

SENATE MEETING PUBLIC SESSION AGENDA

February 26, 2020
3:30 – 5:30 PM

Senate Chambers (Room 1079 Charles J McCaffray Hall)

1.0 Acknowledgement of Territory

2.0 Presentation – Student Affairs (10 minutes)

3.0 S-202002.01

Approval of the Agenda †

Page 1

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

† **NOTE:** *The Senate Agenda for the public session consists of two parts, a consent agenda and a regular agenda. The consent agenda contains items that are deemed to be routine or noncontroversial and are approved by the Steering Committee of Senate for placement on that agenda. Any Senator wishing to discuss any item on the consent agenda may ask the Chair of Senate that the item be removed from the consent agenda and placed on the regular agenda. Items removed from the consent agenda will be placed on the regular agenda and dealt with in the order in which they appear on the full agenda. Senators wishing to ask a question regarding an item on the consent agenda, without necessarily removing that item from the consent agenda, are strongly encouraged to direct questions to the Secretary of Senate in advance of the meeting.*

4.0 Approval of the Minutes

S-202002.02

Approval of the Minutes

Page 11

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

S-202002.03

Approval of the Minutes

Page 45

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

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

6.0 President's Report

Payne

7.0 Report of the Provost (5 minutes)

Ryan

7.1 Academic Re-Structuring

8.0 Report of the Registrar (5 minutes)

Annear

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

9.2 Questions from the floor

- 10.0 S-202002.05**
Approval of Motions on the Consent Agenda **Payne**
That the motions on the consent agenda, except for those removed for placement on the regular agenda, be approved as presented.
- 11.0 Committee Reports**
- 11.1 Senate Committee on Academic Appeals** **Hartley**
- 11.2 Senate Committee on Academic Affairs** **Ryan**

For Approval:

Regular **S-202002.06**

Change(s) to Program Requirements – BSc – Wildlife and Fisheries

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.

Page 53 Effective date: September 2020

Regular **S-202002.07**

Change(s) to Program Requirements – BSc – BIOL

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.

Page 56 Effective date: September 2020

Regular **S-202002.08**

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

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 calendar, be approved as proposed.

Page 59 Effective date: September 2020

Consent **S-202002.09**

Change(s) to Course Prerequisite – ENGR 417

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.

Page 63 Effective date: September 2020

Regular **S-202002.10**

Re-instatement of Deleted Course – MATH 435/635

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

Page 65 Effective Date: September 1, 2020

Consent **S-202002.11**

Change(s) to Course Description – PHYS 115

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.

Page 67 Effective date: September 2020

Consent **S-202002.12**

Change(s) to Course Prerequisite – PHYS 100

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.

Page 69 Effective date: September 2020

Regular **S-202002.13**

Change(s) to Program Requirements – MIS Major

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.

Page 71 Effective date: January 2020

Regular **S-202002.14**

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

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.

Page 75 **Effective Date:** April 1, 2020

Page 90 **Executive Summary - MBA**

Regular **S-202002.15**

New Course Approval – COMM 652

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

Page 91 **Proposed semester of first offering:** September 2020

Regular **S-202002.16**

New Course Approval – COMM 737

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

Page 96 **Proposed semester of first offering:** September 2020

Consent **S-202002.17**

Course Deletion – COMM 651

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.

Page 102 Effective date: September 2020

Consent **S-202002.18**

Course Deletion – COMM 725

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.

[Page 104](#) Effective date: September 2020

Regular **S-202002.19**

New Course Approval – UNIV 102

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

[Page 106](#) **Proposed semester of first offering:** September 2019

Regular **S-202002.20**

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

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.

[Page 110](#) Effective date: September 2020

Regular **S-202002.21**

Program Deletion– Bachelor of Fine Arts

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.

[Page 115](#) Effective date: September 2020

[Page 121](#) Executive Summary - Education

Regular **S-202002.22**

Change(s) to Program Requirements – Elementary Stream

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.

[Page 123](#) Effective date: September 2020

Regular **S-202002.23**

Change(s) to Program Requirements – Secondary Stream

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.

[Page 127](#) Effective date: September 2020

Regular **S-202002.24**

Change(s) to Calendar Description – Academic Regulations

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.

[Page 131](#) Effective date: September 2020

Regular **S-202002.25**

Change(s) to Calendar Description – School of Education

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.

[Page 136](#) Effective date: September 2020

Consent **S-202002.26**

Change(s) to Course Description – EDUC 336

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.

Page 140 Effective date: September 2020

Consent **S-202002.27**

Change(s) to Course Description – EDUC 346

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.

Page 142 Effective date: September 2020

Consent **S-202002.28**

Change(s) to Course Description – EDUC 351

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.

Page 144 Effective date: September 2020

Consent **S-202002.29**

Change(s) to Course Description – EDUC 361

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.

Page 146 Effective date: September 2020

Consent **S-202002.30**

Change(s) to Course Description – EDUC 372

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.

Page 148 Effective date: September 2020

Consent **S-202002.31**

Change(s) to Course Description – EDUC 390

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.

Page 150 Effective date: September 2020

Consent **S-202002.32**

Change(s) to Course Description – EDUC 391

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.

Page 152 Effective date: September 2020

Consent **S-202002.33**

Change(s) to Course Description – EDUC 421

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.

Page 154 Effective date: September 2020

Consent **S-202002.34**

Change(s) to Course Description – EDUC 441

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.

[Page 156](#) Effective date: September 2020

Consent **S-202002.35**

Change(s) to Course Description – EDUC 446

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.

[Page 158](#) Effective date: September 2020

Consent **S-202002.36**

Change(s) to Course Description – EDUC 490

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.

[Page 160](#) Effective date: September 2020

Consent **S-202002.37**

Change(s) to Course Description – EDUC 491

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.

[Page 162](#) Effective date: September 2020

Regular **S-202002.38**

New Course Approval – EDUC 393

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

[Page 164](#) **Proposed semester of first offering:** September 2020

Regular **S-202002.39**

New Course Approval – EDUC 394

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.

[Page 169](#) **Proposed semester of first offering:** September 2020

Regular **S-202002.40**

New Course Approval – EDUC 397

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.

[Page 174](#) **Proposed semester of first offering:** September 2020

Regular **S-202002.41**

New Course Approval – EDUC 398

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.

[Page 179](#) **Proposed semester of first offering:** September 2020

Regular **S-202002.42**

New Course Approval – EDUC 399

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.

[Page 183](#) **Proposed semester of first offering:** September 2020

Regular **S-202002.43**

New Course Approval – EDUC 400

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.

Page 188 Proposed semester of first offering: September 2020

Regular **S-202002.44**

New Course Approval – EDUC 401

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

Page 192 Proposed semester of first offering: September 2020

Regular **S-202002.45**

New Course Approval – EDUC 402

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

Page 197 Proposed semester of first offering: September 2020

Regular **S-202002.46**

New Course Approval – EDUC 403

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.

Page 201 Proposed semester of first offering: September 2020

Regular **S-202002.47**

New Course Approval – EDUC 405

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.

Page 206 Proposed semester of first offering: September 2020

Page 211 New Course Library Forms – School of Education

Regular **S-202002.48**

Approval of the UNBC Academic Dates - 2025- 2030

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.

Page 221 Effective Date: September 2025

11.3 Steering Committee of Senate

Payne

For Approval:

Regular **S-202002.49**

Senate Membership

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.

Page 237 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)

Regular **S-202002.50**

Change(s) to the Senate Elections

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

Regular **S-202002.51**

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

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.

11.4 Senate Committee on Nominations

Casperson

For Approval:

Regular **S-202002.52**

Recommendation of Senate Committee Members to Senate

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)

Gwen Keeler

Faculty Senator (03/31/2021)

Julia Wimmers-Klick

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

Faculty Member - CASHS (03/31/2021)

Karin Beeler

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

Regular **S-202002.53**

Rules to Govern Elections – Board of Governors

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

For Information:

Vacancies

COMMITTEE	POSITION	TERM EXPIRY DATE
SCN	Faculty Senator†	03/31/2020
	Faculty Senator†	03/31/2021
SCAA	Faculty Member – Professional Programs	03/31/2022
	Lay Senator	03/31/2021
SCAD	Faculty Member — CASHS†	03/31/2021
	Faculty Member	03/31/2020
SCAAF	Faculty Senator	03/31/2021
	Graduate Student Senator	08/31/2020
	Regional Senator	03/31/2021
SSAS	Professional Program Faculty Rep (appointed by Provost)	03/31/2020
SCFNAP	Aboriginal Regional Senator or Aboriginal Lay Senator	03/31/2021
SCSB	Faculty Senator — CASHS	03/31/2021
	Faculty Senator — CSAM	03/31/2021
	Graduate Student	08/31/2020
SCUB	Exempt Staff Representative, appointed by the Exempt Group	

	Graduate Student	08/31/2020
SCSDA	First Nations Student	03/31/2020
	Administrative Staff Member	03/31/2022

Note: The symbol "✦" denotes that an appointment by Senate is pending.

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.

Page 246

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.

Page 248

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.

Page 250

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.

Page 252

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.

Page 254

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.

Page 256

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.

Page 258

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
That the meeting move In Camera

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

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That 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.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** The content of Evolutionary Biology (BIOL323) is fundamental to understanding the long-term evolutionary relationships between fish, wildlife and their environments. Thus, the curriculum committee is of the opinion that students pursuing a BSc in Wildlife and Fisheries should complete a course in evolution. Also, the BC College of Applied Biology, the organization that regulates applied biology professionals in BC, recently changed their registration standard now recognizing a course in evolution as meeting the College's education requirement. The proposed changes to the degree will provide a more complete education and smooth the pathway for students wishing to become Registered Professional Biologists.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

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

...

Upper Division Requirement

300 Level

BIOL 302-3	Limnology
BIOL 307-3	Ichthyology and Herpetology
BIOL 308-3	Ornithology and Mammalogy
BIOL 315-3	Animal Diseases and Parasites
BIOL 325-3	Ecological Analyses
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

5. Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:

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

...

Upper Division Requirement

300 Level

BIOL 302-3	Limnology
BIOL 307-3	Ichthyology and Herpetology
BIOL 308-3	Ornithology and Mammalogy
BIOL 315-3	Animal Diseases and Parasites
BIOL 325-3	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

6. Authorization: (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: Ecosystem Science and Management

College: College of Science and Management

College Council Motion Number: CSAMCC 2020: 01:09:09

College Council Approval Date: January 9, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not applicable

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not applicable

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202002.04

Moved by: E. Jensen

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That 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.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** The content covered in PHYS 115 is adequate for most Biology B.Sc. students, however students who wish may still take the PHYS 100/101 or PHYS 110/111 pairings. This change will reduce barriers for admission to the BIOL B.Sc., will allow students to take an early elective to assist in obtaining a minor, and will bring the BIOL B.Sc. into line with other degrees offered by the Ecosystem Science and Management Program.

We are making other wording changes to alert students to the fact that the Biology B.Sc. is a degree that can prepare them for subsequent application to various professional programs.

3. **Implications of the changes for other programs, etc., if applicable:** None.

4. **Reproduction of current Calendar entry for the item to be revised:**

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 students for application to various professional schools or for a wide range of 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 126 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 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

*Recommended: MATH 101-3 Calculus II

Students who are interested in pursuing professional programs should contact the program advisor regarding the correct course sequences required for individual programs.

5. Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:

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.

.....

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.

6. Authorization: (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: Ecosystem Science and Management

College: College of Science and Management

SCCC Reviewed: October 28, 2019

College Council Motion Number: CSAMCC 2020: 01:09:10

College Council Approval Date: January 9, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not applicable.

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not applicable.

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202002.05

Moved by: E. Jensen

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That 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 calendar, be approved as proposed.

1. **Effective date:** September 2020
2. **Rationale for the proposed revisions:** The proposed changes are to bring the first two years of the joint UNBC/UBC Environmental Engineering program into alignment with the UNBC stand-alone Environmental Engineering program. Changes are: 1) The addition of ENGR 130 Mechanics of Materials I in place of PHYS 111 Waves of Electricity. This change addresses an identified gap in the curriculum around stress analysis. 2) MATH 220 Linear Algebra moves to first year and a humanities/social sciences elective moves to second year. Linear Algebra in first year should help with second year engineering courses. 3) BIOL 110-3 Introductory Ecology is replaced with ENVE 222-3 Engineering Biology which is more suitable for environmental engineering applications (wastewater treatment, soil remediation, etc) than ecology. 4) A choice will be provided between FSTY 205 Introduction to Soil Science and GEOG 210 Introduction to Earth Science. 5) ENGR 350-3 Fluid Mechanics is replaced with ENGR 254-4 Fluid Mechanics I. This is the same course with the addition of a laboratory component. 6) An engineering communication course, ENGR 211-3, will be added to second year to address an area for improvement identified during the latest continual improvement process. To make room in second year, ENGR 451-3 Groundwater Hydrology content will be moved to third year at UBC.
3. **Implications of the changes for other programs, etc., if applicable:** Changes may affect enrollment in PHYS 111, BIOL 110, FSTY 205, GEOG 210.
4. **Reproduction of current Calendar entry for the item to be revised:**

Program Requirements

UNBC degree requirements: 90 credit hours

UBC degree requirements: 71 credit hours

Total credits for degree: 161 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 151-1	Engineering Tools I
ENGR 152-1	Engineering Tools II
MATH 100-3	Calculus I
MATH 101-3	Calculus II
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 217-3	Engineering Design II
ENGR 220-3	Engineering Chemistry
ENGR 350-3	Fluid Mechanics
ENGR 451-3	Groundwater Hydrology
ENSC 201-3	Weather and Climate
GEOG 210-3	Introduction to Earth Science
MATH 200-3	Calculus III
MATH 220-3	Linear Algebra
MATH 230-3	Linear Differential Equations and Boundary Value Problems
STAT 371-3	Probability and Statistics for Scientists and Engineers

5. Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:

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
<u>ENGR 130-4</u>	<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
MATH 220-3 Linear Algebra
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~~
MATH 230-3 Linear Differential Equations and Boundary Value Problems
STAT 371-3 Probability and Statistics for Scientists and Engineers

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.

6. Authorization: (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: Engineering

College: CSAM

SCCC Reviewed: October 4, 2019

College Council Motion Number: CSAMCC 2020: 01:09:07

College Council Approval Date: January 9, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202002.06

Moved by: E. Jensen

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , **or information of** **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.09

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That 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.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** There are now a sequence of engineering design courses in the joint UNBC/UBC environmental engineering degree. The courses should be taken in order, therefore the 2nd year design course is being added as a prerequisite to the final capstone design course.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

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 north/central British Columbia.

Prerequisites: completion of 90 credit hours in an Engineering Program

Precluded: ENSC 417-6

5. **Proposed revision with changes underlined and deletions indicated clearly using “~~striethrough~~”:**

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

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: Engineering

College: CSAM

SCCC Reviewed: October 4, 2019

College Council Motion Number: CSAMCC 2020: 01:09:06

College Council Approval Date: January 9, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202002.07

Moved by: E. Jensen

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , **or information of** **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the re-instatement of MATH 435/635 be approved as proposed.

Effective Date: September 2020

Rationale: MATH 435/635 was deleted from the Academic Calendar as per motion S-200802.47. The department wishes to offer it again because a faculty member specializes in the topic. There are incoming graduate students for 2020-2021 who need to take this course.

Re-instatement of a deleted course was approved by Senate most recently as per S-201904.04.

Reproduction of 2007-2008 Calendar entry for the item to be revised:

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

Motion proposed by: Samuel Walters

Academic Program: Mathematics and Statistics

Implications for Other Programs / Faculties? None

College: CSAM

College Council / Committee Motion Number:

College Council / Committee Approval Date:

Attachment Pages (if applicable): 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

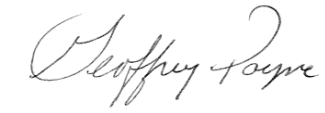
Motion No.: SCAAF202002.44

Moved by: E. Jensen

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date



Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.11

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That 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.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:**

The changes to the topics of the course are meant to reflect more faithfully what has actually been covered in this course over the years.

3. **Implications of the changes for other programs, etc., if applicable:** N/A

4. **Reproduction of current Calendar entry for the item to be revised:**

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

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

5. **Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:**

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

6. **Authorization:**

Program / Academic / Administrative Unit: Physics

College: CSAM

SCCC Reviewed: October 28, 2019

College Council Motion Number: CSAMCC 2020: 01:09:03

College Council Approval Date: January 9, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202002.08

Moved by: E. Korkmaz

Seconded by: E. Jensen

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): _____

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That 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.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:**

Many first-year students required to take the PHYS 100/PHYS 101 sequence have difficulty meeting the Physics 12 prerequisite for PHYS 100, partly because a large number of high schools in Northern BC do not actually offer Physics 12. PHYS 115 is offered primarily to allow these students to meet the PHYS 100 prerequisite, but taking it puts them one year behind in completing their physics requirements. We believe that for this algebra-based course, adequate high-school background in physics can be met satisfactorily by Physics 11, while completing the PHYS 100/101 sequence in the first year is highly desirable in terms of both scheduling and academic merit. A number of BC universities already have only Physics 11 as a prerequisite for their first year algebra-based physics sequence equivalent to PHYS 100/PHYS 101.

3. **Implications of the changes for other programs, etc., if applicable:**

Consultation with the UNBC programs requiring PHYS 100/PHYS 101 was done with supportive feedback, given the positive implications of this change in terms of both the admission of students into these degree programs and the timely completion of the degree.

4. **Reproduction of current Calendar entry for the item to be revised:**

PHYS 100-4 Introduction to Physics I

First part of an algebra-based introductory physics course for majors in life and environmental sciences: 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, sound waves.

Prerequisites: Physics 12 or PHYS 115-4

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

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

6. Authorization:

Program / Academic / Administrative Unit: Physics

College: CSAM

SCCC Reviewed: October 28, 2019

College Council Motion Number: CSAMCC 2020: 01:09:08

College Council Approval Date: January 9, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF

Moved by:

Seconded by:

Committee Decision:

Approved by SCAAF:

_____ **Date**

_____ **Chair's Signature**

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202002.13

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the Management Information Systems major (Bachelor of Commerce), be approved as proposed.

- 1. Effective date:** January 2020
- 2. Rationale for the proposed revisions:** The Management Information Systems major passed Senate (S-201901.11) with two required courses missing. The program requirements must be updated before publishing in the Academic Calendar.
- 3. Implications of the changes for other programs, etc., if applicable:** None
- 4. Reproduction of current Calendar entry for the item to be revised:**
[This major is not in the Calendar yet. This text is from motion S-201901.11]:

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 330-3 Human Resource Management
COMM 332-3 Business and Professional Ethics
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).

5. Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:

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).

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Business

College: CSAM

College Council Motion Number: CSAMCC 2020: 01:09:05

College Council Approval Date: January 9, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. **Other Information**

Attachment Pages: # pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202002.10

Moved by: E. Jensen

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: 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

Rationale: On November 22, 2017, the Senate approved the Pre-Master of Business Administration (Pre-MBA) program as a pilot. The purpose of the Pre-MBA program, in partnership with Tianjin University of Technology (TUT) in China, was to provide international students with limited business knowledge in the Canadian business context and/or English language skills with the prerequisite knowledge and skills necessary to complete the UNBC MBA program. It consisted of the three UNBC Commerce courses (COMM 100-Introduction to Canadian Business, COMM 200-Business Communication, and COMM 210-Financial Accounting) and two UNBC ELS courses (ELS 50 and ELS 170). However, TUT was not able to recruit enough students for the program and UNBC ELS 50 and 170 are no longer available.

The attached MOU outlines the partnership between UNBC and CW in offering the Pre-MBA program. In accordance with the Pre-MBA program admission requirements approved in 2017, students require a 6.0 IELTS (International English Language Testing System) score to be admissible to this Pre-MBA program. Students will complete four modules of English Language Studies offered by CW from May to September 2020, to meet the requirement of IELTS of 6.5. Then, students will complete the three UNBC commerce courses before they start the MBA program in January 2021.

CW is accredited by Languages Canada, which is the Canada's premier language organization representing its two official languages, and offers conditional acceptance to several colleges and universities in Canada such as Western University and Carleton University, upon successfully completing its language program. Please see the attached supplemental documents for CW and its English course descriptions.

This pilot program will be evaluated after completing a two-year cycle of this international MBA cohort as indicated in the approved senate motion in 2017. If viable, a senate motion will be submitted to propose this pilot Pre-MBA program as a pathway program to the MBA.

Motion proposed by: Cheryl Wallace, MBA Director

Academic Program: Master of Business Administration

Implications for Other Programs / Faculties? n/a

College: College of Science and Management

College Council / Committee Motion Number: n/a

College Council / Committee Approval Date: n/a

Attachment Pages (if applicable): 13 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202002.03

Moved by: E. Korkmaz

Seconded by: E. Jensen

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Memorandum of Understanding (MOU)

This agreement made this 19th day of December 2019.

Between

The University of Northern British Columbia ("UNBC")

And

Culture Works English as a Second Language Inc. ("CW")

(Individually, a "Party" and collectively, the "Parties")

WHEREAS Culture Works English as a Second Language (CW) and the University of Northern British Columbia (UNBC) wish to collaborate in recruiting international students to UNBC's Masters of Business Administration program.

NOW THEREFORE this MOU sets out the intent and framework of the collaboration between CW and UNBC with regard to international student recruitment as follows:

1. PROGRAM OF STUDY

The MOU applies only to the Master of Business Administration (MBA) degree of UNBC.

Details of the implementation of specific activities that would follow from the above shall be negotiated between the two institutions and outlined in separate protocol agreements and shall be subject to approval by both the Parties.

2. TERM

- 2.1 This MOU will be in effect from April 1, 2020 to January 31, 2024 and may be extended upon written agreement of both parties within thirty (30) days prior to the end of the Term.
- 2.2 Either party may end the term of this MOU by providing 90 days written notice to the other Party.
- 2.3 Notwithstanding anything herein to the contrary, UNBC may immediately terminate this Agreement at any time upon a material breach of this Agreement by CW.
- 2.4 This agreement shall not be amended unless such amendment is in writing and signed by both parties.

3. Relationship of the Parties

The Parties agree that this MOU is not intended to, nor shall, create a partnership, joint venture or agency relationship between the Parties.

4. SERVICES PROVIDED BY CW

- 4.1 Recruit and pre-screen student applications.
- 4.2 Deliver English Module 1, Module 2, Module 3 and Module 4 courses to UNBC approved students.
- 4.3 Provide classroom space in China when a face-to-face UNBC Pre-MBA course is delivered in China.
- 4.4 Target 40 students per UNBC MBA cohort, CW will do a second recruitment if the numbers are below that amount.
- 4.5 Pay all commissions to sub-contracted agents.
- 4.6 Provide all marketing and promotion of UNBC's MBA program.
- 4.7 Provide classroom space with any necessary audio/visual equipment for the English Language Program.
- 4.8 Pay for items such as photo-copy supplies, other classroom resources and services such as cleaning and security.
- 4.9 Assist UNBC Faculty applying for Visa's to teach in China and with arranging housing if required.
- 5.0 Pay any required application fees to UNBC.
- 5.1 Collect and process any required student fees.

5. SERVICES PROVIDED BY UNBC

- 5.1 Submit any required application fees to CW.
- 5.2 Process any student deposit, student or tuition fees.

6. COORDINATION OF MOU

In order to carry out and fulfil the aims of this Memorandum, CW and UNBC each appoint the following individuals to communicate in regards to the MOU:

UNBC DESIGNATED REPRESENTATIVE

NAME: Dr. Dan Ryan
 TITLE: Provost
 EMAIL: dan.ryan@unbc.ca

CW DESIGNATED REPRESENTATIVE

NAME: Tina Bax
 TITLE: Founder and CEO
 EMAIL:

These individuals, or their designate, will be the points of contact for the MOU. Both parties will, to the best of their abilities, notify the other party if the above designate changes.



Pathway to Education

CultureWorks offers English language preparatory courses as part of a recognized pathway to selected colleges and universities in Canada.

Approximately 3200 CultureWorks alumni have been granted admission to universities and colleges over the past 21 years.

We maintain accreditation in good standing with the Canadian Bureau for International Education (CBIE), Languages Canada and the Ministry of Training Colleges and Universities.

The CBIE places sponsored students at universities and colleges throughout Canada and is supported by the Canadian International Development Agency (CIDA). Languages Canada is the accrediting body for both public and private language training programs nationwide.

CultureWorks' teachers are assessed by students every term, with ongoing observation and feedback in addition to a formal annual review with the Principal.

Annual meetings with professors, alumni, and University partner administrative staff allows us to gather feedback on the programs that impacts curriculum and administrative support services.

Collaborative target-setting meetings each fall help ensure we meet enrolment targets with best-fit students for each university partner.

Our graduates outperform, thanks to our unique on campus program that focuses on language and cross-cultural communication and understanding.

Options include:

- full-time, twenty-five hours per week, for Intermediate to High-Advanced learners
- Preliminary Year Program with Brescia University College offering language + credit. Preliminary Year can also substitute for final year of high school for domestic or international students
- Intensive, 6-week summer program ahead of September entrance to both on-campus partners
- Online English language pathway taught live from Canada

1285 Western Road,
Mary Manor Building,
London, Ontario, Canada N6G 1H2
Telephone: 15196792648
Facsimile: 15196793238

www.cultureworkstheschool.com

OUR STUDENTS ARE OFFERED CONDITIONAL ACCEPTANCE BY:





CultureWorks
ENGLISH AS A SECOND LANGUAGE INC.



Program Information

Why our students love learning English at CultureWorks:

- Conditional acceptances to some of Canada's highest ranked institutions
- Over 21 years of experience.
- Broad program selection for both undergraduate and graduate programs
- CultureWorks gives 10% of its profits to student scholarships
- Highly qualified instructors (TESL Canada certified with a total 46 university degrees, including 1 PhD, 5 MEd/MA, 15 BEd) with over 50 years of combined international teaching experience.
- Thorough pre-arrival and post-arrival intake and orientation process that includes accurate and accountable placement/testing procedures for all students
- Student Support Services on all campuses ensure ongoing support for issues such as: adjusting to life in Canada, renewing study permits, medical insurance claims, transportation concerns, and locating volunteer opportunities
- An Academic Advisor System ensures ongoing academic support for students throughout the duration of their studies at CultureWorks
- Studying on-campus in a safe and fun university environment helps students make an easy and more successful transition into undergraduate or graduate studies
- Approximately 80% of our students receive entrance scholarships for their first year at university
- Housing choices include residence, off-campus housing or our homestay program to experience living with a Canadian family
- Registrar's statistics show that CultureWorks graduates outperform other international and domestic students in first-year university studies



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CultureWorks at a Glance

- \$10M operating budget
- \$1.2M to recruiting and registration means a suite of services resulting in accurate, complete applications every time, including OUAC registration and preparation for academic counselling appointments.
- 30 full-time people in London + 20 in Ottawa.
- Ministry of Training Colleges and Universities, Canadian Bureau for International Education (CBIE), and Languages Canada certified.
- CultureWorks spends 10% of its net income each year on student scholarships and bursaries, both at the CultureWorks level and through our university partners at the undergraduate level. An additional 4% of our net income is donated to charities.
- Student financial contributions include:

tuition	\$38,000.00
housing and food	\$15,000.00
<hr/>	
books	\$2,000.00
other spending	\$4,000.00
	\$59,000.00 in direct spending
	\$38,000.00 in tuition

- Assuming a cost of \$7,500.00 to recruit one international student, there are additional savings to be realized.

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UFirst Level 3-6 Descriptions and Learning Outcomes

Level 3:

Course Description

In Level 3, students will be introduced to formal English language skills. They will begin to work with straightforward academic texts and listenings and will develop their comprehension skills. They will focus on facts and start to understand the nuances of academic discourse. They will be exposed to different types of professional concepts and tasks. By the end of the level, students will begin to develop knowledge of more grammar forms and sentence structure, applying them throughout their assessments.

Learning Outcomes

A student who has successfully completed Level 3:

- Can begin to show understanding of purpose and topic when developing written or spoken work
- Can show understanding of the structure and organization of basic academic writing or presentations with some ease
- Can show understanding of the purpose and structure of an introduction and conclusion for both written and spoken texts
- Can show understanding of the purpose and structure of a body paragraph
- Can use simple techniques to create coherency with some errors when writing
- Can begin to use simple discourse markers in a discussion using a respectful and inclusive tone
- Can accurately explain explicit main points in a basic academic reading or listening
- Can sometimes incorporate new academic vocabulary into spoken and written work
- Can make ideas clear to someone else with considerable explanation and expansion
- Can support opinions through the use of detail and/or examples with some ease
- Can ask someone to clarify or elaborate what they have just said
- Can participate in discussions and activities on a prepared topic
- Can use a variety of sentence structures, including simple, compound, and complex, and transitions with some mistakes in written and spoken texts
- Can produce level appropriate written and spoken language (as per grammar chart for this level) with occasional errors in grammar and punctuation
- Can generally be understood when speaking though frequent errors in pronunciation of individual words or sounds can reduce clarity

Level 4

Course Description

In Level 4, students will consolidate their skills and apply them to more rigorous academic contexts. They will begin to work with more challenging academic texts and listenings and will start to develop their critical thinking skills. They will focus on distinguishing facts from opinions and start to understand the value of both in academic discourse. They will be exposed to statistical data and work on their ability to analyse and explain numeric information. By the end of the level, students will begin to develop research skills and learn how to incorporate research into their writing and presentations.

Learning Outcomes

A student who has successfully completed Level 4:

- Can understand purpose, topic and audience and begin to use appropriate formality when developing written or spoken work
- Can organize basic academic writing or presentations using the appropriate structure and style
- Can introduce both written and spoken text using the appropriate structure
- Can conclude both written and spoken text using the appropriate structure
- Can begin to show understanding of how to use reporting verbs in writing and speaking
- Can use techniques to create coherency with some errors when writing
- Can begin to use appropriate discourse markers to suggest, agree, disagree, and provide reasons using a respectful and inclusive tone
- Can identify the main idea of single paragraphs and a whole text and begin to distinguish between key ideas and details with some accuracy
- Can understand explicit and some implicit information from a spoken or written text
- Can summarize concrete information from a source with some accuracy
- Can often incorporate new academic vocabulary into spoken and written work
- Can make ideas clear to someone else with some explanation and expansion
- Can support a main idea with examples and facts
- Can ask relevant questions to keep a conversation going during a discussion
- Can follow and engage in discussions or group activities on a prepared topic
- Can correctly employ appropriate formatting for both spoken and written work
- Can use a variety of sentence types including simple, compound, and complex sentences in written and spoken texts
- Can produce level appropriate written and spoken language with occasional errors in grammar and punctuation that rarely reduce communication
- Can be understood when speaking, with some errors in pronunciation of individual words or sounds that reduce clarity

Level 5

Course Description

In Level 5, students will focus on building arguments in both writing and speaking. They will work with a variety of more complex texts and listenings, focusing on the ability to identify strong and weak arguments and learning how to synthesize information to create their own arguments. They will begin to look at the way texts are impacted by topic, purpose, and audience. Students will be asked to form a number of research-supported arguments, including an argumentative presentation, an argumentative essay, and a debate.

Learning Outcomes

A student who has successfully completed Level 5:

- Can evaluate sources for accuracy, reliability, and relevance to meet the needs of an assignment
- Can understand the purpose, topic, and audience and use an appropriate tone and level of formality when developing written or spoken work
- Can produce spoken and written text using the appropriate structure and style for the purpose, topic, and audience.
- Can properly incorporate research and quotations into spoken and written texts
- Can use a variety of techniques to create coherency consistently when writing
- Can use appropriate discourse markers to suggest, agree, disagree, and provide reasons using a respectful and inclusive tone
- Can compile, interpret, and summarize data in spoken or written text
- Can accurately identify and explain the general topic, main idea and details of spoken or written text with some ease
- Can understand detail in written and spoken texts, including some implied attitudes
- Can identify and paraphrase key details from spoken or written text with some accuracy
- Can regularly incorporate new academic vocabulary into spoken and written work
- Can make ideas clear to someone else with little explanation and expansion
- Can develop a clear argument, with relevant ideas and supporting details
- Can ask relevant questions that require some critical thinking to keep a conversation going during a discussion
- Can follow and engage in spontaneous written and spoken discussions with some ease
- Can correctly employ appropriate formatting for both spoken and written work
- Can produce a variety of sentence structures using different types of clauses in written and spoken texts

- Can produce level appropriate written and spoken language (as per grammar chart for this level) with occasional errors in grammar and punctuation that rarely reduce communication
- Can be understood when speaking, with occasional errors in pronunciation of individual words or sounds reducing clarity

Level 6

Course Description

In Level 6, students will focus on building research and critical thinking skills in both writing and speaking. They will examine a variety of more complex texts and listenings, focusing on critical analysis in addition to content and comprehension. Students will produce a variety of different assignments, with the purpose of emphasizing research skills and presentation skills through varying formats. In carrying out these assignments, students will be expected to demonstrate the ability to work both independently and within a group, showcasing their knowledge of academically-focused work.

Learning Outcomes

A student who has successfully completed Level 6:

- Can understand explicit and some implicit information in both written and spoken texts
- Can distinguish main idea from supporting details in a variety of written and spoken texts
- Can apply summarising and paraphrasing techniques in written and spoken formats
- Can respond critically to an academic text with appropriate, academic language/vocabulary
- Can develop and state a clearly defined research question
- Can understand and employ standard essay and presentation structure
- Can effectively use keywords to search for appropriate research online
- Can produce a list of academic resources on a common topic and recognize elements of a suitable academic resource
- Can follow correct referencing format
- Can integrate outside information into an essay or presentation through the use of signal phrasing and detailed idea development
- Can listen and note-take simultaneously with some ease
- Can respond appropriately and accurately in discussion to both opinion and fact based questions
- Can effectively build and support a reasonable argument
- Can effectively synthesize information from two or more written and/or spoken texts
- Can present formal "lecture" presentation (using paraphrase, exemplification, and definition) with confidence, and lead a discussion afterwards

- Can create a podcast in response to a listening activity and/or reading
- Can demonstrate the ability to critically analyze written and spoken texts
- Can recognize and employ the features of academic tone
- Can demonstrate knowledge of level appropriate grammar forms
- Can demonstrate level appropriate grammar in writing and speaking

January 2020

Prepared by Cheryl Wallace, MBA Director

International MBA cohort in partnership with CultureWorks

Background

This is to provide information on a partnership with CultureWorks (CW) to do an international MBA cohort (Chinese focused at first) that is full time with a schedule during the week and in tandem with our current MBA scheduling. The new cohort will be located in Prince George at the main campus with a start date of January 2021. This is also in line with the previously approved senate motion in 2017 for a pre-MBA program and international cohort for the MBA.

On November 22, 2017, the Senate approved the Pre-Master of Business Administration (Pre-MBA) program as a pilot. The purpose of the Pre-MBA program, in partnership with Tianjin University of Technology (TUT) in China, was to provide international students with limited business knowledge in the Canadian business context and/or English language skills with the prerequisite knowledge and skills necessary to complete the UNBC MBA program. It consisted of the three UNBC Commerce courses (COMM 100-Introduction to Canadian Business, COMM 200-Business Communication, and COMM 210-Financial Accounting) and two UNBC ELS courses (ELS 50 and ELS 170). However, TUT was not able to recruit enough students for the program and UNBC ELS 50 and 170 are no longer available. The International education department approached the School of Business with a proposed partnership with CultureWorks. Both Leonel Roldan-Flores and Bjorn Petersen in UNBC International have experience with the organization with other institutions and can attest to the credibility of the organization and its English Language program.

CultureWorks has significant experience delivering English Language (EL) programs in partnership with several Canadian universities. Academically qualified students are offered conditional admission with completion of the English Language program with CW to programs in Western University, Brescia, Carleton University, Huron, Ontario Tech, Durham College, Algonquin College. These partnerships require students to have significant academic performance prior to starting programs in their institutions. CW CEO, Tina Bax came to UNBC on January 10, 2020 to present to the registrar's office, International Department, Dean of CSAM and the School of Business. The presentation provided more information on the robust training they have done with their staff and commitment for success. It also provided opportunity clarify the procedures in these areas and the support they need to ensure success of the application process that will be out of sync with our normal admission process. All stakeholders are in support of this pilot and see the benefit to UNBC and the MBA program.

<https://cultureworkstheschool.com/partner-schools/>

CW is accredited by Languages Canada and Canadian Bureau for International Education. They have been in existence since 1998. Tina Bax started the organization due to her passion for teaching English and recognizing the need for English Language studies to bring international students to Canada.

Dr. Meredith McGregor is the academic director that oversees the programs that work with Western, UOIT, and Carleton to bridge into their Masters and PhD level programs. https://cultureworkstheschool.com/our-stories/our-team/#!mg_id=2202

See attached documents for Languages Canada certification and course descriptions and learning outcomes.

Program Delivery

The students would meet the base MBA requirements of an undergrad degree with a 3.0 GPA. They would not meet the work experience requirements or likely the English language requirements. We are proposing the following to waive those:

- Three undergraduate commerce courses – COMM 100-Introduction to Canadian Business, COMM 200-Business Communication, and COMM 210-Financial Accounting to waive the experience requirements
- CultureWorks English language program which will allow them to meet our 6.5 IELTS requirement. They will start the CW program at a minimum 6.0 IELTS and the CW program will bring them to a 6.5 or 7.0 IELTS to meet our requirements.
- The students would start the English language program in May 2020 to September 2020.
- The commerce courses would be delivered between October to December 2020.
- The students would arrive to start the MBA program here in person for January 2021. Having a January start date will also provide other MBA students another opportunity through this additional intake.

Executive Summary

Motions: The addition of two new courses in MBA program and the deletion of two courses

A. General Information

Program Title: Masters of Business Administration

Details of motions: The proposed motions will add COMM 652- Business Analytics and COMM 737 Leadership Practice and Development to the MBA program. It will also delete COMM 651 – Quantitative Decision Analysis and COMM 725 – Financial Management.

Rationale for motions: COMM 652 Business Analytics has been added for two major reasons. Employers of MBA students have identified that business analytics is an important skill to have at the managerial and executive levels of business. However, the courses at MBA UNBC do not provide information on the practices and techniques of business analytics. In COMM 755 – Technology Management covers data management but not analysis, sourcing, cleaning and reporting. Secondly, we want to develop a course that provides practical instruction on business analytics use. In this course, several analytics software will be used to help students understand the general theory behind analytics but also provide specific skills that they can implement outside of class.

There are three reasons to add COMM 737. The new course is being added to provide more leadership instructions in the MBA program. Currently we introduce the concepts and idea of leadership in our Organizational Behaviour course (COMM 632) but it is only introductory. There are three reasons why a more advanced course is needed. The first is that students have asked for it since they are interested in moving into management positions. A lot of students are people in jobs that are trying to move up, they need (and want) advanced skills and techniques for operating in this new space. The second is the competitive space. Many programs in Canada have a focus on leadership. A common competitor in BC is Royal Roads who has an MBA in Leadership, we cannot go that far since we are a general MBA but a greater emphasis on advanced leadership issues and techniques is needed. The last reason is that, pedagogically, we cannot go in-depth into leadership in OB. OB's focus is beyond leadership and a new course is needed to provide adequate coverage of leadership.

COMM 651 will be deleted since many of the topics are covered at some level in Operations Management (COMM 650) and in Project Management (COMM 751). To ensure that we are not duplicating information we have decided to emphasise these topics in the other courses and delete this course. We are deleting COMM 725 because after a review from a new finance faculty member we have decided that a large portion of the course is too specialized for a general MBA. Instead some topics will be incorporated into COMM 620 Corporate Finance.

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course *COMM 652-3 Business Analytics* be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program:** School of Business
3. **Course Subject, Number*, and Credit hours:** COMM 652-3
4. **Course Title:** Business Analytics
5. **Goal(s) of Course:**

As more organizations use information technology to enhance their decision making, these firms are in need of business professionals who can understand how to use data to create useful information for the term. The main goal of this course is to provide students with the basic tools to perform data analysis for a business, using different techniques, to aid the organization in its decision-making. Students should be able to:

Identify how to formulate a data analytic question
Understand how to source data needed to answer their questions
Format data to be useful for analysis
Perform quantitative and qualitative analytical techniques
Present data to communicate an idea and answer a business question

6. Calendar Course Description:

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.

7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) **Can the course be repeated for credit if the subject matter differs substantially?**

Yes* _____ No X

- * If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: _____
- ** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) Is variable credit available for this course? Yes _____ No X

Variable credit is denoted by the following examples:

- i) "3-6": in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
- ii) "3,6": in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture 3 Seminar _____
 Laboratory _____ Other (please specify) _____

9. Prerequisites (taken prior):

10. Prerequisites with concurrency (taken prior or simultaneously): none

11. Co-requisites (must be taken simultaneously): none

12. Preclusions: none

13. Course Equivalencies: none

14. Grade Mode: NORMAL (i.e., alpha grade)

15. Course to be offered: each semester _____
 each year X
 alternating years _____

16. Proposed text / readings:

Data Science for Business, by Foster Provost, Tom Fawcett, O'Reilly Media, ISBN-10: 1449361323 ISBN-13: 978-1449361327

B. Significance Within Academic Program

1. Anticipated enrolment 15-25

2. If there is a proposed enrolment limit, state the limit and explain: none

3. Required for: Major: Yes Minor: No Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor: No

6. Course required or recommended by an accrediting agency: No
7. Toward what degrees will the course be accepted for credit? Master of Business Administration
8. What other courses are being proposed within the Program this year? COMM 737
9. What courses are being deleted from the Program this year? COMM 651 and COMM 725

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:
2. Is a preclusion required? Yes _____ No X
3. If there is an overlap, and no preclusion is required, please explain why not: na
4. Has this overlap been discussed with the Program concerned? Yes _____ No X
5. In offering this course, will UNBC require facilities or staff at other institutions?
Yes _____ No X

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?
Yes _____ No X

If “yes,” please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.
 - i. College Staffing: 3 SCH / year
 - ii. Space (classroom, laboratory, storage, etc.): Existing space is adequate
 - iii. Library Holdings: See attached form
 - iv. Computer (time, hardware, software): Computer lab with Tableau, SPSS

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** _____ No X
* Whether a new course has First Nations content is to be determined by the relevant College Council(s).

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: *COMM 652-3 Business Analytics*

Library Holdings (to be completed by the appropriate Librarian):

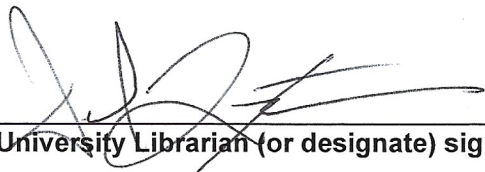
a) Are current library holdings adequate? Yes _____ No X

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

Data Science for Business, by Foster Provost, Tom Fawcett, O'Reilly Media, ISBN-10: 1449361323 ISBN-13: 978-1449361327

Estimated cost: \$50

c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature

10-10-19

Date

Motion Number (assigned by
Steering Committee of Senate): S-202002.16

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course *COMM 737- Leadership Practice and Development* be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program:** School of Business
3. **Course Subject, Number*, and Credit hours:** COMM 737-3
4. **Course Title:** Leadership Practice and Development
5. **Goal(s) of Course:**

After taking the course, students are able:

- To be mindful and self-aware of with their actions that impact their leadership practices
- To link the cultural and emotional intelligence with their own leadership practices that fosters much needed interpersonal skills (soft skills)
- To develop the ability to predict the (behavioral) outcomes and the potential ways to increase team members' engagement.

6. Calendar Course Description:

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.

7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) Can the course be repeated for credit if the subject matter differs substantially?

Yes* _____ No X

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: _____

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as “3” and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
“This course may be repeated to a maximum of XX credit hours if the material is substantially different.”

b) **Is variable credit available for this course?** Yes _____ No X

Variable credit is denoted by the following examples:

- i) “**3-6**”: in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
- ii) “**3,6**”: in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture 3 Seminar _____
Laboratory _____ Other (please specify) _____

9. Prerequisites (taken prior):

10. Prerequisites with concurrency (taken prior or simultaneously): none

11. Co-requisites (must be taken simultaneously): none

12. Preclusions: none

13. Course Equivalencies: none

14. Grade Mode: NORMAL (i.e., alpha grade)

15. Course to be offered: each semester _____
each year X
alternating years _____

16. Proposed text / readings:

Book:

One of the following three texts is recommended, but not required, as a reference book that will provide useful basic contents related to the topics in this course:

1. Antonakis, J., & Day, D. V. (Eds.). (2017). *The nature of leadership*. Sage publications.
2. DuBrin, A. (2016). *Leadership: Research Findings, Practice, and Skills (8th Ed.)*. Boston, USA: Cengage Learning.
3. Yukl, G. (2013). *Leadership in Organizations, Eight Edition*. Harlow: Pearson Education.

Case:

1. Ibarra, Herminia M., and Nicole Sackley. "Charlotte Beers at Ogilvy & Mather Worldwide (A)." *Harvard Business School Case*.
2. Murray J. Bryant, Brad Evans. "Christchurch Earthquake and Crusaders Rugby" *Harvard Business School Case*.

Note: Instructor will choose more cases based on course outline.

Experimental Exercises:

From:

1. Hughes, R. L. (1993). *Leadership: Enhancing the lessons of experience*. Richard D. Irwin, Inc., 1333 Burrige Parkway, Burrige, IL 60521.

Readings:

1. Heifetz, R. A., & Laurie, D. L. (1997). *The work of leadership*. *Harvard business review*, 75, 124-134.
2. Ancona, D., Malone, T. W., Orlikowski, W. J., & Senge, P. M. (2007). *In praise of the incomplete leader*. *Harvard Business Review*, 85(2).
3. Schein, E. H. (1982). *What to observe in a group*. *Reading book for human relations training*. Bethel, ME: NTL Institute.
4. Hackman, J. R. (2009). *Why teams don't work*. Interview by Diane Coutu. *Harvard Business Review*, 87(5), 98-105.
5. Owens, B. P., Johnson, M. D., & Mitchell, T. R. (2013). *Expressed humility in organizations: Implications for performance, teams, and leadership*. *Organization Science*, 24(5), 1517-1538.
6. Russell, R. F., & Gregory Stone, A. (2002). *A review of servant leadership attributes: Developing a practical model*. *Leadership & Organization Development Journal*, 23(3), 145-157.
7. Graen, G. B., & Uhl-Bien, M. (1995). *Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective*. *The leadership quarterly*, 6(2), 219-247.
8. Pearce, C. L., & Conger, J. A. (2003). *All those years ago. Shared leadership: Reframing the hows and whys of leadership*, 1-18.
9. George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). *Discovering your authentic leadership*. *Harvard business review*, 85(2), 129.
10. Alon, I., & Higgins, J. M. (2005). *Global leadership success through emotional and cultural intelligences*. *Business horizons*, 48(6), 501-512.
11. Farazmand, A. (2007). *Learning from the Katrina crisis: A global and international perspective with implications for future crisis management*. *Public Administration Review*, 67, 149-159.
12. Heifetz, R., Grashow, A., & Linsky, M. (2009). *Leadership in a (permanent) crisis*. *Harvard business review*, 87(7/8), 62-69.
13. Price, T. L. (2000). *Explaining ethical failures of leadership*. *Leadership & Organization Development Journal*, 21(4), 177-184.
14. Amabile, T., & Kramer, S. (2012). *How leaders kill meaning at work*. *McKinsey Quarterly*, 1(2012), 124-131.
15. Avolio, B. J., Kahai, S., & Dodge, G. E. (2000). *E-leadership: Implications for theory, research, and practice*. *The Leadership Quarterly*, 11(4), 615-668.

B. Significance Within Academic Program

1. Anticipated enrolment 15-25
2. If there is a proposed enrolment limit, state the limit and explain: none
3. Required for: Major: Yes Minor: No Other: _____
4. Elective in: Major: _____ Minor: _____ Other: _____
5. Course required by another major/minor: No
6. Course required or recommended by an accrediting agency: No

7. Toward what degrees will the course be accepted for credit? Master of Business Administration
8. What other courses are being proposed within the Program this year? **COMM 652**
9. What courses are being deleted from the Program this year? COMM 651 and COMM 725

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:
2. Is a preclusion required? Yes _____ No X
3. If there is an overlap, and no preclusion is required, please explain why not: na
4. Has this overlap been discussed with the Program concerned? Yes _____ No X
5. In offering this course, will UNBC require facilities or staff at other institutions?
Yes _____ No X

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?
Yes _____ No X

If **“yes,”** please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. Please describe **ADDITIONAL** resources required over the next five years to offer this course.
 - i. College Staffing: 3 SCH / year
 - ii. Space (classroom, laboratory, storage, etc.): Existing space is adequate
 - iii. Library Holdings: See attached form
 - iv. Computer (time, hardware, software):

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** _____ No X
* *Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

If **“yes,” refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

2. **Other Information:** none

3. **Attachment Pages (in addition to required "Library Holdings" Form):** 0 pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

1. **College(s):** CSAM

SCCC Reviewed: January 13, 2020

2. **College Council Motion Number(s):**

3. **College Council Approval Date(s):**

4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** NA

5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** NA

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.12

Moved by: E. Jensen

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , **or information of** **Senate.**

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: COMM 737-3 Leadership Development and Practice

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes _____ No X

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

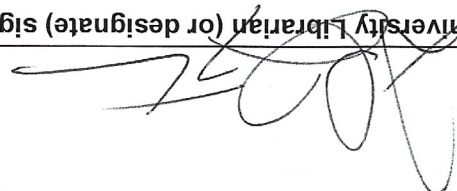
Antonakis, J., & Day, D. V. (Eds.). (2017). *The nature of leadership*. Sage publications. ISBN-10: 9781483359274 ISBN-13: 978-1483359274 **Estimated \$115**

2. Dubrin, A. (2016). *Leadership: Research Findings, Practice, and Skills* (8th Ed.). Boston, USA: Cengage Learning. ISBN-10: 1285866363 ISBN-13: 978-1285866369 **Estimated cost: \$115** ~~\$300~~

Yuki, G. (2013). *Leadership in Organizations, Eight Edition*. Harlow: Pearson Education. **Estimated cost: \$76** ~~\$220~~

c) If no to a), what is the proposed funding source?

University Librarian (or designate) signature



Date

10-10-19

Motion Number (assigned by
Steering Committee of Senate): S-202002.17

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That 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.

1. **Effective date:** September 2020
2. **Rationale for the proposed revisions:** The course is being deleted. COMM 651 will be deleted since many of the topics are covered at some level in COMM 650 (Operations Management) and in Project Management (COMM 751). To ensure that we are not duplicating information we have decided to emphasise these topics in the other courses and delete this course.
3. **Implications of the changes for other programs, etc., if applicable:** Since the MBA is cohort based and does not connect to any other program there is no implication for other programs.
4. **Reproduction of current Calendar entry for the item to be revised:**

COMM 651-3 Quantitative Decision Analysis There is a large variety of quantitative tools and techniques available in literature and the topics such as applications of decision analysis models, forecasting models, linear programming models, network models, inventory, quality, scheduling, waiting lines and simulation related models are included in this course to enhance the decision analysis skills of students

5. **Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:**

~~COMM 651-3 Quantitative Decision Analysis There is a large variety of quantitative tools and techniques available in literature and the topics such as applications of decision analysis models, forecasting models, linear programming models, network models, inventory, quality, scheduling, waiting lines and simulation related models are included in this course to enhance the decision analysis skills of students~~

6. 6. Authorization:

Program / Academic / Administrative Unit: School of Business

College: CSAM

College Council Motion Number: CSAMCC 2020: 01:09:11

College Council Approval Date: January 9, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. Other Information

Attachment Pages: # pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.13

Moved by: E. Jensen

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , **or information of** **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.18

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That 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.

1. **Effective date:** September 2020
2. **Rationale for the proposed revisions:** We are deleting COMM 725 because after a review from a new finance faculty member we have decided that a large portion of the course is too specialized for a general MBA. Instead, some topics will be incorporated into Corporate Finance (COMM 620).
3. **Implications of the changes for other programs, etc., if applicable:** Since the MBA is cohort based and does not connect to any other program there is no implication for other programs.
4. **Reproduction of current Calendar entry for the item to be revised:**

COMM 725-3 Financial Management Case analysis and class investigation of 'live cases' are used to explore managerial issues in finance including financial forecasting, management of working capital, business and share price valuation, capital structure and development of long-term finance. Depending on class interests, more specialized topics such as dividend policy, mergers and acquisitions, use of derivatives and financing high-technology ventures are covered.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

~~COMM 725-3 Financial Management Case analysis and class investigation of 'live cases' are used to explore managerial issues in finance including financial forecasting, management of working capital, business and share price valuation, capital structure and development of long-term finance. Depending on class interests, more specialized topics such as dividend policy, mergers and acquisitions, use of derivatives and financing high-technology ventures are covered.~~

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Business

College: CSAM

College Council Motion Number: CSAMCC 2020: 01:09:12

College Council Approval Date: January 9, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. **Other Information**

Attachment Pages: # pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.14

Moved by: E. Jensen **Seconded by:** T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , **or information of** **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.19

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course UNIV 102-3 Pathway to Success be approved as follows:

A. Description of the Course

This online class replaces the face-to face tutorial held by the Registrar's office for students on academic probation or required to withdraw status.

This course provides practice of strategies and techniques to succeed in academia and to be moved from academic probation. This course provides privacy as recommended by the Privacy Officer as well as regional student access.

1. **Proposed semester of first offering:** September 2019
2. **Academic Program: Overseen by the Registrar's office and Dean's offices**
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** UNIV102-3
4. **Course Title:** Pathway to Success
5. **Goal(s) of Course:** Students who complete this course will be able to; examine academic study and intellectual inquiry at university; foster academic success; identify and apply beneficial learning styles and study strategies and align coursework with career goals for life long success.

6. Calendar Course Description:

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.

7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) Can the course be repeated for credit if the subject matter differs substantially?

Yes* No X

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: #

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:

"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) **Is variable credit available for this course?** Yes _____ No X

Variable credit is denoted by the following examples:

- i) **"3-6"**: in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
- ii) **"3,6"**: in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture _____ Seminar _____
Laboratory _____ Other (please specify) on line 3 hours

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

10. **Prerequisites with concurrency (taken prior or simultaneously):** (if none, please state "none")

11. **Co-requisites (must be taken simultaneously):** (if none, please state "none")

12. **Preclusions:** none

13. **Course Equivalencies:**

14. **Grade Mode:** NORMAL (i.e., alpha grade)

15. **Course to be offered:** each semester x
each year _____
alternating years _____

16. **Proposed text / readings: Open Text book Strategies for Academic Success via BC Campus**

<https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=a00b2496-dc06-40b4-ae2-d59b2b2a1090&contributor=&keyword=&subject=College/University%20Success>

B. Significance Within Academic Program may be used as an elective credit if program allows

1. **Anticipated enrolment** 25-30

2. **If there is a proposed enrolment limit, state the limit and explain:** 30; as Instructor needs to work weekly with students to guide written assignments and feedback

3. **Required for:** Major: _____ Minor: _____ Other: _____

4. **Elective in:** Major: _____ Minor: _____ Other: _____

5. **Course required by another major/minor:**

6. **Course required or recommended by an accrediting agency:**

7. **Toward what degrees will the course be accepted for credit?**

8. **What other courses are being proposed within the Program this year?**

9. What courses are being deleted from the Program this year?

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

2. Is a preclusion required? Yes _____ No X

3. If there is an overlap, and no preclusion is required, please explain why not:

4. Has this overlap been discussed with the Program concerned? Yes _____ No X

5. In offering this course, will UNBC require facilities or staff at other institutions?

Yes _____ No X

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

If “yes,” please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.

i. College Staffing: should be a cost recovery program for instructor and TA expenses

ii. Space (classroom, laboratory, storage, etc.):

iii: Library Holdings: See attached form

iv. Computer (time, hardware, software):

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** _____ No X

* Whether a new course has First Nations content is to be determined by the relevant College Council(s).

**If “yes,” refer the motion to the Senate Committee on First Nations and Aboriginal Peoples prior to SCAAF.

2. Other Information:

3. Attachment Pages (in addition to required “Library Holdings” Form): 0 pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

1. College(s): CASHS CSAM

SCCC Reviewed: October 4, 2019

2. College Council Motion Number(s): CSAMCC 2020: 01:09:04
CASHSCC.2020.01.16.04

3. College Council Approval Date(s): January 9, 2020
January 16, 2020

4. Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

5. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202002.15

Moved by: S. Wagner

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202002.20

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That 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.

1. **Effective date:** September 2020
2. **Rationale for the proposed revisions:** The proposed revisions change the courses and structure of the certificate program and focus it on local government administration. The revisions also recognize the disciplinary connections between Political Science and Environmental Planning in the field of local government administration. We hope that that the changes will encourage more students to take the certificate and to think about careers in local government administration after they graduate.
3. **Implications of the changes for other programs, etc., if applicable:** The changes involve the adding and deleting of courses. The affected programs have been informed and, in some cases have provided feedback which has been addressed in the revised version of the certificate.
4. **Reproduction of current Calendar entry for the item to be revised:**

Public 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

The Certificate in Public Administration consists of ten courses (30 credit hours) drawn primarily from the Political Science program; 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 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.

Certificate Requirements

100 Level

ENGL 170-3 Writing and Communication Skills
ECON 101-3 Macroeconomics
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

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

*Courses for the MOA Intermediate Certificate in Municipal Administration.

5. Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":

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

ECON 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.~~

6. Authorization:

Program / Academic / Administrative Unit: Political Science

College: Arts, Social and Health Sciences

SCCC Reviewed: October 28, 2019

College Council Motion Number: CASHSCC.2020.01.16.06

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: not applicable

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: not applicable

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202002.16

Moved by: S. Wagner

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , **or information of** **Senate.**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That 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.

1. **Effective date:** September 2020
2. **Rationale for the proposed revisions:** The BFA program has not been offered at UNBC for a number of years.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Bachelor of Fine Arts (Fine Arts and Creative Writing) (BFA Program)

Karin Beeler, Professor and Chair
Robert Budde, Professor
Dee Horne, Professor
Kevin Hutchings, Professor; Canada Research Chair in Literature, Culture, and Environmental Studies
Lisa Dickson, Associate Professor
Kristen Guest, Associate Professor
Maryna Romanets, Associate Professor
Blanca Schorcht, Associate Professor
Website: www.unbc.ca/fine-arts

The Joint Degree in Fine Arts and Creative Writing is offered through a partnership between the University of Northern British Columbia and Emily Carr University of Art & Design.

The degree is an interdisciplinary four-year joint-degree program between the two universities that connects creative writing and studio practice. Courses within the program offer students the opportunity to develop applied, conceptual, and theoretical skills. The program begins in September of each year and the application deadline is February 1. Anyone seeking information about the application process should contact the UNBC Office of the Registrar. Students who want help regarding course selection are encouraged to contact the UNBC Student Advisor.

The UNBC/ECU joint degree in Fine Arts and Creative Writing is an interdisciplinary project-based degree that links creative writing and studio practice within a critical context. Studio courses within the degree ensure that students establish foundational skills during their first year, and that they build expertise within several different disciplines in their second and third years. The fourth year of study focuses on work in an independent studio environment. Concurrently, academic courses in theory and creative writing provide a theoretical basis of understanding that enhances and informs studio experience.

Although intended to support students in central northern British Columbia, the unique character of this program may prove to be attractive for students from elsewhere in Canada and around the world. Such exposure will not only allow students to develop and combine a significant range of artistic abilities, it will also cultivate highly transferable skills. While many graduates may elect to pursue careers as practicing artists, others may choose to apply for graduate degrees in English or Fine Arts; to apply for professional degrees, such as law or education, requiring highly developed critical thinking skills; to seek employment in areas such as graphic design, web/computer design, and information based industries.

Students must take 120 credit hours, whether directly or by transfer, split equally between the University of Northern British Columbia and Emily Carr University of Art and Design. Students may elect to complete a portion of the required courses at the ECU's main campus during the summer months. All costs associated with student travel and stay at ECU are the responsibility of the student.

Admission Requirement

Admission to the Bachelor of Fine Arts joint degree is competitive by direct entry to UNBC based on academic qualifications, portfolio, and available space. Priority admission will be given to students who meet admission criteria and apply by the deadline of February 01. Applications received after the deadline may be reviewed based on available space in the program.

Applicants from British Columbia and Yukon secondary schools must:

- meet the admission requirements as specified in the Admissions section of the UNBC Undergraduate Calendar with an admission average of at least 67%, and
- submit a portfolio that includes ten examples of studio art and five pieces of creative writing. There will be sessions throughout the year for students to learn how to prepare a portfolio. For dates and times, please click on events on the English Program home page.

Other applicants must demonstrate that they possess qualifications at least equivalent to the British Columbia and Yukon requirement.

Application of Academic Regulations

On a semester-by-semester basis, students are subject to the Academic Regulations in place at the institution to which their course numbers are designated (ECU or UNBC or both). Grading, for courses bearing their institutional designation, is by the grading scales of each institution respectively.

Transfer Credit and Residency

Transfer credit and/or advanced standing may be awarded for course work completed at other recognized institutions, and will be assigned by the two institutions in conformity with their Academic Regulations. The minimum residency requirement for graduation is 30 credit hours each at UNBC and ECU.

Graduation

It is the responsibility of the student to ensure that his/her degree requirements are met. Students must have a CGPA of at least 2.0 (63%) over all courses at both institutions to graduate.

Curriculum

Program Requirements

In order to meet the graduation requirements for a BFA, students must successfully complete the following requirements consisting of 120 credit hours. Students may count no more than 60 credit hours from each of UNBC and ECU towards the degree. For ECU course descriptions, please refer to the following URL: www.connect.ecuad.ca/programs/courses
Please Note: Many of the ECU courses are provided on-line only. For further information, contact the Student Advisor. Courses marked with an asterisk (*) may be available to be taken on-site at Emily Carr during the summer in advance of the semester offering.

Foundation (First) Year

ECU Courses

FNDT 106-3 Drawing and 2-Dimensional Language

FNDT 108-3 Creative Processes (on-line)

FNDT 109-3 Visual Communication (on-line)

AHIS 102-3 Visual Culture (on-line)

AHIS 103-3 Visual Culture II (on-line)

UNBC Courses

One of:

ENGL 100-3 Introduction to Literary Structures

ENGL 102-3 Introduction to Poetry

ENGL 103-3 Introduction to Fiction

ENGL 104-3 Introduction to Film

ENGL 170-3 Writing and Communication Skills

and 12 elective credit hours

Second Year

ECU Courses

AHIS 210-3 Art and Culture

12 Open Studio credit hours (200 level) selected from across Emily Carr University in any combination of 3 or 6 credit hours.

UNBC Courses

ENGL 271-3 Introduction to Creative Writing

6 credit hours from:

ENGL 205-3 Fiction

ENGL 210-3 Women and Literature

ENGL 270-3 Expository Writing

6 elective credit hours

Third Year

ECU Courses

HUM 311-3 Visual Art Seminar

9 open studio credit hours (300 level) selected from across Emily Carr University in any combination of 3 or 6 credit hours

3 AHIS/DHIS/MHIS credit hours (300/400 level)

UNBC Courses (Third + Fourth Year: 30 credit hours)

ENGL 470-3 Creative Writing – Poetry

ENGL 471-3 Creative Writing – Fiction and Creative Non-Fiction

ENGL 472-3 Creative Writing – Drama and Scriptwriting

ENGL 493-3 Cultural Studies

One of:

ENGL 300-3 Theory

ENGL 400-3 Contemporary Theory

15 credit hours 300/400 elective courses

Fourth Year

ECU Courses

HUM 411-3 Written Project

3 AHIS/DHIS/MHIS credit hours (300/400 level)

9 Open Studio credit hours

UNBC Courses

(See above for Third + Fourth Year Requirements)

5. Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:

~~Bachelor of Fine Arts (Fine Arts and Creative Writing) (BFA Program)~~

~~Karin Beeler, Professor and Chair~~

~~Robert Budde, Professor~~

~~Dee Horne, Professor~~

~~Kevin Hutchings, Professor; Canada Research Chair in Literature, Culture, and Environmental Studies~~

~~Lisa Dickson, Associate Professor~~

~~Kristen Guest, Associate Professor~~

~~Maryna Romanets, Associate Professor~~

~~Blanca Schoreht, Associate Professor~~

~~Website: www.unbc.ca/fine-arts~~

~~The Joint Degree in Fine Arts and Creative Writing is offered through a partnership between the University of Northern British Columbia and Emily Carr University of Art & Design.~~

~~The degree is an interdisciplinary four-year joint degree program between the two universities that connects creative writing and studio practice. Courses within the program offer students the opportunity to develop applied, conceptual, and theoretical skills.~~

~~The program begins in September of each year and the application deadline is February 1. Anyone seeking information about the application process should contact the UNBC Office of the Registrar. Students who want help regarding course selection are encouraged to contact the UNBC Student Advisor.~~

~~The UNBC/ECU joint degree in Fine Arts and Creative Writing is an interdisciplinary project based degree that links creative writing and studio practice within a critical context. Studio courses within the degree ensure that students establish foundational~~

skills during their first year, and that they build expertise within several different disciplines in their second and third years. The fourth year of study focuses on work in an independent studio environment. Concurrently, academic courses in theory and creative writing provide a theoretical basis of understanding that enhances and informs studio experience. Although intended to support students in central northern British Columbia, the unique character of this program may prove to be attractive for students from elsewhere in Canada and around the world. Such exposure will not only allow students to develop and combine a significant range of artistic abilities, it will also cultivate highly transferable skills. While many graduates may elect to pursue careers as practicing artists, others may choose to apply for graduate degrees in English or Fine Arts; to apply for professional degrees, such as law or education, requiring highly developed critical thinking skills; to seek employment in areas such as graphic design, web/computer design, and information based industries. Students must take 120 credit hours, whether directly or by transfer, split equally between the University of Northern British Columbia and Emily Carr University of Art and Design. Students may elect to complete a portion of the required courses at the ECU's main campus during the summer months. All costs associated with student travel and stay at ECU are the responsibility of the student.

Admission Requirement

Admission to the Bachelor of Fine Arts joint degree is competitive by direct entry to UNBC based on academic qualifications, portfolio, and available space. Priority admission will be given to students who meet admission criteria and apply by the deadline of February 01. Applications received after the deadline may be reviewed based on available space in the program.

Applicants from British Columbia and Yukon secondary schools must:

- meet the admission requirements as specified in the Admissions section of the UNBC Undergraduate Calendar with an admission average of at least 67%, and
- submit a portfolio that includes ten examples of studio art and five pieces of creative writing. There will be sessions throughout the year for students to learn how to prepare a portfolio. For dates and times, please click on events on the English Program home page.

Other applicants must demonstrate that they possess qualifications at least equivalent to the British Columbia and Yukon requirement.

Application of Academic Regulations

On a semester by semester basis, students are subject to the Academic Regulations in place at the institution to which their course numbers are designated (ECU or UNBC or both). Grading, for courses bearing their institutional designation, is by the grading scales of each institution respectively.

Transfer Credit and Residency

Transfer credit and/or advanced standing may be awarded for course work completed at other recognized institutions, and will be assigned by the two institutions in conformity with their Academic Regulations. The minimum residency requirement for graduation is 30 credit hours each at UNBC and ECU.

Graduation

It is the responsibility of the student to ensure that his/her degree requirements are met. Students must have a CGPA of at least 2.0 (63%) over all courses at both institutions to graduate.

Curriculum

Program Requirements

In order to meet the graduation requirements for a BFA, students must successfully complete the following requirements consisting of 120 credit hours. Students may count no more than 60 credit hours from each of UNBC and ECU towards the degree. For ECU course descriptions, please refer to the following URL: www.connect.ecuad.ca/programs/courses
Please Note: Many of the ECU courses are provided on-line only. For further information, contact the Student Advisor. Courses marked with an asterisk (*) may be available to be taken on site at Emily Carr during the summer in advance of the semester offering.

Foundation (First) Year

ECU Courses

FNDT 106 3 Drawing and 2-Dimensional Language

FNDT 108 3 Creative Processes (on-line)

FNDT 109 3 Visual Communication (on-line)

AHHS 102 3 Visual Culture (on-line)

AHIS 103 3 Visual Culture II (on-line)

UNBC Courses

One of:

ENGL 100 3 Introduction to Literary Structures

ENGL 102 3 Introduction to Poetry

ENGL 103 3 Introduction to Fiction

ENGL 104 3 Introduction to Film

ENGL 170 3 Writing and Communication Skills

and 12 elective credit hours

Second Year

ECU Courses

AHIS 210 3 Art and Culture

12 Open Studio credit hours (200 level) selected from across Emily Carr University in any combination of 3 or 6 credit hours.

UNBC Courses

ENGL 271 3 Introduction to Creative Writing

6 credit hours from:

ENGL 205 3 Fiction

ENGL 210 3 Women and Literature

ENGL 270 3 Expository Writing

6 elective credit hours

Third Year

ECU Courses

HUM 311 3 Visual Art Seminar

9 open studio credit hours (300 level) selected from across Emily Carr University in any combination of 3 or 6 credit hours

3 AHIS/DHIS/MHIS credit hours (300/400 level)

UNBC Courses (Third + Fourth Year: 30 credit hours)

ENGL 470 3 Creative Writing—Poetry

ENGL 471 3 Creative Writing—Fiction and Creative Non-Fiction

ENGL 472 3 Creative Writing—Drama and Scriptwriting

ENGL 493 3 Cultural Studies

One of:

ENGL 300 3 Theory

ENGL 400 3 Contemporary Theory

15 credit hours 300/400 elective courses

Fourth Year

ECU Courses

HUM 411 3 Written Project

3 AHIS/DHIS/MHIS credit hours (300/400 level)

9 Open Studio credit hours

UNBC Courses

(See above for Third + Fourth Year Requirements)

6. Authorization:

Program / Academic / Administrative Unit: Office of the Registrar

College: College of Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2020.01.16.05

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202002.17

Moved by: S. Wagner

Seconded by: E. Jensen

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Executive Summary

Rationale

The purpose of the Bachelor of Education (BEd) program renewal is to:

- engage in programmatic change to revitalize the School of Education (SoE),
- renew SoE's offerings as destination programs in/with:
 - Aboriginal/Indigenous Education
 - Northern Focus, and
 - Rural Education,
- address and attend to changes in the British Columbia K–12 curricula,
- build on the strengths of the existing BEd program,
- further address and attend to educators' needs in British Columbia's northern region and beyond,
- create a culture of collaboration and innovation for education in the region, and
- meet and exceed BC Teachers' Council (BCTC) requirements for certification.

Background

There has been a BEd program at UNBC since 2002. Since its inception, the SoE has recognized its unique position in the province. It has attended to the needs of educators in its northern rural and remote schools reflecting the region's cultural diversity, especially with regard to Aboriginal/Indigenous populations.

Purpose

The renewed BEd program is based on a signature pedagogy focused on People, Place and Land. Teacher Candidates graduating from UNBC's Bachelor of Education program will be empowered to develop their professional voices as educators and leaders. They will have experienced authentic engagement through continuous, in situ inquiry with Aboriginal/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.

Consultation

The SoE consulted extensively with local, regional and provincial stakeholders.

- SoE faculty and staff (Prince George and Terrace campuses),
- SoE students (Prince George and Terrace campuses),
- School District 57 (Prince George),
- School Districts 28 (Quesnel), 59 (Peace River South), 60 (Fort St. John), 82 (Coast Mountains), and 91 (Nechako Lakes),
- Independent schools,
- BC Teachers' Federation (BCTF) representatives, and
- Educators from across province at the Small School Think Tank.

Alignment with Certification Standards

The renewed Bachelor of Education program is informed and supported by the objectives of The University. UNBC's objectives provide overarching direction for the SoE, with its location in the province offering a unique opportunity to serve Aboriginal/Indigenous communities and address the concerns of educators in rural and remote settings.

The renewed Bachelor of Education program supports the development of educators by providing supportive and relevant instruction that encourages pedagogical excellence for Teacher Candidates. The renewed BEd program is offered in five blocks over four continuous semesters and provides in situ and experiential learning in school-based classrooms for four of the five blocks. The renewed BEd program prepares Teacher Candidates to meet and exceed Ministry of Education Professional Standards for BC Educators.

Summary of Motions

The renewed Bachelor of Education degree is a 60 credit program offered in five continuous blocks over four semesters. Semester Three consists of two blocks. The motions within this package include:

- Four (4) motions to change program descriptions:
 - Education (preamble), Education (Elementary Years), Education (Secondary Years), Education (Academic Regulations)
- Twelve (12) motions to address changes to existing calendar course descriptions:
 - EDUC 336-3, EDUC 346-3, EDUC 351-3, EDUC 361-9, EDUC 372-9, EDUC 390-3, EDUC 391-3, EDUC 421-3, EDUC 441-3, EDUC 446-3, EDUC 490-3, EDUC 491-6
- Ten (10) motions to address new course descriptions:
 - EDUC 393-3, EDUC 394-3, EDUC 397-3, EDUC 398-3, EDUC 399-3, EDUC 400-3, EDUC 401-3, EDUC 402-3, EDUC 403-3, EDUC 405-3

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That 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.

1. **Effective date: September 2020**
2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education program requirements to align with current trends in teacher education programs, the teaching profession, and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.
3. **Implications of the changes for other programs, etc., if applicable: None**
4. **Reproduction of current Calendar entry for the item to be revised:**

Program Requirements

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

EDUC 333-2 Learning Development & Motivation
EDUC 336-4 Learning and Diversity: Inclusive Classrooms/ Learning Disabilities
EDUC 340-2 Curriculum Development Models
EDUC 346-2 Introduction to Aboriginal/Indigenous Education
EDUC 356-2 Language and Literacy: Development (EY)
EDUC 376-2 Numeracy: Math Concepts (EY)
EDUC 380-3 Foundations of Education
EDUC 390-3 Classroom Practice and Seminar I

Year 1: Second Semester

EDUC 341-2 Principles of Inquiry-Based Instruction
EDUC 342-2 Social Dynamics of Classrooms
EDUC 351-2 Curriculum and Instruction: Second Language
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)
EDUC 391-3 Classroom Practice and Seminar II

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

Year 2: Second Semester

EDUC 491-6 Classroom Practice and Seminar IV

5. Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:

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 4: 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 4: 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.

6. Authorization:

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

College Council Motion Number: Omnibus Motion: CASHSCC.2020.01.16.02

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.18

Moved by: S. Wagner

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That 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.

1. **Effective date: September 2020**
2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education program requirements to align with current trends in teacher education programs, the teaching profession, and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.
3. **Implications of the changes for other programs, etc., if applicable: None**
4. **Reproduction of current Calendar entry for the item to be revised:**

Program Requirements

Secondary Years Stream (8-12)

Year 1: First Semester

EDUC 333-2 Learning Development and Motivation
EUC 336-4 Learning and Diversity: Inclusive Classrooms/
Learning Disabilities
EDUC 340-2 Curriculum Development Models
EDUC 346-2 Introduction to Aboriginal Education
EDUC 360-4 Curriculum and Instruction: Introduction (SY)
EDUC 380-3 Foundations of Education
EDUC 390-3 Classroom Practice and Seminar I

Year 1: Second Semester

EDUC 315-4 Curriculum and Instruction: II (Business &
Career Education)
or EDUC 361-4 Curriculum and Instruction: II (Humanities & Social Sciences)
or EDUC 372-4 Curriculum and Instruction: II (Math,
Computer & Sciences)
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)
EDUC 391-3 Classroom Practice and Seminar II

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

5. Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:

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)

6. Authorization:

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

College Council Motion Number: OMNIBUS MOTION: CASHSCC.2020.01.16.02

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.19

Moved by: S. Wagner

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , **or information of** **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.24

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That 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.

1. **Effective date: September 2020**
2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education program preamble to reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.
3. **Implications of the changes for other programs, etc., if applicable: None**
4. **Reproduction of current Calendar entry for the item to be revised:**

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, the minimum requirements include successful completion of the Education program with a C+ 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.

The School of Education reserves the right at any time to require any teacher candidate to withdraw from UNBC if it believes on 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 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 work 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

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

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. 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. 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.

The UNBC School of Education Program reserves the right to provide information to the principal of a school for a practicum placement for a particular teacher candidate where 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. 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.

The expectations of teacher candidates during the practica will be 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 disbarred from the Classroom Practice & Seminar course if they have more than three unexcused absences.

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.

5. Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:

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~~ 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 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.

6. Authorization:

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

College Council Motion Number: Omnibus Motion: CASHSCC.2020.01.16.02

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.19

Moved by: T. Klassen-Ross

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202002.25

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That 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.

1. **Effective date:** September 2020
2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education program preamble to reflect current trends in the teaching profession and Ministry of Education Teacher Regulation Branch academic preparation requirements.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

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

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 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 only to applicants who have completed a UNBC Education Diploma in a First Nations Language and Culture and 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.

Subject to the 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 Admission Requirements, one of the following: (a) an acceptable three- or four-year bachelor's degree or (b) a minimum 90 credit hours of undergraduate course work or (c) a UNBC Education Diploma in a First Nations Language and Culture (minimum 92 credit hours). 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 course work. Upon completion of the two-year BEd program or the two-year BEd degree completion program, students graduate with a Bachelor of Education degree.

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 BEd program, students will graduate with a BEd degree.

UNBC's BEd program provides students with the course work and classroom experience to prepare them to be qualified teachers. Upon successful completion of the program, graduates are recommended to the Ministry of Education Teacher Regulations Branch (TRB) for professional certification. Certification by the TRB 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.

5. Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":

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 are 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/BEEd Advisor in the School of Education. Students who are interested in applying to the BEEd program at the Terrace campus may also contact the Northwest Regional campus for information.

6. Authorization: (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

College Council Motion Number: Omnibus Motion: CASHSCC.2020.01.16.02

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.20

Moved by: T. Klassen-Ross

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202002.26

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 336, on page 208 of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education course descriptions to reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 336-4 Learning and Diversity: Inclusive Classrooms/ Learning Disabilities This course addresses individual differences and inclusion based on the premise that all students have individual differences in their experiences, skills, knowledge, perspectives and cultural beliefs. Curricular materials and instruction 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.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

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.~~ 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.

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

College Council Motion Number: Omnibus Motion: CASHSCC.2020.01.16.03

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.22

Moved by: T. Klassen-Ross

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-2020202.27

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 346, on page 209 of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education course descriptions to reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 346-2 Introduction to Aboriginal/Indigenous Education This course 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.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

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.~~

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

College Council Motion Number: Omnibus Motion: CASHSCC.2020.01.16.03

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.23

Moved by: T. Klassen-Ross

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202002.28

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 351, on page 209 of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education course descriptions to reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 351-2 Curriculum and Instruction: Second Language (EY) Curriculum and instruction methods for teaching a second language in the Early Years. The language offered may be French, or another provincially approved second language, such as a local First Nations language.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

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.

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

College Council Motion Number: Omnibus Motion: CASHSCC.2020.01.16.03

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.24

Moved by: T. Klassen-Ross

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202002.29

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 361, on page 209 of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education course descriptions to reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 361-4 Curriculum and Instruction: II (Humanities and Social Sciences) 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

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

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~~

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

College Council Motion Number: Omnibus Motion: CASHSCC.2020.01.16.03

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.25

Moved by: T. Klassen-Ross

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , **or information of** _____ **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.30

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 372, on page 209 of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education course descriptions to reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 372-4 Curriculum & Instruction: II (Math, Computers, and Sciences) 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

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

~~**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~~

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

College Council Motion Number: Omnibus Motion: CASHSCC.2020.01.16.03

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.26

Moved by: T. Klassen-Ross

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date



Chair's Signature

For recommendation to ✓ , **or information of** **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.31

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 390, on page 210 of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education course descriptions to reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 390-3 Classroom Practice and Seminar I 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. Graded on a Pass/Fail basis.

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

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

~~**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~~

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

Motion Number (assigned by
Steering Committee of Senate): S-202002.32

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 391, on page 210 of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education course descriptions to reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 391-3 Classroom Practice and Seminar II 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. 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

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

~~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~~

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

College Council Motion Number: Omnibus Motion: CASHSCC.2020.01.16.03

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.28

Moved by: T. Klassen-Ross

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202002.33

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 421, on page 210 of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education course descriptions to reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 421-3 Classroom Assessment Practices 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.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

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.

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

Motion Number (assigned by
Steering Committee of Senate): S-202002.34

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 441, on page 211 of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education course descriptions to reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

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.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

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.

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

College Council Motion Number: Omnibus Motion: CASHSCC.2020.01.16.03

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.30

Moved by: T. Klassen-Ross

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , **or information of** _____ **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.35

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 446, on page 211 of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education course descriptions to reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 446-2 Aboriginal/Indigenous Education: Epistemology This course 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.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

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.~~

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

College Council Motion Number: OMNIBUS MOTION: CASHSCC.2020.01.16.03

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.31

Moved by: T. Klassen-Ross

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , **or information of** **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-20200236

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 490, on page 211 of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education course descriptions to reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 490-4 Classroom Practice and Seminar III 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. 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

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

~~**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

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

College Council Motion Number: Omnibus Motion: CASHSCC.2020.01.16.03

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.31

Moved by: T. Klassen-Ross

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202002.37

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 491, on page 211 of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** These changes will modernize the Bachelor of Education course descriptions to reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

3. **Implications of the changes for other programs, etc., if applicable:** None

4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 491-6 Classroom Practice and Seminar IV This course 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

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

5. **Proposed revision with changes underlined and deletions indicated clearly using "striketrough":**

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

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: September 30, 2019

College Council Motion Number: Omnibus Motion: CASHSCC.2020.01.16.03

College Council Approval Date: January 16, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.32

Moved by: T. Klassen-Ross

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202002.38

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 393-3: Foundations of Education be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program:** Bachelor of Education
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 393-3
4. **Course Title:** Foundations of Education
5. **Goal(s) of Course:**

Teacher candidates will:

- become familiar with the various historical and philosophical perspectives informing education in British Columbia and Canada
- relate the ideas of early educational philosophers to the foundations of education in BC and Canada
- interpret the major ethical theories and apply them to the professional context of teachers
- acquire a broader understanding of contemporary educational issues related to culture, social class and gender in BC and Canada
- analyze emerging educational policy reforms in the K-7 public schools in British Columbia and Canada
- evaluate arguments on educational foundations as agents for or against change in contemporary Canadian society
- identify their own beliefs about education and reflect on their moral foundations

6. Calendar Course Description:

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.

7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) Can the course be repeated for credit if the subject matter differs substantially?

Yes* _____ No X

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: _____

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:

"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) Is variable credit available for this course? Yes _____ No X

Variable credit is denoted by the following examples:

i) "**3-6**": in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).

ii) "**3,6**": in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture 3

Seminar _____

Laboratory _____

Other (please specify) _____

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: PASS/FAIL

15. Course to be offered: each semester _____

each year X

alternating years _____

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program

Required course for all Bachelor of Education Teacher Candidates

1. Anticipated enrolment 60

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: X Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor:

6. **Course required or recommended by an accrediting agency:** British Columbia Teachers' Council
7. **Toward what degrees will the course be accepted for credit?** Bachelor of Education
8. **What other courses are being proposed within the Program this year?**
- 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 399-3: Integrating ADST as a Pedagogical Stance
 - EDUC 400-6: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy
 - 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-Portfolio
9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** None
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:** None
4. **Has this overlap been discussed with the Program concerned?** Not applicable
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
- Yes _____ No X

If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**
- Yes _____ No X

If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. Please describe **ADDITIONAL** resources required over the next five years to offer this course.

- i. College Staffing: None
- ii. Space (classroom, laboratory, storage, etc.): None
- iii. Library Holdings: See attached form
- iv. Computer (time, hardware, software): None

E. **Additional Attached Materials** None

F. **Other Considerations**

1. **First Nations Content***: Yes** _____ No X

** Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

****If "yes,"** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

2. **Other Information:** None

3. **Attachment Pages** (in addition to required "Library Holdings" Form): 0 pages

G. **Authorization**

1. **College(s):** Arts, Social & Health Sciences

2. **SCCC Reviewed:** September 30, 2019

3. **College Council Motion Number(s):** Omnibus Motion: CASHSCC.2020.01.16.01

4. **College Council Approval Date(s):** January 16, 2020

5. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:**

6. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.34

Moved by: C. Whalen

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.39

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 394-3: Pedagogy, Curriculum and Teaching - Theory in Context be approved as follows:

A. Description of the Course

- 1. Proposed semester of first offering:** September 2020
- 2. Academic Program:** Bachelor of Education
- 3. Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 394-3
- 4. Course Title:** Pedagogy, Curriculum and Teaching - Theory in Context
- 5. Goal(s) of Course:**

Teacher candidates will:

- understand how to effectively engage with the many parts of BC's curriculum
- utilize differentiated curriculum and instruction that meet the individual learning styles of all students in the classroom
- develop a progression of literacy skills for reading, writing, numeracy and technologies instruction
- develop ways to assess, diagnose and remediate teaching and learning
- begin to form an understanding of assessment in relationship to specific literacies
- be familiarized with Policies, Procedures, Guidelines and Teaching Standards and considering these when providing instruction and assessing students' progress
- integrate theories regarding Human Development and Learning into their Professional Practice
- understand theory and application for progression of skills

6. Calendar Course Description:

This course provides teacher candidates with an introduction to and development of a skill set to fluently engage with BC's curriculum. Teacher candidates develop an understanding of curriculum content and competency integration, and of the importance of differentiated instruction that enables student success. Teacher candidates also integrate the cycle of assessment and evaluation to inform instruction with ways to keep students at the center of the learning. Finally, teacher candidates examine the role of teachers as researchers, learners and leaders of learning.

- 7. Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) Can the course be repeated for credit if the subject matter differs substantially?

Yes* _____ No X

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: _____

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:

"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) Is variable credit available for this course? Yes _____ No X

Variable credit is denoted by the following examples:

i) "3-6": in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).

ii) "3,6": in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture 3

Seminar _____

Laboratory _____

Other (please specify) _____

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: PASS/FAIL

15. Course to be offered: each semester _____

each year X

alternating years _____

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program

Required course for all Bachelor of Education Teacher Candidates.

1. Anticipated enrolment 60

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: X Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency: British Columbia Teachers' Council

7. **Toward what degrees will the course be accepted for credit?** Bachelor of Education

8. **What other courses are being proposed within the Program this year?**

- EDUC 393-3: Foundations of Education
- 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 399-3: Integrating ADST as a Pedagogical Stance
- EDUC 400-6: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy
- 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-Portfolio

9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**

2. **Is a preclusion required?** Yes _____ No X

3. **If there is an overlap, and no preclusion is required, please explain why not:** None

4. **Has this overlap been discussed with the Program concerned?** Not applicable

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

Yes _____ No X

If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

Yes _____ No X

If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

- i. College Staffing: None
- ii. Space (classroom, laboratory, storage, etc.): None
- iii: Library Holdings: See attached form
- iv. Computer (time, hardware, software): None

E. Additional Attached Materials None

F. Other Considerations

1. First Nations Content*: Yes** _____ No X

** Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

****If “yes,”** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

- 2. Other Information: None
- 3. Attachment Pages (in addition to required “Library Holdings” Form): 0 pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

- 1. College(s): Arts, Social & Health Sciences
- 2. SCCC Reviewed: September 30, 2019
- 3. College Council Motion Number(s): Omnibus Motion: CASHSCC.2020.01.16.01
- 4. College Council Approval Date(s): January 16, 2020
- 5. Senate Committee on First Nations and Aboriginal Peoples Motion Number:
- 6. Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.35

Moved by: C. Whalen

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.40

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 397-3: Curriculum and Instruction in the Humanities K-7 using ADST be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program:** Bachelor of Education
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 397-3
4. **Course Title:** Curriculum and Instruction in the Humanities K-7 using ADST

5. Goal(s) of Course:

Teacher Candidates will:

- understand curricular and instructional expectations for language and literacy (reading, writing, speaking, listening, viewing) in K-7
- understand social studies education K-7, including curricular content, instruction, competencies, resources, and materials
- integrate spoken and written language across subject areas
- develop assessment, evaluation, and reporting skills for diverse learners
- develop pedagogical knowledge for social studies, literacy, First Nations pedagogy and issues, and ADST
- integrate theory and practice with critical reflection
- understand theory and application for progression of skills

6. Calendar Course Description:

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.

7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) Can the course be repeated for credit if the subject matter differs substantially?

Yes* No X

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: 0

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) Is variable credit available for this course? Yes _____ No X

Variable credit is denoted by the following examples:

i) "3-6": in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).

ii) "3,6": in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture 3

Seminar _____

Laboratory _____

Other (please specify) _____

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: PASS/FAIL

15. Course to be offered: each semester _____

each year X

alternating years _____

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program

Required Course for all Bachelor of Education Teacher Candidates.

1. Anticipated enrolment 60

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: X Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency: British Columbia Teachers' Council

7. **Toward what degrees will the course be accepted for credit?** Bachelor of Education

8. **What other courses are being proposed within the Program this year?**

- EDUC 393-3: Foundations of Education
- EDUC 394-3: Pedagogy, Curriculum and Teaching - Theory in Context
- EDUC 398-3: Curriculum and Instruction in Math and Science using ADST
- EDUC 399-3: Integrating ADST as a Pedagogical Stance
- EDUC 400-6: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy
- 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-Portfolio

9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** None

2. **Is a preclusion required?** Yes _____ No X

3. **If there is an overlap, and no preclusion is required, please explain why not:**

4. **Has this overlap been discussed with the Program concerned?** Not applicable

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

Yes _____ No X

If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

Yes _____ No X

If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

- i. College Staffing: None
- ii. Space (classroom, laboratory, storage, etc.): None
- iii: Library Holdings: See attached form
- iv. Computer (time, hardware, software): None

E. Additional Attached Materials None

F. Other Considerations

1. First Nations Content*: Yes** _____X_____ No _____

** Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

****If “yes,”** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

- 2. Other Information: None
- 3. Attachment Pages (in addition to required “Library Holdings” Form): 0 pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

- 1. College(s): Arts, Social & Health Sciences
- 2. SCCC Reviewed: September 30, 2019
- 3. College Council Motion Number(s): Omnibus Motion: CASHSCC.2020.01.16.01
- 4. College Council Approval Date(s): January 16, 2020
- 5. Senate Committee on First Nations and Aboriginal Peoples Motion Number:
- 6. Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.36

Moved by: C. Whalen

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.41

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 398-3: Curriculum and Instruction in Math and Science using ADST be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program:** Bachelor of Education
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 398-3
4. **Course Title:** Curriculum and Instruction in Math and Science using ADST
5. **Goal(s) of Course:**

Teacher candidates will:

- understand how to create a learning environment that is conducive to the ADST design process
- develop an enthusiasm in themselves and their students for science and mathematics
- encourage others to engage in action and decision-making on a global scale as educated citizens
- acquire multiple ways to use BC's curriculum, and assessment strategies to create lesson plans, unit plans and experiential and inquiry based learning experiences
- understand theory and application for progression of skills

6. Calendar Course Description:

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.

7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) Can the course be repeated for credit if the subject matter differs substantially?

Yes* No X

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: 0

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as “3” and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
“This course may be repeated to a maximum of XX credit hours if the material is substantially different.”

b) **Is variable credit available for this course?** Yes _____ No X

Variable credit is denoted by the following examples:

- i) “**3-6**”: in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
- ii) “**3,6**”: in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture 3 Seminar _____
Laboratory _____ Other (please specify) _____

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: PASS/FAIL

15. Course to be offered: each semester _____
each year X
alternating years _____

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program

Required course for all Bachelor of Education Teacher Candidates.

1. Anticipated enrolment 60

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: X Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency: British Columbia Teachers' Council

7. Toward what degrees will the course be accepted for credit? Bachelor of Education

8. What other courses are being proposed within the Program this year?

- 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 399-3: Integrating ADST as a Pedagogical Stance
- EDUC 400-6: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy
- 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-Portfolio

9. What courses are being deleted from the Program this year? None

C. Relation to Other Program Areas Not applicable

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

2. Is a preclusion required? Yes _____ No X

3. If there is an overlap, and no preclusion is required, please explain why not: None

4. Has this overlap been discussed with the Program concerned? None

5. In offering this course, will UNBC require facilities or staff at other institutions?

Yes _____ No X

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.

i. College Staffing: None

ii. Space (classroom, laboratory, storage, etc.): None

- iii: **Library Holdings:** See attached form
- iv. **Computer (time, hardware, software):** None

E. Additional Attached Materials None

F. Other Considerations


- 1. **First Nations Content*:** Yes** _____ No X
 * *Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

****If "yes,"** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

- 2. **Other Information:** None
- 3. **Attachment Pages (in addition to required "Library Holdings" Form):** 0 pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

- 1. **College(s):** Arts, Social & Health Sciences
- 2. **SCCC Reviewed:** September 30, 2019
- 3. **College Council Motion Number(s):** Omnibus Motion: CASHSCC.2020.01.16.01
- 4. **College Council Approval Date(s):** January 16, 2020
- 5. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:**
- 6. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING	
Brief Summary of Committee Debate:	
Motion No.:	Omnibus Motion SCAAF202002.37
Moved by:	C. Whalen Seconded by: T. Klassen-Ross
Committee Decision:	CARRIED
Approved by SCAAF:	 _____ Chair's Signature
Approved by SCAAF:	<u> February 12, 2020 </u>
	Date
For recommendation to <u> ✓ </u>, or information of _____ Senate.	

Motion Number (assigned by
Steering Committee of Senate): S-202002.42

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 399-3 Integrating ADST as a Pedagogical Stance be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program:** Bachelor of Education
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 399-3
4. **Course Title:** Integrating ADST as a Pedagogical Stance
5. **Goal(s) of Course:**

Teacher candidates will:

- understand the context of a challenge for developmentally appropriate learning
- seek insights and solutions to open-ended problems
- develop creative and critical thinking skills
- analyze and fitting multiple solutions to authentic contexts
- facilitate the design thinking process
- use experiential learning to support personalized instruction and assessment
- understand theory and application for progression of skills

6. Calendar Course Description:

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.

7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) Can the course be repeated for credit if the subject matter differs substantially?

Yes* No X

- * If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: 0
- ** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) Is variable credit available for this course? Yes _____ No X

Variable credit is denoted by the following examples:

- i) "3-6": in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
- ii) "3,6": in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture 3 Seminar _____
 Laboratory _____ Other (please specify) _____

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: PASS/FAIL

15. Course to be offered: each semester _____
 each year X
 alternating years _____

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program

Required for all Bachelor of Education Teacher Candidates.

1. Anticipated enrolment 60

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: X Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency: British Columbia Teachers' Council

7. **Toward what degrees will the course be accepted for credit?** Bachelor of Education

8. **What other courses are being proposed within the Program this year?**

- 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
- 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-Portfolio

9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**

2. **Is a preclusion required?** Yes _____ No X

3. **If there is an overlap, and no preclusion is required, please explain why not:** None

4. **Has this overlap been discussed with the Program concerned?** Yes _____ No X

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

Yes _____ No X

If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

Yes _____ No X

If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

- i. College Staffing: None
- ii. Space (classroom, laboratory, storage, etc.): None
- iii: Library Holdings: See attached form
- iv. Computer (time, hardware, software): None

E. Additional Attached Materials None

F. Other Considerations

1. First Nations Content*: Yes** _____ No X

** Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

****If “yes,”** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

- 2. Other Information: None
- 3. Attachment Pages (in addition to required “Library Holdings” Form): 0 pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

- 1. College(s): Arts, Social & Health Sciences
- 2. SCCC Reviewed: September 30, 2019
- 3. College Council Motion Number(s): Omnibus Motion: CASHSCC.2020.01.16.01
- 4. College Council Approval Date(s): January 16, 2020
- 5. Senate Committee on First Nations and Aboriginal Peoples Motion Number:
- 6. Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.38

Moved by: C. Whalen

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.43

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 400-3: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program:** Bachelor of Education
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 400-3
4. **Course Title:** Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy

5. Goal(s) of Course:

Teacher candidates will:

- understand creative ways to embrace and interweave human development and learning
- understand curriculum and instruction in applicable teaching areas
- develop a holistic approach to education, and transformative practices
- design multi-curricular approaches and ways of learning
- understand personal health and wellness for Teacher Candidates and students, and the impact of developing self-expression for a strong sense of identity and self
- understand theory and application for progression of skills

6. Calendar Course Description:

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.

7. **Credit Hours:** 6 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) Can the course be repeated for credit if the subject matter differs substantially?

Yes* No X

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: 0

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) **Is variable credit available for this course?** Yes _____ No X

Variable credit is denoted by the following examples:

- i) "**3-6**": in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
- ii) "**3,6**": in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture 6 Seminar _____
Laboratory _____ Other (please specify) _____

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: PASS/FAIL

15. Course to be offered: each semester _____
each year X
alternating years _____

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program

Required course for all Bachelor of Education Teacher Candidates

1. Anticipated enrolment 60

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: X Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency: British Columbia Teachers' Council

7. Toward what degrees will the course be accepted for credit? Bachelor of Education

8. What other courses are being proposed within the Program this year?

- 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 399-3: Integrating ADST as a Pedagogical Stance
- EDUC 401-3: Career Education
- EDUC402-3: Diverse Classrooms
- EDUC 403-3: Mental Health and Wellness
- EDUC 405-3: Reflective Practice Through Inquiry and e-Portfolio

9. What courses are being deleted from the Program this year? None

C. Relation to Other Program Areas Not applicable

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

2. Is a preclusion required? Yes _____ No X

3. If there is an overlap, and no preclusion is required, please explain why not: None

4. Has this overlap been discussed with the Program concerned? Not applicable.

5. In offering this course, will UNBC require facilities or staff at other institutions?

Yes _____ No X

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.

i. College Staffing: None

ii. Space (classroom, laboratory, storage, etc.): None

- iii: **Library Holdings:** See attached form
- iv. **Computer (time, hardware, software):** None

E. Additional Attached Materials None

F. Other Considerations

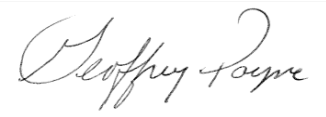
- 1. **First Nations Content*:** Yes** _____ No X
 * *Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

****If "yes,"** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

- 2. **Other Information:** None
- 3. **Attachment Pages (in addition to required "Library Holdings" Form):** 0 pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

- 1. **College(s):** Arts, Social & Health Sciences
- 2. **SCCC Reviewed:** September 30, 2019
- 3. **College Council Motion Number(s):** Omnibus Motion: CASHSCC.2020.01.16.01
- 4. **College Council Approval Date(s):** January 16, 2020
- 5. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:**
- 6. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING	
Brief Summary of Committee Debate:	
Motion No.:	Omnibus Motion SCAAF202002.39
Moved by:	C. Whalen Seconded by: T. Klassen-Ross
Committee Decision:	CARRIED
Approved by SCAAF:	 _____ Chair's Signature
Approved by SCAAF:	<u> February 12, 2020 </u> Date
For recommendation to <u> ✓ </u>, or information of _____ Senate.	

Motion Number (assigned by
Steering Committee of Senate): S-202002.44

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 401-3: Career Education be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program:** Bachelor of Education
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 401-3
4. **Course Title:** Career Education

5. Goal(s) of Course:

Teacher candidates will:

- experience learner-centered portfolio software and features (e.g., Ministry of Education software my BluePrint and Capstone Project Development)
- develop financial literacy and financial management
- develop career planning and interpersonal counselling skills
- explore issues of gender equity, violence, bullying, appropriate workplace interactions
- understand provincial and federal human right context
- understand administrative, legal, and political frameworks
- develop a knowledge of ethics, standards, and practice of teaching as a profession
- understand Teaching Standards, boundaries and social media in a career context

6. Calendar Course Description:

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.

7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) Can the course be repeated for credit if the subject matter differs substantially?

Yes* No X

- * If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: 0
- ** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) Is variable credit available for this course? Yes _____ No X

Variable credit is denoted by the following examples:

- i) "3-6": in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
- ii) "3,6": in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture 3 Seminar _____
 Laboratory _____ Other (please specify) _____

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: PASS/FAIL

15. Course to be offered: each semester _____
 each year X
 alternating years _____

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program

Required course for all Bachelor of Education Teacher Candidates

1. Anticipated enrolment 60

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: X Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency: British Columbia Teachers' Council

7. **Toward what degrees will the course be accepted for credit?** Bachelor of Education

8. **What other courses are being proposed within the Program this year?**

- 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 399-3: Integrating ADST as a Pedagogical Stance
- EDUC 400-6: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy
- EDUC 402-3: Diverse Classrooms
- EDUC 403-3: Mental Health and Wellness
- EDUC 405-3: Reflective Practice Through Inquiry and e-Portfolio

9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** None

2. **Is a preclusion required?** Yes _____ No X

3. **If there is an overlap, and no preclusion is required, please explain why not:**

4. **Has this overlap been discussed with the Program concerned?** Not Applicable

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

Yes _____ No X

If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

Yes _____ No X

If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

- i. College Staffing: None
- ii. Space (classroom, laboratory, storage, etc.): None
- iii: Library Holdings: See attached form
- iv. Computer (time, hardware, software): None

E. Additional Attached Materials None

F. Other Considerations

1. First Nations Content*: Yes** _____ No X

** Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

****If “yes,”** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

- 2. Other Information: None
- 3. Attachment Pages (in addition to required “Library Holdings” Form): 0 pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

- 1. College(s): Arts, Social & Health Sciences
- 2. SCCC Reviewed: September 30, 2019
- 3. College Council Motion Number(s): Omnibus Motion: CASHSCC.2020.01.16.01
- 4. College Council Approval Date(s): January 16, 2020
- 5. Senate Committee on First Nations and Aboriginal Peoples Motion Number:
- 6. Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.40

Moved by: C. Whalen

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.45

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 402-3: Diverse Classrooms be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program:** Bachelor of Education
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 402-3
4. **Course Title:** Diverse Classrooms
5. **Goal(s) of Course:**

Teacher candidates will:

- practice and reflect on the development of cultural awareness, sensitivity, and competencies
- celebrate diversity and individual differences
- develop diagnostics, formative and summative assessments, and cultural safety for students in a multicultural learning environment
- analyze theoretical models connecting language with culture and apply them to practice
- identify historical, socioeconomic, and cultural factors affecting multicultural students

6. Calendar Course Description:

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.

7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) Can the course be repeated for credit if the subject matter differs substantially?

Yes* No X

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: 0

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) **Is variable credit available for this course?** Yes _____ No X

Variable credit is denoted by the following examples:

- i) "3-6": in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
- ii) "3,6": in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture 3 Seminar _____
Laboratory _____ Other (please specify) _____

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: PASS/FAIL

15. Course to be offered: each semester _____
each year X
alternating years _____

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program

Required course for all Bachelor of Education Teacher Candidates.

1. Anticipated enrolment 60

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: X Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency: British Columbia Teachers' Council

7. Toward what degrees will the course be accepted for credit? Bachelor of Education

8. What other courses are being proposed within the Program this year?

- 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 399-3: Integrating ADST as a Pedagogical Stance
- EDUC 400-6: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy
- EDUC 401-3: Career Education
- EDUC 403-3: Mental Health and Wellness
- EDUC 405-3: Reflective Practice Through Inquiry and e-Portfolio

9. What courses are being deleted from the Program this year? None

C. Relation to Other Program Areas Not applicable

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

2. Is a preclusion required? Yes _____ No X

3. If there is an overlap, and no preclusion is required, please explain why not: None

4. Has this overlap been discussed with the Program concerned? Not Applicable

5. In offering this course, will UNBC require facilities or staff at other institutions?

Yes _____ No X

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.

i. College Staffing: None

ii. Space (classroom, laboratory, storage, etc.): None

- iii: **Library Holdings:** See attached form
- iv. **Computer (time, hardware, software):** None

E. Additional Attached Materials None

F. Other Considerations


- 1. **First Nations Content*:** Yes** _____ No X
 * *Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

****If "yes,"** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

- 2. **Other Information:** None
- 3. **Attachment Pages (in addition to required "Library Holdings" Form):** 0 pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

- 1. **College(s):** Arts, Social & Health Sciences
- 2. **SCCC Reviewed:** September 30, 2019
- 3. **College Council Motion Number(s):** Omnibus Motion: CASHSCC.2020.01.16.01
- 4. **College Council Approval Date(s):** January 16, 2020
- 5. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:**
- 6. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING	
Brief Summary of Committee Debate:	
Motion No.:	Omnibus Motion SCAAF202002.41
Moved by:	C. Whalen Seconded by: T. Klassen-Ross
Committee Decision:	CARRIED
Approved by SCAAF:	 _____ Chair's Signature
Approved by SCAAF:	<u> February 12, 2020 </u> Date
For recommendation to <u> ✓ </u>, or information of _____ Senate.	

Motion Number (assigned by
Steering Committee of Senate): S-202002.46

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 403-3: Mental Health and Wellness be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program:** Bachelor of Education
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 403-3
4. **Course Title:** Mental Health and Wellness
5. **Goal(s) of Course:**

Teacher candidates will:

- learn self-directed wellness techniques
- understand the importance of mental wellbeing for all members of the learning community
- examine boundaries and scope of competency in learning environments
- become familiar with research-based risk and protective factors for mental health
- examine ethics, professional standards and practice of teaching as a profession
- understand the administrative, legal and political framework of education in British Columbia and Canada developing the necessary skillsets and strategies to act as a collaborator

6. Calendar Course Description:

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.

7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) Can the course be repeated for credit if the subject matter differs substantially?

Yes* No X

- * If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: not applicable
- ** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) Is variable credit available for this course? Yes _____ No X

Variable credit is denoted by the following examples:

- i) "3-6": in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
- ii) "3,6": in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture 3 Seminar _____
 Laboratory _____ Other (please specify) _____

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: PASS/FAIL

15. Course to be offered: each semester _____
 each year X
 alternating years _____

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program

Required Course for all Bachelor of Education Teacher Candidates

1. Anticipated enrolment 60

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: X Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency: British Columbia Teachers' Council

7. **Toward what degrees will the course be accepted for credit?** Bachelor of Education

8. **What other courses are being proposed within the Program this year?**

- 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 399-3: Integrating ADST as a Pedagogical Stance
- EDUC 400-6: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy
- EDUC 401-3: Career Education
- EDUC 402-3: Diverse Classrooms
- EDUC 405-3: Reflective Practice Through Inquiry and e-Portfolio

9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** None

2. **Is a preclusion required?** Yes _____ No X

3. **If there is an overlap, and no preclusion is required, please explain why not:** None

4. **Has this overlap been discussed with the Program concerned?** Not Applicable

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

Yes _____ No X

If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

Yes _____ No X

If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

- i. College Staffing: None
- ii. Space (classroom, laboratory, storage, etc.): None
- iii: Library Holdings: See attached form
- iv. Computer (time, hardware, software): None

E. Additional Attached Materials None

F. Other Considerations

1. **First Nations Content*:** Yes** _____ No X
** Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

****If “yes,”** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

- 2. **Other Information:** None
- 3. **Attachment Pages (in addition to required “Library Holdings” Form):** 0 pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

- 1. **College(s):** Arts, Social & Health Sciences
- 2. **SCCC Reviewed:** September 30, 2019
- 3. **College Council Motion Number(s):** Omnibus Motion: CASHSCC.2020.01.16.01
- 4. **College Council Approval Date(s):** January 16, 2020
- 5. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:**
- 6. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.42

Moved by: C. Whalen

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-202002.47

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 405-3: Reflective Practice Through Inquiry and e-Portfolio be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program:** Bachelor of Education
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 405-3
4. **Course Title:** Reflective Practice Through Inquiry and e-Portfolio
5. **Goal(s) of Course:**

Teacher candidates will:

- develop both inquiry for self as a learner and inquiry for students as a learning strategy
- use portfolios for reflective practice to engage in ongoing reflection and self-assessment
- understand educational and pedagogical content as the foundation to meet Teaching Standards
- understand of a variety of digital tools to enable self and student assessment
- deepen pedagogical strategies to create student motivation and engagement

6. Calendar Course Description:

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.

7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) **Can the course be repeated for credit if the subject matter differs substantially?**

Yes* No

- * If “yes,” please indicate the maximum number** of credit hours which may be applied to a student’s degree using this course: #
- ** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as “3” and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
“This course may be repeated to a maximum of XX credit hours if the material is substantially different.”

b) **Is variable credit available for this course?** Yes _____ No X

Variable credit is denoted by the following examples:

- i) **“3-6”**: in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
- ii) **“3,6”**: in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture	<u> 3 </u>	Seminar	<u> # </u>
Laboratory	<u> # </u>	Other (please specify)	_____

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: PASS/FAIL

15. Course to be offered: each semester _____
 each year X
 alternating years _____

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program Identified by the BCTC (certification board) as a necessary skillset for K-12 teachers.

1. Anticipated enrolment 60

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: _____ Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency: British Columbia Teacher Certification

7. **Toward what degrees will the course be accepted for credit?** Bachelor of Education

8. **What other courses are being proposed within the Program this year?**

- 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 399-3: Integrating ADST as a Pedagogical Stance
- EDUC 400-6: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy
- EDUC 401-3: Career Education
- EDUC 402-3: Diverse Classrooms
- EDUC 403-3: Mental Health and Wellness

9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**

2. **Is a preclusion required?** Yes _____ No X

3. **If there is an overlap, and no preclusion is required, please explain why not:**

4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

Yes _____ No X

If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

Yes _____ No X

If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

- i. College Staffing:
- ii. Space (classroom, laboratory, storage, etc.):
- iii. Library Holdings: See attached form
- iv. Computer (time, hardware, software):

E. Additional Attached Materials None

F. Other Considerations

1. **First Nations Content*:** Yes** _____ No X

** Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

****If “yes,”** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

- 2. **Other Information:** None
- 3. **Attachment Pages (in addition to required “Library Holdings” Form):** 0 pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

- 1. **College(s):** Arts, Social & Health Sciences
- 2. **SCCC Reviewed:** September 30, 2019
- 3. **College Council Motion Number(s):** Omnibus Motion: CASHSCC.2020.01.16.01
- 4. **College Council Approval Date(s):** January 16, 2020
- 5. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:**
- 6. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus Motion SCAAF202002.43

Moved by: C. Whalen

Seconded by: T. Klassen-Ross

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date


Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

**--Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)**

PROPOSED NEW COURSE: EDUC 393-3: Foundations of Education

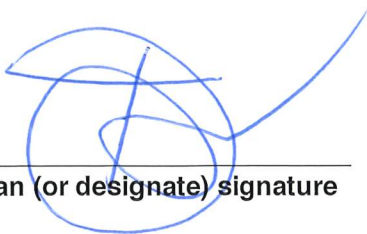
Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes X No

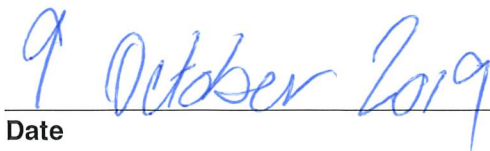
After examining the new course descriptions and the proposed changes to existing courses, I have completed an assessment of the print (monograph) collection. I have identified the areas where our collection needs to be strengthened and will work within the current funding structure to contemporize our holdings. Our current database subscriptions and journal title holdings are satisfactory.

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature



Date

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: EDUC 394-3: Pedagogy, Curriculum and Teaching – Theory in Context

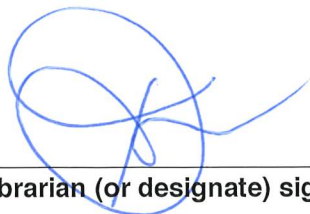
Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes X No

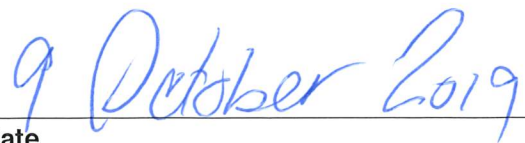
After examining the new course descriptions and the proposed changes to existing courses, I have completed an assessment of the print (monograph) collection. I have identified the areas where our collection needs to be strengthened and will work within the current funding structure to contemporize our holdings. Our current database subscriptions and journal title holdings are satisfactory.

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature



Date

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: EDUC 397-3: Curriculum and Instruction in the Humanities K-7 using ADST

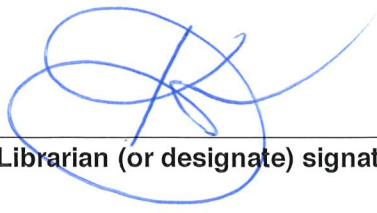
Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes X No

After examining the new course descriptions and the proposed changes to existing courses, I have completed an assessment of the print (monograph) collection. I have identified the areas where our collection needs to be strengthened and will work within the current funding structure to contemporize our holdings. Our current database subscriptions and journal title holdings are satisfactory.

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature

9 October 2019

Date

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: EDUC 399-3: Integrating ADST as a Pedagogical Stance

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes X No

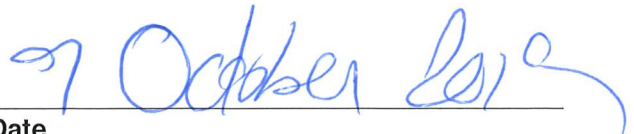
After examining the new course descriptions and the proposed changes to existing courses, I have completed an assessment of the print (monograph) collection. I have identified the areas where our collection needs to be strengthened and will work within the current funding structure to contemporize our holdings. Our current database subscriptions and journal title holdings are satisfactory.

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature



Date

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: EDUC 400-3: Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy

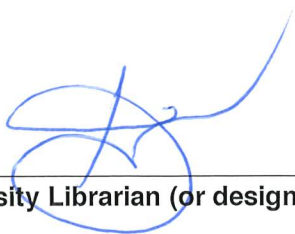
Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes X No

After examining the new course descriptions and the proposed changes to existing courses, I have completed an assessment of the print (monograph) collection. I have identified the areas where our collection needs to be strengthened and will work within the current funding structure to contemporize our holdings. Our current database subscriptions and journal title holdings are satisfactory.

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature

9 October 2019

Date

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: EDUC 401-3: Career Education

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes X No

After examining the new course descriptions and the proposed changes to existing courses, I have completed an assessment of the print (monograph) collection. I have identified the areas where our collection needs to be strengthened and will work within the current funding structure to contemporize our holdings. Our current database subscriptions and journal title holdings are satisfactory.

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature

9 October 2019

Date

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: EDUC 402-3: Diverse Classrooms

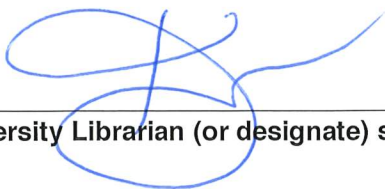
Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes X No

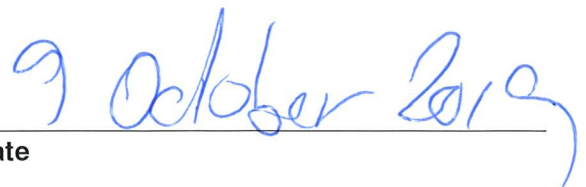
After examining the new course descriptions and the proposed changes to existing courses, I have completed an assessment of the print (monograph) collection. I have identified the areas where our collection needs to be strengthened and will work within the current funding structure to contemporize our holdings. Our current database subscriptions and journal title holdings are satisfactory.

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature



Date

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: EDUC 403-3: Mental Health and Wellness

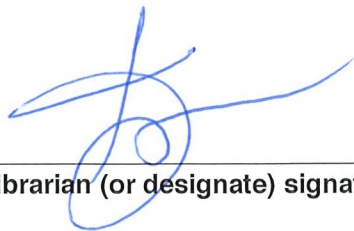
Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes X No

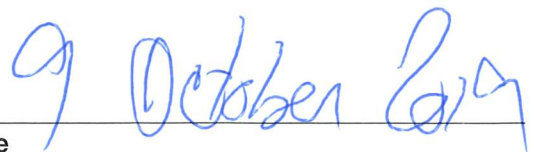
After examining the new course descriptions and the proposed changes to existing courses, I have completed an assessment of the print (monograph) collection. I have identified the areas where our collection needs to be strengthened and will work within the current funding structure to contemporize our holdings. Our current database subscriptions and journal title holdings are satisfactory.

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature



Date

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: EDUC 405-3: Reflective Practice Through Inquiry and e-Portfolio

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes X No

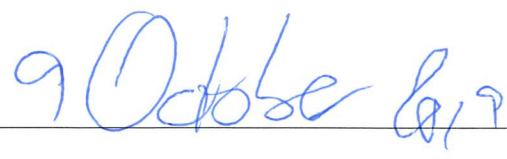
After examining the new course descriptions and the proposed changes to existing courses, I have completed an assessment of the print (monograph) collection. I have identified the areas where our collection needs to be strengthened and will work within the current funding structure to contemporize our holdings. Our current database subscriptions and journal title holdings are satisfactory.

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature



Date

Motion Number (assigned by
Steering Committee of Senate): S-202002.48

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the UNBC Academic Dates from September 2025 through August 2030 be approved as proposed.

Effective Date: September 2025

Rationale: In order to allow departments and individuals to plan for future academic years, it is being proposed that Senate approve the academic semester dates for the Academic Years through August 2030.

Motion proposed by: Bert Annear

Academic Program: Office of the Registrar

Implications for Other Programs / Faculties? Implicates UNBC as a whole

College: N/A

College Council / Committee Motion Number: N/A

College Council / Committee Approval Date: N/A

Attachment Pages (if applicable): 15 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202002.44

Moved by: T. Klassen-Ross

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2020
Date



Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Proposed Academic Dates 2025 - 2026

September 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2025 Semester

Orientation Day: Tuesday, September 2
Start of Classes: Wednesday, September 3
Add/Drop Date: Wednesday, September 17
Withdrawal Date: Thursday, October 16
Last Day of Classes: Tuesday, December 2
First Day of Exams: Wednesday, December 3
Last Day of Exams: Tuesday, December 16
Total Exam Days: 12
Tentative Maintenance: Saturday, December 20
of Monday Instructional Days: 12
of Tuesday Instructional Days: 12
of Wednesday Instructional Days: 13
of Thursday Instructional Days: 13
of Friday Instructional Days: 13
of Instructional Days: 63 (12-12-13-13-13)

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

Proposed Academic Dates 2025 - 2026

January 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

January 2026 Semester

Orientation Day: Saturday, January 3

Start of Classes: Monday, January 5

Add/Drop Date: Monday, January 19

Withdrawal Date: Tuesday, February 17

Last Day of Classes: Thursday, April 2

First Day of Exams: Tuesday, April 7

Last Day of Exams: Saturday, April 18

Total Exam Days: 11

Reading Break: February 17-20

Easter: April 3-6

of Monday Instructional Days: 12

of Tuesday Instructional Days: 12

of Wednesday Instructional Days: 12

of Thursday Instructional Days: 12

of Friday Instructional Days: 11

of Instructional Days: 59 (12-12-12-12-11)

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

Proposed Academic Dates 2025 - 2026

May 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

May 2026 Semester

Start of Classes: Monday, May 4

Add/Drop Date: Tuesday, May 19

Withdrawal Date: Tuesday, June 16

Last Day of Classes: Friday, August 7

First Day of Exams: Monday, August 10

Last Day of Exams: Friday, August 14

Total Exam Days: 5

Summer Break: June 22-July 2

Convocation Day: Friday, May 29

Tentative Maintenance: Saturday, June 20

Spring 2026 Intercession

Start of Classes: Monday, May 4

Add/Drop Date: Friday, May 8

Withdrawal Date: Friday, May 22

Last Day of Classes: Friday, June 12

First Day of Exams: Monday, June 15

Last Day of Exams: Friday, June 19

Total Exam Days: 5

of Monday Instructional Days: 5

of Tuesday Instructional Days: 6

of Wednesday Instructional Days: 6

of Thursday Instructional Days: 6

of Friday Instructional Days: 6

of Instructional Days: 29 (5-6-6-6-6)

Summer 2026 Intercession

Start of Classes: Thursday, July 2

Add/Drop Date: Wednesday, July 8

Withdrawal Date: Tuesday, July 21

Last Day of Classes: Friday, August 7

First Day of Exams: Monday, August 10

Last Day of Exams: Friday, August 14

Total Exam Days: 5

of Monday Instructional Days: 4

of Tuesday Instructional Days: 5

of Wednesday Instructional Days: 5

of Thursday Instructional Days: 6

of Friday Instructional Days: 6

of Instructional Days: 26 (4-5-5-6-6)

Proposed Academic Dates 2026 - 2027

September 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2026 Semester

Orientation Day: Tuesday, September 8

Start of Classes: Wednesday, September 9

Add/Drop Date: Wednesday, September 23

Withdrawal Date: Thursday, October 22

Last Day of Classes: Monday, December 7

First Day of Exams: Tuesday, December 8

Last Day of Exams: Friday, December 18

Total Exam Days: 10

Tentative Maintenance: Saturday, December 19

of Monday Instructional Days: 12

of Tuesday Instructional Days: 12

of Wednesday Instructional Days: 12

of Thursday Instructional Days: 13

of Friday Instructional Days: 13

of Instructional Days: 62 (12-12-12-13-13)

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

Proposed Academic Dates 2026 - 2027

January 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

January 2027 Semester

Orientation Day: Saturday, January 2

Start of Classes: Monday, January 4

Add/Drop Date: Monday, January 18

Withdrawal Date: Tuesday, February 16

Last Day of Classes: Friday, April 9

First Day of Exams: Monday, April 12

Last Day of Exams: Saturday, April 24

Total Exam Days: 12

Reading Break: February 16-19

Easter: March 26-29

of Monday Instructional Days: 13

of Tuesday Instructional Days: 13

of Wednesday Instructional Days: 13

of Thursday Instructional Days: 13

of Friday Instructional Days: 12

of Instructional Days: 64 (13-13-13-13-12)

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

Proposed Academic Dates 2026 - 2027

May 2027

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2027

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

May 2027 Semester

Start of Classes: Monday, May 3

Add/Drop Date: Monday, May 17

Withdrawal Date: Tuesday, June 15

Last Day of Classes: Friday, August 13

First Day of Exams: Monday, August 16

Last Day of Exams: Friday, August 20

Total Exam Days: 5

Summer Break:

Convocation Day: Friday, May 28

Tentative Maintenance: Saturday, June 26

Spring 2027 Intercession

Start of Classes: Monday, May 3

Add/Drop Date: Friday, May 7

Withdrawal Date: Thursday, May 20

Last Day of Classes: Friday, June 11

First Day of Exams: Monday, June 14

Last Day of Exams: Friday, June 18

Total Exam Days: 5

of Monday Instructional Days: 5

of Tuesday Instructional Days: 6

of Wednesday Instructional Days: 6

of Thursday Instructional Days: 6

of Friday Instructional Days: 6

of Instructional Days: 29 (5-6-6-6-6)

Summer 2027 Intercession

Start of Classes: Monday, July 5

Add/Drop Date: Friday, July 9

Withdrawal Date: Thursday, July 22

Last Day of Classes: Friday, August 13

First Day of Exams: Monday, August 16

Last Day of Exams: Friday, August 20

Total Exam Days: 5

of Monday Instructional Days: 5

of Tuesday Instructional Days: 6

of Wednesday Instructional Days: 6

of Thursday Instructional Days: 6

of Friday Instructional Days: 6

of Instructional Days: 29 (5-6-6-6-6)

Proposed Academic Dates 2027 - 2028

September 2027

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2027

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2027 Semester

Orientation Day: Tuesday, September 7

Start of Classes: Wednesday, September 8

Add/Drop Date: Wednesday, September 22

Withdrawal Date: Thursday, October 21

Last Day of Classes: Monday, December 6

First Day of Exams: Tuesday, December 7

Last Day of Exams: Friday, December 17

Total Exam Days: 10

Tentative Maintenance: Saturday, December 18

of Monday Instructional Days: 12

of Tuesday Instructional Days: 12

of Wednesday Instructional Days: 13

of Thursday Instructional Days: 12

of Friday Instructional Days: 13

of Instructional Days: 62 (12-12-13-12-13)

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

Proposed Academic Dates 2027 - 2028

January 2028

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2028

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

March 2028

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2028

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

January 2028 Semester

Orientation Day: Tuesday, January 4
Start of Classes: Wednesday, January 5
Add/Drop Date: Wednesday, January 19
Withdrawal Date: Wednesday, February 16
Last Day of Classes: Tuesday, April 4
First Day of Exams: Wednesday, April 5
Last Day of Exams: Friday, April 21
Total Exam Days: 12
Reading Break: February 22-25
Easter: April 14-17
of Monday Instructional Days: 12
of Tuesday Instructional Days: 12
of Wednesday Instructional Days: 12
of Thursday Instructional Days: 12
of Friday Instructional Days: 12
of Instructional Days: 60 (12-12-12-12-12)

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

Proposed Academic Dates 2027 - 2028

May 2028

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2028

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2028

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2028

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

May 2028 Semester

Start of Classes: Monday, May 1

Add/Drop Date: Monday, May 15

Withdrawal Date: Tuesday, June 13

Last Day of Classes: Friday, August 11

First Day of Exams: Monday, August 14

Last Day of Exams: Friday, August 18

Total Exam Days: 5

Summer Break: June 19-July 2

Convocation Day: Friday, May 26

Tentative Maintenance: Saturday, June 17

Spring 2028 Intercession

Start of Classes: Monday, May 1

Add/Drop Date: Friday, May 5

Withdrawal Date: Thursday, May 18

Last Day of Classes: Friday, June 9

First Day of Exams: Monday, June 12

Last Day of Exams: Friday, June 16

Total Exam Days: 5

of Monday Instructional Days: 5

of Tuesday Instructional Days: 6

of Wednesday Instructional Days: 6

of Thursday Instructional Days: 6

of Friday Instructional Days: 6

of Instructional Days: 29 (5-6-6-6-6)

Summer 2028 Intercession

Start of Classes: Monday, July 3

Add/Drop Date: Friday, July 7

Withdrawal Date: Thursday, July 20

Last Day of Classes: Friday, August 11

First Day of Exams: Monday, August 14

Last Day of Exams: Friday, August 18

Total Exam Days: 5

of Monday Instructional Days: 5

of Tuesday Instructional Days: 6

of Wednesday Instructional Days: 6

of Thursday Instructional Days: 6

of Friday Instructional Days: 6

of Instructional Days: 29 (5-6-6-6-6)

Proposed Academic Dates 2028 - 2029

September 2028

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2028

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2028

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2028

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2028 Semester

Orientation Day: Tuesday, September 5

Start of Classes: Wednesday, September 6

Add/Drop Date: Wednesday, September 20

Withdrawal Date: Thursday, October 19

Last Day of Classes: Tuesday, December 5

First Day of Exams: Wednesday, December 6

Last Day of Exams: Saturday, December 16

Total Exam Days: 10

Tentative Maintenance: Saturday, December 23

of Monday Instructional Days: 12

of Tuesday Instructional Days: 13

of Wednesday Instructional Days: 13

of Thursday Instructional Days: 13

of Friday Instructional Days: 13

of Instructional Days: 64 (12-13-13-13-13)

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

Proposed Academic Dates 2028 - 2029

January 2029

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2029

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2029

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2029

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

January 2029 Semester

Orientation Day: Tuesday, January 2
Start of Classes: Wednesday, January 3
Add/Drop Date: Wednesday, January 17
Withdrawal Date: Wednesday, February 14
Last Day of Classes: Tuesday, April 10
First Day of Exams: Wednesday, April 11
Last Day of Exams: Saturday, April 21
Total Exam Days: 10
Reading Break: February 20-23
Easter: March 30-April 2
of Monday Instructional Days: 12
of Tuesday Instructional Days: 13
of Wednesday Instructional Days: 13
of Thursday Instructional Days: 13
of Friday Instructional Days: 12
of Instructional Days: 63 (12-13-13-13-12)

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

Proposed Academic Dates 2028 - 2029

May 2029

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2029

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2029

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2029

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

May 2029 Semester

Start of Classes: Monday, May 7

Add/Drop Date: Tuesday, May 22

Withdrawal Date: Tuesday, June 19

Last Day of Classes: Monday, August 13

First Day of Exams: Tuesday, August 14

Last Day of Exams: Saturday, August 18

Total Exam Days: 5

Summer Break: June 25-July 2

Convocation Day: Friday, May 25

Tentative Maintenance: Saturday, June 23

Spring 2029 Intercession

Start of Classes: Monday, May 7

Add/Drop Date: Friday, May 11

Withdrawal Date: Friday, May 25

Last Day of Classes: Friday, June 15

First Day of Exams: Monday, June 18

Last Day of Exams: Friday, June 22

Total Exam Days: 5

of Monday Instructional Days: 5

of Tuesday Instructional Days: 6

of Wednesday Instructional Days: 6

of Thursday Instructional Days: 6

of Friday Instructional Days: 6

of Instructional Days: 29 (5-6-6-6-6)

Summer 2029 Intercession

Start of Classes: Tuesday, July 3

Add/Drop Date: Monday, July 9

Withdrawal Date: Friday, July 20

Last Day of Classes: Monday, August 13

First Day of Exams: Tuesday, August 14

Last Day of Exams: Saturday, August 18

Total Exam Days: 5

of Monday Instructional Days: 5

of Tuesday Instructional Days: 6

of Wednesday Instructional Days: 6

of Thursday Instructional Days: 6

of Friday Instructional Days: 6

of Instructional Days: 29 (5-6-6-6-6)

Proposed Academic Dates 2029 - 2030

September 2029

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2029

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2029

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2029

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2029 Semester

Orientation Day: Tuesday, September 4
Start of Classes: Wednesday, September 5
Add/Drop Date: Wednesday, September 19
Withdrawal Date: Thursday, October 18
Last Day of Classes: Monday, December 3
First Day of Exams: Tuesday, December 4
Last Day of Exams: Tuesday, December 18
Total Exam Days: 13
Tentative Maintenance: Saturday, December 22
of Monday Instructional Days: 11
of Tuesday Instructional Days: 12
of Wednesday Instructional Days: 13
of Thursday Instructional Days: 13
of Friday Instructional Days: 13
of Instructional Days: 62 (11-12-13-13-13)

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

Proposed Academic Dates 2029 - 2030

January 2030

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2030

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2030

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2030

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

January 2030 Semester

Orientation Day: Wednesday, January 2

Start of Classes: Thursday, January 3

Add/Drop Date: Thursday, January 17

Withdrawal Date: Thursday, February 14

Last Day of Classes: Wednesday, April 3

First Day of Exams: Thursday, April 4

Last Day of Exams: Thursday, April 18

Total Exam Days: 13

Reading Break: February 19-22

Easter: April 19-22

of Monday Instructional Days: 12

of Tuesday Instructional Days: 12

of Wednesday Instructional Days: 12

of Thursday Instructional Days: 12

of Friday Instructional Days: 12

of Instructional Days: 60 (12-12-12-12-12)

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

Proposed Academic Dates 2029 - 2030

May 2030

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2030

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2030

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2030

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Legend

University Closure (Holiday)
Instructional Monday
Instructional Tuesday
Instructional Wednesday
Instructional Thursday
Instructional Friday
Weekend
Exam Day
Non-Instructional Day

May 2030 Semester

Start of Classes: Monday, May 6

Add/Drop Date: Tuesday, May 21

Withdrawal Date: Tuesday, June 18

Last Day of Classes: Monday, August 12

First Day of Exams: Tuesday, August 13

Last Day of Exams: Saturday, August 17

Total Exam Days: 5

Summer Break: June 24-July 1

Convocation Day: Friday, May 31

Tentative Maintenance: Saturday, June 22

Spring 2030 Intercession

Start of Classes: Monday, May 6

Add/Drop Date: Friday, May 10

Withdrawal Date: Friday, May 24

Last Day of Classes: Friday, June 14

First Day of Exams: Monday, June 17

Last Day of Exams: Friday, June 21

Total Exam Days: 5

of Monday Instructional Days: 5

of Tuesday Instructional Days: 6

of Wednesday Instructional Days: 6

of Thursday Instructional Days: 6

of Friday Instructional Days: 6

of Instructional Days: 29 (5-6-6-6-6)

Summer 2030 Intercession

Start of Classes: Tuesday, July 2

Add/Drop Date: Monday, July 8

Withdrawal Date: Friday, July 19

Last Day of Classes: Monday, August 12

First Day of Exams: Tuesday, August 13

Last Day of Exams: Saturday, August 17

Total Exam Days: 5

of Monday Instructional Days: 5

of Tuesday Instructional Days: 6

of Wednesday Instructional Days: 6

of Thursday Instructional Days: 6

of Friday Instructional Days: 6

of Instructional Days: 29 (5-6-6-6-6)

Motion Number (assigned by
Steering Committee of Senate): S-202002.49

STEERING COMMITTEE OF SENATE

PROPOSED MOTION

Motion: That the membership of Senate and subsequently the Senate Handbook be approved in principle.

Effective Date: Upon the Approval of Senate (not to take effect until the five-faculty structure is in place and all revisions are made to the Senate Handbook)

Rationale: That under our new five faculty structure the membership of Senate be changed in accordance with Part 7, Section 35 of the *University Act*. The revised membership will have an 11:22:11 ratio of Senior University Administrators to Faculty to Students and will include the following changes:

- The Deans of the Faculties
- Only one of the following positions: Director, Business Services and Continuing Studies or the Vice Provost
- 22 Faculty members (2 from each faculty, the remainder at large)
- 11 Students, including the Presidents of NUGGS and NBCGSS (voting members), one from each faculty and the remainder at large)
- The deletion of the 4 Regional Representatives

Motion proposed by: Office of the University Secretary

Academic Program: Not applicable

Implications for Other Programs / Faculties? None

College: Not applicable

College Council / Committee Motion Number: N/A

College Council / Committee Approval Date: N/A

Attachment Pages (if applicable): 1 pages

INFORMATION TO BE COMPLETED AFTER STEERING COMMITTEE OF SENATE MEETING

Brief Summary of Committee Debate:

Motion No.:

Moved by: K. Hirsh-Pearson

Seconded by: M. Mandy

Committee Decision: CARRIED

Approved by SCS: February 19, 2020
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

SENATE HANDBOOK

1 • MEMBERSHIP OF SENATE

In accordance with Part 7, Section 35 of the *University Act*, the Senate shall be composed of the following members:

- (a) the Chancellor
- (b) the President, who shall be chair
- (c) the Provost
- (d) the Vice President, Research
- (e) the Deans of the Faculties
- (f) the University Librarian
- (g) the Director, Business Services and Continuing Studies OR the Vice Provost
- (h) 22 faculty members to consist of 2 members of each faculty elected by the members of that faculty, and the remainder elected by the faculty members in the manner that they, in joint meeting, determine (3 year term)
- (i) 11 students, elected from the students who are members of an undergraduate student society or a graduate student society (1 year term)
 - (i) President of the Northern Undergraduate Student Society
 - (ii) President of the Northern British Columbia Graduate Student Society
 - (iii) At least one student from each faculty
 - (iv) 4 elected at large
- (j) 4 persons who are not faculty members, elected by and from the convocation (3 year term)
- (k) One member to be elected by the governing body of each affiliated college of the university (3 year term)

Note: Senior University Administrators and Other Representatives not otherwise elected or appointed to Senate shall be regarded as fully participating non-voting members of Senate.

SENATE HANDBOOK

1 • MEMBERSHIP OF SENATE

In accordance with Part 7, Section 35 of the *University Act*, the Senate shall be composed of the following members:

- (a) The Chancellor;
- (b) The President, who shall be chair;
- (c) the Provost;
- (d) the Vice President, Research;
- (e) the Director, Business Services and Continuing Studies;
- (f) the Deans of Colleges;
- (g) the Vice Provost;
- (h) the Dean of Regional Programs;
- (i) the University Librarian;
- (j) 10 students elected by the students to ensure representation from each of the undergraduate and graduate student societies, of whom six shall be undergraduate students and four shall be graduate students, with at least one student from each College (1 year term);
- (k) 4 Regional Representatives, at least one of whom should be considered to be representative of the aboriginal communities (3 year term);
- (l) 20 faculty members (3 year term),
 - (i) 9 of whom shall be elected by faculty members in the College of Arts, Social and Health Sciences, from their number, and
 - (ii) 9 of whom shall be elected by faculty members in the College of Science and Management, from their number, and
 - (iii) 2 of whom shall be elected at large by all faculty members and librarians;
 - (iv) Faculty members not associated with either College may declare themselves associated with the College of their choice for the purpose of candidacy and voting in elections to Senate.
- (m) 4 Lay Senators, elected by and from the convocation (3 year terms)
- (n) 1 member to be elected by the governing body of Wilp Wilxo'oskwhl Nisga'a (WWN) (3 year term).

Note: Senior University Administrators and Other Representatives not otherwise elected or appointed to Senate shall be regarded as fully participating non-voting members of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202002.51

STEERING COMMITTEE OF SENATE

PROPOSED MOTION

Motion: That the changes to section 3 (u) Order of Agenda in the Senate Handbook be approved as proposed.

Effective Date: Upon the Approval of Senate

Rationale: That the Acknowledgment of Territory and Presentation be added to the order of agenda.

Motion proposed by: Office of the University Secretary

Academic Program: Not applicable

Implications for Other Programs / Faculties? None

College: Not applicable

College Council / Committee Motion Number: N/A

College Council / Committee Approval Date: N/A

Attachment Pages (if applicable): 1 pages

INFORMATION TO BE COMPLETED AFTER STEERING COMMITTEE OF SENATE MEETING

Brief Summary of Committee Debate:

Motion No.: SCS202001.03

Moved by: S. Barton **Seconded by:** K. Hirsh-Pearson

Committee Decision: CARRIED

Approved by SCS: February 19, 2020
Date


Chair's Signature

For recommendation to ✓ , **or information of** _____ **Senate.**

3 (u) Order of Agenda

- (i) Open sessions of Senate shall normally follow this order:

Acknowledgement of Territory

Presentation

Approval of the agenda

Approval of the minutes of the previous meeting(s)

Business arising ~~from the minutes~~

Report of the President

Report of the Provost

Report of the Registrar

Question Period

Approval of the Consent Agenda

Reports of Committees

Information

Other business

- (ii) The agenda items and order for closed sessions and special meetings of Senate shall be determined by the Steering Committee of Senate.
- (iii) Any matter not already on the Agenda of an ordinary meeting may, at the time of the approval of the agenda, be included in "Other Business" at the request of any member of the Senate.
- (iv) If any member of the Senate presents a case for consideration of a motion at the current meeting, the matter of its inclusion on the agenda shall be decided by a vote in which a two-thirds majority shall be required.
- (v) Any member of the Senate may ask in writing that the Chair include in the Agenda any matter that the member would like considered by the Senate at its next ordinary meeting.
- (vi) When the Senate requests a report for its next meeting from a committee whose chair is not present when the request is made, the Secretary of Senate shall endeavour to notify the committee chair by telephone the next day so that the committee may be convened without delay.
- (vii) When a committee has been requested to prepare a report between one meeting of Senate and the next, the committee presentation will appear as an item on the Agenda for the next meeting even though the report itself may not be available by the due date for Agenda items and background material.

RULES TO GOVERN ELECTIONS TO THE BOARD OF GOVERNORS

Preamble

The Rules to Govern Elections to the Board of Governors have been prepared in accordance with the requirements set out in the *University Act*.

In the event of any conflict between these Rules and the *University Act*, the *Act* will prevail.

Terms of Office for Elected Members

In accordance with Part 6, Section 20 of the *University Act*, each elected member shall hold office for their designated term, and after that until a successor is appointed or elected.

- (i) Faculty Members elected to the Board of Governors by the faculty members shall take office on the 1st of April for a three-year term ending on the 31st of March of the third year or until their successor is elected.
- (ii) Staff Members elected to the Board of Governors by the employees shall take office on the 1st day of July for a three-year term ending on the 30th of June of the third year or until their successor is elected.
- (iii) Students elected to the Board of Governors by the students shall take office on the 1st of April for a one-year term, ending on 31st of March of the following year. A student's eligibility to serve as Board Member continues while they remain enrolled at the University excepting the May semester or, until their graduation from the University, or until they resign, whichever comes first and, if none of these conditions pertains, after that until a successor is elected.

Authority

On behalf of the Registrar and under the authority of the University Senate, the University Secretary shall ensure that elections to the University Board of Governors are conducted in accordance with these Rules.

Definitions

The definitions in the *University Act* apply to these Rules.

Nominations to Available Positions

As anticipated vacancies in elected positions arise, the nomination and election of members to available seats will be undertaken promptly and in accordance with any applicable timelines prescribed by the *Act*. All reasonable efforts will be made to ensure that elections are concluded before vacancies have effect, to assure continuity of the composition of the Board of Governors.

The Office of the University Secretariat will create and maintain nomination forms consistent with these Rules and the Act, and each faculty, student, and staff candidate must complete the appropriate nomination form.

The Call for Nominations shall be published by the Office of the University Secretariat in an appropriate manner as circumstances require.

The election register shall be open to inspection by any members entitled to vote, in the Office of the University Secretariat, during the period for making nominations, during usual business hours.

Nomination papers shall be signed by no fewer than three persons, other than the candidate, entitled to vote in the election; and shall have the signature of the nominee indicating that the nominee is willing to run for election and agrees to abide by the Board Rules Governing Nominations.

Withdrawal by a person duly nominated as a candidate for election shall be made in writing to the University Secretary, and upon receipt of such written notification the person shall cease to be a candidate. In the event that written notification is received later than 48 hours following the close of nominations and after the ballots have been prepared, the person's name shall remain on the ballot and the scrutineers shall record the number of votes the person receives but shall disqualify such votes, regardless of the number, when determining which candidates are elected.

Rules Covering Voting All elections shall be by secret ballot. Electronic ballots are permitted with oversight and guidelines provided by the University's Privacy Officer to ensure anonymity.

Voting will be conducted electronically except when the University Secretary determines that a paper ballot is necessary.

The University Secretary shall be informed fully of all aspects of the conduct and outcome of constituency-based elections, and shall report to the Senate Committee tasked with oversight of election rules or to Senate on any anomalies in the conduct of constituency-based elections.

The University Secretary shall fix dates for any elections under the University Secretary's purview.

Any Candidate for any election to serve on the Board of Governors is entitled to scrutinize the counting of ballots by designating one person to assist in scrutinizing or to act in the Candidate's place.

In the event of an equality of votes between two or more candidates for the Board of Governors, the Board will cast the deciding vote.

Ballots received after 4:30 p.m. (Pacific time) on the day fixed for the election must be destroyed without being opened.

All ballots and any related identifying information will be held by the University Secretary for a period of 90 days following the announcement of the election results. At the end of that time, all ballots and identifying information will be destroyed.

The University Secretary shall promptly report the results of any elections to the Board of Governors.

In the event that unforeseen or unusual circumstances prevent the carrying out of any of the above Rules and Procedures, the University Secretary shall exercise reasonable discretion in altering the Procedures, after consultation with the Senate Committee tasked with oversight of election rules, or with the Senate. Any alterations or adjustments in the Procedures will be reported to Senate at its next regular meeting following the election.

In the event that there are disputes concerning the above procedures, such matters shall be adjudicated by the full Senate whose decisions shall be final.

Vacancies During the Term of an Elected Member on the Board of Governors

Where a vacancy arises in the case of an elected member of the Board, a by-election will be held under the same principles as pertain to the regular elections.

A member elected through a by-election holds office for the remainder of the term for which the person's predecessor was appointed or elected.

Eligibility to Nominate, be Nominated, Vote and Serve as an Elected Member on the Board of Governors

Faculty

In accordance with the *University Act*, two faculty members are to be elected from and by all faculty members and librarians.

To be eligible to nominate, be nominated, vote, and serve on the Board of Governors as a faculty member, a faculty member must:

- (i) Hold a continuing appointment at UNBC, **and**
- (ii) Be a "Faculty Member" as defined in the Act.

Student

To be eligible to nominate, be nominated, vote and serve on the Board of Governors as a student member, a student must:

- (i) Be a student who is a member of either the Northern Undergraduate Student Society or the Northern British Columbia Graduate Students' Society, and;
- (ii) Be a student as defined in the University Act, and;
- (iii) Be in good standing: A student who is in "good standing" is a student who is not on academic probation.

Staff

In accordance with the *University Act*, one person is to be elected by and from the employees of the university who are not faculty members.

In order to be eligible to nominate, be nominated, vote and serve on the Board of Governors as a staff member, one must be a continuing employee of UNBC.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Allnorth - Engineering Bursary be approved.

Effective Date: 2020-2021 Academic Year

Rationale: To activate the Allnorth - Engineering Bursary commencing the 2020-2021 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: December 13, 2019

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20200122.03

Moved by: Mayes

Seconded by: Wagner

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: January 22, 2020

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Allnorth - Engineering Bursary

Awards Guide Description/Intent: Allnorth is a multidisciplinary engineering and construction services consulting company, servicing clients in the Mining, Oil & Gas, Infrastructure and Pulp & Paper sectors. With offices across Canada and the U.S., they provide a single point of contact for clients looking for smart and practical solutions to their project needs. Allnorth has established this bursary to assist UNBC students obtain an Engineering degree.

Donor: Allnorth Consultants Limited

Value: \$500

Number: Two

Award Type: Bursary

Eligibility: Available to a full time undergraduate student enrolled in the Environmental Engineering or Civil Engineering Program who has completed 30 credit hours. First preference will be given to a student who is enrolled in a UNBC Engineering Program. Second preference will be given to students enrolled in the UNBC/UBC Engineering Program.

Criteria: Demonstrated financial need and academic proficiency.

Effective Date: Established 2020

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2020-2021 Academic Year

Rationale: To activate the Kristopher McKay Award commencing the 2020-2021 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: December 13, 2019

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20200122.04

Moved by: Mayes

Seconded by: Wagner

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: January 22, 2020

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Entrance

Award Name: Kristopher McKay Award

Awards Guide Description/Intent: This award has been established in loving memory of Kristopher McKay. Kristopher was a bright UNBC student studying in the Environmental Sciences BSc Program at UNBC. His love for the outdoors began at an early age. He enjoyed camping and would often talk about wildlife conservation, preservation and management as well as overall environmental sustainability.

Kristopher will always be remembered for his character, which was pure, innocent, kind, caring and loving. His family and friends wish to support a student coming to UNBC from another region who may be experiencing challenges with their mental health.

Donor: The McKay Family

Value: \$1,000

Number: One

Award Type: Award

Eligibility: Available to a full time undergraduate student who is entering UNBC for the first time. First preference will be given to a student who may be experiencing challenges with their mental wellbeing.

Criteria: Demonstrated financial need and academic proficiency.

Effective Date: Established 2020

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2020-2021 Academic Year

Rationale: To activate the Ricoh Canada Inc. Bursary commencing the 2020-2021 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: December 20, 2019

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20200122.05

Moved by: Mayes

Seconded by: Wagner

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: January 22, 2020

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Ricoh Canada Inc. Bursary

Awards Guide Description/Intent: Since 1962, Ricoh has been on the forefront of workplace innovation. Back then, that meant creating the first office fax machine, enabling people to work smarter, better and faster. Today, they are empowering digital workplaces, which means connecting people to information, faster and more conveniently than ever before.

As a proud corporate member of the Canadian Council for Aboriginal Business (CCAB), Ricoh focuses on higher education and life-long learning for Aboriginal students. This award has been established to support indigenous students studying business at the University of Northern British Columbia (UNBC).

Donor: Ricoh Canada Inc.

Value: \$1,250

Number: Two in each 2020/21, 2021/22, 2022/23, 2023/24, 2024/25

Award Type: Bursary

Eligibility: Available to a full time undergraduate student enrolled in a Business Program. First preference will be given to an indigenous student.

Criteria: Demonstrated financial need and satisfactory academic standing.

Effective Date: Established 2020

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2022-2023 Academic Year

Rationale: To activate the Susan Robertson Prize commencing the 2022-2023 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: January 8, 2020

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20200122.06

Moved by: Mayes

Seconded by: Wagner

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: January 22, 2020

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Susan Robertson Prize

Awards Guide Description/Intent: The award has been established in memory of Susan Janet Robertson, whose life and career were cut short by Hereditary Haemorrhagic Telangiectasia (HHT) in 2019. Her family, friends and colleagues have chosen to remember her and her work by establishing an undergraduate student research prize.

A summary of Susan's research career can be found [here](#).

Donor: Family, friends and colleagues of Susan Robertson

Value: \$1,000

Number: One

Award Type: Prize

Eligibility: Awarded to an undergraduate student enrolled in NRES 430. The prize recipient will be chosen from among those presenting their work at the annual undergraduate thesis event organized by the Natural Resources and Environmental Studies Institute (NRESi) at the end of each January semester.

Criteria: Undergraduate research excellence as defined by the NRESi.

Effective Date: Endowed 2019

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the Natural Resources and Environmental Studies Institute.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: 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

Rationale: To revise the TC Energy Indigenous Award commencing the 2020-2021 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: December 19, 2019

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee felt that it is important to note they had concern surrounding the political considerations of this award. They recommend further discussion occur surrounding an institutional statement to show UNBC is aware of the sensitivities surrounding these types of awards and that it is being discussed.

Motion No.: SCSB20200122.07

Moved by: Wheate

Seconded by: Jensen

Committee Decision: CARRIED (4 In-Favour / 0 Opposed / 2 Abstentions)

Attachments: 1 Page

Approved by SCSB: January 22, 2020
Date


Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: [TC Energy Indigenous Award](#) [Coastal GasLink Indigenous Community Development Award](#)

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Awards Guide Description/Intent: This award has been established to assist indigenous students to realize their educational ambitions and thereby contribute to the capacity of their communities.

Donor: [TC Energy](#) [Coastal GasLink Pipeline](#)

Value: \$3,000

Number: ~~Max 10~~ Ten in 2020/21, ten in 2021/22 and ten in 2022/23

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Award Type: Award

Eligibility:

Available to a full or part time undergraduate or graduate student from any of the following indigenous communities: Haisla, Kitselas, Witset, Wet'suwet'en First Nation, Skin Tyee, Nee Tahi Buhn, Cheslatta, Yekooche, Burns Lake (Ts'il Kaz Koh), Stellat'en, Nak'azdli Whut'en, Nadleh Whut'en, Saik'uz, Lheidli T'enneh, McLeod Lake, West Moberly, Halfway River, Blueberry River, Doig River, Saulteau, Fort Nelson First Nation, Kelly Lake Cree Nation, Kelly Lake Metis Settlement, Lake Babine Nation, Lax Kw'alaams Band, Melakatala First Nation, Metis Nation of BC, Nazko First Nation, Prophet River First Nation, Tl'azt'en Nation.

First preference will be given to students enrolled in one of the following: Environmental and sustainability Studies (BA), First Nations Studies (BA), Global and International Studies (BA), Northern Studies (BA), Public Administration and Community Development (BA), Community and Population Health: Aboriginal and Rural Health (BHSc), Conservations Science and Practice (BSc), Wildlife and Fisheries (BSc), First Nations Planning (BPI) Natural Resources Planning (BPI), Northern and Rural Community Planning (BPI), Indigenous Specialization (BSW), Northern Medical Program (MD), Bachelor of Science in Nursing (BScN), Northern Collaborative Baccalaureate Nursing (BScN), Post-Diploma Baccalaureate Nursing (BScN) or other Health Sciences Programs.

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Criteria: Satisfactory academic standing and demonstrated financial need.

Effective Date: Established 2016

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: 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

Rationale: To revise the TC Energy Engineering Scholarship commencing the 2020-2021 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: December 19, 2019

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee felt that it is important to note they had concern surrounding the political considerations of this award. They recommend further discussion occur surrounding an institutional statement to show UNBC is aware of the sensitivities surrounding these types of awards and that it is being discussed.

Motion No.: SCSB20200122.08

Moved by: Jensen

Seconded by: Mayes

Committee Decision: CARRIED (5 In-Favour / 0 Opposed / 1 Abstention)

Attachments: 1 Page

Approved by SCSB: January 22, 2020

Date

Chair’s Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: ~~TC Energy Engineering Scholarship~~[Coastal GasLink Legacy Scholarship](#)

Awards Guide Description/Intent: This award has been established to assist students enrolled in the Civil or Environmental Engineering Programs at UNBC.

Donor: ~~TC Energy~~[Coastal GasLink Pipeline](#)

Value: \$3,000

Number: Ten in 2020/21, ten in 2021/22 and ten in 2022/23

Award Type: Scholarship

Eligibility: Available to a full or part time undergraduate student enrolled in the Civil or Environmental Engineering Programs. ~~First preference will be given to students from any of the following indigenous communities: Haisla, Kitselas, Witset, Wet'suwet'en First Nation, Skin Tyee, Nee Tahi Buhn, Cheslatta, Yekooche, Burns Lake (Ts'il Kaz Koh), Stellat'en, Nak'azdli Whut'en, Nadleh Whut'en, Saik'uz, Lheidli T'enneh, McLeod Lake, West Moberly, Halfway River, Blueberry River, Doig River, Sauteau, Fort Nelson First Nation, Kelly Lake Cree Nation, Kelly Lake Metis Settlement, Lake Babine Nation, Lax Kw'alaams Band, Melakatala First Nation, Metis Nation of BC, Nazko First Nation, Prophet River First Nation, Tl'azt'en Nation.~~

Criteria: Academic proficiency.

Effective Date: Established 2019

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2019-2020 Academic Year

Rationale: To revise the Tom Dennett Memorial Scholarship commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: January 3, 2020

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20200122.09

Moved by: Jensen

Seconded by: Budde

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: January 22, 2020

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Entrance

Award Name: Tom Dennett Memorial Scholarship

Awards Guide Description/Intent: This scholarship was established in memory of a teacher, mentor, and friend who inspired many students to go on to study science.

Donor: Todd Whitcombe

Value: \$1,000

Number: One

Award Type: Scholarship

Eligibility: Available to a full or part time undergraduate student who has transferred to UNBC from Langara College and is enrolled in any science program. First preference will be given to students enrolled in Chemistry, Biochemistry and Environmental Science.

Criteria: ~~Academic excellence~~Academic Proficiency

Effective Date: Endowed 2015

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.