

**SENATE MEETING
PUBLIC SESSION
MINUTES**

March 10, 2010
3:30 – 5:30 PM
Room 7-172 Bentley Centre

Present:

E. Annis, G. Ashoughian, S. Beeler, T. Binnema, C. Bock, D. Casperson, C. Chasteauneuf, M. Dale (Vice Chair), A. Dayanandan, J. DeGrace (Secretary of Senate), S. Déry, H. Donker, R. Ellis, G. Fondahl, R. Hoffman, K. Hutchings, J. Hyndman, G. Iwama (Chair), R. Lazenby, D. Macknak, W. McGill, S. McKenzie, C. Myers (Recording), C. O'Callaghan, M. Reid, S. Rennebohm, R. Robinson, I. Uche-Ezeala, K. Vandersteen, S. Wagner, J. Young, S. Zahir

Regrets:

U. Eka, W. Haque, I. Hartley, E. Jensen, A. Jacob, J. Jeffery, D. Nyce, A. Yakemchuk

The meeting commenced at 3:30 p.m.

Dr. Iwama noted that Senator Hyndman had received the Canadian Mathematical Society's 2010 CMS Excellence in Teaching Award, and congratulated her on this prestigious award. Senators applauded.

Dr. Iwama also reminded Senators of the special Senate budget meeting to be held on March 24, 2010.

- 1.0** **S-201003.01**
Approval of the Agenda †
Hutchings / Hyndman
That the Agenda for the March 10, 2010 Public Session of Senate be approved as presented.
CARRIED.
- 2.0** **S-201003.02**
Approval of Senate Minutes
Casperson / Adamick
That the Minutes of the February 10, 2010 Public Session of Senate be approved as presented.
CARRIED.
- 3.0** **Business Arising from Previous Minutes of Senate**
- 3.1** **List of University Committees**
- Dr. Iwama thanked Tim Thomas for providing the list of University committees. It was noted that there are some omissions from the list, namely the University Promotion and Tenure Committee, the University Promotion and Tenure Appeals Committee, and the Convocation committee. The Research Advisory Committee and the Publication Grants Committee were also identified as being absent from
-

the list. Senators asked if the terms of reference and vacancies on these committees could be posted so people interested in serving on the committees would have this information available to them. Mr. Thomas responded that he planned to add this information to the UNBC website, but indicated that terms of reference were not available for all the committees.

(3:40 p.m.) The President was called away from the meeting on an urgent business call, so the Provost assumed the Chair. Dr. Dale asked that the President's report be postponed until the President returned to the meeting. The Provost thus gave his report while waiting for the President to return.

5.0 Report of the Provost

Dale

The Provost reported that the Wood Innovation and Design Centre had been mentioned in three throne speeches now, but that the University was currently attempting to determine the Province's expectations and the resources available in this regard. Dr. Dale added that he had been asked to give a presentation on a discussion topic, and that he looked forward to Senators' comments during this discussion.

6.0 Question Period

A Senator asked about the status of the breadth requirement. The Registrar reported that a motion had been drafted reflecting a report that was presented to the Senate Committee on Academic Policy and Planning, which was currently sitting with SCAPP as a result of lack of quorum at the last meeting of that committee. Another Senator asked when the course schedule would be posted, and the Registrar responded that it had been posted that morning

It was questioned whether the space allocation committee report was available yet, with regard to classroom space. Again, the Registrar responded, noting that summary information had been given to the committee but that he did not believe any action had yet been taken. A Senator asked what the rationale was for the new classroom change request form, suggesting that it now takes 3 days to complete a room change and by that time students are registering and the class cannot be moved. Mr. DeGrace responded that he did not have that information readily available, but that he would respond at the next Senate meeting, and to the Senator who raised the question as soon as possible.

Action: Mr. DeGrace to provide information about the classroom change request form at the next Senate meeting.

Finally, a Senator asked what role Senate would play in discussing and approving the University Plan and associated Action Plans. Dr. Dale suggested that the President be invited to respond to this question after he gave his report.

In the continuing absence of the President, Dr. Dale suggested that Senators proceed to deal with the agenda items following the President's Report.

7.0 S-201003.03 Approval of Motions on the Consent Agenda

Casperson / Hyndman

That the motions on the consent agenda, except for those removed for placement on the regular agenda, be approved as presented.

There were no requests to remove motions from the consent agenda and place them on the regular agenda.

CARRIED.

8.0 Committee Reports

8.1 Senate Committee on Academic Policy and Planning

Dale

"For Approval" Items:

S-201003.04

Amendment of Memorandum of Understanding and Cooperation — Maple Leaf Education Systems and UNBC

Zahir / Adamick

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the amended memorandum of understanding and cooperation between the Maple Leaf Education Systems and its Schools, China and the University of Northern British Columbia be approved as proposed.

Effective date: Immediately upon approval by Senate

CARRIED.

S-201003.05

Approval of Student Exchange Agreement Between Massey University, New Zealand, and the University of Northern British Columbia

Adamick / Annis

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the student exchange agreement between Massey University, New Zealand and the University of Northern British Columbia be approved as proposed.

Effective date: May 2010

CARRIED.

S-201003.06

Change to Academic Regulations 21 (Declaring a Major), 22 (Double Majors), and 23 (Minors)

Hutchings / Annis

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the change(s) to Academic Regulations 21 (Declaring a Major), 22 (Double Majors), and 23 (Minors) be approved as proposed.

Effective date: Immediately upon approval by Senate

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

21. Declaring a Major

All undergraduate students other than students enrolled in ~~all undergraduate programs other than in professional programs~~ programs leading to the degrees of BAsC, BEd, BFA, BSW or General/Integrated degrees, or the Bachelor of Fine Arts program (for ~~whom~~ which Majors do not apply), are required to declare a Major before the end of the semester in which they will complete 30 credit hours (See Academic Regulation 2). Majors do not apply in the degree of BScN. Students intending to pursue a General or Integrated degree program must declare this intent before the end of the semester in which they will complete 30 credit hours. A student who transfers into the University must declare a Major at the time of application unless the transfer is to any of the degree programs indicated above. Declaration forms are available from the ~~Office of the Registrar~~ Student Recruitment and Advising Centre.

Students must contact a Student Advisor in their area of study to declare or to change a Major.

22. Double Majors

~~Graduation with a Double Majors from either the College of Arts, Social and Health Sciences or~~

~~the College of Science and Management requires Double Majors are permitted in the BA, BComm, and BSc degree programs. Within the College of Science and Management, students pursuing the BPI degree are permitted to double major only within the degree program. Completion of the double major entails completion of the requirements for each Major. Any courses that are included in the requirements for both Majors may be counted for both. Note: If double majors fall between two degrees, students must select only one degree; or the other, i.e. BA or BSe BA, BComm or BSc. They do not qualify for both more than one.~~

23. Minors

Minors are permitted in all undergraduate programs other than in ~~professional programs programs leading to the degrees of BAsc, BEd, BFA, or BScN, or the Bachelor of Fine Arts program.~~ Minors are not required except in the Forest Ecology and Management major. Except as specified in Program regulations, a minor must be in a different discipline than that of the major. A minor requires a minimum of 18 credit hours, at least 12 of which must be upper division. In most cases, the upper limit requirement for a minor is 27 credit hours, at least 12 of which must be upper division. Normally, a maximum of two courses (six to eight credit hours) used to fulfill requirements for a major (or another minor) may also be used to fulfill requirements for a minor. In all minors in the College of Science and Management (See Academic Structure pages) that require a minimum of 24 credits, the 100-level credits used to fulfill requirements for a major (or another minor) may also be used to fulfill requirements for a minor, and in some such minors further credits used to fulfill requirements for a major (or another minor) may also be used to fulfill requirements for a minor. Please refer to the program pages for specific details. Students are not permitted to include more than two minors in the same degree program.

(3:50 p.m.) The President returned to the meeting room and reassumed the Chair. He then proceeded to give his report.

4.0 President's Report

Iwama

Dr. Iwama congratulated the UNBC basketball teams on their excellent seasons.

He then spoke about the Wood Innovation and Design Centre (WIDC), noting that a telephone call in this regard was what had taken him away from the meeting. Dr. Iwama indicated that an Assistant Deputy Minister had been dedicated to the WIDC, and that she would be visiting UNBC next week.

The President noted that budget preparation was taking up a substantial amount of time at the moment, and that the budget would be presented to Senate and the Board on March 24 and 27 respectively.

With regard to the University Plan, Dr. Iwama reported that he would be dedicating time in the coming weeks to articulating the Plan, which would then come to Senate for consideration and approval. He also noted that a draft of the Plan would be posted, that input from stakeholders would be sought with regard to the draft, and that the Plan would be open to approval by Senate at the appropriate time. A Senator asked whether Senate would play a role in discussing the Plan. Dr. Iwama responded in the affirmative, as he viewed Senate's input as crucial. A Senator indicated that a faculty member had asked her when they would be able to provide input into what the Deans and VP's are contributing to the Plan. The President replied that he had asked the VP's to construct Action Plans in support of the University Plan, and that input would be solicited for those Plans, which would be debated and discussed. He told Senators to expect this to happen over the spring and summer months.

S-201003.07

Calendar Description Change — Continuing Studies for Credit

Donker / Zahir

That, on the recommendation of the Senate Committee on Academic Policy and Planning, Senate approve the following:

1. That Senate approve directly all Continuing Studies courses offered for Academic Credit (CSAC); and
2. That all passing grades earned by CSAC be recorded on students' academic transcripts in the context of admission to the University; and
3. That, in cases in which there otherwise would be a substantial overlap between Academic Credits and CSAC credits, Continuing Studies offer the academic courses on an extension basis; and
4. That *ad hoc* requirements set by Continuing Studies in consultation with the relevant academic units determine admission to extension courses; and
5. That Senate endorse the administrative changes that will govern the delivery of academic credits through Continuing Education in future as set out under the "rationale" section of this Motion.

Effective date: All new Continuing Studies offerings effective upon approval by Senate.

Senators discussed the proposed motion. It was asked whether any procedures or forms were being put into place to ensure that library resources were adequate for the courses being mounted. Senator Macknak responded that a form was in place, and that cases in which the form was not used to obtain this information were oversights. A Senator expressed a lack of comfort with Pass/Fail grading. The Registrar and Senator Macknak responded that they were considering reviewing the courses already approved by Senate to look at the grade mode, and that some of these courses were no longer offered. It was asked whether it was not already the practice to remove from the books courses that had not been taught in five years. Mr. DeGrace replied that there was no such University policy, but that he had heard that it may be a policy of the College of Arts, Social and Health Sciences.

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Undergraduate Calendar

Continuing Studies courses are ~~primarily short in duration and~~ designed to meet the needs of ~~both~~ professional development and/or personal interest. Certain Continuing Studies courses are clearly designated as potentially earning academic credit at UNBC. Credit earned in this manner is unspecified, and is treated as elective credit hours. University admission requirements do not apply to these courses, and students are advised that they will be registered for them on a credit basis unless they direct otherwise at the beginning of the course. Unless otherwise designated, credits earned in this manner are recorded on a Pass basis upon successful completion. Unsuccessful attempts are not recorded. Whether taken for-credit or not-for-credit, the content and requirements of these courses are the same. Continuing Studies also offers certain UNBC academic courses on an extension basis. Permission to attempt these courses is arranged directly with Continuing Studies and does not constitute general admission to University studies.

Graduate Calendar

Continuing Studies courses are ~~primarily short in duration and~~ designed to meet the needs of ~~both~~ professional development and/or personal interest. Certain Continuing Studies courses are clearly designated as potentially earning academic credit at UNBC. Credit earned in this manner is unspecified, and is treated as elective credit hours. University admission requirements do not apply to these courses, and

students are advised that they will be registered for them on a credit basis unless they direct otherwise at the beginning of the course. Unless otherwise designated, credits earned in this manner are recorded on a Pass basis upon successful completion. Unsuccessful attempts are not recorded. Whether taken for-credit or not-for-credit, the content and requirements of these courses are the same. Continuing Studies also offers certain UNBC academic courses on an extension basis. Permission to attempt these courses is arranged directly with Continuing Studies and does not constitute general admission to University studies.

Graduate students are reminded that, as with all other academic credits, credits earned in this manner may not be applied to their degree programs without the express permission of their Supervisory Committee and approval by the Dean of Graduate Studies. Graduate Students are further reminded that fees for Continuing Studies Courses, whether approved for their academic program of study or not, are additional to the tuition fee units for their academic programs.

S-201003.08

Change to Program Requirements — Mathematics Program

McGill / Casperson

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the change(s) to Mathematics Program Requirements, on pages 145-146, and Preamble to Course Description for Mathematics, on page 235 in the print calendar of 2009/2010, be approved as proposed.

Effective date: September 2010

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Program Requirements [page 145]

Note: Unless otherwise stated, students enrolling in any Mathematics courses with prerequisites are required to have completed all prerequisite courses for that course with a "C-" or better, or have permission to enrol from the Program Chair.

Literacy Requirement

One of:

ENGL 170-3 Writing and Communication Skills

ENGL 270-3 Expository Writing

Lower-Division Requirement

100 Level

CPSC 100-4 Computer Programming I

CPSC 141-3 Discrete Computational Mathematics

MATH 100-3 Calculus I

or MATH Enriched Calculus

105-3

MATH 101-3 Calculus II

200 Level

MATH 200-3 Calculus III

MATH 201-3 Introduction to Complex Analysis

MATH 220-3 Linear Algebra

MATH 224-3 Foundations of Modern Mathematics

MATH 226-3 Advanced Linear Algebra

MATH 230-3 Linear Differential Equations and Boundary Value Problems

Recommended [page 146]

CPSC 101-4 Computer Programming II

~~CPSC 142-3 - Discrete Computational Mathematics II~~

CPSC 242-3 Mathematical Topics for Computer Science

General Science Requirement

Two of:

BIOL 101-4 Introductory Biology I

BIOL 102-4 Introductory Biology II

CHEM 100-3 General Chemistry I

 and CHEM 120-1 General Chemistry Lab I

CHEM 101-3 General Chemistry II

 and CHEM 121-1 General Chemistry Lab II

PHYS 100-4 Introduction to Physics I

 or PHYS 110-4* Introductory Physics I:

PHYS 111-4* Introductory Physics II: Waves and Electricity

***Note:** PHYS 110-4 (Introductory Physics I: Mechanics) and PHYS 111-4 (Introductory Physics II: Waves and Electricity) are strongly recommended for all majors.

Upper-Division Requirement

300 Level

MATH 302-3 Theory of Metric Spaces

MATH 320-3 Survey of Algebra

MATH 321-3 Topology

MATH 336-3 Intermediate Differential Equations

 or MATH 335-3 Numerical Analysis I

MATH 371-3 Probability and Statistics for Scientists and Engineers

MATH 372-3 Mathematical Statistics

400 Level

Twelve credit hours of 400-level Mathematics courses.

Elective Requirement

Elective credit hours as necessary to ensure completion of a minimum of 120 credit hours.

Mathematics [page 235]

Unless otherwise stated, a student may enroll in any Mathematics course with permission of the Program Chair.

Note that BC Introductory Mathematics 11, Applications of Mathematics 11, Essentials of Mathematics 11, Applications of Mathematics 12, and Essentials of Mathematics 12 are not considered prerequisites for any Mathematics courses as currently taught.

A student may enroll in any Mathematics course with permission of the Program Chair. Unless otherwise stated, students ~~Students~~ enrolling in any Mathematics courses with prerequisites are required to have completed all prerequisite courses for that course with a C- or better, or have permission to enroll from the Program Chair.

S-201003.09

Change to Program Requirements — Major in Mathematics (BSc Program)

Casperson / Hutchings

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the Major in Mathematics (BSc Program) be revised and approved as proposed.

Effective date: May 2010

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Major in Mathematics

A major in Mathematics requires ~~48~~ 17 mathematics courses (~~54~~ 51 credit hours), at least 30 credit hours of which must be upper-division courses and of those upper-division credits, at least 12 must be taken at the 400 level.

MATH 342-3 (Biostatistics) may not be used for credit towards any Mathematics major, minor, or joint major.

MATH 150-3 (Finite Mathematics for Business and Economics) may not be used for credit towards any Mathematics major or joint major. The minimum requirement for completion of a Bachelor of Science with a major in Mathematics is 120 credit hours.

Program Requirements

Note: Students enrolling in any Mathematics courses with prerequisites are required to have completed all prerequisite courses for that course with a ~~C-~~ C- or better, or have permission to enroll from the Program Chair.

Literacy Requirement

One of:

ENGL 170-3 Writing and Communication Skills

ENGL 270-3 Expository Writing

Lower-Division Requirement

100 Level

CPSC 100-4 Computer Programming I
CPSC 141-3 Discrete Computational Mathematics
MATH 100-3 Calculus I
or MATH 105-3 Enriched Calculus
MATH 101-3 Calculus II

200 Level

MATH 200-3 Calculus III
MATH 201-3 Introduction to Complex Analysis
MATH 220-3 Linear Algebra
MATH 224-3 Foundations of Modern Mathematics
~~MATH 226-3 Advanced Linear Algebra~~
MATH 230-3 Linear Differential Equations and Boundary Value Problems

Upper-Division Requirement

300 Level

MATH 302-3 Theory of Metric Spaces
MATH 320-3 Survey of Algebra
MATH 321-3 Topology
or MATH 326-3 Advanced Linear Algebra
MATH 336-3 Intermediate Differential Equations
or MATH 335-3 Numerical Analysis I
MATH 371-3 Probability and Statistics for Scientists and Engineers
MATH 372-3 Mathematical Statistics

"For Information" Items:

SCAPP201002.06

Course Preclusion Change — ENPL 208-3

That the change to the course preclusions for ENPL 208-3 First Nations Community and Environmental Planning, on page 210 of the 2009/2010 undergraduate calendar, be approved as proposed.
Effective date: September 2010

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

ENPL 208 - First Nations Community and Environmental Planning

First Nations are involved in a broad array of environmental and community planning processes. Some of these processes originate in First Nations communities. Others are established as federal and provincial government or business initiatives. This course lays a foundation of for student understanding of these planning processes and their future development.

Prerequisites: none

Preclusions: FNST 249 Aboriginal Resource Planning

SCAPP201002.08

Course Number Change — MATH 226-3

That the course number of MATH 226-3 Advanced Linear Algebra be changed to MATH 326-3.
Effective date: May 2010

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

MATH 226-3 326-3 Advanced Linear Algebra This is a second course in linear algebra. Topics include vector spaces, eigenvalues and diagonalization, linear transformations, and inner product spaces.

SCAPP201002.10

Course Preclusion Change — MATH 371-3

That the change(s) to the course preclusions for MATH 371-3 Probability and Statistics for Scientists and Engineers, on page 238 in the print calendar of 2009/2010, be approved as proposed.
Effective date: September 2010

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Preclusions: MATH 340-3, and MATH 341-3 if both taken

SCAPP201002.11

Course Preclusion Change — MATH 372-3

That the change(s) to the course preclusions for MATH 372-3 Mathematical Statistics, on page 238 in the print calendar of 2009/2010, be approved as proposed.
Effective date: September 2010

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Preclusions: MATH 340-3, and MATH 341-3 if both taken

8.2 Senate Committee on Research and Graduate Studies

Fondahl / Hartley

“For Approval” Items:

S-201003.10

Changes to Calendar Description — Psychology Master’s Degree

Adamick / Casperson

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the changes to the calendar description for the Master’s psychology degree, on page 91 of the 2009/2010 graduate calendar, be approved as proposed.
Effective date: September 2010
CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Admission

Applicants must have an Honours degree in Psychology or an undergraduate degree in Psychology (or a related field) with research experience.

Students interested in applying for the MSc in Psychology are responsible for ensuring that all application materials are received at UNBC by the application deadline:

- a completed application form,
 - a letter of interest,
 - official transcripts from all post-secondary institutions,
 - scores on the Graduate Record Examination General and Advanced Psychology tests,
 - three letters of reference from academic referees, and
 - a copy of a thesis or paper submitted for course work.
- Application deadlines are found in this calendar under “Semester

Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The Psychology MSc Program accepts students for the September Semester.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Requirements

Students in the MSc Program are required to complete a minimum of 23 credit hours of course work consisting of two quantitative methods courses:

PSYC 600-4 Quantitative Methods I

PSYC 605-4 Quantitative Methods II

an ethics course:

PSYC 740-3 Ethical and Legal Issues in Psychology

and four courses, two of which must be from among the following:

PSYC 610-3 Cognitive Neuroscience

PSYC 615-3 Social Psychology

PSYC 620-3 Health Psychology

PSYC 631-3 Psychopathology

PSYC 635-3 Cognition and Learning

PSYC 645-3 Developmental Psychology

Required graduate courses in Psychology are offered on a two-year schedule.

These courses will provide students with the basic foundations upon which to build their MSc research. In addition, all MSc students are required to successfully complete an MSc thesis (PSYC 690-12). Students must have a cumulative GPA of B+ or greater by the end of their second semester of registration, and maintain it at B+ or ~~greater~~ better thereafter.

Students may be required to address deficiencies within their background preparation in Psychology or in their area of concentration that are identified by the Psychology Graduate Committee. Additional courses may be required.

Normally, a student will present an acceptable thesis proposal to their supervisory committee by the end of their first year in the program. It is expected that defence of the Master's thesis will take place within two years of acceptance into the program.

S-201003.11

Changes to Calendar Description — Psychology PhD Degree

Adamick / Déry

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the changes to the calendar description for the PhD psychology degree, on page 92 of the 2009/2010 graduate calendar, be approved as proposed.

Effective date: September 2010

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Admission

Applicants must have both a Bachelors and Masters degree, at least one of which must be in Psychology with a research-based thesis.

Students interested in applying for the PhD in Psychology are responsible for ensuring that all application materials are received at UNBC by the application deadline:

- a letter of interest,
- official transcripts from all post-secondary institutions,
- three letters of reference from academic referees, and
- a copy of a thesis or paper submitted for course work.

In addition to the above, applicants who do not have ~~at least one prior~~ **a Master's** degree in Psychology must submit scores on the Graduate Record Examination Advanced Psychology test by the application deadline. Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The Psychology PhD Program accepts students for ~~the~~ September ~~S~~semester admission.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Requirements

Students in the PhD program are required to complete a minimum of 16 credit hours of course work consisting of two graduate seminars:

PSYC 800-2 Graduate Seminar I

PSYC 801-2 Graduate Seminar II

6 credits of research practica:

PSYC 860-(3-6) Research Practicum

and two courses from:

PSYC 610-3 Cognitive Neuroscience

PSYC 615-3 Social Psychology

PSYC 620-3 Health Psychology

PSYC 631-3 Psychopathology

PSYC 635-3 Cognition and Learning

PSYC 645-3 Developmental Psychology

PSYC 720-3 Cross-Cultural Communication in Health Care

Settings

PSYC 725-3 Cognitive Neuropsychological Assessment

PSYC 726-3 Personality Assessment

PSYC 730-3 Psychological Interventions

PSYC 805-3 Advanced Topics in Quantitative Psychology

Required courses in Psychology are offered on a two-year schedule.

These courses provide students with the basic foundations upon which to build their PhD research. In addition, all students are required to ~~successfully complete~~ complete successfully a comprehensive examination and a PhD dissertation (PSYC 890-12). The comprehensive examination is tailored to ensure ~~the~~ each student is adequately prepared to begin work on the PhD dissertation.

Students must have a cumulative GPA of ~~'B+' B+ or greater~~ better by the end of their second semester of registration, and maintain it at ~~'B+' B+ or greater~~ better thereafter.

Students may be required to address deficiencies within their background preparation in Psychology or in their area of concentration that are identified by the Psychology Graduate Committee. Additional courses may be required.

Normally, students take a comprehensive examination by the end of the first year in the program (or 12 credit hours for part-time students).

Upon successfully completing the comprehensive examination, and presenting an acceptable dissertation proposal to their supervisory committee, a student is granted PhD Candidate status, and embarks upon completion of the dissertation under the supervision of a Faculty Academic Supervisor. Normally, it is expected that the defence of the dissertation by full-time PhD Candidates will take place within three years of acceptance into the program.

"For Information" Items:

SCRGS201002.05

Course Prerequisite Change — SOCW 630-3

That the change to the course prerequisite for SOCW 630-3 Communication Skills, on page 129 of the 2009/2010 graduate calendar, be approved as proposed.

Effective date: September 2010

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

SOCW 630-3 Communication Skills This ~~course is an~~ introductory course that aims to increase skills and analysis in the diverse cultural settings that are appropriate to social work among First Nations and remote, northern and rural communities. Learning to recognize the contradictions in people's experiences and to maximize the possibilities, resources and strengths in their lives are critical aspects of a social worker's practice. Emphasis is placed on integration of interpersonal and analytic skills in learning effective helping strategies within a structural framework that acknowledges the influence of class, race and gender in shaping personal and social well-being. This course includes a Skills Laboratory.

Prerequisites: admission to the ~~Two Year MSW program~~ MSW Program Foundation Year

SCRGS201002.06

Course Prerequisite Change — SOCW 631-3

That the change to the course prerequisite for SOCW 631-3 Critical Social Work Practice, on page 129 of the 2009/2010 graduate calendar, be approved as proposed.

Effective date: September 2010

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

SOCW 631-3 Critical Social Work Practice This course critically examines the historical origins, values, methods and applications of various social work practice approaches. With an emphasis on structural, feminist, and First Nations social work strategies, the focus includes the application of these approaches to women, minority groups, First Nations, and residents of northern and remote communities. These ~~will be~~ are contrasted with other models of social work practice including general systems theory, ecological theory, and case management.

Prerequisites: admission to the ~~Two Year MSW program~~ MSW Program Foundation Year

SCRGS201002.07

Course Prerequisite Change — SOCW 632-9

That the change to the course prerequisite for SOCW 632-9 MSW Practicum I, on page 129 of the 2009/2010 graduate calendar, be approved as proposed.

Effective date: September 2010

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

SOCW 632-9 MSW Practicum I This field placement requires students to perform in a social work role or organizational setting three days per week through the September and January terms. Field education ~~will~~ provides students with an opportunity to enhance and refine their social work skills. As much as possible, the assigned field education setting will broadly match the particular type of social work experience that the student wishes to pursue.

Prerequisites: admission to the ~~Two-Year MSW program~~ MSW Program Foundation Year

Co-requisites: SOCW 637-3

SCRGS201002.08

Course Prerequisite Change — SOCW 633-3

That the change to the course prerequisite for SOCW 633-3 Critical Social Policy, on page 129 of the 2009/2010 graduate calendar, be approved as proposed.

Effective date: September 2010

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

SOCW 633-3 Critical Social Policy This course examines the development of social policy in Canada, including current debates from conventional and critical perspectives, and invites ~~inviting~~ students to consider the relationship between research, policy and social work practice. The course ~~will~~ reviews ideologies of social welfare policy, its formulation and implementation and consequences for people in need. Policy formulation ~~will be~~ is analyzed from a critical perspective that examines the role of power and privilege in the construction of social policy. Alternative social arrangements and models of policy and practice ~~will be~~ are explored.

Prerequisites: admission to the ~~Two-Year MSW program~~ MSW Program Foundation Year

SCRGS201002.09

Course Prerequisite Change — SOCW 634-3

That the change to the course prerequisite for SOCW 634-3 Social Work Research/Policy/Practice, on page 129 of the 2009/2010 graduate calendar, be approved as proposed.

Effective date: September 2010

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

SOCW 634-3 Social Work Research/Policy/Practice This course introduces research methods and analysis techniques that are used to examine issues in the policy and practice of social work and social welfare. It reviews qualitative and quantitative approaches with an emphasis on community needs research, participatory research and the development of interview schedules and questionnaires. The methods examined in this course ~~will be~~ are linked to substantive policy and practice issues that reflect the economic, social and personal circumstances of people and communities in northern, remote and First Nation communities.

Prerequisites: admission to the ~~Two-Year MSW program~~ MSW Program Foundation Year

SCRGS201002.10

Course Prerequisite Change — SOCW 635-3

That the change to the course prerequisite for SOCW 635-3 Social Work Philosophy and Ethics, on page 129 of the 2009/2010 graduate calendar, be approved as proposed.

Effective date: September 2010

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Prerequisites: admission to the ~~Two-Year MSW program~~ MSW Program Foundation Year

SCRG201002.11

Course Prerequisite Change — SOCW 637-3

That the change to the course prerequisite for SOCW 637-3 Advanced Practice, on page 129 of the 2009/2010 graduate calendar, be approved as proposed.

Effective date: September 2010

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

SOCW 637-3 Advanced Practice This course is designed for graduate students who have worked in social work practice settings but who do not have formal social work training. This The historical and cultural development of social work practice models is surveyed with emphasis on contemporary models of practice such as anti-oppressive practice, constructivism, feminist practice, First Nations practice approaches and structural practice. Key components of practice such as assessment, intervention planning, advocacy, organizing, recording, confidentiality, evaluation, case management, interdisciplinary and termination are studied.

Prerequisites: admission to the ~~Two-Year MSW program~~ MSW Program Foundation Year

Co-requisites: SOCW 632-9

8.3 Senate Committee on Scholarships and Bursaries

Madak

“For Information” Items:

SCSB20100210.03

Annual Report from the Senate Committee on Scholarships and Bursaries

That the SCSB Annual Report to Senate be approved.

Effective Date: March 2010

8.4 Senate Committee on Nominations

Reid

S-201003.12

Membership Changes to Senate

Reid / Macknak

That, on the recommendation of the Senate Committee on Nominations, and barring further nominations from the floor of Senate, the following candidates, who have met all eligibility requirements to serve on Senate, be elected to Senate in accordance with Section 3(q)(i) of the Senate Handbook.

SENATE POSITION TO BE FILLED

(except when otherwise noted, all terms begin immediately)

CANDIDATE

Senate

Regional Representative — Northwest Region (until March 31, 2012)

Rick Brouwer

Regional Representative — Peace River-Liard Region (until March 31, 2013)

Moira Green

Regional Representative — Aboriginal / First Nations Communities
(until March 31, 2012)

Debbie Leighton-Stephens

A call for further nominations from the floor of Senate was made three times. There being no further nominations, the candidates were declared elected by acclamation.

CARRIED.

S-201003.13

Membership Changes to Senate Committees

That, on the recommendation of the Senate Committee on Nominations, and barring further nominations from the floor of Senate, the following candidates, who have met all eligibility requirements to serve on Senate committees as indicated, be appointed as proposed.

SENATE COMMITTEE POSITION TO BE FILLED

(except when otherwise noted, all terms begin immediately)

CANDIDATE

Senate Committee on Academic Appeals

Faculty Member (Professional Program) (until March 31, 2013)

Josée Lavoie (2nd term)

Senate Committee on Research and Graduate Studies

Faculty Member (Professional Program) (until March 31, 2013)

John Curry

Senate Committee on Regional Policy and Inter-Institutional Relations

Faculty Member (CASHS) (until March 31, 2013)

Dee Horne

SCAPP Art Acquisition Subcommittee

Faculty Member knowledgeable in archaeology, visual arts, archives or heritage conservation (July 1, 2010 until March 31, 2012)

Maryna Romanets

A call for further nominations from the floor of Senate was made three times. There being no further nominations, the motion was CARRIED.

To Senate for Information:

Student Senator Election Results (terms of office from April 1, 2010 to March 31, 2011)

Undergraduate Student	Johnathan Alec
Undergraduate Student	Stephen Bennett
Undergraduate Student	Chantal Carriere (returning)
Undergraduate Student	Meghan Hatcher
Undergraduate Student	Adegbite Oluwafisayo
Undergraduate Student	Jonathan Van Barneveld
Graduate Student	Sang Eun. (Eunice) Kim
Graduate Student	Manoj Kizhakkeniyil
Graduate Student	Ijeoma (IJ) Uche-Ezeala (returning)

Student Senators Whose Terms of Office End on March 31, 2010

Undergraduate Student	Drew Adamick
Undergraduate Student	Christina Bock
Undergraduate Student	Joseph Jeffery
Undergraduate Student	Shawn Rennebohm
Undergraduate Student	Kyle Vandersteen
Graduate Student	Ukeme Eka
Graduate Student	Aji Jacob

Dr. Iwama thanked Senators whose terms of office were ending for their contributions and commitment to serving the UNBC Senate.

9.0 Other Business

9.1 Report of the Registrar

DeGrace

The Registrar had nothing to report.

10.0 Information

10.1 Recruitment, Retention, and Student Success (*presentation*)

Dale

Dr. Dale prefaced his presentation (attached to these minutes as Appendix I) with the comment that he would be speaking about recruitment, retention and student success in the context of how they are affected by academic practice. He added that recruitment, retention and student success are “everybody’s business.” Dr. Dale thus asked what Senators can do to contribute to recruitment and retention. With regard to recruitment, the Provost suggested that we needed to determine how we distinguish ourselves from our competitors and how we can enhance that distinction. He also was of the opinion that the process for incoming students needed to be eased, that the academic calendar was difficult for students to understand based on UNBC’s current Program structure, that ease of comparison and transfer should be examined and that our use of the word “Program” was confusing.

Regarding retention, Dr. Dale focused on the quality of the first-year experience, the quality of experience in upper years (including whether courses were available, the schedule was predictable, and enrichment opportunities were provided), whether a foundation year would be useful, the potential for using block teaching structures (which would allow different modes of teaching and research time blocks), and enrichment and engagement.

In relation to academic practice, Dr. Dale suggested that course offerings need to be simple and consistent, that UNBC should adopt criteria and a mechanism for letting go of offerings, and that new approaches should be considered. At the conclusion of his presentation, Dr. Dale invited comment and discussion.

In his presentation, Dr. Dale had recommended the incorporation of an integrative approach, and a Senator asked about this approach. Dr. Dale responded that UNBC was founded on the concept of interdisciplinarity. The intent, which had been lost, was complementarity between two or more disciplines. Dr. Iwama added that students need to have a grasp of specific disciplines and learning outcomes need to be paramount, but that integrative learning comes in the form of such things as the linking of traditional knowledge with Western knowledge.

It was suggested that UNBC needs to start with retention of first-year students, and that a process of early monitoring and detection of students with problems would be useful. Dr. Iwama agreed that this approach can be very helpful and provided some suggestions as to how these students could be offered assistance.

A Senator was of the opinion that the academic calendar is an important marketing and recruitment tool, and that the course descriptions contained in the calendar are too short to be of good use and may be out of date. He added that, in order to change the calendar course descriptions, changes needed to be submitted through seven committees, and that more flexibility in this regard was needed.

Another Senator suggested that student orientation could be undertaken in initial classes, when students were often let out of class early. For instance, information about the library and other student services could be provided. She added that, as a student, it would be beneficial for her to see in the calendar course descriptions some mention of how the course could help her in the “real world,” beyond simply the course content.

Dr. Iwama advised Senators that he would be giving a presentation on the block teaching format and added that it behooves UNBC to advertise the session so that input can be solicited.

The Librarian recommended that an integrative approach also be taken toward academic support services, as the ability to properly study and undertake research affects a student’s writing and final product.

The Registrar responded to a previous comment, noting that academic calendars are legal documents and are not intended to be recruitment tools, and that UNBC will be moving away from a print calendar. He added that the SCAPP and SCRGs Subcommittee on Curriculum and Calendar edits calendar course descriptions whenever they come forward, and that he would like to see the creation of a position for a full-time calendar editor who works under the direction of Senate in order to provide the best possible document.

Dr. Iwama was asked several questions regarding the block teaching format, to which he responded. He noted that a project of this nature needs to be undertaken apart from the current teaching and learning structure.

A Senator reminded Senators that retention problems are found not only with poor students but with students in the B-grade level, and that we need to understand that. He added that he would like to see the implementation of a planned replacement process for instructors, and that the Advisors, since they had been moved away from the Programs, needed to be better integrated with the Programs.

Another Senator suggested that first-year students be utilized as mentors for grade 12 students. It was also suggested that online or distance learning be expanded so that students can complete their degrees at satellite campuses, and that more Programs offer Honours degrees.

A Senator was of the opinion that the current incentive structure for faculty members does not support the utilization of a block teaching structure, as they have a vested interest in maintaining the status quo. He added that UNBC would need to lean on seasoned faculty members to make such a structure work, and that as a result of UNBC's size, we may need to go "all in" in order to use a block teaching format. The President responded that in his experience, many faculty members are passionate and like to try something new, and that one of the block teaching pilot programs he was involved with was run at Acadia University which had approximately 2900 students at the time.

A Senator indicated that she appreciated that it was being recommended that the "best" teachers would be used in first-year courses, as tenured faculty members are not necessarily the best teachers for first-year students. She added that it is important to also encourage good students, and that her Program sends out letters of congratulations to students who receive a grade of A+. On the flip side, she noted that she had wanted to contact students in her Program who received F grades, but that she was unable to get a list containing this information.

A Senator indicated that she had difficulty finding information in the online calendar, and she liked the idea of having a PDF version of the calendar section for her Program. She added that, although the calendar only permits course descriptions of seven lines of text, Programs could put expanded course descriptions on their web pages.

A member of the gallery requested permission to speak, and once granted, she reported that she was attempting to identify and assist students in trouble. As the chair of a curriculum committee, she had been asked to call such students in and ask them if they were having problems, and she could then connect them with student services. She suggested that the Centre for Teaching, Learning and Technology offer a workshop on how to assist students who are experiencing academic difficulty. Another Senator recommended that the Academic Advisors watch for these students.

At the conclusion of the discussion, Dr. Dale asked Senators to think about what UNBC's top priority should be in terms of improving recruitment, retention and student success. He added that he knew there were still many good ideas that have yet to be pursued, and that he would like to have these ideas identified and prioritized.

11.0 S-201003.14

Adjournment

Déry / Ashoughian

That the Senate meeting be adjourned.

CARRIED.

The meeting ended at 5:25 p.m.

Recruitment, Retention, and Student Success:

Academic Practice

March 2010

Our vision is to be student-centred.

What can we do to facilitate
the recruitment,
retention,
and success of our students?

The focus here is on
our academic practice.

Recruitment

Enhancing our distinctiveness:

personal

experiential

research fundamental to curriculum

integrative approaches

Recruitment

Easing the process:

easy access (e.g. on-site admission)

programs that are attractive

and easily understood, with

consistent structure

ease of comparison and transfer

Retention

Quality of 1st year experience:
our best teachers
enhanced engagement
firm foundation for academic future

Retention

Quality of experience in upper years
ease of completion
predictable course timing
transparent program structure
enrichment opportunities

Retention

Much has been done, but more to do...

New possibilities

- foundational year(s)

- block teaching structure

- more enrichment & engagement

Academic Component of Student Success

The path to the best experience and post-graduate success:

- learning outcomes
- disciplinary breadth
- research integration &
experiential component
- integrative approaches

Academic Practice (Some suggestions):

Ensure our offerings are simple, consistent, clearly structured

Curriculum re-invigoration: experiential, integrative, research-informed, broadly based...

Academic Practice (Some suggestions):

Criteria and mechanisms for letting go of offerings

Consider new approaches, such as block teaching structure, foundation year model...

What do we do now?

What do we do first?