

SENATE MEETING

OPEN SESSION

MINUTES

May 29, 2024

3:30 – 5:30 PM

Senate Chambers

Present: C. Brown, C. Barreira, D. Brown, R. Camp II, J. Crandall, D. Casperson, B. Deo, B. Durau, T. Fuson (non-voting), T. Fyfe, N. Hanlon, J. Hirt, M. Gehloff, J. Heard (Acting Secretary of Senate), C. Hofsink, C. Ho Younghusband, H. Kazemian, J. King, T. Klassen-Ross, D. Kubert (non-voting), A. Kranz, S. Linton, D. Litz, S. MacKay, M. Mandy, R. Noonan, D. Nyce, B. Owen, A. Parent (Recording Secretary), G. Payne (Chair), P. Prince, K. Rennie, D. Roberts, F. Somani, R. Somani (non-voting), K. Standish (non-voting), D. Stark (non-voting), K. Stathers, F. Tong, T. Whitcombe, P. Wood-Adams

Regrets: J. Bankole, B. Danesh, R. Fonda, K. Fredj, P. Gangani, M. Groulx, L. Haslett (non-voting), N. Koper, S. Iftikhar, D. McIntosh, D. Pandya, G. Potter (non-voting), K. Read (Secretary of Senate), R. Robinson, P. Siakaluk (non-voting), M. Tipler (non-voting), S. Wilson, P. Winwood (non-voting)

The Senate Meeting began at 3:33 pm.

Jen Heard, Associate Registrar, Records and Systems was the Acting Officer for the Secretary of Senate.

Acknowledgement of Territory

For thousands of years, Indigenous Peoples have walked gently on the diverse traditional territories where the University of Northern British Columbia community is grateful to live, work, learn, and play. We are committed to building and nurturing relationships with Indigenous peoples, we acknowledge their traditional lands.

The President provided his personal land acknowledgement and reflections.

1.0 **S-202405.05**

Approval of the Agenda

Whitcombe

That the agenda for the May 29, 2024, Open Session of Senate be approved as presented.

Amendment 1

Hirt

That the Item to Move to Closed Session be moved to agenda item 2.0 to ensure the consideration of the motions under item 14.5. on the agenda.

Amendment 2

Owen

Update from the Provost on Senator Hanlon's question from the March Senate on the academic regulations concerning course load will be added under Business Arising, Item 4.2.

CARRIED as amended.

The public was asked to leave the meeting.

2.0 **S-202405.29** *(13 minutes)*

Move to the Closed Session

Hirt

That the meeting move to Closed Session.

CARRIED

The meeting moved into closed session at 3:34 pm.

The meeting moved into open session at 3:46 pm.

Presentations:

2.1 Graduate Admissions – Jill Mitchell Nielsen, Associate Registrar, Graduate (24 minutes)

J. Mitchell Nielsen provided to Senate with an overview of the recent changes and enhancements to Graduate Admissions.

2.2 UNBC Accessibility Plan Draft & Presentation - Interim Manager, Equity & Inclusion (19 minutes)

M. Gobbi provided a brief background on the accessibility plan and why it exists and its importance.

3.0 Approval of the Minutes

It was noted that there are no minutes from April as the meeting did not achieve Quorum.

S-202405.06

Approval of the Minutes

Hanlon

That the Minutes for the March 27, 2024, Open Session of Senate be approved as presented.

CARRIED

S-202405.07

Approval of the Minutes

Roberts

That the Minutes for the May 8, 2024, Special Open Session of Senate be approved as presented.

CARRIED

4.0 Business Arising

4.1 AI Task Force Update

Owen

4.1.1 AI Task Force members – a list of members was included in the meeting package.

4.1.2 Guidance on the acceptability of using generative AI in coursework

The Interim Provost shared a guidance document prepared by the AI Task Force to provide guidelines for faculty, staff, and students on statements of acceptable use of generative AI and coursework. This will be presented on the Provost website and shared for wider distribution this summer.

4.2 Update on Senator Hanlon's question from March on the academic regulations concerning course load Owen

The Interim Provost reported that the regulation that states that not more than 21 hours may be attempted in the semester except by permission of the Dean was reviewed by SCAAf. One of the questions that was considered was if an increase in credit load corresponded with a decrease in GPA. SCAAf felt that at this time the academic regulation did not need to be changed but that academic programs may want to consider lowering that regulation on a program by program basis. Senate discussed:

- the implications for instructors when students require accommodations for increased course loads
- further discussion that the GPA analysis
- implications on regulation changes to programs with more than 15 credit hour requirements
- the risk on student taking too many credits
- 34 programs required students to take more than 15 credits in their first year
- consideration of the implications on students registered in the spring semester

The Interim Provost will bring these discussion points back to SCAAf.

5.0 President's Report

Payne

5.1 Report from the March 28, 2024 Board of Governors

- i. FIPPA Annual Statistical Report
- ii. Enterprise Risk Management Quarterly Report and Presentation
- iii. New Program Approvals – PhD in Engineering, PhD in Chemistry, Graduate Certificate in Change Leadership
- iv. Budget 2024/25 and Projection for 2025-28
- v. Consolidated Budget
- vi. Investment Advisory Terms of Reference and Membership
- vii. Family Nurse Practitioner Capital Project
- viii. Presidential Related Policies and Procedures
- ix. Board Code of Ethical Conduct and Annual Signing
- x. Quarterly *Board of Governors Appointment Delegation Policy* Report
- xi. Cyber Security Presentation
- xii. President's Recommendations for Tenure & Promotion
- xiii. UNBC Naming Opportunities

- xiv. Annual Schedule of Board Meetings
- xv. Governance Action Items
- xvi. Enrollment Management Discussion

The President reported on our 30 year partnership with the Wilp Wilxo'oskwhl Nisga'a Institute (WWNI). He will be signing a yearlong extension of our current WWN agreement during this time he will be working with Senator Nyce to elevate what UNBC and WWN are doing in terms of our partnership. The revised agreement will come to Senate and the Board for consideration before its signing in the fall of 2025.

The President reported that the Moose Hide campaign walk and 2024 Donor Appreciation Event.

6.0 Report of the Interim Provost

Owen

Interim Provost Owen reported on:

- the Faculty Recognition event which celebrated the exceptional achievements and contributions of our esteemed Faculty members as well as the awarding of 8 Professor titles.
- an information session for new faculty members to help them understand the tenure and promotion process
- a meeting with the Vice Presidents, Academic and Provost from the Research Universities Council of BC
- the consultation process for a revised academic plan.
- Increased focus on UNBC's International Strategy and our Academic Regional Strategy

7.0 Report of the Registrar (5 minutes)

Heard

Associate Registrar Heard reported on:

- registration for the next academic year
- our new registration system, students can create different plans based on different scenarios and then with one click register.
- 796 students with 800 credentials will be graduating
- streamlining processes, such as graduate registration

8.0 Question Period (10 minutes)

8.1 Questions in advance – Senator Hirt

- 8.1.1 'I would like to raise an issue about how take home exams are currently being administered by instructors at UNBC. Since the Covid-19 pandemic there has been an increase of take-home exams to assess a student's learning. While I recognize that take home exams can be an excellent way to assess a student's learning, as it alleviates the time pressure of traditional examinations, and offers the opportunity to ask more in-depth questions about the learning objectives of the class, there are currently many issues with how some instructors choose to deliver the examination. Currently many take home exams are administered over a 24-hour period, which disadvantages students who are involved with

their communities, work jobs in order to pay for their schooling, or who take a fuller course load. This has resulted in several students staying up to absurd hours working on the exam, and even several students who have skipped other classes in favor of working on the exam. With these issues I think that regulations on how take home exams are administered should be considered. These should include extending the time period to allow for disadvantaged students who have to work to support their studies to have a fair chance, as well as allow for students who are involved with their communities to not be at a disadvantage.'

Associate Registrar Heard reported that from a scheduling perspective, the Office of the Registrar is aware of this and is working on getting a better understanding of it for scheduling purposes. A meeting has been scheduled with the Deans to talk specifically about take home exams.

The Interim Provost reported that he will work with the Office of the Registrar on better understand the context of the issues and will then work with the CTLT to help support faculty on their assessment needs to provide options and be able to clearly communicate this to instructors and students.

8.2 Questions from the floor – none

9.0 Removal of Items from the Consent Agenda

Payne

10.0 Committee Reports

10.1 Senate Committee on Student Appeals

Klassen-Ross

One appeal has been received and resolved.

10.2 Senate Committee on Academic Affairs

Owen

For Approval:

LPN Pathway NBNP Proposal was included in the meeting package.

S-202405.08

New Program Approval

Gehloff

That the LPN Pathway – NBNP be approved as proposed.

Effective Date: September 2025

CARRIED

LPN Pathway – NBNP

General Calendar Description:

The LPN (Licensed Practical Nurse) Pathway – NBNP (Northern Baccalaureate Nursing Program) is a Year 3 and Year 4 Bachelor of Science in Nursing (BScN) degree program offered in Fort St. John and Prince George, BC. Delivered in tandem with the NBNP, the LPN Pathway – NBNP offers an entry-route explicitly for graduates of Practical Nursing (PN) diploma programs recognized by BCCNM or elsewhere in Canada. Students are expected to commit to a full-time program of combined theory-based and clinical coursework delivered over five consecutive semesters.

The LPN Pathway – NBNP requires students to take at least 51 credit hours of Nursing courses. The minimum requirement for completion of a Bachelor of Science in Nursing is 128 credit hours.

Transfer Credit

Transfer credit may be awarded for coursework completed at other recognized institutions. Applicants who are admitted to the LPN Pathway – NBNP are awarded a block transfer of 53 credit hours. The total transfer credit awarded on the basis of acceptable courses completed at other institutions may not exceed 77 credit hours. All transfer credit used to meet program and elective requirements must normally be completed within 10 years prior to the semester of admission.

Criminal Records Search

LPN Pathway - NBNP students are required to undergo criminal records searches prior to admission (refer to Academic Regulation on *Criminal Records Review* in this Calendar).

Immunization and CPR Certification

The UNBC School of Nursing sends documentation and information regarding immunization policies to all students accepted into the LPN Pathway - NBNP. Once accepted into the Program, all students must submit:

- a record of immunization status and any annual vaccination requirements, such as the Influenza Vaccine, based on release date of vaccine.
 - Students must submit a completed immunization form to the UNBC School of Nursing prior to the start of their first semester of studies. Students who fail to submit a completed form may not be allowed to practice in the clinical setting.
- documentation of one of the following Cardiopulmonary Resuscitation (CPR) certifications, which must be successfully maintained throughout the program: CPR-C or Basic Life Support (BLS).
 - BLS is highly recommended.

- Online CPR courses that do not include face-to-face practice components are not acceptable.
- Students must submit proof of CPR certification (and recertification) annually prior to commencement of classes, regardless of the expiry date on the card.

Admission Requirements

Admission to the LPN Pathway - NBNP is a competitive, criteria-weighted process consisting of a compiled minimum admission qualification score based on all application materials.

The application deadline is January 15th. The University may review applications received after the deadline based on available space in the program.

The fulfillment of admission requirements does not guarantee admission to the LPN Pathway - NBNP. The UNBC School of Nursing considers all applicants who complete the application process and meet the minimum requirements; however, it gives preference to Canadian citizens and permanent residents. Fifty percent (50%) of LPN Pathway – NBNP seats in Fort St. John are allocated to applicants who complete a minimum of 15 university transfer credit hours (within 10 years prior to the semester of admission) or the PN Diploma at Northern Lights College. A further twenty-five percent (25%) of seats in Fort St. John and twenty-five percent (25%) of seats in Prince George are allocated to self-identified Indigenous applicants. If the allocated seats above are not filled, UNBC offers the remaining seats to other qualified applicants.

The UNBC School of Nursing reserves the right to select and admit those students who demonstrate academic potential, strong motivation to study nursing, and the qualities, judgement, and clinical aptitude necessary to be a caring and professional nurse.

Academic Requirements

Applicants must meet all of the following criteria:

- meet UNBC admission requirements.
- be a graduate of a Practical Nursing (PN) diploma program recognized by BCCNM or a PN diploma program recognized by the PN regulatory body in another Canadian jurisdiction; and
- have completed 6 credit hours of Human Anatomy and Physiology (lab components highly recommended) with a minimum grade of B- within 10 years prior to the semester of admission.

Supplemental Application Information Requirements

Applicants must also submit the following documentation:

- Proof of current registration and license as a full scope Licensed Practical Nurse with BCCNM.

- A letter of recommendation from a current or most recent former employer demonstrating the applicant has at least two years of Acute Care experience in British Columbia as an LPN within the last five years. The referee submits the letter of recommendation directly to UNBC via the BScN Confidential Recommendation form;
- A Rural Remote Suitability Index Questionnaire;
- A current resume detailing education, work and volunteer experience, and any credentials, accomplishments, or experiences relevant to nursing;
- A personal statement outlining the reason(s) the LPN Pathway – NBNP is the applicant's program of choice and demonstrating why the applicant is a suitable candidate for the program; and
- One additional work-related or academic reference letter submitted directly to UNBC via the BScN Confidential Reference form.

Program Requirements

300 Level

NRSG 302-3 Pathophysiological Concepts

NRSG 303-3 Pharmacology

NRSG 304-3 Ethics and Law for Nursing Practice

NRSG 305-3 Concepts for Evidence-Informed Nursing

400 Level

NRSG 400-3 Nursing Leadership for Quality Care

NRSG 410-7 Professional Practice: Mental Health

NRSG 411-7 Professional Practice: Community Health Nursing

NRSG 412-7 Professional Practice: Perinatal and Pediatrics

NRSG 415-7 Medical and Surgical Nursing Practice 2

At least **one** of the following areas of clinical focus:

NRSG 420-8 Community Health Nursing

NRSG 421-8 Rural Health and Nursing

NRSG 422-8 Indigenous Health and Nursing

NRSG 423-8 Nursing Practice in Mental Health and Substance Use

NRSG 424-8 Acute Care Nursing

NRSG 425-8 Pediatric Nursing

NRSG 497-8 Specialty Focus in Nursing

Elective Requirement

Eighteen credit hours chosen to fulfil the requirements below, and to ensure completion of a minimum of 128 credit hours. A course may not be used to satisfy the requirements in more than one category. Students are strongly advised to complete the following required elective coursework prior to Year 4:

- Three credit hours in Indigenous Studies (FNST) at any level;
- Three credit hours in English (ENGL) at any level;
- Three credit hours in Microbiology (HHSC or BIOL) at any level;
- Three credit hours in Statistics (STAT) at any level, (or ECON 205-3);
- Three credit hours in Psychology (PSYC) at any level;
- Three credit hours in Social Science (i.e., ANTH, COMM, ECON, INTS, POLS, PSYC), at any level.

Items .09 to .11 were moved as an omnibus motion.

S-202405.09

Change(s) to Program Requirements

F. Somani

That the changes to the Program Requirements for the School of Education, on pages 94-95 (in the PDF calendar accessible on the UNBC web page) of the 2023/2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

Program Requirements

The Bachelor of Education degree is a 60-credit program offered in five continuous blocks over four semesters (Prince George Campus) or in six continuous blocks over five semesters (Northwest Campus and South-Central Campus). The third semester consists of two blocks. For further information on the program structure and schedule, please contact the School of Education.

Elementary Years Stream (K-7) (Prince George Campus)

Year 1 Courses

~~EDUC 336-(3,4) Inclusive Education: Success for All Inclusion and Exceptionalities~~
~~EDUC 346-(2,3) Aboriginal and Indigenous Education~~
~~EDUC 351-(2,3) Curriculum and Instruction: Second Language~~
EDUC 358-3 Literacy Foundations in the Elementary Years
EDUC 376-3 Numeracy Foundations in the Elementary Years
EDUC 388-3 Applied Design, Skills, and Technologies in the Elementary Years
EDUC 390-3 Observational Practicum
EDUC 391-3 Experiential Practicum
EDUC 393-3 Foundations of Education
EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context
~~EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST~~
~~EDUC 398-3 Curriculum and Instruction in Math and Science using ADST~~
~~EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy (EY)~~
~~EDUC 401-3 Career Education~~
EDUC 402-3 Diverse Classrooms
EDUC 403-3 Mental Health and Wellness
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio¹
EDUC 406-3 Fine Arts in the Elementary Years
EDUC 421-3 Assessment and Motivation
EDUC 446-(2,3) Aboriginal and Indigenous Education: Epistemology¹
EDUC 489-3 Physical and Health Education in the Elementary Years
EDUC 490-(3,4) Formative Practicum

Year 2 Courses

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio¹
EDUC 446-(2,3) Aboriginal and Indigenous Education: Epistemology¹
EDUC 491-6 Summative Practicum

Note:

1. ~~EDUC 405-3: Reflective Practice Through Inquiry and e-Portfolio~~ and ~~EDUC 446-(2,3): Aboriginal and Indigenous Education: Epistemology~~ span all four continuous semesters. The student enrolls

in EDUC 405-3 and EDUC 446-(2,3) in the First Semester Block One and the grade is determined in Fourth Semester Block Five.

Elementary Years Stream (K-7) (Northwest Campus and South-Central Campus)

The Regional BEd Program is offered as a shared cohort across Northwest Campus and South-Central Campus. Please check with the School of Education for the next intake date of the Regional BEd Program at a particular campus.

Year 1 Courses

~~EDUC 336-(3,4) Inclusive Education: Success for All~~ Inclusion and Exceptionalities

~~EDUC 346-(2,3) Aboriginal and Indigenous Education~~

EDUC 358-3 Literacy Foundations in the Elementary Years

EDUC 376-3 Numeracy Foundations in the Elementary Years

EDUC 388-3 Applied Design, Skills, and Technologies in the Elementary Years

EDUC 390-3 Observational Practicum

EDUC 391-3 Experiential Practicum

EDUC 393-3 Foundations of Education

EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context

~~EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST~~

~~EDUC 398-3 Curriculum and Instruction in Math and Science using ADST~~

~~EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy (EY)~~

~~EDUC 401-3 Career Education~~

EDUC 405-3 Reflective Practice Through Inquiry ~~and e-Portfolio~~¹

EDUC 406-3 Fine Arts in the Elementary Years

EDUC 421-3 Assessment and Motivation

EDUC 446-(2,3) Aboriginal and Indigenous Education: Epistemology¹

EDUC 489-3 Physical and Health Education in the Elementary Years

Year 2 Courses

EDUC 351-(2,3) Curriculum and Instruction: Second Language

EDUC 402-3 Diverse Classrooms

EDUC 403-3 Mental Health and Wellness

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio¹

EDUC 446-(2,3) Aboriginal and Indigenous Education: Epistemology¹

EDUC 490-(3-4) Formative Practicum

EDUC 491-6 Summative Practicum

Note:

1. EDUC 405-3: Reflective Practice Through Inquiry and e-Portfolio and EDUC 446-(2,3): Aboriginal and Indigenous Education: Epistemology span all four or five continuous semesters. The student enrolls in EDUC 405-3 and EDUC 446-(2,3) in the First Semester Block One; the grade for EDUC 446-(2,3) is determined in Fourth Semester Block Five, and the grade for EDUC 405-3 is determined in Fifth Semester Block Six.

S-202405.10

Change(s) to Program Requirements

F. Somani

That the changes to the Program Requirements for the School of Education, on pages 97-98 (in the PDF calendar accessible on the UNBC web page) of the 2023/2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

Program Requirements

The Bachelor of Education degree is a 60-credit program offered in five continuous blocks over four semesters. The third semester consists of two blocks. For further information on the program structure and schedule, please contact the School of Education.

To be eligible for a Bachelor of Education degree the teacher candidate must earn a Pass (B+) in all Education courses.

Upon successful completion of all academic coursework for the Bachelor of Education, teacher candidates are recommended by the Chair of the School of Education to the Ministry of Education for professional certification. Graduates choosing to work in a BC public school must apply to the BC Ministry of Education and provide required documentation and payment of fees.

Secondary Years Stream (Grades 8-12)

Year 1 Courses

EDUC 336-~~(3, 4)~~ Inclusive Education: Success for All Inclusion and Exceptionalities

EDUC 346-~~(2, 3)~~ Aboriginal and Indigenous Education

EDUC 361-~~(3, 4, 6)~~ Curriculum and Instruction: Secondary Humanities Part 1²
or EDUC 372-~~(3, 4, 6)~~ Curriculum and Instruction: Mathematics and Science Part 1²

EDUC 361-~~(3, 4, 6)~~ Curriculum and Instruction: Secondary Humanities Part 2²
or EDUC 372-~~(3, 4, 6)~~ Curriculum and Instruction: Mathematics and Science Part 2²

EDUC 390-3 Observational Practicum

EDUC 391-3 Experiential Practicum

EDUC 393-3 Foundations of Education

EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context

EDUC 399-3 Integrating ADST as a Pedagogical Stance

EDUC 401-3 Career-Life Education

EDUC 402-3 Diverse Classrooms

EDUC 403-3 Mental Health and Wellness

EDUC 405-3 Reflective Practice Through Inquiry ~~and e-Portfolio~~¹

EDUC 421-3 Assessment and Motivation

EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (SY)

EDUC 446-~~(2, 3)~~ Aboriginal and Indigenous Education: Epistemology¹

EDUC 490-~~(3, 4)~~ Formative Practicum

Year 2 Courses

EDUC 405-3 Reflective Practice Through Inquiry ~~and e-Portfolio~~¹

EDUC 446-~~(2, 3)~~ Aboriginal and Indigenous Education: Epistemology¹

EDUC 491-6 Summative Practicum

Notes:

1. EDUC 405-3: Reflective Practice Through Inquiry ~~and e-Portfolio~~ and EDUC 446-~~(2, 3)~~: Aboriginal and Indigenous Education: Epistemology span all four continuous semesters. The student enrolls in EDUC 405-3 and EDUC 446-~~(2, 3)~~ in the First Semester Block One and the grade is determined in

Fourth Semester Block Five.

2. A total of 9 credits ~~is~~ hours are taken of either EDUC 361-(3,4, 6) Curriculum and Instruction: Secondary Humanities or EDUC 372-(3,4, 6) Curriculum and Instruction: Mathematics and Science.

S-202405.11

New Course Approval

F. Somani

That the new course EDUC 388-3, Applied Design, Skills, and Technologies in the Elementary Years, be approved as proposed.

Effective Date: September 2024

CARRIED

This course provides teacher candidates with opportunities to explore, inquire about, and understand experiential and hands-on learning. Applied Design, Skills, and Technologies (ADST) is a component of the B.C. Curriculum that promotes cross-curricular learning, design-thinking principles, the acquisition of skills, and the application of technologies including computational thinking and digital literacy. Teacher candidates learn teaching strategies to encourage students' natural curiosity, inventiveness, and desire to use their unique ideas to create and work in practical ways. Graded on a PASS/FAIL basis

Preclusions: EDUC 397-3; EDUC 398-3; EDUC 400-6

S-202405.12

Change(s) in Course Title and Description

Hirt

That the changes to the course title and description for EDUC 336-(3, 4), Inclusive Education: Success for All, on page 226 of the 2023/2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

EDUC 336-(3, 4) Inclusion and Exceptionalities Inclusive Education: Success for All This course focuses on understanding the exceptionalities of individual learners and inclusive education in K-12 settings. Course content includes the identification and assessment process of individuals with neurodevelopmental and physical exceptionalities based on current policy and practice. There is an examination of evidence-based inclusive pedagogy, including universal design for learning and multi-

tiered systems for support. Case studies are used to explore integrating these supports into inclusive lesson planning and individual education plans, inclusive teaching strategies across curricula, assessment, and classroom management. This course addresses inclusion based on the premise that all students have individual differences and that health within classrooms depends on celebrating differences. Students' differences include, but are not limited to, experiences, skills, knowledge, perspectives and cultural beliefs. Inclusive educators consider pedagogical components and strategies when selecting, designing and adapting their classroom and learning activities to include all learners. Graded on a PASS/FAIL basis.

S-202405.13

Hirt

That the changes to the course title and description for EDUC 358-3, Language and Literacy, on page 227 of the 2023/2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

EDUC 358-3 Language and Literacy Foundations in the Elementary Years : Reading, Writing, and Inquiry Context This course develops the foundations to design, teach, and assess all areas of literacy (oral language, reading, and writing) during the elementary years. Teacher candidates develop an understanding of the developmental continuum of literacy and the integration of literacy skills across subject areas. The course content focuses on evidence-based theory and practice for culturally responsive and inclusive learning environments. There is a practical application of literacy-based informal and formal assessments. provides current models of early years reading and writing as well as content inquiry processes. It also includes assessment tools for reading, writing, and spelling. Students experience planning instruction in these areas. Adaptions and extensions in instruction and assessment across diverse learners are explored and shared. Graded on a PASS/FAIL basis.

S-202405.14

Change(s) in Course Title and Description

Hirt

That the changes to the course title and description for EDUC 376-2, Numeracy: Math Concepts (EY), on page 227 of the 2023/2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

EDUC 376-(2, 3) Numeracy : Math Concepts (EY) Foundations in the Elementary Years This course develops the foundations to design, teach, and assess all areas of numeracy (number sense, computational fluency, patterns, geometry and measurement, and data and probability) during the

elementary years. Teacher candidates explore learner-centred, experiential, and inquiry-based teaching methods. Confidence in teaching mathematics is generated by integrating individual interests. prepares prospective teachers to teach early years mathematics by 1) improving their knowledge of mathematics, 2) introducing them to the development of numeracy in young children, 3) familiarizing them with the BC mathematics curriculum for the early years; and 4) building connections between mathematical knowledge, development, curricular guidelines, and instructional strategies. Graded on a PASS/FAIL basis.

S-202405.15

Proposed Revision of Calendar Entry

Hirt

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course title and description for EDUC 401-3, Career Education, on page 229 of the 2023-2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

EDUC 401-3 Career-Life Education This course develops the foundation to design, teach, and assess career education in grades 10-12. Topics include career choices, factors influencing career choice, financial literacy, cultivating networks, well-being, work-life balance, and lifelong learning. Teacher candidates learn how to apply learner-centred approaches that include community resources and promote an acceptance of diversity for career-life education. provides teacher candidates with an understanding of career education, career-life education, capstones and career-life connection. Topics include portfolio development and assessment using learner-centered features, financial and career literacy, interpersonal and intrapersonal skills, and acceptance of diversity (cultural, gender, intellectual and physical). Teacher candidates integrate theory and practice throughout the course to develop pedagogy and assessment practices. Graded on a PASS/FAIL basis.

S-202405.16

Proposed Revision of Calendar Entry

Hirt

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course description for EDUC 402-3, Diverse Classrooms, on page 229 of the 2023-2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

EDUC 402-3 Diverse Classrooms ~~In this course, This course addresses issues of diversity and equity in K-12 education. Course content includes an integration of theory and practice with an emphasis on culturally-responsive, trauma-informed, and equitable educational practices. Examples of topics are multiculturalism, religious diversity, sexual orientation and gender identity, ableism, racism, bias, and privilege. Teacher candidates examine and apply the Truth and Reconciliation Calls to Action in their local context. Lived classroom experiences of new Canadians are also analyzed. teacher candidates address multiculturalism in classrooms, explore issues related to religion and religious diversity, engage in Truth and Reconciliation calls to action and what they mean in a local context, and deepen their understanding of the lived experiences of new Canadians in classrooms. This course integrates theory and practice to discover how diverse classrooms influence and inform pedagogy, mindset, and assessment strategies. This course provides teacher candidates with the skills and theories needed to teach English Language Learners effectively. Graded on a PASS/FAIL basis.~~

S-202405.17

Proposed Revision of Calendar Entry

Hirt

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course title and description for EDUC 405-3, Reflective Practice Through Inquiry and e-Portfolio, on page 229 of the 2023-2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio ~~This course is an introduction to teacher-reflective practice through transformative inquiry. Teacher candidates develop personalized professional inquiries over the first four terms of the program with a sharing cycle in the fifth term prior to the final practicum. Inquiries support teacher candidates in developing a deeper understanding of a topic, passion, or area of specialization in education relevant to their interests. Through this journey, teacher candidates engage in iterative reflection and representation of their inquiry that nurtures on-going reflexive practice. provides teacher candidates with an introduction to, and early development of, a skill set to sustain an e-Portfolio that records transformative inquiry over the journey of becoming a reflective practitioner. Teacher candidates focus on introspection and have the opportunity to examine their emerging personal and professional identity as they engage in continuous learning that is focused on their transformation from student to educator. Teacher candidates examine a number of digital tools that allow them to self-assess and document their growth, and develop an understanding of current digital literacies to help communicate student learning to parents. Graded on a PASS/FAIL basis.~~

S-202405.18

Proposed Revision of Calendar Entry

Hirt

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course title and description for EDUC 406-3, on page 229 of the 2023-2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

EDUC 406-3 Fine Arts in the Elementary Years Curriculum and Instruction: Fine Arts (EY)

This course develops the foundation to design, teach, and assess the processes and skills in the arts curriculum (dance, drama, music, and visual arts) during the elementary years. Teacher candidates explore how to integrate art throughout the curriculum as well as nurture individual expression, motivation, imagination, and creativity while developing students' understanding of global cultures, artistic symbolism, and cultural appropriation. Introduction to the role of music, visual arts, dance, and drama in teaching and learning during the early years. The course includes a focus on appreciating the arts of our diverse communities and understanding children's expressive development, as well as practical approaches to teaching these arts, using tools for art-making, and providing contexts for the performance arts. Strategies for incorporating music, imagery, and performance across the curriculum will be emphasized. Graded on a PASS/FAIL basis.

S-202405.19

Proposed Revision of Calendar Entry

Hirt

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course title and description for EDUC 489-2, on page 230 of the 2023-2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

EDUC 489-(2, 3) Curriculum and Instruction: IV Physical and Health Education in the Elementary Years (EY) This course develops the knowledge and experience of teacher candidates with the relationship between physical and health well-being, physical literacy, and daily active participation. The content includes an exploration of habits that support lifelong health and wellness, along with strategies for extending students' learning beyond the classroom. Foundational and instructional basis for planning and implementing physical education programs in the early years. Graded on a PASS/FAIL basis.

S-202405.20

Proposed Revision of Calendar Entry

Hirt

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course title and description for EDUC 637-3, on page 121 of the 2023-2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

EDUC 637-3 Interventions for Literacy Disorders This course provides an overview of diagnostic and remedial ~~inclusive~~ strategies ~~and interventions~~ for literacy disorders. Students are provided with an overview of individualised assessment, including informal tests, and classroom-based tools and instruction on ~~remedial inclusive~~ strategies specific to literacy ~~errors and deficiencies~~ development. There is also a field application, in which students work in a supervised setting with one child ~~exhibiting a~~ who has or is at risk for a literacy disorder, out of which a final report is produced.

Senator Hanlon asked about the MEd Counselling courses that changed from EDUC to the new subject code COUN at the May 8, 2024 Special Meeting. Senate was expecting a motion to delete the old EDUC courses. The Interim Provost reported that these motions are moving through the approval process and will be expected at the June meeting of Senate.

S-202405.21

New Course Approval

Hirt

That on the recommendation of the Senate Committee on Academic Affairs the new course UNIV 113-3 University Mathematics Preparation be approved as proposed.

Effective Date: September 2024

CARRIED

This course combines foundational mathematical skills and mathematics-related study skills in preparation for both the content and competencies needed in future mathematics courses. Mathematical topics include real numbers, the language of algebra, solving linear equations and inequalities, expanding and factoring both polynomials and rational expressions, basic graphing, roots and radicals, quadratic equations, and functions. Interwoven with the mathematics are an assessment of current study skills and techniques for improving anxiety management and time management as well as effective techniques for structuring study activities, goal setting, and using learning objectives.

Preclusions: Pre-calculus 11, Pre-calculus 12, MATH 100-3, MATH 115-3, MATH 150-3, MATH 152-3

Course Equivalencies: The full UNBC Continuing Studies XMAT 161-1, XMAT 162-1, and XMAT 163-1 sequence.

S-202405.22

Proposed Revision of Calendar Entry

Hirt

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course title and description, prerequisites, and preclusions for MATH 115-3 Precalculus, on page 271 of the 2023-2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

MATH 115-3 Precalculus This course examines algebraic manipulation, solutions of algebraic equations, functions, inverses, graphing, and analytic geometry. This course includes a mandatory tutorial.

Prerequisites: Pre-calculus 11 (C or 60%) or Foundations of Math 12 ~~minimum grade~~ (B or 73%) or UNIV 113-3 (C or 63%) or all of UNBC Continuing Studies XMAT 161-1 and XMAT 162-1 and XMAT 163-1 with a minimum grade (C- or 60%) in each.

Precluded: Students who have taken Pre-calculus 12, MATH 100-3, ~~MATH 105-3~~, MATH 150-3, MATH 152-3 or equivalents require permission of the Chair.

Item .23 to .25 were moved as omnibus motion.

S-202405.23

Proposed Revision of Calendar Entry

Casperson

That on the recommendation of the Senate Committee on Academic Affairs the changes to Regulation 25 Co-operative Education, on page 41 of the 2023-2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

25. Co-operative Education

Except by permission of the Co-operative Education program:

- no student may be registered in for more than one course in addition to a “Co-op Work Semester” during a work term, with the exception of an approved parallel work term;
- Co-operative Education students must finish their academic programs on an academic term, not a work term;
- no student may drop or withdraw from a “Co-op Work Semester” once registered in it.

S-202405.24

Proposed Revision of Calendar Entry

Casperson

That on the recommendation of the Senate Committee on Academic Affairs the changes to the program description for Co-operative Education, on page 46-47 of the 2023-2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

Co-operative Education

UNBC's Co-operative Education (Co-op) program is ~~an educational~~ a work-integrated learning model that integrates students' academic programs with practical work experiences. ~~In order to~~ To receive a Co-operative Education designation on their transcript, students usually alternate academic and co-op work terms and are required to:

- ~~attend~~ complete the required pre-employment training number of workshops as outlined by the Co-op office;
- pass the number of co-op work terms equal to at least 30% of a student's time spent in academic study (~~e.g.,~~ minimum three co-op work terms for a four-year program);
- end the Co-op program on an academic term prior to graduation.

UNBC's Co-op office is not obligated to guarantee work term placements.

ADMISSION TO THE PROGRAM

Intake into the Co-op program occurs at the beginning of the ~~September and January~~ academic semester. ~~Students planning to enter the Co-op program should contact the Co-op office and attend an information session.~~ To qualify for and continue in the Co-op program, students must:

- have completed a minimum of 30 24 credit hours before participating in their first co-op work term.;
- Engineering students must have completed a minimum of 70 credit hours 30 credit hours of required Engineering ~~program~~ coursework before participating in their first co-op work term;
- be enrolled full-time;
- have a minimum cumulative GPA of 2.50. ~~Students are selected on the basis of academic performance, written and oral communication skills, and general suitability for the work environment.~~

Upon application, students must have a Cumulative GPA of 2.50 or higher, with the last semester GPA

no less than 2.50. Maintenance of this CGPA of 2.50 in subsequent semesters is required to remain in the Co-op program.

Students are selected based on academic performance, written and oral communication skills, and general suitability for the work environment. Students required to withdraw from the Co-op program due to their academic standing may re-apply for admission based upon re-qualification.

CO-OP WORK TERMS

A co-op work term ~~is normally equal in length to~~ mirrors an academic term (approximately 4 months in length) with a minimum requirement of 12 weeks. A co-op work term consists of full-time work relevant to students' declared academic majors or minors (approximately 420-520 hours of work experience, dependent on employer needs).

Some co-op work terms are equal in length to two academic terms (8 months) and are considered two separate ~~co-op~~ work terms. A two-work-term placement must ~~be approximately eight months in length~~ and consist of full-time work relevant to students' declared academic majors or minors (approximately 840-1,040 hours of work experience, dependent on employer needs). If students wish to be enrolled in an academic course while on a co-op work term, they must receive the approval of the Co-op office before registering.

Notes:

- International students must ensure that they have the proper immigration documents in place before starting their co-op work term.
- Students with a full-time co-op placement are considered full-time equivalent for reporting purposes to various agencies.

PARALLEL CO-OP WORK TERMS

A parallel co-op work term is normally equal in length to two academic terms (approximately ~~eight~~ 8 months in length) and consists of part-time work relevant to a student's declared academic major or minor (approximately 17.5-20 hours per week, for a total of 420-520 hours of work experience, dependent on employer needs). A parallel co-op work term is considered as ~~one~~ a single co-op work term where ~~During parallel co-op work terms~~ students are expected to be enrolled in two academic courses (minimum 6 credit hours) per academic semester. If students wish to be enrolled in more than two academic courses in an academic semester, they must receive the approval of the Co-op office before registering.

~~SELF-DEVELOPED WORK TERMS~~

~~A self-developed work term recognizes work term placements found as a result of students' own contacts and networks. Students interested in self-developed work terms should consult with the Co-op office before beginning the work term.~~

CO-OPERATIVE EDUCATION TRANSFERABLE WORK TERMS

Co-op work terms successfully completed at a Canadian post-secondary institution ~~are~~ may be eligible for transfer work term credit, as determined on an individual basis, if they meet the following requirements:

- the program in which the work term(s) was undertaken is approved under the criteria of the Accountability Council of Co-operative Education and Work-Integrated Learning of BC or Co-operative Education and Work-Integrated Learning Canada;
- the work term(s) is officially recognized (i.e. noted on the transcript) by the institution where the work term originated;
- the credit for a transfer work term was granted for work experience typical of the discipline into which the student is transferring;
- the student is accepted into the UNBC Co-op program and applies for assessment of a transfer of work terms.

~~Transfer students~~ Students who transfer a co-op work term must complete ~~the number of workshops~~ pre-employment training outlined by the Co-op office before participating in their first co-op work term as a UNBC student.

CO-OPERATIVE EDUCATION WORK TERM CREDIT CHALLENGE

The UNBC Co-op program allows students to challenge their first work term ~~on the basis of~~ based on prior relevant and satisfactory work experience. Students should discuss any potential work term course challenge with the Co-op office. Work term course challenges are eligible for work term credit, as determined on an individual basis, upon verification of the following:

- an aggregate of approximately 420-520 hours of relevant work experience, dependent on employer needs, and not previously counted toward work term credit, practicum, internship, and similar options;
- employment verification and performance evaluation by the employer;
- a job description providing evidence that the student acquired professional and personal knowledge and skills appropriate to the declared academic major or minor; and
- completion of assignments set by the Co-op office.

If the work term course challenge is approved, the result is entered on the student's transcript on a PASS/FAIL basis.

For additional information, please visit the Co-op office or the program website at www.unbc.ca/co-op.

S-202405.25

Proposed Revision of Calendar Entry

Casperson

That on the recommendation of the Senate Committee on Academic Affairs the fee reduction for self-developed work terms for Co-operative Education is removed, on page 16 of the 2023-2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

CARRIED

Co-op Education Students

Co-op Work Term Fee \$587.16 per work term

~~Note: \$75.00 reduction per work term that is self-developed~~

For Information:

10.2.1 Quality Assurance Process Audit

- i. The Quality Assurance Process Audit: Response and Action Plan – April 2024 was included in the meeting package.
- ii. Quality Assurance Process Audit – Assessors' Report Workbook - December 2023 was included in the meeting package.

10.3 Steering Committee of Senate

Payne

10.4 Senate Committee on Nominations

Durau

The President welcomed Senator Brown to Senate as a Faculty Representative at Large.

S-202405.26

Recommendation of Senate Committee Members to Senate

Durau

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

10.4.1 List of Senate Committee Vacancies was included in the meeting package.

10.5 Senate Committee on Curriculum and Calendar

Heard

No report.

10.6	Senate Committee on Admissions and Degrees No report.	Heard
10.7	Senate Committee on Indigenous Initiatives This committee will be meeting on June 13, 2024.	Payne
10.8	Senate Committee on Honorary Degrees and Special Forms of Recognition No report.	Payne
10.9	Senate Committee on Scholarships and Bursaries	Wood-Adams

For Approval

S-202405.27

SCSB Annual Report

Roberts

That on the recommendation of the Senate Committee on Scholarships and Bursaries the SCSB 2023/2024 Annual Report be approved.

Effective date: May 29, 2024

CARRIED

Senate discussed the Annual Report from SCSB. Vice President Wood-Adams discussed improving flexibility in awards to ensure that we are able to distribute them.

Senator Mandy asked about the rate at which we are using endowments. Vice President Wood-Adams indicated that the current amount according to our policy is 3.5% however there has been a change in tax laws that will require this to increase back to 5%.

Senator Mandy asked if any endowments are being spent at a greater rate than their current income. Vice President Wood-Adams reported that she is not aware of any.

For Information

SCSB20240327.04 *(approved)*

Bursary for Rural and Remote Youth

That the NEW Terms and Conditions for the Bursary for Rural and Remote Youth be approved.

Effective: 2024-2025 Academic Year

SCSB20240327.05 *(approved)*

UNBC Emergency Financial Aid Bursary

That the NEW Terms and Conditions for the UNBC Emergency Financial Aid Bursary be approved.

Effective: 2024-2025 Academic Year

SCSB20240327.06 *(approved)*

Northern BC Graduate Research Scholarship

That the revised Terms and Conditions for the Northern BC Graduate Research Scholarship be approved.

Effective: 2024-2025 Academic Year

SCSB20240327.07 (approved)

Northern First Nations Award

That the revised Terms and Conditions for the Northern First Nations Award be approved. Effective: 2024-2025 Academic Year

SCSB20240327.08 (approved)

College Heights Veterinary Clinic Ltd Award

That the revised Terms and Conditions for the College Heights Veterinary Clinic Ltd Award be approved.

Effective: 2024-2025 Academic Year

SCSB20240424.04 (approved)

Vladimir Pasicnyk Scholarship for UNBC Engineering Undergraduates

That the revised Terms and Conditions for the Vladimir Pasicnyk Scholarship for UNBC Engineering Undergraduates with a name change to EGBC Central Interior Branch Memorial Award be approved.

Effective: 2024-2025 Academic Year

SCSB20240424.05 (approved)

MBA Alumni Award

That the revised Terms and Conditions for the MBA Alumni Award be approved.

Effective: 2024-2025 Academic Year

10.10 Senate Committee on University Budget

No report.

Gehloff

11.0 Approval of Motions on the Consent Agenda

Payne

S-202405.28

Approval of Motions on the Consent Agenda

Hirt

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

CARRIED

12.0 Information – none

13.0 Other Business – none

15.0 S-202405.36

Adjournment

Whitcombe

That the Senate meeting be adjourned.

CARRIED

The meeting adjourned at 5:26 pm.