

**SENATE MEETING  
PUBLIC SESSION  
MINUTES**

January 22, 2014  
3:30 – 5:30 PM

Senate Chambers (Room 1079 Administration Building)

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**Present:**

E. Annis, J. Brown, M. Dale (Chair), A. Daniele, D. de Vries, B. Deo, L. Dickson, D. Erasmus, K. Guest, L. Handfield, T. Hanschen (Secretary of Senate), E. Korkmaz, A. LeBlanc, K. Lewis (representing D. Ryan), B. Murray, C. Myers (Recording), M. Nitz, C. Nolin (Vice Chair), D. Nyce, R. Robinson, J. Safaei Boroojeny, B. Schorcht, P. Siakaluk, K. Smith, R. Tallman, S. Wagner, K. Walker, B. Wang, T. Whitcombe, A. Wilson, S. Zahir

**Regrets:**

R. Bird, R. Brouwer, D. Burke, C. Carriere, M. Green, S. Green, J. Kormos, I. Legault, D. Leighton-Stephens, K. Reimer, D. Ryan, P. Sanborn, A. Stroet, J. Young

**Absent:**

M. Archie, K. Kuo

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The meeting commenced at 3:35 p.m. New Senators, Acting Provost Dr. John Young (who was unable to attend the meeting) and Dr. Daniel Erasmus, were welcomed.

**1.0**      **S-201401.01**  
**Approval of the Agenda**

Deo

That the agenda for the January 22, 2014 Public Session of Senate be approved as presented.

**Motion to amend the agenda:**

Zahir / Whitcombe

That agenda item 12.1 (Presentation on Recruitment and Retention) be moved to directly after agenda item 7.0 (Question Period).

CARRIED.

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

**2.0**      **S-201401.02**  
**Approval of Senate Minutes**

Whitcombe

That the minutes of the December 11, 2013 Public Session of Senate be approved as presented.

CARRIED.

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

No business arising was identified.

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

**Dale**

Dr. Dale indicated that, in his role as Interim President, his priorities were to prepare the way for the new President and ensure the following current activities were maintained:

- Core review
- Student recruitment and internationalization, with an International Education Director to be hired
- Prioritization outcomes
- Wrapping up of the "Conversation" series, with the final report expected in February
- Regional review and hiring of Regional Dean
- Foundation Year — Pilot Program moving into its second year in CASHS
- Experiential learning and pedagogy
- Revisions to semester structure (3+10+10+3)
- Fund development and profile building
- Administrative Services Delivery Project

### **5.0 Report of the Provost**

**Young**

Dr. Young was unable to attend the meeting so had no report.

### **6.0 Report of the Registrar**

**Hanschen**

Mr. Hanschen thanked instructors, Chairs, and Registrar's Office staff who manage class wait lists, as collaboration resulted in only 6 students being wait-listed at the add-drop date. He also noted that there were some Freedom of Information sessions taking place tomorrow, and that January 28th is Data Privacy Day, a table for which will be set up on Student Services Street.

### **7.0 Question Period**

A Senator asked whether the University was committed to the "3+10+10+3" revisions to the semester structure or if it is still in the exploratory stage. Dr. Dale replied that a commitment has not yet been made but that it is worthy enough of investigation, which is being done now. The Senator suggested that the Office of the Registrar attempt to look at scheduling now, and Dr. Dale responded that doing so was on the list of things to do. Another Senator asked whether, with regard to this proposal, public consultation with students would be undertaken, and Dr. Dale replied that it would. Another Senator suggested that given program variation, any change to the semester structure must be flexible. When asked if there was a financial component to this proposal, Dr. Dale responded that it should be cost-neutral. It was also commented that there would be an increased cost to students regarding field courses that should be considered and that redesign of lab courses would be needed. When asked what support would be provided to Programs for this initiative, Dr. Dale indicated he would not know until the types of changes required was determined. When asked if there would be an examination period after each block, Dr. Dale replied that there would. A member of the gallery suggested doing interviews of students in classes and talking to instructors who have already done this type of teaching.

### **8.0 Presentation — *Recruitment and Retention***

**Owen / Hanschen**

Dr. Owen and Mr. Hanschen each delivered a presentation regarding recruitment and retention at UNBC (the presentations are attached to these minutes as "Appendix I"). Senator Zahir asked whether this presentation was in lieu of the motion to Senate regarding the recruitment plan, and Dr. Dale replied that it was about the recruitment plan. Dr. Dale suggested that he, Senator Zahir, and Mr. Hanschen meet to discuss what the recruitment plan consists of.

## 9.0 Removal of Motions from the Consent Agenda

It was requested that motion S-201401.07 be removed from the consent agenda.

## 10.0 Committee Reports

### 10.1 Senate Committee on Academic Affairs

Young

#### "For Approval" Items:

Consent

#### **S-201401.03**

##### **New Course Approval — FNST 444-3**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the new course FNST 444-3 Experiential Course in First Nations Studies be approved as proposed.

Proposed semester of first offering: May 2014

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]):

**Calendar Course Description:** Students participate in an Indigenous community and/or land based experiential learning environment that provides opportunities for them to study applied knowledge relative to local and global contexts. This course may be repeated to a maximum of 6 credit hours if the material is substantially different.

**Prerequisites:** upper-division standing or permission of the instructor

Consent

#### **S-201401.04**

##### **Changes to Program Description and Course Credit Hours for First Nations Studies MA Program and FNST 799-15 Thesis**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the program description and course credit hours for First Nations Studies MA Program and FNST 799-15 Thesis, on pages 80 and 130 of the 2013/2014 graduate calendar, be approved as proposed.

Effective date: September 2014

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]):

The UNBC MA program in First Nations Studies establishes the points of view of First Nations people and communities as the starting point for description and analysis, and contextualizes issues from this perspective. Courses orient students to question underlying assumptions of everyday study. A special emphasis is placed on creating opportunities for students to learn from and about the First Nations of the north. This program includes courses taught in First Nations communities, internships, and community-based research projects. Each student's program culminates in completion of either a thesis or major project.

In addition to the high priority ~~on given to~~ the First Nations of northern British Columbia, offerings include topics relevant to the ~~First Nations~~ Aboriginal Peoples of Canada and indigenous peoples of the world. ~~The two specific streams-~~ areas of study within the program are: First Nations Issues and Approaches, emphasizing the development of theory and method for the understanding of contemporary issues; and Northern Nations, which facilitates students who aim to develop with the development of skills, knowledge, and experience in the study of the languages and cultures of northern British Columbia; and Aboriginal Health and Healing. ~~Links to~~ Relationships with faculty in other graduate programs at UNBC enrich the options for interdisciplinary work in areas such as Health Sciences, Education, Political Science, Women's Gender Studies, English, History, Environmental Studies, and Geography, etc.

Application deadlines are found in this calendar under "Semester Dates" or online at: [www.unbc.ca/calendar/graduate](http://www.unbc.ca/calendar/graduate), also under "Semester Dates." The First Nations Studies MA Program ~~accepts~~ admits students for the September Semester only. Admission occurs on a two-year cycle. Refer to the "Application

for Admission Deadline Dates.”

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

## Requirements

~~The 30 credit hours that make up the MA in First Nations Studies will be normally be completed within 30 36 months of entry into the program. The first year is normally and a half are devoted to course work and the development of a research proposal. The second year and a half are dedicated to preparing completing a thesis or project. All students must take FNST 600-3 (Foundations of First Nations Studies), FNST 602-3 (The Practice of Research), two FNST 650-3 Special Topics courses, and FNST 795-3 Research Seminar, and FNST 790-3 (Internship), one elective course in the student's chosen stream, and one elective course from the University's Graduate Academic Calendar. Students must also register in either the thesis (FNST 799-15 12) or project (FNST 797-12). The project path requires students to take an additional course from either the First Nations Issues and Approaches stream or from the Northern Nations stream.~~

All the students in the cohort take the same required courses, focusing their individual course work and their research on their own particular area of interest. The FNST 650 Special Topics courses are developed relative to the research interests of the students within the cohort, the expertise of the faculty, and the parameters of the discipline. Students have the option to take other elective courses in addition to what the program requires.

The classroom segment of the FNST Masters program is delivered to a cohort of students, face-to-face, in a block format over a two-year period. The program intends to offer three-day sessions spanning one weekend once a month, from September to April. In-person attendance is mandatory.

~~Internships allow the students to gain first-hand experience with communities. A student with experience equivalent to an internship may request that the internship requirement be waived by the Chair, and substitute an additional elective course. Normally, internships are arranged on an individual basis. The student, in consultation with a host community or organization, must write a proposal. Decisions on the appropriateness of the internship are made by the Department of First Nations Studies, based on the merits of the proposal, the nature of the experiential component, and the value of the internship to the host and to the student. In particular, the proposal must indicate the student is under the supervision of the community, in order for the student to acquire direct training in community dynamics. Students are expected to keep a record of the internship, and write a report for the Department of First Nations Studies that places the experiential component of the internship into the context of the student's academic training. The host also provides the Department of First Nations Studies with an independent evaluation of the internship and of the student's performance. A student may be permitted to substitute a second internship for the open elective course.~~

~~Students are expected to demonstrate a general knowledge of the aboriginal peoples. Aboriginal Peoples of Canada. At a minimum, this knowledge must be comparable in scope and depth to the material covered in FNST 100-3 (The Aboriginal Peoples of Canada). Students lacking such knowledge on entering the program will be are required to make up the deficiency through suitable course work, normally during their first semester in the MA program. Such course work will does not count toward the course requirements for the program.~~

## Language Requirement

~~No additional~~ There are no language requirements, are required. However, students should be aware that command of one or more languages other than English may be necessary in order to pursue particular types of research.

Page #130  
FNST 799-1512 Thesis

Consent

**S-201401.05**

**Changes to Degree Requirements and Calendar Description — Bachelor of Health Sciences (Aboriginal and Rural Health Stream)**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the degree requirements for Bachelor of Health Sciences, Community & Population Health – Aboriginal and Rural Health stream be approved as proposed.

Effective date: September 2014

CARRIED (consent agenda).

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]):

**Page 155, 2013/2014 Calendar  
2nd Column**

**Major in Community and Population  
Health – Aboriginal and Rural Health**

Students must take:

ENPL 313-3 Rural Community Economic Development

~~FNST 315-3 Aboriginal Health Management~~

FNST 303-3 First Nations Religion and Philosophy

or FNST 304-3 Indigenous Environmental Philosophy

Students must take an additional 6 credit hours from the following list, of which at least 3 credit hours must be upper division. (~~please note that some of these courses may require additional prerequisites~~):

Please note that some of these courses may require additional prerequisites:

~~ANTH 200-3 Biological Anthropology~~

ANTH 201-3 Medical Anthropology

ANTH 206-3 Ethnography in Northern British Columbia

ECON 410-3 Health Economics

FNST 249-3 Aboriginal Resource Planning

FNST 305-3 Seminar in First Nations Studies

POLS 403-3 Social and Health Policy and Administration

~~PSYC 417-3 Behaviour Modification~~

SOCW 440-3 Social Work ~~and in~~ Mental Health

SOCW 441-3 Social Work and Substance Abuse

SOCW 443-3 Medical Social Work

Consent

**S-201401.06**

**Changes to Degree Requirements and Calendar Description — Bachelor of Health Sciences (Addition of ENGL 170-3 as an English Requirement Choice)**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change to the degree requirements for Bachelor of Health Sciences be approved as proposed: addition of ENGL 170-3 Writing and Communication Skills course as a choice for the degree's English requirement.

Effective date: September 2014

CARRIED (consent agenda).

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]):

**Page 154, 2013/2014 Calendar  
2<sup>nd</sup> Column**

### 1st year - 22 credit hours

BIOL 101-4 Introductory Biology I  
BIOL 102-4 Introductory Biology II  
BIOL 103-3 Introductory Biology I  
BIOL 104-3 Introductory Biology II  
BIOL 123-1 Introductory Biology I Laboratory  
BIOL 124-1 Introductory Biology II Laboratory  
CHEM 100-3 General Chemistry I  
CHEM 120-1 General Chemistry Lab I  
CHEM 101-3 General Chemistry II  
CHEM 121-1 General Chemistry Lab II

Two of:

ENGL 100-3 Introduction to Literary Structures  
ENGL 102-3 Introduction to Poetry  
ENGL 103-3 Introduction to Fiction  
ENGL 104-3 Introduction to Film  
ENGL 170-3 Writing and Communication Skills

### Page 155, 2013/2014 Calendar 1st Column

#### 1st year - 9 credit hours

CHEM 110-3 Chemistry of Everyday Life  
or CHEM 100-3 General Chemistry I  
ECON 210-3 Introduction to Health Economics and Policy

One of:

ENGL 100-3 Introduction to Literary Structures  
ENGL 102-3 Introduction to Poetry  
ENGL 103-3 Introduction to Fiction  
ENGL 104-3 Introduction to Film  
ENGL 170-3 Writing and Communication Skills

#### **S-201401.07**

#### **Changes to Degree Requirements and Calendar Description — Bachelor of Health Sciences (Community & Population Health Streams)**

Murray

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the degree requirements for Bachelor of Health Sciences, Community & Population Health streams be approved as proposed: the addition of GEOG 202 Economic Geography of Resource & Sustainability course as alternate choice to ECON 210 Intro to Health Economics & Policy.

Effective date: September 2014

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]):

### Page 155, 2013/2014 Calendar 1st Column

#### **Majors in Community and Population Health**

Students pursuing a major in either Community and Population Health-Aboriginal and Rural Health, or Community and Population Health-Environmental Health are required to complete the following 33 credit hours. It is recommended that students take the courses listed below in the year of study indicated:

## 1st year - 9 credit hours

CHEM 110-3 Chemistry of Everyday Life  
or CHEM 100-3 General Chemistry I  
ECON 210-3 Introduction to Health Economics and Policy  
or GEOG 202-3 Economic Geography of Resources and Sustainability

Consent

### **S-201401.08**

#### **Course Deletions — HHSC 330-3, HHSC 420-3, and HHSC 430-3 Whitcombe**

That, on the recommendation of the Senate Committee on Academic Affairs, the calendar changes to the course descriptions within the Bachelor of Health Sciences be approved as proposed.

Effective date: September 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]):

### **2013/2014 Calendar**

#### **Page 254, 2nd column**

~~HHSC 330-3 Health Information Management Technology This course examines the birth and evolution of Health Information Management Technology (HIMT) within the health care system. Topics include the nature of data gathering and analysis in evidence based practice, the determination of health resource needs, and the application of HIMT in risk management, epidemiology and demographics. It is strongly recommended that students have a working knowledge of spreadsheets and familiarity with databases before taking this course.~~

~~Prerequisites: Upper level standing in the BHS program, or permission of the instructor~~

~~Precluded: COMM 351-3~~

### **2013/2014 Calendar**

#### **Page 255, 1st column**

~~HHSC 420-3 Interdisciplinary Child Welfare Practice This elective course will identify and provide opportunities to practice the skill, knowledge, abilities and beliefs necessary for collaborative, interdisciplinary practice in child welfare. The course will explore the meaning, context and skills of interdisciplinary practice. It will provide opportunities for understanding the rationale for interdisciplinary practice as well as exploring a critical analysis of interdisciplinary practice. Finally, it will provide opportunities to understand the perspectives and interdependence of the differing disciplines as they relate to child welfare.~~

~~Prerequisites: Upper division undergraduate standing~~

### **2013/2014 Calendar**

#### **Page 255, 2nd column**

~~HHSC 430-3 Toxicology and Environmental Health This course provides an overview of the basic principles of environmental toxicology. The occurrence and health effects of the following toxicants are discussed: inorganic ions and anions, metals, hydrocarbons, polychlorinated biphenyls and polychlorodibenzo-p-dioxins, insecticides, herbicides, rodenticides, detergents, organometallic compounds, radioactive isotopes, and air pollutants. Methods for~~

~~safety evaluation, risk assessment and basis for current Canadian law and regulatory procedures are presented. Case studies on environmental health issues are discussed.~~

~~Prerequisites: CHEM 100 and upper division standing or permission of the instructor~~

~~Precluded: HHSC 630-3~~

Consent **S-201401.09**

**Course Deletion — HHSC 630-3**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the calendar change to the Community Health Sciences course descriptions of HHSC 630-3 on page 132 of the 2013/2014 graduate calendar, be approved as proposed.

Effective date: September 2014

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]):

**Page 132, 2013/2014 Calendar  
2nd Column**

**~~HHSC 630-3 Advanced Toxicology and Environmental Health~~**

~~This course provides advanced knowledge of environmental toxicology. Each student conducts a mock risk assessment on a selected environmental health issue.~~

~~Prerequisites: Permission of the instructor~~

~~Precluded: HHSC 430-3~~

Consent **S-201401.10**

**Changes to Degree Requirements — Master of Arts in Disability Management (Required Elective Credit Hours)**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the required elective credit hours for the Master of Arts in Disability Management Program, on pages 70-71 of the 2013/2014 graduate calendar, be approved as proposed.

Effective date: September 2014

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]):

*(From Graduate Calendar 2013-2014, pages 70 & 71)*

**Requirements**

**Face-to-Face Mode**

The Face-to-Face Mode is available to those students who take the program full or part-time. The courses for the Face-to-Face Mode are listed below:

**Core Courses**



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

Other courses may be substituted or added with the approval of the student's ~~S~~supervisory ~~C~~committee.

**Research Courses**

Additional two courses from the following:

<b><u>EDUC 602-4</u></b>	<del>Educational</del> <u>Quantitative Research Design and Data Analysis</u>
<b><u>EDUC 603-4</u></b>	<del>Advanced Educational Research</del> <u>Quantitative Data Analysis</u>
<b><u>HHSC 603-3</u></b>	<u>Community Research Methods</u>
<b><u>HHSC 703-3</u></b>	<u>Qualitative Research Approaches in Health and Human Sciences</u>
<b><u>NURS 703-3</u></b>	Health Program <u>Planning, Community Development and</u> Evaluation
<b><u>PSYC 600-4</u></b>	Quantitative Methods I
<b><u>PSYC 605-4</u></b>	Quantitative Methods II
<b><u>SOCW 609-3</u></b>	Advanced Quantitative Research
<b><u>HHSC 703-3</u></b>	<del>Advanced Qualitative Research Approaches in Health and Human</del> Sciences

Other courses may be substituted or added with the approval of the student's ~~S~~supervisory ~~C~~committee.

**Elective Courses**

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

<b><u>COMM 630-3</u></b>	Organizational Studies
<b><u>COMM 631-3</u></b>	Labour Management Relations
<b><u>DISM 720-3</u></b>	Special Topics

<b><u>DISM 798-(3-6)</u></b>	Directed Studies
<b><u>ECON 610-3</u></b>	Health Economics
<b><u>ECON 611-3</u></b>	Cost Benefit Analysis
<b><u>EDUC 613-3</u></b>	Interpersonal Counselling Skills
<b><u>HHSC 602-3</u></b>	Organization and Financing of Canadian Health Care
<b><u>POLS 603-3</u></b>	Social and Health Policy <u>in the Context of Health and Health Care</u>
<b><u>PSYC 620-3</u></b>	Health Psychology
<b><u>PSYC 720-3</u></b>	Cross-Cultural Communication in Health Care Settings
<b><u>SOCW 605-3</u></b>	Community Work/ Politics of Change
<b><u>SOCW 698-3</u></b>	Special Topics

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

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

<b><u>DISM 794-6</u></b>	Disability Management Major Paper
<b><u>DISM 795-6</u></b>	Disability Management Practicum
<b><u>DISM 796-3</u></b>	Disability Management Comprehensive Examination
<b><u>DISM 799-9</u></b>	Disability Management Thesis

#### **Distance Mode**

The Distance Mode is available to those students who take the program part-time. Students completing the Distance Mode have a restricted set of electives courses. Courses for the Distance Mode are listed below.

#### **Core Courses**

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

**DISM 712-3**                      Disability Management Interventions

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

**Research Courses**

**HHSC 603-3**                      Community Research Methods

**NURS 703-3**                      Health Program Planning, Community Development and Evaluation

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

**Elective Courses**

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

**DISM 720-3**                      Special Topics

**DISM 798-(3-6)**                      Directed Studies

**HHSC 602-3**                      Organization and Financing of Canadian Health Care

**POLS 603-3**                      Social and Health Policy in the Context of Health and Health Care

**PSYC 620-3**                      Health Psychology

**SOCW 605-3**                      Community Work/ Politics of Change

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

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

**DISM 794-6**                      Disability Management Major Paper

**DISM 795-6**                      Disability Management Practicum

**DISM 796-3**                      Disability Management Comprehensive Examination

**DISM 799-9**                      Disability Management Thesis

**Practicum**

Students are involved in field-based learning activities for the purpose of pursuing and developing research/policy /administration/practice skills within a related employment area. The practicum component stresses independent learning, and permits students to test or develop theory in the context of fieldwork.

The form of field practice components varies widely in accordance with the learning needs of the students. The practicum leads to a written report that reflects students' critical analyses of their practice settings. The report further demonstrates a deepening of professional competence, analytical skills, and professional judgment, and represents a contribution to the knowledge and skill base of the profession. The duration of this component is equivalent to three months full-time employment.

### Major Paper

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

### Comprehensive Examination

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

### Thesis

An oral examination is required as per University regulations. All students taking the thesis option will be required to be in Prince George for the oral examination.

Consent **S-201401.11**  
**Course Deletion — SOCW 402A-12**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, SOCW 402A-12 Pre-MSW Field Education be deleted and removed from the calendar.

Effective date: September 2014

CARRIED (consent agenda).

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 402A — Pre-MSW Field Education~~

~~This practicum is for students enrolled in the Pre-MSW program. It represents the major practicum before moving on to the final MSW year. It is required by all Pre-MSW students. This course gives students an opportunity to recast their practice experiences into a social work practice and policy theoretical framework. It is geared to the student's social work thinking and skill development with communities, individuals, families and groups within a field practice setting in this region of British Columbia. Students will usually become involved in the professional practice and delivery of social work within the setting of an agency. A weekly Seminar/Skills Review Lab permits students to reflect on their practice experience. This seminar assists in the integration of theory and practice by broadening the professional knowledge base through the sharing of experience and practice.~~

~~**Credits:** 12.000~~

~~**Levels:** Undergraduate~~

~~**Schedule Types:** Practicum~~

Consent

**S-201401.12**

**Change to Course Title — SOCW 453-3**

Whitcombe

That the change to the course title for SOCW 453-3 Faith, Power and Practice be approved as proposed.

Effective date: September 2014

CARRIED (consent agenda).

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 453-3 Faith, Power and Practice**~~ **Social Work Practice and Spirituality** ~~The Impact of Religion and Spirituality on Human Service Work will~~ This course provides a forum for the critical exploration of the impact and influence of religious thought and practices on human service work. The historical roots of this work are based in religious movements, aspects of which still affect today's practice/policy. In an increasingly multicultural environment, students must have a fundamental understanding of religion and spirituality in order to practice effectively.

*Prerequisites:* Upper-division standing or permission of the Social Work Chair

Consent

**S-201401.13**

**Changes to Degree Requirements — Bachelor of Social Work (Addition of SOCW 453-3)**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the addition of SOCW 453-3 Social Work Practice and Spirituality to the degree requirements for the Bachelor of Social Work, on page 196 of the 2013/2014 undergraduate calendar, be approved as proposed.

Effective date: September 2014

CARRIED (consent agenda).

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]):

**Program Requirements**

**300 Level**

SOCW 300-3 Social Work Communication Skills  
SOCW 301-3 Critical Social Work Practice  
SOCW 302-6 Social Work Field Education I  
SOCW 310-3 First Nations Social Work Issues  
SOCW 320-3 Critical Social Policy  
SOCW 330-3 Social Work Research/Policy/Practice  
SOCW 336-3 Social Work Philosophy and Ethics

**400 Level**

SOCW 401-3 Northern/Remote Social Work Practice  
SOCW 402-15 Social Work Field Education II  
SOCW 420-3 Family/Child Welfare Policy  
SOCW 421-3 Human Growth and Development

Students must ~~select~~ select an additional 12 credit hours of approved 400-level Social Work courses from the approved list.

**~~Approved 400-level Social Work Course List~~**

SOCW 422-3 Child Welfare Practice  
SOCW 424-3 Child Welfare/Sites of Resistance  
SOCW 426-3 Current Issues in Child Welfare Practice  
SOCW 432-3 Unemployment and Social Work  
SOCW 433-3 Women in the Human Services  
SOCW 435-3 Community Social Policy  
SOCW 437-3 Social Work with Groups and Communities  
SOCW 438-3 Comparative Welfare Analysis  
SOCW 439-3 Social Work/Law and the Justice System

SOCW 440-3 Social Work in Mental Health  
SOCW 441-3 Social Work and Substance Abuse  
SOCW 442-3 Social Work with Victims of Abuse  
SOCW 443-3 Medical Social Work  
SOCW 444-3 Social Work Critical Issues in Aging  
SOCW 445-3 Social Work and Cross-Cultural Practice  
SOCW 448-3 Inequality and Income Security  
SOCW 449-3 Gender and Sexuality  
SOCW 450-3 Social Work and Family Practice  
SOCW 452-3 Social Work/Crisis Intervention  
SOCW 453-3 Social Work Practice and Spirituality  
SOCW 454-3 Disability Issues  
SOCW 455-3 First Nations Governance and Social Policy  
SOCW 456-3 Family Caring Systems  
SOCW 457-3 Individual and Community Wellness  
SOCW 498-(3-6) Special Topics  
SOCW 499-3 Directed Readings

**Elective Requirement**

Electives at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours.

A summary of the proposed changes to the Natural Resources and Environmental Studies Master's programs curricula was included for information.

Consent **S-201401.14**

**New Course Approval — NRES 700-3**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the new course NRES 700-3 Research in Natural Resources and Environmental Studies be approved as proposed.

Proposed semester of first offering: September 2014

CARRIED (consent agenda).

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]):

This course exposes Master's students to various philosophies and epistemologies regarding research within the field of natural resources and environmental studies. Topics include the nature of research, communicating research, research ethics, qualitative and quantitative methodology and interdisciplinary research.

Prerequisites: Enrollment in a graduate program

Prerequisites: enrollment in a graduate program

Preclusions: NRES 705-3

Consent **S-201401.15**

**New Course Approval — NRES 701-1**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the new course NRES 701-1 Graduate Colloquia be approved as proposed.

Proposed semester of first offering: September 2014

CARRIED (consent agenda).

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]):

Through attendance at weekly research colloquia over the September and January Semesters, this course exposes students to styles of presentation and a range of research conducted in natural resources and environmental studies. This is a PASS/FAIL course.

Prerequisites: Enrollment in an NRES Master's program

Prerequisites: enrollment in an NRES Master's program

Preclusions: NRES 704-1.5

Consent

**S-201401.16**

**Course Deletion — NRES 704-1.5**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of NRES 704-1.5 Graduate Seminar, from page 137 of the 2013/14 graduate calendar, be approved as proposed.

Effective date: September 2014

CARRIED (consent agenda).

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]):

**~~NRES 704-1.5 Graduate Seminar~~**

~~This course is comprised of weekly seminar sessions and will be offered during both the September and January semester. At least one of the course offerings each year will provide students with an opportunity to present ideas pertaining to their research proposals, or the overall research design, methodology and results of a thesis or non-thesis project. The second offering each year may follow a similar traditional seminar format, or may involve a class project related to NRES. Students are required to attend and participate in all seminars to get credit for the course. (All MSc students must register in a seminar course twice during their program of studies. It is expected that all MSc students will attend the seminar each semester available.) This is a pass/fail course.~~

Consent

**S-201401.17**

**Course Deletion — NRES 705-3**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of NRES 705-3 Research Design and Methods, from page 137 of the 2013/14 graduate calendar, be approved as proposed.

Effective date: September 2014

CARRIED (consent agenda).

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]):

**~~NRES 705-3 Research Design and Methods~~**

~~This course is designed to expose all Master's students to common research methodologies and analytical techniques. Topics will include: the nature of research, hypothesis formulation, experimental design, sampling, case study and focus group methodology, and analytical approaches to experimental, quasi-experimental, survey and observational studies.~~

~~Prerequisite: an approved undergraduate data analysis course or permission of instructor~~

Consent

**S-201401.18**

**Changes to Degree Requirements and Calendar Description — Natural Resources and Environmental Studies (MA Program)**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the revisions to the NRES MA degree, on pages 91-92 of the 2013/14 graduate calendar, be approved as proposed.

Effective date: September 2014

CARRIED (consent agenda).

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]):

## Natural Resources and Environmental Studies (MA Program)

All students must participate in a ~~g~~Graduate seminar Colloquia course (NRES 704-1.5 701-1) at least twice during their course of studies, complete NRES 700-3 and complete a research design and methods course approved by their supervisor and the Chair of the NRES graduate program (~~NRES 705-3~~). These required

courses will provide students with an informed, integrated base for understanding multi-faceted resource and environmental issues. Elective courses will provide students with the option to pursue their specialized interests. Candidates must complete a minimum of 9 6 elective credit hours at the graduate level (i.e., at or above the 600 level) that emphasize the human dimensions of resource or environmental issues. A maximum of 3 credit hours from independent studies can be counted towards the elective requirement. Specific details of coursework ~~will be~~ are determined by the research area ~~undertaken~~ chosen by each student. The supervisory committee will ensure the appropriate selection of elective courses, and may require a student to complete more than 9 6 credit hours if weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation. The MA (NRES) degree also requires the writing and defense of an independent research thesis (NRES 794-12).

## Summary

Core Courses	<u>6 4</u> credit hours
<u>Methods Course</u>	<u>3</u> credit hours
Elective Courses	<u>9 6</u> credit hours
MA Thesis	12 credit hours
Total Required	<u>27 25</u> credit hours

Students must meet UNBC's residency requirements.

## Recommended Progression

The normal time for completion of the MA (NRES) is two academic years. While this is the recommended ~~time~~ line timeline, it may be adjusted at the discretion of the supervisory committee to suit a particular student's research and program needs.

~~The Research Design and Methods course (NRES 705-3)~~ Research in Natural Resources and Environmental Studies (NRES 700-3) ~~will be~~ is offered annually in the ~~Fall~~ September Semester. Students ~~will~~ normally enroll in ~~the Research Design and Methods~~ this course in Year I of their program. This timing ~~will~~ allows students to pursue their area of specialization with a methods course or elective courses during the ~~Fall~~ September Semester, in order to develop an interest-specific framework within which to pose methodological questions for the thesis proposal. ~~It will also allow those students lacking a sufficient background in statistics to meet the course prerequisite.~~

~~The Graduate Seminar (NRES 704-1.5)~~ Colloquia (NRES 701-1) ~~will be~~ is offered during ~~all the~~ the September and January Semesters. Students are ~~expected~~ required to enroll in this course, which lasts two semesters, once during their degree program. ~~a seminar course at least two times during their degree program. Students will take NRES 704-1.5 at least twice.~~

Electives and the required methods course may be taken at any time during Years I and II. The sequencing of



electives ~~will be~~ is determined by the student in discussion with the supervisory committee. Over the ~~Fall~~ September and ~~Winter~~ January Semesters of Year I, the student, under the direction of the supervisory committee, ~~will develop~~ s a thesis proposal. By the end of the second semester, the student should have successfully defended the thesis proposal to the supervisory committee. ~~This will allow~~ ing the student to undertake the collection of data during the ~~S~~ summer of Year I. ~~It is expected that t~~ The student will is expected to have successfully defended the thesis by the end of Year II.

Consent

**S-201401.19**

**Changes to Degree Requirements and Calendar Description — Natural Resources and Environmental Studies (MNRES Program)**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the revisions to the NRES MNRES degree on pages 93-94 of the 2013/14 graduate calendar be approved as proposed.

Effective date: September 2014

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]):

## Natural Resources and Environmental Studies (MNRES Program)

The Master of Natural Resources and Environmental Studies (MNRES) is designed to integrate the complementary aspects of resource and environmental issues. It focuses on an interdisciplinary approach to melding traditional science with social science perspectives, and resource planning and management. This degree is designed to attract students from a diverse range of backgrounds and aspirations, who share an interest in looking beyond traditional disciplinary boundaries.

The MNRES degree is one Master's degree route within the Natural Resources and Environmental Studies Graduate Program (the others are a MA and a MSc). The MNRES is the only one of the three that fully embraces the interdisciplinary philosophy of the Faculty. There are three factors that determine whether a student pursues the MNRES degree: 1) student's background; 2) elective courses undertaken at UNBC and 3) thesis topic. Depending on individualized learning objectives, the MNRES degree allows flexibility in choosing a research emphasis in the social, planned or natural environments from an interdisciplinary perspective.

All students must participate in a ~~g~~ Graduate seminar ~~Colloquia~~ course (NRES ~~704-1.5~~ 701-1) ~~at least twice~~ during their course of studies, take a course in integrated resource management (NRES 703-3), complete ~~NRES 700-3~~ and complete a research ~~design and~~ methods course approved by their supervisor and the Chair of the NRES Graduate Program (~~NRES 705-3~~). These required courses ~~will~~ provide students with an informed, integrated base for understanding multi-faceted resource and environmental issues. Elective courses ~~will~~ provide students with the opportunity to pursue their specialized interests within an interdisciplinary context. The MNRES degree also requires the completion of an independent research thesis (NRES 792-12) or non-thesis project (NRES 793-6).

## Thesis Option

Students pursuing the MNRES thesis route must write and defend an independent research thesis (NRES 792-12) which incorporates research design and implementation addressing an integrated research problem. Candidates must complete a minimum of ~~6~~ 3 elective credit hours at the graduate level (i.e., at or above the 600 level) that emphasize an integrated approach to natural resource issues. A maximum of 3 credit hours from independent studies can be counted towards the elective requirement. Specific details of course work ~~will be~~ are determined by the research area ~~undertaken~~ chosen by each student. The supervisory committee will ensure the appropriate selection of elective courses, and may require a student to complete more than ~~6~~ 3 credit hours if weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

### Summary of Thesis Option

Core Courses ~~9~~ 7 credit hours  
Methods Course 3 credit hours  
Elective Courses ~~6~~ 3 credit hours  
MNRES Thesis 12 credit hours  
Total Required ~~27~~ 25 credit hours

## Non-Thesis Project Option

The non-thesis project option is designed primarily for students who wish to enhance their professional career skills. Students pursuing this option must complete a project (NRES 793-6) —an extended position paper, report, or plan—that addresses a major problem or issue relevant to the field of natural resources and environmental studies. Candidates must complete a minimum of ~~12~~ 9 credit hours of approved elective courses at graduate level (i.e., at or above the 600 level) that result in a broad, well-informed, and integrated exposure to natural resources and environmental issues. A maximum of 3 credits from independent studies can be counted towards the elective requirement. The supervisory committee will ensure appropriate elective course selection, and may require a student to complete more than ~~12~~ 9 credits if weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

### Summary of Project Option

Core Courses ~~9~~ 7 credit hours  
Methods Course 3 credit hours  
Elective Courses ~~12~~ 9 credit hours  
MNRES Project 6 credit hours  
Total Required ~~27~~ 25 credit hours

Students must meet UNBC's residency requirements.

## Recommended Progression

The normal time for completion of the MNRES is two academic years. While this is the recommended ~~time~~ timeline, it may be adjusted at the discretion of the supervisory committee to suit a particular student's research and program needs.

~~The Research Design and Methods course (NRES 705-3)~~ Research in Natural Resources and Environmental Studies (NRES 700-3) ~~will be~~ is offered annually in the ~~Fall~~ September Semester. Students will normally enroll in ~~the Research Design and Methods~~ this course in Year I of their program. This timing ~~will~~ allows students to pursue their area of specialization with a method course or elective courses during the September Semester; in order to develop an interest-specific framework within which to pose methodological questions for the thesis or project proposal. ~~It will also allow those students lacking a sufficient background in statistics to meet the course prerequisite.~~

~~The Graduate Seminar (NRES 704-1.5)~~ Colloquia (NRES 701-1) ~~will be~~ is offered during ~~all~~ the September and January Semesters. ~~Students will take NRES 704-1.5 at least twice.~~ Electives, the required methods course and Integrated Resource Management (NRES 703-3) may be taken at any time during Years I and II. The sequencing of courses ~~will be~~ is determined by the student in discussion with the supervisory committee. Over the September and January Semesters of Year I, the student, under the direction of the supervisory committee, ~~will~~ develops a thesis or project proposal. By the end of the second semester, the student should have successfully defended the thesis or project proposal to the supervisory committee; ~~This will~~ allowing the student to undertake the collection of data during the Summer of Year I. ~~It is expected that~~ The student will ~~is expected to~~ have successfully defended the thesis by the end of Year II.

Consent

### **S-201401.20**

#### **Changes to Degree Requirements and Calendar Description — Natural Resources and Environmental Studies (MSc Program)**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the revisions to the NRES MSc degree on pages 95-97 of the 2013/14 graduate calendar be approved as proposed.

Effective date: September 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]):

## Natural Resources and Environmental Studies (MSc Program)

Natural Resources and Environmental Studies (NRES) is one stream of the Master of Science degree in the College of Science and Management. This degree is designed for candidates whose research interests have a scientific emphasis, and is expected to attract students from science disciplines such as biology, forestry, environmental science, and physical geography, as well as other scientifically oriented areas of resource management. Students studying within the NRES stream will, upon successful completion of the degree requirements outlined herein, obtain a MSc (NRES).

Students must choose from the following areas of study:

- Biology
- Environmental Science
- Forestry
- Geography
- Outdoor Recreation and Tourism Management

All students must participate in a ~~graduate seminar~~ Colloquia course (e.g., NRES 704-1.5 and/or MCPS 704-1.5-701-1 ) ~~for at least two semesters~~ during their course of studies, complete NRES 700-3 and complete a research ~~design and~~ methods course approved by their supervisor and the Chair of the NRES graduate program (NRES 705-3). It is anticipated that some students may enter the Master's degree program with a strong background in the areas of research design/methods and research analyses. Such students may challenge the requirement of the Research Design and Methods course. Because MCPS 705-3 is symmetrical with NRES 705-3, such students may opt to take the methods course offered as part of the alternate MSc stream to which they are enrolled (i.e., the MCPS stream of the MSc degree). The course instructor(s) and the supervisory committee will together decide upon the appropriateness of this substitution.

Candidates must complete a minimum of ~~9~~ 6 elective credit hours at the graduate level (i.e., at or above the 600 level), selected from the science courses available at UNBC or courses that emphasize a scientific orientation to natural resource issues. A maximum of 3 credit hours from independent studies can be counted towards the elective requirement. Specific details of course work ~~will be~~ are determined by the research area ~~undertaken~~ chosen by each student. The supervisory committee will ensure the appropriate selection of elective courses, and may require a student to complete more than ~~9~~ 6 elective credit hours if, for example, weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

The MSc (NRES) also requires the completion of a research thesis (NRES 790-12), in which the student makes a scientific contribution to a traditional science field or to an applied understanding of resources and the environment. Students ~~will be~~ are required to (a) make an oral presentation of the thesis proposal to the supervisory committee, (b) write an original thesis based on the research completed (in accordance with established UNBC guidelines), (c) give a public lecture on the completed thesis, and (d) present an oral defense of the thesis to the examining committee. All core and elective course requirements must have been satisfied prior to the oral defense.

Students must meet UNBC's residency requirements.

## Summary

Core Courses ~~6~~ 4 credit hours  
Methods Course 3 credit hours  
Elective Courses 9 ~~6~~ credit hours  
MSc Thesis 12 credit hours  
Total Required ~~27~~ 25 credit hours

## Recommended Progression

The normal time for completion of the MSc is two academic years. While this is the recommended ~~time line~~ timeline, it may be adjusted at the discretion of the supervisory committee to suit a particular student's research and program needs.

~~The Research Design and Methods course (NRES 705-3)~~ Research in Natural Resources and Environmental Studies (NRES 700-3) ~~will be~~ is offered annually in the September Semester. Students ~~will~~ normally enroll in ~~the Research Design and Methods~~ this course in Year I of their program. This timing ~~will~~ allows students to pursue their area of specialization with a methods course or elective courses during the September Semester, in order to develop an interest-specific framework within which to pose methodological questions for the thesis proposal.

~~The Graduate Seminar courses Colloquia (NRES 704-1.5, MCPS 704-1.5 NRES 701-1)~~ will be is offered during all September and January Semesters. Students ~~will be expected~~ are required to enroll in this course, which lasts two semesters, once during their degree program. ~~a seminar course at least two times during their degree program.~~

Electives and the required methods course may be taken at any time during Years I and II. The sequencing of electives ~~will be~~ is determined by the student in discussion with the supervisory committee. Over the September and January Semesters of Year I, the student, under the direction of the supervisory committee, will develop a thesis proposal. By the end of the second semester, the student should have successfully defended their thesis proposal to the supervisory committee. ~~This will~~ allowing the student to undertake the collection of data during the Summer of Year I. ~~It is expected that~~ The student will is expected to have successfully defended the thesis by the end of Year II.

Consent **S-201401.21**  
**Changes to Graduate Calendar Description — MBA Program**  
Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the graduate calendar description for the MBA Program, on pages 62 & 63 of the 2013/2014 graduate calendar, be approved as proposed.

Effective date: September 2014  
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]):

## Business Administration (MBA)

The MBA is recognized worldwide as the hallmark of the management professional. Graduates of the UNBC MBA program develop a well-rounded understanding of the skills needed by leaders of private and public sector organizations, and the challenges facing enterprises in general, and northern ones in particular.

The program is designed to allow professionals to complete their degree within two years while continuing to work full-time. During the first year of the program, students are introduced to the major disciplinary areas within the field of business, including strategy, economics, accounting, finance, organizational behaviour, marketing, and operations management. This part of the program builds the broad base of knowledge and skills required by senior management.

During the second year of the program, students gain a broad understanding of the global, legal and ethical environment in which organizations operate, and of the challenges facing organizations. In the context of northern British Columbia, there are economic, social, and environmental challenges confronting small and rural communities participating in a resource-based economy. Through the development of leadership and management capabilities, the MBA Program helps the communities and organizations of central and northern British Columbia to achieve sustainable success and prosperity in a changing and complex world.

~~A capstone practical business research project is required to complete the MBA degree.~~

Course participants have the opportunity to focus on individual interests during the MBA Project. Working under the supervision of a faculty member, students complete a major research project, applying relevant theory to the study of a substantial organizational problem or issue.

~~Course work during the MBA program~~ course work normally includes work assessed on an individual and group basis. Enterprise problems are seldom completely resolved through individual effort, and group work reinforces and enhances individual ability to work within multi-disciplinary teams.

Students come to the MBA program with diverse backgrounds, a range of social and cultural perspectives, and different industry and business experiences. The MBA program encourages this diversity as it fosters a rich learning environment.

~~The students in the MBA program reflect the social and cultural diversity of British Columbia and Canada, an enduring source of strength for our nation. Students will develop an appreciation and respect for the diverse perspectives and ways of understanding the world that their fellow students bring to the program.~~

~~Delivery of course material reflects the work and home life demands of participants. Course content is delivered through workshops which are scheduled to facilitate attendance and minimize the need for work-release. Workshops are compulsory, and may require weekend, evening, and summer attendance.~~

### Admission Requirements

The number of spaces in the MBA program each year is limited to facilitate quality interaction with faculty and to enrich learning for every student. Admission is by a selection process based on criteria described below.

In addition to the general admission requirements outlined in Section 1.0 of the Graduate Studies Admissions and Regulations, candidates are required to provide:

Evidence of a minimum of three years of work experience in a managerial or professional position;

Three letters of reference from academics, colleagues, supervisors or significant clients;

Demonstrated proficiency in English, as stipulated in Section 1.1 of the Graduate Studies Admissions and Regulations, ~~is required.~~

### Recommended

~~A Graduate Management Admission Test (GMAT) score report (expected minimum score 550). (The GMAT test is recommended but not required).~~

Application deadlines are found under "Semester Dates" online at [www.unbc.ca/calendar/graduate](http://www.unbc.ca/calendar/graduate), or at the School of Business web page at <http://www.unbc.ca/commerce/index.html>.

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

For additional information regarding admissions, please see the Graduate Studies Admissions and Regulations.

#### Exceptional Admission

Under special circumstances, candidates who either lack a formal degree or do not meet the grade point average requirements but who have other outstanding qualifications, such as a professional designation, may be eligible for admission. For these candidates, a personal interview is required. The personal interview is designed to assess the applicant's business skills and knowledge.

#### ~~Recommended Progression~~

~~The program is designed in a two-year modular format, preceded in some instances by a pre-MBA stage.~~

#### ~~Pre-MBA Stage~~

~~Students selected who lack specific core skills in key quantitative or qualitative areas are required to supplement or refresh their skills through a program of study established at the time of their application. The pre-MBA program is individually tailored, and determined by the Business Graduate Curriculum Committee before an offer of conditional admission into the program is made.~~

#### Required Courses for the First Year

COMM 603-3	Business and Corporate Strategy
COMM 610-3	Accounting
COMM 620-3	Corporate Finance
COMM 632-3	Organizational Behaviour
COMM 640-3	Marketing
COMM 650-3	
COMM 651-3	Operations Management Quantitative Decision Analysis
COMM 690-3	Canada's Asia Pacific Gateway
ECON 608-3	Managerial Economics

#### Required Courses for Second Year

CHOOSE Option A or B

##### Option A

COMM 799-6 MBA Project

Five of:

COMM 701-3	Strategy Implementation
COMM 703-3	International Business
COMM 725-3	Financial Management

- COMM 735-3 Law, Governance and Ethics
- COMM 736-3 Human Resource Management and Industrial Relations  
COMM 751-3 Project Management
- COMM 755-3 Management of Technology
- Option B
- COMM 701-3 Strategy Implementation
- COMM 703-3 International Business
- COMM 725-3 Financial Management
- COMM 735-3 Law, Governance and Ethics
- COMM 736-3 Human Resource Management and Industrial Relations
- COMM 751-3 Project Management
- COMM 755-3 Management of Technology

Regular

**S-201401.22**

**Approval of Deans' Collaboration Agreement Memorandum of Agreement Between the University of Northern British Columbia, the College of New Caledonia, Northern Lights College, and Northwest Community College**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the UNBC, CNC, NLC, NWCC Deans' Collaboration Agreement Memorandum of Agreement be approved as proposed.

Effective date: On Approval of Senate

It was recommended that the Deans who are party to this agreement meet annually.

CARRIED.

**10.2 Senate Committee on the University Budget**

**Whitcombe**

Senator Whitcombe noted who SCUB had met with to date, who they would be meeting with in the near future, and welcomed comments on anything related to the budget. Dr. Dale encouraged Senators to engage with SCUB, who provides advice to the President regarding the budget.

**11.0 S-201401.23**

**Approval of Motions on the Consent Agenda (no material)**

Whitcombe

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

CARRIED.

**12.0 Other Business**

**12.1 2012/13 Annual Report to Senate from the College of Arts, Social and Health Sciences**

The report was provided to Senate for information. Dean Schorcht noted a correction in the report, that student Kirk Walker is pursuing an MA in GEOG/ANTH, not GEOG/INTS as indicated on page 7 of the report.



**13.0 Information**

There were no items for information.

**14.0 S-201401.24  
Adjournment**

Whitcombe

That the Senate meeting be adjourned.

CARRIED.

The meeting ended at 5:25 p.m.



January 22, 2014

***“No SHOWS” - OUR LOST OPPORTUNITY STUDENTS***

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# “STRATEGIC ENROLMENT INTELLIGENCE”

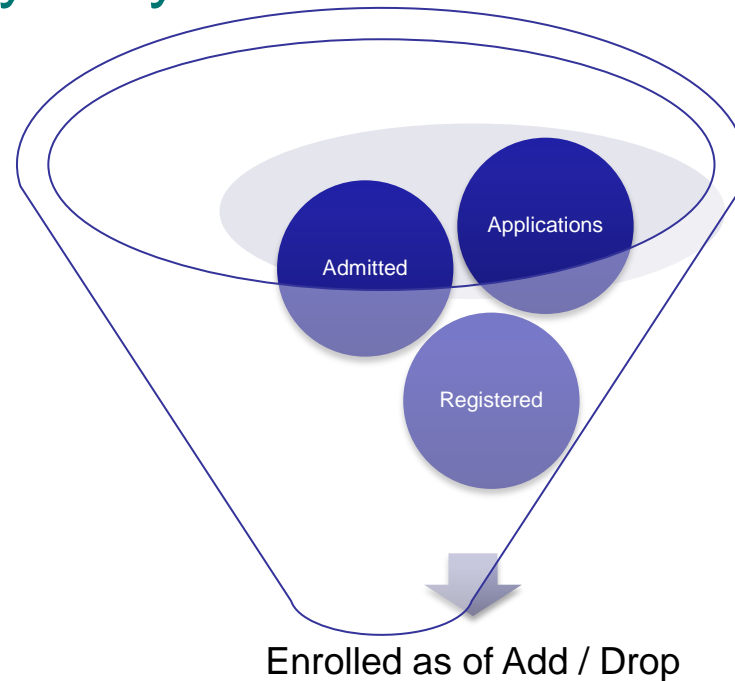
*“...strategic enrolment intelligence refers to doing the right things, at the right time, with the right people in order to achieve enrolment-related goals.”*

*Valid and Reliable Data*

**Jim Black, Editor**  
**Strategic Enrolment Intelligence:**  
**Canada’s First Book on**  
**Strategic Enrolment Management**

# Who are UNBC's Lost Students?

UNBC's recruitment and retention plans need to address what our admitted and non-registered students are saying about why they choose not to attend UNBC.



# WHAT OUR LOST STUDENTS ARE SAYING ABOUT UNBC'S 4 P'S

## The 4 P's of Enrolment Intelligence

- **Promotion**
- **Price**
- **Place**
- **Product**



# SURVEY DEMOGRAPHICS

**Survey Invites:1049**

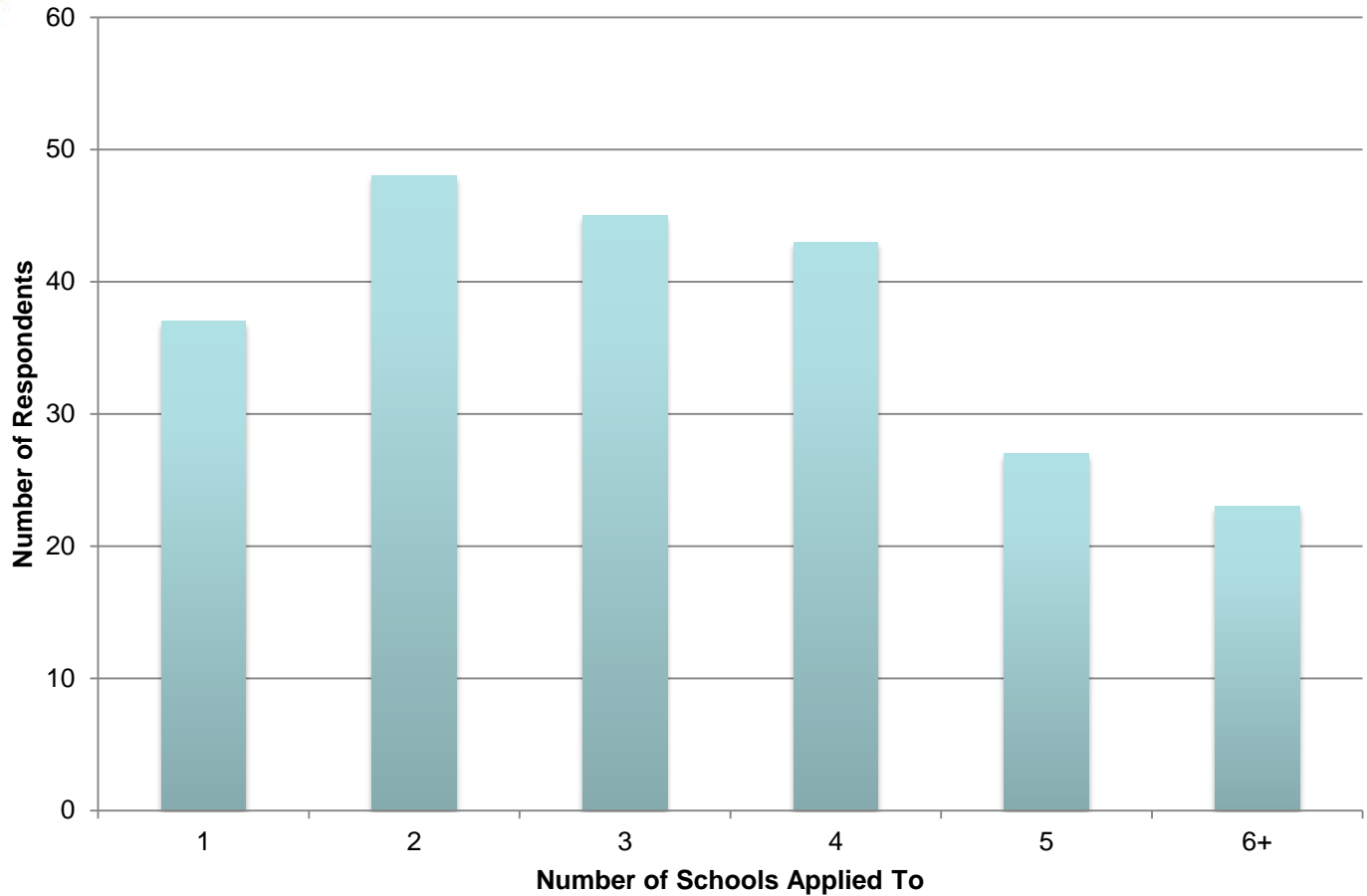
**\*Note: we enrolled a class of ~1100 NEW UG and Grad students in 2013.**

**Completed Responses:220 (21%)**

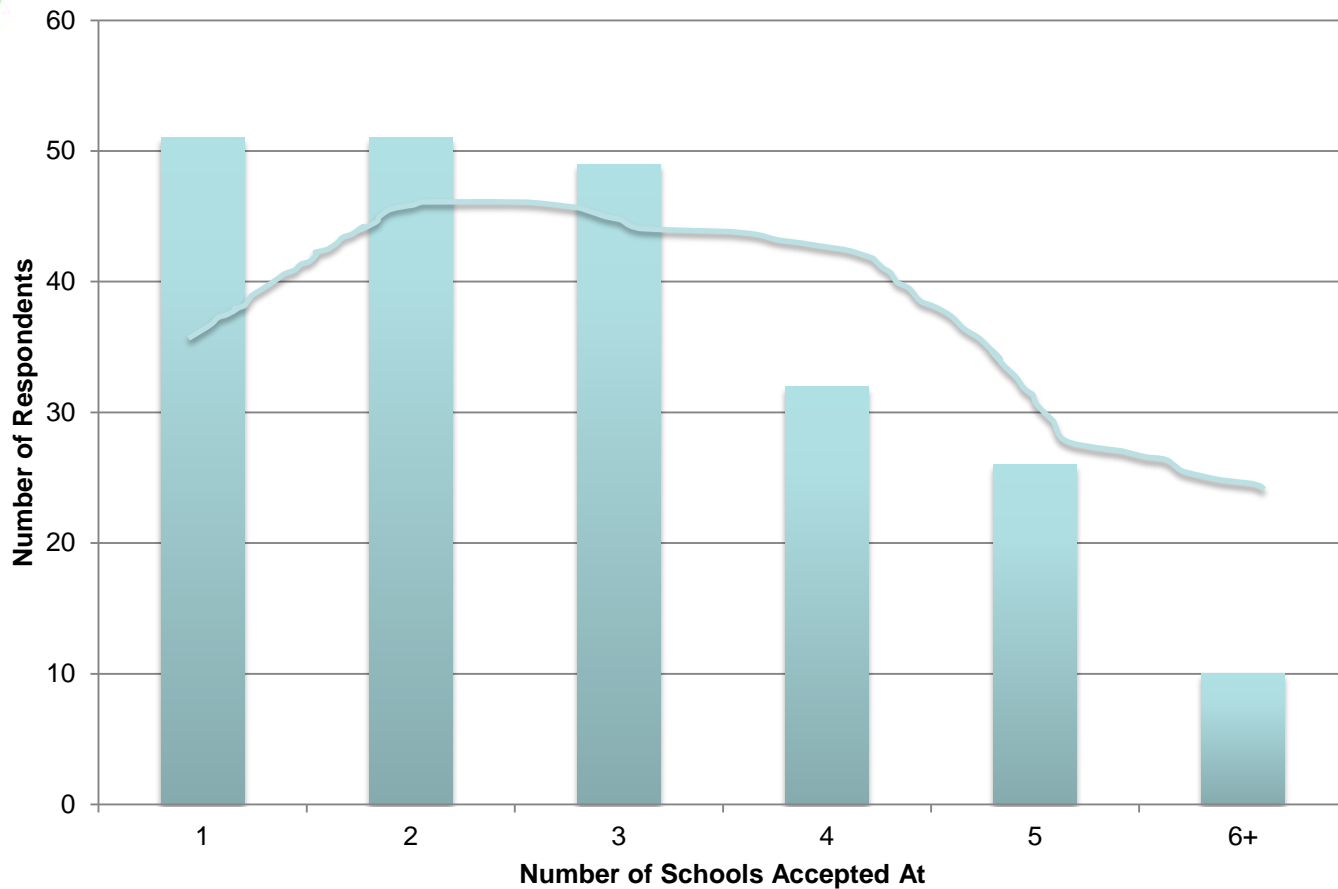
**(The completion rate is very similar to the 2011 survey.)**

**Survey Closed: Friday January 17, 2014**

# NUMBER OF POST-SECONDARY SCHOOLS APPLIED TO:



# NUMBER OF POST-SECONDARY SCHOOLS ACCEPTED AT:





# FIRST AND SECOND CHOICE SCHOOLS

## ***First Choice of Institutions:***

**UNBC: 24%**

**UBC: 20%**

**Outside of BC: 16% (primarily Alberta)**

**UVIC: 11%**

## ***Second Choice of Institutions:***

**UNBC: 33%**

**UBC: 12%**

**Outside of BC: 15% (primarily Alberta)**

**SFU: 9%**

# PROMOTION

**Thinking back to when you applied to UNBC, what sources of information did you use to learn about UNBC?**

**UNBC Website: 80%**

**Friends: 27%**

**UNBC Booth at a University Fair: 27%**

**UNBC brochure or advertisement: 25%**

**UNBC Recruiter at your School: 23%**

**Family: 23%**

# PRICE

## *What factors influenced your decision not to attend UNBC?*

### *Tuition Costs and Scholarships: 33%*

This reason was the number 3 ranked response. Overall, respondents stated tuition was reasonable.

*Living Expenses: 50% rated this as a significant deterrent.*

*Scholarships: 29% were unaware.*

# PLACE

## *What factors influenced your decision not to attend UNBC?*

### *Location: 59%*

This reason was the number 1 ranked response.

Lower Mainland “Too far from home.” “It is in Prince George.” “Location is rather undesirable.”

Northern BC “I wanted to take a break from living in Prince George.”

Transportation: “poor public transit”

# PRODUCT



**What factors influenced your decision not to attend UNBC?**

**Schedule of Courses: 90% indicated this was NOT influential (i.e., we had a good course schedule)**

**Program Offerings: 48% indicated this was a significant factor.**

This was the number 2 ranked reason.

# SUMMARY

Our Promotion appears to be effective.

Our Price for living expenses is high for those who need to travel to Prince George.

Our Place is a deterrent for those mainly outside of our region.

Our Product is a significant deterrent for those who choose to apply but not attend.

# SUMMARY

**The enrolment services plan does address promotion, price, place, and product.**

**Senate, academic units, and curriculum committees have a large influence on ensuring relevant programming.**



January 22, 2014

# ***2013-2015 ENROLMENT SERVICES PLAN***

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# “ENROLMENT SERVICES PLAN”

## Developed Spring/Summer 2013

PRIORITY: INCREASE UNBC'S PRESENCE IN HIGH SCHOOLS IN THE UNBC REGION				
Goal	Rationale	Strategy	Action	Resources (Staff & Support)
<p>Prince George: Maintain UNBC's status as the Number One Choice of PG High School Students.</p> <p><b>(2014 Goal = +20 Students)</b></p>	<p>Our yield rate of PG High School students is strong at 75.3%. However, a 2011 survey<sup>9</sup> suggests that for many students UNBC is their second choice, and is selected because it is close to home. Heading into our 25<sup>th</sup> year we should work to promote our achievements. We should also look at working to develop partnerships with departments and programs on campus to create awareness and positive brand identity with UNBC from grades 5-11. By getting our message out early to students, we can promote the benefits of a university education and the programs and services that UNBC has to offer.</p>	<ul style="list-style-type: none"> <li>Promote UNBC's reputation and achievements in the high schools.</li> <li>Create excitement about UNBC by inviting Grade 12 students to on-campus events.</li> <li>Promote our alumni.</li> <li>Promote UNBC's reputation to parents.</li> <li>Develop a program to promote UNBC to students from grades 10-11 (especially focus on Planning 10 classes)</li> <li>Contribute to a program to promote university studies and UNBC to students from grades 5-9.</li> </ul>	<ul style="list-style-type: none"> <li>Student for a Day</li> <li>Academic Exposure (evening open house)</li> <li>Basketball game &amp; pizza night</li> <li>Developing posters with Alumni Relations</li> <li>Visit PG high schools once per month</li> <li>Visiting PG high schools when the course schedule is released in April to assist with registration.</li> <li>Identify UNBC representatives to sit on Parents Advisory Councils.</li> <li>Visit Planning 10 Classes</li> </ul>	<p>Student Recruitment Officers, Athletics Staff, Alumni Relations Officer, Student Life, Student Recruitment and Advising Centre Assistant, Faculty</p>
<p>South Central: Increase our yield rate to 55%. With a primary focus on Correllieu Secondary in Quesnel.</p> <p><b>(2014 Goal = +10 Students)</b></p>	<p>Currently our yield rate is 49.2% in the South Central Region. While Williams Lake is often seen as TRU territory, we have the opportunity to increase our yield rate from the region by focusing on Quesnel and capitalizing on the "close to home" factor. As we change our promotion in PG, we can begin to implement this strategy in other areas with the goal of continuing to increase our yield.</p>	<ul style="list-style-type: none"> <li>Increase our visibility at Correllieu Secondary.</li> <li>Increase our one-on-one interactions with high school students in Quesnel.</li> <li>Enhance the utilization of the Quesnel Campus.</li> </ul>	<ul style="list-style-type: none"> <li>A Student Recruitment Officer is making repeated visits to Correllieu Secondary in Quesnel.</li> <li>When the course schedule is released in April, a Student Recruitment Officer will call each applicant to assist with course registration.</li> <li>Identify UNBC representatives to sit on Parent Advisory Councils.</li> </ul>	<p>Student Recruitment Officers, Faculty</p>
<p>Northwest: Increase our yield rate to 55%.</p> <p><b>(2014 Goal = +10 Students)</b></p>	<p>Currently our yield rate is 60.2%. Over the long term we should aim to increase this number to mirror our PG yield rate, as we are the university that is the closest in proximity to this region. For this year an incremental increase of 65% has been set.</p>	<ul style="list-style-type: none"> <li>Increase our visibility in the region.</li> <li>Increase our visits to high school located in this region.</li> <li>Enhance the utilization of the Terrace Campus.</li> </ul>	<ul style="list-style-type: none"> <li>Attend All Native basketball tournament (this is a big draw event in the region).</li> <li>Participate in PSI and Strengthening Connections visits.</li> <li>Focus on re-visits to high schools in the January semester.</li> <li>When the course schedule is released in April, calling all applicants to assist with course registration.</li> <li>Identify UNBC representatives to sit on Parents Advisory Councils.</li> </ul>	<p>Student Recruitment Officers, Athletics</p>
<p>Northeast: Increase our yield rate to 75%</p> <p><b>(2014 Goal = +5 Students)</b></p>	<p>Currently our yield rate is 69.7%. This is a fairly respectable rate, especially considering that many in this region have an affiliation to Alberta, and this connection can promote attendance at institutions such as Grand Prairie Regional College.</p>	<ul style="list-style-type: none"> <li>Increase our visibility in the region.</li> <li>Increase our visits to high schools located in this region.</li> <li>Enhance the utilization of the Fort St John Campus.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in PSI and Strengthening Connections visits.</li> <li>Focus on re-visits to high schools in the January semester.</li> <li>When the course schedule is released in April, calling all applicants to assist with course registration.</li> <li>Identify UNBC representatives to sit on Parents Advisory Councils.</li> </ul>	<p>Student Recruitment Officers</p>

**(2014 Goal for UNBC Region High Schools = +45 Students)**

<sup>9</sup> In 2011 a survey of first-year students who were admitted to UNBC, but did not attend was conducted. Although the students were not just from Prince George some common themes are presented during about interactions with Prince George high school students can be extrapolated. 121 survey respondents indicated why UNBC was their primary choice. The most common answer (from 39 respondents) was the UNBC was close to home. Only eight respondents indicated reputation.



# “BUILDING ON OUR STRENGTHS”

**“Embracing the university community’s desire to build on our strengths, the 2013-2015 Enrolment Services Plan has been developed by the Enrolment Services unit of UNBC’s Office of the Registrar.”**



# “BUILDING ON OUR STRENGTHS”

**“The priorities identified for the Enrolment Services unit for student recruitment and conversion over the next two year are as follows:”**



# PRIORITY #1

## *Increase UNBC's presence in high schools in the UNBC Region*

September 2014 Goal: +45 Regional High School Students




# PRIORITY #2

***Focus on recruiting  
students from select high  
schools and cities in  
Southern BC, Alberta, and  
Ontario***

**September 2014 Goal: +20 Southern BC, Alberta & Ontario  
High School Students**

# PRIORITY #3



***Promote student transfers from BC Colleges within the Region as well as liaising with college partners throughout BC to increase student transfer to UNBC***

**Goals: Dual-Enrolment, Transfer Agreements, Dual Admission, Promote Unique Transfer Arrangement (i.e. OC – ENVS 2+2)**



# PRIORITY #4

***Establish partnerships with the CNC Aboriginal Resource Centre and First Nations Communities to recruit First Nations students to UNBC***

**Goal: Establish Relationships With Key Stakeholders to Promote Increased Community & Student Awareness**



# PRIORITY #5

***Establish partnerships and agreements with the CNC International Education Office and Regional School Districts to promote international student enrolment at UNBC***

**Goals: Re-Establish Relationship with CNC International Education & Establish Connections with Regional School District International Education**





# PRIORITY #6

***Increase Mature and Interest Only applications by raising awareness about UNBC's courses and programs***

**Goal: Actively Promote Part-Time & One-Time Registration Opportunities, Including Continuing Studies**



# PRIORITY #7

## *Actively monitor the application funnel to enhance conversion*

**Goals: Create a Culture of Data-Driven Decision Making & Actively Engage Staff in the Conversion Process**



# PRIORITY #8

## *Establish a Student Recruitment and Conversion Advisory Committee to assist in the promotion of programs*

**Goal: Actively Engage Key UNBC Stakeholders in the Conversion Process, especially outside of the UNBC Region.**



# PRIORITY #9

## *Enhance the retention of current UNBC students*

**Goal: Redesign Student Advising being provided to Student on Academic Probation, Develop a Developmental Advising Model, & Actively Promote Registration CASHS Foundation Year**



# PRIORITY #10

***Establish a strategy and commit dedicated resources and personnel to recruit graduate students to UNBC***

**Goals: Work with Graduate Programs to Develop a Graduate Student Recruitment Plan & Create a Staff Position Dedicated to Graduate Student Recruitment to Ensure Timely & In-Depth Responses to Graduate Inquiries**



# GOALS OF THE PLAN

**The plan emphasizes undergraduate student recruitment and conversion, and is designed to assist the university in meeting a goal of having 3,300 undergraduate students at the University of Northern British Columbia by the September 2016 intake of students.**