

**SENATE MEETING  
PUBLIC SESSION  
MINUTES**

October 23, 2013  
3:30 – 5:30 PM

Senate Chambers (Room 1079 Administration Building)

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**Present:**

E. Annis, R. Brouwer, J. Brown, D. Burke, D. Casperson, M. Dale, A. Daniele, B. Deo, M. Green, S. Green, T. Hanschen (Secretary of Senate), E. Korkmaz, J. Kormos, A. LeBlanc, D. Leighton-Stephens, B. Murray, C. Myers (Recording), M. Nitz, C. Nolin (Vice Chair), J. Safaei Boroojeny, P. Sanborn, K. Smith, A. Stroet, R. Tallman, S. Wagner, K. Walker, B. Wang, T. Whitcombe, A. Wilson, S. Zahir

**Regrets:**

R. Bird, L. Dickson, K. Guest, L. Handfield, G. Iwama (Chair), I. Legault, R. Robinson, D. Ryan, B. Schorcht, P. Siakaluk

**Absent:**

M. Archie, D. de Vries, K. Kuo, D. Nyce, K. Reimer

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The meeting commenced at 3:35 p.m. In the absence of Dr. Iwama, the meeting was chaired by the Vice Chair of Senate, Senator Nolin.

**1.0 S-201310.01**

**Approval of the Agenda**

Whitcombe

That the agenda for the October 23, 2013 Public Session of Senate be approved as presented.

It was requested that two items (“UNBC Student Recruitment Plan” and “Role of Senate in Governance”) be added as agenda items 11.1 and 11.2 respectively.

The motion to approve the agenda, as amended, was CARRIED.

**2.0 S-201310.02**

**Approval of Senate Minutes**

Nitz

That the minutes of the September 25, 2013 Public Session of Senate be approved as presented.  
CARRIED.

**3.0 Business Arising from Previous Minutes of Senate**

**3.1** Response to question from last Senate meeting regarding student internships

**Owen**

Vice Provost Owen provided information to Senators regarding student internships and the Cooperative Education Program. That information is attached to these minutes as "Appendix I."

**4.0 President's Report** **Iwama**

Vice Chair of Senate, Senator Nolin, reported that Dr. Iwama was out of town and therefore there was no President's Report.

**5.0 Report of the Provost** **Dale**

Dr. Dale's report is attached to these minutes as "Appendix II."

**6.0 Report of the Registrar** **Hanschen**

The Registrar provided a report to Senate, which is attached to these minutes as "Appendix III."

**7.0 Question Period**

With regard to a letter from the Premier which was mentioned by Dr. Dale, a Senator asked whether that letter could be provided to Senators, and if someone who had attended the Board of Governors meeting could comment on the discussion. Dr. Dale asked that the minutes of the Board of Governors meeting be consulted, as he was unable to recall the discussion.

<b>Action:</b> Ms. Myers to check the minutes from the Board of Governors meeting.
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**8.0 Removal of Motions from the Consent Agenda**

No requests were made to remove motions from the consent agenda.

**9.0 Committee Reports**

**9.1 Senate Committee on Academic Affairs** **Dale**

**"For Approval" Items:**

**S-201310.03**

**New Program Approval (In Principle) – Master of Engineering – Integrated Wood Design  
Smith**

That, on the recommendation of the Senate Committee on Academic Affairs, the Master of Engineering – Integrated Wood Design be approved in principle.

Proposed Start Date: September 2015

Concerns were raised that communication had already been undertaken with regard to this degree when it had not yet been approved by Senate and the Board of Governors. The role of Senate in governance with regard to "approval in principle" was questioned. Dr. Dale replied that the e-mail communicating details about this degree was premature and that the final version of the degree will require Board approval.

Senator Casperson provided notice of motion for the next regular meeting of Senate (November 27, 2013), as follows:

That Robert van Adrichem (Vice President External Relations) be removed from the membership of Senate for cause.

Several questions were asked about the potential resource implications of approving this degree, and it was requested that it be noted that Senate expressed concerns regarding funding.

It was suggested that motion S-201310.03 be amended to clarify that, in accordance with the *University Act*, Senate recommends to the Board of Governors the approval of the degree, in principle.

**Motion to amend:**

Casperson / Whitcombe

That Senate motion S-210303 be amended to state as follows:

That, on the recommendation of the Senate Committee on Academic Affairs, Senate recommend to the Board of Governors that the Master of Engineering – Integrated Wood Design be approved in principle.  
CARRIED.

The motion, as amended, was subsequently CARRIED.

**S-201310.04**

**Approval of Graduate and Undergraduate Academic Dates for the 2014-2015 Academic Calendars**

Whitcombe

That on the recommendation of the Senate Committee on Academic Affairs, the Graduate and Undergraduate Academic Dates of the 2014/2015 Academic Calendars be approved as proposed.

Effective Date: September 2014

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]):

## 2014 – 2015 Graduate Academic Dates

The academic year extends from September 1 to August 31 and is composed of the following semesters:

- September Semester: September to December
- January Semester: January to April
- May Semester: May to August

### 2014 September Semester

(61 Teaching Days)

(Mondays-11, Tuesdays-11, Wednesdays-13, Thursdays-13, Fridays-13)

#### September

1	Monday	Labour Day, University Closed
2	Tuesday	Orientation Day
3	Wednesday	First Day of Classes
17	Wednesday	Last Day to Register or Revise Registration in September Semester Courses
		Last Day to Withdraw from Program without Financial Penalty
		Last Day to change September Semester Courses from Audit to Credit or Credit to Audit Status

## October

13	Monday	Thanksgiving Day, University Closed
16	Thursday	Last Day to Withdraw Without Academic Penalty

## November

11	Tuesday	Remembrance Day, University Closed
28	Friday	Last Day of Classes

## December

3	Wednesday	First Day of Exam Period
17	Wednesday	Last Day of Exam Period
20	Saturday	Maintenance Shutdown, Prince George Campus Closed
24-31	Wednesday-Wednesday	University Closed

## 2015 January Semester

*(62 Teaching Days)*

*(Mondays-11, Tuesdays-13, Wednesdays-13, Thursdays-13, Fridays-12)*

## January

1	Thursday	New Year's Day, University Closed
2	Friday	University Closed
5	Monday	First Day of Classes
19	Monday	Last Day to Register or Revise Registration in January
Semester Courses		Last Day to Withdraw from Program without Financial
Penalty		Last Day to Change January Semester Courses from Audit to
Credit or		Credit to Audit Status

## February

9	Monday	Family Day, University Closed
16-27	Monday – Friday	Mid-Semester Break
17	Tuesday	Last Day to Withdraw from Courses without Academic
Penalty		

## April

3	Friday	Good Friday, University Closed
6	Monday	Easter Monday, University Closed
17	Friday	Last Day of Classes
20	Monday	First Day of Exam Period
30	Thursday	Last Day of Exam Period

## 2015 May Semester

(May Semester = 63 Teaching Days)

### May

11	Monday	First Day of Classes, May Semester
18	Monday	Victoria Day, University Closed
26	Tuesday	Last Day to Register or Revise Registration for May Semester Courses
		Without Financial Penalty
		Last Day to Withdraw from Program without Financial Penalty
		Last Day to change May Semester Courses from Audit to Credit or
		Credit to Audit Status
29	Friday	Convocation

### June

23	Tuesday	Last Day to Withdraw from May Semester Courses without Academic Penalty
27	Saturday	Maintenance Shutdown, Prince George Campus Closed
June 29 – July 3	Monday – Friday	Summer Break

### July

1	Wednesday	Canada Day, University Closed
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### August

3	Monday	BC Day, University Closed
14	Friday	Last Day of Classes, May Semester
17	Monday	First Day of Exam Period, May Semester
21	Friday	Last Day of Exam Period, May Semester

### Senate Dates:

September 24, 2014	January 28, 2015	May 27, 2015
October 22, 2014	February 25, 2015	June 24, 2015
November 26, 2014	*March 25, 2015	July 22, 2015
December 10, 2014	April 22, 2015	August 26, 2015

\*March 25, 2015: Special Budget Meeting

# 2014 – 2015 Undergraduate Academic Dates

The academic year extends from September 1 to August 31 and is composed of the following semesters:

- September Semester: September to December
- January Semester: January to April
- May Semester (Includes Spring & Summer Intersessions): May to August

## 2014 September Semester

*(61 Teaching Days)*

*(Mondays-11, Tuesdays-11, Wednesdays-13, Thursdays-13, Fridays-13)*

### September

1	Monday	Labour Day, University Closed
2	Tuesday	Orientation Day
3	Wednesday	First Day of Classes, All Fees Due
17	Wednesday	Last Day to Add/ Drop Courses without Financial Penalty Last Day to Change from Credit to Audit/ Audit to Credit

### October

13	Monday	Thanksgiving Day, University Closed
16	Thursday	Last Day to Withdraw From Courses Without Academic Penalty

### November

11	Tuesday	Remembrance Day, University Closed
28	Friday	Last Day of Classes

### December

3	Wednesday	First Day of Exam Period
17	Wednesday	Last Day of Exam Period
20	Saturday	Maintenance Shutdown, Prince George Campus Closed
24-31	Wednesday-Wednesday	University Closed

## 2015 January Semester

*(62 Teaching Days)*

*(Mondays-11, Tuesdays-13, Wednesdays-13, Thursdays-13, Fridays-12)*

### January

1	Thursday	New Year's Day, University Closed
2	Friday	University Closed

5	Monday	First Day of Classes, All Fees Due
19	Monday	Last Day to Add/ Drop Courses without Financial Penalty Last Day to Change from Credit to Audit/ Audit to Credit

## February

9	Monday	Family Day, University Closed
16-27	Monday – Friday	Mid-Semester Break
17	Tuesday	Last Day to Withdraw from Courses without Academic Penalty

## April

3	Friday	Good Friday, University Closed
6	Monday	Easter Monday, University Closed
17	Friday	Last Day of Classes
20	Monday	First Day of Exam Period
30	Thursday	Last Day of Exam Period

## 2015 May Semester

*(May Semester = 63 Teaching Days)*

## May

11	Monday	First Day of Classes, May Semester and Spring Intersession, All Fees Due
15	Friday	Last Day to Add/ Drop Spring Intersession Courses without Financial Penalty
18	Monday	Victoria Day, University Closed
26	Tuesday	Last Day to Add/ Drop May Semester Courses without Financial Penalty
29	Friday	Last Day to Change from Credit to Audit/ Audit to Credit Last Day to Withdraw from Spring Intersession Course without Academic Penalty
29	Friday	Convocation

## June

19	Friday	Last Day of Classes, Spring Intersession
22	Monday	First Day of Exam Period, Spring Intersession
23	Tuesday	Last Day to Withdraw from Spring Intersession Course without Academic Penalty
26	Friday	Last Day of Exam Period, Spring Intersession
27	Saturday	Maintenance Shutdown, Prince George Campus Closed

June 29 –

July 3                      Monday – Friday      Summer Break

## July

1	Wednesday	Canada Day, University Closed
6	Monday	First Day of Classes, Summer Intersession
10	Friday	Last Day to Add/ Drop Summer Intersession Courses without Financial Penalty
24	Friday	Last Day to Withdraw from Summer Intersession Courses without Academic Penalty

## August

3	Monday	BC Day, University Closed
14	Friday	Last Day of Classes, May Semester and Summer Intersession
17	Monday	First Day of Exam Period, May Semester and Summer Intersession
21	Friday	Last Day of Exam Period, May Semester and Summer Intersession

## Senate Dates:

September 24, 2014	January 28, 2015	May 27, 2015
October 22, 2014	February 25, 2015	June 24, 2015
November 26, 2014	*March 25, 2015	July 22, 2015
December 10, 2014	April 22, 2015	August 26, 2015

\*March 25, 2015: Special Budget Meeting

### **S-201310.05**

#### **Approval of Provisional Semester Dates for 2014-2019**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the 2014-2019 Provisional UNBC Semester Dates be approved as proposed

Effective date: Upon approval of Senate

CARRIED.

### **S-201310.06**

#### **Approval of Agreement of Cooperation Between Wuyi University (China) and the University of Northern British Columbia**

Wagner

That, on the recommendation of the Senate Committee on Academic Affairs, the Agreement of Cooperation between Wuyi University (China) and the University of Northern British Columbia be approved as proposed.

Effective date: September 2013

CARRIED.



**S-201310.07**

**Approval of Agreement of Cooperation Between North Eastern Federal University (Russia) and the University of Northern British Columbia**

Wilson

That, on the recommendation of the Senate Committee on Academic Affairs, the Agreement of Cooperation between North Eastern Federal University (Russia) and the University of Northern British Columbia be approved as proposed.

Effective date: September 2013

CARRIED.

**S-201310.08**

**Approval of Memorandum of Understanding for Cooperation between Te Whare Wananga o Awanuiarangi (New Zealand) and the University of Northern British Columbia**

Wagner

That, on the recommendation of the Senate Committee on Academic Affairs, the Memorandum of Understanding for Cooperation between Te Whare Wananga o Amanuiarangi (New Zealand) and the University of Northern British Columbia be approved as proposed.

Effective Date: September 2013

CARRIED.

**S-201310.09**

**Approval of Agreement of Cooperation Between the University of Tromsø – The Arctic University of Norway and the University of Northern British Columbia be approved as proposed.**

Smith

That, on the recommendation of the Senate Committee on Academic Affairs, the Cooperation Between the University of Tromsø – The Arctic University of Norway and the University of Northern British Columbia be approved as proposed.

Effective date: October 2013

CARRIED.

**“For Information” Items:**

**SCAAF201310.03**

**Changes to Course Prerequisites – ENGL 320-3**

Murray

That the course prerequisites for ENGL 320-3 First Nations Literature, on page 223 of the 2013/2013 undergraduate calendar, be revised as proposed.

Effective date: January 2014

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]):

**ENGL 320-3 First Nations Literature** This course focuses on contemporary writing of First Nations people in English in Canada and the United States. It ~~will~~ examines the implications of colonialism and the strategies that writers use to decolonize, redefine and affirm their identity, history and culture.

*Prerequisites:* Two lower-division English courses (excluding ENGL 170-3), ~~or 45 credit hours,~~ or permission of the instructor.

**SCAAF201310.04**

**Changes to Course Description and Prerequisites – ENGL 420-2**

Murray

That the course description and prerequisites for ENGL 420-3 Special Topics in First Nations Literature, on page 224 of the 2012/2013 undergraduate calendar, be revised as proposed.

Effective date: January 2014

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]):

**ENGL 420-3 Special Topics in First Nations Literature** This course looks at contemporary First Nations writers and their work. Writers may include Thomas King, Gerald Vizenor, Leslie Silko, Louise Erdich and others. This course may be repeated to a maximum of 6 credit hours with permission of the instructor and ~~the~~ Department Chair if the ~~subject matter of the course differs~~ material is substantially different.

*Prerequisites:* Two lower-division English courses (excluding ENGL 170-3), ~~or 45 credit hours~~, or permission of the instructor.

**9.2 Senate Committee on Admissions and Degrees**

Owen

**S-201310.10**

**Changes to Graduate “Application for Admissions Deadline Dates” Table — School of Education Nitz**

That, on the recommendation of the Senate Committee on Admissions and Degrees, the “Application for Admissions Deadline Dates” table on page 35 of the 2012/2013 of the Graduate Calendar be altered to change the “no intake” for January for the “Education (MEd — Multidisciplinary Leadership Specialization)” to “no intake\*\*\*” with the \*\*\* footnote to indicate a “May or September entry with a delay to January on a case by case basis for selected individuals based on approval due to extenuating circumstances by the School of Education. The School of Education may consider any other applications for a January start on a case by case basis again with approval due to extenuating circumstances as determined by the School of Education.”

Effective date: January 2014 for entry; upon Senate approval  
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 (MEd -- Multidisciplinary Leadership Specialization)	February 15**	<del>February 15</del> no intake*** [note “no intake” in paper version]	February 15**
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**10.0 S-201310.11**

**Approval of Motions on the Consent Agenda**

Murray

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

CARRIED.

**11.0 Other Business**

**11.1 UNBC Student Recruitment Plan**

A Senator indicated he had been told there is a recruitment plan, but he has not yet seen it. He stated he was thus providing notice of motion with regard to this issue, as he wanted to see the plan. The Registrar questioned whether the Senator was actually asking to see an enrolment management plan, and the Senator replied that student numbers are decreasing and he wants to see the plan for addressing this, including who recruits, the costs, and methods used. Another Senator suggested that

the Senator providing the notice of motion and the Registrar come to an understanding of the motion before the next Steering Committee of Senate meeting. The Registrar indicated that the planned presentation for the next Senate meeting was in relation to Aboriginal and rural recruitment.

## **11.2 Role of Senate in Governance**

A Senator expressed a concern with respect for governance that Senior Administration is portraying. He noted that he had previously provided notice of motion in this regard and hopes the appropriate Senior Administrators are in attendance at the next Senate meeting to address this concern.

## **12.0 Information**

### **12.1 Presentation — *Block Teaching and Foundation Year* **Hanlon / Summerville****

Presentations were undertaken by Dr. Tracy Summerville and Dr. Neil Hanlon (attached to these minutes as "Appendix IV" and "Appendix V," respectively).

#### **Motion to extend Senate meeting beyond 5:30 p.m.:**

Casperson / Walker

That the Senate meeting be extended beyond 5:30 p.m.

CARRIED.

The presenters then responded to questions and were thanked by Senators for their presentations.

## **13.0 S-201310.12 Adjournment**

Zahir

That the Senate meeting be adjourned.

CARRIED.


The meeting ended at 5:45 p.m.



## THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA

*Office of Student Engagement*

**TO:** UNBC Senate

**FROM:** William Owen, Vice Provost, Student Engagement 

**CC:** Maria Trujillo, Career Centre Coordinator

**DATE:** November 3, 2013

**SUBJECT:** Cooperative Education and Internship Courses – An Overview of the Numbers

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The University of Northern British Columbia provides students the opportunity to integrate Cooperative Education into their studies. As described on the Cooperative Education Web site: “Students in Co-op Education complete the normal academic curriculum while integrating 3 work terms into their program. Work terms and study sessions are full time and all students receive a salary while on a work term. Typical Co-op work terms are 4 month in length and the student must end their Co-op program on an academic term prior to graduating. Each Co-op Education work-term is evaluated as a suitable learning opportunity by the University and students continue to interact with the University for the duration of their employment. Each 4 month work term is registered as a Co-op Education course and a non-refundable 3 credit course fee applies. Courses are evaluated on a completed requirements/fail basis. Upon successful completion of all program criteria, the Co-op Education designation will appear on the student’s academic transcript and degree parchment.”

Senate has asked for a report on the number of students who are engaged with cooperative education. An examination of the registrations from 2009-2012 and number of graduates for the same period is provided. Where available, additional data has been reported, including the number of job postings. In interpreting the historical Co-Op numbers, it is important for Senators to keep in mind the impact of Senate motion S-200702.05A Revision to Undergraduate Calendar – Deletion of Co-operative Education Program (Brunt/Hyndman), which significantly altered how the UNBC Co-Op Program could be offered.

## Cooperative Education

### **Number of Registrations in COOP 395, 396, 397, 398, 399:**

<b>Overall 2009-2012</b>	-	43
In 2013	-	0
In 2012	-	4 (representing 3 unique students)
In 2011	-	6
In 2010	-	14
In 2009	-	16 (representing 9 unique students)

#### For further information:

In 2007	-	83 registrations the year COOP was re-designed
In 2006	-	129
In 2005	-	133
In 2004	-	116
In 2003	-	126

### **Number of UNBC Graduates with a COOP Credential:**

<b>Overall 2009-2012</b>	-	27
In 2012	-	2
In 2011	-	3
In 2010	-	8
In 2009	-	14

#### For further information:

In 2013	-	3
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The majority of students majored in: Accounting, Biology, Computer Science, Environmental Science, Psychology, Geography, and History.

### **Number of COOP Postings (\*data is unavailable for years prior to 2010):**

In 2013	-	60 COOP postings (730 total job postings as of September 30)
In 2012	-	82 COOP postings (898 total job postings)
In 2011	-	51 COOP postings (654 total job postings)
In 2010	-	40 COOP postings (659 total job postings)

## Internship Course Enrolments

UNBC also provides students with the opportunity to gain practical work experience via internship courses. The difference between Co-Op and internship courses is in the degree and scope of practical work experience, with internships being more limited. Unlike Co-Op, internships are one-semester for-credit courses, as opposed to paid work experiences. At UNBC, we distinguish internships from practicum courses offered, primarily, in professional programs. Since 1996, UNBC faculty members have supported 262 internship course enrollments.<sup>1</sup>

As a high-level overview, a total of 68 course enrolments have been provided over the term of January 2009-December 2012. A total of 19 unique faculty members in a range of CASHS and CSAM programs have offered internships. In the previous five-year window (January 2004-December 2008), a total of 67 course enrolments occurred, offered by 21 faculty members.

For the information of Senate and the UNBC teaching and learning community, the table below outlines the number of internships offered by College and Academic Program since 1996. The overall historical pattern presented here is consistent with the pattern of internships provided during the 2009-2012 timeframe.

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<sup>1</sup> Internship course enrolment does not equate to unique student head counts. A single student may take more than one internship course and, thus will be counted more than once in the course enrolment data.

<b>College</b>	<b>Academic Area</b>	<b>Number of Internships Offered</b>	<b>College</b>	<b>Academic Area</b>	<b>Number of Internships Offered</b>
<b>CASHS</b>	ANTH	14	<b>CSAM</b>	COMM	4
	FNST	52		ENPL	16
	HIST	65		ENSC	5
	INTS	21		ENVS	22
	POLS	19		GEOG	10
	WMST	4		ORTM (and RRT)	24
<b>TOTALS</b>	<b>6 Academic Areas</b>	<b>175</b>		<b>6 Academic Areas</b>	<b>81</b>

## APPENDIX II

### Provost's Report Senate meeting of October 23, 2013

As promised, the list of faculty positions proceeding to recruit to:

- 1 position each: First Nations, History, Health Sciences, Nursing and Education.
- 3 positions: Business.

Confirmation notes being sent to Chairs today.





October 23, 2013

***REGISTRAR'S REPORT TO SENATE***

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# REPORT ON SEPTEMBER 2013 ENROLMENTS

<b>Total Enrolment at Oct. 15, 2013 (Head Count):</b>	<b>3454</b>
<b>Undergraduate:</b>	<b>2777</b>
<b>Graduate:</b>	<b>677</b>
<b>Undergraduate Full Time:</b>	<b>1898</b>
<b>Undergraduate Part Time:</b>	<b>879</b>
<b>Graduate Full Time:</b>	<b>564</b>
<b>Graduate Part Time:</b>	<b>113</b>



# REPORT ON SEPTEMBER 2013 ENROLMENTS

Total Enrolment at Oct. 15/13 (FTE):	2866.5
Undergraduate:	2264.9
Graduate:	601.7
Undergraduate % of Ministry Target:	75.1%
Graduate % of Ministry Target:	125.9%
UNBC % of September 2013 Ministry Target:	87.0%*

\*Continuing Studies Registrations Not Included



# REPORT ON SEPTEMBER 2013 ENROLMENTS

Total Enrolment at Oct. 15/13 (Head Count):	3454 (-130)
Total Enrolment at Oct. 15/12 (Head Count):	3584
Undergraduate 2013:	2777 (-161)
Undergraduate 2012:	2938
Graduate 2013:	677 (+31)
Graduate 2012:	646
Undergraduate Full Time 2013:	1898 (-23)
Undergraduate Full Time 2012:	1921
Undergraduate Part Time 2013:	879 (-138)
Undergraduate Part Time 2012:	1017



# REPORT ON SEPTEMBER 2013 ENROLMENTS

<b>Total Enrolment at Oct. 15/13 (FTE):</b>	<b>2866.5</b>
<b>Total Enrolment at Oct. 15/12 (FTE):</b>	<b>2917.6</b>
	<b>(-51.1)</b>
<b>Undergraduate 2013 (FTE):</b>	<b>2264.9</b>
<b>Undergraduate 2012 (FTE):</b>	<b>2373.6</b>
	<b>(-108.7)</b>
<b>Graduate 2013 (FTE):</b>	<b>601.7</b>
<b>Graduate 2012 (FTE):</b>	<b>543.7</b>
	<b>(+58.0)</b>



# REPORT ON SEPTEMBER 2013 ENROLMENTS

Total UGRAD Enrolment at Oct. 15/13 (Head Count):	2777
Total UGRAD Enrolment at Oct. 15/12 (Head Count):	2938
Undergraduate Continuing Students (2013):	1894
Undergraduate Continuing Students (2012):	2006
Undergraduate New Students (2013):	817
Undergraduate New Students (2012):	828
Undergraduate "Other" (2013):	66
Undergraduate "Other" (2012):	104



# REPORT ON SEPTEMBER 2013 ENROLMENTS

<b>Total Enrolment at Oct. 15/13 (FTE):</b>	<b>2866.5 (-51.1)</b>
<b>Undergraduate CASHS:</b>	<b>1027.1 (-42.8)</b>
<b>Graduate CASHS:</b>	<b>363.3 (+22.3)</b>
<b>Total CASHS:</b>	<b>1390.5 (-20.5)</b>
<b>Undergraduate CSAM:</b>	<b>1184.7 (-59.6)</b>
<b>Graduate CSAM:</b>	<b>231.3 (+33.0)</b>
<b>Total CSAM:</b>	<b>1416.0 (-26.6)</b>
<b>Undergraduate Cross College:</b>	<b>53.1</b>
<b>Graduate Unclassified:</b>	<b>7.0</b>

# 2014-2015 COURSE SCHEDULING UPDATE

## Important Dates

- \*November 1, 2013:** All Course Schedule Requests entered into the DCU
- November 1-30, 2013:** Dean's & Chair's Review Period
- November 22-27, 2013:** DCU re-opened for entry of authorized revisions & additions
- December 2, 2013:** All approved requests from Deans to Scheduling Office
- December 20, 2013:** Draft #1 of Schedule Released
- January 17, 2014:** Comments on Draft #1 received by Scheduling Office
- February 28, 2014:** Draft #2 of Schedule Released
- March 14, 2014:** Comments on Draft #2 received by Scheduling Office
- April 1, 2014:** 2014-2015 Course Schedule Released & Registration Opens

**\*In order for two draft schedules to be provided to faculty, all course schedule requests must be input by November 1. Revisions & authorized additions received during the Dean's Review Period will be included in the December Draft Schedule.**



# Foundation Curriculum: Vision (2012-)

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- Provide a foundation for quality arts (humanities and social sciences) curricula for participating disciplines
- Improve our capacity to deliver on UNBC 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
- Improve first-year student experience
- Improve student engagement
- Strengthen success in learning skills
- Facilitate peer to peer engagement

# Foundation Curriculum: Structure

- 6 co-required 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 small cohorts through the curriculum
- What makes us unique: shared text(s) and coordinated curricula, developed and delivered by a team of instructors



# Curriculum Built on Themes/Building Blocks

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- 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

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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, Shakespeare, Adam Smith, Thomas King, Bridget Moran, and Niall Ferguson.

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The curriculum addresses foundational skills, such as:

- What is Scholarship?
- How do we discern among different type of evidence / sources?
- How do we read an academic article?

These questions are explored through intersections with themes in the four content courses and through an embedded student service approach.

# The Six Courses - 2013

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- **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)

# This Year...

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- We have 20 students in the cohort
- We held a “welcome” breakfast for new students, alumni and faculty
- We attended Barkerville (along with the project based learning group from PGSS)
- We have started an assessment process on two levels:
  - The program costs / resources
  - Student success
  - Changing the name to ASK - Arts

# Northern Advancement Cohort

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- We are working with the Northern Advancement Program. Student in the NAP are in the Foundation Program. The Foundation Program replaces Arts 101 and 102
- The students will be fully supported by the First Nations Centre



# HUMAN GEOGRAPHY BLOCK COURSE PILOT WINTER 2013

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Presentation to Senate

23 October 2013

Dr. Neil Hanlon

Chair, Geography Program

# HUMAN GEOGRAPHY BLOCK COURSE PILOT: TIMELINE

Dates	Activity
Jan. 2011	Initial meeting w/ President, Provost, CTLT Director
Feb. 2011	Confirmation, preparations begin
June-Aug. 2011	RA support provided by CTLT
Aug. 2011	CTLT Workshop – “Planning Block Delivery”
Sept. – Dec. 2011	Meetings w/ Registrar, Scheduling Officer, Advisors
Jan. – Dec. 2012	Student recruitment (9 undergrads and 3 grads), promotions, logistics (e.g., room booking)

# HUMAN GEOGRAPHY BLOCK COURSE PILOT: STRUCTURE

Course	Dates	Instructor
GEOG 309 (Int'l Development)	7 Jan. - 23 Jan.	Catherine Nolin
GEOG 308 (Health Geography)	28 Jan. – 13 Feb.	Neil Hanlon
GEOG 403 (First Nations)	25 Feb. - 15 Mar.	Sarah de Leeuw
GEOG 499 (Independent Studies)	18 Mar. – 19 Apr.	Neil Hanlon
GEOG 426 (Culture, Rights, Power)	22 Apr. – 8 May	Catherine Nolin

# HUMAN GEOGRAPHY BLOCK COURSE PILOT: STUDENT EXPERIENCES

Instructor and Course Ratings	I	II	III
Course objectives met	4.9	4.5	4.6
Course well organized	4.9	4.6	4.9
Grading prompt	4.9	5.0	4.2
Discussion encouraged	5.0	5.0	5.0
Recommend to other students	4.9	4.8	5.0
Overall course rating	5.0	4.8	5.0

# HUMAN GEOGRAPHY BLOCK COURSE PILOT: INSTRUCTOR OBSERVATIONS

POSITIVES	NOT-SO POSITIVES
Students were “engaged”	Students found adjustment to tight timelines difficult at first
Concepts were “refreshed” within and between courses	Interpersonal tensions – small groups
Opportunities for field trips, guest presenters	Independent studies were the weak link
Participation was excellent, confidence grew	
Luckily, no days lost to illness, few days of student absence	

# HUMAN GEOGRAPHY BLOCK COURSE PILOT: CLOSING COMMENTS

- What's next for block course delivery?
    - QRRC – Semester of Hydrology, Limnology, Field Methods, etc.???
    - Future Geography Field Schools
    - Any other takers?
  - It was a lot of work, but worth it.
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