

**SENATE MEETING  
PUBLIC SESSION  
MINUTES**

March 8, 2006

3:30 – 5:30 PM

Room 7-172 Bentley Centre - Prince George Campus

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**Present:**

E. Annis, K. Beeler, R. Berthiaume, M. Blouw, J. Safaei Boroojeny, H. Brunt (Vice-Chair), B. Burkinshaw, D. Casperson, H. Domshy, R. Ellis, A. Espíritu, H. Heath, D. Hemingway, J. Holler, K. Hutchings, J. Hyndman, C. Jago (Chair), E. Jensen, E. Kinghorn, J. Li, M. Mandy, B. McGill, D. Nyce, C. Opio, E. Prkachin, J. Randall, E. Rapaport, M. Reed, L. Sahaydak, M. Sherstobitoff, A. Smith, M. Stephens, R. Tait, M. Thomson S. Wagner

**Regrets:**

S. Cochran, C. Hurtubise, H. Li, A. Nussbaumer, D. O'Bryan, S. Scholefield, B. Simard

**Non-voting members present:**

T. Berekoff, J. DeGrace (Secretary), D. Macknak, S. McKenzie (Acting Administrative Registrar), S. McIntyre, P. Michel

**Guests:**

L. Roa

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The meeting commenced at 3:33 p.m.

**1.0 S-200603.01**

**Approval of the Agenda**

Hutchings/Hyndman

That the Agenda for the March 8, 2006 Public Session of Senate be approved as presented.

CARRIED

**2.0 Senate Minutes**

**S-200603.02**

**Approval of the Minutes of the February 8, 2006 Public Session**

Hutchings/Mandy

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That the Minutes of the Public Session of Senate of February 8, 2006 be approved as presented.  
CARRIED

### **3.0 Business Arising from Previous Meetings of Senate**

No Business Arising.

### **4.0 President's Report**

#### **4.1 Presentation on Northern Sport Centre**

The President advised Senate that the Board of Governors had approved measures that would lead to the construction of the Northern Sport Centre on a guaranteed-price basis with construction activities to begin very shortly. He provided an overview of the facility plans and spoke of the benefits that would accrue to the University: a first-class sports facility, enhanced ability to attract students and athletes – including world-class athletes - to the University, the promotion of education in health and wellness, and expanded educational opportunities generally. With the completion of the Sport Centre the existing Fitness Centre on campus could be turned to other purposes, and discussions were underway with the Northern Undergraduate Student Society that might lead to the space being leased by NUGSS for renovation into a student centre.

In response to questions from Senators, Dr. Jago noted that there would not be an indoors connected to the main campus. And that there would be, as was for the existing Fitness Centre, a membership fee which might be modestly increased from the present fee. Some 126 parking stalls would be included in the plan, with main campus parking used for overflow at major events. The spaces would be costed and paid-for separately from the other campus lots, but details remained to be worked out with the City.

The President noted that the availability of the new facility would have an immediate and positive benefit for the Education programs, and might be a stimulus to the development of new academic programs. The Centre would allow convocations and other major ceremonies finally to be held on the University campus.

Dr. Jago said that the new facility would be part of a municipal collection of sports facilities that would make the city attractive as an Olympic training venue. For example, while the facility would have some groomed cross-country trails and would link to trails in Forests for the World, the prime cross-country venue in Prince George would be the Otway Ski Park. The marketing effort in conjunction with the Centre would be to promote the Sport Centre and City as the main training center for all of northern BC.

#### **4.0 Report of the Vice-President (Academic) and Provost**

Dr. Brunt reported that the annual budget process was nearing completion, and attention would shortly be returned to the Academic Visioning Initiative, with hope for an update at the next meeting of Senate. He noted that, at the end of the year, FTE enrolments were about 10 per cent below the Provincial target and about 4 ½ per cent below the previous year. As for the coming year, he said that the formal deadline for applications had just passed, but pointed out that the University would consider applications until very late in the annual cycle notwithstanding the deadline. The University was putting more resources towards student recruitment and retention, and had a "special initiative"

underway to encourage summer enrolments. Additional initiatives were being taken in Vancouver, Kamloops and Kelowna, and both the northeast and northwest areas of the Province. The decline in enrolments that UNBC was experiencing was a general occurrence in the BC secondary sector, he said, relating to changing demographics and expanded work opportunities. To this, Mr. Berthiaume added the greater difficulty (according to students) of securing educational funding, and increasing tuition fees.

## **6.0 Question Period**

Dr. Casperson asked when final recommendations for course scheduling would be forthcoming, and when the next review of the core schedule would be. Dr. Brunt said that base schedules were being established at present, and that feedback on these schedules would be sought on an annual basis. Base schedules were being established for first year courses only, but it was hoped to extend the practice to higher levels. Dr. Casperson asked about the “draft recommendations” that were to have been provided by L. Arnold and N. Lavoie, and Dr. Brunt said that he would report back under “Business Arising” at the next meeting.

Dr. Hyndman asked about the role of Senate in approving new courses, and in particular whether, in giving approval, Senate was addressing only the academic soundness of the offering or associated resource issues as well. Dr. Jago said that, in approving a new academic program for offering, it was approving its academic soundness. By designating UNBC as a “self-accrediting” institution the Provincial Government was expressing confidence in that judgment. The Board of governors, however, had the responsibility to assess the financial soundness of a proposed new offering. Dr. Brunt added that the matter of providing resources for the offering of new courses fell under the purview of the Dean and, in bringing a proposed new course to Senate, the assumption was made that the deliverability of the course had been assured through the appropriate processes beginning at the level of the Colleges.

## **7.0 Committee Reports:**

### **7.1 Senate Committee on Academic Policy and Planning**

#### **S-200603.03**

#### **Approval of Exchange Agreement Between the Research Centre for Eco-Environmental Sciences, Chinese Academy of Sciences (RCEES-CAS), China, and the University of Northern British Columbia**

Brunt/Blouw

That the exchange agreement between the Research Centre for Eco-Environmental Sciences, Chinese Academy of Sciences (RCEES-CAS), China, and the University of Northern British Columbia be approved as proposed.

Effective date: September 2006

CARRIED

#### **S-200603.04**

#### **Change to Degree Requirements—Joint Major in Chemistry and Physics**

Brunt/McGill

That amendments to the Joint Major Degree in Chemistry and Physics as set out on p. 87 of the 2005-2006 Calendar be approved as follows (changed or added text underlined, deletions ~~struck through~~):

Effective date: September 2006

- **Joint Major in Chemistry/Physics**

The minimum requirement for completion of a Bachelor of Science with a Joint Major in Chemistry and Physics is 126 credit hours.

PHYS 307-3 (Selected Topics in Environmental Physics) may not be used as Physics credit toward any Physics major, minor, or joint major.

CARRIED

#### **S-200603.05**

##### **Change to Degree Requirements—Joint Major in Computer Science and Physics Brunt/McGill**

That amendments to the Joint Major Degree in Computer Science and Physics as set out on p. 91 of the 2005-2006 Calendar be approved as follows (changed or added text underlined, deletions ~~struck through~~):

Effective date: September 2006

- **Joint Major in Computer Science/Physics**

The minimum requirement for completion of a Bachelor of Science with a Joint Major in Computer Science and Physics is 127 credit hours.

PHYS 307-3 (Selected Topics in Environmental Physics) may not be used as Physics credit toward any Physics major, minor, or joint major.

CARRIED

#### **S-200603.06**

##### **Change to Degree Requirements—Joint Major in Mathematics and Physics Brunt/McGill**

That amendments to the Joint Major Degree in Mathematics and Physics as set out on p. 133 of the 2005-2006 Calendar be approved as follows (changed or added text underlined, deletions ~~struck through~~):

Effective date: September 2006

- **Joint Major in Mathematics/Physics**

The minimum requirement for completion of a Bachelor of Science with a Joint Major in Mathematics and Physics is 125 credit hours.

PHYS 307-3 (Selected Topics in Environmental Physics) may not be used as Physics credit toward any Physics major, minor, or joint major.

CARRIED

#### **S-200603.07**

##### **Change to Degree Requirements—Physics Major, PHYS 307-3 Brunt/McGill**

That amendments to the Physics Major degree as set out on p. 149 of the 2005-2006 Calendar be approved as follows (changed or added text underlined, deletions ~~struck through~~):

Effective date: September 2006

- **Major in Physics**

A major in Physics requires students to complete 55 credit hours of Physics (17 courses); 33 credit hours of these must be at the upper division level.

PHYS 307-3 (Selected Topics in Environmental Physics) may not be used as Physics credit toward any Physics major, minor, or joint major.

The minimum requirement for completion of a Bachelor of Science degree with a major in Physics is 124 credit hours.

CARRIED

**S-200603.08**

**Change to Degree Requirements—Physics Minor**

Brunt/McGill

That amendments to the Physics minor as set out on p. 150 of the 2005-2006 Calendar be approved as follows (changed or added text underlined, deletions ~~struck through~~):  
Effective date: Immediately upon approval by Senate.

- **Minor in Physics**

Students interested in obtaining a minor in Physics must complete 27 credit hours of Physics, of which 12 must be at the upper level.

~~A maximum of two courses (six credit hours) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in Physics.~~

A maximum of four courses (consisting of two 100 level courses plus two courses at the 200 level or beyond to a maximum of 15 credit hours) which are used to fulfill requirements for a major (or another minor) may also be used to fulfill program requirements for a minor in Physics.

The following courses are required:

PHYS 110-4 Introductory Physics I: Mechanics

PHYS 111-4 Introductory Physics II: Waves and Electricity

PHYS 202-4 Electromagnetism and Optics

PHYS 205-3 Modern Physics I

Twelve credit hours of 300 or 400 level PHYS

The ~~other~~ upper division courses are selected in consultation with an advisor from the Physics program to reflect the student's specific interests. PHYS 307-3 (Selected Topics in Environmental Physics) may not be used as Physics credit toward any Physics major, minor, or joint major.

CARRIED

The following items were reported to Senate for Information:

**SCAPP200602.10**

**Course Description Change—CPSC 450-3**

The Calendar Course description for CPSC 450-3 Bioinformatics is amended.

Effective date: September 2006

**SCAPP200602.11**

**Course Description Change—PHYS 307-3**

The Calendar Course description for PHYS 307-3 Selected Topics in Environmental Physics is amended.

Effective date: September 2006

**7.2 Senate Committee on Research and Graduate Studies**

**S-200603.09**

**New Section in Graduate Academic Calendar—“Integrated Delivery”  
Graduate and Undergraduate Courses**

Tait/Mandy

That a new Section be added to the “Graduate Studies: Admissions and Regulations” Section of the 2005-2006 Graduate Calendar, following Section 1.7 (with subsequent sections renumbered accordingly), as follows (changed or added text underlined, deletions ~~struck through~~):

Effective date: Upon approval by Senate

**1.8 “Integrated Delivery” Graduate and Undergraduate Courses**

- 1.8.1.** An “integrated delivery” course is one in which a graduate course is co-taught with a 400-level undergraduate course which in turn is indicated as being offered at an advanced level. At the graduate level, normally learning experiences qualitatively and quantitatively distinctive from the undergraduate experience build upon the undergraduate course content. Nevertheless, courses taken specifically to meet the registration requirements of professional bodies may have the same content at each level.
- 1.8.2.** All courses which are integrated on a continuing basis are so indicated in the Graduate Calendar by way of stated preclusions.
- 1.8.3.** Integrated delivery courses are taught by faculty members who are approved to teach graduate level courses.

...and that a new section be added to Section 4.0, “Academic Standards for Master’s Degree Programs,” following Section 4.1.3, “Coursework and research” (with subsequent sections renumbered accordingly), as follows:

**4.1.4 Integrated Courses**

Normally, Master’s students enrolled in thesis programs should complete at least six credit hours of graduate course work in addition to any integrated delivery courses that may be taken.

...and that a new section be added to Section 7.0, “Regulations Covering Doctoral Programs,” following Section 7.5 (with subsequent sections renumbered accordingly), as follows:

**7.6 Integrated Courses**

Doctoral students will not receive degree credit for more than six credit hours of integrated delivery course work (see Section 1.8.1).

Dr. Casperson noted that proposed Section 1.8.1 emphasised the difference between undergraduate and graduate courses, and yet in practice, frequently, it was not practical to differentiate between the two. He suggested that an appropriate wording for inclusion might be “courses should be of graduate level.” Dean Tait said that the language proposed in the motion should be adequate.

While it was not uncommon for undergraduate participants to contribute to research and to write papers, nevertheless graduate students should be given a more challenging course experience. Dr. Hyndman was concerned that she might have to lower course requirements for all undergraduate students in “integrated delivery” courses, and asked whether inclusion of the word “normally” would accommodate exceptions. Dr. Tait assured her that this was the case.

CARRIED

**S-200603.10**

**New Course Approval — HIST 707-3**

Tait/Randall

That a new course, HIST 707-3 Themes in Cultural History, be approved as proposed.

Effective date: January 2007

Dr. Smith wondered what was the difference between Cultural History and Social History, and whether a sentence should be added to the Calendar Course Descriptions by way of clarification. After a brief discussion it was agreed to proceed with motions 10 and 11, and refer the matter to the History Department for clarification.

CARRIED

**S-200603.11**

**New Course Approval — HIST 708-3**

Tait/Randall

That a new course, HIST 708-3 Themes in Social History, be approved as proposed.

Effective date: January 2007

CARRIED

**S-200603.12**

**New Course Approval—DISM 720-3**

Tait/Randall

That a new course, DISM 720-3 Special Topics, be approved as proposed.

Effective date: September 2006

CARRIED

**S-200603.13**

**New Course Approval—DISM 794-6**

Tait/Randall

That a new course, DISM 794-6 Disability Management Major Paper, be approved as proposed.

Effective date: September 2006

CARRIED

**S-200603.14**

**New Course Approval—DISM 796-3**

Tait/Randall

That a new course, DISM 796-3 Disability Management Comprehensive Examination, be approved as proposed.

Effective date: September 2006

Dr. Hyndman wondered whether there were precedents for designating an examination as a course and assigning credits for it. Dean Tait noted that the same practice was used in the Education program. It was noted that the “contact hours” for the course should be given a “3” rather than “2.”

CARRIED

**S-200603.15**

**Calendar Description Change—Disability Management Program**

Tait/Randall

That the fourth paragraph under the heading “Disability Management (MA Program)” on p. 65 of the 2005-2006 Graduate Calendar be amended as follows (changed or added text underlined, deletions ~~struck through~~):

Effective date: September 2006

The program is available at the Prince George campus, either full-time or part-time, or on a part-time basis via distance delivery on the World Wide Web. Please see [the information below](#) and our web site [www.unbc.ca/disabilitymanagement](http://www.unbc.ca/disabilitymanagement) for [additional details](#).

CARRIED

**S-200603.16**

**Calendar Description Change—Disability Management Program Application for Admission Deadline**

Tait/Randall

That the deadline for application for admission to the Disability Management Program be changed from April 15 to March 15 in the 2006 / 2007 Sessional Dates [Senate motion S-200601.04], and that the first paragraph under the heading “Admission,” currently found on p. 65 of the 2005-2006 Graduate Calendar, be amended as follows (changed or added text underlined, deletions ~~struck through~~):

Effective date: September 2006

**Admission**

The program accepts students for the September Semester, and has an application deadline of ~~April~~ March 15th. In addition to the admission application requirements outlined in Section 1.0 of the Graduate Studies Admissions and Regulations, applicants are required to undergo a criminal records search and provide evidence of this prior to their admission being considered.

Dr. Hyndman questioned the proposed effective date, “Immediately upon approval by Senate,” and it was generally agreed that this should read “September 2006” so as not to affect the 2005-2006 academic year.

CARRIED

**S-200603.17**

**Calendar Description Change—Disability Management Program Delivery Modes**

Tait/Randall

That the Disability Management Program Calendar Description, beginning at the end of the second paragraph on p. 65 of the 2005-2006 Graduate Calendar, be amended to reflect two delivery modes, either face-to-face mode or distance mode, and that both

modes have two options for students to complete their degree, either a thesis option or a comprehensive examination option, as follows (changed or added text underlined, deletions ~~struck through~~):

Effective date: September 2006

#### Delivery Modes

There are ~~three options~~ two modes of delivery for the Disability Management (~~MA Program~~), (MA Program), ~~the MA with Thesis, MA without Thesis, and MA Distance Option~~ face to face and distance. Both have a thesis option or a comprehensive examination option. Each option is described separately below; courses for each delivery mode follow the description.

#### MA with Thesis Thesis Option:

~~The MA with Thesis option is available only to those students who are taking the program full time. The MA with Thesis Option consists of four components:~~

Core courses in Disability Management	<del>9</del> <u>12</u> credits
Research methods courses	6 credits
Electives	<del>12</del> <u>9</u> credits
Thesis	9 credits
Total	36 credits

All students in the Thesis Option will be required to write a letter outlining their practical experience. If their experience is considered insufficient by the program they will be required to do a practicum in addition to all requirements listed above.

#### MA without Thesis Comprehensive Examination Option:

~~The MA without Thesis~~ Comprehensive Examination Option consists of five components:

Core courses in Disability Management	<del>12</del> <u>9</u> credits
Research methods courses	6 credits
Electives	<del>12</del> <u>9</u> credits
<u>Practicum or Major Paper</u>	6 credits
<del>Research Project</del> <u>Comprehensive Exam</u>	3 credits
Total	36 credits

Students in the comprehensive examination option will be required to do a practicum unless they have significant experience in the field already. In this case they will write a letter outlining their experience and request that they are allowed to prepare a Major Paper in place of a Practicum.

#### **S-200603.18**

#### **Change to Degree Requirements—Disability Management, Deletion of DISM 797-3 Tait/ Mandy**

That p. 66 and 67 of the 2005-2006 Graduate Calendar be amended to indicate the deletion of DISM 797-3 Research Project as a choice for the completion of degree requirements in Disability Management be approved as follows (changed or added text underlined, deletions ~~struck through~~):

Effective date: September 2006

*Practicum or Thesis*

DISM 795-6	Master of Arts: Disability Management Practicum
<del>DISM 797-3</del>	<del>Master of Arts Disability Management Project</del>
DISM 799-9	Master of Arts: Disability Management Thesis

...

*Practicum*

Students are involved in field-based learning activities for the purpose of pursuing and developing research/policy/administration/practice skills within a related employment area. The practicum component stresses independent learning and permits students to test or develop theory in the context of fieldwork. The form of field practice components varies widely in accordance with the learning needs of the students. The practicum leads to a written report that reflects students' critical analysis of their practice settings.

The report further demonstrates a deepening of professional competence, analytical skills, and professional judgment and represents a contribution to the knowledge and skill base of the profession. The duration of this component is a three-month continuous term.

~~Research Project~~

~~The project is a research exercise involving the collection and evaluation of evidence according to scientific criteria and results in an article length manuscript. Students must develop theoretically defensible innovations in disability management practice. These may include innovative retraining programs, intervention strategies, the development of new human resource policies, or counselling practices. The efficacy of the innovations must be evaluated and the results reported as a part of a formal report of the project.~~

Thesis

The thesis option is only available to full-time students. Oral examination is required as per University regulation. Normally students who complete a thesis option are not required to also do a practicum. However, students who do not have a strong background in the field may be required to take the practicum course in addition to the program requirements.

CARRIED

**S-200603.19**

**Change to Degree Requirements—Disability Management, Addition of DISM 794-6 and DISM 796-3**

Tait/Mandy

That p. 66 and 67 of the 2005-2005 Graduate Calendar be amended by the addition of DISM 794-6 Disability Management Major Paper and DISM 796-3 Disability Management Comprehensive Examination as choices for the completion of degree requirements in Disability Management be approved as follows (changed or added text underlined, deletions ~~struck through~~):

Effective date: September 2006

***Practicum (or Major Paper) and Project Comprehensive Examination, or Thesis***

<u>DISM 794-6</u>	<u>Master of Arts: Disability Management Major Paper</u>
DISM 795-6	Master of Arts: Disability Management Practicum
<del>DISM 797-3</del>	<del>Master of Arts Disability Management Project (approved by 03.18)</del>
<u>DISM 796-3</u>	<u>Master of Arts: Disability Management Comprehensive Examination</u>
DISM 799-9	Master of Arts: Disability Management Thesis

...

***Practicum***

Students are involved in field-based learning activities for the purpose of pursuing and developing research/policy/administration/practice skills within a related employment area. The practicum component stresses independent learning and permits students to test or develop theory in the context of fieldwork. The form of field practice components varies widely in accordance with the learning needs of the students. The practicum leads to a written report that reflects students' critical analysis of their practice settings.

The report further demonstrates a deepening of professional competence, analytical skills, and professional judgment and represents a contribution to the knowledge and skill base of the profession. The duration of this component is equivalent to a three-month continuous term three months full-time employment.

***Research Project***

~~The project is a research exercise involving the collection and evaluation of evidence according to scientific criteria and results in an article length manuscript. Students must develop theoretically defensible innovations in disability management practice. These may include innovative retraining programs, intervention strategies, the development of new human resource policies, or counselling practices. The efficacy of the innovations must be evaluated and the results reported as a part of a formal report of the project. (approved by 03.18)~~

***Major Paper***

The Major Paper (MP) option is for those students who have written a letter outlining their experience in the disability management field and obtained permission allowing them to prepare a Major Paper in place of a Practicum (6 credits). It is the aim of the MP to acquaint students with the practice of scholarship. Such acquaintance will normally entail a critical treatment of relevant academic literature using theoretical or philosophical methods. If the student wishes to pursue empirical research, either quantitative or qualitative, the thesis option must be selected.

***Comprehensive Examination***

The comprehensive examination option of study requires the successful completion of a comprehensive examination that evaluates a candidate's knowledge of theory, research and practice in his/her field of study.

***Thesis***

~~The thesis option is only available to full-time students. An oral Oral examination is required as per University regulations. Normally students who complete a thesis option are not required to also do a practicum. However, students who do not have a strong background in the field may be required to take the~~

~~practicum course in addition to the program requirements.~~ All students taking the thesis option will be required to be in Prince George for the oral examination.

CARRIED

**S-200603.20**

**Change to Program Requirements—Disability Management, Movement of DISM 609-3 from Elective Courses to Core Courses**

Tait/Hyndman

That p. 66 of the 2005-2006 Graduate Calendar be amended by moving DISM 609-3 Professional Ethics in Health Care Management from the list of Elective Courses to the list of Core Courses, and by increasing the Disability Management credit requirement for the Core Courses to 12 credits, the Elective Courses being decreased to 9 credits, for both the face-to-face and distance delivery modes, as follows (changed or added text underlined, deletions ~~struck through~~):

Effective date: September 2006

*Core Courses*

<u>DISM 609-3</u>	<u>Professional Ethics in Health Care Management</u>
DISM 710-3	Foundations in Disability Management
DISM 711-3	Disability Management: Legislation, Policy & Procedures
DISM 712-3	Disability Management Interventions

Other courses may be substituted or added with the approval of the student's Supervisory Committee.

**Face-to-Face Mode**

*Electives Courses*

Candidates must complete a minimum of ~~12~~ 9 credit hours from the following list. Not more than six credit hours can be from any one area other than Disability Management.

COMM 630-3	Organizational Studies
COMM 631-3	Labour Management Relations
<del>DISM 609-3</del>	<del>Professional Ethics in Health Care Management</del>
<u>DISM 720-3</u>	<u>Special Topics</u>
DISM 798-(3-6)	Directed Studies
ECON 610-3	Health Economics
ECON 611-3	Cost Benefit Analysis
EDUC 613-3	Interpersonal Counselling Skills
HHSC 602-3	Organization and Financing of Canadian Health Care
POLS 603-3	Social and Health Policy and Administration
PSYC 620-3	Health Psychology
PSYC 720-3	Cross-Cultural Communication in Health Care Settings
SOCW 605-3	Community Work/Politics of Change
SOCW 698-3	Special Topics

Other courses may be substituted or added with the approval of the student's Supervisory Committee.

**Distance Mode**

*Elective Courses*

<u>DISM 720-3</u>	<u>Special Topics</u>
<del>DISM 609-3</del>	<del>Professional Ethics in Health Care Management</del>
DISM 798-(3-6)	Directed Studies
POLS 603-3	Social and Health Policy and Administration
<u>PSYC 620-3</u>	<u>Health Psychology</u>
SOCW 605-3	Community Work/Politics of Change
<del>EDUC 613-3</del>	<del>Interpersonal Counselling Skills</del>

Other courses may be substituted or added with the approval of the student's Supervisory Committee.

CARRIED

**S-200603.21**  
**Change to Program Requirements—Disability Management, Replacement of HHSC 601-3 with HHSC 603-3 in Research Courses for Face-to-Face and Distance Delivery Modes**

Tait/Hyndman

That p. 66 of the 2005-2006 Graduate Calendar be amended such that HHSC 603-3 Community Research Methods replace HHSC 601-3 Principles of Epidemiology as a choice for Research Courses for both the face-to-face and the distance delivery modes, as follows (changed or added text underlined, deletions ~~struck through~~):

Effective date: September 2006

*Research ~~Methods~~ Courses (under Face-to-Face Mode)*

Additional two courses from the following:

EDUC 601-3	Educational Research Design and Methodology
<del>HHSC 601-3</del>	<del>Principles of Epidemiology</del>
<u>HHSC 603-3</u>	<u>Community Research Methods</u>
NURS 703-3	Health Program Development and Evaluation
SOCW 609-3	Advanced Quantitative Research
HHSC 703-3	Advanced Qualitative Research Approaches in Health and Human Sciences

Other courses may be substituted or added with the approval of the student's Supervisory Committee.

*Research Courses (under Distance Mode)*

<u>HHSC 603-3</u>	<u>Community Research Methods</u>
<del>HHSC 601-3</del>	<del>Principles of Epidemiology</del>

Other courses may be substituted or added with the approval of the student's Supervisory Committee.

CARRIED

**S-200603.22**

**Change to Program Requirements—Disability Management, Replacement of EDUC 601-3 with EDUC 602-4, and Addition of EDUC 603-4, PSYC 600-4, and PSYC 605-4, in Research Courses for Face-to-Face Delivery Mode**

Tait/Hyndman

That p. 66 of the 2005-2006 Graduate Calendar be amended such that EDUC 601-3 Educational Research Design and Methodology be replaced with EDUC 602-4 Educational Research Data Analysis, and that EDUC 603-4 Advanced Educational Research Data Analysis, PSYC 600-4 Quantitative Methods I, and PSYC 605-4 Quantitative Methods II, be added as Research Course choices for Disability Management Program face-to-face students.

Effective date: September 2006

CARRIED

**S-200603.23**

**Change to Program Requirements—Disability Management, Addition of DISM 720-3 to Elective Courses**

Tait/Hyndman

That p. 66 of the 2005-2006 Graduate Calendar be amended to add of DISM 720-3 Special Topics as a choice for Elective Courses, for both face-to-face and distanced delivery modes.

Effective date: September 2006

CARRIED

**S-200603.24**

**Change to Program Requirements—Disability Management, Replacement of EDUC 613-3 with PSYC 620-3 in Elective Courses for Distance Delivery Mode**

Tait/Hyndman

That p. 66 of the 2005-2006 Graduate Calendar be amended to replace EDUC 613-3 Interpersonal Counselling Skills with PSYC 620-3 Health Psychology as an elective course for distance students in Disability Management.

Effective date: September 2006

CARRIED

**S-200603.25**

**Course Deletion—RRT 613-3**

Tait/McGill

That the course RRT 613-3 Visitor Management be deleted.

Effective date: September 2006

CARRIED

**S-200603.26**

**New Course Approval—RRT 600-3**

Tait/McGill

That a new course, RRT 600-3 Recreation and Tourism Ecology, Management and Design, be approved as proposed.

Effective date: January 2007

CARRIED

**S-200603.27**

**New Course Approval—RRT 603-3**

Tait/McGill

That a new course, RRT 603-3 International Dimensions of Resource Recreation and Tourism, be approved as proposed.

Effective date: September 2006

CARRIED

**S-200603.28**

**New Course Approval—RRT 607-3**

Tait/McGill

That a new course, RRT 607-3 Recreation, Tourism and Communities, be approved as proposed.

Effective date: January 2007

Dr. Rapport called attention to the statement in the proposal that the course would be offered “each year **or** alternating years.” Mr. DeGrace confirmed that the “or” had been added as part of the proposal. Dean Tait explained that the Program wanted flexibility in the offering so as not to have to increase its resource needs. In addition, this parallel undergraduate course might not be taken by undergraduate students with each graduate offering.

It was noted that the statement of preclusions needed to be brought into conformity with the motion relating to undergraduate preclusions carried at the previous meeting.

CARRIED

**S-200603.29**

**New Course Approval—RRT 614-3**

Tait/McGill

That a new course, RRT 614-3 Polar Tourism and Recreation, be approved as proposed.

Effective date: September 2006

Mr. Michel noted that this course clearly had First Nations Content, but had not been reviewed by the Committee on First Nations and Aboriginal Peoples.

Motion: Tait/McGill

That Motion S-200603.29 be tabled and brought back to Senate after review by the Committee on First Nations and Aboriginal Peoples.

CARRIED

The following item was reported to Senate for Information:

**SCRGS200602.24**

**Calendar Course Description Change—RRT 608-3**

The calendar course description for RRT 608-3, Social and Behavioural Dimensions of Recreation and Tourism, is amended.

Effective date: September 2006

**7.3 Senate Committee on Scholarships and Bursaries**

**S-200603.30**

**Annual Report**

Tait/Hemingway

That the Annual Report of the Senate Committee on Scholarships and Bursaries be received.

Effective date: February 2006

CARRIED

Dr. Hyndman why there had been no academic awards ceremony the previous years. Dean McGill noted that there had not been a ceremony for the previous two years, for reasons having to do with lack of resources to support the effort. Dr. Jago said that it had been replaced by a "Green and Gold" even which this year would be held on 21 March. Dr. Hyndman said that she would have thought an event like this to be important in the effort of student recruitment and retention, and she was disappointed that it had been dropped.

**S-200603.31**

**UNBC Leadership Awards**

Hemingway/Hutchings

That the UNBC Leadership Awards be offered to the top twenty ranked applicants.

Effective date: February 2006

Dr. Casperson noted that the tables from which approval was requested were presented in the public meeting of Senate, and he wondered whether it was appropriate that this be part of the public record. The University Secretary was asked to determine whether, in future, these decisions should be made in an *in camera* meeting. Dr. Jago asked that Senators shred the tables in question after the meeting.

Ms. Roa confirmed that these students would be candidates for other awards as well, and that, if any of the students to whom offers would be made were to decline, further offers would be made in descending order on the list until all scholarships has been taken.

CARRIED

**7.4 Senate Committee on Regional Policy and Inter-Institutional Relations**

**S-200603.32**

**Annual Report of the Senate Committee on Regional Policy and Inter-Institutional Relations (SCRPIIR)**

Casperson/Tait

That the Annual Report of the Senate Committee on Regional Policy and Inter-Institutional Relations (SCRPIIR), dated February 2006, be received.

Effective Date: February 8, 2006

CARRIED

Dr. Mandy asked whether changes that had been indicated in the Aboriginal Health Sciences Certificate constituted a recommendation to Senate. Mr. Macknak said that problems with the program had not yet been resolved to the point that formal proposals for changes could be brought to Senate. Dean Randall added that the changes indicated had simply been brought to the Committee for discussion. Mr. Michel added that the names of individual students contained in this section of the report should not have been included, and Dr. Jago added that the Committee report was, itself, a compilation of internal reports.

The Chair suggested that, in future, Senate might wish to have the Regional Chairs present to respond to questions that might arise from their individual reports. It was generally agreed that this would be worthwhile. Dr. Hemingway thought that it would be helpful for the same report to be given to the College councils by way of a formal presentation. Dr. Casperson thought that, in future, the Committee submission might be divided into sections such the reports from the regions could be discussed individually.

**7.5 Senate Committee on Nominations — No report**

**7.6 Steering Committee of Senate — No report**

**8.0 Other Business**

**8.1 Report of the Administrative Registrar**

**9.0 Information**

**10.0 S-200603.33  
Adjournment**

Meeting adjourned at 5:10 p.m.