

**SENATE MEETING
PUBLIC SESSION
MINUTES**

REVISED

October 26, 2011
3:30 – 5:30 PM
Room 7-172 Bentley Centre

Present:

E. Annis, M. Archie, C. Carriere, M. Dale, A. Dayanandan, B. Deo, J. Edwards, G. Fondahl, M. Green, S. Green, C. Greening, K. Guest, M. Hadland, L. Handfield, T. Hanschen (Secretary of Senate), W. Haque, I. Hartley, K. Hutchings (Vice Chair), E. Jensen, G. Johnson, D. Leighton-Stephens, J. MacDonald, D. Macknak, S. McKenzie, C. Myers (Recording), D. Nyce, C. O'Callaghan, C. Pacaide, R. Robinson, P. Sanborn, S. Wagner, E. Wale, J. Young

Regrets:

G. Ashoughian, S. Beeler, R. Brouwer, D. Casperson, C. Chasteauneuf, L. Chen, G. Iwama (Chair), A. Kitchenham, R. Lazenby, J. Li, B. Murray, D. Ryan, J. Van Barneveld

Absent:

A. Nitu

The meeting commenced at 3:30 p.m. In the absence of the Chair and Vice Chair of Senate, the Secretary of Senate reported that the meeting would be chaired by Dr. Dale, Provost.

- 1.0** **S-201110.01**
Approval of the Agenda
Hartley / Annis
That the agenda for the October 26, 2011 Public Session of Senate be approved as presented.
CARRIED.

- 2.0** **S-201110.02**
Approval of Senate Minutes
Deo / O'Callaghan
That the minutes of the September 28, 2011 Public Session of Senate be approved as presented.

Senator Jensen reported that, although his name was listed in the "Regrets" section of the attendance, he had been at the meeting. Ms. Myers agreed to correct the minutes.

CARRIED.

3.0 Business Arising from Previous Minutes of Senate

3.1 Information about funding for UNBC sports team flights

Kerswill

Jason Kerswill attended the meeting and reported that Thomas Cook offers a 10% discount through WestJet for UNBC sports team travel. He added that the University attempts to arrange the best cost possible by making group bookings, for instance. The cost of travel will increase from approximately \$120,000 to \$250,000 next year, partly because the team will be playing more games next year.

4.0 President's Report

Iwama

Dr. Iwama was away attending the 100th annual meeting of the Association of Universities and Colleges of Canada, so sent his regrets for the Senate meeting. Dr. Dale read a report from Dr. Iwama, in which Dr. Iwama reported that UNBC had received the Green Award and the Technology Innovator of the Year Award at the local business excellent awards event. He also indicated that domestic undergraduate enrolment remains a priority and that the University is continuing its efforts on all fronts in this area. Dr. Iwama concluded his report by stating that the Premier was embarking on a mission to China and India for which the Research University Presidents felt their participation and support was important, so Dr. Iwama would be accompanying them on this trip. He thanked Dr. Dale for taking the Chair for this meeting.

5.0 Report of the Provost

Dale

Dr. Dale reported on the work being undertaken by the committee examining the Bachelor of Fine Arts. They have determined that the joint degree with Emily Carr University is not viable under the current arrangement and are thus reviewing options. The committee will probably ask Senate later this year to continue the moratorium on new admissions to the degree. Dr. Dale added that a small working group will likely be suggested for the purpose of investigating options and alternatives to the current BFA structure.

With regard to enrolment numbers, Dr. Dale indicated that, while headcounts had increased, FTE is flat and that a detailed report will be provided to Senate when the final numbers are available.

The reports from the Globe and Mail and Maclean's magazine were released, and Dr. Dale noted that UNBC's general evaluation in the Globe and Mail had not changed greatly. One of the positive results of the Globe and Mail survey was that UNBC placed at the top of the category for environmental commitment. With regard to the Maclean's rankings, UNBC placed third in its category and first in research dollars for universities of its size. A more detailed report will be provided later, but Dr. Dale concluded that the Maclean's results had also not changed significantly from last year.

6.0 Question Period

A Senator asked whether the priorities of the Colleges had been accepted by President's Executive Council. Dr. Dale replied that the University Plan had not changed substantially from last year, but requested that the Senator ask the President this question when he returns to campus.

With regard to UNBC's enrolment statistics, whereby headcount has risen while FTE has remained static, and Senator asked whether these results demonstrate that students are taking fewer courses and longer to complete a degree. Dr. Dale responded that it did, but added that this year's enrolment situation was quite similar to those in previous years. Another Senator asked whether the fact that students were taking fewer courses should be viewed as negative, and Dr. Dale replied that it depends on a student's career goals. He expounded that, for students with aspirations of attending graduate school and competing for scholarships, there are implications associated with neglecting to take a full course load.

A Senator noted that the advertisement for the position of Chief Information Officer indicates that the position manages a budget of \$8M for ITS, and asked whether this was correct. Vice President Bray

responded that this number refers to the entire budget managed by that position, which is not only the operating budget but also includes capital, such as the capital equipment replacement budget.

**7.0 S-201110.03
Approval of Motions on the Consent Agenda**

Hartley / Edwards

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

A Senator requested that motion S-201110.07 be removed from the consent agenda and placed on the regular agenda.

CARRIED.

8.0 Committee Reports

8.1 Senate Committee on Academic Policy and Planning

Dale

“For Approval” Items:

**S-201110.04
Changes to the Program Requirements for First Nations Studies Credits in the Education Diploma in a First Nations Language and Culture (Elementary Years) Program**

Pacaide / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the Program Requirements for First Nations Studies Credits in the Education Diploma in a First Nations Language and Culture (Elementary Years) program be approved as proposed.

Effective date: January 1, 2012

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]):

Education Diploma in a First Nations Language and Culture (Elementary Years)

***** (Text removed) *****

Program Requirements

First Nations Studies Credits:

The required First Nations Studies credits can be met by completing a Diploma in First Nations Language. Students will need to include the following First Nations Studies language, linguistics and culture courses in their program of study:

Language (33 credits):

- ▶ A First Nations Language: Levels 1-4 in Gitksanimx or Nisga'a (FNST 131-3, FNST 132-3, FNST 231-3, FNST 232-3); or Gitksanimx (FNST 143-3, FNST 144-3, FNST 243-3, FNST 244-3); or Nisga'a (FNST 139-3, FNST 140-3, FNST 239-3, FNST 240-3); or Levels 1-4 in Sm'algayax (FNST 137-3, FNST 138-3, FNST 237-3, FNST 238-3); or levels 1-4 in Carrier (FNST 133-3, FNST 134-3, FNST 233-3, FNST 234-3); and FNST 223-3, FNST 321-3, FNST 322-3, FNST 324-3, FNST 325-3, FNST 421-3, FNST 422-3 (Gitksanimx, Nisga'a, Sm'algayax or Carrier)

Linguistics (9 credits):

► FNST 220-3, FNST 320-3, FNST 420-3

Culture Studies (9 credits):

FNST 161-3 (or Gitksan: FNST 173-3; or Nisga'a: FNST 169-3; or Sm'algyax: FNST 167-3; or Carrier: FNST 163-3)

FNST 162-3 (or Gitksan: FNST 174-3; or Nisga'a: FNST 170-3; or Ts'msyen: FNST 168-3; or Carrier: FNST 164-3)

FNST 246-3 217-3

S-201110.05

New Course Approval — FNST 284-3

Pacaide / Annis

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course FNST 284-3 Dakelh Studies be approved as proposed.

Proposed semester of first offering: September 2011

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]):

This course is an introduction to the Dakelh cultures of British Columbia. The course will provide an overview of the philosophy, world view, oral histories, technologies and history of the Dakelh people. This course may provide focus on a particular Dakelh culture or it may be offered as a survey course of all Dakelh cultures in BC.

Preclusions: FNST 163: Carrier Culture: Level 1 and FNST 164: Carrier Culture: Level 2.

A motion directed to the Senate Committee on Admissions and Degrees to change the admission category for admission from a BC Community College, University College, or Yukon College was included for information as it relates to the New Program Approval — BSc Integrated (NWCC Degree Completion Program).

S-201110.06

New 2+2 Program Approval — BSc Integrated (NWCC Degree Completion Program)

Hartley / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new 2+2 Program for the BSc Integrated (NWCC degree completion program) be approved as proposed.

Effective date: September 2011

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]):

BSc (Integrated)

The Bachelor of Science (Integrated) provides a broad science base and integrates more than one area of study. The program is built upon a foundation of Biology, Chemistry, Mathematics and Physics. The program allows students to transfer into single-discipline science majors built on a foundation of Biology, Chemistry, Mathematics and Physics, or alternatively to switch from them to the BSc (Integrated). This program may be useful to students planning to pursue studies in various post-

baccalaureate professional areas. Students should consult with the appropriate professional school(s) to ensure inclusion of all the required courses to be eligible for entry into programs in the desired professional area. Prior to starting the first year of study, students are strongly encouraged to consult with an appropriate Program Advisor for their anticipated area of concentration.

Areas of upper division concentration are:

1. **Biology, Ecology and Biochemistry & Molecular Biology**
2. **Chemistry, Biochemistry and Molecular Biology**
3. **Computer Science**
4. **Environmental and Earth Sciences**
5. **Geography (Science) and GIS**
6. **Mathematics and Statistics**
7. **Natural Resources and Forestry**
8. **Physics**

Students enrolled in the Integrated major of the Bachelor of Science must successfully complete a total of 120 credit hours including a minimum of 45 credit hours from upper division (300 or 400 level) courses, and not less than 15 credit hours, at any level, of Humanities and Social Science courses.

Humanities and Social Science courses may be selected from among the areas that are considered Humanities and Social Science for purposes of the BA (General). Students must complete two areas of upper division concentration listed above. Students must ensure completion of course prerequisites before registering in any course.

Program Requirements

Lower Division Requirement

BIOL 101-4	Introductory Biology I
BIOL 102-4	Introductory Biology II
CHEM 100-3	General Chemistry I
CHEM 101-3	General Chemistry II
CHEM 120-1	General Chemistry Lab I
CHEM 121-1	General Chemistry Lab II
MATH 100-3	Calculus
or	
MATH 105-3 and MATH 101-3	Enriched Calculus Calculus II
or	
MATH 152-3 and MATH 240-3	Calculus for Non-majors Basic Statistics
PHYS 100-4	Introduction to Physics I
or	
PHYS 110-4	Introductory Physics I: Mechanics
PHYS 101-4	Introduction to Physics II
or	

Students must complete 18 upper division credit hours within each of two areas of concentration for a minimum of 36 credit hours.

Note that if a course falls into more than one area of concentration, it may be counted in only one area of concentration.

[Addition of the following, directly after the above:]

BSc (Integrated) (Northwest Community College Degree Completion Program)

This 60 credit-hour program of study is available only to students who have completed an Associate of Science Degree – Environmental Geosciences Specialization from Northwest Community College.

Degree requirements:

1. Northwest Community College Associate of Science Degree – Environmental Geosciences Specialization (minimum Cumulative GPA of 2.0)

2. Nine credit hours of required courses, as follows:

GEOG 300-3 Geographic Information Systems
ENVS 414-3 Environmental and Professional Ethics
NRES 421-1 Professional Writing
NRES 422-2 Undergraduate Report

Total: 9 credit hours

3. Three credit hours of any level of Humanities and Social Sciences
4. Eighteen credit hours in each of two areas of concentration (Concentration in Biology, Ecology, and Biochemistry & Molecular Biology and Concentration in Environmental and Earth Sciences):

Required courses for the Biology, Ecology and Biochemistry & Molecular Biology area of concentration:

300 Level

BIOL 301-3 Systematic Botany
BIOL 307-3 Ichthyology and Herpetology

400 Level

BIOL 402-3 Aquatic Plants
BIOL 406-3 Fish Ecology
BIOL 411-3 Conservation Biology
BIOL 414-3 Fisheries Management

Total: 18 credit hours

Required courses for the Environmental and Earth Sciences area of concentration:

Select six of the following eight courses:

ENPL 305-3 Environmental Impact Assessment
ENSC 308-3 Northern Contaminated Environments
ENSC 404-3 Waste Management
ENSC 451-3 Groundwater Hydrology
FSTY 425-3 Soil Formation and Classification
GEOG 312-3 Geomorphology of Cold Regions
GEOG 320-3 Sedimentology
GEOG 410-3 Quaternary and Surficial Geology

Total: 18 credit hours

5. Elective credit hours in any subject as necessary to ensure completion of a minimum of 60 credit hours.

S-201110.07

Change to Program Requirements — Statistics Minor

Hartley / Hadland

That, on the recommendation of the Senate Committee on Academic Policy and Planning, GEOG 308-3 Introduction to Medical Geography and GEOG 428-3 Advanced Medical Geography be deleted from the Statistics Minor.

Effective date: September 2011

A Senator raised a concern about the effective date of this motion, since students had already been advised of the degree requirements. The Registrar suggested that, if Senators so wished, the effective date could be changed to January 2012 or the students currently in the Program could be provided with the advantage granted by the motion if it is approved. Dr. Dale invited Senators to make an amendment to the motion and nobody did.

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]):

Upper Division Requirement

MATH 371-3 Probability and Statistics for Scientists and Engineers
MATH 372-3 Mathematical Statistics

Four of:

MATH 441-3 Nonparametric Statistics
MATH 471-3 Linear Models
MATH 472-3 Survey Sampling Design and Analysis
MATH 473-3 Experimental Design and Analysis
MATH 475-3 Methods for Multivariate Data

BIOL 325-3	Ecological Analyses
ECON 312-3	Introduction to Econometrics
ENSC 450-3	Geophysical Data Analysis
GEOG 300-3	Geographical Information Systems
GEOG 308-3	- Introduction to Medical Geography
GEOG 413-3	Advanced GIS
GEOG 428-3	- Advanced Medical Geography
GEOG 432-3	Remote Sensing
GEOG 457-3	Advanced Remote Sensing
HHSC 350-3	Introduction to Epidemiology

“For Information” Items:

SCAPP201110.04

Changes to Calendar Description — EDUC 201-3

Hartley / Edwards

That the changes to the calendar description for EDUC 201-3 Education Theory and Practice be approved as proposed.

Effective date: January 1, 2012

CARRIED (consent agenda).

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]):

EDUC 201 - Education Theory and Practice

In this course, students will extend their understanding of contemporary educational issues. The course introduces theoretical models of curriculum and instruction, as well as provincial curricular guidelines. ~~Classroom observation in a variety of settings forms a substantial component of the course.~~ Students will reflect on practical aspects of teaching and learning, and they will identify their own beliefs and aims with respect to teaching. This course builds on and complements the topics addressed in EDUC 101.

8.2 Senate Committee on Research and Graduate Studies

Fondahl / Hartley

“For Approval” Items:

S-201110.08

New Course Approval — ENGL 631-3

Young / Deo

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course ENGL 631-3 Advanced Studies in Northern BC Literature be approved as proposed.

Proposed semester of first offering: September 2011 or January 2012

A Senator asked whether this motion should have been reviewed by the Senate Committee on First Nations and Aboriginal Peoples. Despite the fact that there was no motion number from that committee shown on the motion form, Ms. Myers responded that this motion had been reviewed by the committee.

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]):

ENGL 631-3 Advanced Studies in Northern BC Literature

This course in Northern BC Literature offers advanced study of authors such as Barry McKinnon, Eden Robinson, Brian Fawcett, George Stanley, Jacqueline Baldwin, and Ken Belford.

S-201110.09

Change to Degree Requirements — Master of Education (Multidisciplinary Leadership Specialization)

Hartley / Edwards

That, on the recommendation of the Senate Committee on Research and Graduate Studies, EDUC 609-3 be moved from the “electives” list of the MEd MDL degree and be placed in the “Required Core Courses.”

Effective date: Immediately upon approval by Senate

CARRIED (consent agenda).

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]):

Required Core Courses

EDUC 602-4	Quantitative Research Design and Data Analysis
EDUC 606-3	Leading for Change
EDUC 609-3	<u>Aboriginal Learners: History, Culture, and Ways of Knowing</u>
EDUC 610-4	Qualitative Analysis in Education

Required Educational Leadership Focus Area Courses

.... Elective Courses

EDUC 603-4	Advanced Quantitative Data Analysis
EDUC 605-3	- Multidisciplinary Leadership: Theory and Practice
EDUC 609-3	- Aboriginal Learners: History, Culture, and Ways of Knowing
EDUC 615-3	The School Principalship
EDUC 616-3	Policy and Politics in Public Education
EDUC 617-3	Leading for Learning: Teacher Leadership and Principal Preparation

S-201110.10

Additions to Admission Requirements — Graduate Programs Admissions and Regulations (Regulation 4.1.6) and the Leading for Learning Graduate Certificate

Hartley / Deo

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the additions to the Graduate Programs Admissions and Regulations (Regulation 4.1.6 — UNBC course requirements and applicability of transfer of credit) and the “Admissions” section of the Leading for Learning Graduate Certificate, on pages 39 and 70 of the 2011/2012 Graduate Academic Calendar, be approved.

Effective date: September 2011

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]):

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4.1.6 UNBC course requirements and applicability of transfer of credit At least half of the course work taken must be completed as a degree candidate in a Graduate Program at the University of Northern British Columbia and be UNBC courses. On the recommendation of the Program concerned, the Dean of Graduate Programs may accept courses taken at other institutions for credit toward a UNBC graduate degree.

Courses taken at the University of Northern British Columbia as a non-degree student in a Graduate Program may be considered for transfer to a graduate degree (see 1.5.4). In order to qualify for transfer of credit, courses must meet all of the following conditions:

- a. must be a graduate level course;
- b. must be completed with a grade of at least B (or equivalent);
- c. must not be used to meet the minimum admission requirements for Graduate Programs; and
- d. must not have been used to obtain any degree, diploma, certificate or other credential, unless otherwise noted.

The grades from courses allowed for transfer of credit will not appear on the transcript, and they will not be used in determining sessional or cumulative grade point averages. Credit granted at another institution on the basis of life or work experience is not acceptable for transfer of credit. For students admitted as mature students (see 1.4), transfer of credit will not normally be granted for courses taken before enrolling in Graduate Programs at the University of Northern British Columbia.

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Leading for Learning Graduate Certificate

The Leading for Learning Graduate Certificate is intended for those professionals who wish to receive a British Columbia Education Leadership Council approved certificate. The certificate prepares graduates to become recognized educational leaders whether in a teacher-leader or administrative-leader position. The certificate is designed to ladder into the MEd Multidisciplinary Leadership specialization degree.

Admission

Admission requirements are the same as for the MEd degree

The Leading for Learning Graduate Certificate requires 15 credit hours of course work — that is, five courses, two of which are required courses in the MEd Multidisciplinary Leadership (MDL) specialization, and the other three of which are part of a series of acceptable courses for the Educational Leadership Focus Area of the MDL. The certificate courses are normally offered over a four-semester cycle. While it is expected that most certificate completers will continue with completion of a Masters of Education Multidisciplinary Leadership degree, students may choose to complete only the certificate. The schedule of courses offered on most

UNBC campuses allows completion of the certificate first and in the sequence of courses as follows, but this is not a requirement. Variation from this schedule of courses requires the permission of the MEd MDL coordinator and School Chair. It is also possible to complete the MEd MDL without meeting all the requirements of the certificate. The five required courses in their intended sequence are:

1. [EDUC 626-3](#) Inclusive Education: Learning for All
2. [EDUC 609-3](#) Aboriginal Learners: History, Culture, and Ways of Knowing
3. [EDUC 617-3](#) Leading for Learning: Teacher Leadership and Principal Preparation
4. [EDUC 656-3](#) Instructional Leadership
5. [EDUC 606-3](#) Leading for Change

Students already enrolled in the MEd MDL specialization may complete these courses and receive the certificate, subject to a sequence of available courses being offered by the university.

Students applying to UNBC's Master of Education Multidisciplinary Leadership specialization with a fully or partially completed graduate diploma or certificate, developed under the BC Educational Leadership Council process in conjunction with the Association of BC Deans of Education, may be eligible to receive up to 15 credit hours of transfer credit, at the discretion of the Chair of the School of Education.

8.3 Senate Committee on Admissions and Degrees

Smalcel Pederson

In the absence of Ms. Smalcel Pederson, this report was delivered by committee member Ms. Claudette Gouger.

"For Approval" Items:

S-201110.11

Changes to Admission Requirements for Transfer Students into the Environmental Engineering Program

Jensen / Deo

That, on the recommendation of the Senate Committee on Admissions and Degrees, the admission requirements for transfer students into the Environmental Engineering Program on page 111 of the 2011/2012 Undergraduate print calendar be approved as proposed.

Effective date: September 2011

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]):

Transfers into the program are allowed provided that the prerequisite courses or articulated courses are completed, and space is available in the program. Acceptance of transfers into the program will be based upon GPA, with priority given to those with the highest GPA. The admission GPA for transfer students into the Environmental Engineering program will be assessed on the following four courses or their university transferrable equivalents: Principles of Math 12 or pre-calculus 12, English 12, and two provincially examinable Science 12 courses. In order to be considered for admission into the program transfer students must have at least a 75% average based on these four courses or their equivalents. Where both high school and university transfer coursework are provided for each of these four courses the highest GPA for

each course will be used. Transfer students must also have an overall cumulative transfer GPA of 2.00, which is based on all their university transferrable coursework. Regardless of the articulated course transferred, students must satisfy the residency requirement (see above).

S-201110.12

Changes to Admission Category for Admission from a BC Community College, University College, or Yukon College

McKenzie / Jensen

That, on the recommendation of the Senate Committee on Admissions and Degrees, the changes to the admission category for admission from a BC Community College, University College, or Yukon College, on page 31 of the 2010/2011 undergraduate calendar, be approved as proposed.

Effective date: September 2011

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]):

Admission from a BC Community College, University College, and Yukon College

University Transfer Programs Including Associate in Arts or Science Degrees

To meet admission requirements, the cumulative grade point average (CGPA) on all transferable courses attempted must be at least 2.00 or C (65%). While all courses attempted are included in the calculation of a student's admission GPA, no transfer credit will be awarded for any course with a grade of less than 0.67 or D- (50-52.9%).

Transfer credit is awarded according to agreements articulated in the BC Transfer Guide (available online at <http://www.bccat.bc.ca>).

Please note: UNBC guarantees priority admission and full transfer credit (minimum of 60 credit hours) to students transferring with an Associate in Arts or Science degree.

Diploma Programs

To meet admission requirements, applicants must present a minimum CGPA of 2.00 or C (65%).

Transfer credit for articulated courses is awarded at the point of admission. Upon declaration of a major in a related degree program, or direct admission into Nursing or Social Work degrees, students who hold specific Business Administration, Natural Resource Management or Environmental Studies or Nursing or Social Work Diplomas may be eligible for additional block credit.

Please note: To receive transfer credit in certain program areas, a higher minimum grade is required.

2+2 Programs

Northwest Community College Associate of Science Degree – Environmental Geosciences Specialization

Students who have successfully completed the Associate of Science Degree – Environmental Geosciences Specialization from Northwest Community College, with a cumulative GPA of 2.0 or greater, are eligible for admission into the BSc (Integrated) (Northwest Community College Completion) Program.

8.4 Senate Committee on Scholarships and Bursaries

Smalcel Pederson

In the absence of Ms. Smalcel Pederson, this report was delivered by committee member Ms. Carolyn Russell.

“For Information” Items:

SCSB20110928.03

Dissolution of Terms and Conditions — UNBC Math & Physics Society Scholarship

Hartley / Edwards

That the dissolution of the Terms and Conditions for the UNBC Math & Physics Society Scholarship be approved.

Effective Date: 2011-2012 Academic Year

CARRIED (consent agenda).

SCSB20110928.04

Annual Disbursement of Select Endowed Funds/Awards

Hartley / Edwards

That the annual disbursement of select endowed funds/awards as set out in the Endowed Awards – Reductions to Awards Guide, attached as Schedule “A”, be approved as presented.

Effective Date: 2011-2012 Academic Year

CARRIED (consent agenda).

SCSB20110928.05

New Terms and Conditions — Regional District of Fraser-Fort George Bursary

Hartley / Edwards

That the new Terms and Conditions for the Regional District of Fraser-Fort George Bursary be approved.

Effective Date: 2011-2012 Academic Year

CARRIED (consent agenda).

SCSB20110928.06

New Terms and Conditions — International Association for Impact Assessment – Western and Northern Canada Affiliate Scholarship

Hartley / Edwards

That the new Terms and Conditions for the International Association for Impact Assessment – Western and Northern Canada Affiliate Scholarship be approved.

Effective Date: 2011-2012 Academic Year

CARRIED (consent agenda).

SCSB20110928.07

Revised Terms and Conditions — Robin Fisher Prize in History

Hartley / Edwards

That the revised Terms and Conditions for the Robin Fisher Prize in History be approved.

Effective Date: 2011-2012 Academic Year

CARRIED (consent agenda).

9.0 Other Business

9.1 Foundation Year

Young

Dean Young presented information to Senators regarding a proposed Foundation program and curriculum (attached to these minutes as “Appendix I”). He also provided Senators with a handout describing the curriculum in greater detail. Dean Young indicated that 40% of University students are ill-prepared for University writing, reading, and math, and universities face the challenge of addressing learning outcomes.

There are several different models for foundation programs. With regard to the UNBC situation, Dean Young reminded Senators that the University approved Learning Outcomes five years ago, and that the Centre for Teaching, Learning, and Technology then worked with units to identify and build on development of learning outcomes in curricula. Dean Young outlined the goals of the foundation curriculum which include, among others, providing a foundation for quality arts (humanities and social sciences) curricula for participating disciplines, improving first-year student experience, and improving retention and student engagement. The structure of the curriculum was discussed, and Dean Young emphasized that all attempts are being made to build in flexibility so that some disciplines are able to augment with additional courses.

The foundation curriculum is built on themes and building blocks, and it addresses foundational questions. There are currently seven departments involved in offering the curriculum. Information about the six courses that will be offered was presented by Dean Young. He added that he planned to have motions related to these new courses ready for consideration at the next Senate meeting. With regard to evaluation of the foundation program and courses, retention and performance of students would be tracked, while engagement would be measured. Dean Young also outlined some potential challenges and tasks. He concluded by stating that the hope was to launch the curriculum by September 2012, and that this proposed curriculum integrates the goals outlined in the University Plan and the University's strengths.

Dean Young responded to several questions from Senators regarding his presentation, one of which was whether mounting the foundation year curriculum would require more resources. Dean Young indicated that the new curriculum would cost approximately \$50,000 per year, but that some departments would also be cutting back on iterations of first year courses recognizing that some of their students will be taking the foundation curriculum.

9.2 Report of the Registrar

Hanschen

The Registrar had nothing to report.

10.0 **Information** (*no material*)

11.0 **S-201110.13**
Move to In Camera Session

General Consent
That the meeting move In Camera.
CARRIED.

12.0 **S-201110.17**
Adjournment

Young / McKenzie
That the Senate meeting be adjourned.
CARRIED.

The meeting ended at 4:40 p.m.

Common challenges in Higher Education

- Inadequate student preparation

- 40% of University students are ill prepared for University writing, reading and math

The challenge of addressing Learning Outcomes:

- Arum and Roksa's 2011 study suggests 40% of university students show no increase in their learning skills (critical reading, writing, and problem solving) after two years of university

- Different Models:

- King's College;
- Simon Fraser University;
- Mount Royal University;
- University of Toronto;
- Carleton University
- Quest University

Foundation Curriculum: Antecedent Action

UNBC Learning Outcomes identified five years ago

- Senate approved University Learning Outcomes
 - Breadth and Depth of Knowledge and Learning
 - Analytical, Critical, and Creative Thinking
 - Liberality and Diversity
 - Leadership Skills and Effective Communication
 - Engaged Citizenship from Local to Global
 - Life-Long Learning and Intellectual Development

- Faculty and Programs then identified LO's:
 - **Relevance and Responsibility:** applications, ethics
 - **Ownership:** participation, processes of learning, sharing
 - **Safety:** diversity of experience, culture, and ideas
 - **Respect, Reciprocity, Relationship, Responsibility**

Foundation Curriculum: Vision (2010-)

- Provide a foundation for quality arts (humanities and social sciences) curricula for participating disciplines
- Improve our capacity to deliver on UNBC Learning Outcomes
- Improve first-year student experience
- Improve retention and student engagement
- Improve harmony in the curriculum
- Facilitate peer to peer engagement

Foundation Curriculum: Structure

Agreement in Principle in Spring, 2011

- 6 co-requisite courses in total over 2 semesters in first year:
 - 4 content courses (2 each semester)
 - 2 skills courses (1 each semester) integrated with the content courses
 - Students stay in cohorts through the curriculum
- Shared text(s) and coordinated curricula, developed by a team of instructors with demonstrated excellence in teaching
- Flexibility – allows some disciplines to augment with additional course(s)

Curriculum Built on Themes/Building Blocks

- The Foundation Curriculum offers students a rich and unique learning experience. Offered jointly by six departments in the College of Arts, Social and Health Sciences, Foundations delivers an integrated and interdisciplinary curriculum. Based on the themes of “intersections and conversations,” the curriculum celebrates and respects the past, challenges students to think in diverse and creative ways, and fosters awareness of and connection to our communities and the world.
- Programs and Departments can expect identified concepts and themes to be well taught, and students completing the six courses can move to second year courses in many participating disciplines

Curriculum Built on Themes/Building Blocks

The curriculum addresses foundational questions, such as:

- Who are We? Where are We From?
- What is Knowledge? How do We Know What We Know?
- What is Security?
- What is the Relationship Between Our Community and the World?

These questions are explored through intersections with themes such as globalization, cultural heritage, sustainability and health, and through a variety of sources from past and present that include works by Plato, Michelangelo, Shakespeare, Bach, Adam Smith, Karl Marx, Bridget Moran, and Niall Ferguson.

The Six Courses

- **Foundations 101-3:** Ways of Knowing: What is Knowledge? (Dr. Lisa Dickson, English)
 - **Foundations 102-3:** Waves of Globalization (Dr. Paul Bowles, Economics)
 - **Foundations 103-3:** Methods and Applications I (Dr. Tracy Summerville, Political Science)
 - **Foundations 104-3:** Peoples, Place and Culture (Dr. Angele Smith, Anthropology)
 - **Foundations 105-3:** What is Security? (Dr. Heather Smith, International Studies)
 - **Foundations 106-3:** Methods and Applications II (Dr. Tracy Summerville, Political Science)
- ➔ Instructors part of working group, which also includes Dr. Ross Hoffman, (Kaleigh Milinazzo), Corbin Greening and Czarina Pacaide

Long-term Curriculum Committee

- To provide historical memory
- On-going curriculum development based on the vision that embodies the original principles and purposes of the foundation year
- New instructor / new course integration

Evaluative Mechanisms

- Course and program evaluation to be designed
 - Track retention of Foundation students
 - Measure student engagement
 - Track student performance
- Challenges and Tasks:
 - Articulation and transferability
 - Predicting demand
 - What about second year? Fourth year? Other Programs?
 - Prefixes and approvals