37% are PhD students, 40% research masters, and 23% professional masters.

Dean Grant noted that the Okanagan campus and the College of Graduate Studies were only 10 years old, and this influences the support available. We only for instance had \$25 000 in endowed scholarships. We are becoming better at tricouncil awards, with 9% of our graduate students holding funding, but 29% who are international are not eligible. Prior to this year we received 3 Killam awards in total, but this year we received 3 in one year. Overall, our graduate support is abysmal, and she would argue, unethical, with huge numbers of students unfunded. Our average PhD funding was \$11 000, which was \$15 000 below UBC Vancouver's average.

Going forward, IGS is in serious need for review. We are also going for with a Review of Policy O-4, which will come forward for approval in 2015W.

Senator Arthur noted that the UBC System for many years offered a PhD tuition grant; we no longer do, and he asked if this was because it was no longer useful.

Dean Grant replied that they were used to attract students, and many of the letters did not put a time limit on those letters. It was very expensive and wasn't a strategic use of our money.

Senator Lalonde asked how we could look at the demographics of PhD/research masters/professionals Masters as they were admitted based on supervisors and not based on programmatic considerations.

Dean Grant replied that this would be part of a conversation around the quality of our graduate supervision. She suggested that perhaps some graduate programs should limit themselves to the masters level.

Senator Stites Mor asked if she could elaborate on the O-4 review.

Dean Grant replied that policy O-4, essentially the constitution for the College of Graduate Studies, was a product of its time and needed to be changed to reflect our current situation and aspirations.

Senator Johnson asked why the Master of Management was not listed, noting that we did suspend admission but we didn't discontinue the degree.

Dean Sugden replied that the program was still around, recruitment was going on, and we have some concerns around the student body and it was not likely that we would have students admitted for September.

Senator Taylor thanked Dean Grant for the presentation, and observed that measuring graduate programs by the numbers of thesis and dissertations was often done, but that this did not properly acknowledge the professional or fine arts programs. He suggested that there needed to be a way to include those programs in our data.

Senator Buszard thanked Dean Grant for putting this proposal forward. She viewed this as a bench line report from where we come from, and an opportunity to contribute for how we wanted to move forward.

Senator Castricano noted the abysmal levels of endowed awards for graduate students and asked if we could do anything about that.

Dean Grant replied that we were meeting with development to see how we can excite potential donors. This needed to be a pan-university effort to excite the community to the importance of graduate education.

Senator Buszard added that this was another artefact of the start-up of the campus, and the UBC campaign has delivered \$1.5 billion to UBC Vancouver, but only \$70 million towards the Okanagan.

Senator Keyes asked if an external review of graduate studies would be useful.

The Provost replied that yes we could; we had a small external review a few years ago, but it was asked very different questions.

The President noted that the question of graduate students often came up and that external advice would be useful once we have a better idea of where we wanted to go next.

Admission & Awards and Curriculum Committees

The Chair of the Senate Admission & Awards Committee, Dr Spiro Yannacopoulos, presented.

PRESENTATION ON VANTAGE COLLEGE

Dr Fox presented and explained the background and function of UBC Vantage College. She specifically referenced the Term 1 student data, the English Foundations Program (EFP), and the scholarships and awards available.

Senator Sneg asked what the minimum admission standard was for Vantage.

Dr Fox replied that it was one band lower or IELTS or TOEFL.

Senator Sneg said students in the writing centre were struggling, and that tests being taken for entry to UBC were subject to manipulation.

Dr Fox said that she could not speak to the fraud concern, but noted that for students who did reach the standard, what we were doing was thinking about how we can help students progress in their academic language. This was an innovative, enriched way.

Senator Cull clarified that the retention numbers showed were for all Okanagan students across all of the Winter Session, and that a comparable dataset for the Okanagan would give a comparable result.

Senator Oyelese asked if the courses taken were comparable.

Dr Fox replied that they were separate sections of the same course. They were separate because we had additional English programming built in, but the requirements were the same, and in some cases the same exams are used.

Senator Okelsewich asked if they were only separated for year 1 or for their entire programs.

Dr Fox replied that the separation in year 1 was for immersion reasons.

Senator Legault asked who offered the English courses; were they ESL trained?

Dr Fox replied that they were a combination of LLED courses and Vantage courses, with instructors from Vantage, Education, and other fields, often with ESL training. The Vantage approach was innovative and new.

Senator Lawrence noted that Vantage replaced the first year English requirement, which taught both language and literature, and asked if there was any effort to replace the lost literature.

Dr Fox replied that WORDS150 and science communication had disciplinary content that met the English requirement, the same as current science students could in Vancouver. Breadth requirements would be unchanged.

Senator Oyelese noted that the data presented looked like a normal performance curve, and that we did not have the data yet for year 2.

Dr Fox replied that we would longitudinally track these students.

Senator Campbell asked if the Vantage faculty were tenure track or term.

Dr Fox replied that most were tenure track where we have partnered with departments, but we also had 6 12-month lecturers.

Senator Sneg asked how students applied to Vantage.

Dr Fox replied that it was like any other program on the list of options; students could apply directly, or if eligible for Vantage but not direct entry, receive an offer.

Senator Magnat asked what the tuition would be, and expressed a concern about a two-tier system if we did not have appropriate financial aid.

Dr Fox replied that the tuition was the same as for all international students in a given program but that there were additional fees for housing and the specific support provided by Vantage College. The Registrar replied that a comparable percentage was set aside for ISI students, roughly 6.4M last year.

Senator Lawrence asked if the term appointments were concentrated or spread across the programs.

Dr Fox replied that we worked with the departments to expand the teaching programs. Physics is taught for instance by both a tenure track and a sessional, as is English.

Senator Campbell asked about the English Foundations Program and if it would continue.

Motion to Extend the Time to Adjourn

Miriam Grant	}	<i>That the time to adjourn be extended by twenty</i>
Peter Arthur		<i>(20) minutes.</i>

Approved

Senator Zhang noted media articles critical of Vantage.

Dr Fox replied that those articles were inaccurate, and had the cost of the program wrong, as well as suggesting that Vantage would be the sole user of Orchard Commons (rather than 20% of it as planned).

Senator Lawrence asked where Vantage would be physically located at the Okanagan.

Dr Fox replied that it would be in multiple places with our partner faculties.

Senator Allen asked where Vantage College fit within the UBC organization.

The Associate Registrar, Mr Eaton, explained that Vantage was a college established by the Vancouver Senate and Board of Governors as allowed under the *University Act*.

Dr Campbell asked what the ranks and departments were for the 15 tenure-track lecturers.

Dr Fox replied that most were in the instructor streams, and came from a variety of disciplines with appointments both in departments and in Vantage.

**EXPANSION OF VANTAGE COLLEGE TO THE BACHELOR OF APPLIED SCIENCE
(VANCOUVER/OKANAGAN) PROGRAM**

Spiro Yannacopoulos }
Catherine Comben } *That the new International Program Engineering
Stream and its associated new courses VANT 150
(2), 151 (1) brought forward by UBC Vantage
College and the Faculty of Applied Science be
approved;*

Senator Allan asked if VANT 150 and 151 would be Vancouver or Okanagan courses.

Senator Yannacopoulos replied that courses would be taught on both campuses.

Senator Allan spoke against Vantage (VANT) courses being used towards Okanagan programs.

Senator Johnson spoke against the proposal for VANT courses, arguing that it was not needed;
he suggested that the Okanagan campus should rather just accept the course as they would
transfer credits from Vancouver and that he thus viewed the proposal as unnecessary.

Senator Tettey said that the proposal was to allow the two senates to facilitate their study
across all of UBC.

Cynthia Mathieson }
Peter Arthur } *That the time to adjourn be extended by a further
twenty (20) minutes.*

Approved

James Johnson }
Robert Lalonde } *That the main motion be postponed to the next
regular meeting of Senate.*

**Motion to
postpone not
approved**

Spiro Yannacopoulos }
Catherine Comben } *That the revised Bachelor of Applied Science
admissions requirements brought forward by the
Faculty of Applied Science be approved.*

Approved

EXPANSION OF VANTAGE COLLEGE TO THE BACHELOR OF MANAGEMENT PROGRAM

Spiro Yannacopoulos Cynthia Mathieson	}	<i>That the new International Program Management Stream, and the Bachelor of Management transition requirements brought forward by UBC Vantage College be approved;</i>
--	---	---

Senator S. Lawrence asked if students could change programs.

Senator Yannacopoulos confirmed that yes they could apply to change programs just as any other students could.

Approved

Spiro Yannacopoulos Shira Sneg	}	<i>That the revised Bachelor of Management admissions requirements brought forward by the Faculty of Management be approved.</i>
-----------------------------------	---	--

Approved

Admission & Awards Committee

The Chair of the Senate Admission & Awards Committee, Dr Spiro Yannacopoulos, presented.

ENGLISH LANGUAGE PATHWAYS

Spiro Yannacopoulos Shira Sneg	}	<i>That Senate approve the admissions proposal for the English Language Pathways for entry to the 2015 Summer Session and thereafter.</i>
-----------------------------------	---	---

Several senators, including Senators Keyes and Johnson, asked for clarification of what was being approved by this motion.

The Associate Registrar, Mr Eaton, clarified that Senate was approving the inclusion of a new calendar entry that would direct students to the various ways of showing and meeting English competency before or while at UBC. He further noted that no matters of

admissions policy were being changed by this motion; the intent was to just have one place in the calendar where all of this information could be maintained and referred to.

Approved

Peter Arthur	}	<i>That the time to adjourn be extended by a further fifteen (15) minutes.</i>
Robert Lalonde		

Approved

Daniel Keyes	}	<i>That Senate be presented with a report in the 2016W Session on UBC Vantage College, and in particular with data on student success in both Vantage and in their degree programs.</i>
Peter Arthur		

Approved

NEW AWARD

See Appendix A: Award Report

Sprio Yannacopoulos } *That Senate accept the new award as listed and*
Miriam Grant *forward it to the Board of Governors for approval;*
and that a letter of thanks be sent to the donor.

Senator S. Lawrence asked who would adjudicate the award.

The Registrar, Dr Ross, replied that her department would adjudicate the award as they did with most bursaries.

Senator Rutherford asked if there was a credit requirement.

Dr Ross replied that full and part-time status would be taken into consideration in accordance with UBC Policy 72.

In Camera – Honorary Degrees

Adjournment

There being no further business, the meeting was adjourned at 6:17 pm.

Appendix A: Award Report

New Award:

UBC Okanagan Aboriginal Bursary

Two bursaries of \$2,500 each are offered to Aboriginal students enrolled at the University of British Columbia, Okanagan campus. Preference is given the students with the greatest financial need. (First award available for the 2015 Winter Session)



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619
Fax 250 807 8007
www.senate.ubc.ca/okanagan

May 14, 2015

To: Okanagan Senate

From: Academic Building and Resources Committee

Subject: Annual Report

The Academic Building and Resources committee (AB&R) also serves as the Okanagan Sub-Committee of the Budget Committee of the Council of Senates, which includes the parallel Vancouver Sub-Committee. Since the beginning the triennium, the full cross-campus Budget Committee of the Council of Senates has not met, and in the last ten years it met only once. It is anticipated that joint meetings of the two Sub-Committees will occur in the next year.

Dr. Michael Evans, a member of AB&R, served on the President's selection committee for the Vice-President, Finance, as the sole faculty member from the Okanagan Campus. This committee has selected Dr. Andrew Simpson as the new Vice-President, Finance and expects Mr. Simpson to assume the role 22 June 2015. Dr. Keyes serves on the selection committee for the Okanagan's Vice-President Finance and Operations, which is ongoing.

Budget

The Committee is satisfied with the 2014 Okanagan Budget as developed by Mr. Curtis Morcom and his predecessor Mr. Michael Shakespeare under the direction of the Deputy Vice-Chancellor and Principal. This year saw the phase in of a driver-based budget model that will see faculties' funding tethered to student enrollment numbers. The Committee is interrogating this new model in terms of how student enrollment is counted and how teaching faculty are counted. The Committee requested information on how much individual programs cost as a way enhancing transparency with this model.

Academic Space

The Committee reviewed the renewal of the Campus Master Plan and endorsed its approach to developing a walkable, low water use campus that reflects the strategic plan's commitment to sustainability.

The Committee reviewed plans for new buildings on campus and discussed the optimal size for lecture spaces to support growth.

The Committee discussed safe active transport corridors to the campus with a focus on updates on the Curtis Road dispute and the search for alternative routes. It would appear that in the short-term horizon no change of the status quo is anticipated.

In May 2015, AB&R met jointly with the Senate Curriculum Committee and the Senate Learning and Research Committee to explore flexible learning strategies and budget parameters for developing programming.

Respectfully submitted,

Dr. Daniel Keyes
Chair, Academic Building and Resources Committee



IGS Review Interim Presentation

Dr. Thomas Heilke

Associate Dean, College of Graduate Studies

Director, Interdisciplinary Graduate Studies Program

thomas.heilke@ubc.ca

May 2015



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

THE COLLEGE OF GRADUATE STUDIES

Introduction: how we got here

1. Dean struck task force (Nov, 2014)
2. T.F. has had a dozen or more meetings
3. Faculty, Staff, Student consultations
4. Evidence from earlier student consultations, from previous faculty input, and other pre-T.F. inputs
5. Literature search/review
6. Next steps



How We Got Here: Problems Observed (1)

1. Disciplinary programs in IGS
2. IGS is poorly defined
3. PYOA and DIY degrees
 - a) Non-availability of courses
 - b) “drive-by interdisciplinarity”
 - c) No curricular common core
 - d) Attrition instruments lacking
 - e) No meaningful path-dependency in curriculum
 - f) Unaccountable inconsistencies in credit requirements for thesis completion



How We Got Here: Problems Observed (2)

4. Over-use of directed readings courses
5. Program requirements inconsistencies
(comp exams; methods vs. topics)
6. Student funding
7. Disciplinary conflicts in interdisciplinary
setting



UBC presumptions that go without saying

The foundation for any UBC program

1. Faculty qualifications
2. Governance
3. Admissions
4. Curriculum

Quality & Rigour

- Processes and structures above
- Defined objectives

Accountability

- Processes and structures above



Three Core Principles for IGS

1. True Interdisciplinarity

- a) Faculty working with each other and with students across disciplines in teaching and research
- b) Provides the unique advantages of an interdisciplinary degree
- c) Explicitly develops and documents a curriculum with flexible structure
- d) Thematic clusters
- e) Model for academic innovation
- f) Institutional-level, unit-level, program-level strategic and long-term thinking



Three Core Principles for IGS

2. Flexibility

- a) Variety of program types
 - i. Degree program, certificate programs, single classes, themes, etc.
- b) Experiential learning alongside traditional graduate formats; faculty team-teaching, co-teaching, lecturing singly, co-convening, co-contributing, etc.
- c) Experimental courses
- d) Faculty incentives



Three Core Principles for IGS

3. Creativity/Innovation

- a) Review themes regularly
- b) Allow emergence of new themes
- c) Tie themes to research
- d) Create faculty incentives
- e) Develop cohorts and facilitate peer learning



Next Steps

- Review Report
- Curriculum Proposal
- Implementation Plan





a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250.807.9619
Fax 250.807.8007
www.senate.ubc.ca

May 14, 2015

To: Okanagan Senate

From: Curriculum Committee and Admissions and Awards Committee

Subject: Joint Report Curriculum and Admissions Proposal (approval)
– Health & Exercise Sciences Graduate Programs (M.A., M.Sc., Ph.D.)

The Curriculum Committee and the Admissions & Awards Committee have reviewed the material forwarded to it by the Faculty of Health and Social Development (School of Health & Exercise Sciences) and encloses those proposals it deems ready for approval.

Currently, Health & Exercise Sciences is a theme within the Interdisciplinary Graduate Studies degree program, College of Graduate Studies. This proposal is the creation of specific M.A., M.Sc., Ph.D. degrees within the School of Health & Exercise Sciences.

As such, the following is recommended to Senate:

Motion: *That Senate approve the new Health & Exercise Sciences graduate-level degree programs (M.A., M.Sc., Ph.D.), new courses and revised courses brought forward from the Faculty of Health and Social Development.*

- a. Updated Calendar pages, sections:
 - i. College of Graduate Studies table of contents
 - ii. Program Overview
 - iii. Admissions Requirements
 - iv. Program Requirements
 - v. Contact Information
- b. Curriculum Renewal: New Courses
 - i. HMKN 506 (3) Research Methods in Health and Exercise Sciences
 - ii. HMKN 510 (3) Advanced Respiratory Physiology and Pathology
 - iii. HMKN 513 (3) Advanced Topics in Sensorimotor Neuroscience

- iv. HMKN 521 (3) Advanced Application of Theories of Health Behaviour Change
- v. HMKN 527 (3) Population Health and Epidemiology
- vi. HMKN 529 (3) Determinants of Health
- vii. HMKN 531 (3) Cerebrovascular Physiology
- viii. HMKN 532 (3) Exercise Prescription for the Management of Chronic Disease
- ix. HMKN 533 (3) Neuromuscular Physiology
- x. HMKN 545 (3/6) d Special Topics in Health and Exercise Sciences
- xi. HMKN 549 (18) M.A./M.Sc. Thesis
- xii. HMKN 649 (0) Ph.D. Dissertation

c. Curriculum Renewal: Revised Courses

- i. HMKN 501 (1) Research Seminar in Health & Exercise Sciences
- ii. HMKN 410 (3) Respiratory Disease: Pathology to Prescription
- iii. HMKN 421 (3) Advanced Theories of Health Behaviour Change

For the Committees,

Dr. Peter Arthur
Chair, Curriculum Committee

**GRADUATE PROGRAM PROPOSAL
SCHOOL OF HEALTH AND EXERCISE SCIENCES
UBC – OKANAGAN CAMPUS**

1. RATIONALE

The School of Health and Exercise Sciences (HES) at UBC Okanagan has experienced substantial expansion over the last 5 years with current undergraduate enrollment at well over 700 students. The School has 15 tenured and tenure-track faculty members with well-funded research programs in the biological, natural or social sciences as applied to health and exercise. This research covers topics in areas such as cardiovascular, respiratory and neuromuscular physiology, motor control, health behaviour, health services research and population health. These programs fit within the broader discipline of Kinesiology, which places HES in an excellent position to offer a corresponding graduate program that will cater to the specific needs of graduate students interested in health sciences.

The Graduate Program in HES will offer M.A./M.Sc. and Ph.D. degrees. We anticipate that applicants to the program will have interests in health sciences and will come from a variety of backgrounds within the biological, natural, and social sciences. The M.A. will typically be completed by students pursuing studies in the social science content areas such as health behaviour, health services research and population health. In contrast, the M.Sc. will typically be completed by students pursuing studies in the biological and/or natural science content areas such as cardiovascular, respiratory and neuromuscular physiology, or motor control. The M.A./M.Sc. degree will provide a strong foundation in at least one core health science content area, while the Ph.D. degree will build on this foundation and will allow students to develop the research skills necessary for a career in Health and Exercise Sciences. Both programs will provide students with advanced training and development in leading edge research and will place a strong emphasis on student career development training, (i.e. scholarship/grant writing, manuscript readiness, knowledge translation, public presentations), so that graduates will have the requisite skill set for future careers in academia, industry or health-care. The program will foster collaborative study in a collegial atmosphere, enhancing the University's research profile and output. It is anticipated that the creation of this program will in turn attract new students and faculty to the University.

2. PROGRAM OVERVIEW

HES proposes to offer graduate training focused on health sciences with either a social or biological specialization leading to an M.A. or M.Sc. degree, respectively, or a Ph.D. degree. Students will learn the theoretical, technical, analytical, and communication skills needed to address knowledge gaps in their areas of expertise by designing and conducting original research of suitable quality to present at conferences and for publication in peer-reviewed academic journals.

This program will follow a mentorship model, thus, admission requires a faculty member to agree to act as a research supervisor. Applications meeting the minimum eligibility requirements are forwarded to potential supervisors identified by the applicant, and the recommendation for advisement is made by individual faculty members, established through committee recommendation to the College of Graduate Studies for admittance to the University of British Columbia, Okanagan Campus.

The M.A./M.Sc. program will consist of course work, original research, and the submission of a thesis that is defended at an oral examination. The Ph.D. program will consist of course work as required, completion of a comprehensive exam, original research, and the submission of a dissertation that is defended at an oral examination.

3. PROGRAM ADMINISTRATION

GRADUATE PROGRAM MEMBERSHIP

Faculty members appointed in HES (Appendix I) are eligible for membership in the HES Graduate Program. They will be expected to have a Ph.D. or equivalent, an active research program and/or experience in the successful mentorship of graduate students. Members will deliver graduate courses in the program (Appendix II), supervise graduate students, and sit on Supervisory Committees of other members' students. Current eligible members include the following:

Full Professors

Phil Ainslie, Gordon Binsted, Paul van Donkelaar

Associate Professors

Alan Davidson, Neil Eves, Ali McManus, Jennifer Jakobi

Assistant Professors:

Cristina Caperchione, Glen Foster, Gareth Jones, Mary Jung, Jonathan Little, Chris McNeil, Colin Reid

*Instructors are eligible to serve on graduate committees, but are not allowed to act as graduate student supervisors.

Instructors:

Greg DuManoir, Zoe Soon, Sally Willis-Stewart

TARGETED ENROLLMENT

There are currently ~750 undergraduate students in HES and 39 graduate students. With 1 new research faculty member arriving in July 2105 (Dr. Heather Gainforth), we will have 15 research faculty who will be eligible to serve as graduate student supervisors. With this faculty complement, we project that there will be ~45 ongoing graduate students in the program.

FACULTY CAPACITY

We plan to offer graduate courses in each of the content specific areas on an ongoing basis. However, all proposed graduate courses would not be offered every year. Rather, some individual courses will be offered during alternate years in each of the broad content areas within the School. This will allow us to properly balance teaching assignments across Faculty, while still providing graduate students access to appropriate courses in their areas of interest.

HES GRADUATE PROGRAM COORDINATOR

The HES Graduate Program Coordinator (GPC) will serve as the primary administrator for the HES Graduate Program. This individual must be a member of the School of Health and Exercise Sciences and will be appointed to this position by the School Director. The GPC will have the following responsibilities:

- Act as Chair of the HES Graduate Program Committee (see below)
- Ensure that program standards are maintained.
- Implement approved changes in programming.
- Mediate conflict resolution between student, supervisor and/or faculty.
- Facilitate workshops and training of students for professional development.
- Act as chair of the Scholarship Committee
- Liaise with the College of Graduate Studies regarding:
 - Arranging the review of applications to the program.
 - Recommendations to the Dean of Graduate Studies regarding assessment of credit, which may be approved for previous coursework.
 - Composing a student's Supervisory Committee
 - Ensuring that a student's Supervisory Committee conducts an annual review, which is sent to the College of Graduate Studies.
 - Intervening and guiding in situations where progress is deemed inappropriate by student, advisor, or Supervisory Committee.
- Advise faculty supervisors in:
 - Mentoring graduate students in all aspects of degree progression (course work to paper work).
 - Organizing a student's program of study.
 - Making arrangements for Ph.D. Comprehensive Examinations.
 - Making arrangements for the oral examination of submitted Master's theses.

HES GRADUATE PROGRAM COMMITTEE

The HES Graduate Program Committee will consist of the GPC and two additional faculty members chosen by the School Director. This committee will have the following responsibilities:

- Advise/inform the GPC on matters pertaining to the program.
- Oversee admissions recommendations:-

BUDGET

The current projected budget required to support the HES Graduate Program is summarized in Appendix III. The funding for the program will come from the HES School Budget.

4. MASTER'S PROGRAM

Admission Requirements

Applicants to the M.A. or M.Sc. programs from universities within North America are normally expected to have a bachelor's degree in a biological, natural, or health science with a B+ (76%) average or higher in their third- and fourth-year classes or at least 12 credits in third- and fourth-year classes in their intended field of study with an A- (80%) or higher average. Applicants who have a four-year baccalaureate degree, or its academic equivalent, who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience to offset such deficiencies, may be granted admission at the written request of the prospective supervisor and on the recommendation of the HES Graduate Committee and approval of the Dean of the College of Graduate Studies. Please see the College of Graduate Studies website: <http://gradstudies.ok.ubc.ca/prospective/application-admission/admission-requirements.html>.

International applicants must hold credentials comparable to an approved Canadian four-year academic undergraduate degree and superior academic standing. Please see the College of Graduate Studies website: <http://gradstudies.ok.ubc.ca/prospective/application-admission/admission-requirements/min-academic-requirements-international.html>.

Applicants from universities outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Test scores must have been taken within the last 24 months. Acceptable English language proficiency tests for applicants are listed on the College of Graduate Studies website (<http://gradstudies.ok.ubc.ca/prospective/application-admission/admission-requirements/english-proficiency.html>).

M.A./M.Sc. Supervisory Committee

The Supervisory Committee for M.A./M.Sc. students will consist of at least 3 tenured and tenure-track faculty members, two of whom (including the supervisor) must be a tenured or tenure-track faculty with HES Graduate Membership. The third member can be from any unit within or outside UBCO. If the latter, they must receive approval from the HES Program Coordinator and the College of Graduate Studies to serve on the Supervisory Committee. Although, primary supervision of a student rests with the student's thesis supervisor, the Supervisory Committee will have the following responsibilities:

- Organize the student's program of study.

- Meet at least twice per year (usually once per term) with the student to review progress.
- File a report outlining that progress with the GPC. The report may include recommendations concerning additional required courses, transfer to the Ph.D. program, or a request to withdraw from the M.A./M.Sc. program.
- Read and provide feedback on the student's thesis and attend the student's thesis defense to determine whether the student should be granted the Master's degree.

Program Requirements

The M.A. and M.Sc. degrees require completion of HMKN 501, an 18-credit lab-based or fieldwork research thesis (HMKN 549), and a minimum of 12 additional credits of coursework. All coursework must be completed with a cumulative average of 76% or higher.

The elective course(s) must be approved by the student's supervisory committee. The supervisory committee may require additional coursework, if this is necessary for successful completion of the thesis research. Credit may be granted for previous coursework completed at another institution at the written request of the prospective supervisor and on the recommendation of the HES Graduate Committee and approval of the Dean of the College of Graduate Studies.

M.A./M.Sc. Degree Completion

To complete the M.A./M.Sc., a candidate must fulfill the program requirements specified above with:

- An average of 76% (B+) achieved across all course work taken for credit.
- A minimum of 72% (B) achieved in every course taken for credit.
- When a grade of less than 72% is obtained in a course, upon the recommendation of the student's Supervisory Committee, and with approval of the College of Graduate Studies, the student may repeat the course for higher standing or take an alternative course. When repeating a failed course, a minimum mark of 76 must be obtained otherwise the student will be required to withdraw from the program.
- Completion of HMKN 501
- Submission of an acceptable (as determined by the Supervisory Committee) written research thesis.
- Successful oral defense of the thesis.

Master's Thesis

The thesis may be submitted at any time of the year, but candidates are advised to adhere to the schedule outlined by the College of Graduate studies to allow ample time for revision and examination. It is understood that, as the thesis is being written, the candidate will be in regular communication with the Supervisory Committee. When the Supervisory Committee is satisfied with the thesis, arrangements will be made for a final oral examination.

M.A./M.Sc. Student Transfer to Ph.D. Program

M.A./M.Sc. students who wish to transfer to the Ph.D. program can do so provided they have successfully completed 9 credits of coursework at the 500 level with at least a 90% average within 18 months of entering into the program and receive approval from the Dean of Graduate Studies. The 90% average was determined to ensure that only the best graduate students would qualify to transfer if desired. This average aligns well with our current Ph.D. students. Clear evidence of research ability, progress and potential must also be shown as determined by a student's Supervisory Committee.

5. Ph.D. PROGRAM**Admission Requirements**

Applicants to the Ph.D. program from universities within North America normally require a thesis-based master's degree in Health and Exercise Sciences, Human Kinetics, Kinesiology or another related field of study, along with appropriate graduate coursework. Applicants with an undergraduate or graduate degree in a non-kinesiology program may be considered for admission, particularly if they have a strong background in biological, natural or social sciences applied to health and/or exercise. In exceptional cases, students not meeting these requirements may be admitted to the program provided they have the support of a faculty advisor, approval from the HES Graduate Program Committee, and permission from the Dean of Graduate Studies. Please see the College of Graduate Studies website for details.

(<http://gradstudies.ok.ubc.ca/prospective/application-admission/admission-requirements.html>)

International applicants must hold credentials comparable to an approved Canadian two-year Master's degree and superior academic standing. Please see the College of Graduate Studies website for details. (<http://gradstudies.ok.ubc.ca/prospective/application-admission/admission-requirements/min-academic-requirements-international.html>).

Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Test scores must have been taken within the last 24 months. Acceptable English language proficiency tests for applicants are listed on the College of Graduate Studies website (<http://gradstudies.ok.ubc.ca/prospective/application-admission/admission-requirements/english-proficiency.html>).

Ph.D. Supervisory Committee

The Supervisory Committee for Ph.D. students will consist of at least 3 faculty members, two of whom (including the supervisor) must be faculty members in HES. Although primary supervision of a student rests with the student's supervisor, the Supervisory Committee will have the following responsibilities:

- Organize the student's program of study.

- Meet at least twice a year (usually once per term) with the student to review progress.
- File a report outlining that progress with the GPC.
- Prepare questions for the student's comprehensive examination and review and grade the student's written and oral components of their comprehensive examination.
- Read and provide feedback on the student's dissertation proposal and attend the student's dissertation proposal defense to determine whether the student's planned research should be approved.
- Read and provide feedback on the student's dissertation and attend the student's dissertation defense to determine whether the student's completed research warrants the granting of the Ph.D. degree.

Program Requirements

The Ph.D. degree requires completion of a substantial, original research-based dissertation (HMKN 649) under the supervision of a faculty member in the Health and Exercise Sciences graduate program. Ph.D. students are not required to complete any additional coursework unless: 1) required by the supervisory committee, or 2) as a condition of admission. Within 18 months of registering in the program, Ph.D. students are required to present a research proposal and pass a comprehensive oral examination designed to assess the student's breadth of knowledge in the general subject area(s) of the proposed research.

Credit may be granted for previous coursework completed at another institution at the written request of the prospective supervisor and on the recommendation of the HES Graduate Committee and approval of the Dean of the College of Graduate Studies.

Ph.D. Degree Completion

To complete the Ph.D. program, a candidate must fulfill the following requirements:

- An average of 80% (A-) achieved across all course work taken for credit.
- A minimum of 76% (B+) achieved in every course taken for credit.
- When a grade of less than 76% is obtained in a course, upon the recommendation of the student's Supervisory Committee, and with approval of the College of Graduate Studies, the student may repeat the course for higher standing or take an alternative course. When repeating a failed course, a minimum mark of 80% must be obtained otherwise the student will be required to withdraw from the program.
- Completion of HMKN 501
- Completion of a comprehensive oral examination will normally take place within 18 months of degree start date. If the comprehensive examination is failed, the student may undergo re-examination, but a second failure will require withdrawal from the Ph.D. program.
- Submission of an acceptable (as determined by the Supervisory Committee) written dissertation proposal.
- Successful oral defense of the dissertation.

Comprehensive Examination Details

The HES Graduate Program Comprehensive Examinations Details are outlined in Appendix IV.

Dissertation Proposal

The dissertation proposal will be comprised of both a written and an oral component. Both components must be approved by the Supervisory Committee prior to advancement to candidacy.

Dissertation Oral Examination

The dissertation may be submitted at any time of the year, but candidates are advised to adhere to the schedule advised by the College of Graduate Studies to allow ample time for revision and examination. It is understood that, as the dissertation is being written, the candidate will be in regular communication with the Supervisory Committee. When the Supervisory Committee is satisfied with the dissertation, arrangements will be made for a final oral examination via the College of Graduate Studies. In addition to the Supervisor and one or two members of the Supervisory Committee, the dissertation will be assessed by an examiner external to UBC as well as by a University Examiner from either the Okanagan or Vancouver Campus. The College of Graduate Studies makes arrangements for the final oral examination, and, in consultation with the Supervisory Committee, will choose the External Examiner. A copy of the final dissertation draft is then sent to the External Examiner. The External Examiner's written report must be received before the final examination of the dissertation can take place. It is understood that as a result of the final oral examination, corrections may be necessary to produce a revised final draft of the dissertation.

6. WITHDRAWING FROM THE PROGRAM

Policies surrounding withdrawal, reinstatement, and readmission follow those set out by the College of Graduate Studies:

(<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,984,1171>)

7. TEACHING ASSISTANTSHIP

Graduate students in the program will be eligible to serve as teaching assistants for leading labs and grading in undergraduate courses (see Budget – Appendix III). This opportunity will assist students in learning how to communicate content area information to undergraduate students. As part of their role as teaching assistants, students will be mentored in teaching skills.

Appendix I: Program Members

- Ainslie:** cerebrovascular physiology, hypoxia, physical activity, aging
- Binsted:** sensorimotor control, neural mechanisms underlying perception and action
- Caperchione:** health-related physical activity, health promotion, with an emphasis on culturally and linguistically diverse communities
- Davidson:** privatization of health care; rural health care, comparative health policy, health and social justice
- DuManoir:** cardiovascular exercise physiology in performance, aging, disease and environmental conditions, use of best practice and innovation in exercise science education
- Eves:** integrative respiratory and cardiovascular exercise physiology in health and chronic disease
- Foster:** integrative cardiopulmonary function, sleep apnea, heart disease
- Jakobi:** neuromuscular mechanisms contributing to age- and sex-related differences in functional movement, application of exercise as a novel pre and rehabilitation tool for functional independence
- Jones:** prehabilitation and rehabilitation in frail older adults and Parkinson's disease, functional decline in sarcopenic obesity
- Jung:** acute affective responses to exercise, message framing and self-efficacy in dietary behaviours, pursuing multiple goals in challenging circumstances
- Little:** skeletal muscle metabolism during exercise, exercise effects on glucose regulation in diabetes
- McNeil:** effects of aging on neuromuscular system and muscle fatigue and power generation
- McManus:** paediatric cardiopulmonary and vascular physiology, physical activity, sedentary behavior and obesity in childhood
- Reid:** health services research, long-term residential care, dementia, gerontology
- Soon:** skeletal and cardiac muscle cell biology, anatomy, physiology, and pathophysiology
- Stewart-Willis:** nutrition, exercise physiology, health promotion
- van Donkelaar:** neural mechanisms underlying sensorimotor control, effects of concussion on neurocognitive function

Appendix II: Proposed Courses

HMKN 501: Research Seminar in Health and Exercise Sciences

HMKN 506: Research Methods in Health and Exercise Sciences

HMKN 510: Advanced Respiratory Physiology and Pathology

HMKN 513: Advanced Topics in Sensorimotor Neuroscience

HMKN 521: Advanced Review and Application of Theories of Health Behaviour Change

HMKN 527: Population Health and Epidemiology

HMKN 529: Determinants of Health

HMKN 531: Cerebrovascular Physiology

HMKN 532: Exercise Prescription for the Management of Chronic Disease

HMKN 533: Neuromuscular Physiology

HMKN 545: Special Topics in Health and Exercise Sciences

HMKN 549: M.A. /M.Sc. Thesis

HMKN 649: Ph.D. Dissertation

Appendix III: Budget

The costs of the program will be funded through the School of Health and Exercise Sciences general budget with supplemental scholarship funding from the College of Graduate Studies allocation to the School.

	2013-14	2014-15*
Graduate Teaching Assistantships:	250,000	260,000
College of Graduate Students Scholarships:	105,000	127,000
Graduate Seminar Series:	22,500	22,500
Recruitment/Advertising:	3,000	3,000
*projected (subject to change)		

Appendix IV: Ph.D. Comprehensive Examination

The comprehensive examinations will be in accordance with the College of Graduate Studies Policy.

School of Health and Exercise Sciences Comprehensive Examination Procedures and Policies

Principles

The comprehensive examinations should:

1. Demonstrate a student's academic preparedness for an academic career in their chosen field of scholarly interest.
2. Demonstrate a student's preparedness for research in their specific area of study
3. Demonstrate breadth of knowledge of their field of study as a discipline
4. Demonstrate knowledge of ethical considerations within human and/or animal research
5. Demonstrate practical knowledge of the statistical and research methodological considerations in their specific field of research
6. Demonstrate a working knowledge of the historical and philosophical considerations that drive their chosen discipline

Procedures

Note: The comprehensive committee will normally be comprised of the Supervisory Committee. For all components of the comprehensive examination *except* the oral examination, the student's supervisor will act as chair of the comprehensive committee. For the oral examination only, a neutral chair from the School of Health and Exercise Sciences must be recruited by the primary supervisor.

1. A Ph.D. student will normally complete the comprehensive examination within the first 18 months of starting their doctoral studies, and before commencing the final dissertation research project.
2. The comprehensive examination will be comprised of a written and an oral component. Supervisory Committee members are to be notified at least two months in advance as to the date of the comprehensive examination so that they have sufficient time to prepare their questions.
3. The Ph.D. student will have two attempts to pass the comprehensive examinations. Both written and oral components must be passed. The failure of

either component will be considered a comprehensive failure, following which the student will be provided the opportunity to successfully complete the failed component(s) one more time. In the event of a second failure, the student will be required to withdraw from the Ph.D. program.

4. The written component of the comprehensive examinations will be comprised of 3 to 8 questions grouped into 3 or 4 general topic sub-sections. Each committee member will submit 2 to 3 questions to the Supervisory Committee chair (listed in terms of importance) on one of the general topic areas previously agreed upon by the committee and student. The chair will ensure that the total number of questions does not exceed 8. The student will be required to answer one question from each of the 3 or 4 general topic sub-sections of the examination. The chair of the committee will be responsible for circulating the student's written answers to the committee members.
5. The Ph.D. student will be provided a space and computer to sit down and write the examination. The committee chair will provide the student with the examination and review the instructions.
6. The format of the examination is to be considered closed book. Total examination time will be 8 hours: 4 hours in the morning, one hour for lunch and four hours in the afternoon.
7. Examining members will have three working days to evaluate the written responses. At that time a rating of pass/conditional-pass/fail will be forwarded to the committee chair.
8. Evaluation of the written component entails:

Committee members will rate the student's written examination as:

- a. Pass: the student's answers are acceptable in their current form. The member is satisfied with student's knowledge and is prepared to continue with the oral examination. A designation of "Pass with Distinction", as determined by the examining committee, will be assigned to a student whose performance in either or both written and oral examinations are unanimously judged to be outstanding.
- b. Conditional Pass: the student's work is defensible, yet may be lacking in some regard. Here defensible should correspond to Good in the University of British Columbia grading system. Specifically, the member is willing to examine the student further and would usually request additional written work to satisfy the written examination component.
- c. Fail: the student's work is deemed inadequate. The member is unwilling to continue with the examination as they feel the student is not sufficiently prepared for progression to Ph.D. candidacy.

9. The student must receive either a pass or conditional-pass on the written component prior to proceeding with the oral exam. There must be a majority rating of pass or conditional-pass from the committee members.
10. In the case of a Pass/Conditional Pass on the written component, an oral examination will be scheduled within approximately 14 days following submission of the written portion of the examination.
11. In the event of a Unanimous Fail being received for the written component:
 - a. A written report by each committee member should be sent to the GPC with specific comments for the student regarding what needs to change in six months.
 - b. The oral component will not be undertaken.
 - c. The student has 6 months to take the examination a second time
12. The oral examination requires participation of all committee members in person during the entire examination process. The examination will normally last 2-3 hours and will proceed as follows:
 - a. 1 round of questions where each member has up to 20 minutes to evaluate the student
 - b. 1 round of questions with no time limit per examiner. If the examiner is satisfied they may pass the student
 - c. Following completion of round 2, the student will be asked to leave and the committee will meet to render a decision
 - d. At any time during the examination the student may request a 15-minute break. The chair will ask the committee if a break is required at the completion of round 1.
13. Evaluation of the oral component entails:

Committee members will rate the student's oral examination by secret ballot as:

 - a. Pass: the student's answers are acceptable. The member is satisfied with student's knowledge and is prepared to have the student continue with Ph.D. Candidate status.

- b. Fail: the student's work is deemed inadequate. The member feels the student is not sufficiently prepared for progression to Ph.D. candidacy.
- 14. In order to advance, the student must receive a Unanimous Pass on the oral component. If the examiners are unable to achieve unanimity regarding the written examination, there must be no further discussion and the committee must report "Failure to Reach Unanimous Decision" to the Graduate Coordinator. The final decisions will be at the discretion of the Graduate Coordinator, who, before rendering a decision, will consult with the members of the examination committee and the Dean of Graduate Studies.
- 15. In the event of a Fail being received for the oral component, the committee may require:
 - a. A new examination, including both oral and written components be completed
 - b. Solely a new oral examination be completed

The composition of the Committee will remain the same if a re-examination is required.

- 16. Prior to continuing progression to Ph.D. Candidate standing, all conditions must be removed by the examining committee (Conditional Pass in the written examination).

Curriculum Proposal Form – Okanagan Campus

<p>Faculty: Health and Social Development School: Health and Exercise Sciences Faculty/School Approval Date: Oct. 7, 2013 Effective Session: 2015W</p>	<p>Date: March 2014 Contact Person: Dr. Paul van Donkelaar Phone: 250-807-9958 Email: paul.vandonkelaar@ubc.ca</p>
<p>Type of Action: Addition of 3 new graduate programs (M.A., M.Sc., Ph.D.) in Health and Exercise Sciences along with associated graduate courses.</p>	
<p>Rationale: The School of Health and Exercise Sciences (HES) at UBC Okanagan has experienced substantial expansion over the last 5 years with current enrollment at well over 700 students. The School has 17 tenured and tenure-track faculty members with well-funded research programs in the biological, natural or social sciences as applied to health and exercise. This research covers topics in areas such as cardiovascular, respiratory and neuromuscular physiology, motor control, health behaviour, health services research and population health. These programs fit within the broader discipline of Kinesiology which places HES in an excellent position to offer a corresponding graduate program that will cater to the specific needs of graduate students interested in health sciences.</p> <p>The Graduate Program in HES will offer M.A./M.Sc. and Ph.D. degrees. We anticipate that applicants to the program will have interests in health sciences and will come from a variety of backgrounds within the biological, natural, and social sciences. The M.A./M.Sc. degree will provide a strong foundation in at least one core health science content areas, whereas the Ph.D degree will build on this foundation and will allow students to develop the research skills necessary for a career in Health and Exercise Sciences. Both programs will provide students with advanced training and development in leading edge research and will place a strong emphasis on student career development training, (i.e. scholarship/grant writing, manuscript readiness, knowledge translation, public presentations), so that graduates will have the requisite skill set for future careers in academia, industry or health-care. The program will foster collaborative study in a collegial atmosphere, enhancing the University's research profile and output. It is anticipated that the creation of this program will in turn attract new students and faculty to the University.</p>	

<p>Proposed Academic Calendar Entry: Homepage (draft) Faculties, Schools, and Colleges College of Graduate Studies</p> <p>College of Graduate Studies</p> <p>Contents</p> <p>Introduction →</p> <p>Admission →</p> <p>Classification of Students →</p> <p>Academic Regulations →</p> <p>Awards and Scholarships →</p> <p>Interdisciplinary Graduate Studies →</p> <p>Biochemistry and Molecular Biology →</p> <p>Biology →</p> <p>Chemistry →</p> <p>Education →</p> <p>Engineering →</p> <p>English →</p> <p>Environmental Sciences →</p> <p>Health and Exercise Sciences →</p> <p>Mathematics →</p> <p>Nursing →</p> <p>Psychology →</p> <p>Social Work →</p> <p>Proposed Academic Calendar Entry: Homepage (draft) Faculties, Schools, and Colleges College of Graduate Studies Health and Exercise Sciences</p> <p>Health and Exercise Sciences</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,0,0</p> <p>Present Academic Calendar Entry: Homepage (draft) Faculties, Schools, and Colleges College of Graduate Studies</p> <p>College of Graduate Studies</p> <p>Contents</p> <p>Introduction →</p> <p>Admission →</p> <p>Classification of Students →</p> <p>Academic Regulations →</p> <p>Awards and Scholarships →</p> <p>Interdisciplinary Graduate Studies →</p> <p>Biochemistry and Molecular Biology →</p> <p>Biology →</p> <p>Chemistry →</p> <p>Education →</p> <p>Engineering →</p> <p>English →</p> <p>Environmental Sciences →</p> <p>Mathematics →</p> <p>Nursing →</p> <p>Psychology →</p> <p>Social Work →</p> <p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: N/A</p>
---	---

Contents

Program Overview →

Admission

Requirements →

Program Requirements →

Contact Information →

Proposed Academic Calendar Entry:

Homepage (draft) Faculties, Schools, and
Colleges College of Graduate Studies

Health and Exercise Sciences

Program Overview

Program Overview

Degrees Offered: M.A., M.Sc., Ph.D

The Health and Exercise Sciences
graduate program offers full-time,
research-based Master of Arts, Master
of Science, and Doctor of Philosophy
degrees. We anticipate that applicants to
the program will have interests in health
sciences and will come from a variety of
backgrounds within the biological,
natural, and social sciences. The M.A.
will typically be completed by students
pursuing studies in the social science
content areas such as health behaviour,
health services research and population
health. In contrast, the M.Sc. will
typically be completed by students
pursuing studies in the biological and/or
natural science content areas such as
cardiovascular, respiratory and
neuromuscular physiology, or motor
control.

For participating faculty of Health and
Exercise Sciences and their research
interests, please consult the Health and
Exercise Sciences website.

Proposed Academic Calendar Entry:
Homepage (draft) Faculties, Schools, and
Colleges College of Graduate Studies
Health and Exercise Sciences
Admission Requirements

Admission Requirements

Master of Arts (M.A.) / Master of **Science (M.Sc.)**

The Health and Exercise Sciences M.A.
and M.Sc. programs are governed by the
general graduate guidelines of the
College of Graduate Studies' policies and
procedures, including its standards for
admission of students. Applicants to the
M.A. or M.Sc. programs are normally
expected to have a bachelor's degree in a
biological, natural, social science, health
science, or another related field of study
with a B+ (76%) average or higher in
their third- and fourth-year classes or at
least 12 credits in third- and fourth-year
classes in their intended field of study
with an A- (80%) or higher average.
Their background training must be
sufficient for advanced work in their
chosen field. Please see the College of
Graduate Studies
website: [http://gradstudies.ok.ubc.ca/pro](http://gradstudies.ok.ubc.ca/prospective/application-admission/admission-requirements.html)
spective/application-
admission/admission-requirements.html.

Applicants from universities outside
Canada in which English is not the
primary language of instruction must
present evidence of competency to
pursue studies in the English language
prior to being extended an offer of
admission. Test scores must have been

taken within the last 24 months. Acceptable English language proficiency tests for applicants to the College of Graduate Studies are listed on the College of Graduate Studies website (<http://gradstudies.ok.ubc.ca/prospective/application-admission/admission-requirements/english-proficiency.html>).

No applicant will be admitted to the program until a member of the Health and Exercise Sciences faculty has agreed to supervise the thesis research; thus, applicants are strongly urged to identify and contact a potential research supervisor prior to submitting their application materials.

In exceptional cases, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience to offset such deficiencies, may be granted admission on the recommendation of the HES Graduate Committee and with the approval of the Dean of the College of Graduate Studies

Doctor of Philosophy (Ph.D.)

The Health and Exercise Sciences Ph.D. program is governed by the general graduate guidelines of the College of Graduate Studies' policies and procedures, including its standards for the admission of students. Ph.D. applicants will normally have a thesis-based master's degree in a biological, natural, social science, health science or another related field of study, along with appropriate undergraduate and graduate coursework. Their background training must be sufficient for advanced work in their chosen field. Please see the College of Graduate Studies website: <http://gradstudies.ok.ubc.ca/pro>

spective/application-admission/admission-requirements.html.

Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Test scores must have been taken within the last 24 months. Acceptable English language proficiency tests for applicants to the College of Graduate Studies are listed on the College of Graduate Studies website (<http://gradstudies.ok.ubc.ca/prospective/application-admission/admission-requirements/english-proficiency.html>).

No applicant will be admitted to the program until a member of the Health and Exercise Sciences faculty has agreed to supervise the thesis research; thus, applicants are strongly urged to identify and contact a potential research supervisor prior to submitting their application materials.

In exceptional cases, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience to offset such deficiencies, may be granted admission on the recommendation of the HES Graduate Committee and with the approval of the Dean of the College of Graduate Studies

Proposed Academic Calendar Entry:
Homepage (draft) Faculties, Schools, and
Colleges College of Graduate Studies
Health and Exercise Sciences
Program Requirements

Program Requirements

Master of Arts (M.A.) / Master of **Science (M.Sc.)**

The M.A. and M.Sc. degrees require
completion of HMKN 501 and HMKN
506, an 18-credit lab-based or fieldwork
research thesis (HMKN 549), and a
minimum of 9 additional credits of
coursework. Students must obtain an
overall average of 76% or higher.

Elective course(s) must be approved by
the student's supervisory committee. The
supervisory committee may require
additional coursework, if this is
necessary for successful completion of
the thesis research.

Doctor of Philosophy (Ph.D.)

The Ph.D. degree requires completion of
a substantial, original research-based
thesis (HMKN 649) under the
supervision of a faculty member in the
Health and Exercise Sciences graduate
program. Ph.D. students are not
required to complete any additional
coursework unless: 1) required by the
supervisory committee, or 2) as a
condition of admission. Within 18
months of registering in the program,
Ph.D. students are required to present a
research proposal and pass a
comprehensive oral examination
designed to assess the student's breadth
of knowledge in the general subject
area(s) of the proposed research.

Students registered in the M.A./M.Sc. program may transfer to the Ph.D. program provided they have successfully completed 9 credits of coursework at the 500 level with at least a 90% average within 18 months of entering into the program. Such transfers must comply with the regulations of the College of Graduate Studies.

Proposed Academic Calendar Entry:
Homepage (draft) Faculties, Schools, and Colleges
College of Graduate Studies
Health and Exercise Sciences
Contact Information

Contact Information

Prior to completing a formal application for graduate studies, applicants should first identify and contact a faculty member with similar research interests in order to ascertain their potential interest in serving as the thesis research supervisor. Questions pertaining to the program should be directed to the Health and Exercise Sciences Graduate Program Coordinator [<link>](#).

For current information, consult the Health and Exercise Sciences website [<link>](#).

Curriculum Proposal Form New/Revised Courses – Okanagan Campus

Category: 1

<p>Faculty: Health and Social Development School: Health and Exercise Sciences Faculty Approval Date: October 7, 2013 Effective Session: 2015W</p>	<p>Date: June 2013 Contact Person: Colin Reid Phone: 250-807-9910 Email: colin.reid@ubc.ca</p>
<p>Proposed Academic Calendar Entry:</p> <p>HMKN 410 (3) Respiratory Disease: Pathology to Prescription Common respiratory diseases of the adult, including acute and chronic disorders. Respiratory diagnostics, therapeutics, and exercise interventions applied to these disorders. <u>Credit will not be granted for both HMKN 410 and HMKN 510. [3-0-0]</u></p> <p><u>HMKN 510 (3) Advanced Respiratory Physiology and Pathology</u> <u>Advanced respiratory physiology and pathophysiology of common respiratory diseases. Respiratory diagnostics, effect of respiratory therapeutics, and the role of exercise in the treatment of respiratory conditions. Credit will not be granted for both HMKN 510 and HMKN 410.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: N/A</p> <p>HMKN 410 (3) Respiratory Disease: Pathology to Prescription Common respiratory diseases of the adult, including acute and chronic disorders. Respiratory diagnostics, therapeutics, and exercise interventions applied to these disorders.</p> <p>Type of Action: New graduate course.</p> <p>Rationale: The School of Health and Exercise Sciences urgently requires graduate level courses for our graduate students. Further, there are currently no graduate level courses in the area of respiratory physiology at this campus. This course will aim to fill these needs.</p> <p>See full program proposal</p>

Curriculum Proposal Form New/Revised Courses – Okanagan Campus

Category: 1

<p>Faculty: Health and Social Development School: Health and Exercise Sciences Faculty Approval Date: October 7, 2013 Effective Session: 2015W</p>	<p>Date: June 2013 Contact Person: Colin Reid Phone: 250 -807-9910 Email: colin.reid@ubc.ca</p>
<p>Proposed Academic Calendar Entry:</p> <p>HMKN 421 (3) Advanced Theories of Health Behaviour Change Advanced theories in health and exercise psychology and their critical evaluation regarding utility for instilling and sustaining health behaviour change. <u>Credit will not be granted for both HMKN 421 and HMKN 521.</u> [3-0-0]</p> <p><i>Prerequisite:</i> All of HMKN 201, HMKN 321 and be fourth-year standing undergraduate students.</p> <p><u>HMKN 521 (3) Advanced Application of Theories of Health Behaviour Change</u></p> <p><u>In-depth examination of the most commonly used theories in health and exercise psychology to critically evaluate and apply their utility in instilling and sustaining health behaviour change. Credit will not be granted for both HMKN 521 and HMKN 421.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: N/A</p> <p>HMKN 421 (3) Advanced Theories of Health Behaviour Change Advanced theories in health and exercise psychology and their critical evaluation regarding utility for instilling and sustaining health behaviour change. [3-0-0] <i>Prerequisite:</i> All of HMKN 201, HMKN 321.</p> <p>Type of Action: New graduate course.</p> <p>Rationale: The School of Health and Exercise Sciences urgently requires graduate level courses for our graduate students. Further, there are currently no graduate level courses in the area of health behaviour change at this campus. This course will aim to fill these needs.</p> <p>See full program proposal.</p>

Curriculum Proposal Form Change to Course – Okanagan Campus

Category: 1

<p>Faculty: Health and Social Development School: Health and Exercise Sciences Faculty Approval Date: October 2013 Effective Session: 2015W</p>	<p>Date: June 2013 Contact Person: Colin Reid Phone: 250-807-9910 Email: colin.reid@ubc.ca</p>
<p>Present Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/courses.cfm?go=code&code=HMKN</p> <p><u>HMKN 501 (1) Research Seminar in Health and Exercise Sciences</u> <u>Seminar examining current topics, controversies, and arising research trends in health and exercise sciences. Pass/Fail. [0-0-1]</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/courses.cfm?go=code&code=HMKN</p> <p>Present Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/courses.cfm?go=code&code=HMKN</p> <p>HMKN 501 (3) Colloquium in Health and Exercise Sciences Seminar examining current topics, controversies, and arising research trends in health and exercise sciences. Pass/Fail. [0-0-3]</p> <p>Type of Action: Change in graduate course.</p> <p>Rationale: As part of the implementation of the Graduate Program in the School of Health and Exercise Sciences, HMKN 501 will be changed to a 1 credit, pass/fail, mandatory course for all graduate students. The goal is to encourage all students to attend the regularly scheduled research seminars that are held within the School as part of their graduate training.</p>

Curriculum Proposal Form New Course – Okanagan Campus

Category: 1	
Faculty: Health and Social Development School: School of Health and Exercise Sciences Faculty/School Approval Date: April 7, 2015 Effective Session: 2015W	Date: December 2013 Contact Person: Dr. Colin Reid Phone: 250.807.9910 Email: colin.reid@ubc.ca
Type of Action: New course.	
Rationale: Students in the School of Health and Exercise Sciences graduate MA and MSc programs require a strong foundation in research methods, experimental design and analytical approaches commonly used in health and exercise science research. This course will cover key research designs in health and exercise science from epidemiology to experimental psychology, as well as analytical approaches and ethical constraints of different approaches. See full program proposal.	
Proposed Academic Calendar Entry: <u>HMKN 506 (3) Research Methods in Health and Exercise Sciences</u> <u>Principles of research methods including philosophy of science, research designs, ethical considerations, critical analysis, qualitative and quantitative approaches, proposal development.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A

<p>Faculty: Health and Social Development School: Health and Exercise Sciences Faculty Approval Date: October 7, 2013 Effective Session: 2015W</p>	<p>Date: June 2013 Contact Person: Colin Reid Phone: 250-807-9910 Email: colin.reid@ubc.ca</p>
<p>Proposed Academic Calendar Entry:</p> <p><u>HMKN 513 (3) Advanced Topics in Sensorimotor Neuroscience</u></p> <p><u>Neurophysiological and functional neuroanatomical processes involved in the sensorimotor control of movement. Current theories and debates regarding peripheral and central contributions to control.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: N/A</p> <p>Type of Action: New graduate course.</p> <p>Rationale: The School of Health and Exercise Sciences urgently requires graduate level courses for our graduate students. Further, there are currently no graduate level courses in the area of sensorimotor neuroscience at this campus. This course will aim to fill these needs.</p> <p>See full program proposal.</p>

<p>Faculty: Health and Social Development School: Health and Exercise Sciences Faculty Approval Date: October 7, 2013 Effective Session: 2015W</p>	<p>Date: June 2013 Contact Person: Dr. Colin Reid Phone: 250-807-9910 Email: colin.reid@ubc.ca</p>
<p>Proposed Academic Calendar Entry:</p> <p><u>HMKN 527 (3) Population Health and Epidemiology</u></p> <p><u>Principles of epidemiology; population health study designs; concepts of health as they apply to populations and communities; biostatistical methods such as measures of risk and survival analysis; the application of evidence and critical thinking to issues of population health.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: N/A</p> <p>Type of Action: New graduate course.</p> <p>Rationale: The School of Health and Exercise Sciences urgently requires graduate level courses for our graduate students. Further, there are currently no graduate level courses in the area of population health at this campus. This course will aim to fill these needs.</p> <p>See full program proposal.</p>

Curriculum Proposal Form New Course – Okanagan Campus

Category: 1

Faculty: Health and Social Development School: Health and Exercise Sciences Faculty Approval Date: October 7, 2013 Effective Session: 2015W	Date: June 2013 Contact Person: Dr. Colin Reid Phone: 250-807-9910 Email: colin.reid@ubc.ca
Proposed Academic Calendar Entry: <u>HMKN 529 (3) Determinants of Health</u> <u>Principles of social epidemiology; factors contributing to health, life expectancy, disease, and disability in populations; theoretical frameworks associated with hypothesized mechanisms or pathways leading to health or disease; policy and program implications of research on the determinants of human health.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A Type of Action: New graduate course. Rationale: The School of Health and Exercise Sciences urgently requires graduate level courses for our graduate students. Further, there are currently no graduate level courses in the area of determinants of health at this campus. This course will aim to fill these needs. See full program proposal.

Curriculum Proposal Form New Course – Okanagan Campus

Category: 1

<p>Faculty: Health and Social Development School: Health and Exercise Sciences Faculty/School Approval Date: October 7, 2013 Effective Session: 2015W</p>	<p>Date: June 2013 Contact Person: Dr. Colin Reid Phone: 250-807-9910 Email: colin.reid@ubc.ca</p>
<p>Proposed Academic Calendar Entry:</p> <p><u>HMKN 531 (3) Cerebrovascular Physiology</u></p> <p><u>Examines the integrative mechanisms that regulate human brain blood flow in health and disease. Pathological (syncope, dementia, heart, and respiratory disease) and applied aspects (e.g., exercise, sleep, and aging) of cerebrovascular physiology. Aspects of practical training will be provided.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: N/A</p> <p>Type of Action: New graduate course</p> <p>Rationale: The School of Health and Exercise Sciences urgently requires graduate level courses for our graduate students. Further, there are currently no graduate level courses in the area of cerebrovascular physiology at this campus. This course will aim to fill these needs.</p> <p>See full program proposal.</p>

Curriculum Proposal Form New Course – Okanagan Campus

Category: 1

<p>Faculty/School: Health and Social Development School: Health and Exercise Sciences Faculty/School Approval Date: October 7, 2013 Effective Session: 2015W</p>	<p>Date: June 2013 Contact Person: Dr. Colin Reid Phone: 250-807-9910 Email: colin.reid@ubc.ca</p>
<p>Proposed Academic Calendar Entry:</p> <p><u>HMKN 532 (3) Exercise Prescription for the Management of Chronic Disease</u></p> <p><u>The use of exercise for the prevention and management of chronic disease and for sustaining functional independence in persons with physical and/or cognitive challenges.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: N/A</p> <p>Type of Action: New course.</p> <p>Rationale: The School of Health and Exercise Sciences urgently requires graduate level courses for our graduate students. Further, there are currently no graduate level courses in the area of exercise prescription for the management of chronic diseases at this campus. This course will aim to fill these needs.</p> <p>See full program proposal.</p>

Curriculum Proposal Form New Course – Okanagan Campus

Category: 1

<p>Faculty/School: Health and Social Development School: Health and Exercise Sciences Faculty/School Approval Date: October 7, 2013 Effective Session: 2015W</p>	<p>Date: June 2013 Contact Person: Dr. Colin Reid Phone: 250-807-9910 Email: colin.reid@ubc.ca</p>
<p>Proposed Academic Calendar Entry:</p> <p><u>HMKN 533 (3) Neuromuscular Physiology</u></p> <p><u>Fundamental concepts of the neuromuscular system as they relate to movement, exercise and sport. Special emphasis on physiological adaptations of the neuromuscular system as a result of acute (exercise, fatigue, training) and chronic (age, disease) perturbations.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: N/A</p> <p>Type of Action: New graduate course.</p> <p>Rationale: The School of Health and Exercise Sciences urgently requires graduate level courses for our graduate students. Further, there are currently no graduate level courses in the area of neuromuscular physiology at this campus. This course will aim to fill these needs.</p> <p>See full program proposal.</p>

Curriculum Proposal Form New Course – Okanagan Campus

Category: 1	
Faculty: Health and Social Development School: School of Health and Exercise Sciences Faculty/School Approval Date: April 7, 2015 Effective Session: 2015W	Date: December 2013 Contact Person: Dr. Paul van Donkelaar Phone: 250.807.8858 Email: paul.vandonkelaar@ubc.ca
Type of Action: New course.	
Rationale: The School of Health and Exercise Sciences urgently requires graduate level courses for our graduate students. The content comprising this graduate course will vary each time it is offered. This will provide flexibility in scheduling depending upon student needs and instructor availability and expertise. This course will aim to fill these needs. See full program proposal.	
Proposed Academic Calendar Entry: <u>HMKN 545 (3/6) d Special Topics in Health and Exercise Sciences</u> <u>Credit will not be granted for both HMKN 495 and HMKN 545 when the subject matter is of the same nature.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A

Curriculum Proposal Form

New Courses – Okanagan Campus

Category: 1

<p>Faculty: Health and Social Development School: Health and Exercise Sciences Faculty/School Approval Date: October 7, 2013 Effective Session: 2015W</p>	<p>Date: June 2013 Contact Person: Dr. Colin Reid Phone: 250-807-9910 Email: colin.reid@ubc.ca</p>
<p>Proposed Academic Calendar Entry:</p> <p><u>HMKN 549 (18) M.A./M.Sc. Thesis</u> <u>Pass/Fail.</u></p> <p><u>HMKN 649 (0) Ph.D. Dissertation</u> <u>Pass/Fail.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: N/A</p> <p>Type of Action: New graduate courses.</p> <p>Rationale: These courses are proposed in support of the creation of a graduate degree program in Human Kinetics.</p>



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619
Fax 250 807 8007
www.senate.ubc.ca/okanagan

May 14, 2015

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

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

Motion: That Senate accept the new award as listed and forward it to the Board of Governors for approval; and that a letter of thanks be sent to the donor.

New Award:

1. Proposed Award Title: **Van Leest Family Bursary**

A \$1,000 bursary has been established by the Van Leest family to support a fourth-year student in the Bachelor of Science in Nursing program in the Faculty of Health and Social Development at the University of British Columbia, Okanagan Campus. Preference is given to a student with the greatest financial need who has graduated from a secondary school in the Thompson Okanagan or Cariboo region. (First award available in the 2015 Winter Session)

Respectfully submitted,

Dr. Spiro Yannacopoulos
Chair, Admissions and Awards Committee



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619
Fax 250 807 8007
www.senate.ubc.ca/okanagan

May 14, 2015

To: Okanagan Senate

From: Admissions and Awards Committee

**Subject: Admissions Proposal (approval)(circulated):
Revision of the Admission Appeal Process**

Revision of the Admission Appeal Process

A revised Admission Appeal process has been proposed based on the feedback from the Working Group on Admission Appeal Process, a joint Working Group from the Vancouver Senate Admissions Committee and the Okanagan Senate Admissions & Awards Committee.

The revised process clarifies the process for appellants, details the various routes their appeal may follow for a more transparent appeal process, and also now includes specific information for appellants whose Admissions offer has been revoked.

The process has also been streamlined, with development of templates for use by the appellant, the faculty, Senate Committees, and Undergraduate Admissions. (Templates for approval at Committee level only).

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

Motion: That Senate approve the admissions proposal for the revised Admission Appeal process, effective upon Senate approval.

Respectfully submitted,

Dr. Spiro Yannacopoulos
Chair, Admissions and Awards Committee

Admissions Proposal Form Okanagan Campus

Faculty/School: - Dept./Unit: Enrolment Services, Senate Secretariat Faculty/School Approval Date: n/a Effective Session: effective upon Senate approval	Date: March 18, 2015 Contact Person: Maggie O'Neill Phone: 250.807.9619 Email: Maggie.oneill@ubc.ca
Type of Action: Revision of the Admission Appeal process	
Rationale: Based on the feedback from the Working Group on Admission Appeal Process, a joint Working Group from the Vancouver Senate Admissions Committee and the Okanagan Senate Admissions & Awards Committee, a revised Admission Appeal Process has been proposed. The revised process clarifies the process for appellants, details the various routes their appeal may follow for a more transparent appeal process, and also now includes specific information for appellants whose Admissions offer has been revoked. The process has also been streamlined, with development of templates for use by the appellant, the faculty, Senate Committees, and Undergraduate Admissions.	
Proposed Academic Calendar Entry: <i>Appeals</i> [12621] Appeals on Admission <u>or</u> Readmission Decisions [11845] Applications are screened carefully by Enrolment Services in accordance with Senate and faculty admission policies. Applicants who believe they have been unjustly denied admission <u>or readmission</u> to a program due to an error in process, or who believe that they	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,16,0,0 Homepage (draft) Admissions Appeals Present Academic Calendar Entry: <i>Appeals</i> [12621] Appeals on Admission Decisions [11845] Applications are screened carefully by Enrolment Services in accordance with Senate and faculty admission policies. Applicants who believe they have been unjustly denied admission to a program due to an error in

deserve special consideration due to mitigating circumstances, should discuss the matter with their admissions evaluator immediately upon receipt of their final admission or readmission decision. If a satisfactory resolution cannot be achieved, the applicant may submit a written appeal to Enrolment Services for review by the faculty or school responsible for the program to which the appellant has been refused. In some instances, as detailed below, appeal cases will be reviewed by the Senate Admissions & Awards Committee.

[13851] Appeals against admission or readmission decisions will be considered on applications for the current year only and must be submitted within 14 calendar days of the date of issue on the notification of an admission or readmission decision.

[13852] The appeal form <link to form> along with (a) A Letter of Appeal outlining the reasons for the appeal and the circumstances relating to the appeal, and (b) Any relevant supporting documents (see appeal form for details) should be submitted in one complete package to appeal.admissions@ubc.ca <hyperlink email address> by the deadline.

All Appeals on Admission or Readmission Decisions are sent by Enrolment Services to the faculty or school responsible for the program to which the appellant has been

process, or who believe that they deserve special consideration due to mitigating circumstances, should discuss the matter with their admissions evaluator immediately upon receipt of their final admission decision. If a satisfactory resolution cannot be achieved, the applicant may submit a written appeal to Enrolment Services for review by the ~~applicant's~~ faculty or school.

[13851] Appeals against admission decisions will be considered on applications for the current year only and must be submitted within ~~four weeks~~ of the date of issue on the notification of an admission decision, ~~or by the 15th of the month prior to the start of classes, whichever is earlier.~~

[13852] The letter of appeal should include (a) ~~the decision against which the applicant is appealing,~~ (b) ~~a statement of the grounds for the appeal,~~ (c) ~~a detailed account of the circumstances relating to the appeal,~~ and (d) ~~copies of any relevant documents.~~

[11846] Appeals to Senate Admissions and Awards Committee

~~[12617] Applicants who are unsuccessful in their appeal at the faculty or school level may~~

refused.

Based on whether or not the applicant has satisfied all relevant university-level admission standards as described in the policies and official regulations of the Academic Calendar, two routes are possible:

1. If the applicant satisfies the admission standards, yet the faculty or school denies the appeal, then Enrolment Services will ask if the applicant (appellant) wishes to have their appeal package forwarded to the Senate Admissions & Awards Committee for review. The applicant has five calendar days to respond.

The Committee may allow an appeal where it decides that a faculty or school may have overlooked or misinterpreted information provided by the appellant, arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the faculty's published procedures. The decision of the Committee will be communicated in writing to the appellant and to the dean of the faculty or school. The Committee's decision is final.

~~submit a written appeal to Enrolment Services for review by the Senate Admissions and Awards Committee. Enrolment Services reviews doubtful cases and cases of appeal against decisions made on the basis of Senate policy. Appeals to the Senate Admissions and Awards Committee must be submitted to Enrolment Services no later than the 15th of the month prior to the start of classes.~~

[12618] The Committee may allow an appeal where it decides that a faculty or school may have overlooked or misinterpreted information provided by the applicant, arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the faculty's published procedures. ~~Whenever possible, the student should provide documentary evidence to support the appeal.~~

~~[12619] Upon receipt of the appeal, Enrolment Services will send a copy of the Statement of Appeal to the dean of the relevant faculty or school, and ask the faculty or school to provide a written response. Enrolment Services will then forward copies of the student's appeal and the faculty or school's response to the Senate Admissions and Awards Committee for its consideration.~~

[12620] The decision of the Committee will be communicated in writing to the ~~student~~ and to the dean of the faculty or school ~~within 10 days of the hearing of the appeal.~~ The Committee's decision is final.

2. **If the applicant does not satisfy the admission standards, then the faculty or school's decision and comments, in addition to the appeal package, are automatically forwarded by Enrolment Services to the Senate Admissions & Awards Committee for review.** The decision of the Committee will be communicated in writing to the **appellant** and to the dean of the faculty or school. The Committee's decision is final.

Appeals on Revoked Admission Offers

Confirmation of the conditions of admission offers are reviewed carefully by Enrolment Services in accordance with Senate and faculty admission policies. Applicants who believe that **their conditional offer of admission has been unjustly revoked** due to an error in the process or who believe that they deserve special consideration due to mitigating circumstances **can appeal this decision.**

Appeals on revocations must be submitted

within 14 calendar days of the revocation decision email notifying that the offer of admission has been revoked.

The appeal form <link to form> along with (a) A Letter of Appeal outlining the reasons for the appeal and the circumstances relating to the appeal, and (b) Any relevant supporting documents (see appeal form for details) should be submitted in one complete package to appeal.admissions@ubc.ca <hyperlink email address> by the deadline.

All Appeals on Revoked Admission Offers are sent by Enrolment Services to the faculty or school for review. If the faculty or school decides to reinstate the offer of admission and the applicant has satisfied all relevant university-level admission standards as described in the policies and official regulations of the Academic Calendar, Enrolment Services ensures that the offer is reinstated.

If the faculty or school decides to support the reinstatement of the offer, but the applicant does not satisfy the relevant university-level admission standards, then Enrolment Services forwards the complete appeal package, with the faculty or school's decision and comments, to the Senate Admissions & Awards Committee for review.

If the faculty upholds the revocation, then the complete appeal package, with the faculty or school's decision and comments,

<p><u>are forwarded by Enrolment Services to the Senate Admissions & Awards Committee for review.</u></p> <p>The Committee may allow an appeal where it decides that a faculty or school may have overlooked or misinterpreted information provided by the applicant, arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the faculty's published procedures.</p> <p>The decision of the Committee will be communicated in writing to the <u>applicant (appellant)</u> and to the dean of the faculty or school. The Committee's decision is final.</p>	<p>[12622] Appeals may be submitted in writing to:</p> <p>UBC Okanagan Campus Admission Appeal</p> <p>e/o Enrolment Services</p> <p>The University of British Columbia</p> <p>3333 University Way</p> <p>Kelowna BC, V1V 1V7</p>
--	--



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619
Fax 250 807 8007
www.senate.ubc.ca/okanagan

May 14, 2015

To: Okanagan Senate

From: Admissions and Awards Committee

Subject: Annual Report – Appeals on Applications for Admission to Programs (information)

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, 2014 and April 30, 2015, the Admissions and Awards Committee heard 11 student appeals for admission to a degree program (compared to 12 in 2013/14, 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 (including 2 allowed, with EFP) and 5 were dismissed.

In brief:

- 1 to the Bachelor of Arts – non-EFP (allowed)
- 1 to the Bachelor of Arts through English Foundation Program (allowed)
- 3 to the Bachelor of Sciences – non-EFP (2 allowed)
- 1 to the Bachelor of Sciences through English Foundation Program (allowed)
- 2 to the Bachelor of Human Kinetics (1 allowed)
- 3 to the Bachelor of Management (0 allowed)

A Joint Working Group on Admission Appeals has proposed a streamlined and more transparent appeal process that should also facilitate improved communication among faculties, Enrolment Services, the Senate Admissions & Awards Committee, and the appellant. This may have an effect on the number of appeal cases in the future.

For the Committee,

Dr. Spiro Yannacopoulos
Chair, Admissions and Awards Committee



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate

University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619

Fax 250 807 8007

www.senate.ubc.ca/okanagan

May 14, 2015

To: Okanagan Senate

From: Appeals of Standing and Discipline Committee

Re: Annual Report 2014-2015 (information)

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 makes 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 during the period 1 May 2014 to 30 April 2015.

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>).

1. Academic Misconduct

During the Period 1 May 2014 to 30 April 2015, the Senate Committee heard 2 appeals involving students disciplined by the President upon the recommendation of the President’s Advisory Committee on Student Discipline, as follows:

1) 13 May 2014

The student was disciplined for having an unauthorized device in their possession during a midterm examination and using the device to download course materials during a midterm examination. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 8 months and a notation of academic misconduct entered on the student’s transcript. The student raised 4 grounds for appeal:

- (i) The President incorrectly determined the student’s conduct, either admitted or as found by the President, to constitute misconduct or that the President incorrectly applied a University policy or procedure.

The standard of review for this ground is correctness. The Senate Committee may reverse or vary the President’s decision or substitute its own decision only if it disagrees with the President’s determination or application of the University policy or procedure. The Senate Committee found there was no basis for this ground of appeal.

- (ii) The student had material evidence that was not reasonably available at the time of the President’s Committee hearing.

Where the appeal is under this section and the Senate Committee is satisfied that there was material evidence not reasonably available at the time of President’s Committee hearing and there was a substantial likelihood that it would affect the outcome, the Senate Committee may send the matter back to the President’s Committee for rehearing. The Senate Committee found there was no basis for this ground of appeal.

- (iii) That the procedure of the President’s Committee was unfair or operated unfairly in that there was bias or 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 decision.

The standard of review for this ground is reasonableness; whether a reasonable person, knowledgeable about the facts, would perceive the process before or at the President's Committee to be unfair. The Senate Committee found there was no basis for this ground of appeal.

- (iv) That the discipline imposed by the President was excessive.

The standard of review for this ground is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the exercise of the President's discretion with respect to the discipline imposed is unreasonable. The Senate Committee found that the President's decision was not unreasonable on this ground.

Appeal dismissed

2) 5 September 2014

The student was disciplined for falsifying material subject to academic evaluation and for submitting false information in writing. 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 raised 4 grounds for appeal:

- (i) The President incorrectly determined the student's conduct, either admitted or as found by the President, to constitute misconduct or that the President incorrectly applied a University policy or procedure.

The standard of review for this ground is correctness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if it disagrees with the President's determination or application of the University policy or procedure. The Senate Committee found no evidence to support a finding of incorrectness in the President's application of University policy or procedure.

- (ii) That the procedure of the President's Committee was unfair or operated unfairly in that there was bias or 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 decision.

The standard of review for this ground is reasonableness; whether a reasonable person, knowledgeable about the facts, would perceive the process before or at the President's Committee to be unfair. The Senate Committee found that there was no bias or unfairness in the proceedings before the President's Committee.

- (iii) That the President erred in his assessment of the evidence in the President's Committee reports, including any factual inferences made by the President, the student's credibility or that of other witnesses.

The standard of review for this ground is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own

decision only if the President's 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 is unreasonable. The Senate Committee found that the President's decision was not unreasonable on this ground.

(iv) That the discipline imposed by the President was excessive.

The standard of review for this ground is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the exercise of the President's discretion with respect to the discipline imposed is unreasonable. The Senate Committee found that the President's decision was not unreasonable on this ground.

Appeal dismissed

2. Non-academic Misconduct

During the period 1 May 2014 to 30 April 2015, the Committee has heard 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.

1. Academic Standing

During the period 1 May 2014 to 30 April 2015, the Committee has heard 0 appeals on academic standing.

C. General Comments and Observations

The Committee notes that syllabus language should be made explicit in order to prevent any possible misinterpretation by students.

For the Committee,
Christopher Eaton, Secretary

Appeals of Standing and Discipline Committee

Members of the Committee:

Dr. Lawrence Berg
Dr. Robert Campbell
Dr. Diana Carter
Dr. Marianne Legault
Ms. Jeanette Vinek
Mr. Jamie McEwan



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250.807.9619
Fax 250.807.8007
www.senate.ubc.ca

May 14, 2015

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

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

As such, the following is recommended to Senate:

Motion: *That Senate approve the new and revised courses, new minor, and program revisions brought forward from the Faculty of Arts and Sciences, the new and revised courses, revised programs, and new parchment brought forward from the Faculty of Creative and Critical Studies, and the revised program brought forward from the Faculty of Health and Social Development.*

- a. From the Faculty of Arts & Sciences
 - i. Data Science cluster
 - a) Minor in Data Science
 - b) BSc Calendar Table of Contents
 - c) BSc Program Requirements
 - d) DATA 301 (3) Introduction to Data Analytics
 - e) DATA subject code
 - ii. Mathematics and Statistics, Graduate-level cluster
 - a) Mathematics MSc
 - b) STAT 538 (3) Advanced Statistical Modelling
 - c) STAT 547 (2-15) Topics in Statistics
 - d) STAT 560 (3) Probability and Stochastic Processes
 - e) MATH 590 (1-3) Graduate Seminar

- iii. Political Science cluster
 - a) POLI 358 (3) Politics and Religion
 - b) Major in Political Science
- iv. HIST 201 (3) Religion in the West
- v. Major in Philosophy
- vi. ANTH 325 (3) Cultural Epidemiology
- b. From the Faculty of Creative & Critical Studies
 - i. VISA 108 (3) Introduction to Digital Media
 - ii. VISA 110 (3) Studies in Photography
 - iii. VISA 254 (3) Introduction to Printmaking: Etching and Lithography
 - iv. VISA 255 (3) Introduction to Printmaking: Linocut and Letter Press Printing
 - v. VISA 266 (3) 2D Animation
 - vi. BFA Visual Arts Minor requirements
 - vii. ENGL MA program requirements
 - viii. MFA parchment
- c. From the Faculty of Health & Social Development
 - i. Master of Social Work calendar pages
 - ii. SOCW 511 (3) Introduction to Social Work Theory and Practice
 - iii. SOCW 512 (3) Theories and Interventions for Clinical Social Work
 - iv. SOCW 513 (3) Assessment Skills for Clinical Social Work
 - v. SOCW 514 (3) Diversity and Critical Reflexive Practice
 - vi. SOCW 518 (3) Integrative Seminar for Field Education
 - vii. SOCW 519 (6) Social Work Field Education I
 - viii. SOCW 523 (3) Advanced Assessment and Treatment With Children, Adolescents and Families
 - ix. SOCW 551 (3) Advanced Clinical Social Work Theory and Practice
 - x. SOCW 552 (3) Community, Place and Policy in Clinical Practice
 - xi. SOCW 553 (3) Research Methods and Evidence in Clinical Social Work Practice
 - xii. SOCW 554 (3) Mental Health and Mental Illness
 - xiii. SOCW 559 (6) Social Work Field Education II

For the Committee,

Dr. Peter Arthur
Chair, Curriculum Committee

Executive Summary
DATA SCIENCE MINOR
Faculty of Arts & Sciences
University of British Columbia, Okanagan

Overview

The Faculty of Arts & Sciences (the I. K. Barber school of Arts & Sciences) was established in 2005. It is organized into 8 units regrouping 150 faculty members who offer 14 majors in the BA and 16 majors in the BSc in addition to 4 interdisciplinary majors. In 2014, the faculty offered courses to more than 3700 full-time equivalent students.

The data science¹ theme was proposed in fall 2014 in the Faculty of Arts & Sciences to increase the visibility and develop offerings around data science to answer the growing needs for analytics skills in numerous disciplines. The initiative is multi-disciplinary, actively involving the departments of Computer Science, Economics, Mathematics, Psychology, and Statistics with identified relevant courses in 10 disciplines.

Because of its interdisciplinary nature, the management of the proposed data science minor for the Bachelor of Science will be handled by a steering committee within the faculty whose chair will manage undergraduate advising, waivers, and curriculum consultations/proposals related to the minor.

Credentials

The **Minor in Data Science** will introduce BSc students to data science techniques through the completion of a core and elective courses. Upon successful completion of the minor program, the notation “Minor in Data Science” will be added to the student’s transcript.

Location

The Okanagan Campus of UBC.

Faculty offering the program

The Faculty of Arts & Sciences will offer, administer, and deliver the program.

Program start date

The program will be offered in the 2015W academic year.

Program completion time

Students will be required to complete 30 credits including 18 upper-level credits in order to fulfill program requirements. Enrolment in the minor is encouraged as a means to expose students in BSc

¹ In the following document, the terms data science, data analytics, and big data are interchangeable.

majors to data science techniques. It is especially attractive to students majoring in Biology, Economy, and Psychology. The minor is part of the BSc program, which has a four-year duration.

Objectives

A main driver of innovations today is the gathering, manipulation, and analysis of large data sets. Companies like Google and FaceBook have built their entire business around gathering data, and acting based on the patterns detected. Application fields include biology (finding correlation between DNA sequences), chemistry (molecule identification), earth and environmental science (sensor networks, GPS, Lidar), psychology (social networks, brain sensors), computer science (wearable devices), philosophy, politics, and economics (ethics, privacy, policies balancing privacy and security, social networks), management, engineering, and health (eHealth in particular). The leaders of tomorrow will need to harness the continuous collection of information to take the best decision in whatever position they occupy, be it researcher, professional, or manager. While they may not be expert data scientists, they certainly need to use the huge quantity of data available, to understand the limitation of a given model, and to leverage the results to take the best decision. In fact, decision making is quickly moving from subjective analysis and expert advice to rigorous data-supported evidence. The Minor in Data Science aims to expose students to a range of such sound rigorous data-supported methods.

The objective of the minor is to provide advanced numeracy skills to majors in biology, chemistry, economy, psychology, and similar disciplines where new discoveries rely more and more on the creation, management, and understanding of large data sets. The minor will gather several existing course offerings into a coherent package to expose students to quantitative tools that are quickly becoming a necessity in our data-driven world. It provides a more unified view of the learning opportunities at the UBC Okanagan campus.

Contribution to UBC'S mandate and strategic plan

The program will contribute to the integrated research community imperative in the UBC Okanagan academic plan by offering an interdisciplinary theme that is very current and critical in today's landscape. The data science minor objective is to enhance the quality of student learning by identifying a very important set of courses, which taken together introduce students to key aspects of data science. As such it also expands the educational experience of students as indicated in the UBC strategic plan.

Program learning outcomes

After completing the minor in data sciences, students will be able to

- define a question that can be answered by data science,
- collect the necessary data, and clean the data in preparation for analysis,
- select an efficient data representation that make subsequent data conversions or analysis operations faster,
- carry out methods of data analysis and develop insight into the data trends,
- interpret and synthesize the results in the context of the domain of the data,
- rigorously explain the limitations of the method used,
- follow a discipline standard for data collection, storage, manipulation, and interpretation, and

- create reproducible results that exhibit convincing trends and help decision making.

The data science methods complement the students' major discipline with sound scientific techniques that allow them to go beyond mere data collection to trend detection, quantitative analysis, and data interpretation. They are the necessary tools that will allow future leaders to leverage the huge amount of data generated every day.

Linkages between the learning outcomes and the curriculum design

All disciplines understand data science as the extraction of knowledge from data, which usually implies the collection, manipulation, detection (of patterns or trends), analysis, visualization, and interpretation of data. However, the emphasis is different for each discipline:

- Computer science emphasizes efficient data manipulation, data storage, and pattern detection.
- Mathematics emphasizes rigorous characterization and determination of specific properties (e.g. finding an optimum, or best separating data into categories).
- Statistics emphasizes summarizing, understanding, and analyzing data.
- Biology, Chemistry, Economy, Psychology, and Physics emphasize data collection, and data interpretation with respect to the particular discipline; in particular, they provide discipline-specific method courses.

The minor requires a combination of courses to expose students to efficient methods to convert and analyse data. The results are to be interpreted within the context of each specific discipline.

A work experience or workplace term is not required.

Areas of employment

Students graduating with a data science minor will have increased employability since they demonstrate skills in high demand: ability to manipulate data efficiently, to analyze, and to interpret data. They may enter the workforce or continue into graduate studies. In both cases, their skills will increase their productivity and serve them well.

The Minor does not train data scientists, but it does increase the skills of psychologists, biologist, or economists so they can carry their duties more efficiently.

Delivery methods

Students will identify the combinations that best match their interest while satisfying the minor rules. These courses have been regularly offered at the UBC Okanagan campus in the form of lectures, laboratory assignments, projects, team-based work, community-based projects, or flexible delivery methods.

Program strengths

The minor lists the courses that either are core tools for being productive in data science or courses that make intensive use of data science techniques. Graduates will be exposed to efficient techniques that will greatly boost their productivity, and allow them to focus on core research questions instead of

wondering how to manipulate data. Beyond exposing data science techniques, the minor reveals the existence of data science as an interdisciplinary field with a solid scientific foundation.

Support and recognition from other post-secondary institutions

All the courses in the minor are UBC courses, which are regularly articulated with other institutions. While the minor by itself is insufficient for admission to a graduate program in data science, it may increase applicants' admission chances by emphasizing the applicants' skills and interest in improving their productivity.

Related programs

UBC currently has no formal program in data science. The discipline is taught in bits and pieces in several courses. Data science is inherently multidisciplinary; while the core tools are in computer science, mathematics, and statistics, the data come from any discipline.

Institutional contact

Dr. Yves Lucet, Associate professor, Computer Science,
I. K. Barber School of Arts & Sciences Unit #5, UBC Okanagan
ASC 350, 3187 University Way, UBC Okanagan BC V1V 1V7
yves.lucet@ubc.ca 250.807.9505

Appendix: Resources required

All the courses needed to fulfill the requirements of the minor in data science are already offered. While some courses may be full or otherwise not available on a given year, there is enough flexibility in the requirements to allow a student to complete the minor within the timeline of his or her B.Sc. So no new resources are required to deliver the program.

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: 5 Faculty/School Approval Date: March 26, 2015 Effective Session: 2015W	Date: January 16, 2015 Contact Person: Dr. Yves Lucet Phone: 250.807.9505 Email: yves.lucet@ubc.ca
Type of Action: New Program (new Minor in Data Science in the BSc degree)	
<p>Rationale:</p> <p>A main driver of innovations today is the gathering, manipulation, and analysis of large data sets. Companies like Google and FaceBook have built their entire business around gathering data, and acting based on the patterns detected. Application fields include biology (finding correlation between DNA sequences), chemistry (molecule identification), earth and environmental science (sensor networks, GIS, GPS, Lidar), psychology (social networks, brain sensors), computer science (wearable devices), philosophy, politics, and economics (ethics, privacy, policies balancing privacy and security, social networks), management, engineering, and health (eHealth in particular). The proposed new Minor in Data Science highlight a coherent set of courses that educate students in the tools and techniques to efficiently gather, manipulate, analyze, and interpret large data sets.</p> <p>The objective of the minor is to provide advanced numeracy skills to BSc students majoring in disciplines where new discoveries rely increasingly on the creation, management, and understanding of large data sets. While BIOL, CHEM, ECON, or PSYO immediately come to mind, the data science minor is open to all majors in the BSc, not just the ones listed above so e.g., a student in MATH, STAT, or COSC can complete a data science minor by fulfilling all the requirements.</p> <p>See attached introduction and executive summary for additional information.</p>	

<p>New page in the calendar similar to http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,858,997#12348</p> <p><u>Data Science Minor for B.Sc. students</u></p> <p><u>The Minor in Data Science provides advanced numeracy skills to majors in disciplines where new discoveries rely increasingly on the creation, management, and understanding of large data sets such as biology, chemistry, economics, and psychology. The minor is open to all majors in the B.Sc. program.</u></p> <p><u>Students may earn a minor in data science by completing 30 credits as follows:</u></p> <ul style="list-style-type: none"> • <u>9 credits of core courses: COSC 111, MATH 221 and one of BIOL 202, PSYO 373 or STAT 230.</u> • <u>18 credits of elective courses, which must not include more than 9 credits from a single discipline and must be in the following list of courses:</u> <ul style="list-style-type: none"> ○ <u>BIOL 308, 414, 444, 460, 468,</u> ○ <u>COSC 303, 304, 320, 322, 405, 407, 419 (only when 419 is a special topic in network science),</u> ○ <u>DATA 301,</u> ○ <u>ECON 327, 328, 427,</u> ○ <u>GEOG 370, 371, 377,</u> ○ <u>MATH 320, 303, 319, 327, 340, 430, 441, 461,</u> ○ <u>PHYS 331, 332, 420,</u> ○ <u>PSYO 372, 443,</u> ○ <u>STAT 303, 309, 310, 311, 400, 405, 407, 410.</u> • <u>3 credits in PSYO 271, COSC 101, COSC 222, STAT 240, or MATH 200. (Note that COSC 222 is required for all COSC courses except COSC 303, 304, 407 and 419; and MATH 200 is required for all MATH courses except MATH 303, 340).</u> <p><u>Double Counting of Credits restrictions apply, see</u> <u>http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,858,1062</u></p> <p><u>Any query related to the data science minor should be addressed to the data science minor program coordinator at datascienceminor-coordinator@ubc.ca</u></p>	N/A
---	-----

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: 5 Faculty/School Approval Date: March 26, 2015 Effective Session: 2015W	Date: January 16, 2015 Contact Person: Dr. Yves Lucet Phone: 250.807.9505 Email: yves.lucet@ubc.ca
Type of Action: Other: adding New Minor in Data Science in the list of BSc Programs. See attached Category 1 proposal for the Minor in Data Science.	
Rationale: Update table of contents to reflect new Minor in Data Science.	
Proposed Academic Calendar Entry: Bachelor of Science Programs Contents Program Overview Admission Requirements Academic Regulations Degree Requirements Program Requirements Co-operative Education Program Biochemistry Biology Chemistry Computer Science (B.Sc.) Data Science (Minor) Earth and Environmental Sciences Ecology and Evolutionary Biology Economics (B.Sc.) Environmental Chemistry Freshwater Science	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,858,0 Present Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,858,0 Bachelor of Science Programs Contents Program Overview Admission Requirements Academic Regulations Degree Requirements Program Requirements Co-operative Education Program Biochemistry Biology Chemistry Computer Science (B.Sc.) Earth and Environmental Sciences Ecology and Evolutionary Biology Economics (B.Sc.) Environmental Chemistry Freshwater Science

**a place of mind**

THE UNIVERSITY OF BRITISH COLUMBIA

<u>General Science B.Sc.</u> <u>Mathematical Sciences</u> <u>Mathematics (B.Sc.)</u> <u>Microbiology</u> <u>Physics and Astronomy</u> <u>Psychology (B.Sc.)</u> <u>Statistics</u> <u>Zoology</u>	<u>General Science B.Sc.</u> <u>Mathematical Sciences</u> <u>Mathematics (B.Sc.)</u> <u>Microbiology</u> <u>Physics and Astronomy</u> <u>Psychology (B.Sc.)</u> <u>Statistics</u> <u>Zoology</u>
---	---

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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: 5 Faculty/School Approval Date: March 26, 2015 Effective Session: 2015W	Date: January 16, 2015 Contact Person: Dr. Yves Lucet Phone: 250.807.9505 Email: yves.lucet@ubc.ca
Type of Action: New Program (new Minor in Data Science in the BSc degree)	
Rationale: See attached form.	
Proposed Academic Calendar Entry: Program Requirements [...] <p>[12158] Major with a Science Minor</p> <p>[12159] In addition to a major, a student may receive a minor in <u>either</u> another Science discipline <u>or in an interdisciplinary Science area (such as the Data Science Minor)</u> 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><u>See Minor in Data Science for B.Sc. majors for program details</u></p>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proo f/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 [...] <p>[12158] Major with a Science Minor</p> <p>[12159] 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>

Commented [U01]: URL to Minor in Data Science page

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Unit 5 – Computer Science Faculty/School Approval Date: March 26, 2015 Effective Session: 2015W	Date: February 9, 2015 Contact Person: Dr. Yves Lucet Phone: 250.807.9505 Email: yves.lucet@ubc.ca
Type of Action: New Course	
<p>Rationale: Computers are the tools of choice to create, collect, modify, analyze, store, and visualize data. Unfortunately, most majors have limited course experience with specific focus on how to improve efficiency and automate tasks using computer software. Modern scientific inquiry typically involves the creation, management, and analysis of data sets. Students with understanding on how software can be used to improve their data analysis procedure are more efficient and have better opportunities for employment. This course covers the fundamental techniques in data management and analytics from a user's perspective, introducing software and computer science techniques to tackle real-world problems. In this way, students will see the motivation for the software and techniques as they encounter problems and better appreciate the solutions.</p> <p>The course uses the new subject code DATA. It is part of an upcoming offering of courses related to data science. The target market is students outside of COSC, MATH, and STAT since all 3 majors require more advanced computer science skills.</p>	

<p>Proposed Academic Calendar Entry:</p> <p><u>DATA 301 (3) Introduction to Data Analytics</u></p> <p><u>Techniques for computation, analysis, and visualization of data using software. Manipulation of small and large data sets. Automation using scripting. Real-world applications from life sciences, physical sciences, economics, engineering, or psychology. No prior computing background is required. [3-2-0]</u></p> <p><u>Prerequisite: Third-year standing.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: None</p>
---	--

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Faculty of Arts & Sciences Dept./Unit: Unit 5 Faculty/School Approval Date: March 26, 2015 Effective Session: 2015W	Date: February 9, 2015 Contact Person: Dr. Yves Lucet Phone: 250.807.9505 Email: yves.lucet@ubc.ca
Type of Action: New Course and Subject Code	
Rationale: Unit 5 is developing new course offerings and programs related to data science, targeting students outside of COSC, MATH and STAT. To reflect this new interdisciplinary area, a new course code is appropriate to identify them as something different than COSC, MATH and STAT. The first course brought forward with this new course code is DATA 301. A Minor in Data Science is also being brought forward.	
Proposed Academic Calendar Entry: <u>DATA – Data Science</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Barber School of Arts & Sciences Dept./Unit: Mathematics/Unit 5 Faculty/School Approval Date: March 16, 2015 Effective Session: 2015 W	Date: November 7, 2014 Contact Person: Dr. Shawn Wang Phone: 250.807.9524 Email: Shawn.Wang@ubc.ca
Type of Action: Revision to Program: 'Statistics and Probability Cluster' is added Add new cluster group 'Statistics and Probability' to the Graduate Program of Mathematics (Unit 5, I.K. Barber School of Arts and Sciences) This involves: <ul style="list-style-type: none"> Adding three new courses: Statistics 538 (Advanced Statistical Modeling), and Statistics 547 (Topics in Statistics), Statistics 560 (Probability and Stochastic Processes) Graduate students in the MSc program of Mathematics will choose three out of four core courses. Previously, students had to take the only three core courses offered. 	
Rationale: The Mathematics Graduate Program is well established. Faculty members in Mathematics and Statistics co-supervise graduate students from time to time, and also collaborate on research projects. Research and teaching in the Statistics group are reaching a new height, with new faculty such as Professor J. Braun and a new Assistant Professor to be hired next year. It is natural to add a Statistics option to the Mathematics Graduate Program. This will strengthen our Mathematics Graduate Program, and allow graduate students to have more diversified training. The Statistics and Probability option in mathematics graduate program focuses on specific areas of studies, whereas the IGS option allows students to pursue an interdisciplinary approach. The core course requirements are different in these two options. With growing demands from Mitacs and potential industry collaborations, this will broaden our program course selections and help our graduate students in job markets both academically and in industry.	



<p>Proposed Academic Calendar Entry:</p> <p>Program Overview</p> <p>[14481] <i>Degrees offered: M.Sc., Ph.D.</i></p> <p>[14482] The Mathematics graduate program offers students the research-based degrees of Master of Science (M.Sc.) in Mathematics and Doctor of Philosophy (Ph.D.) in Mathematics. Research interests of Mathematics faculty members include mathematical biology and differential equations, optimization and analysis, number theory and algebra, <u>and statistics and probability.</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1014,1246</p> <p>Present Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,1014,1246</p> <p>Program Overview</p> <p>[14481] <i>Degrees offered: M.Sc., Ph.D.</i></p> <p>[14482] The Mathematics graduate program offers students the research-based degrees of Master of Science (M.Sc.) in Mathematics and Doctor of Philosophy (Ph.D.) in Mathematics. Research interests of Mathematics faculty members include mathematical biology and differential equations, optimization and analysis, and number theory and algebra.</p>
<p>Proposed Academic Calendar Entry:</p> <p>Program Requirements</p> <p>[14488] Master of Science (M.Sc.)</p> <p>[14489] In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, the minimum requirements for the M.Sc. are:</p> <p>[14490]</p> <ul style="list-style-type: none"> 12 credits for a successfully defended master's thesis (MATH 549); 	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1014,1248</p> <p>Present Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,1014,1248</p> <p>Program Requirements</p> <p>[14488] Master of Science (M.Sc.)</p> <p>[14489] In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, the minimum requirements for the M.Sc. are:</p> <p>[14490]</p> <ul style="list-style-type: none"> 12 credits for a successfully defended master's thesis (MATH 549);



<ul style="list-style-type: none"> • 3 credits for seminar presentations (MATH 590 taken thrice); • 9 course credits selected by the student in consultation with - and approval of - the advisory committee and the program committee from a list of core courses in mathematical biology and differential equations, optimization and analysis, number theory and algebra, <u>and statistics and probability</u>; and • 6 other credits selected by the student in consultation with, and approval of, the advisory committee and the program committee, none of which may be at the 100, 200, or 300 level. 	<ul style="list-style-type: none"> • 3 credits for seminar presentations (MATH 590 taken thrice); • 9 course credits selected by the student in consultation with - and approval of - the advisory committee and the program committee from a list of core courses in mathematical biology and differential equations, optimization and analysis, and number theory and algebra; and • 6 other credits selected by the student in consultation with, and approval of, the advisory committee and the program committee, none of which may be at the 100, 200, or 300 level.
---	---



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

Category: 1	
Faculty/School: Barber School of Arts & Sciences Dept./Unit: Mathematics/Unit 5 Faculty/School Approval Date: March 6, 2015 Effective Session: 2015	Date: November 7, 2014 Contact Person: Dr. Shawn Wang Phone: 250.807.9524 Email: Shawn.Wang@ubc.ca
Type of Action: [delete other choices] New Course: STAT 538	
Rationale: This new course will be needed to support the proposed “Statistics and Probability Cluster” in the Graduate Program in Mathematics. This course provides the students with the computational and data analytical skills needed by a graduate-level mathematical statistician.	
Proposed Academic Calendar Entry: <u>STAT 538 (3) Advanced Statistical Modelling</u> <u>Least-squares, generalized least-squares and likelihood estimation. Theory and application of parametric and nonparametric regression models such as splines, penalized splines, and generalized additive models. Assessment and treatment of data issues including missingness and measurement error. [3-0-0]</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=MATH Present Academic Calendar Entry:



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

Category: 1	
Faculty/School: Barber School of Arts & Sciences Dept./Unit: Mathematics/Unit 5 Faculty/School Approval Date: March 6, 2015 Effective Session: 2015 W1	Date: November 7, 2014 Contact Person: Dr. Shawn Wang Phone: 250.807.9524 Email: Shawn.Wang@ubc.ca
Type of Action: New Course: STAT 547	
Rationale: This new course will be needed to support the proposed “Statistics and Probability Cluster” in the Graduate Program in Mathematics. The topics chosen will complement other course offerings and the content will be determined based on the needs of the student and faculty expertise.	
Proposed Academic Calendar Entry: <u>STAT 547 (2-15) d Topics in Statistics</u> <u>Topics will be chosen from different areas within the field of statistics, such as time series, longitudinal and multi-level modelling, multivariate analysis, machine learning, resampling and permutation methods, smoothing and filtering, survival analysis, sports analytics and spatial statistics. Content will be determined so as to complement course offerings and meet the needs of the students. With the permission of the unit, this course may be taken more than once on a different topic. [3-0-0]</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=MATH Present Academic Calendar Entry:



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

Category: 1	
Faculty/School: Barber School of Arts & Sciences Dept./Unit: Mathematics/Unit 5 Faculty/School Approval Date: March 6, 2015 Effective Session: 2015 W1	Date: November 7, 2014 Contact Person: Dr. Shawn Wang Phone: 250.807.9524 Email: Shawn.Wang@ubc.ca
Type of Action: New Course: STAT 560	
Rationale: This new course will be needed to support the proposed “Statistics and Probability Cluster” in the Graduate Program in Mathematics and will be one of the four core courses of the program. All MSc students in the program must complete three of the four core courses offered. STAT 560 reflects the theoretical foundation of mathematical statistics and is a key component any mathematical statistics graduate program.	
Proposed Academic Calendar Entry: <u>STAT 560 (3) Probability and Stochastic Processes</u> <u>Theory of probability, including random variables, expectation, conditional expectation, generating functions, modes of convergence of random variables and their distributions. Applications to random models such as Markov, Poisson, birth-death, Gaussian and diffusion processes. [3-0-0]</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=MATH Present Academic Calendar Entry:

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Barber School of Arts & Sciences Dept./Unit: Mathematics/Unit 5 Faculty/School Approval Date: March 20, 2015 Effective Session: 2015 W1	Date: March 2, 2015 Contact Person: Dr. Shawn Wang Phone: 250.807.9524 Email: shawn.wang@ubc.ca
Type of Action: Course revision: add `statistical or related`	
Rationale: In the Mathematics Graduate Program, we have added one new cluster: statistics and probability. Graduate students in this cluster are from statistics, probability, or related areas. They are required to take Math 590 three times to meet the program requirements. It is necessary to enlarge the content of Math 590 to meet this change.	
Proposed Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&code=MATH MATH 590 (1-3) c Graduate Seminar Presentation and discussion of recent results in the mathematical, statistical, or related literature. Credit may be obtained more than once. Pass/Fail. [0-0-1]	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=MATH Present Academic Calendar Entry: MATH 590 (1-3) c Graduate Seminar Presentation and discussion of recent results in the mathematical literature. Credit may be obtained more than once. Pass/Fail. [0-0-1]

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Arts and Science Dept./Unit: Political Science Faculty/School Approval Date: March 6, 2015 Effective Session: 2015W	Date: January 7, 2015 Contact Person: Dr. Carey Doberstein Phone: 250.807.9017 Email: carey.doberstein@ubc.ca
Type of Action: New Course	
Rationale: <p>Domestically and internationally, the intersections between religion and politics have recently grown once again in importance. Tension and conflict alongside alliances and harmonization between the claims of religious traditions on the one hand and political rulers, regimes, and authorities on the other are long-standing historical phenomena that have re-established their contemporary salience. Debates amongst and between the proponents of various religious, political, and philosophical perspectives are not only of theoretical or historical interest, but continue as a part of current public policy, legal, and other political debates in many contemporary states and sub-state institutions. As an area of study in political science, the relationship of religion and politics has not been taught at the UBCO since the inception of the institution. It was taught in 2014W as a special topics course (POLI 391E) and was popular with students. The current proposal is to introduce it as a separate course with its own course number—POLI 358, and to include it in the Calendar course listings of the Political Science Program. (Please See the separate Category 2 proposal for POLI 358.) This course will be included in the regular rotation of courses (i.e. once every academic year). Credit will not be granted for both POLI 358 and POLI 391 when on the same topic.</p>	

<p>Proposed Academic Calendar Entry:</p> <p><u>POLI 358 (3) Politics and Religion</u></p> <p><u>Perspectives, arguments, and questions at the intersection of political and religious thought and practice. Works in various religious and political-philosophical traditions will be considered. Credit will not be granted for both POLI 358 and POLI 391 when the subject matter is of the same nature. [3-0-0]</u></p> <p><u>Prerequisites: 3 lower-level POLI credits and third-year standing.</u></p>	<p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: n/a</p>
---	---

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Arts and Science Dept./Unit: Political Science Faculty/School Approval Date: March 6, 2015 Effective Session: 2015W	Date: January 7, 2015 Contact Person: Dr. Carey Doberstein Phone: 250.807.9017 Email: carey.doberstein@ubc.ca
Type of Action: Update degree requirements	
Rationale: Add POLI 358 to the list of Political Theory courses in the Political Science major program.	
Proposed Academic Calendar Entry: [11359] Major in Political Science [...] [11363] Third and Fourth Years [11364] Students must select a focus from the following four areas of study: <div style="margin-left: 40px;"> [11365] <ul style="list-style-type: none"> • Political Theory: POLI 354, 356, 358, 462; • Canadian Studies: POLI 303, 363, 371, 402, 432; HIST 300, 301, 466, 467; • International Relations: POLI 336, 362, 364, 366, 372, 377, 378, 382, 383, 433¹, 435, 464, 465, 472, 476; HIST 468¹, 469; • Comparative Government: POLI 310, 311, 313, 314, 315, 317, 318, 319, 323, 334. </div>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,984 Present Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,857,984 [11359] Major in Political Science [...] [11363] Third and Fourth Years [11364] Students must select a focus from the following four areas of study: <div style="margin-left: 40px;"> [11365] <ul style="list-style-type: none"> • Political Theory: POLI 354, 356, 462; • Canadian Studies: POLI 303, 363, 371, 402, 432; HIST 300, 301, 466, 467; • International Relations: POLI 336, 362, 364, 366, 372, 377, 378, 382, 383, 433¹, 435, 464, 465, 472, 476; HIST 468¹, 469; • Comparative Government: POLI 310, 311, 313, 314, 315, 318, 319, 323, 334. </div>

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Unit 6 - History Faculty/School Approval Date: March 6, 2015 Effective Session: 2015W	Date: 21 January 2015 Contact Person: Dr. Ben Nilson Phone: 250.807.9327 Email: ben.nilson@ubc.ca
Type of Action: add new course	
<p>Rationale: This course will fill a gap in the offerings of the History Department by providing a needed increase to second-year course offerings. More importantly, it will provide a crucial lower-level course in religious history. An understanding of religion is essential to comprehending the modern world and its history, yet the secular character of twenty-first century society usually leaves students unaware of basic religious developments. Students often become aware of this, and courses focused on religious topics, particularly lower-level ones, are popular in other institutions as students seek to fill a gap in their knowledge. Students at UBCO have expressed considerable interest in a course of this nature.</p> <p>Western civilization is, in many ways, conditioned by religion. Not only has religion provided the intellectual and cultural bedrock of many of our institutions, but past and present human interactions have often been characterized by conflict between religious groups. This course will equip students with the knowledge they need in order to begin to understand the traditions of others as well as their own and thereby make sense of the world. This in turn will have an impact both within and without the academy and will help them assess the sometimes distorted perceptions of religion and religious conflict that they see in the media. The study of western history requires an understanding of the key religious figures and the context in which these people (and their followers) acted. This course will set religious developments within their political, cultural, social, and economic context.</p> <p>While a number of history courses consider religion or religious movements, none of them concentrate exclusively on religion. A small number of courses in other departments address religion directly, but religious <i>history</i> uses a fundamentally different approach. Western religions in particular situate themselves in historical contexts and their conceptual worlds are understood in a historical framework. This course will provide that context. As a survey course it will necessarily be introductory, but it is intended as a course that can provide the basis for further studies, perhaps in upper level courses in a number of disciplines. It is thus meant to parallel second-year courses that already exist on the history of science and technology. The speed with which it goes through history is the reason for the prerequisites. It is hoped that completing at least one of those courses will give a student some background in western history as a topic, and the basics of doing work in a history course. Of necessity it cannot cover more than the Western tradition, which focuses primarily on the Abrahamic faiths, but it is designed so that a course on Eastern traditions could be developed later if UBC had the appropriate</p>	

<p>faculty to teach it. The course is also intended so that different faculty with widely diverging interests and specialties could teach it from greatly different perspectives and it would still achieve the same results.</p>	
<p>Proposed Academic Calendar Entry: <u>HIST 201 (3) Religion in the West</u> <u>History of Western religious traditions from the first civilizations to the present. Origins of and development in Judaism, Christianity, and Islam. [3-0-0]</u> <u>Prerequisite: One of HIST 110, HIST 116, HIST 119, or HIST 126.</u></p>	<p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: n/a</p>

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Faculty/School: Arts and Sciences/IKBSAS Dept./Unit: Unit 8 Faculty/School Approval Date: March 6, 2015 Effective Session: 2015W	Date: January 19, 2015 Contact Person: Dr. Jim Robinson Phone: 250.807.9410 Email: jim.robinson@ubc.ca
Type of Action: [delete other choices] Revise Admissions requirements – Program level Revise presentation of graduation requirements	
Rationale: 1) Admission Requirements. We see no need to restrict admission to students with 60 or more credits, but no more than 90 credits. We want to reduce the number of majors who find the program much more challenging than they anticipated. 2) Graduate Requirements. We want to improve the presentation of the graduation requirements.	
Proposed Academic Calendar Entry: [11375] Major in Philosophy [...]	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proo f/edit/index.cfm?tree=18,282,857,983 Present Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/inde x.cfm?tree=18,282,857,983 [11375] Major in Philosophy [...]
[11376] Admission Requirements [11378] <ul style="list-style-type: none"> • Successful completion of at least <u>9</u> credits <u>of PHIL courses</u>; • <u>In the philosophy courses completed, an overall average of at least 70%.</u> 	[11376] Admission Requirements [11378] <ul style="list-style-type: none"> • Successful completion of at least 60-credits but no more than 90 credits towards a B.A. degree; • PHIL 120; • One of PHIL 111, 121.

<p>[11379] Graduation Requirements</p> <p>[11384]</p> <ul style="list-style-type: none"> • B.A. requirements; • PHIL 220, 230, 245, 345; <p>[11390]</p> <ul style="list-style-type: none"> • One of PHIL 309, 310; • One of PHIL 314, 315; • One of PHIL 451, 446; • One of PHIL 425, 460; <p>[11391]</p> <ul style="list-style-type: none"> • <u>Minimum of</u> 48 credits in Philosophy, <u>including the above</u> courses, of which 30 credits must be 300 and 400 level. 	<p>[11379] Graduation Requirements</p> <p>[11384]</p> <ul style="list-style-type: none"> • B.A. requirements; • PHIL 220, 230, 245, 345. <p>[11387] Required Courses</p> <p>[11390]</p> <ul style="list-style-type: none"> • One of PHIL 309, 310; • One of PHIL 314, 315; • One of PHIL 451, 446; • One of PHIL 425, 460. <p>[11391] To graduate, students must complete 48 credits in Philosophy courses of which 30 credits must be 300 and 400 level.</p>
--	--

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Irving K. Barber School of A&S. Dept./Unit: Anthropology / CCGS (Unit#1) Faculty/School Approval Date: March 6, 2015 Effective Session: 2015W	Date: Feb. 26, 2015 Contact Person: Dr. Hugo De Burgos Phone: 250.807.9328 Email: hugo.deburgos@ubc.ca
Type of Action: New Course	
Rationale: <p>As the number of students wishing to take medical anthropology courses increases at UBC Okanagan, the demand for newer topics and areas in this field also augments. In this regard, this course has been designed to increase the number of courses available for medical anthropology students from various faculties who want to explore epidemiological studies from a broader set of methods and theoretical orientations that link culture to human health at the population scale. While conventional epidemiology tends to be statistical and quantitative, cultural epidemiology in anthropology emphasizes a holistic and qualitative understanding. This course is an essential component of any medical anthropology program in North America and Europe. However, although there is no medical anthropology program at Okanagan, it is pedagogically important to have a wide range of topics available for students. In this regard, this course provides a solid theoretical foundation for students interested in pursuing a higher level of cultural epidemiology studies. It seeks to broaden both the theoretical scope and applications of cultural analysis of epidemiology both historically and presently. Finally, this course will complement an existing second year introductory course to medical anthropology, which briefly addresses issues of cultural epidemiology and vernacular representations of illness and disease patterns.</p>	
Proposed Academic Calendar Entry: <u>ANTH 325 (3) Cultural Epidemiology</u> <u>A historical and contemporary exploration of the connections between patterns of disease and patterns of culture [3-0-0].</u> <u>Prerequisite: ANTH 100 and third-year standing.</u>	Present Academic Calendar Entry: (None)

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

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Creative Studies Faculty/School Approval Date: February 3, 2015 Effective Session: W2 2016	Date: November 6, 2014 Contact Person: Myron Campbell Phone: 250.807.8011 Email: myron.campbell@ubc.ca
Type of Action: New Course	
Rationale: <p>This new course is a continuation of the skills taught in VISA 106 – Introduction to New Media.</p> <p>Currently there is a lot of material covered in VISA 106 and, if taken in the first term of first year, students have a significant wait until the next available digital media course in second year. VISA 108 will give students more time with the tools and techniques and will therefore build a stronger foundation in digital media. This course will provide students with more advanced knowledge in computer imaging and introduce sound art and animation. The additional exposure will provide students with the relevant theoretical methodologies surrounding digital media along with further tools and training to better equip them for industry.</p> <p>Additionally, this course will add to the options available to students pursuing degrees in Visual Arts, Interdisciplinary Performance and Creative Writing as well as students from other degree programs who are taking courses within the digital media stream.</p>	
Proposed Academic Calendar Entry: <u>VISA 108 (3) Introduction to Digital Media</u> <u>Expands on digital media in contemporary art practices through computer imaging, animation, and other emerging digital technologies. [1-3-0]</u> <u>Prerequisite: VISA 106</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Faculty of Creative and Critical Studies Dept./Unit: Creative Studies Faculty/School Approval Date: 03/12/2015 Effective Session: 2015 W	Date: Jan 14, 2014 Contact Person: Stephen Foster Phone: 250.807.9767 Email: stephen.foster@ubc.ca
Type of Action: New Course	
Rationale: <p>This course will provide students with an introductory experience with digital photography as a contemporary art form. There will be an historical overview of photography as well as introduction to photography as cultural phenomenon that has shaped modern society. Students will explore digital photography and be presented with projects that develop photographic skills as well as basic camera techniques.</p> <p>There is currently a demand throughout the university for a basic introduction to digital photography. The skills developed in this course will be relevant to a variety of programs but there is also a specific interest in developing skills and background theory for more advanced studies of photography in the second and third year of the visual arts program.</p> <p>Currently, we do not have a course that develops these skills for advanced study. It is the intention of the course to have a broad approach that will make it applicable to non-artists and community members with an interest in digital photography as well as students seeking a more professional level of study. This course will provide fundamental skills and knowledge for future study in a variety of disciplines that utilize digital photography as tool for documentation or research methodology.</p>	
Proposed Academic Calendar Entry: <u>VISA 110 (3) Studies in Photography</u> <u>Introduction to digital photography and its cultural context, Fundamental techniques of digital photography and principles of visual communication as applied to contemporary photography.</u> <u>(2-1-0)</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Creative Studies Faculty/School Approval Date: February 3, 2015 Effective Session: 2015W	Date: October 8, 2014 Contact Person: Briar Craig Phone: 250.807.9765 Email: Briar.Craig@ubc.ca
Type of Action: New Course	
<p>Rationale: VISA 254 – Introduction to Printmaking: Etching and Lithography; and VISA 255 – Introduction to Printmaking: Linocut and Letter Press Printing) will provide a more survey-like introduction to a variety of different print media at the introductory/200-level.</p> <p>Visual Arts has been offering two of the four main printmaking media on alternating academic years (i.e. six credits of lithography and six credits of relief printing were offered in 2013W and six credits of etching and six credits of screen printing are being offered in 2014W). This does not allow for any continuity from year to year and is confusing to students. These new courses combine all of those media areas and introduce instruction in letter press printing and will be paired with six credits of screenprinting each academic year. We will keep our current introductory-level printmaking courses (VISA 251 and 252 – Printmaking: Etching and Intaglio Processes I and II; 258 and 259 – Printmaking Linocut and Relief Processes I and II; 262 and 272 – Printmaking: Lithography I and II) on the books but simply not offer them.</p> <p>VISA 254 combines two of the historic forms of fine art printmaking – stone lithography and etching. VISA 255 combines two relief-printing processes – linocut and letterpress printing. These two courses will meet student needs by providing a survey of all the main forms of hand printmaking in a more concise format. The prerequisites will be VISA 103 (Drawing/2D II) or VISA 147 (introduction to Art II) or the permission of the instructor. This will open printmaking disciplines up to a wider range of students - VISA BFA, VISA minor and students taking VISA courses as electives. VISA 255 will be particularly appropriate for students enrolled in the Creative Writing program since it would provide an introduction to the basic printmaking processes necessary for printing books and broadsheets. It will be an ideal complement to CRWR 472 – Editing and Publishing and CRWR 473 Writing and Community Learning.</p>	

<p>Proposed Academic Calendar Entry:</p> <p><u>VISA 254 (3) Introduction to Printmaking: Etching and Lithography</u></p> <p><u>Introduction to drawing-based printmaking processes – line etching and stone lithography. Focus is on gaining familiarity with these processes and on personal imagery. Basic drawing skills are an asset. [2-2-0]</u></p> <p><u>Prerequisite: (a) VISA 103 or (b) VISA 147 or (c) permission of the instructor.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: N/A</p>
---	---

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Creative Studies Faculty/School Approval Date: February 3, 2015 Effective Session: 2015W	Date: October 8, 2014 Contact Person: Briar Craig Phone: 250.807.9765 Email: Briar.Craig@ubc.ca
Type of Action: New Course	
<p>Rationale: VISA 254 – Introduction to Printmaking: Etching and Lithography; and VISA 255 – Introduction to Printmaking: Linocut and Letter Press Printing will provide a more survey-like introduction to a variety of different print media at the introductory/200-level.</p> <p>Visual Arts has been offering two of the four main printmaking media on alternating academic years (i.e. six credits of lithography and six credits of relief printing were offered in 2013W and six credits of etching and six credits of screen printing are being offered in 2014W). This does not allow for any continuity from year to year and is confusing to students. These new courses combine all of those media areas and introduce instruction in letter press printing and will be paired with six credits of screenprinting each academic year. We will keep our current introductory-level printmaking courses (VISA 251 and 252 – Printmaking: Etching and Intaglio Processes I and II; 258 and 259 – Printmaking Linocut and Relief Processes I and II; 262 and 272 – Printmaking: Lithography I and II) on the books but simply not offer them.</p> <p>VISA 254 combines two of the historic forms of fine art printmaking – stone lithography and etching. VISA 255 combines two relief-printing processes – linocut and letterpress printing. These two courses will meet student needs by providing a survey of all the main forms of hand printmaking in a more concise format. The prerequisites will be VISA 103 (Drawing/2D II) or VISA 147 (introduction to Art II) or the permission of the instructor. This will open printmaking disciplines up to a wider range of students - VISA BFA, VISA minor and students taking VISA courses as electives. VISA 255 will be particularly appropriate for students enrolled in the Creative Writing program since it would provide an introduction to the basic printmaking processes necessary for printing books and broadsheets. It will be an ideal complement to CRWR 472 – Editing and Publishing and CRWR 473 Writing and Community Learning.</p>	

<p>Proposed Academic Calendar Entry:</p> <p><u>VISA 255 (3) Introduction to Printmaking: Linocut and Letter Press Printing</u></p> <p><u>Introduction to the printmaking processes – relief printing and text-based letterpress printing. Focus is on gaining familiarity with these processes and on the development personal imagery. Basic drawing skills are an asset. [2-2-0]</u></p> <p><u>Prerequisite: (a) VISA 103 or (b) VISA 147 or (c) permission of the instructor.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: N/A</p>
--	---

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Creative Studies Faculty/School Approval Date: February 3, 2015 Effective Session: 2016 W2	Date: October 9, 2014 Contact Person: Myron Campbell Phone: 250.807.8011 Email: myron.campbell@ubc.ca
Type of Action: New Course	
Rationale: <p>This new course complements the skills taught in VISA 106 and 108. Currently there are no dedicated animation courses offered within Creative Studies or any other department within UBC Okanagan.</p> <p>This course will add to the options available to students pursuing degrees in Visual Arts, Interdisciplinary Performance and Creative Writing as well as students from other degree programs who are taking courses within the digital media stream.</p> <p>This course will train students in the technical skills required for the production of digital animation as well as acquaint them with the relevant theoretical methodologies surrounding digital media and contemporary art.</p>	
Proposed Academic Calendar Entry: <u>VISA 266 (3) 2D Animation</u> <u>Introduces core principles and techniques required for the creation of two-dimensional digital animation projects.</u> <u>[1-3-0]</u> <u>Pre-requisites: VISA 108.</u>	Present Academic Calendar Entry: N/A

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

Category: 1	
Faculty: FCCS Unit/Dept.: Creative Studies Faculty Approval Date: Nov. 6, 2014 Effective Session 2015W T2	Date: March 24, 2014 Contact Person: Stephen Foster Phone: 250 807-9767 Email: stephen.foster@ubc.ca
Type of Action: revision to Minor	
<p>Rationale: This revision is designed to streamline the Visual Arts Minor by reducing the total credits and making it more compatible with other program offerings and therefore more attractive to students. We have reduced the total number of upper-year studio credits required from 18 to 12 credits, which reduces the number of 2nd year and 1st year level studios required as prerequisites for upper year study. The BSC minor currently uses the same total number of credits in their minor. In addition, we have eliminated the requirement of Studio Theory in second year but have introduced courses (Introduction to Art 137 and 147) as a requirement at the first year level to give students a broader understanding of contemporary art theory and studio practice in addition to their required studio foundation course for the specific discipline streams. The second year studio theory course is seen as necessary for student contemplating a career in visual art and pursuing graduate studies at a MFA level. As this is a minor students are assumed not need the more detail theoretical background that the second year theory course provides.</p>	

<p>Proposed Calendar Entries:</p> <p>[15882] Minor in Visual Arts</p> <p>[15984] To complete a Minor in Visual Arts, students must complete the following courses.</p> <p>[15883] There are three possible studio streams within the Minor in Visual Arts. In the first year students must satisfy the course requirements of the stream they select.</p> <p>First Year Two-dimensional studio stream: VISA 102 and VISA 103 Drawing and Two-Dimensional Art Practices I and II, <u>and VISA 137 and 147 Introduction to Art I and II;</u> or</p> <p>Digital media studio stream: VISA 106 and Visa108 Introduction to New Media I and II, <u>and VISA 137 and 147 Introduction to Art I and II;</u> or</p> <p>Three-dimensional studio stream: VISA 104, VISA 105 Three-Dimensional Art Practices I and II, <u>and VISA 137 and 147 Introduction to Art I and II.</u></p> <p>Note: All students must complete the zero-credit course VISA 090 Safety Training.</p> <p>Second Year <u>6</u> credits from: VISA 215, 225, 233, 235, 244, 245, 251, 252, 253, 256, 258, 259, 261, 262, 264, 265, 271, 272, 282, 283¹</p> <p>Third and Fourth Years <u>12</u> credits from: VISA <u>upper-year studio courses numbered</u> 300 <u>and above</u>²;</p>	<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,283,833,1289</p> <p>Present Calendar Entry:</p> <p>[15882] Minor in Visual Arts</p> <p>[15984] To complete a Minor in Visual Arts, students must complete the following courses.</p> <p>[15883] There are three possible studio streams within the Minor in Visual Arts. In the first year students must satisfy the course requirements of the stream they select.</p> <table border="0"> <thead> <tr> <th>First Year</th><th>Credits</th></tr> </thead> <tbody> <tr> <td>Two-dimensional studio stream: VISA 102 and VISA 103 Drawing and Two-Dimensional Art Practices I and II; or</td><td>6</td></tr> <tr> <td>Two-dimensional and media studio stream: VISA 102, VISA 103 Drawing and Two-Dimensional Art Practices I and II, and VISA 106 Introduction to New Media; or</td><td>9</td></tr> <tr> <td>Three-dimensional and media studio stream: VISA 104, VISA 105 Three-Dimensional Art Practices I and II, and VISA 106 Introduction to New Media</td><td>9</td></tr> <tr> <td colspan="2">Note: All students must complete the zero-credit course VISA 090 Safety Training.</td></tr> <tr> <td>Second Year</td><td></td></tr> <tr> <td>VISA 200 Studio Theory I</td><td>3</td></tr> <tr> <td>VISA 201 Studio Theory II</td><td>3</td></tr> <tr> <td><u>12</u> credits from: VISA 215, 225, 233, 235, 244, 245, 251, 252, 253, 256, 258, 259, 261, 262, 264, 265, 271, 272, 282, 283¹</td><td><u>12</u></td></tr> <tr> <td>Third and Fourth Years</td><td></td></tr> <tr> <td>18 credits from: VISA 300, 312, 322, 336, 362, 382²</td><td>18</td></tr> </tbody> </table>	First Year	Credits	Two-dimensional studio stream: VISA 102 and VISA 103 Drawing and Two-Dimensional Art Practices I and II; or	6	Two-dimensional and media studio stream: VISA 102, VISA 103 Drawing and Two-Dimensional Art Practices I and II, and VISA 106 Introduction to New Media; or	9	Three-dimensional and media studio stream: VISA 104, VISA 105 Three-Dimensional Art Practices I and II, and VISA 106 Introduction to New Media	9	Note: All students must complete the zero-credit course VISA 090 Safety Training.		Second Year		VISA 200 Studio Theory I	3	VISA 201 Studio Theory II	3	<u>12</u> credits from: VISA 215, 225, 233, 235, 244, 245, 251, 252, 253, 256, 258, 259, 261, 262, 264, 265, 271, 272, 282, 283 ¹	<u>12</u>	Third and Fourth Years		18 credits from: VISA 300, 312, 322, 336, 362, 382 ²	18
First Year	Credits																						
Two-dimensional studio stream: VISA 102 and VISA 103 Drawing and Two-Dimensional Art Practices I and II; or	6																						
Two-dimensional and media studio stream: VISA 102, VISA 103 Drawing and Two-Dimensional Art Practices I and II, and VISA 106 Introduction to New Media; or	9																						
Three-dimensional and media studio stream: VISA 104, VISA 105 Three-Dimensional Art Practices I and II, and VISA 106 Introduction to New Media	9																						
Note: All students must complete the zero-credit course VISA 090 Safety Training.																							
Second Year																							
VISA 200 Studio Theory I	3																						
VISA 201 Studio Theory II	3																						
<u>12</u> credits from: VISA 215, 225, 233, 235, 244, 245, 251, 252, 253, 256, 258, 259, 261, 262, 264, 265, 271, 272, 282, 283 ¹	<u>12</u>																						
Third and Fourth Years																							
18 credits from: VISA 300, 312, 322, 336, 362, 382 ²	18																						

<p>1 Second-year studio courses come in pairs, with Part I serving as the prerequisite for Part II, and both parts are required to move on to advanced-level courses in that area.</p> <p>2 Because of the individual nature of studio art courses, each 300-level studio course may be taken up to four times for a total of 12 credits.</p> <p>[15884] Whenever possible, students are encouraged to take Art History and Visual Culture and Creative and Critical Studies courses in addition to these studio art requirements. The Department of Creative Studies believes that Art History and Visual Culture and Creative and Critical Studies courses would prove to be appropriate complements to studies in the Visual Arts.</p> <p>[15885] Students are urged to carefully consider their choice of first-year courses for this minor. There are three studio streams in this minor. Taking VISA 102 and 103 prepares students for two-dimensional courses (drawing, painting, printmaking-screenprinting, intaglio/relief, and lithography). Taking VISA 106 and 108 prepares students for media-related courses (photography, video, and computer and image development). Taking VISA 104, 105, prepares students for three-dimensional courses (sculpture).</p>	<p>3</p> <p>1 Second-year studio courses come in pairs, with Part I serving as the prerequisite for Part II, and both parts are required to move on to advanced-level courses in that area.</p> <p>12 Because of the individual nature of studio art courses, each 300-level studio course may be taken up to four times for a total of 12 credits.</p> <p>[15884] Whenever possible, students are encouraged to take Art History and Visual Culture and Creative and Critical Studies courses in addition to these studio art requirements. The Department of Creative Studies believes that Art History and Visual Culture and Creative and Critical Studies courses would prove to be appropriate complements to studies in the Visual Arts.</p> <p>[15885] Students are urged to carefully consider their choice of first-year courses for this minor. There are three studio streams in this minor. Taking VISA 102 and 103 prepares students for two-dimensional courses (drawing, painting, printmaking-screenprinting, intaglio/relief, and lithography). Taking VISA 102, 103 and 106 prepares students for two-dimensional and media-related courses (photography, video, and computer and image development). And taking VISA 104, 105, and 106 prepares students for three-dimensional and media-related courses (sculpture, video, computer and image development, and photography). Note: due to the number of credits required, this program may take more than four years to complete.</p>
---	--

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Faculty of Creative and Critical Studies Dept./Unit: Critical Studies Faculty/School Approval Date: January 21, 2015 Effective Session: 2015W	Date: 14, January, 2015 Contact Person: Dr. George Grinnell Phone: 250.807.9638 Email: George.grinnell@ubc.ca
Type of Action: Revision to Program	
Rationale: <p>The program requirements to the Masters in English are out of date and the language of course requirements needs to be clarified and made more flexible for students.</p> <p>1) Instead of requiring “3” courses from a list, we are changing this to read the student is required to take “9 credits” from a list—this change allows students to take certain shells more than once if the content is different; currently we have to write waivers all the time for students to take ENGL 521 more than once, for example, even though the content is completely different.</p> <p>2) We are removing the 400- level course cross-listing comment because it is confusing. This is a change in language only and is not meant to change our practice of allowing graduate students to take a 4th year English class (eg. ENGL 5XX with additional content and assignments in order to ensure the course meets a graduate standard).</p> <p>3) There is no longer a program or theme called Studies in Cultures and Texts.</p> <p>4) We no longer offer a separate graduate colloquium but instead ENGL 503 has absorbed this requirement.</p>	

<p>Proposed Academic Calendar Entry:</p> <p><i>Program Requirements</i></p> <p>[14869] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 30 credits as follows:</p> <p>[14870]</p> <ul style="list-style-type: none"> • ENGL 501, 502, 503; • 9 credits from ENGL 521, 522, 523, 524, 525; • One additional 3-credit course which may be chosen from ENGL 521, 522, 523, 524, 525; from select English fourth-year courses (such as the English Honours Seminar or English courses cross-listed at the 500- level); or from other graduate programming in Creative and Critical Studies ¹; • Additional requirement for M.A. coursework students: ENGL 590: Independent Research Paper (9 credits); • Additional requirement for M.A. thesis students: ENGL 599: Master's Thesis (12 credits) <p>[14871] ¹This requirement applies to coursework students only.</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/prooff/edit/index.cfm?tree=18,285,1022,1264</p> <p>Present Academic Calendar Entry:</p> <p><i>Program Requirements</i></p> <p>[14869] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 30 credits as follows:</p> <p>[14870]</p> <ul style="list-style-type: none"> • ENGL 501, 502, 503; • Three of ENGL 521, 522, 523, 524, 525; • One additional 3-credit course which may be chosen from ENGL 521, 522, 523, 524, 525; from select English fourth-year courses (such as the English Honours Seminar or English courses cross-listed at the 400-and 500- level); or from other graduate programming in Creative and Critical Studies such as Studies in Cultures and Texts¹; • Additional requirement for M.A. coursework students: ENGL 590: Independent Research Paper (9 credits); • Additional requirement for M.A. thesis students: ENGL 599: Master's Thesis (12 credits); and • Graduate colloquium. <p>[14871] ¹This requirement applies to coursework students only.</p>
---	--

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Faculty of Creative and Critical Studies Dept./Unit: Creative Studies Faculty/School Approval Date: January 21, 2015 Effective Session: 2015 W	Date: 01/03/2015 Contact Person: Nancy Holmes Phone: 250.807.9369 Email: nancy.holmes@ubc.ca
Type of Action: Other: Adding specialization to MFA parchment	
Rationale: The new stand-alone Master of Fine Arts degree separated from the IGS program with Senate approval in October 2013 and is now offered by FCCS. With the new Master of Fine Arts degree, we have clearly delineated three areas of specialization- 1) Visual Arts; 2) Creative Writing; and 3) Interdisciplinary Studies. We would like these areas of specialization to appear under “Master of Fine Arts” on a student’s parchment as it provides a clear statement of the expertise and credential the student has gained. The M.F.A. specializations of Creative Writing and Performance are Ministry-approved through UBC – Vancouver’s programs. The (UBC-O) specialization in Interdisciplinary Studies was approved by the Ministry in October, 2014. Background: Parchments can have up to 4 lines of information. Line 1 is the degree title. Lines 2-4 are optional (pending Senate approval) and can include the field of study (line 2) and other information, such as Co-operative Education Program or ‘with distinction’ for example (lines 3-4). The parchment of the Bachelor of Fine Arts includes a line 2 of Major/Minor. The Master of Fine Arts, as formally part of the IGS program, did not have a line 2. The Faculty of Creative and Critical Studies respectfully requests approval to use the top two available lines on the parchment, as follows:	

Proposed Parchment	Present Parchment
<p>Line 1: Master of Fine Arts</p> <p>Line 2:</p> <p><u>Specialization in Visual Arts,</u></p> <p>or</p> <p><u>Specialization in Creative Writing,</u></p> <p>or</p> <p><u>Specialization in Interdisciplinary Studies</u></p>	<p>Line 1: Master of Fine Arts</p>

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: FHSD/School of Social Work Dept./Unit: Faculty/School Approval Date: Feb 24, 2015 Effective Session: 2015W	Date: Feb. 2, 2015 Contact Person: Dr. Judy Gillespie Phone: 250.807.8745 Email: judy.gillespie@ubc.ca
Type of Action: Revision to Program	
<p>Rationale:</p> <p>The graduate program in the School of Social Work began as a 33 credit clinical practice ‘Advanced’ One-Year track for students with an undergraduate (BSW) degree in generalist Social Work. Four years later a two-year, 60 credit clinical practice ‘Foundational’ track was added for non-BSW students with a related undergraduate degree. In the first year of this two-year ‘Foundational’ track, students took cross-listed courses with 4th year ‘generalist’ BSW students; in the second year they took courses with ‘Advanced’ One-Year Track students.</p> <p>The development of two separate graduate tracks and the sharing of teaching resources between the pre-existing generalist undergraduate and the two clinically focused graduate tracks resulted in issues of program structure and coherence, as well as course content issues that could not be addressed while the BSW program was being delivered.</p> <p>In 2012, UBCO Senate approved the decision to eliminate the BSW degree program; the last BSW student completed in 2013. Program revisions for a dedicated graduate Social Work degree with a clinical practice focus are needed to:</p> <ul style="list-style-type: none"> • Revise course codes within the program to reflect Foundational students’ progression through their 2 year program and rename Field Practice courses to Field Education, to reflect their role in student learning. • Remove generalist content and strengthen the clinical practice content of the 1st year Foundational courses. • Enhance program coherence by scaffolding academic content between courses and years and ensure required pre-requisites are achieved prior to enrollment in subsequent courses. • Improve the structural flexibility of the program for both thesis and course-based students. • Redirect teaching resources to provide smaller classes for Advanced One-Year and 2nd year Foundational students and more elective offerings for all students. • Strengthen future program accreditation through the above. <p>This includes replacing 4 existing 1st year Foundational courses with 4 new courses that strengthen preparation for field education and 2nd year course work, replacing 4 core Advanced/2nd year Foundational courses with 2 core courses, and replacing the research requirements of SOCW 507 for some students and HINT 501 for all students with SOCW 553 required for all students. We are also proposing a new elective focused on treatment</p>	

of childhood mental disorders.

Current courses will continue to be taught until the current cohorts have graduated.

Proposed revisions to all FIRST YEAR Foundational track requirements:

CURRENT CURRICULUM	PROPOSED CURRICULUM
SOCW 509 Advanced Generalist Practice	SOCW 511 Introduction to Social Work
SOCW 510 Advanced Clinical Micro and Macro Social Work Practice	SOCW 512 Theories and Interventions for Clinical Social Work
SOCW 545 Social Work Practice with Individuals	SOCW 513 Assessment Skills for Clinical Social Work
n/a	SOCW 514 Diversity and Critical Reflexive Social Work Practice
SOCW 555 Integrative Seminar for Field Education	SOCW 518 Integrative Seminar for Field Education
SOCW 506 Social Work Field Practice I	SOCW 519 Social Work Field Education I
SOCW 507 Introduction to Research Methods	(Will be an approved research course for thesis-based students – see below)
2 Approved Electives	3 Approved Electives

Proposed revisions to Advanced One-Year track and SECOND YEAR Foundational track requirements (for course based students):

CURRENT CURRICULUM	PROPOSED CURRICULUM
SOCW 500 Foundations of Clinical Social Work Theory	SOCW 551 Advanced Clinical Social Work Theory and Practice
SOCW 501 Foundations of Clinical Social Work Practice	
SOCW 502 Clinical Social Work and Community Practice	SOCW 552 Community, Place, and Policy in Clinical Practice
SOCW 503 Clinical Practice and Social Policy	
HINT 501 Evidence-Based Practice	SOCW 553 Research Methods and Evidence in Clinical Social Work
SOCW 504 Mental Health and Mental Illness	SOCW 554 Mental Health and Mental Illness
SOCW 505 Social Work Field Practice	SOCW 559 Social Work Field Education II
SOCW 598 Graduating Paper and one approved elective OR two approved electives (Foundational track)	SOCW 598 Graduating Paper and three approved electives OR four approved electives (Foundational track)
SOCW 598 Graduating Paper and two approved electives OR three approved electives (Advanced track)	

Proposed revisions to Advanced One – Year track and SECOND YEAR Foundational track required courses (for thesis students):

CURRENT CURRICULUM	PROPOSED CURRICULUM
HINT 501 Evidence-Based Practice	SOCW 553 Research Methods and Evidence in Clinical Social Work
SOCW 500 Foundations of Clinical Social Work Theory	One of the following: SOCW 551 Advanced Clinical Social Work Theory and Practice
SOCW 504 Mental Health and Mental Illness	SOCW 552 Community, Place, and Policy in Clinical Practice SOCW 554 Mental Health and Mental Illness
One additional approved graduate level research course	One additional research course chosen from SOCW 507 or HINT 504
SOCW 505 Social Work Field Practice	SOCW 559 Social Work Field Education II
1 Approved Elective (Foundational)	2 Approved Electives (Foundational)
2 Approved Electives (Advanced Track)	3 Approved Electives (Advanced Track)
SOCW 599 Thesis	SOCW 599 Thesis

Proposed Academic Calendar Entry:

Advanced One-Year **Track**

[16008]Degree Requirements

[16009]The M.S.W. Advanced One-Year **track** requires the completion of 33 credits including one 6-credit practicum.

[16010]**Students may complete the program on a full-time or part-time basis. Completion of the full-time program normally requires 12 months of study while completion of the part-time program normally requires a minimum of two years. Eligibility for part-time tuition fee structure is determined by the College of Graduate Studies.**

Draft Academic Calendar URL:

http://www.calendar.ubc.ca/okanagan/pr_oof/edit/index.cfm?tree=18,285,985,1177

Present Academic Calendar Entry:

Advanced One-Year ~~Program~~

[16008]Degree Requirements

[16009]The M.S.W. Advanced One-Year ~~program~~ requires the completion of 33 credits including one 6-credit practicum.

[16010]~~Students can choose between three options: a graduating paper or project; a thesis; or courses only. The graduating paper or project is worth 3 credits and the thesis is worth 9 credits. Students choosing the graduating paper or project option take two approved elective courses (6 credits). Students choosing the thesis option take one approved elective course (3 credits) and are~~

<p>[16012]</p> <p><u>Students choosing the course-based option are required to complete the following 33 credits:</u></p> <ul style="list-style-type: none"> • <u>SOCW 551 Advanced Clinical Social Work Theory and Practice (3 credits)</u> • <u>SOCW 552 Community, Place, and Policy in Clinical Practice (3 credits)</u> • <u>SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits)</u> • <u>SOCW 554 Mental Health and Mental Illness (3 credits)</u> • <u>SOCW 559 Social Work Field Education II (6 credits)</u> • <u>SOCW 598 Graduating Paper (3 credits) and 4 approved electives (12 credits), or 5 approved electives (15 credits)</u> <p>[16013]</p> <p>Students choosing the <i>thesis option</i> are required to complete the following 33 credits:</p> <ul style="list-style-type: none"> • <u>SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits)</u> • <u>One course chosen from SOCW</u> 	<p>required to take one additional approved graduate-level research course (3 credits). Students may take only one approved course at the 400 level. Students choosing the courses option take three approved elective courses (9 credits).</p> <p>[16011] Completion of the part-time program requires a minimum of two years. Completion of the full-time program normally requires 12 months.</p> <p>[16012]</p> <p>Students choosing the graduating paper or project option are required to complete the following 33 credits:</p> <p>HINT 501—Evidence-Based Practice (3 credits) SOCW 500—Foundations of Clinical Social Work Theory (3 credits) SOCW 501—Foundations of Clinical Social Work Practice (3 credits) SOCW 502—Clinical Social Work and Community Practice (3 credits) SOCW 503—Clinical Practice and Social Policy (3 credits) SOCW 504—Mental Health and Mental Illness (3 credits) SOCW 505—Social Work Field Practice (6 credits) SOCW 598—Graduating Paper (3 credits) Two approved electives (6 credits)</p> <p>[16013]</p> <p>Students choosing the <i>thesis option</i> are required to complete the following 33 credits:</p> <p>HINT 501—Evidence-Based Practice (3 credits) SOCW 500—Foundations of Clinical</p>
---	--

<p><u>551, SOCW 552, or SOCW 554 (3 credits),</u></p> <ul style="list-style-type: none"> • <u>3 approved electives (9 credits).</u> • <u>One additional approved graduate-level research methods course chosen from SOCW 507 or HINT 504 (3 credits)</u> • <u>SOCW 559 Social Work Field Education II (6 credits)</u> • SOCW 599 Thesis (9 credits) <p>[16015] Approved Electives</p> <p>[16016] Note: Additional electives are possible with the approval of the Director of the School of Social Work.</p> <p>[16018] Social Work Electives</p> <p>[16017]</p> <p>SOCW 520 Advanced Family Practice</p>	<p>Social Work Theory (3 credits) SOCW 501—Foundations of Clinical Social Work Practice (3 credits) SOCW 504—Mental Health and Mental Illness ((3 credits) SOCW 505—Social Work Field Practice (6 credits) SOCW 599 Thesis (9 credits) One approved elective (3 credits) One additional approved graduate-level research course (3 credits)</p> <p>[16014]</p> <p>Students choosing the <i>courses-only</i> option are required to complete the following 33 credits:</p> <p>HINT 501—Evidence Based Practice(3 credits) SOCW 500—Foundations of Clinical Social Work Theory (3 credits) SOCW 501—Foundations of Clinical Social Work Practice (3 credits) SOCW 502—Clinical Social Work and Community Practice (3 credits) SOCW 503—Clinical Practice and Social Policy (3 credits) SOCW 504—Mental Health and Mental Illness ((3 credits) SOCW 505—Social Work Field Practice (6 credits) Three approved electives (9 credits)</p> <p>[16015] Approved Electives</p> <p>[16016] Note: Additional electives are possible with the approval of the Director of the School of Social Work.</p> <p>[16018] Social Work Electives</p> <p>[16017]</p> <p>SOCW 502—Clinical Social Work and</p>
---	---

(3 credits)
 SOCW 521 Advanced Social Work Practice with Groups (3 credits)
 SOCW 522 Clinical Practice with Children and Adolescents (3 credits)
SOCW 523 Advanced Clinical Practice With Children, Adolescents, & Families (3 credits)
 SOCW 531 Anti-Racist and Anti-Oppressive Clinical Practice ((3 credits)
 SOCW 540 Selected Topics in Social Work Practice (3 credits)
 SOCW 541 Directed Studies in Social Work (3 credits)

[16019] Health – Interprofessional Electives

[16021] The Faculty of Health and Social Development provides courses that encourage effective interprofessional collaboration and understanding among students of health and human service programs, and between the external community and the University.

[16020]

HINT 503 Psychological Oncology (3 credits)
 HINT 506 Participatory Inquiry through Action Research (3 credits)
 HINT 511 Special Topics in Interdisciplinary Health Research (3 credits)
 HINT 512 Special Topics in Interprofessional Practice (3 credits)
 HINT 521 Interprofessional Collaboration (3 credits)
 HINT 522 Leadership in Human Service Organization (3 credits)
 HINT 523 Professional Ethics (3 credits)

~~Community Practice (3 credits)⁺~~
~~SOCW 503 — Clinical Practice and Social Policy (3 credits)⁺~~
 SOCW 520 Advanced Family Practice (3 credits)
 SOCW 521 Advanced Social Work Practice with Groups (3 credits)
 SOCW 522 Clinical Practice with Children and Adolescents (3 credits)
 SOCW 531 Anti-Racist and Anti-Oppressive Clinical Practice ((3 credits)
 SOCW 540 Selected Topics in Social Work Practice (3 credits)
 SOCW 541 Directed Studies in Social Work (3 credits)

⁺~~Available for students choosing the thesis option.~~

[16019] Health – Interprofessional Electives

[16021] The Faculty of Health and Social Development provides courses that encourage effective interprofessional collaboration and understanding among students of health and human service programs, and between the external community and the University.

[16020]

HINT 503 Psychological Oncology (3 credits)
 HINT 506 Participatory Inquiry through Action Research (3 credits)
 HINT 511 Special Topics in Interdisciplinary Health Research (3 credits)
 HINT 512 Special Topics in Interprofessional Practice (3 credits)
 HINT 521 Interprofessional Collaboration (3 credits)
 HINT 522 Leadership in Human Service Organization (3 credits)
 HINT 523 Professional Ethics (3 credits)
 HINT 524 Interprofessional Practice

<p>HINT 524 Interprofessional Practice Issues in Healthy Aging (3 credits) HINT 525 Disabilities Studies and Interprofessional Health Care (3 credits) HINT 526 Global Health (3 credits)</p> <p>Foundational Two-Year Program</p> <p>[15995] Degree Requirements</p> <p>[15996]The M.S.W. Foundational Two-Year program requires the completion of 60 credits including two 6-credit practica. <u>Students may complete the program on a full-time or part-time basis. Completion of the full-time program normally requires 18 to 24 months of study while completion of the part-time program normally requires a minimum of three years. Eligibility for part-time tuition fee structure is determined by the College of Graduate Studies.</u></p> <p>[15998] All Foundational <u>students are required to complete the following 60 credits:</u></p> <p>[15999]</p> <p><u>Year 1 (30 credits)</u></p> <p><u>SOCW 511 Introduction to Social Work Theory and Practice (3 credits)</u> <u>SOCW 512 Theories and Interventions for Clinical Social Work (3 credits)</u> <u>SOCW 513 Assessment Skills for Clinical Social Work (3 credits)</u> <u>SOCW 514 Diversity and Critical</u></p>	<p>Issues in Healthy Aging (3 credits) HINT 525 Disabilities Studies and Interprofessional Health Care (3 credits) HINT 526 Global Health (3 credits)</p> <p>Draft Academic Calendar URL:</p> <p>http://www.calendar.ubc.ca/okanagan/pr_oof/edit/index.cfm?tree=18,285,985,1291</p> <p>Foundational Two-Year Program</p> <p>[15995] Degree Requirements</p> <p>[15996]The M.S.W. Foundational Two-Year program requires the completion of 60 credits including two 6-credit practica.</p> <p>[15997]First Year</p> <p>[15998] All Foundational Two-Year program students are required to complete the following core courses (30 credits).</p> <p>[15999]</p> <p>Term 1</p> <p>SOCW 507—Introduction to Research Methods (3 credits) SOCW 510—Advanced Clinical, Micro and Macro Social Work Practice (3 credits) SOCW 531—Anti Racist and Anti-Oppressive Clinical Practice (3 credits)⁺ SOCW 545—Social Work Practice with</p>
---	---

<p><u>Reflexive Practice (3 credits)</u> <u>SOCW 518 Integrative Seminar for Field Education (3 credits)</u> <u>SOCW 519 Social Work Field Education I (6 credits)</u> <u>Three approved electives (9 credits)</u></p> <p>[16001]Year 2 (30 credits)</p> <p>[16002]Year 2 <i>course-based</i> students are required to complete the following 30 credits:</p> <p><u>SOCW 551 Advanced Clinical Social Work Theory and Practice (3 credits)</u> <u>SOCW 552 Community, Place, and Policy in Clinical Practice (3 credits)</u> <u>SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits)</u> <u>SOCW 554 Mental Health and Mental Illness (3 credits)</u> <u>SOCW 559 Social Work Field Education II (6 credits)</u> <u>SOCW 598 Graduating Paper (3 credits) and three approved electives (9 credits) or four approved electives (12 credits)</u></p>	<p>Individuals (3 credits) One approved elective (3 credits)</p> <p>Term 2</p> <p>SOCW 506—Social Work Field Practice I (6 credits) SOCW 509—Advanced Generalist Social Work Practice (3 credits) SOCW 555—Integrative Seminar for Field Education (3 credits) One approved elective (3 credits)</p> <p>[†]Or equivalent 3-credit course on social work practice with diverse populations; course subject to the approval of the Director of the School of Social Work.</p> <p>[16001]Second Year</p> <p>[16002]Students complete 30 credits in their second year and can choose between three options: a graduating paper or project; a thesis; or courses only. The graduating paper or project is worth 3 credits and the thesis is worth 9 credits. Students choosing the graduating paper or project option take one approved elective course (3 credits). Students may take only one approved course at the 400 level. Students choosing the thesis option are required to take one additional approved graduate-level research methods course (3 credits). Students choosing the courses option take two approved elective courses (6 credits).</p> <p>[16003]Completion of the full-time program normally requires 24 months.</p> <p>[16000]</p> <p>Students choosing the <i>graduating paper or project option</i> are required to complete the following 30 credits:</p> <p>HINT 501—Evidence-Based Practice (3</p>
--	--

<p>[16005]</p> <p><u>Year 2 thesis-based students are required to complete the following 30 credits:</u></p> <p><u>SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits)</u></p> <p><u>One course chosen from SOCW 551, SOCW 552, or SOCW 554 (3 credits).</u></p> <p><u>Two approved electives (6 credits).</u></p> <p><u>One additional approved graduate-level research methods course chosen from SOCW 507 or HINT 504 (3 credits)</u></p> <p><u>SOCW 559 Social Work Field Education II (6 credits)</u></p> <p><u>SOCW 599 Thesis (9 credits)</u></p>	<p>credits)</p> <p>SOCW 500—Foundations of Clinical Social Work Theory (3 credits)</p> <p>SOCW 501—Foundations of Clinical Social Work Practice (3 credits)</p> <p>SOCW 502—Clinical Social Work and Community Practice (3 credits)</p> <p>SOCW 503—Clinical Practice and Social Policy (3 credits)</p> <p>SOCW 504—Mental Health and Mental Illness (3 credits)</p> <p>SOCW 505—Social Work Field Practice (6 credits)</p> <p>SOCW 598—Graduating Paper (3 credits)</p> <p>One approved elective (3 credits)</p> <p>[16005]</p> <p>Students choosing the <i>thesis option</i> are required to complete the following 30 credits:</p> <p>HINT 501—Evidence Based Practice (3 credits)</p> <p>SOCW 500—Foundations of Clinical Social Work Theory (3 credits)</p> <p>SOCW 501—Foundations of Clinical Social Work Practice (3 credits)</p> <p>SOCW 504—Mental Health and Mental Illness (3 credits)</p> <p>SOCW 505—Social Work Field Practice (6 credits)</p> <p>SOCW 599—Thesis (9 credits)</p> <p>[16006]</p> <p>Students choosing the <i>courses only option</i> are required to complete the following 30 credits:</p> <p>HINT 501—Evidence Based Practice (3 credits)</p> <p>SOCW 500—Foundations of Clinical Social Work Theory (3 credits)</p>
---	--

<p>[16022]</p> <p>Approved Electives Note: Additional electives are possible with the approval of the Director of the School of Social Work.</p> <p>Social Work Electives SOCW 520 Advanced Family Practice (3 credits) SOCW 521 Advanced Social Work Practice with Groups (3 credits) SOCW 522 Clinical Practice with Children and Adolescents (3 credits) <u>SOCW 523 Advanced Clinical Practice With Children, Adolescents, & Families (3 credits)</u> SOCW 531 Anti-Racist and Anti-Oppressive Clinical Practice ((3 credits) SOCW 540 Selected Topics in Social Work Practice (3 credits) SOCW 541 Directed Studies in Social Work (3 credits)</p> <p>Health – Interprofessional Electives The Faculty of Health and Social Development provides courses that encourage effective interprofessional collaboration and understanding among students of health and human service programs, and between the external community and the University.</p>	<p>SOCW 501— Foundations of Clinical Social Work Practice (3 credits) SOCW 502— Clinical Social Work and Community Practice (3 credits) SOCW 503— Clinical Practice and Social Policy (3 credits) SOCW 504— Mental Health and Mental Illness (3 credits) SOCW 505— Social Work Field Practice (6 credits) Two approved electives (6 credits)</p> <p>[16022] Follow this link for a list of Approved Electives.</p>
---	---

<p>HINT 503 Psychological Oncology (3 credits) HINT 506 Participatory Inquiry through Action Research (3 credits) HINT 511 Special Topics in Interdisciplinary Health Research (3 credits) HINT 512 Special Topics in Interprofessional Practice (3 credits) HINT 521 Interprofessional Collaboration (3 credits) HINT 522 Leadership in Human Service Organizations (3 credits) HINT 523 Professional Ethics (3 credits) HINT 524 Interprofessional Practice Issues in Healthy Aging (3 credits) HINT 525 Disabilities Studies and Interprofessional Health Care (3 credits) HINT 526 Global Health (3 credits)</p>	
--	--

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

Category: 1	
Faculty/School: Health and Social Development Dept./Unit: Social Work Faculty/School Approval Date: Feb. 24, 2015 Effective Session: 2015W	Date: Feb. 25, 2015 Contact Person: Dr. Judy Gillespie Phone: 250.807.8745 Email: judy.gillespie@ubc.ca
Type of Action: New Course.	
Rationale: SOCW 511 will be a core course for 1 st year Foundational students in the MSW program that will orient them to social work practice and provide the scaffolding that will enable them to move into Field Education and progress into the 2 nd year of their Foundational Track. It will replace SOCW 509 but will provide a stronger overview to clinical practice.	
Proposed Academic Calendar Entry: <u>SOCW 511 (3) Introduction to Social Work Theory and Practice</u> <u>A foundational overview of the social work profession including its definitions, historical influences, orienting perspectives, values, and ethical frameworks, as well as contexts, and modalities of practice to address a range of individual, family, community and social issues. [3-0-0]</u> <u>Credit will not be granted for both SOCW 511 and SOCW 509.</u>	Present Academic Calendar Entry: n/a

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Health and Social Development Dept./Unit: Social Work Faculty/School Approval Date: Feb. 24, 2015 Effective Session: 2015W	Date: Feb. 25, 2015 Contact Person: Dr. Judy Gillespie Phone: 250.807.8745 Email: judy.gillespie@ubc.ca
Type of Action: New Course.	
Rationale: SOCW 512 will be a core course for 1 st year Foundational students in the MSW program that will orient them to social work practice theories and interventions and provide the scaffolding that will enable them to move into Field Education and progress into the 2 nd year of their Foundational Track. It replaces SOCW 510. SOCW 511 will be co-requisite.	
Proposed Academic Calendar Entry: <u>SOCW 512 (3) Theories and Interventions for Clinical Social Work</u> <u>Advances students' understanding of major theoretical frameworks and treatment modalities for clinical and direct social work practice and their relevance to and application within the planned change process. [3-0-0]</u> <u>Credit will not be granted for both SOCW 512 and SOCW 510.</u> <u>Co-requisite: SOCW 511</u>	Present Academic Calendar Entry: n/a

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Health and Social Development Dept./Unit: Social Work Faculty/School Approval Date: Effective Session: 2015W	Date: Feb. 25, 2015 Contact Person: Dr. Judy Gillespie Phone: 250.807.8745 Email: judy.gillespie@ubc.ca
Type of Action: New Course	
Rationale: SOCW 513 will be a core course for 1 st year Foundational students in the MSW program that will orient them to social work practice and provide the scaffolding to enable them to move into Field Education and progress into the 2 nd year of their Foundational Track. It replaces SOCW 545. SOCW 511 and SOCW 512 will be co-requisites.	
Proposed Academic Calendar Entry: <u>SOCW 513 (3) Assessment Skills for Clinical Social Work</u> <u>Theoretical perspectives and foundational skills for assessment in clinical social work. [3-0-0]</u> <u>Credit will not be granted for both SOCW 513 and SOCW 545</u> <u>Co-requisite: SOCW 511, SOCW 512</u>	Present Academic Calendar Entry: n/a

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category:1	
Faculty/School: Health & Social Development Dept./Unit: Social Work Faculty/School Approval Date: Feb. 24, 2015 Effective Session: 2015W	Date: Feb. 25, 2015 Contact Person: Judy Gillespie Phone: 250.807.8745 Email: judy.gillespie@ubc.ca
Type of Action: New Course	
Rationale: : SOCW 514 will be a core course for 1 st year Foundational students in the MSW program that will orient them to social work practice and provide the scaffolding that will enable them to move into Field Education and progress into the 2 nd year of their Foundational Track.	
Proposed Academic Calendar Entry: <u>SOCW 514 (3) Diversity and Critical Reflexive Practice</u> <u>Meanings, dynamics, and impacts of diversity in social work practice. Students examine their own identities and social locations and a range of theories and orientations to inclusion and social justice. [3-0-0]</u> <u>Co-requisite: SOCW 511</u>	Present Academic Calendar Entry: n/a

Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category:1	
Faculty/School: Health & Social Development Dept./Unit: Social Work Faculty/School Approval Date: Feb. 24, 2015 Effective Session: 2015W	Date: January 19, 2015 Contact Person: Judy Gillespie Phone: 250.807.8745 Email: judy.gillespie@ubc.ca
Type of Action: New Course Code and addition of pre/co-requisites	
Rationale: This seminar for 1 st year Foundational students is designed to assist in integrating core social work knowledge with the development of practice skills in Field Education settings, the new course code and the pre and co-requisite requirements reflect this.	
Proposed Academic Calendar Entry: SOCW <u>518</u> (3) Integrative Seminar for Field Education Links classroom education with field education. Consists of independent readings, invited speakers, and online discussions. Pass/Fail. [0-0-3] <u>Credit will not be granted for both SOCW 518 and SOCW 555.</u> <u>Co-requisites: SOCW 511, SOCW 512, SOCW 513, SOCW 514, SOCW 519 or permission of the Director of the School of Social Work.</u>	Present Academic Calendar Entry: SOCW 555 (3) Integrative Seminar for Field Education Links classroom education with field education community practicum experiences . Consists of independent readings, invited speakers, and online discussions. Key clinical topics are addressed by the speakers. After each talk students move into discussion groups directed by invited field instructors and School of Social Work faculty. Pass/Fail. Prerequisite: Admission to the M.S.W. Foundational Two Year program. <i>Co-requisite: SOCW 506.</i>

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

Category: 1	
Faculty/School: Health & Social Development Dept./Unit: Social Work Faculty/School Approval Date: Feb. 24, 2015 Effective Session: 2015W	Date: January 19, 2015 Contact Person: Judy Gillespie Phone: 250.807.8745 Email: judy.gillespie@ubc.ca
Type of Action: New Course Code and Revised Course Title	
Rationale: This is the Field Education course for 1st year Foundational students, the new course code, course description and the pre/co-requisite requirements reflect this. The revised course title reflects its role as a key component in student learning.	
Proposed Academic Calendar Entry: SOCW <u>519</u> (6) Social Work Field <u>Education I</u> <u>Development, application, and integration of core social work knowledge and skills in social work practice settings.</u> Pass/Fail. <u>Credit will not be granted for both SOCW 519 and 505.</u> <u>Co-requisites: SOCW 511, SOCW 512, SOCW 513, SOCW 514, SOCW 518, or permission of the Director of the School of Social Work.</u>	Present Academic Calendar Entry: SOCW 505 (6) Social Work Field Practice I Within a supervised setting student applies generalist practice knowledge, skills, interventions, and ethics. Generalist practice can include individual, family, group, and community; organizational development; and policy change. Completion of the practicum prepares students for initial professional practice with various client constituencies. Pass/Fail. Prerequisite: All of SOCW 510, SOCW 545. Admission to the M.S.W. Foundational Two Year program. Corequisite: All of SOCW 509, SOCW 555.

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

Category: 1	
Faculty/School: Health & Social Development Dept./Unit: Social Work Faculty/School Approval Date: Feb. 24, 2015 Effective Session: 2015W	Date: January 19, 2015 Contact Person: Judy Gillespie Phone: 250.807.8745 Email: judy.gillespie@ubc.ca
Type of Action: New Course	
Rationale: The proposed course provides students with advanced clinical practice in the UBC Interprofessional Clinic. This is a combination of an academic seminar (2 hours per week) and supervised clinical work with a child or adolescent diagnosed with a moderate to severe neurobiological mental disorder (2 hours per week). The students will attend treatment team meetings, observe actual sessions, and perform either supervised assessments or cognitive-behavioral interventions.	
Proposed Academic Calendar Entry: <u>SOCW 523 (3) Advanced Assessment and Treatment With Children, Adolescents and Families</u> <u>Conducting advanced clinical assessments, diagnoses, and interventions with children, adolescents, and families and exploration of research evidence to guide intervention choices. Includes supervised clinical work. [0-2-2]</u> <u>Prerequisites: SOCW 511, SOCW 512, SOCW 513, SOCW 514 or admission into the Advanced One-Year Track MSW</u>	Present Academic Calendar Entry: n/a

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

Category:1	
Faculty/School: Health & Social Development Dept./Unit: Social Work Faculty/School Approval Date: Feb. 24, 2015 Effective Session: 2015W	Date: February 25, 2015 Contact Person: Judy Gillespie Phone: 250.807.8745 Email: judy.gillespie@ubc.ca
Type of Action: New Course	
Rationale: This course replaces SOCW 500 (Foundations of Clinical Social Work Theory) and SOCW 501 (Foundations of Clinical Social Work Practice). This new course incorporates key material from both of these courses into a single 3 credit course.	
Proposed Academic Calendar Entry: <u>SOCW 551 (3) Advanced Clinical Social Work Theory and Practice</u> <u>Integrates theory and practice with attention to relational principles and a complex analysis of personal and social problems. Consideration of the dynamic interaction between the individual and the social world, and the possibility of intervention at multiple levels. [3-0-0]</u> <u>Credit will not be granted for both SOCW 551 and SOCW 500 or both SOCW 551 and SOCW 501.</u> <u>Pre-requisites: SOCW 511, SOCW 512, SOCW 513, SOCW 514 or admission into the Advanced One-Year Track MSW.</u>	Present Academic Calendar Entry: n/a



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

Category: 1	
Faculty/School: Health & Social Development Dept./Unit: Social Work Faculty/School Approval Date: Feb. 24, 2015 Effective Session: 2015W	Date: January 19, 2015 Contact Person: Judy Gillespie Phone: 250.807.8745 Email: judy.gillespie@ubc.ca
Type of Action: New Course	
Rationale: This course replaces SOCW 502 (Clinical Social Work and Community Practice) and SOCW 503 (Clinical Practice and Social Policy) with a single 3 credit course that incorporates the key material from both of these courses.	
Proposed Academic Calendar Entry: <u>SOCW 552 (3) Community, Place and Policy in Clinical Practice</u> <u>Linking clinical social work practice to the broader community and policy contexts in which clinician and client are situated. Examining how policy approaches structure clinical practice in relation to community and place and builds culturally relevant community and place centered practice skills in assessment and intervention. [3-0-0]</u> <u>Credit will not be granted for both SOCW 552 and SOCW 502 or both SOCW 552 and SOCW 503.</u> <u>Pre-requisites: SOCW 511, SOCW 512, SOCW 513, SOCW 514, or admission into the Advanced One-Year Track MSW.</u> <u>Co-requisite: SOCW 551</u>	Present Academic Calendar Entry: n/a

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

Category:1	
Faculty/School: Health & Social Development Dept./Unit: Social Work Faculty/School Approval Date: March 2, 2015 Effective Session: 2015W	Date: January 19, 2015 Contact Person: Judy Gillespie Phone: 250.807.8745 Email: judy.gillespie@ubc.ca
Type of Action: New Course	
Rationale: This course (SOCW 553) incorporates content from SOCW 507 (currently required for 1 st year Foundational students) and HINT 501 (currently required for all MSW students) into a single 3 credit course required for all MSW students. The course focuses on understanding and using research methods to inform clinical social work practice.	
Proposed Academic Calendar Entry: <u>SOCW 553 (3) Research Methods and Evidence in Clinical Social Work Practice</u> <u>Quantitative and qualitative research methods for understanding and utilizing evidence in clinical social work assessments and interventions. Emphasis is placed on using knowledge of research methods to support critical thinking and problem solving in practice. [3-0-0]</u> <u>Credit will not be granted for both SOCW 553 and SOCW 507 or both SOCW 553 and HINT 501</u> <u>Prerequisites: SOCW 511, SOCW 512, SOCW 513, SOCW 514 or admission into the Advanced One-Year Track MSW.</u>	Present Academic Calendar Entry: n/a

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

Category:1	
Faculty/School: Health & Social Development Dept./Unit: Social Work Faculty/School Approval Date: Feb 24, 2015 Effective Session: 2015W	Date: January 19, 2015 Contact Person: Judy Gillespie Phone: 250.807.8745 Email: judy.gillespie@ubc.ca
Type of Action: New Course Number and pre-requisite requirements	
Rationale: This course is part of the core curriculum for 2nd year Foundational or Advanced Track students, the new course code and pre-requisite requirements reflect this.	
Proposed Academic Calendar Entry: SOCW <u>554</u> (3) Mental Health and Mental Illness Explores relevant mental health issues to social work practice in a broad range of settings. Critically examines social work's role in providing effective, evidence-based, theoretically sound interventions and treatments. <u>[3-0-0]</u> <u>Credit will not be granted for both SOCW 554 and SOCW 504.</u> <u>Pre-requisites: SOCW 511, SOCW 512, SOCW 513, SOCW 514 or admission into the Advanced One-Year Track MSW</u>	Present Academic Calendar Entry: SOCW 504 (3) Mental Health and Mental Illness Explores relevant mental health issues to social work practice in a broad range of settings. Critically examines social work's role in providing effective, evidence-based, theoretically sound interventions and treatments.

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

Category:1	
Faculty/School: Health & Social Development Dept./Unit: Social Work Faculty/School Approval Date: Feb 24, 2015 Effective Session: 2015W	Date: January 19, 2015 Contact Person: Judy Gillespie Phone: 250.807.8745 Email: judy.gillespie@ubc.ca
Type of Action: New Course Number, Revised Course Title, Changes to pre and co-requisite requirements.	
Rationale: This field education course is restricted to 2nd year Foundational or Advanced Track students; the new course code and the pre and co-requisite requirements reflect its status as a course for these students but enable greater flexibility by not requiring completion of all required coursework prior to enrollment. Its revised title reflects its key role in student learning.	
Proposed Academic Calendar Entry: SOCW <u>559</u> (6) Social Work Field <u>Education</u> II Provides <u>2nd year Foundational and Advanced One-Year track students</u> an opportunity to apply and integrate theory and practice in clinical social work practice settings. Pass/Fail. <u>Credit will not be granted for both SOCW 559 and SOCW 505.</u> <u>Pre-requisites: SOCW 518, SOCW 519 or admission into the Advanced One-Year track MSW or permission of the Director of the School of Social Work</u> <u>Co-requisite: SOCW 551 or permission of the Director of the School of Social Work.</u>	Present Academic Calendar Entry: SOCW 505 (6) Social Work Field Practice II Continuation of SOCW 506. Provides an opportunity to apply and integrate theory and practice in clinical social work practice settings. Pass/Fail. Prerequisite: Admission to the M.S.W. program. Completion of all required coursework.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250.807.9619
Fax 250.807.8007
www.senate.ubc.ca

May 14, 2015

To: Okanagan Senate
From: Curriculum Committee
Subject: Curriculum Proposal (approval)

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

As such, the following is recommended to Senate:

Motion: *That Senate approve PSYO 298 and PSYO 299 as new courses brought forward from the Faculty of Arts and Sciences.*

For the Committee,

Dr. Peter Arthur
Chair, Curriculum Committee

UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty/School: Arts & Sciences Department/Unit: Psychology/Unit 4 Faculty/School Approval Date: October 24, 2014 Effective Session: 2015W</p>	<p>Date: 2014.07.09 Contact Person: Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>PSYO 298 (0) Second-year Unassigned Psychology</u></p> <p><u>Not available for registration.</u></p> <p><u>PSYO 299 (0) Second-year Unassigned Psychology</u></p> <p><u>Not available for registration.</u></p>	<p>Draft Calendar URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create a new placeholder course to act as a receptacle for credits not equivalent to existing PSYO courses.</p> <p>When students transfer second-year credits that do not have direct PSYO equivalents, this course code will be used to ensure that credit is recognized within the system.</p> <p>Rationale: When students come to UBC and have courses that are NOT directly transferable to an existing UBCO course, the students gets "PSYO 2nd" on their record. Unfortunately the current system does not recognize this as a real course and prevents our students from registering in 3rd-year courses because we have a hard pre-requisite check on those large classes. Many of our students from outside of UBCO are not able to get into our high-demand courses because they miss their</p>

	<p>designated registration time. We estimate that last year we had approximately 200 students who required this adjustment and this resulted in our Unit Assistant having to manually register students. This process is very time consuming and so inefficient compared to the alternative proposed.</p> <p>A solution to this enrolment problem is to create a placeholder course [PSYO 299] that Enrolment Services could use instead of “PSYO 2nd”; we would then add PSYO 299 to the list of pre-requisite courses for those 3rd-year classes in the Calendar / Registration system. This way a student who has these anomalous credits would be able to self-register. This avoids the current solution to manually enroll each student which is inefficient and often detrimental to the student.</p>
--	--



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate

University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619

Fax 250 807 8007

www.senate.ubc.ca/okanagan

May 14, 2015

To: Okanagan Senate

From: Learning and Research Committee

RE: Candidates for Emeritus Status (approval)

The Learning and Research Committee recommends approval of the following motion:

Motion: *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, that they be added to the Roll of Convocation.*

Respectfully submitted,

Dr. Peter Arthur, Chair
Senate Learning and Research Committee

Title	First Name	Last Name	Rank	Expertise	Faculty/School	Dept	Gender	Eff Date	Years of Service
Dr.	Nancy	Evans	Assoc Professor (tenure)	Language Arts	Faculty of Education	Faculty of Education	F	July 1, 2015	23
Mr.	Ron	Goddard	Assoc Professor (tenure)	Policy Administration	Faculty of Education	Faculty of Education	M	July 1, 2015	14
Dr.	L. Sharon	McCoubrey	Assoc Professor (tenure)	Art (Fine)	Faculty of Education	Faculty of Education	F	July 1, 2015	25
Dr.	Joyce	Boon	Assoc Professor (tenure)	Biology	BarberSchoolArts&Sciences	BSAS Unit 2	F	July 1, 2015	36
Dr.	Sahadeo	Basdeo	Assoc Professor (tenure)	History	BarberSchoolArts&Sciences	BSAS Unit 6	M	July 1, 2015	20

4 May 2015

From: Senate Nominating Committee
To: Okanagan Senate

Re: Appointments to the Council of Senates, and Committees of Senate and
the Council of Senates

Election of a Vice-Chair of Senate

The Nominating Committee recommends:

That Senate elect Ms Jodey Castricano and Ms Catherine Comben to the Council of Senates;

That Senate appoint Dr Mike Evans, Dr Steve McNeil, Dr Virgine Magnat and Dr Wisdom Tettey to Okanagan Representative Committees 1 through 4 (for the purpose of their appointment to the Council of Senates) until 31 August 2017 and thereafter until replaced;

That Senate appoint Ms Alliance Babunga to the Academic Building & Resources Committee; Ms Lauren Oleksewich, Ms Nicole Legg, and ms Shira Sneg to the Academic Policy Committee; Mr Terry Zhang and ms Eliza Gallacio to the Admission & Awards Committee; Ms Lauren Marshall to the Agenda Committee; Mr Dejo Oyelee, Ms Elisa Gallacio, and Mr Daman Bual to the Appeals of Standing & Discipline Committee; Ms Lauren Marshall and Mr Dejo Oyelese to the Curriculum Committee; and Mr Babar Ali to the Learning & Research Committee, all until 31 March 2016 and thereafter until replaced; and

and,

That Dr Peter Arthur and Dr Steve McNeil be appointed to the Elections Committee of the Council of Senates

The Nominating Committee further recommends:

That Dr Peter Arthur be elected Vice-Chair of Senate effective 15 May 2015 to 31 August 2015.

Respectfully submitted,

Dr Daniel Keyes, Chair
Senate Nominating Committee



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

**Office of the Provost and
Vice-Principal Academic**

MEMORANDUM

Date: April 27, 2015
To: Okanagan Senate
From: Professor Cynthia Mathieson, Provost and Vice-Principal Academic
Re: Annual Reports of Research Institutes

Cynthia Mathieson

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

Institute for Healthy Living and Chronic Disease Prevention (IHLCDP)

Director: Dr. Joan Bottorff

During its sixth year of operation, IHLCDP continues to promote chronic disease prevention and health promotion through research and knowledge exchange while remaining strategically aligned with the priorities of health-related organizations at all levels. Highlights from the past year include: hosting 28 seminars with over 1200 participants; an increase in requests to support collaborative partnerships and knowledge translation; and its community partners growing to include Interior Health, North Okanagan Hospice Society, BC Interior Healthy Living Hub, Canadian Association of Psychosocial Oncology, and UBC's Men's Depression and Suicide Network. The Institute's success with these knowledge exchange activities and other initiatives has positioned the IHLCDP as a valuable hub for connecting researchers with communities.

Okanagan Institute for Biodiversity, Resilience and Ecosystem Services (BRAES)

Director: Dr. Lael Parrott

BRAES has continued with its *Classroom Speakers Series* (bringing together non-academic partners to campus to speak about the challenges and issues they face in their professions), as well as with its *Distinguished Guest Speaker Series*. In addition, BRAES arranged two *Research Seminars* hosted by visiting researchers. This year was the first *BRAES Workshop Series* and the Institute hosted three very successful workshops, which had a high participation not only from the university community but also from members of its partner organizations. As well, BRAES hosted the *Okanagan Water and Biodiversity Forum* last fall which brought together local, regional, national, and international researchers to share

world-class research with the goals of building valuable partnerships and of creating actionable solutions for the Okanagan. BRAES reports significant publications throughout the year, both scientific publications and in peer-reviewed journals, and over \$2.0 million in research funding.

Okanagan Sustainability Institute (OSI)

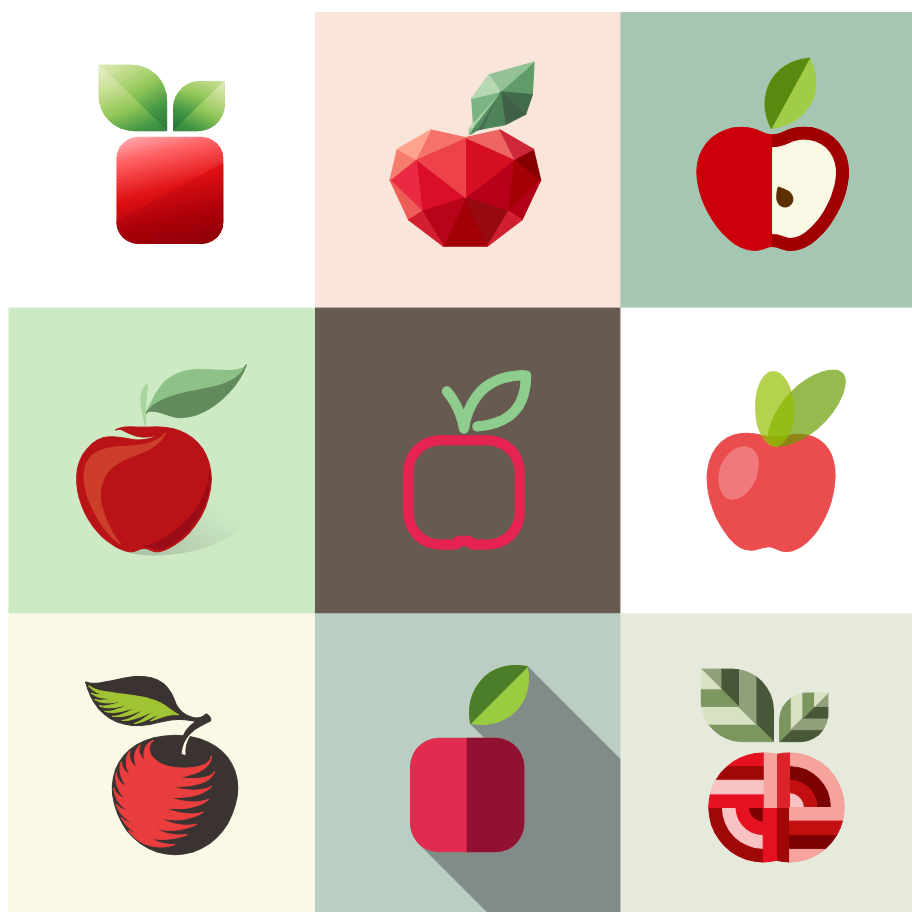
Director: Dr. Keith Culver

A full report on OSI will be made at the September Senate meeting.

Annual Report
2014 – 2015
March 31, 2015

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

PARTNERS IN RESEARCH FOR BETTER HEALTH



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA



Institute for Healthy Living and
Chronic Disease Prevention
PARTNERS IN RESEARCH FOR BETTER HEALTH

Institute for Healthy Living and Chronic Disease Prevention
University of British Columbia, Okanagan
223 Arts Building
1147 Research Road
Kelowna BC V1V 1V7
CANADA

Phone: 250-807-8072
Fax: 250-807-8269
Email: HealthyLiving.Research@ubc.ca
Web: <http://ihlcdp.ok.ubc.ca>
Twitter: @ihlcdp

© 2015
The University of British Columbia
Institute for Healthy Living and Chronic Disease Prevention
All rights reserved



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Table of Contents

Introduction	1
Our Vision	1
Our Mission	1
IHLCDP in the Community.....	2
2014 – 2015 Institute Highlights.....	4
Focusing on Researchers: Demonstrating return on investment	4
Focusing on Knowledge Exchange	5
Focusing on Community Partnerships	6
Focusing on Innovation	7
Focusing on Research Training.....	8
IHLCDP Activities by the Director.....	8
IHLCDP Advisory Committees	9
IHLCDP Associates.....	9
Conclusion.....	9
Appendices.....	10
Appendix A: IHLCDP Supporting Knowledge Exchange.....	10
Appendix B: Selected Invited Presentations by the Institute Director	12
Appendix C: IHLCDP Advisory Committee Members	13
Appendix D: IHLCDP Associates.....	14
Appendix E: IHLCDP Personnel.....	15

Introduction

The Institute for Healthy Living and Chronic Disease Prevention (IHLCDP) is completing its 6th year of operation. Our efforts to promote chronic disease prevention and health promotion through research and knowledge exchange remain strategically aligned with the priorities of health-related organizations at all levels.

Over the past year, we have witnessed increasing interest from a wide range of stakeholders in fostering healthy communities, community-based research approaches, and efforts to develop and evaluate innovations in health promotion. In this context, our activities continue to evolve in response to growing programs of research and the interests of our community in the research that is underway and the implications of the findings for health promotion.

Our Advisory Committee has been steadfast in supporting the Institute. We sincerely thank the members of this committee for their continued support and advice. In particular we want to recognize outgoing members, Dr. Barb Pesut and Ms. Heather Cook, for their valuable contributions. We welcomed Dr. Yvonne Lefebvre (Interior Health), Glenn McRae (Interior Health), and Betty Brown (Interior Health) to the committee this year. See Appendix C for the list of Advisory Committee members.

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.

THE YEAR IN REVIEW

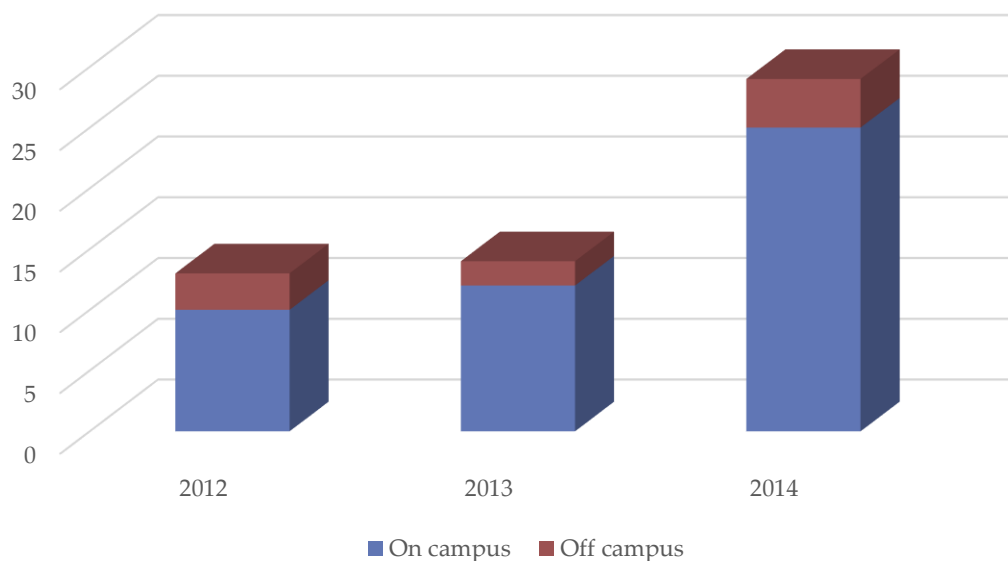
- We hosted 28 seminars and related events with over 1200 people attending.
- Our community partnerships have grown and include Interior Health, North Okanagan Hospice Society, BC Interior Healthy Living Hub, Canadian Association of Psychosocial Oncology, and UBC's Men's Depression and Suicide Network.
- Requests to support collaborative partnerships and knowledge translation efforts have increased.
- We have provided consultation to research teams and groups undertaking health-related projects and initiatives.

IHLCDP in the Community

The Institute has hosted or co-hosted 28 events during the past year, almost doubling the number of events offered in the previous year (Table 1). This extensive range of seminars and focused discussions, often co-hosted with community organizations as well as UBC faculties, institutes and research networks, have provided the opportunity to demonstrate our interest in supporting collaborations and extend our reach to regional, provincial and national audiences. The majority of our seminars were also recorded and uploaded to the IHLCDP website.

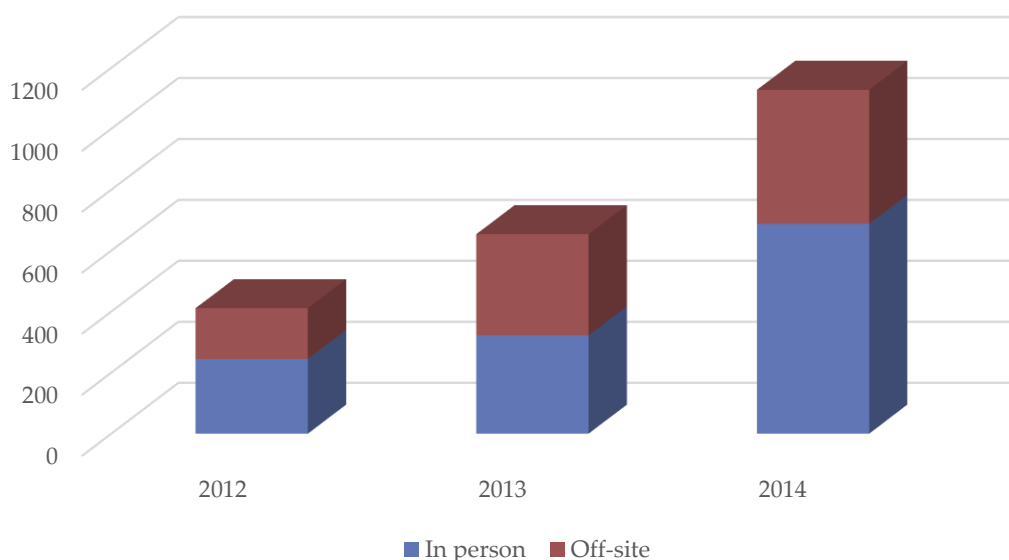
<http://ihlcdp.ok.ubc.ca/events/history>

Table 1: IHLCDP Event History 2012-2014



Event advisories prepared by UBC's Media Relations have supported our regular advertising efforts, and have resulted in profiles of the events in regional print media, as well as requests for interviews for local television and radio broadcasts. Attendance at events has ranged from 20 to 150 people. Particularly attractive have been the opportunities to join events via teleconference or webinar. In total, over 1200 people attended our events during the past year, representing a significant growth in community outreach (Table 2).

Table 2: Attendance at IHLCDP Events 2012-2014



An overview of the events held during the past year is presented below:

- 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 six seminars (see Appendix A, Table 1).
- Our *Research to Practice Seminar Series*, co-hosted with the North Okanagan Hospice Society (NOHS), included four seminars each addressing a topic related to palliative or end-of-life care (see Appendix A, Table 2).
- The IHLCDP hosted or co-hosted 18 other events, including workshops, presentations by visiting scholars, a half-day symposium, and a Research Roundtable (see Appendix A, Table 3 for details). These events were open to the public and campus community, and addressed high priority health issues.
- As part of UBC Research Week, the IHLCDP co-hosted a Café Scientifique with Interior Health held at the Bohemian Café. The topic was *Breaking the cycle of chronic pain: What will it take?*
- *2nd 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 10 educational opportunities and events throughout the month of March 2015. 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: Yvonne Lefebvre, Deanne Taylor, Kim Barnes (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.

2014 – 2015 Institute Highlights

Focusing on Researchers: Demonstrating return on investment



Starting with a Research Interest Group grant of \$10,000 from the Institute in 2010, IHLCDP Associate, Dr. Zachary Walsh, and his team, began to study barriers to accessing medical cannabis by individuals with chronic illnesses. The return on investment has been outstanding: an expanded number of regional, provincial and national partners; research opportunities for UBC graduate and undergraduate students; and additional funding to extend this work through a Peter Wall Solutions Initiative grant (\$90,000) and an industry partnership valued at more than \$200,000. Dr. Walsh's publications and presentations have been included in several court cases and in his testimonies to the Canadian House of Commons and the Uruguayan government. This ongoing research has positioned him as one of the leading experts in this field in Canada.

“

The program of research that I have developed around the therapeutic use of cannabis has become the richest and most rewarding aspect of my career. I absolutely trace it back to the RIG award from IHCLDP, and I can't imagine that I would be doing this work without that initial support. I can't thank the IHLCDP enough!

Zach Walsh, Associate Professor, Psychology, Irving K Barber School of Arts & Sciences Unit 4, UBC Okanagan

Focusing on Knowledge Exchange



Tricia Labrie and Stephen Berg,
April 7, 2014

Communities in Motion: Healthy kids for better futures

This symposium held on April 7, 2014, showcased international and regional research by UBC Okanagan faculty as well as community initiatives that support physical activity among children and youth.

“

The symposium provided a great opportunity for us to share our research and collaboration with School District #23 and discuss how bridging knowledge with action led to healthier school settings and student empowerment.

Stephen Berg, Assistant Professor, Faculty of Education, UBC Okanagan

Breast cancer and smoking: Do you know the link?

The *Supporting Tailored Approaches to Reducing Tobacco* (START) project team used one of its newly designed infographics about smoking and breast cancer during October to support Breast Cancer Awareness month. The START study and videos were also profiled in the 2013-2014 UBC Annual Report, in an article entitled, “Stubbing out breast cancer” published July 14, 2014.

<http://annualreport.ubc.ca/story/stubbing-out-breast-cancer>



Gayl Sarbit, Laura Bissell & Penelope, Joan Bottorff
and Jacquetta Benard, October 1, 2014

Breaking the cycle of chronic pain: What will it take?

Dr. Bill Nelems moderated the Café Scientifique panel discussion dealing with chronic pain. UBC experts Zach Walsh, associate professor of psychology; Susan Holtzman, associate professor of psychology; and Sally Willis-Stewart, senior instructor in the School of Health and Exercise Sciences joined rheumatologist Michelle Teo to discuss the issues faced by those who live with chronic pain, and whether there are better ways to deal with it. This event was co-hosted with Interior Health and over 80 people attended.



Left to right: Drs. Susan Holtzman, Michelle Teo, Sally Willis-Stewart, Zach Walsh and Joan Bottorff, March 5, 2015

Focusing on Community Partnerships



Building belonging in the South Similkameen: Towards community-wide cross-cultural mental health promotion
Dr. Susana Caxaj, Assistant Professor, School of Nursing, UBC Okanagan

Summer Community Picnic hosted in Keremeos, BC
August 21, 2014

Community-University Partnerships for Health Series

This new seminar series was launched in partnership with the BC Interior Healthy Living Hub and the Okanagan Sustainability Institute. Discussions explore ways that UBC students and faculty members can work with communities to implement, measure, and learn about cultural change to promote health and reduce chronic disease. In this seminar series, Dr. Susana Caxaj, Assistant Professor in the School of Nursing, UBC Okanagan, and her South Similkameen team shared their experiences in establishing a community-based health research project (visit their project website for details <http://belonginginthesse.wordpress.com>).

“Leveraging UBC expertise - in the form of student and research partnerships - enables sustained community action towards health promoting environments and policies. By working together we can create the best conditions possible so everyone has an equal opportunity to be healthy.

Betty Brown, Community Health Facilitator, Promotion & Prevention, Interior Health;
BC Interior Healthy Living Hub, UBC Okanagan

Talking about Men's Sheds

In partnership with the Okanagan Men's Sheds Association, and the UBC led Men's Depression and Suicide Network (funded by Movember Canada), we hosted a panel to provide information about the growing interest in establishing Men's Sheds in Canada. Experiences in starting sheds in Kelowna and Winnipeg were shared, along with opportunities Sheds offer men in reaching out and avoiding isolation by socializing and working with other men. The panel was held in conjunction with Bell *Let's Talk Day* on January 28, 2015 to promote conversations about mental health.

“ *The interest in Men's Sheds is burgeoning in Canada – drawn into this webinar and conversation were diverse stakeholders including politicians, health workers, retailers, funders and researchers along with many energized men intent on building their own community based sheds. We look forward to other opportunities to collaborate with the Institute in this way.*

John Oliffe, Professor, School of Nursing, UBC Vancouver

Focusing on Innovation

Walk n' Talk For Your Life



Institute Associate, Dr. Charlotte Jones, and her UBC team along with community partners, launched a novel 10-week program for seniors. The program is designed to engage seniors in exercise, socialization, and health education and will study its effects in minimizing loneliness and social isolation.

QuitNow Men



The first program of its kind, QuitNow Men™ is an online, gender-specific resource that offers new tools and tactics to help men quit smoking. The unique resource was developed by a team of UBC researchers associated with the IHLCDP and QuitNow experts. QuitNow Men™ was launched in January 2015.

Focusing on Research Training

Raquel Graham, Research Assistant, received a CIHR Fellowship to complete a Master's Degree in Psychology, University of Victoria.

Alex Cloherty, joined the IHLCDP as a Work Study undergraduate research assistant. Significant among her achievements was developing strategies to use social media for knowledge translation in health research. She co-lead a seminar, with Dr. Gayl Sarbit, to share these strategies. She was also a member of a UBCO student-led organizing committee for Cancer 101, an event that attracted over 80 people to hear about cancer prevention. The event was also supported by the Canadian Cancer Society.



Alex Cloherty, Carolyn Gotay, Joan Bottorff and Gayl Sarbit

“ *I wanted to gain confidence working in an academic setting, and learn about how research is conducted. I achieved all of this. I have a new appreciation for the scope and methods of health research.*
 Alex Cloherty, Undergraduate Research Assistant, UBC Okanagan

IHLCDP Activities by the Director

The Director has been involved in the following activities:

- Member, Community-based Research Steering Committee, UBC Okanagan campus, 2014
- Member, Interior Health Research Advisory Committee, February 2015
- Member, Scientific Advisory Committee, 2015 International Conference on Health Promoting Universities and Colleges: 10 Years after the Edmonton Charter, to be held at UBC Okanagan in June, 2015.
- Member, UBC Wellbeing Initiative, UBC Okanagan Committee, 2015
- Member, Advisory Council to Arts Health BC for survey-based mapping project to identify arts and health activity in BC in an effort to provide a more complete picture of this growing sector, 2014-2015
- Member, Research Canada Board of Directors, 2014 – 2015
- Member, Advisory Committee, *Working on Wellness* project, BC Healthy Living, 2014

IHLCDP Advisory Committees

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 63 associates. See Appendix D for a complete list.

Conclusion

The Institute has made a significant contribution to profiling health research underway on our campus and in the community, supporting knowledge exchange, and enabling the growth of successful programs of research. Our health research community continues to thrive and there is growing recognition of the importance of community-based research on our UBC campus. The stories highlighted in this annual report illustrate how our community-engaged research is creating knowledge and translating knowledge in innovative ways to improve the health of individuals, families and communities. While the Institute cannot lay sole claim to all of these developments, our success with knowledge exchange activities and other initiatives has positioned the IHLCDP as a valuable hub for connecting researchers with communities, and vice versa.

In going forward, we are committed to finding ways to build on this momentum. The establishment of new Institutes at UBC Okanagan, the UBC Wellbeing Initiative, and the emerging university-wide focus on community-based research provide new opportunities for expanding our partnerships and reach. Community engagement will remain high on our agenda as we continue to foster collaborative, community-based research and seek additional funding to extend our approaches to include support for building research networks, creating opportunities for co-location of co-investigators, establishing national and international collaborations, and creating internships in community-based research.

Appendices

Appendix A: IHLCDP Supporting Knowledge Exchange

IHLCDP Partnership in Research Series		Table 1
Mars vs. Venus: Understanding sex differences in frailty and muscle activity		Thursday, October 16, 2014
Healthy living and diabetes: Exercise and lifestyle interventions for preventing type 2 diabetes		Thursday, November 13, 2014
QuitNow Men: A quit smoking website designed with men for men		Thursday, January 15, 2015
Building the wellbeing of men in the community: Starting Men's Sheds in Canada		Wednesday, January 28, 2015
Building belonging in the South Similkameen: Towards community-wide cross-cultural mental health promotion		Thursday, February 12, 2015
Walk 'n Talk for your Life: Tackling loneliness and isolation and improving health and well-being of in Kelowna and area		Thursday, March 19, 2015
Research to Practice Series		Table 2
IHLCDP in partnership with NOHS (North Okanagan Hospice Society)		
Euthanasia and physician-assisted suicide: Lessons from the Canadian National Palliative Care Survey		October 21, 2014
Navigating upstream in palliative care: Expanding the frontiers of volunteer care		November 18, 2014
Dignity Therapy: Why is it important and what role can I play in supporting it?		January 27, 2015
Nurses and other palliative caregivers providing care in a context of end-of-life delirium		March 3, 2015

Other IHLCDP Events

Table 3

IHLCDP Symposium Communities in Motion: Bring back play	April 7, 2014
Research Roundtable Strategic directions for health research at Interior Health	May 13, 2014
A Visiting Scholar presentation Designing innovative interventions from research findings	May 26, 2014
Community-University Partnerships for Health Working together to improve health	September 17, 2014
A Social Media Presentation Practical tips for using Twitter: #KnowledgeTranslation #HealthResearch	October 1, 2014
A Visiting Scholar Presentation Conducting research with indigenous communities as owners	October 2, 2014
Healthy Living Forum Co-sponsor	October 16, 2014
Cancer 101 Participant table at event	November 18, 2014
Healthy Living Ideasfest 2014 Co-sponsor	November 20, 2014
Community-University Partnerships for Health Age friendly communities: Perspectives from Revelstoke and Okanagan Falls	February 4, 2015
Café Scientifique Breaking the cycle of chronic pain: What will it take?	March 5, 2015
An Embrace Aging event Savvy Seniors: New communication technologies and you	March 11, 2015

An Embrace Aging event Is chronic inflammation the common link between aging and chronic disease?	March 12, 2015
An Embrace Aging event Behaviour challenges of dementia	March 18, 2015
An Embrace Aging event Driving transitions: Hanging up the car keys	March 18, 2015
An Embrace Aging event Reducing medication in the frail elderly	March 25, 2015
An Embrace Aging event Keep seniors singing	March 26, 2015
An Embrace Aging event It's your life: Cancer prevention and you	March 27, 2015

Appendix B: Selected Invited Presentations by the Institute Director

Bottorff, J. L. (Oct 14, 2014). *Translating evidence into new health promotion interventions for men*. Invited plenary presentation, 8th International Conference on Research Nuclei on Nursing Knowledge Production, hosted by the Universidade Federal do Rio de Janeiro, Centro de Ciencias da Saude, Escola de Enfermagem Anna Nery, Rio de Janeiro, Brazil.

Bottorff, J. L. (August 29, 2014). *Taking gender into account: Promising approaches to health promotion*. Invited lecture, Florence Nightingale School of Nursing and Midwifery, King's College London, London, UK.

Bottorff, J. L. (June 23, 2014). *Knowledge translation: Extending the research and impact of research*. Visiting Research Fellow presentation hosted by the Nursing Research Institute, St. Vincent's Hospital and Australian Catholic University, Sydney, Australia.

Bottorff, J. L. (June 16, 2014). *Building research centres: Scoring the trifecta with community engagement, research capacity building, and knowledge exchange*. Australian Catholic University School of Nursing, Midwifery and Paramedicine 2014 Senior Research Staff Forum, Melbourne, Australia. (June 16-17, 2014).

Appendix C: IHLCDP Advisory Committee Members

Jan Appleton	Senior Manager, Community Integrated Health Services, Interior Health
Betty Brown	Community Health Facilitator, Promotion & Prevention, Interior Health
Heather Cook	Chief Nursing Officer and Professional Practice Lead, Interior Health (to April 2014)
Linda Hatt	Associate Professor, Psychology, Irving K. Barber School of Arts and Sciences, Unit 4, UBC Okanagan
Tracey Hawthorn	Work Re-Integration and Accommodation Program (WRAP) Coordinator, Human Resources, UBC Okanagan
Jennifer Jakobi	Associate Professor, School of Health and Exercise Sciences, Faculty of Health and Social Development, UBC Okanagan
Charlotte Jones	Associate Professor, Southern Medical Program, Faculty of Medicine, UBC Okanagan
Yvonne Lefebvre	Scientific Research Director, Interior Health
Glenn McRae	Chief Nursing Officer and Professional Practice Lead, Interior Health
Barbara Pesut	Associate Professor, School of Nursing; Canada Research Chair, Health, Ethics, and Diversity, Faculty of Health and Social Development, UBC Okanagan (to August 2014)
Carole Robinson	Associate Professor, School of Nursing, Faculty of Health and Social Development, UBC Okanagan
Edward Taylor	Associate Professor, School of Social Work, and Associate Dean Faculty of Health and Social Development, UBC Okanagan
Paul van Donkelaar	Director, School of Health and Exercise Sciences, and Associate Dean, Faculty of Health and Social Development, UBC Okanagan
Roger Wilson	Director, Health and Wellness, UBC Okanagan (to March 2015)

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 Institute seminars, events and meetings, and serving on committees.

Current Associates

Elisabeth Antifeau	Tracey Hawthorn	Patricia Marck
Jan Appleton	Nial Helgason	Barb Marcolin
Stephen Berg	Trish Hill	Jamie Marshall
Betty Brown	Mark Holder	Ali McManus
Leslie Bryant MacLean	Susan Holtzman	Jodi Morris
Claire Budgen	Andrew Hughes	Nelly Oelke
John Burton	Peter Hutchinson	Lise Olsen
Robert Callaway	Jennifer Jakobi	Barbara Pesut
Sarah Campbell	Charlotte Jones	Katrina Plamondon
Cristina Caperchione	Gareth Jones	Colin Reid
Shirley Chau	Mary Jung	Daryle Roberts
Anne Clarotto	Mary Kjorven	Carole Robinson
Heather Cook	Joanne Konnert	Kathy Rush
Jon Corbett	Marvin Krank	Kam Shojania
Heather Deegan	Donna Kurtz	Edward Taylor
Cheryl Drewitz	Carol Laberge	Paul van Donkelaar
Michael Evans	Tricia Labrie	Zach Walsh
Geoff Gowe	Yvonne Lefebvre	Susan Wells
Sanjoy Ghosh	Jonathan Little	Sally Willis-Stewart
Casey Hamilton	Gord Lovegrove	Roger Wilson
Linda Hatt	Julie Maitland	Janelle Zebedee

Appendix E: IHLCDP Personnel

Institute Administrative Support

Jacquetta Benard

Research Support

Gayl Sarbit, Knowledge Broker

Laura Bissell, Research Coordinator (to June 2014)

Raquel Graham, Research Assistant (to August 2014)

Nikolai Holm, Research Assistant

Andrew Munroe, Knowledge Exchange Specialist

Cherisse Seaton, Research Coordinator

Paul Sharp, Research Assistant

Sean Stolp, Data Analyst (December 2014 – present)

Work Study Research Assistants

Andriyana Chychkevych, MSW student

Alex Cloherty, Undergraduate student

Quinn Harris, BSN student

Haleema Jaffer-Hirji, Undergraduate student

Jensen Lund, MSc Biochemistry student

Aman Soin, Undergraduate student

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 Fellow

Marianne Clark, PhD (supervised by Drs. Bottorff and Caperchione) - December 2014 – present



Institute for Healthy Living and
Chronic Disease Prevention
PARTNERS IN RESEARCH FOR BETTER HEALTH

Institute for Healthy Living and Chronic Disease Prevention
University of British Columbia, Okanagan
223 Arts Building
1147 Research Road
Kelowna BC V1V 1V7
CANADA

Phone: 250-807-8072
Fax: 250-807-8269
Email: HealthyLiving.Research@ubc.ca
Web: <http://ihlcdp.ok.ubc.ca>
Twitter: @ihlcdp

© 2015

The University of British Columbia
Institute for Healthy Living and Chronic Disease Prevention
All rights reserved



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA



BRAES ANNUAL REPORT



2014-2015

UBC Okanagan Institute for
Biodiversity, Resilience, and
Ecosystems Services - BRAES



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

BRAES as a place of:

RESEARCH

BRAES is committed to producing world-class research that will distinguish UBC Okanagan as a place of excellence in the fields of biodiversity and environmental sustainability. We are continually striving to enhance our research capacity and impact, locally and globally. In so doing, we increase our ability to train, nurture and empower the next generation of leaders.

LEARNING

BRAES is a place of lifelong learning, creating opportunities for institute members and the broader community to engage in knowledge sharing activities. In addition, through its dedicated research facilities and organization of scientific activities, BRAES provides an enhanced training environment for undergraduate and graduate students.

ENGAGEMENT

BRAES values community engagement and non-academic partnerships as a means of leveraging the relevance and impact of our work. BRAES members have on-going collaborations with more than 40 government, non-government, community, and international organizations.

INTERNATIONALISM

BRAES aims to be a portal for global engagement, connecting our campus community to the world. Our members currently carry out research on seven continents, with active projects in places such as the Great Barrier Reef, the Galapagos Islands, the Nepalese Himalayas and the South African Succulent Karoo.

INNOVATION

Today's environmental challenges are wicked problems, for which no clear solution exists. By facilitating interdisciplinary collaboration, BRAES creates a place for ideas to incubate, leading to innovative outcomes that respond to the needs and imperatives of today's society.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

BRAES at a Glance



- ✓ 26 faculty members
- ✓ 80 postdoctoral trainees, graduate and undergraduate students
- ✓ Over 6000 sq. ft. of dedicated research laboratory space
- ✓ Numerous affiliated laboratories

Highlights of 2014-2015

- ✓ Over \$2 million in research funding
- ✓ Over 90 scientific publications
- ✓ Partnerships with more than 40 non-academic organizations
- ✓ Hosting of the Okanagan Water and Biodiversity Forum in partnership with the OBWB, including 2 full days of presentations with more than 40 presenters and 120 participants
- ✓ Launching of a Scientific Workshop Series
- ✓ Ongoing Invited Speakers Series
- ✓ BRAES events have been attended by more than 500 participants including the campus community and the general public

BRAES Goals and Challenges 2015-2016



- ✓ Contribute to developing a thriving research culture on campus
- ✓ Foster interdisciplinary collaborations that lead to innovative solutions for achieving environmental sustainability
- ✓ Provide an enriched graduate training environment through student participation in BRAES
- ✓ Seek additional sources of funding to support new initiatives
- ✓ Increase the Institute's national and international visibility
- ✓ Continue to pursue high impact, regionally and globally relevant research

Table of Contents

1. BRAES STRATEGIC DIRECTIONS.....	5
1.1 Vision.....	5
1.2 Mission.....	5
1.3 Links with UBCO Research and Strategic Plans.....	5
2. BRAES OPERATIONS	7
2.1 Governance.....	7
2.2 Membership.....	8
2.3 Staff and Administration.....	8
3. BRAES RESEARCH.....	10
3.1 Context:	10
3.2. Research Themes:.....	11
3.3 Record of Publications, Students and Research Funding 2014-2015:.....	13
3.4 Space and existing resources.....	14
3.5 Partnerships.....	14
3.6 Interdisciplinary Research.....	16
4. BRAES ACTIVITIES	17
4.1 Speaker Series, Workshops, Conferences and Forums.....	17
4.1.1 BRAES partners in the classroom speaker series:.....	17
4.1.2. Invited speakers.....	18
4.1.3 Workshop Series:.....	20
4.1.4 Okanagan Water and Biodiversity Forum:	21
4.2 Outreach.....	22
5. BRAES CONTACT INFO	23
APPENDIX 1: BRAES FACULTY MEMBERS	24
APPENDIX 2: BRAES SELECTED LIST OF PUBLICATIONS	25
APPENDIX 3: BRAES SELECTED LIST OF PRESENTATIONS	25

1. BRAES STRATEGIC DIRECTIONS



Photo: L. Parrott

1.1 Vision

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

1.2 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.

1.3 Links with UBCO Research and Strategic Plans

The BRAES mission and vision are closely aligned with the 2009 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.

2. BRAES OPERATIONS



Photo: L. Parrott

2.1 Governance

The Institute has a Director who is a tenured Associate Professor or higher rank and who is presently a UBC Okanagan faculty member. The Director is responsible for coordinating the operations of BRAES, including its administrative staff and budget. The Institute has a Steering Committee that consists of the Director (Chair), 3 or 4 faculty Institute members and 1 Graduate student member. Steering committee members are elected by the membership for a 3 year period. The graduate student member is elected by other student members of BRAES for a 1 year term.

The Director supervises the Coordinator who is responsible for the day-to-day Institute activities and for planning, coordination, and communication within the Institute.

Current Steering Committee Members:

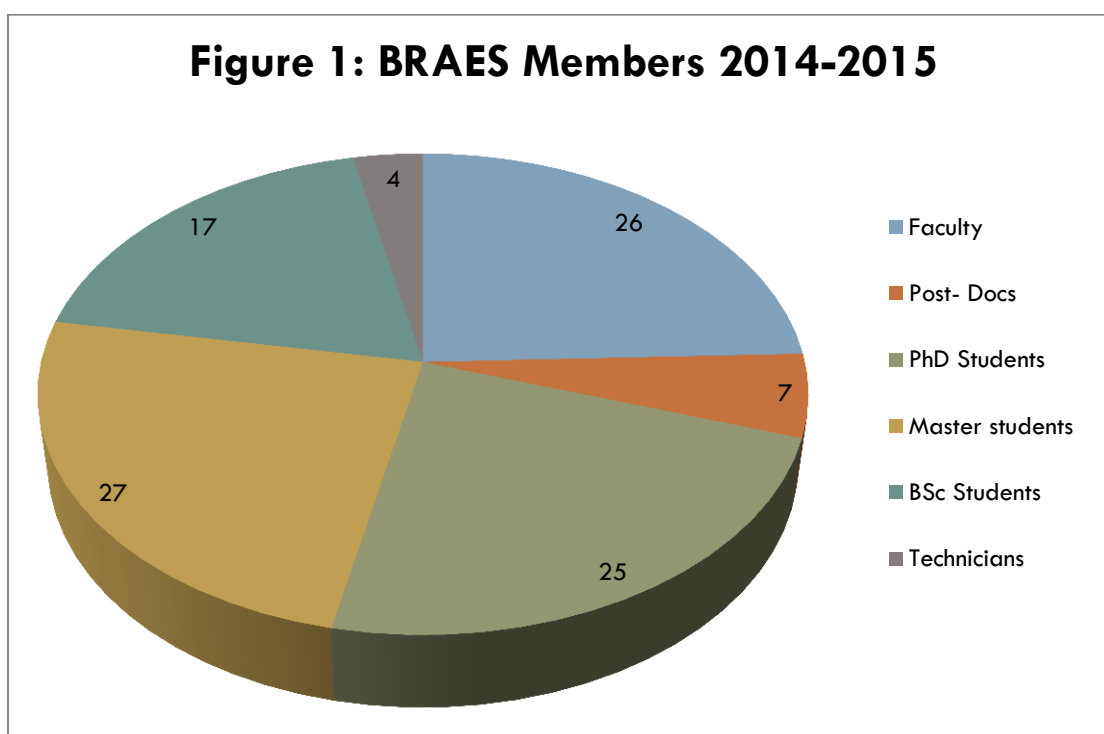
- ✓ Dr. Lael Parrott, Institute Director
- ✓ Dr. Greg Garrard
- ✓ Dr. Melanie Jones
- ✓ Dr. Bob Lalonde
- ✓ Dr. Rebecca Tyson
- ✓ Graduate Student (to be elected)
- ✓ Carolina Restrepo-Tamayo, Institute Coordinator

2.2 Membership

As of March 2015 BRAES has 106 members distributed as follows: 26 Faculty Members, 7 Post-Doctoral Researchers, 25 PhD Students, 27 Masters Students, 17 Undergraduate Students and 4 Technicians.

Over the past year 4 new faculty members have joined the Institute:

- ✓ Dr. Aleksandra Dulic, Faculty of Critical and Creative Studies
- ✓ Dr. Greg Garrard, Faculty of Critical and Creative Studies
- ✓ Dr. Kevin Hanna, Irving K. Barber School of Arts and Sciences
- ✓ Dr. John Wagner, Irving K. Barber School of Arts and Sciences



For a detailed list of faculty members please consult Appendix 1

2.3 Staff and Administration

Dr. Lael Parrott is the current director of the Institute.

Since December 2013 BRAES has a part-time coordinator. Carolina Restrepo-Tamayo is the current institute 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

3. BRAES RESEARCH



Photo: I. Walker

3.1 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 facilitate multidisciplinary collaboration, leading to innovative research that transcends traditional approaches to ecology and conservation.

3.2. Research Themes:

BRAES research falls under six inter-related themes. See figure 2.



FIGURE 2: BRAES RESEARCH THEMES

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. BRAES 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 behavior.

3.3 Record of Publications, Students and Research Funding 2014-2015:

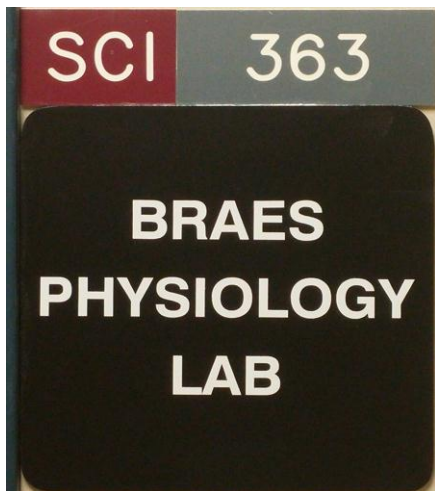


FIGURE 3: BRAES RESEARCH RECORDS 2014-2015

See Appendix 2 for a selected list of publications

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 2014-2015 with about 90 publications and over \$2.0 million in grant funding. This level of productivity would not be possible without the facilities.

3.5 Partnerships

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

Below, we list 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)
- ✓ 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
- ✓ British Columbia Institute of Agrology Okanagan Chapter

Industrial partners:

- ✓ Tolko
- ✓ Tree Fruit Growers Association Dobson Engineering Ltd.
- ✓ Summit Environmental
- ✓ Summerhill Winery
- ✓ Ecoscape Environmental Consultants Ltd.

3.6 Interdisciplinary Research

BRAES researchers work in a range of environments and locations around the globe. They maintain active affiliations with many partner organizations, including government ministries and NGOs. BRAES is committed to promoting research partnerships and carrying out interdisciplinary research that will directly inform environmental policy and management decisions.

Affiliated research groups and laboratories:

- ✓ Biodiversity and Landscape Ecology Research Facility
- ✓ Complex Environmental Systems Laboratory
- ✓ The Ecological and Conservation Genomics Lab
- ✓ Fragment Analysis and DNA Sequencing Services (FADSS)
- ✓ Forest and Mycorrhiza Ecology & Ecophysiology Research Group
- ✓ Soil Microbial Ecology Group

4. BRAES ACTIVITIES



Photo: L. Parrott

4.1 Speaker Series, Workshops, Conferences and Forums

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 2014 BRAES in the Classroom Speaker Series:

October 29th 2014: "Forest Carbon Offsets and their Potential Markets"

Speaker: Kelly Sherman, CEO ECORA (Local Forestry Consulting Company)

Host Professor: Dr. Adam Wei

Attendance: 45

November 24th 2014: "The role of the OBWB in coordinating water stewardship in the Okanagan"

Speaker: Nelson Jatel, Stewardship Director, Okanagan Basin Water Board

Host Professor: Dr. Lael Parrott

Attendance: 40

4.1.2. Invited speakers

Distinguished Guest Speakers:

BRAES hosts 2-3 distinguished scientists per year to speak on environmental topics of broad interest. The talks are open to the general public. The invited speakers for this year spoke during the BRAES Water and Biodiversity forum. They were:

Dr. Robert Sandford (Sept. 16)



Talk title: Canada's energized water cycle: climate change and its consequences

Dr. Sandford is EPCOR Chair of the Canadian Partnership Initiative in support of the United Nations "Water for Life" Decades and Director of the Western Watersheds Research Collaboration.

Dr. Daniel Pauly (Sept. 17)



Talk title: The Impact of Fisheries and Global Warming on Marine Ecosystems, with Some Emphasis on British Columbia

Dr. Pauly is Professor in Fisheries & Zoology, UBC Vancouver and Principal Investigator of the Sea Around Us Project. He is internationally renowned for his work in documenting the diminishing resources in our oceans.

Research seminars

In addition to our distinguished speakers series, BRAES organizes research seminars (one per term) by visiting researchers. The two seminars held this year were:

BRAES IN THE CLASSROOM SPEAKER SERIES

“Using Spatial Graphs to Determine Management Priorities in Fragmented Forest Landscapes”

Speaker: Dr. Elise Filotas
Assistant Professor Université du Québec

Friday, December 5th 1:00 – 2:00 PM
ROOM: SCI 396



Sponsored by:

**UBC Okanagan Institute for Biodiversity,
Resilience, and Ecosystem Services**



Open to the public – Refreshments will be served.
For more information please contact: carolina.restrepo@ubc.ca

December 5th: Dr. Elise Filotas, University of Quebec

“Using Spatial Graphs to Determine Management Priorities in Fragmented Forest Landscapes”

BRAES SPEAKER SERIES PRESENTS:

“Economic value of Montreal’s green and blue belt non-market ecosystem services in a land use management and planning perspective”

Presenter: Dr. Jérôme Dupras
Assistant Professor, University of Québec


Friday, March 27th
10:30 – 11:30 AM Room: FIPKE 250
UBC Okanagan



Please **RSVP** with Carolina Restrepo at: carolina.restrepo@ubc.ca
Refreshments will be served
For more information please visit: <http://braes.ok.ubc.ca>

Sponsored by:

**UBC Okanagan Institute for Biodiversity,
Resilience, and Ecosystems Services**



March 27th: Dr. Jerome Dupras from the University of Quebec.

“Economic value of Montreal’s green and blue belt non-market ecosystem services in a land use management and planning perspective”

4.1.3 Workshop Series:

This year, the Institute launched its very first “BRAES Workshops Series”, a succession of workshops that are offered during the school year on relevant topics of interest to researchers in the university community and BRAES partner organizations.

During this past year the Institute hosted 3 very successful workshops, which had a high participation not only from the university community but also from members of our partner organizations:

“Your First Steps in the Open Source Language R”

Was an introductory workshop that explored the basics of this popular platform for scientific data analysis and modelling in a very practical way. The Workshop was divided in two sessions of 3 hours each. There were two editions of this workshop held, one in December 2014 (25 participants) and the second one in March 2015 (20 participants). An advanced R Language workshop is planned for September 2015. Matthias Bass, a PhD student from the Complex Environmental Systems Lab under the supervision of Dr. Lael Parrott was the expert presenting in both workshops.



R LANGUAGE WORKSHOP PARTICIPANTS

“Accessing and Using the Provincial Forest Cover and other Natural Resource Datasets”



DATASETS WORKSHOP PARTICIPANTS

This interactive workshop explored the different datasets that are managed or administered by the Ministry of Forests, Lands and Natural Resource Operations. The workshop was delivered in one 3 hour session. Tim Salkeld, RPF, Team Lead, Data Management Group of the Forest Analysis and Inventory Branch, Ministry of Forests, Lands and Natural Resource Operations was the expert presenting the workshop.

4.1.4 Okanagan Water and Biodiversity Forum:



This dynamic forum brought together local, regional, national, and international researchers to share world-class research with the goals of building valuable partnerships, and create actionable solutions for the Okanagan.

The issues of focus included: ecology, conservation, management, and governance of biodiversity and water resources.

Over two full days, participants were engaged in presentations and panel discussions by more than 40 leading-edge experts from UBC's Okanagan and Vancouver campuses, international and national organizations, and three levels of government. All events took place at the Rotary Centre for the Arts in Kelowna.

Each day included plenary presentations during the day and keynote presentations at night. The average attendance for the daytime presentations was 85 participants and for the evening presentations the average attendance was 120.

Daytime presentations were divided in eight sessions as follows:

- ✓ Connections Between Science, Policy and the Public
- ✓ Beyond Statistical and Agent-Based Modelling: What can we learn from a Continuous Model.
- ✓ Water, Agriculture and Climate Change in the greater Columbia Basin.
- ✓ Communicating Complexity with Models and Games.
- ✓ Forest Disturbance, Climate and Water resources in the Okanagan
- ✓ Water and Biodiversity Conservation
- ✓ Biodiversity and Water Resources in Agricultural Systems
- ✓ Sqilxw Apna (The People Now): Advancing a Model for Different Relationships and Empowered Decision-Making Between Indigenous and Non-Indigenous Peoples in the Northern Okanagan Territory

Our distinguished keynote speakers presented talks on separate evenings on the 16th and 17th of September. Attendances at these talks were free and open to the general public.

The event was sponsored by among others by the Office of Research Services at UBC Okanagan through a conference grant, the Okanagan Basin Water Board, The Okanagan Collaborative Conservation Program (OCCP), the South Okanagan Similkameen Conservation Program (SOSCP), Manteo Resort, Summit Environmental and Summerhill Wineries.

4.2 Outreach

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

Outreach Activities:

BRAES sponsored, and various BRAES members hosted and organized the 2015 World Water Day Celebration on the UBC Okanagan Campus. Our Institute specifically hosted the Keynote presentation of Eileen Delehanty Pearkes with her talk: "The Columbia River Treaty: Is it sustainable?"



2015 World Water Day keynote speaker, Eileen Delehanty Pearkes, presenting in the UNC ballroom

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. See Appendix 3 for a selected list
- ✓ 20 Invited talks and/or meetings
- ✓ 22 Media interviews and newspaper articles
- ✓ 10 Community presentations
- ✓ 3 conferences organized



BRAES Director, L. Parrott, participating in the World Water Day round table organized by the Okanagan Basin Water Board (March 2015)

5. BRAES CONTACT INFO

For general information or inquiries about BRAES, please visit our website at: <http://braes.ok.ubc.ca/> or contact:

Dr. Lael Parrott

Director, The Okanagan Institute for Biodiversity, Resilience, and Ecosystem Services

Tel: 250-807-8122

Fax: 250-807-8122

Email: lael.parrott@ubc.ca

or

Carolina Restrepo-Tamayo

Coordinator, The Okanagan Institute for Biodiversity, Resilience, and Ecosystem Services

Tel: 250-807-9023

Email: carolina.restrepo@ubc.ca

APPENDIX 1: BRAES FACULTY MEMBERS

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

APPENDIX 2: BRAES SELECTED LIST OF PUBLICATIONS

See attached list (file)

APPENDIX 3: BRAES SELECTED LIST OF PRESENTATIONS

See attached list (file)

APPENDIX 2: BRAES SELECTED LIST OF PUBLICATIONS 2014-2015

1. Dickson, TR, IR Walker (2015) Midge (Diptera: Chironomidae and Ceratopogonidae) emergence responses to temperature: experiments to assess midges' capacity as paleotemperature indicators. *Journal of Paleolimnology* 53: 165-176 (Received 23 January 2013, Accepted 23 October 2014, Published on-line 23 Dec 2014)
2. Voit, AC, RJ Hebda, JMJ Racca, R Pienitz, IR Walker, U Raeder, ML Heinrichs (2014) Post-glacial diatom-inferred aquatic changes in Sicamous Creek Lake, British Columbia, Canada. *Revue des sciences de l'eau / Journal of Water Science* 27: 233-256 (Received 14 March 2013, Accepted 8 May 2014)
3. White, C., HJ Holz, B Reside, M Pellatt, IR Walker (submitted) Using paleoecology to assess ecological integrity: an example from Clear Lake, Riding Mountain National Park of Canada. *Journal of Paleolimnology* (submitted Jan 2015)
4. Dickson, TR, IR Walker (submitted) A feasibility study: Assessing midge-based reconstructions of salinity and sea-level change for the Hudson Bay Lowlands, Manitoba, Canada. *Journal of Paleolimnology* (submitted Oct 2014)
5. Leanna E. Lachowsky, Robert G. Lalonde and Mary L. Reid. 2015. Can Wolbachia explain female-biased sex ratios in mountain pine beetles? *The Canadian Entomologist* (Accepted September 2014, published online: print publication pending)
6. Catton, H.A., Lalonde, R.G., and De Clerck-Floate, R.A. 2015. Nontarget herbivory by a weed biocontrol insect is limited to spillover, reducing the chance of population-level impacts. *Ecological Applications* 25: 517-530. (Accepted August 6, 2014)
7. Catton, H.A., Lalonde, R.G., and De Clerck-Floate, R.A. 2014. Differential host-finding abilities by a weed biocontrol insect create within-patch spatial refuges for nontarget plants. *Environmental Entomology* 43:1332-1344. (Accepted August 4, 2014)
8. Beiler, K, Simard, SW., Durall, DM. (2015). Topology of tree-mycorrhizal fungus interaction networks in xeric and mesic Douglas-fir forests. *Journal of Ecology*. Online: Doi: 10.1111/1365-2745.12387. NSERC Funded
9. Gustafsson, FS, Whiteside, MD, Jiranek, V, Durall, DM. (2014). Development and use of a quantum dot probe to track multiple yeast strains in mixed culture. *Scientific Reports* 4: 6971. NSERC Funded
10. Lange, JN, Faasse, E, Tantikachornkiat, M, Gustafsson F, Halvorsen, LC, Klufftinger, A, Ledderhof, D, Durall, DM. (2014). Implantation and persistence of yeast inoculum in Pinot noir fermentations at three Canadian wineries. *International Journal of Food Microbiology* 180:56-61. NSERC Funded
11. Holmes, Nancy. "The Woodhaven Eco Art Project: Sustaining Collaboration." *Sustaining the West: Cultural Responses to Canadian Environments*. Eds. Liza Piper and Lisa Szabo-Jones. Waterloo: Wilfrid Laurier University Press, 2015.

12. Poem. "Dementia, the Queen." ARC poetry magazine, Summer 2014: 18-19.
13. Leanna E. Lachowsky, Robert G. Lalonde and Mary L. Reid. 2015. Can *Wolbachia* explain female-biased sex ratios in mountain pine beetles? The Canadian Entomologist (Accepted September 2014, published online: print publication pending)
14. Zhou, G.Y., X. Wei, X.Z. Chen et al. 2015. Global pattern on the effects of climate and land cover on water yield. Nature Communications. DOI: 10.1038/ncomms6918 (IF: 10.5)
15. Liu, W. F., X. Wei, H.B. Fan, X.M. Guo, Y.Q. Liu, M.F. Zhang and Q. Li. 2015. Response of flow regimes to deforestation and reforestation in a rain-dominated large watershed of subtropical China. Hydrological Processes (in press) (IF: 2.70)
16. Craig, N. P. Monahan, R. Fulton, J. Ping, X. Wei and S. Thomson. 2015. Quaternary Stratigraphy and Evidence for Multiple Glacial Episodes in the north Okanagan Valley, British Columbia. Canadian Journal of Earth Sciences (in press) (IF: 1.34)
17. Zheng, J. X. Wei, Y. Liu, G. Liu and W. Wang. 2015. Review on Regional Carbon Counting Methods for the Chinese Major Ecological Engineering Programs. Journal of Forest Research (in press) (IF: 1.00)
18. 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 (IF: 2.67).
19. Ping*, J.H., C. Nichol and X. Wei. 2014. Quantification of groundwater recharge using the chloride mass balance method in a semi-arid mountain terrain, South Interior British Columbia, Canada. Journal of Chemical and Pharmaceutical Research, 2014, 6(1): 383-388.
20. Hodges, K.E., J.A. Cunningham, and L.S. Mills. 2015. Avoiding and escaping predators: movement tortuosity of snowshoe hares in relation to risk of habitat. Ecoscience, in press. Also cover photograph. (Impact Factor 1.013)
21. Williams, K., K.E. Hodges, and C.A. Bishop. 2015. Hibernation and oviposition sites of Great Basin gophersnakes (*Pituophis catenifer deserticola*) near their northern range limit. Journal of Herpetology, 49: online early. (Impact factor 0.893)

22. Williams, K., K.E. Hodges, and C.A. Bishop. 2015. Phenology and demography of Great Basin gophersnakes near the northern range edge. *Herpetological Conservation and Biology* 9:246–256. (Impact factor 0.673)
23. Cheng, E., K.E. Hodges, J.M. Ferreira, P.C. Alves, and, L.S. Mills. 2014. Conservation implications of the evolutionary history and genetic diversity hotspots of the snowshoe hare. *Molecular Ecology* 23:2929-2942. (Impact factor 5.840)
24. Messier C., Puettmann K., Chazdon R., Andersson K.P., Angers V.A., Brotons, L., Filotas, E., Tittler, R., Parrott, L., Levin, S.A. 2015. From Management to Stewardship: Viewing Forests As Complex Adaptive Systems in an Uncertain World. *Conservation Letters*, in press.
<http://doi.wiley.com/10.1111/conl.12156>
25. Tanner, J., Mellin, C., Parrott, L. and Bradshaw, C.J.A. 2015. Fine-scale benthic biodiversity patterns inferred from image processing. *Ecological Complexity* 22: 76-85. Accepted February 2015. (This paper is a collaboration with Australian researchers from U. Adelaide. I did a significant part of the data analyses and contributed to paper writing.)
26. Girard, P., Caron, C-A, Parrott, L. and Green, D. 2015. Pattern-oriented hybrid ecological models and their value for understanding stream salamander viability in changing hydrological regimes. *Ecological Modelling*, 296: 12-23. (accepted September 2014)
27. Ye, X., Wang, T., Skidmore, A., Fortin, D., Bastille-Rousseau, G., Parrott, L. 2014. A wavelet-based approach to evaluate the roles of structural and functional landscape heterogeneity in animal space use at multiple scales, *Ecography*, in press. (accepted September 2014)
28. Latombe G., Parrott L., Basille, M. and Fortin D. 2014. Uniting Statistical and Individual-Based Approaches for Animal Movement Modelling. *PLoS ONE* 9(6): e99938. doi:10.1371/journal.pone.0099938 (accepted June 2014)
29. Map contributed to a public educational exhibition produced by the Okanagan Collaborative Conservation Program (OCCP), shown in various venues throughout the Okanagan Valley: Kyle, C. and Parrott, L. Primary Wildlife Movement Corridors in the Okanagan. November 2014.
30. Parrott, L, Kyle, C. and Kyle C. 2014. Identifying priority areas for biodiversity conservation initiatives on agricultural land in the Okanagan: Final report. Report submitted to the BC Ministry of Agriculture, June 26, 2014. 16 pages and 31 maps. (Additional revisions done after internal ministry review in March 2015.)
31. Parrott, L. Corridors connecting habitats in the Okanagan Valley. Posted on Dec 1, 2014, <http://complexity.ok.ubc.ca/2014/12/01/corridors-connecting-habitats-in-the-okanagan-valley/>
32. Parrott, L. The value of natural capital in the Okanagan. Posted on October 30, 2014. <http://complexity.ok.ubc.ca/2014/10/30/the-value-of-natural-capital-in-the-okanagan/>

33. Barker JS, Simard SW, Jones MD. 2014. Clearcutting and high severity wildfire have comparable effects on growth of direct-seeded interior Douglas-fir. *Forest Ecology and Management* 331: 188-195.
34. Godin AM, Lidher KK, Whiteside MD, Jones MD. 2015. Control of soil phosphatase activities at millimeter scales in a mixed paper birch - Douglas-fir forest: the importance of carbon and nitrogen *Soil Biol Biochem* 80: 62-69.
35. Mensah JA, Kock AM, Antunes AM, Hart MM, Kiers ET, Bucking H. 2015. High functional diversity within species of arbuscular mycorrhizal fungi is associated with differences in phosphate and nitrogen uptake and fungal phosphate metabolism. *Mycorrhiza*. Accepted Jan 30 2015.
36. Aleklett KA, Hart MM. 2015. Wild plant species growing closely connected in a subalpine meadow host distinct root-associated bacterial communities. *PeerJ*. Accepted Feb 6 2015
37. Hart MM, Aleklett KA, Chagnon PL, Egan C, Ghignone S, Helgason T, Lekberg Y, Opik M, Pickles BJ, Waller L. 2015. Navigating the labyrinth: A guide to sequence-based, community ecology of arbuscular mycorrhizal fungi. *New Phytologist* (IF 6.545). Accepted Jan 18 2015.
38. Hart MM, Ehret, D, Leung C, Krumbein A, Murch S, Turri C, Franken P. 2014. Inoculation by AMF improves the nutritional value of tomatoes. *Mycorrhiza*: DOI 10.1007/s00572-014-0617-0
39. Xiaoke X, Gai X, Liu Q, Hart MM, Guo S. 2014. Mycorrhizal fungal diversity and community composition in a lithophytic and epiphytic orchid. *Mycorrhiza* DOI: 10.1007/s00572-014-0612-5
40. Oshowski B, Zaitsoff D, Opik M, Hart MM. 2014. Where the wild things are? *New Phytologist* (doi: 10.1111/nph.12894). (PI)(IF 6.76; 9/196 in Plant Sciences)
41. Hart MM. 2014. The microbiota of plants. *Botany*, 92(4): v, 10.1139/cjb-2014-0050 (IF 1.225; 116/196 in Plant Sciences)
42. 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; 116/196 in Plant Sciences).
43. Aleklett K, Hart MM, Shade A. 2014. The microbial ecology of flowers: an emerging frontier in phyllosphere research. *Botany*, 10.1139/cjb-2013-0166 (IF 1.225; 116/196 in Plant Sciences)
44. 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; 26/65 in Horticulture).
45. G.J. Culos, R.C. Tyson in *Ecological Complexity* (2014). Response of poikilotherms to thermal aspects of climate change
46. Andrew Long, Rebecca C. Tyson (2014). Integrating *Homo sapiens* into ecological models: Imperatives of climate change. *Ecological Complexity* (2014)

47. C. Messier, K. Puettmann, R. Chazdon, K.P. Andersson, V.A. Angers, L. Brotons, et al (2015). From Management to Stewardship: Viewing Forests As Complex Adaptive Systems in an Uncertain World. *Conservation Letters*.
48. P.L. Chagnon, R.L. Bradley, J.N. Klironomos (2014). Plant–fungal symbioses as ecological networks: the need to characterize more than just interaction patterns. *Fungal Ecology*
49. Brian L. Anacker, John N. Klironomos, Hafiz Maherali, Kurt O. Reinhart, Sharon Y. Strauss (2014). Phylogenetic conservatism in plant-soil feedback and its implications for plant abundance. *Ecology Letters*.
50. Lisa Canary, Jeffrey Musgrave, Rebecca C. Tyson, Andrea Locke, Frithjof Lutscher (2014). Modelling the dynamics of invasion and control of competing green crab genotypes. *Theoretical Ecology*.
51. Brian J Pickles, Jason Pither (2014). Still scratching the surface: how much of the 'black box' of soil ectomycorrhizal communities remains in the dark?. *The New phytologist*.
52. Benjamin A Sikes, Hafiz Maherali, John N Klironomos (2014). Mycorrhizal fungal growth responds to soil characteristics, but not host plant identity, during a primary lacustrine dune succession. *Mycorrhiza*.
53. Kathryn A. Yurkonis, Kruti Shukla, Jessica Holdenried, Heather A. Hager, Kim A. Bolton, John N. Klironomos, et al (2014). Endophytes inconsistently affect plant communities across *Schedonorus arundinaceus* hosts. *Plant Ecology*
54. Webber, S. and K.S. Hanna, 2014. Sustainability and Suburban Housing in the Toronto Region: The Case of the Oak Ridges Moraine Conservation Plan. *Journal of Urbanism*, available online in advance of the print edition. DOI: 10.1080/17549175.2014.882859

APPENDIX 3: BRAES SELECTED LIST OF PRESENTATIONS 2014-2015

1. Dickson, TR & Walker, IR "Assessing Chironomidae and other midges as paleo-indicators of salinity and sea level change in Canada's Hudson Bay Lowlands " 19th International Symposium on the Chironomidae, České Budějovice, Czech Republic. Aug 2014. (Oral)
2. Snook, MR, Mageroy, J, Nield, L, Pither, J, Curtis, J, Walker, IR "Modeling habitat for the Rocky Mountain ridged mussel (*Gonidea angulata*) in Okanagan Lake, B.C., Canada." Okanagan Water & Biodiversity Forum, Kelowna, Sep. 2014 (Oral)
3. Snook, MR, Mageroy, J, Nield, L, Pither, J, Curtis, J, Walker, IR "Determining distribution and important habitat variables for the Rocky Mountain ridged mussel (*Gonidea angulata*) In Okanagan Lake, B.C., Canada." Pacific Ecology and Evolution Conference, Bamfield, Feb/Mar. 2015 (Poster)
4. Cid-Yanez, F., Parrott, L., Raulier, F. and Fortin, D. 2014. Modelling methods for integrated forest and ungulate planning: a field guide. Oral presentation at the 15th North American Caribou – Workshop, May 2014, Whitehorse, Yukon.
5. Forge T*, Neilsen D, Hannam KD, Neilsen GH, Jones MD, Nichol C. Root growth and development of nematode communities in a young Merlot grape (*Vitis vinifera*) vineyard: influences of irrigation and organic amendments, Soil Science Society of America meetings, Long Beach, CA November, 2014
6. Fentabil MM*, Nichol CF, Hannam KD, Neilsen D, Forge T, Neilsen G, Jones MD. Nitrous oxide emission from micro-irrigated grape and apple fields located in the semi-arid Okanagan region of British Columbia. Soil Science Society of America meetings, Long Beach, CA November, 2014
7. Hannam KD, Neilsen GH*, Neilsen D, Forge T, Jones MD, Nichol C. Soil nutrient dynamics and yield in a young Merlot grape (*Vitis vinifera*) vineyard: implications of irrigation and soil amendment practices, Soil Science Society of America meetings, Long Beach, CA November, 2014.
8. O'Brien SL*, Whiteside MD, Sholto-Douglas D, Antonopoulos DA, Boyanov MI, Durall DM, Jones MD, Lai B, O'Loughlin EJ, Kemner KM. Imaging nutrient uptake in bacterial biofilms using quantum dots. Ecological Society of America Annual Meeting. Sacramento CA, August 2014
9. Whiteside DM*, Durall DM, Jones MD. 2014. Ectomycorrhizal fungi transfer organic phosphorus to plants within a common mycorrhizal network based on plant host inorganic phosphorus availability. Ecological Society of America annual meeting, Sacramento CA.
10. Nicholson BA, Jones MD*. 2014. Environment is more important than fungal identity in determining extracellular enzyme activities associated with ectomycorrhizas in clearcuts and forests. 33rd New Phytologist Symposium, Zurich, Switzerland
11. Whiteside DM*, Durall DM, Jones MD. 2014. Ectomycorrhizal fungi transfer organic phosphorus to plants within a common mycorrhizal network based on plant host inorganic phosphorus availability. 33rd New Phytologist Symposium, Zurich, Switzerland

12. Kehila D*, Hannam KD, Jones MD. 2014. The effects of irrigation with bicarbonate-containing water and application of wood chip mulch on the ^{13}C -signature of carbon dioxide released from agricultural soils. Canadian Society of Soil Science annual meeting. Banff, AB
13. Hannam KD*, Forge T, Neilsen G, Neilsen D, Jones MD Nichol C. 2014. Implications of irrigation and soil amendment practices for soil nutrient dynamics and yield in a young Merlot grape (*Vitis vinifera*) vineyard. Canadian Society of Soil Science annual meeting. Banff, AB
14. Hannam KD*, Jones MD, Neilsen D, Midwood AJ, Millard P, Forge T, Neilsen G. 2014. Bicarbonates in irrigation water can alter the ^{13}C signature and rate of soil respiration – evidence from a 10 year-old apple orchard in the Okanagan Valley, British Columbia. Canadian Society of Soil Science annual meeting. Banff, AB
15. Nicholson BA*, Jones MD. 2014. Enzyme profiles of ectomycorrhizal fungal communities exhibit phenotypic plasticity and are functionally different between clearcut and forest environments. Canadian Society of Soil Science annual meeting. Banff, AB
16. Jones MD. Extracellular enzymes associated with ectomycorrhizal fungi in forest soils exposed to natural and anthropogenic perturbations. Microbial Ecology Dept, Lund, Sweden, April 29, 2014
17. Jones MD. Extracellular enzymes associated with ectomycorrhizal fungi in forest soils exposed to natural and anthropogenic perturbations. Mycorrhizal workshop, University of Helsinki, Sept 24 2014