

**SENATE MEETING
PUBLIC SESSION
MINUTES**

February 26, 2020

3:30 – 5:30 PM

Senate Chambers (Room 1079 Charles J McCaffray Hall)

Present: B. Annear (Secretary of Senate), S. Barton, R. Budde, D. Casperson, B. Deo, D. Desai, Z. Fleck, E. Fredeen, A. Guest, P. Harding (non-voting), I. Hartley, L. Haslett, K. Hirsh-Pearson (*Vice-Chair*), H. Holler-Busch, S. Horianopoulos, C. Ho Youngusband, P. Jackson, E. Jensen, G. Keeler, T. Klassen-Ross, E. Korkmaz, A. Kranz, M. Mandy, B. McGill, H. McVea (non-voting), C. Meroniuk, A. Muñoz Gómez, M. Murphy, D. Nyce, A. Parent (Recording Secretary), L. Parent, G. Payne (*Chair*), M. Peterson, S. Rader (non-voting), L. Roodenburg, D. Ryan, S. Sakshi, H. Sanford (University Secretary), T. Tannert, T. Tribe (non-voting), N. Turner, C. Whalen, R. Wheate, J. Wimmers-Klick

Regrets: A. Constantin, C. Hofsink, A. Palmer, L. Roldan-Flores (non-voting), S. Wagner, P. Winwood (non-voting)

The meeting commenced at 3:30 p.m. The Chair welcomed new Graduate Student Senator, Andrew Guest, wished the best to departing Faculty Senator, Antonio Muñoz Gómez and expressed condolences at the passing of our former Provost, Bill Krane.

1.0 Acknowledgement of Territory

The Chair acknowledged that the meeting was taking place on the traditional territory of the Lheidli T'enneh Nation.

2.0 Presentation – Director of Student Affairs, Amelia Kaiser

3.0 S-202002.01

Approval of the Agenda

Horianopoulos

That the agenda for the February 26, 2020 Public Session of Senate be approved as presented.

CARRIED

4.0 Approval of the Minutes

S-202002.02

Approval of the Minutes

Murphy

That the Minutes for the January 15, 2020 Public Session of Senate be approved as presented.

CARRIED

S-202002.03

Approval of the Minutes

Meroniuk

That the Minutes for the January 22, 2020 Public Session of Senate be approved as presented.

CARRIED

5.0 Business Arising

S-202002.04

Non-Confidence Vote

Jackson

Be it resolved that the Senate of the University of Northern British Columbia has lost confidence in the leadership of President Daniel J. Weeks

CARRIED

Senator Parent requested a balloted vote.

The Chair indicated that he would bring this item to Board of Governors.

S-202002.04a

Casperson

To request urgently a joint meeting of the Senate and Board to discuss future directions for University leadership.

CARRIED

ACTION ITEM – A Joint meeting of the Senate and the Board to discuss future directions for University leadership.

6.0 President's Report

Payne

The Interim President, recognized anti bullying initiatives and respect for all on our campus. He discussed four key areas of focus: relationships, reputation, vision and economic stability with communication playing a pivotal role in each. He will continue offering one-on-one sessions with stakeholders on campus, including bi-weekly meetings with the Executives of the Faculty Association and CUPE. He discussed the importance of working collaboratively to ensure we are fulfilling our core mandates and moving the University forward.

An Acting VPR will be announced later this week and the search for the VP Finance will begin in the upcoming weeks.

Senator Mandy asked if there were any plans on appointing an acting or interim VP Finance for this budget cycle. The Interim President indicated that the Associate Vice President, Financial Services would continue in her role with additional supports from external sources to provide guidance as we search for a new VP Finance.

Senator Murphy asked about the timelines for permanently filling the Chief Information Officer, University Librarian and the Director of the Centre for Teaching Learning and Technology positions.

The Provost indicated that the consultation with Library has been completed and the Search will begin soon, with a call for nominations for search committee. Both the CIO position and the Director, CTLT are currently in consultation.

The Interim President gave an update on the current budget framework that will provide the opportunity for an extensive review to ensure our sustainability. A full engagement will begin on March 9 with the Interim President and Vice-Presidents updating faculty and staff on Planning and Budget at a Town Hall. This will be the first of many engagements with the university community. A framework proposal will be brought for approval at the March Board meetings followed by engagements with the Senate Committee on University Budget and Senate in April and May. A detailed budget will come forward to Senate in May for approval followed by approval in June from the Board of Governors.

Senator Casperson asked about whether there could be a repository for budget information as it becomes available.

ACTION ITEM – The President committed to providing a repository for budget information and allowing Senators to review budget details as they become available prior to Town Halls.

7.0 Report of the Provost (5 minutes)

Ryan

7.1 Academic Re-Structuring

The Provost reported that with the search for the Assistant Provost, Indigenous Initiatives having fallen through, Dr. Rosann Larstone has been appointed as an Interim Assistant Provost to support the University's Indigenous initiatives while the search for the permanent Assistant Provost is underway. She will begin collaborations across the University and Northern communities to develop the 2020/21 UNBC Aboriginal Service Plan and the framework for the Indigenous Action Plan.

The university is moving ahead with the short-list for the Dean searches and the long-list for the Vice-Provost. Assuming on the availability of candidates, timeline may have to shift from July to September.

The Provost reported that other work is being implemented in preparation for the shift to the five-faculty model, including a the graduate calendar working group, the work force planning group and the Provost Advisory Committee.

The Provost provided an update on enrollment: domestic undergraduate head count is down 3.5 % with FTEs down 1.3%; graduate headcount is down 1.6% with FTEs down 2,7% and International headcount up 39% with FTEs up 46%. The final audited numbers for the whole year are expected to be available soon. Projections for applications for next year are up 8%, but admissions are down slightly. The conversion rate for applications to admits is up 2.2%. Registration opens April 1, 2019.

Senator Wheate asked for the base number of International Students with respect to International enrollment being up 39%.

Senator Murphy asked if the Provost could provide Senate and the broader University Community with an overall summary of where we are in the implementation of the academic plan.

ACTION ITEM – The Provost to provide Senate and the broader University Community with an overall summary of where we are in the implementation of the academic plan.

8.0 Report of the Registrar

Annear

The Registrar reported that the Schedule has now been completed for the Fall 2020 semester. There are still many areas for improvement but the Office of the Registrar will work with individual units to monitor how core courses are working, improve discussions for future improvements and reviewing how to deal with non-standard scheduling.

Senator Korkmaz asked for improved communication from the Office of the Registrar with Program Chairs.

ACTION ITEM – The Registrar will review this with his office to have a better understanding of how things are communicated and see where improvements can be made.

The Registrar understood that DCU access would be available to those who required access using their UNBC login information.

ACTION ITEM – The Registrar will report on who currently has access to the DCU for viewing the schedule and how this can be improved.

Senator Guest asked if it would be possible to resume printing and posting full course lists along the Student Services corridor outside of the Office of the Registrar.

The Registrar indicated that his office is moving forward with a new online system that allows the posting of full course lists for students and their schedules online.

ACTION ITEM – The Registrar will report on whether the full course lists can be printed and posted along the Student Services corridor outside of the Office of the Registrar until the new online view is available for students

9.0 Question Period (10 minutes)

9.1 Written questions submitted in advance

- 9.1.1 Is there data on the number of international applicants that are not able to attend because their student visas have been denied or not received in time? (*Senator Mandy*)

No, we do not collect that data. We understand that close to 40% of applicants are denied a study permit across Canada. Some regions of the world experience higher rates than others. Rejection rates for students from Africa are the highest. International students experience a higher rate of study permit denial if they are applying to a university vs. a college. Students applying to a bachelor's degree experience a higher rate of refusal than those applying to graduate degrees.

- 9.1.2 Historically, who has had the authority to remove a graduate supervisor from a supervisory role? (*Senator Casperson*)

The Provost reported that the appeal mechanism that is used when the student/supervisory relationship is severed is based on the reasons and rationale for the removal.

As far as the Provost is aware, there have been no circumstances where a supervisor has been removed arbitrarily and there is no clear process if that were to occur.

The authority for removal of a supervisor would fall to the person who has the authority of approving the supervisory committees. In recent years this would have been the Vice President Research and Graduate Programs and before that the Dean of Graduate Programs. If there has been any delegation, it would have been to a Dean or someone in an academic role not, for example, to HR.

Senator Whalen asked what the process is when someone is removed, and who is responsible for the students involved.

The Provost indicated that if there is a rationale for removal that falls within the collective agreement there are processes through the agreement for appeal. The responsibility for the students would fall to the person with the authority of approving committees.

Senator Murphy asked that if a student's complaint of a supervisor is brought to the person of authority, who then supports the student, what mechanism is there for the supervisor to challenge the decision?

The Provost responded that the rationale for the removal would need to be considered. If the reasons for removal were of a disciplinary nature, it would fall under the collective agreement. Other circumstances might fall elsewhere.

Senator Rader indicated that the collective agreement does not provide guidance on what to do with a supervisor's graduate student if they are removed and that we need to have a process to demonstrate this.

The Provost indicated that he will strike a committee to look at any potential gaps and develop some guiding principles.

Senator Casperson indicated that there have been cases when the communication of someone being removed has not been clear and in fact the person responsible for graduate programs and the students were not aware that this had occurred. There seems to be a gap, and that graduate supervision is not being considered during the investigative phase when someone is removed. We also need to consider if, in our current process, the College Deans will have the same information regarding suspensions.

The Provost reported that there is a graduate programs task force that is reviewing the calendar language to ensure that the language is clear, as the authority for graduate programs has now transitioned to the Deans.

Senator Murphy asked the Provost to lead the initiative to review any gaps in our processes for the removal of a graduate supervisor.

ACTION ITEM – The Provost will strike a small committee to provide insight on any potential gaps in our processes for the removal of a graduate supervisor and how our current processes can be improved and/or better explained to students and faculty.

- 9.1.3 Lay senators and student senators have not received the same quality of communication from the university regarding announcements that are related to academics at the institution. The announcement and invitation to meet with the interim Associate Dean of Engineering and Interim Assistant Provost, Indigenous Initiatives was not advertised and individuals had to find out about the President's leave of absence through social media as there has yet to be an official email out to senators. As student senators have previously asked to be informed about academic related news and we have yet to see emails regarding the above, how does the university plan to inform representatives of the highest governing academic body of the institution on academic related information and events? (*Senator Hirsh-Pearson*)

ACTION ITEM – The Office of Communications and the Office of the University Secretariat will follow up on the potential to add student and lay senators to the 'ANNOUNCE' mailing list and/or look into another solution for communicating with Senators.

- 10.0 S-202002.05**
Approval of Motions on the Consent Agenda **Payne**
 Budde
 That the motions on the consent agenda, except for those removed for placement on the regular agenda, be approved as presented.
 CARRIED

- 11.0 **Committee Reports****
- 11.1 Senate Committee on Academic Appeals** **Klassen-Ross**

Senator Klassen-Ross reported that there are no current academic appeals for review by the Senate Committee.

- 11.2 Senate Committee on Academic Affairs** **Ryan**

For Approval:

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]):

- S-202002.06**
Change(s) to Program Requirements – BSc – Wildlife and Fisheries
 Murphy
 That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the BSc – Wildlife and Fisheries, on page 180 of the 2019/2020 print undergraduate calendar be approved as proposed.
 Effective date: September 2020
 CARRIED

The minimum requirement for completion of a Bachelor of Science in Wildlife and Fisheries is 123 credit hours.

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Upper Division Requirement

300 Level

- | | |
|-------------------|-------------------------------|
| <u>BIOL 302-3</u> | Limnology |
| <u>BIOL 307-3</u> | Ichthyology and Herpetology |
| <u>BIOL 308-3</u> | Ornithology and Mammalogy |
| <u>BIOL 315-3</u> | Animal Diseases and Parasites |
| <u>BIOL 325-3</u> | Ecological Analyses |
| <u>BIOL 323-3</u> | <u>Evolutionary Biology</u> |

- ENPL 305-3 Environmental Impact Assessment
- or ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement
- or ENVS 414-3 Environmental and Professional Ethics
- GEOG 300-3 Geographic Information Systems
- NREM 303-3 Aboriginal Perspectives on Land and Resource Management
- or NREM 306-3 Society, Policy and Administration

S-202002.07

Change(s) to Program Requirements – BSc – BIOL

Jensen

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the PHYS requirements for first-year BIOL B.Sc. students (100-level, lower-division requirements), on page 64 of the 2019/2020 undergraduate calendar – and that a related change to the degree credit hour requirements, on page 62 of the 2019/2020 undergraduate calendar – be approved as proposed.

Effective date: September 2020

CARRIED

The Bachelor of Science in Biology is a broadly-based undergraduate program in biology that is designed to present the major concepts of contemporary biology at the molecular, cellular, organismal, population and community levels. The degree is designed to have sufficient flexibility for students to follow interests ranging from microbial to plant to fish or wildlife biology. Capitalizing on the northern setting of the University, there is an emphasis on northern flora and fauna, morphological, biochemical, physiological and behavioural modifications to temperate and arctic conditions, and the dynamics of microbial, plant and animal populations in northern ecosystems. The Bachelor of Science in Biology is intended to prepare prepares students for application to various medical, dental, veterinary, or other professional schools, or and for a wide range of other biology-related careers. Students who complete the degree are automatically eligible to apply to the College of Applied Biology as a Biologist in Training or a Registered Professional Biologist.

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The minimum requirement for the completion of a Bachelor of Science with a major in Biology is 426 125 credit hours.

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100 Level

- 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 101-3 General Chemistry II
- CHEM 120-1 General Chemistry Lab I
- CHEM 121-1 General Chemistry Lab II
- NRES 100-3 Communications in Natural Resources and Environmental Studies
- or ENGL 170-3 Writing and Communication Skills
- MATH 152-3 Calculus for Non-majors
- or MATH 100-3 Calculus I
- PHYS 115-4 General Introduction to Physics
- or PHYS 100-4 Introduction to Physics
- or PHYS 110-4 Introductory Physics I: Mechanics
- ~~PHYS 100-4 Introduction to Physics~~
- ~~or PHYS 110-4 Introductory Physics I: Mechanics~~
- ~~PHYS 101-4 Introduction to Physics I~~
- ~~or PHYS 111-4 Introductory Physics II: Waves & Electricity~~
- Any other 100-level or higher, 3 credit-hour course

Note: Students who have completed Physics 12 should take PHYS 100-4 or PHYS 110-4 instead of PHYS 115-4.

*Recommended: MATH 101-3 Calculus II

Students who ~~are interested in~~ intend to pursue professional programs – such as medicine, dentistry, or veterinary medicine – should contact the program advisor regarding the correct course sequences required for individual programs, particularly with respect to PHYS or MATH requirements.

S-202002.08

Change(s) to Program Requirements – Environmental Engineering (UNBC/UBC)

Jensen

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the Program requirements for the Environmental Engineering (UNBC/UBC Joint Program) on page 107 (in the PDF calendar accessible on the UNBC web page) of the 2019/2020 undergraduate

Effective date: September 2020

CARRIED

Program Requirements

UNBC degree requirements: ~~90~~ 91 credit hours

UBC degree requirements: 71 credit hours

Total credits for degree: ~~161~~ 162 credit hours

Semester 1 and 2 completed at UNBC

CHEM 100-3	General Chemistry I
CHEM 101-3	General Chemistry II
CHEM 120-1	General Chemistry Lab I
CHEM 121-1	General Chemistry Lab II
CPSC 110-3	Introduction to Computer Systems and Programming
ENGR 110-3	Technical Writing
ENGR 117-3	Engineering Design I
ENGR 130-4	<u>Mechanics of Materials I</u>
ENGR 151-1	Engineering Tools I
ENGR 152-1	Engineering Tools II
MATH 100-3	Calculus I
MATH 101-3	Calculus II
<u>MATH 220-3</u>	<u>Linear Algebra</u>
PHYS 110-4	Introductory Physics I: Mechanics
PHYS 111-4	Introductory Physics II: Waves and Electricity

~~3-credit hours of Humanities and Social Sciences courses with subject matter that deals with the central issues, methodologies, and thought processes of the Humanities and Social Sciences (for example, any ANTH, ENGL, ENVS, FNST, HIST, INTS, NORS, PHIL, POLS, or WMST course that does not principally impart language skills or statistics). GEOG and ENPL courses may qualify with the approval of the Chair.~~

Semester 3 and 4 completed at UNBC

~~BIOL 110-3 Introductory Ecology~~
ENGR 210-3 Material and Energy Balances
ENGR 211-3 Engineering Communication
ENGR 217-3 Engineering Design II
ENGR 220-3 Engineering Chemistry
ENGR 254-4 Fluid Mechanics I
~~ENGR 350-3 Fluid Mechanics~~
~~ENGR 451-3 Groundwater Hydrology~~
ENSC 201-3 Weather and Climate
~~GEOG 210-3 Introduction to Earth Science~~
ENVE 222-3 Engineering Biology
FSTY 205-3 Introduction to Soil Science
or GEOG 210-3 Introduction to Earth Science
MATH 200-3 Calculus III
~~MATH 220-3 Linear Algebra~~

3 credit hours of Humanities and Social Sciences courses with subject matter that deals with the central issues, methodologies, and thought processes of the Humanities and Social Sciences (for example, any ANTH, ENGL, ENVS, FNST, HIST, INTS, NORs, PHIL, POLS, or WMST course that does not principally impart language skills or statistics). GEOG and ENPL courses may qualify with the approval of the Chair.

S-202002.09

Change(s) to Course Prerequisite – ENGR 417

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course prerequisite for ENGR 417-3 Engineering Design V, on page 218 (in the PDF calendar accessible on the UNBC web page) of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED, CONSENT AGENDA

ENGR 417-6 Engineering Design V In this project-oriented course, students apply concepts and principles from environmental science and engineering fundamentals to design engineering solutions for environmental problems. The course may include group projects and working with an industry in northern and central British Columbia.

Prerequisites: completion of 90 credit hours in an Engineering Program, ENGR 217-3

Precluded: ENSC 417-6

S-202002.10

Re-instatement of Deleted Course – MATH 435/635

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the re-instatement of MATH 435/635 be approved as proposed.

Effective Date: September 1, 2020

CARRIED

MATH 435-3 Numerical Analysis II A continuation of MATH 335-3, with the focus mainly on the numerical solution of ordinary and partial differential equations. Topics include initial value problems for systems of ordinary differential equations, boundary value problems for ordinary differential equations, and an introduction to the numerical solution of canonical second-order partial differential equations via finite difference methods.

Prerequisites: MATH 230-3, MATH 335-3

Precluded: MATH 331-3

MATH 635-3 Numerical Methods in Differential Equations A course in numerical analysis which focuses mainly on the numerical solution of ordinary and partial differential equations. Topics include initial value problems for systems of ordinary differential equations, boundary valued problems for ordinary differential equations, and an introduction to the numerical solution of canonical second-order partial differential equations via finite difference methods.

Prerequisites: MATH 230-3 and MATH 335-3 or equivalent

Precluded: MATH 331-3 or MATH 435-3

S-202002.11

Change(s) to Course Description – PHYS 115

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for PHYS 115-4 on page 261 in the print of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED, CONSENT AGENDA

PHYS 115-4 General Introduction to Physics

This is an algebra-based introductory physics course for students without Grade 12 Physics. Topics include: physics and measurement, the laws of motion and their applications, circular motion, work and energy, ~~linear~~

~~momentum and collisions, static equilibrium, elasticity, laws of thermodynamics, fluid mechanics, sound waves, electric field, electric potential, DC circuits, magnetic fields and magnetic forces, electromagnetic waves, laws of geometrical optics, and elements of modern physics.~~

Prerequisites: Students with credit in Physics 12 require permission of the Program Chair

S-202002.12

Change(s) to Course Prerequisite – PHYS 100

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course prerequisites and course description for PHYS 100-4 on page 261 in the print of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED, CONSENT AGENDA

PHYS 100-4 Introduction to Physics I

This course is the first part of an algebra-based introductory physics course sequence for majors in life and environmental sciences. Topics include physics and measurement, the laws of motion, applications of Newton's second law, work and energy, linear momentum and collisions, static equilibrium, elasticity, law of universal gravitation, laws of thermodynamics, fluid mechanics, and sound waves.

Prerequisites: ~~Physics 12~~ ~~Physics 12~~ [Physics 11](#) or PHYS 115-4

S-202002.13

Change(s) to Program Requirements – MIS Major

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the Management Information Systems major (Bachelor of Commerce), be approved as proposed.

Effective date: January 2020

CARRIED

Lower-Division Requirement

100 Level

COMM 100-3* Introduction to Canadian Business

ECON 100-3 Microeconomics

ECON 101-3 Macroeconomics

FNST 100-3 The Aboriginal Peoples of Canada

MATH 150-3** Finite Mathematics for Business and Economics

or MATH 220-3 Linear Algebra

MATH 152-3** Calculus for Non-majors

or MATH 100-3 Calculus I

*Students transferring with 30 or more credit hours of courses required for the Commerce degree are exempt from this requirement.

**Students wishing to pursue additional Math courses as electives are advised to choose MATH 100-3 (Calculus I) and MATH 220-3 (Linear Algebra).

Students must ensure that all pre-requisites are fulfilled prior to registering in any course. Students who do not have the appropriate prerequisites for any courses must consult with the Business Advisor.

200 Level

COMM 200-3 Business Communications

COMM 210-3 Financial Accounting

COMM 211-3 Managerial Accounting

COMM 220-3 Financial Management I

COMM 230-3 Organizational Behaviour

COMM 240-3 Introduction to Marketing

COMM 251-3 Introduction to Management Science

CPSC 250-3 Applied Business Computing
ECON 205-3 Statistics for Business and the Social Sciences
or STAT 240-3 Basic Statistics

Upper-Division Requirements

300 and 400 Level

COMM 300-3 Introduction to Business Law
COMM 320-3 Financial Management II
COMM 330-3 Human Resource Management
COMM 332-3 Business and Professional Ethics
COMM 343-3 Behavioural Marketing
COMM 350-3 Production and Operations Management
COMM 351-3 Management Information Systems
COMM 352-3 e-business
COMM 353-3 Business Data Communication and Networking
COMM 354-3 Introduction to Business Intelligence
COMM 360-3 Business Process Management
COMM 461-3 Information Systems Analysis
COMM 400-3 Strategic Management
ECON 350-3 Managerial Economics

Elective and Academic Breadth Requirement

Elective credit hours as necessary to ensure completion of a minimum of 120 credit hours, including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

S-202002.14

Memorandum of Agreement – UNBC/CultureWorks English as a Second Language Inc.

Murphy

That the new Memorandum of Understanding (MOU) between the University of Northern British Columbia and CultureWorks English as a Second Language Inc. (CW) be approved as proposed.

Effective Date: April 1, 2020

CARRIED

An Executive Summary for the MBA program was included in the meeting package.

Motions S-202002.15 and S-202002.16 were carried as an omnibus motion.

S-202002.15

New Course Approval – COMM 652

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the new course *COMM 652-3 Business Analytics* be approved as proposed.

Proposed semester of first offering: September 2020

CARRIED

This course provides students with the opportunity to learn about the basics of business analytics, specifically, how to extract information from large amounts of data in order to perform business functions and make business decisions. Topics include techniques for data sourcing, data cleaning, qualitative and quantitative analysis, and data visualization. These techniques are also applied to specific business areas such as marketing, accounting and finance.

S-202002.16

New Course Approval – COMM 737

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the new course *COMM 737- Leadership Practice and Development* be approved as proposed.

Proposed semester of first offering: September 2020

CARRIED

This course helps students to shape and develop their leadership practices, covering topics such as humility, servant leadership, authentic leadership, and cultural intelligence. Students are taught about e-leadership and how it influences followers' performance. In this course, strategic leadership skills are linked with the practical demands of current economies.

S-202002.17

Course Deletion – COMM 651

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the calendar entry for COMM 651-3, on page 98 (in the print or PDF calendar accessible on the UNBC web page) of the 2019/2020 graduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED, CONSENT AGENDA

S-202002.18

Course Deletion – COMM 725

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the calendar entry for COMM 725-3, on page 98 (in the print or PDF calendar accessible on the UNBC web page) of the 2019/2020 graduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED, CONSENT AGENDA

S-202002.19

New Course Approval – UNIV 102

Casperson

That on the recommendation of the Senate Committee on Academic Affairs, the new course UNIV 102-3 Pathway to Success be approved as proposed.

Proposed semester of first offering: September 2019

This is a supportive academic course to assist students in learning skills to advance their academic performance. Course material assists students in developing personal growth in areas such as identifying and working with personal learning styles, improving study strategies, building time management, developing critical analysis, accessing resources and fostering other essential academic abilities.

Prerequisites: Permission is required by the UNBC Deans via the Registrar's office.

S-202002.20

Change(s) to Program Name and Requirements – Public Administration Certificate Program

Jensen

That on the recommendation of the Senate Committee on Academic Affairs, the changes to name and requirements for the Public Administration Certificate Program, on page 175 of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED

Public Local Government Administration Certificate Program

~~The Certificate program is intended to enhance public access to a university education with a flexible course of study that allows either a short term exit (upon completion of Certificate requirements) or the option of laddering into other programs, including the Bachelor program.~~

~~The Certificate also provides flexibility. All courses in the Certificate are university credit courses. This means that students can apply credit taken in their Certificate to other programs should they later decide to pursue a Bachelor's degree. Moreover, the requirements for the Certificate could be completed in one year or could be completed on a part-time basis over several years, depending upon course scheduling and the situation of the student.~~

~~As soon as a student completed the ten courses required in the program of study, the student would be eligible to~~

receive his or her Certificate. The completion of the Certificate would give students the equivalent of one full year of university credit. This provides a laddered program of study which could result in the completion of a Bachelor's degree with three more years of study at UNBC or another university. Because the program is based on existing undergraduate courses, Certificate students will take their courses alongside regular, full-time students.

The requirements for admission into a Certificate program are the same as for any student enrolled in a UNBC undergraduate program.

To be eligible for a certificate, students must achieve a minimum GPA of C, based on all courses taken at UNBC that are applied to the Certificate. University transfer credits also can be applied to the program, as appropriate, to a maximum of 15 credit hours.

Public Administration

This Certificate provides a comprehensive overview of local government administration in Canada, with a focus on British Columbia. The Certificate complements existing degree programs at UNBC and is designed to help students prepare for careers in local government administration, policy, planning and economic development. Some of the courses in the Certificate also meet the requirements for provincial certification programs for local government administrators.

Drawing primarily from the disciplines of Political Science program and Environmental Planning, the Certificate in Public Local Government Administration consists of ten 10 courses (30 credit hours), four of which are electives; offerings from Business Administration, Economics and English are also included. The program is generic in nature so that the knowledge acquired from the program of study can be transferred to different government settings, as well as to the variety of situations that students will encounter throughout their lives. At the same time, the courses in the Certificate place special emphasis on local government in the north which sets it apart from similar programs offered by institutions in the southern regions of the province. The elective courses are drawn from lists of courses in two specializations: Policy and Administration and Planning and Economic Development. Students can choose to specialize in one of these areas, in which case they take four courses from one of the lists. They can also choose a generalist focus in which they take two courses from each list. Students must ensure that all prerequisite courses have been completed for the elective courses in the certificate.

The purpose of the certificate is three-fold: first, to provide educational opportunities to assist individuals involved in the administration of municipal governments, health boards, school boards and provincial government departments and agencies in northern British Columbia; second, to deliver the four specialized courses in local government administration for the Municipal Officers' Association Intermediate Certificate in Municipal Administration; and, third, to provide expanded educational opportunities at the university level for students who are not in a position to commit to a four-year program of study.

Students can take the Certificate as a stand-alone program of study or in conjunction with a degree program. The requirements for admission into a Certificate program are the same as for any general UNBC undergraduate program. University transfer credits can also be applied to the Certificate, as appropriate, to a maximum of 15 credit hours.

Certificate Requirements

Required Courses

100-Level

~~ENGL 170-3 Writing and Communication Skills~~
~~EGON 101-3 Macroeconomics~~
~~ENPL 104-3 Introduction to Planning~~
~~POLS 100-3 Contemporary Political Issues~~

200-Level

~~COMM 210-3 Financial Accounting~~
~~POLS 200-3 Canadian Government and Politics~~

300-Level

~~POLS 316-3* Municipal Government and Politics~~
~~POLS 350-3* Law and Municipal Government~~
~~POLS 351-3* Local Services and Public Policy~~

POLS 360-3* Local Government Finance

Elective Courses

Specialization 1: Policy and Administration

COMM 330-3 Human Resource Management

POLS 200-3 Canadian Government and Politics

POLS 302-3 How Government Works

POLS 320-3 Canadian Politics and Policy

POLS 327-3 Leadership and Ethics in Local Government

POLS 332-3 Community Development

POLS 333-3 Politics and Government of BC

POLS 344-3 Society, Policy and Administration of Natural Resources

POLS 353-3 Project Management in Local Government

POLS 380-3 Law and Indigenous Peoples

POLS 415-3 Comparative Northern Development

Specialization 2: Planning and Economic Development

COMM 302-3 Entrepreneurship

ENPL 204-3 Principles and Practices of Planning

ENPL 208-3 First Nations Community and Environmental Planning

ENPL 301-3 Sustainable Communities: Structure and Sociology

ENPL 313-3 Rural Community Economic Development

ENPL 318-3 Professional Planning Practice

GEOG 202-3 Resources, Economies, and Sustainability

GEOG 424-3 Northern Communities

POLS 332-3 Community Development

POLS 415-3 Comparative Northern Development

~~Three credit hours of electives at any level and in any subject.~~

~~*Courses for the MOA Intermediate Certificate in Municipal Administration.~~

S-202002.21

Program Deletion– Bachelor of Fine Arts

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the calendar entry for Bachelor of Fine Arts, on pages 123-124 of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED

An Executive Summary for the School of Education motions was included in the meeting package.

S-202002.22

Change(s) to Program Requirements – Elementary Stream

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements, Elementary Stream (K-7) for School of Education (BEd Program), on page 90 in the PDF calendar accessible on the UNBC web page of the 2019/2020 graduate / undergraduate calendar, be approved as proposed.

Effective date: September 2020

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.

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

~~The entry route to this stream requires the completion of 60 credit hours of acceptable undergraduate course work in a teachable field, via (a) an acceptable three or four year Bachelor's degree or (b) a minimum 90 credit hours of acceptable course work.~~

Year 1: First Semester Block One

~~EDUC 346-2=3 Introduction to Aboriginal and Indigenous Education
EDUC 390-3 Classroom Practice and Seminar I Observational Practicum
EDUC 393-3: Foundations of Education
EDUC 394-3: Pedagogy, Curriculum and Teaching - Theory in Context
EDUC 405-3: Reflective Practice Through Inquiry and Portfolio¹
EDUC 446-3: Aboriginal/Indigenous Education¹
EDUC 333-2 Learning Development & Motivation
EDUC 336-4 Learning and Diversity: Inclusive Classrooms/ Learning Disabilities
EDUC 340-2 Curriculum Development Models
EDUC 356-2 Language and Literacy: Development (EY)
EDUC 376-2 Numeracy: Math Concepts (EY)
EDUC 380-3 Foundations of Education~~

Year 1: Second Semester Block Two

~~EDUC 391-3 Classroom Practice and Seminar II Experiential Practicum
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 405-3: Reflective Practice Through Inquiry and Portfolio¹
EDUC 421-3: Assessment and Motivation
EDUC 446-3: Aboriginal and Indigenous Education¹
EDUC 341-2 Principles of Inquiry-Based Instruction
EDUC 342-2 Social Dynamics of Classrooms
EDUC 351-3: Curriculum and Instruction: Second Language (EY)
EDUC 357-4 Language and Literacy: Reading & Writing (EY)
EDUC 366-2 Curriculum and Instruction: Social Studies (EY)
EDUC 377-2 Numeracy: Instructional Strategies (EY)
EDUC 387-2 Curriculum and Instruction: Science (EY)~~

Third Semester Block Three

~~EDUC 336-3: Inclusive Education: Success for All
EDUC 400-6: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy (EY)
EDUC 405-3: Reflective Practice Through Inquiry and Portfolio¹
EDUC 446-3: Aboriginal and Indigenous Education¹~~

Third Semester Block Four

EDUC 351-3 Curriculum and Instruction: Second Language
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 Portfolio¹
EDUC 446-3: Aboriginal and Indigenous Education¹

~~Year 2: First Semester~~

~~EDUC 407-4 Curriculum and Instruction: Fine Arts (EY)
EDUC 413-2 Interpersonal Counselling Skills (EY and SY)
EDUC 421-3 Classroom Assessment Practices
EDUC 431-3 Educational Technology
EDUC 446-2 Aboriginal/Indigenous Education: Epistemology
EDUC 456-2 Language and Literacy Across the Curriculum (EY)
EDUC 490-4 Classroom Practice and Seminar III~~

Fourth Semester Block Five

EDUC 405-3: Reflective Practice Through Inquiry and Portfolio¹
EDUC 446-3: Aboriginal and Indigenous Education¹
EDUC 491-6: Summative Practicum

~~Year 2: Second Semester~~

~~EDUC 491-6 Classroom Practice and Seminar IV~~

Note:

1. EDUC 405-3: Reflective Practice Through Inquiry and Portfolio and EDUC 446-3: Aboriginal and Indigenous Education span all four continuous semesters. The student enrolls in EDUC 405-3 and EDUC 446-3 in the First Semester Block One and the grade is determined in Fourth Semester Block Five.

S-202002.23

Change(s) to Program Requirements – Secondary Stream

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements, Secondary Stream (8-12) for School of Education (BEd Program), on page 92 in the PDF calendar accessible on the UNBC web page of the 2019/2020 graduate / undergraduate calendar, be approved as proposed.

Effective date: September 2020

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.

Secondary Years Stream (8-12)

~~Year 1: First Semester Block One~~

~~EDUC 346-2=3 Introduction to Aboriginal and Indigenous Education
EDUC 390-3 Classroom Practice and Seminar I-Observational Practicum
EDUC 393-3: Foundations of Education
EDUC 394-3: Pedagogy, Curriculum and Teaching - Theory in Context
EDUC 405-3: Reflective Practice Through Inquiry and Portfolio¹
EDUC 446-3: Aboriginal and Indigenous Education¹
EDUC 333-2 Learning Development and Motivation
EUC 336-4 Learning and Diversity: Inclusive Classrooms/Learning Disabilities
EDUC 340-2 Curriculum Development Models
EDUC 360-4 Curriculum and Instruction: Introduction (SY)
EDUC 380-3 Foundations of Education~~

~~Year 1: Second Semester Block Two~~

~~EDUC 361-4-9-Curriculum and Instruction: II (Humanities & Social Sciences) Secondary Humanities, Part 1²
or-EDUC 372-4-9-Curriculum and Instruction: II (Math, Computer & Sciences) Mathematics and Science
Part 2²~~

~~EDUC 391-3 Classroom Practice and Seminar II-Experiential Practicum~~

~~EDUC 399-3: Integrating ADST as a Pedagogical Stance (SY)~~

~~EDUC 405-3: Reflective Practice Through Inquiry and Portfolio¹~~

~~EDUC 421-3: Assessment and Motivation~~

~~EDUC 446-3: Aboriginal and Indigenous Education¹~~

~~EDUC 315-4 Curriculum and Instruction: II (Business & Career Education)~~

~~EDUC 341-2 Principles of Inquiry-Based Instruction~~

~~EDUC 342-2 Social Dynamics of Classrooms~~

~~EDUC 345-3 Language and Literacy Across the Curriculum~~

~~EDUC 370-3 Numeracy Across the Curriculum (SY)~~

~~Year 2: First Semester~~

~~EDUC 413-2 Interpersonal Counselling Skills~~

~~EDUC 414-5 Curriculum and Instruction: III (Business and Career Education)~~

~~or EDUC 460-5 Curriculum and Instruction: III (Humanities and Social Sciences)~~

~~or EDUC 471-5 Curriculum and Instruction: III (Math, Computer and Sciences)~~

~~EDUC 421-3 Classroom Assessment Practices~~

~~EDUC 431-3 Educational Technology~~

~~EDUC 446-2 Aboriginal/Indigenous Education: Epistemology II~~

~~EDUC 490-4 Classroom Practice and Seminar III~~

~~Year 2: Second Semester~~

~~EDUC 491-6 Classroom Practice and Seminar IV~~

~~Third Semester Block Three~~

~~EDUC 336-3: Inclusive Education: Success for All~~

~~EDUC 361-4-9-Curriculum and Instruction: II (Humanities & Social Sciences) Secondary Humanities, Part 2²
or-EDUC 372-9-Curriculum and Instruction: II (Math, Computer & Sciences) Mathematics and Science,
Part 2²~~

~~EDUC 405-3: Reflective Practice Through Inquiry and Portfolio¹~~

~~EDUC 446-3: Aboriginal and Indigenous Education¹~~

~~EDUC 490-3 Formative Practicum~~

~~Third Semester Block Four~~

~~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 Portfolio¹~~

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

~~EDUC 446-2 3: Aboriginal and Indigenous Education: Epistemology II¹~~

~~EDUC 413-2 Interpersonal Counselling Skills~~

~~EDUC 414-5 Curriculum and Instruction: III (Business and Career Education)~~

~~or EDUC 460-5 Curriculum and Instruction: III (Humanities and Social Sciences)~~

~~or EDUC 471-5 Curriculum and Instruction: III (Math, Computer and Sciences)~~

~~EDUC 421-3 Classroom Assessment Practices~~

~~EDUC 431-3 Educational Technology~~

~~EDUC 490-4 Classroom Practice and Seminar III~~

~~Fourth Semester Block Five~~

~~EDUC 405-3: Reflective Practice Through Inquiry and Portfolio¹~~

~~EDUC 446-2 3: Aboriginal and Indigenous Education: Epistemology II¹~~

~~EDUC 491-6: Summative Practicum~~

~~Year 2: Second Semester~~

~~EDUC 491-6 Classroom Practice and Seminar IV~~

Notes:

1. EDUC 405-3: Reflective Practice Through Inquiry and Portfolio and EDUC 446-3: Aboriginal and Indigenous Education span all four continuous semesters. The student enrolls in EDUC 405-3 and EDUC 446-3 in the First Semester Block One and the grade is determined in Fourth Semester Block Five.
2. Each of EDUC 361-4-9-Curriculum and Instruction: II (Humanities & Social Sciences) Secondary Humanities or EDUC 372-4-9-Curriculum and Instruction: II (Math, Computer & Sciences) Mathematics and Science span Block Two (3 credits) and Block Three (6 credits)

Motions S-202002.24 and S-202002.25 were carried as an omnibus motion.

S-202002.24

Change(s) to Calendar Description – Academic Regulations

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program preamble for School of Education (BEd Program), on page 95 in the PDF calendar accessible on the UNBC web page of the 2019/2020 graduate / undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED

Diploma and BEd Academic Regulations

For the purpose of determining eligibility for recommending a teacher candidate for certification by the Ministry of Education, ~~Teacher Regulation Branch~~ BC Teachers' Council (BCTC), the minimum requirements include successful completion of the Education program with a C+ Pass (B+) on each Education course. ~~taken while enrolled in the Program. Courses for which a grade of lower than a C+ was received must be repeated.~~ Teacher candidates must receive a Pass in all courses before they are recommended for certification.

The School of Education reserves the right at any time to require any teacher candidate to withdraw from ~~UNBC the program~~ the program if it believes, upon consideration of academic, professional fitness or professional conduct, that the student is unsuitable for the teaching profession. ~~Unsatisfactory performance in any aspect of the program may be considered reason to require a teacher candidate to withdraw from the Program.~~

Regular attendance is expected of all teacher candidates in all courses. An instructor can initiate procedures to debar a teacher candidate from attending classes and from final examinations where unexcused absences exceed three hours of scheduled classes in one term.

If re-admission is approved following required or voluntary withdrawal from a practicum and/or program, the teacher candidate ~~will~~ is normally ~~be~~ re-admitted on probationary status.

Appeals should first be submitted to the BEd Admissions and Standards Committee. If a teacher candidate is not satisfied with the outcome of that process, the candidate may then file an appeal with UNBC's Senate Committee on Academic Appeals (see "Appeals Process" Academic Regulation 50 under Regulations and Policies). Teacher candidates are not allowed to use 500, or higher, level courses from the Education Program, or any other program to meet degree requirements.

Students who plan to ~~undertake~~ do coursework at other institutions are required to seek prior approval from the Office of the Registrar and the Chair of Education if they wish such courses to be credited toward a BEd degree at UNBC.

Diploma and BEd Teaching Practicum Regulations

Placements

All arrangements for school placements are made through the School of Education.

The UNBC-School of Education reserves the right to approve or disapprove any school placement for teacher candidates, to place teacher candidates in schools, and to change any placement assigned to a teacher

candidate. The teacher candidate must be informed in writing of the reasons for any required change in placement. UNBC bears no responsibility for the costs associated with a change in placement.

The School of Education is responsible for seeking a sufficient number of school placements to serve the needs of all enrolled teacher candidates. A teacher candidate may be required to withdraw from a Classroom Practice and Seminar course if none of the available schools accepts that particular teacher candidate.

The dates of the practica are made known to the teacher candidates at the beginning of each term. Placement locations are made available as soon as possible after classes have begun.

Expenses

Teacher candidates taking the Classroom Practice and Seminar courses must be prepared to travel to any regional school district. In order to do such travel, teacher candidates should budget for transportation costs as well as other expenses that may be incurred during practica. Practica may be arranged in other selected districts. Beyond budgeting for transportation, teacher candidates should budget for other expenses that may be incurred during practica.

Teacher candidates must successfully complete all first-year courses before they will be allowed to proceed to second-year courses and commence their second-year field placements all course requirements in each block to be eligible for the summative practicum in Block Five. These requirements include the completion of core assignments designed to link theory and practice.

~~The UNBC School of Education reserves the right to approve or disapprove any school placement for teacher candidates, to place teacher candidates in schools, and to change any placement assigned to a teacher candidate. The teacher candidate must be informed in writing of the reasons for any required change in placement. UNBC bears no responsibility for the costs associated with a change in placement.~~

~~The School of Education is responsible for seeking a sufficient number of school placements to serve the needs of all enrolled teacher candidates. A teacher candidate may be required to withdraw from a Classroom Practice & Seminar course if none of the available schools will accept that particular teacher candidate.~~

Disclosure

~~The UNBC School of Education Program reserves the right to provide information to the principal of a school about a particular teacher candidate in a practicum placement for a particular teacher candidate where whenever it is deemed necessary for the principal to have the information in order to carry out duties as a principal. The School of Education must inform the principal if concerns have been raised within the Education Program or in a previous practicum placement about a more than usual potential for a negative impact on the quality of the learning and/or working in the classroom and/or school as a result of the presence of the candidate teacher. Whenever there is a notification to the principal, the Chair or designate must inform the teacher candidate in writing of the reasons for the concerns. giving rise to such notification to the principal.~~

~~The dates of the practica will be made known to the teacher candidates at the beginning of each term. Placement locations will be made available as soon as possible after classes have begun.~~

Expectations

The expectations of teacher candidates during the practica ~~will be~~ are published and distributed to all teacher candidates, Practicum Supervisors, and Cooperating Teachers at the start of each year in the Teacher Candidate Handbook. Regular attendance during the practica is required. Teacher candidates are required to notify the school whenever classroom experience appointments cannot be kept and also inform the Chair or designate and the Practicum Supervisor. Teacher candidates ~~will be~~ are disbarred from the Classroom Practice & and Seminar course if they have more than three unexcused absences.

Professional Ethics

All teacher candidates in the program placed in schools for classroom experience are subject to the provisions of the Schools Act, School Regulations, the British Columbia Teachers' Federation (BCTF) Code of Ethics, and any regulation and/or code of behaviour applicable to teachers and staff in the school. Any teacher candidate may be

required to withdraw from a classroom experience for violation of any part of the School Act, School Regulations, the BCTF Code of Ethics, or upon written notice from the school principal or the superintendent in the district where the teacher candidate is placed.

S-202002.25

Change(s) to Calendar Description – School of Education

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program preamble for School of Education (BEd Program), on page 89 in the PDF calendar accessible on the UNBC web page of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED

School of Education (BEd Program)

Margo Greenwood, Professor
Andrew Kitchenham, Professor
Tina Fraser, Associate Professor, and BEd Coordinator
Alexander Lautensach, Associate Professor
Verna Lynn McDonald, Associate Professor
Linda O'Neill, Associate Professor, and MEd Counselling Coordinator (Regional)
Lantana Usman, Associate Professor, and MEd Coordinator
Edward Harrison, Assistant Professor, and BEd Coordinator – Northwest Region
John Sherry, Assistant Professor
Catherine Whalen, Assistant Professor
Marie Burrows, Lecturer
William Hay, Lecturer
Deborah Koehn, Lecturer
Sheryl Edwards, Practicum Placement Coordinator, BEd Advisor
Cathy Macintosh-Lambright, Practicum Placement Coordinator – Northwest Region

Website: www.unbc.ca/education

Since its inception, the School of Education (SoE) has recognized its unique position in the province and it has attended to the needs of educators in its northern rural and remote schools. The program was designed to reflect the region's cultural diversity, especially with regard to Aboriginal and Indigenous populations.

The Bachelor of Education program is based on a signature pedagogy focused on People, Place and Land. Teacher candidates graduating from UNBC's BEd program are equipped to develop their professional voices as educators and leaders. They experience authentic engagement through continuous in situ inquiry with Aboriginal and Indigenous Ways of Knowing and Doing, moving beyond simply learning about Aboriginal Education and Truth and Reconciliation to questioning, exploring, focusing and refocusing how and why this work impacts teaching and learning. Particular emphasis is placed on the integration of Literacy and Numeracy skills across the BEd program as it relates to the K–12 curricula.

UNBC's Bachelor of Education degree (BEd) program and Bachelor of Education degree completion program are offered at the Prince George and Terrace campuses. At the Prince George campus, the BEd program offers both the Elementary Years (Grades K-7), and Secondary Years (Grades 8-12) streams. At the Terrace campus, only the Elementary Years Stream is offered. The BEd degree is a two-year four-semester continuous program that consists of up to 67 credit hours in Education course work of which 16 credit hours is classroom experience. The BEd degree completion program is available to applicants who have completed a UNBC Education Diploma in a First Nations Language and Culture. The degree completion program consists of an additional 50 credit hours of Education course work of which 13 credit hours is classroom experience. All Education courses within the BEd degree program and the BEd degree completion program are required. There are no elective courses offered.

BEd Elementary Years (Grades K-7) Stream

Subject to the Ministry of Education BC Teachers' Council (BCTC) admission requirements for the Elementary Years stream (Grades K-7), students may apply to enter the BEd Elementary Years stream with, as described in the UNBC Admission Requirements, one of the following:

- (a) an acceptable three- or four-year bachelor's degree;
- (b) a minimum 90 credit hours of undergraduate course work;
- (c) a UNBC Education Diploma in a First Nations Language and Culture (minimum 92 credit hours).

BEd Degree Completion Program (Elementary Years)

The BEd degree completion program is available to applicants who have completed a UNBC Education Diploma in a First Nations Language and Culture. The degree completion program consists of an additional 50 credit hours of Education coursework of which 13 credit hours is classroom experience. Students applying for admission under item (c) will be admitted to the BEd Elementary Years degree completion program and must complete, prior to graduation, the required Education courses not taken as part of the Education Diploma program and sufficient additional credit hours in a teachable field to attain a minimum 150 credit hours of combined academic, Education Diploma and BEd coursework. Upon completion of the two-year four semester BEd program or the two-year BEd degree completion program, students graduate with a Bachelor of Education degree. All Education courses within the BEd degree program and the BEd degree completion program are required. There are no elective courses offered.

BEd Secondary Years (Grades 8-12) Stream

Subject to the admission requirements for the Secondary Years stream (Grades 8-12), students may apply to enter the Secondary Years stream after having completed a four-year Bachelor of Arts, Bachelor of Science, or Bachelor of Commerce degree (120 credit hours) or the equivalent as described in the Admission Requirements. Upon completion of the two-year four-semester continuous BEd program, students will graduate with a BEd degree.

UNBC's BEd program provides students with the coursework and classroom experience to prepare them to be qualified teachers. Upon successful completion of the program, graduates are recommended to the Ministry of Education BC Teachers' Council (BCTC) for professional certification. Certification by the BCTC is required for employment in the British Columbia public school system.

The Elementary Years and Secondary Years streams in Prince George begin in September of each year. The Elementary Years program in Terrace begins in September of each odd-numbered year. The application deadline for all Education programs is January 15 of the year in which students intend to begin their program. Students needing advice about the application process or about admission requirements are encouraged to contact either the Student Recruitment and Advising Centre, or the Practicum Placement Coordinator/BEd Advisor in the School of Education. Students who are interested in applying to the BEd program at the Terrace campus may also contact the Northwest Regional campus for information.

S-202002.26

Change(s) to Course Description – EDUC 336

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 336, on page 208 of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED, CONSENT AGENDA

EDUC 336-4 Learning and Diversity: Inclusive Classrooms/ Learning Disabilities -3: Inclusive Education: Success for All This course focuses on inclusive teaching strategies across curricula, assessment, and classroom management. This course addresses individual differences and inclusion based on the premises that all students have individual differences in their experiences, skills, knowledge, perspectives and cultural beliefs and that health within classrooms depends on celebrating differences. Students' differences include, but are not limited to, experiences, skills, knowledge, perspectives and cultural beliefs. Curricular materials and instruction Inclusive educators consider pedagogical components and strategies when selecting, designing and adapting their classroom and learning activities must be selected, designed, and adapted to include all learners. Additionally, it explores the theoretical bases of multicultural education policies and practices, learning disabilities, and strategies for assessment, instruction, and coordination of resources to support learners with learning disabilities across developmental levels. This course introduces the characteristics and educational implications of Fetal Alcohol Syndrome Disorder, Autism, ADHD, ESL, etc., and explores practical instructional approaches.

S-202002.27

Change(s) to Course Description – EDUC 346

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 346, on page 209 of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED, CONSENT AGENDA

EDUC 346-2 Introduction to – 3: Aboriginal and Indigenous Education This course provides teacher candidates with a deep understanding of the Truth and Reconciliation Commission (TRC) Calls to Action. Teacher candidates build their knowledge by embedding cultural and Indigenous and Aboriginal perspectives, and develop an understanding of oral history and the Indigenous perspectives on historical and current issues. They explore, design and examine pedagogical strategies to support learners in the classroom. ~~introduces the diverse meanings of the term “Aboriginal/Indigenous education.” The concepts of power, control, and culture help students to analyze contemporary issues surrounding Aboriginal/Indigenous education and Western education. Topics include historical analysis, current models, defining Aboriginal/Indigenous education, and contemporary issues. Students build their knowledge and understanding of Aboriginal/Indigenous approaches to education.~~

S-202002.28

Change(s) to Course Description – EDUC 351

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 351, on page 209 of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED, CONSENT AGENDA

EDUC 351-2 -3 Curriculum and Instruction: Second Language (EY) This course provides Elementary Teacher candidates with curricular, Curriculum and instruction instructional and assessment methods for teaching a second language. ~~in the Early Years.~~ The second language offered may be French, or another provincially approved second language, such as a local First Nations Indigenous language. Teacher candidates develop a deep understanding of second language acquisition and development research-informed pedagogical content knowledge and ways to personalize classroom learning.

S-202002.29

Change(s) to Course Description – EDUC 361

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 361, on page 209 of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED, CONSENT AGENDA

EDUC 361-4-9-Curriculum and Instruction: II (Humanities & Social Sciences)-Secondary Humanities This course investigates curriculum and instruction methods in English language arts and social studies in Grades 8-12. The first part of the course focuses on language and literacy with emphasis on strategies for thematic instruction, cross-curricular teaching, Canadian texts, and First Peoples' Principles across the curriculum. The second part promotes English language arts and social studies across the secondary humanities curriculum by promoting the use of Indigenous and non-Indigenous texts to explore social justice themes, First Nations history and pedagogy. ~~Curriculum and instruction methods for the Senior Years, including accessing, selecting, and developing curricular materials; and planning, instruction, and evaluation methods pertaining to the teachable subject areas.~~

Prerequisites: EDUC 360-4

S-202002.30

Change(s) to Course Description – EDUC 372

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 372, on page 209 of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED, CONSENT AGENDA

EDUC 372-4 –9 Curriculum and Instruction: II (Math, Computer & Sciences) Mathematics and Science

~~Curriculum and instruction methods for the Senior Years, including accessing, selecting, and developing curricular materials; and planning, instruction, and evaluation methods pertaining to the teachable subject areas. This course is intended for Secondary Teacher candidates with a Mathematics and Science specialization. Candidates integrate subject-specific pedagogies, theories, practices, professional ethics and safety protocols. Themes include experiential and reflexive learning; First Peoples' Principles; and cross-curricular teaching and learning using Applied Design Skills and Technologies (ADST).~~

~~Prerequisites: EDUC 360-4~~

S-202002.31

Change(s) to Course Description – EDUC 390

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 390, on page 210 of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED, CONSENT AGENDA

~~**EDUC 390-3 Classroom Practice and Seminar I Observational Practicum** Three-week equivalent practicum, comprising observations and supervised practical experience in a school, along with weekly seminars with team members addressing ongoing practice issues such as: practical skills, case management, reflection, problem-solving, accessing resources, professional issues, teacher research, and portfolio development. This course provides Teacher candidates with the skill sets required to better understand the complexities of teaching and learning. Teacher candidates participate in an observational practicum in K-12 classrooms and alternative education settings. Mentors guide discussions addressing ongoing practice issues to provide teacher candidates opportunities to reflect on and problem-solve real life and case study issues. This course helps teacher candidates assess current resources, address professional issues and experience the role of teacher as researcher. Graded on a PASS/FAIL basis.~~

~~Pre- or Co-requisite: Secondary Years: EDUC 360-4; Elementary Years: EDUC 356-2 and 376-2~~

S-202002.32

Change(s) to Course Description – EDUC 391

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 391, on page 210 of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED, CONSENT AGENDA

~~**EDUC 391-3 Classroom Practice and Seminar II Experiential Practicum** Three-week equivalent supervised practical experience in a school, along with weekly seminars with team members addressing ongoing practice issues such as: practical skills, case management, reflection, problem-solving, accessing resources, professional issues, teacher research, and portfolio development. This course provides teacher candidates with the skill sets needed to participate in an experiential practicum. During their time in classrooms, teacher candidates participate in self-reflection, planning, teaching, assessing and reflecting on students' learning. Immersion in reflective practices includes participating in groups to provide ongoing mutual support and guidance as they participate in inquiry and problem-solving. Graded on a PASS/FAIL basis.~~

~~Prerequisites: EDUC 390-3~~

~~Pre- or Co-requisite: Secondary Years: EDUC 345-4, 370-3, and one of EDUC 315-4, 361-4, or 372-4; Elementary Years: EDUC 351-2, 357-3, 366-2, 377-2, and 387-2~~

S-202002.33

Change(s) to Course Description – EDUC 421

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 421, on page 210 of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020
CARRIED, CONSENT AGENDA

EDUC 421-3 Classroom Assessment Practices and Motivation ~~A critical examination of the purposes, utility, and limitations of classroom assessment and evaluation. Students will learn to select appropriate assessment processes and instruments to evaluate the academic, social, and emotional abilities/needs of the children/adolescents in their classrooms and to plan to evaluate instruction. They will learn to design and interpret assessment processes and instruments, and to implement a fair grading system. The course will include a focus on authentic assessment, portfolios, standardized testing, curriculum-based assessment, conferencing, and reporting. This course provides teacher candidates with skills in classroom assessment for all levels of ability and helps teacher candidates understand the deep connection between assessment, evaluation, student learning, motivation and behaviour. Teacher candidates explore the importance of motivation and engagement in developing classroom communities of learning.~~

S-202002.34

Change(s) to Course Description – EDUC 441

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 441, on page 211 of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020
CARRIED, CONSENT AGENDA

EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (EY) ~~This integrated course focuses on community-based and locally-based project development. Children's fiction, non-fiction and other materials are used across academic subjects and developmental areas to plan classroom projects, produce a professional portfolio, and explore the role of the classroom teacher in collegial work. (SY) In this course teacher candidates research collaboratively, plan, teach, assess and reflect actively on classroom practices with real-time coaching from classroom teachers and university instructors. Teacher candidates develop deep understanding of ways to embed Aboriginal and Indigenous perspectives into experiential, subject-based learning and classroom organization. Teacher candidates apply teaching strategies in order to link research and theory to practice and student-led inquiry and to develop personalized pedagogical stances.~~

S-202002.35

Change(s) to Course Description – EDUC 446

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 446, on page 211 of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020
CARRIED, CONSENT AGENDA

EDUC 446-2 3: Aboriginal /and Indigenous Education: Epistemology ~~This course emphasizes the importance of people, place and land to learning. Teacher candidates engage in experiential learning opportunities learning about current First Nations pedagogies and issues. Teacher candidates are guided to appropriately design curricula that embed First Peoples Principles of Learning and to develop curricular themes with goals in each of the four directions—Spiritual, Emotional, Intellectual and Physical. is an introduction to Aboriginal/ Indigenous epistemology? Central to this study are the thinking and listening processes of orality. Oral history stories provide a unique way to know and to understand the world. Topics include Aboriginal/ Indigenous epistemology, Aboriginal/Indigenous education meta-theory, orality, Aboriginal/Indigenous spirituality and education, and Aboriginal/Indigenous curricula, and phenomenology.~~

S-202002.36

Change(s) to Course Description – EDUC 490

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 490, on page 211 of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED, CONSENT AGENDA

EDUC 490-4 Classroom Practice and Seminar III -3 Formative Practicum ~~Four weeks supervised practicum in a school, along with weekly seminars with team members addressing ongoing practice issues such as: practical skills, case management, reflection, problem-solving, accessing resources, professional issues, teacher research, and portfolio development. This course contributes to meeting BC Teachers' Council (BCTC) practicum requirements. During the university instruction and in-situ learning of this practicum, teacher candidates develop a deeper understanding of teaching by integrating theory into practice and have a first opportunity to independently lead a classroom. Teacher candidates document the journey through continued use of e-Portfolios to demonstrate and articulate an increasing awareness of practical skill sets. This course supports a deepening awareness and facilitation of BC curriculum. Graded on a PASS/FAIL basis~~

Prerequisites: EDUC 391-3

Pre- or Co-requisite: Secondary Years: One of EDUC 414-5, 460-5, or 471-5; Elementary Years: EDUC 456-2 and 406-3

S-202002.37

Change(s) to Course Description – EDUC 491

Budde

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 491, on page 211 of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2020

CARRIED, CONSENT AGENDA

EDUC 491-6 Classroom Practice and Seminar Summative Practicum ~~This course is a summative practicum that prepares teacher candidates to meet BC Teachers' Council (BCTC) practicum requirements. During the university instruction and in-situ learning of this summative practicum, teacher candidates develop the necessary experience and knowledge to advance BC curriculum and pedagogical knowledge for learners. Teacher candidates demonstrate a thorough understanding and practice of ethics, standards, and teaching as a profession. is a full-time, ten-week supervised practicum in a school. It includes weekly seminars with team members that address ongoing practice issues such as practical skills, case management, reflection, problem-solving, accessing resources, professional issues, teacher research, and portfolio development. This course is graded on a PASS/FAIL basis.~~

Prerequisites: EDUC 490-4 -3

Pre- or Co-requisite: Secondary Years: One of EDUC 414-5, 460-5, or 471-5; Elementary Years: EDUC 407-4 and 456-2

Motions S-202002.38 and S-202002.47 were carried as an omnibus motion.

S-202002.38

New Course Approval – EDUC 393

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 393-3: Foundations of Education be approved as proposed.

Proposed semester of first offering: September 2020

CARRIED

This course introduces the historical, philosophical, sociological and ethical foundations of education. Teacher candidates connect the BC Teachers' Council code of practice standards to curriculum policies in public and independent schools in British Columbia and Canada in general. Teacher candidates practice and discuss critical reasoning and ethical decision-making in the professional context.

S-202002.39

New Course Approval – EDUC 394

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 394-3: Pedagogy, Curriculum and Teaching - Theory in Context be approved as proposed.

Proposed semester of first offering: September 2020

CARRIED

This course introduces the historical, philosophical, sociological and ethical foundations of education. Teacher candidates connect the BC Teachers' Council code of practice standards to curriculum policies in public and independent schools in British Columbia and Canada in general. Teacher candidates practice and discuss critical reasoning and ethical decision-making in the professional context.

S-202002.40

New Course Approval – EDUC 397

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 397-3: Curriculum and Instruction in the Humanities K-7 using ADST be approved as proposed.

Proposed semester of first offering: September 2020

CARRIED

This course prepares Elementary teacher candidates for the teaching of humanities. It emphasizes literacy, spoken and written language across subject areas, and social studies pedagogy, while integrating theory and practice with critical reflection. Other focuses include the development of Applied Design Skills and Technologies (ADST) and First Nations' pedagogical knowledge, along with the assessment and evaluation of diverse learners.

S-202002.41

New Course Approval – EDUC 398

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 398-3: Curriculum and Instruction in Math and Science using ADST be approved as proposed.

Proposed semester of first offering: September 2020

CARRIED

Quantitative and scientific literacy are essential competencies for teacher candidates in order to educate students for the world and the future. This course focuses on literacy areas while developing and refining the skills and mindsets required for logical reasoning, analytical thought, problem solving, creative thinking, and ethical decision-making. These competencies are based on the collection, analysis and effective communication of data, in addition to problem solving in situational contexts.

S-202002.42

New Course Approval – EDUC 399

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 399-3 Integrating ADST as a Pedagogical Stance be approved as proposed.

Proposed semester of first offering: September 2020

CARRIED

This course provides teacher candidates with opportunities to explore, inquire about and understand the value of experiential learning for their students. Teacher candidates begin to develop their own pedagogical stances, recognizing the importance of hands-on learning. As expressed in the BC Ministry of Education's curriculum - Applied Design, Skills and Technologies (ADST), experiential learning provides opportunities for students to build on their own natural curiosity, inventiveness, and desire to create and work in practical ways.

S-202002.43

New Course Approval – EDUC 400

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 400-3: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy be approved as proposed.

Proposed semester of first offering: September 2020
CARRIED

This course introduces teacher candidates to alternate ways for students in the classroom to demonstrate learning through personal aptitudes, values and beliefs. Teacher candidates explore a variety of skill sets involving curricular integration and enactment through fine arts, music, health, physical education, drama, dance, performance and imagery. Teacher candidates develop knowledge representation skill sets through emergent and early language literacy, numeracy, wellness, sustainable health, and career education.

S-202002.44
New Course Approval – EDUC 401

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 401-3: Career Education be approved as proposed.

Proposed semester of first offering: September 2020
CARRIED

This course 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.

S-202002.45
New Course Approval – EDUC 402

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 402-3: Diverse Classrooms be approved as proposed.

Proposed semester of first offering: September 2020
CARRIED

In this course, 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.

S-202002.46
New Course Approval – EDUC 403

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 403-3: Mental Health and Wellness be approved as proposed.

Proposed semester of first offering: September 2020
CARRIED

This course provides teacher candidates with the skill sets required to develop an understanding of the well-being of the self and of all members of the school community. Teacher candidates develop trauma-informed pedagogy and practice to support students' development of resilience behaviours and positive mental health. They examine the meaning of professionalism through an examination of the BC Teachers' Federation (BCTF) Code of Ethics and BC Teachers' Council (BCTC) Professional Standards. Workplace culture is examined through a lens of collaboration and an understanding of the many roles of the educator.

S-202002.47
New Course Approval – EDUC 405

Klassen-Ross

That on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 405-3: Reflective Practice Through Inquiry and e-Portfolio be approved as proposed.

Proposed semester of first offering: September 2020
CARRIED

This course 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.

New Course Library Forms for the School of Education courses were included in the meeting package.

S-202002.48

Approval of the UNBC Academic Dates - 2025- 2030

Jensen

That on the recommendation of the Senate Committee on Academic Affairs, the UNBC Academic Dates from September 2025 through August 2030 be approved as proposed.

Effective Date: September 2025

CARRIED

Motion to Extend the meeting past 5:30 p.m.

Murphy

CARRIED

11.3 Steering Committee of Senate

Payne

For Approval:

S-202002.49

Senate Membership

Mandy

That on the recommendation of the Steering Committee of Senate, the membership of Senate and subsequently the Senate Handbook be approved as proposed in principle.

Effective Date: In Principle - Upon the Approval of Senate

(NOT to take effect until the five-faculty structure is in place and all revisions are approved to the Senate Handbook)

Senator Casperson asked when the related sections of the Senate Handbook would be provided to review with new membership.

The University Secretary indicated that once the Membership is approved in principle the Office of the University Secretariat would provide a revisions and the next meeting.

CARRIED

S-202002.50

Change(s) to the Senate Elections

Fredeen

That on the recommendation of the Steering Committee of Senate, the 2020 Senate elections transition membership from the current structure to the five-faculty structure in that all newly elected Senators will be elected under the new membership structure.

Effective Date: Upon the Approval of Senate

CARRIED

S-202002.51

Change(s) to the Senate Handbook – Order of Agenda

Mandy

That on the recommendation of the Steering Committee of Senate, the changes to section 3 (u) Order of Agenda in the Senate Handbook be approved as proposed.

Effective Date: Upon the Approval of Senate

Senator Casperson opposed the motion as he felt that the Presentation should come after the approval of the agenda.

Amendment

Jackson

That the approval of the agenda be moved to before the presentation.

CARRIED AS AMENDED

11.4 Senate Committee on Nominations

Casperson

For Approval:

S-202002.52

Recommendation of Senate Committee Members to Senate

Horianopoulos

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

Effective date: Upon Approval of Senate

SENATE COMMITTEE ON NOMINATIONS

Faculty Senator (03/31/2021)

Faculty Senator (03/31/2021)

Gwen Keeler

Julia Wimmers-Klick

CARRIED

S-202002.52a

Recommendation of Senate Committee Members to Senate

Horianopoulos

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

Effective date: Upon Approval of Senate

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

Faculty Member - CASHS (03/31/2021)

CARRIED

Karin Beeler

S-202002.52b

Recommendation of Senate Committee Members to Senate

Horianopoulos

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

Effective date: Upon Approval of Senate

SENATE STANDING ADVISORY COMMITTEE ON THE INTEGRITY AND AWARDING OF DEGREES

Faculty Member from the Faculty of Science and Engineering (03/31/2023)

Matt Reid

Faculty Member from the Faculty of Human and Health Sciences (03/31/2023)

Andrew Kitchenham

Alumni Representative (non-Senator) nominated by the Alumni Council (03/31/2023)

Furqana Khan

CARRIED

S-202002.53

Rules to Govern Elections – Board of Governors

Casperson

That, on the recommendation of the Senate Committee on Nominations, the following Rules to Govern Elections to the Board of Governors be approved as proposed.

Effective date: Upon Approval of Senate

CARRIED

For Information:

A list of Senate Committee Vacancies was included in the meeting package.

11.5 Senate Committee on Curriculum and Calendar	Annear
11.6 Senate Committee on Admissions and Degrees	Annear
11.7 Senate Committee on First Nations and Aboriginal Peoples	Ryan
11.8 Senate Committee on Honourary Degrees and Special Forms of Recognition	Payne
11.9 Senate Committee on Scholarships and Bursaries	Annear

For Information:

SCSB20200122.03 (approved)

New Allnorth – Engineering Bursary

That the new Terms and Conditions for the Allnorth – Engineering Bursary be approved.

Effective Date: 2020-2021 Academic Year

SCSB20200122.04 (approved)

New Kristopher McKay Award

That the new Terms and Conditions for the Kristopher McKay Award be approved.

Effective Date: 2020-2021 Academic Year

SCSB20200122.05 (approved)

New Ricoh Canada Inc. Bursary

That the new Terms and Conditions for the Ricoh Canada Inc. Bursary be approved.

Effective Date: 2020-2021 Academic Year

SCSB20200122.06 (approved)

New Susan Robertson Prize

That the new Terms and Conditions for the Susan Robertson Prize be approved.

Effective Date: 2020-2021 Academic Year

SCSB20200122.07 (approved)

Revised TC Energy Indigenous Award

That the revised Terms and Conditions for the TC Energy Indigenous Award (with a name change to: Coastal GasLink Indigenous Community Development Award) be approved.

Effective Date: 2020-2021 Academic Year

SCSB20200122.08 (approved)

Revised TC Energy Engineering Scholarship

That the revised Terms and Conditions for the TC Energy Engineering Scholarship (with a name change to “Coastal GasLink Legacy Scholarship”) be approved.

Effective Date: 2020-2021 Academic Year

SCSB20200122.09 (approved)

Revised Tom Dennett Memorial Scholarship

That the revised Terms and Conditions for the Tom Dennett Memorial Scholarship be approved.

Effective Date: 2020-2021 Academic Year

11.10 Senate Committee on University Budget

11.0 Information

12.0 Other Business

13.0 S-202002.54 (10 minutes)
Move to In Camera Session
Klassen-Ross
That the meeting move In Camera
CARRIED

15.0 S-202002.65
Adjournment
Horianopoulos
That the Senate meeting be adjourned.
CARRIED

The meeting adjourned at 5:45 p.m.