

SENATE MEETING OPEN SESSION AGENDA

May 29, 2024
3:30 – 5:30 PM
Senate Chambers

Acknowledgement of Territory

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

1.0 **S-202405.05**

Approval of the Agenda †

Page 1 That the agenda for the May 29, 2024, Open 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.*

2.0 **Presentations:**

2.1 **Graduate Admissions** – Jill Mitchell Nielsen, Associate Registrar, Graduate

Page 8 2.2 **UNBC Accessibility Plan Draft & Presentation** - Interim Manager, Equity & Inclusion

3.0 **Approval of the Minutes**

S-202405.06

Approval of the Minutes

Page 20 That the Minutes for the March 27, 2024, Open Session of Senate be approved as presented.

S-202405.07

Approval of the Minutes

Page 29 That the Minutes for the May 8, 2024, Special Open Session of Senate be approved as presented.

4.0 **Business Arising**

4.1 AI Task Force Update

Owen

4.1.1 AI Task Force members:

- Wendy Rodgers (Former Vice President Academic & Provost)
- Bill Owen (Interim Vice President Academic & Provost)
- Aderonke Agboji (PhD student, Health Sciences)
- Ankur Patel (BSc Nursing student, Terrace Campus)
- Chris Ross (Governance Officer, ARPM)
- David Casperson (Associate Professor, Computer Science)
- Michael Preston (Assistant Professor, Ecosystem Science and Management)
- Monica Mattfeld (Assistant Professor, English)
- Nico Turner (Learning Specialist, Academic Success Centre)
- Richard Branscomb (Senior Instructor, Engineering)
- Shauna Stanyer (Senior Lab Instructor, CTLT)
- Trina Fyfe (University Librarian)
- Waqar Haque (Professor, Computer Science, and School of Business)

4.1.2 Guidance on the acceptability of using generative AI in coursework - [Page 76](#)

5.0 President's Report (10 minutes) Payne

5.1 Report from the March 28, 2024 Board of Governors

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

6.0 Report of the Interim Provost (5 minutes) Owen

7.0 Report of the Registrar (5 minutes) Read

8.0 Question Period (10 minutes)

8.1 Questions in advance – Senator Hirt

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

working on the exam, and even several students who have skipped other classes in favor of working on the exam. With these issues I think that regulations on how take home exams are administered should be considered. These should include extending the time period to allow for disadvantaged students who have to work to support their studies to have a fair chance, as well as allow for students who are involved with their communities to not be at a disadvantage.'

8.2 Questions from the floor

9.0 Removal of Items from the Consent Agenda **Payne**

10.0 Committee Reports

10.1 Senate Committee on Student Appeals **Klassen-Ross**

10.2 Senate Committee on Academic Affairs **Owen**

For Approval:

page 85 LPN Pathway NBNP Proposal

S-202405.08

New Program Approval

page 97 That the LPN Pathway – NBNP be approved as proposed.

Regular

Effective Date: September 2025

S-202405.09

Change(s) to Program Requirements

page 109

Regular

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

Effective Date: September 2024

S-202405.10

Change(s) to Program Requirements

page 114

Regular

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

Effective Date: September 2024

S-202405.11

New Course Approval

page 118

Regular

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

Effective Date: September 2024

S-202405.12

Change(s) in Course Title and Description

page 122

Consent

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

Effective Date: September 2024

S-202405.13

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

page 124

Consent

Effective Date: September 2024

S-202405.14

Change(s) in Course Title and Description

page 126

Consent

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

Effective Date: September 2024

page 128

Consent

S-202405.15

Proposed Revision of Calendar Entry

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

Effective Date: September 2024

page 130

Consent

S-202405.16

Proposed Revision of Calendar Entry

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

Effective Date: September 2024

page 132

Consent

S-202405.17

Proposed Revision of Calendar Entry

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

Effective Date: September 2024

page 134

Consent

S-202405.18

Proposed Revision of Calendar Entry

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

Effective Date: September 2024

page 136

Consent

S-202405.19

Proposed Revision of Calendar Entry

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

Effective Date: September 2024

page 138

Consent

S-202405.20

Proposed Revision of Calendar Entry

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

Effective Date: September 2024

page 140

Regular

S-202405.21

New Course Approval

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

Effective Date: September 2024

page 145

Consent

S-202405.22

Proposed Revision of Calendar Entry

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

Effective Date: September 2024

page 147
Regular

S-202405.23

Proposed Revision of Calendar Entry

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

Effective Date: September 2024

page 149
Regular

S-202405.24

Proposed Revision of Calendar Entry

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

Effective Date: September 2024

page 155
Regular

S-202405.25

Proposed Revision of Calendar Entry

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

Effective Date: September 2024

For Information:

10.2.1 Quality Assurance Process Audit

- i. Quality Assurance Process Audit: Response and Action Plan – April 2024 – [Page 157](#)
- ii. Quality Assurance Process Audit – Assessors’ Report Workbook - December 2023 – [Page 170](#)

10.3 Steering Committee of Senate

Payne

10.4 Senate Committee on Nominations

Durau

S-202405.26

Regular

Proposed Revision of Calendar Entry

10.4.1 List of Senate Committee Vacancies

COMMITTEE	POSITION	TERM EXPIRY DATE
SCN	Faculty Senator	03/31/2026
	Faculty Senator	03/31/2027
SCAD	Student Senator	08/31/2024
	Faculty Member	03/31/2027
	Graduate Student	08/31/2024
SCCC	Student Senator	08/31/2024
	Dean	N/A
	Graduate Student	08/31/2024
	Undergraduate Representative	08/31/2024
SCAaf	Regional Representative	03/31/2026
	One Indigenous Undergraduate Student, appointed by Senate	08/31/2024
	Graduate Student	08/31/2024
SCUB	Undergraduate Student	08/31/2024
	Graduate Student	08/31/2024
SCSB	Graduate Student	08/31/2024

SCHDSR	Faculty Senator	03/31/2027
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- 10.5 Senate Committee on Curriculum and Calendar Read
- 10.6 Senate Committee on Admissions and Degrees Read
- 10.7 Senate Committee on Indigenous Initiatives Payne
- 10.8 Senate Committee on Honorary Degrees and Special Forms of Recognition Payne
- 10.9 Senate Committee on Scholarships and Bursaries Wood-Adams

For Approval

Regular **S-202405.27**

Page 184 **SCSB Annual Report**

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

Effective date: May 29, 2024

For Information

Page 190 **SCSB20240327.04** (approved)

Bursary for Rural and Remote Youth

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

Effective: 2024-2025 Academic Year

Page 192 **SCSB20240327.05** (approved)

UNBC Emergency Financial Aid Bursary

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

Effective: 2024-2025 Academic Year

Page 194 **SCSB20240327.06** (approved)

Northern BC Graduate Research Scholarship

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

Effective: 2024-2025 Academic Year

Page 196 **SCSB20240327.07** (approved)

Northern First Nations Award

That the revised Terms and Conditions for the Northern First Nations Award be approved.

Effective: 2024-2025 Academic Year

Page 199 **SCSB20240327.08** (approved)

College Heights Veterinary Clinic Ltd Award

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

Effective: 2024-2025 Academic Year

Page 201 **SCSB20240424.04** (approved)

Vladimir Pasicnyk Scholarship for UNBC Engineering Undergraduates

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

Effective: 2024-2025 Academic Year

SCSB20240424.05 (approved)

MBA Alumni Award

That the revised Terms and Conditions for the MBA Alumni Award be approved.
Effective: 2024-2025 Academic Year

10.10 Senate Committee on University Budget

Gehloff

11.0 Approval of Motions on the Consent Agenda

Payne

S-202405.28

Approval of Motions on the Consent Agenda

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

12.0 Information

13.0 Other Business

14.0 S-202405.29 (10 minutes)

Move to the Closed Session

That the meeting move to Closed Session.

15.0 S-202405.36

Adjournment

That the Senate meeting be adjourned.

UNBC Accessibility Plan 2024-2026

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Introduction

Land Honouring

Since time immemorial, Indigenous peoples have walked gently on the diverse traditional territories where the University of Northern British Columbia community is privileged to learn and work. We are committed to building and nurturing relationships with Indigenous peoples, we acknowledge their traditional lands, and we are grateful to them.

The Prince George campus is situated on the unceded traditional territory of the Lheidli T'enneh First Nation, part of the Dakelh (Carrier) peoples' territory.

The South-Central campus in Quesnel is situated on the unceded traditional territories of the Lhtako Dene Nation, Nazko First Nation, Lhoosk'uz Dené Nation, and ?Esdilagh First Nation (formerly Alexandria Band). Lhtako, Nazko, and Lhoosk'uz are on traditional Dakelh territory, and ?Esdilagh is a member of the Tsilhqot'in Nation.

The Peace River-Liard campus in Fort St. John is situated in Treaty 8 territory on the traditional lands of the Dane-zaa peoples of the Doig River First Nation, Blueberry River First Nation, and Halfway River First Nation.

The Northwest campus in Terrace is situated on the unceded traditional Ts'msyen (Tsimshian) territory of the Kitsumkalum and Kitselas First Nation. It includes a satellite campus in the coastal community of Prince Rupert, situated on the unceded traditional Tsimshian territory of the Lax Kw'alaams Band and Metlakatla First Nation.

Executive Summary

About UNBC

Drafted. To be reviewed by Communications.

Message from Leadership

Drafted. To be reviewed by Communications.

Message from Committee Chair

Drafted. To be reviewed by Communications.

Committee Members

List committee and community members.

Frameworks Guiding the Accessibility Plan

Areas of Focus & Objectives

Our Accessibility Plan is rooted in considering and enhancing the following areas of accessibility at UNBC:

Built Environment (*the built and natural environment*): To create an inclusive and accessible campus environment by incorporating Universal Design concepts into key aspects of the built environment, including but not limited to pathways, entrances, classrooms, washrooms, and overall access to UNBC buildings and structures.

Education: To actively reduce and eliminate stigma, stereotypes, and assumptions about and towards those with disabilities or accessibility needs by promoting awareness, consciousness, understanding, and a culture of inclusivity within UNBC.

Employment: To promote an inclusive workplace culture by minimizing barriers to employment for persons with disabilities, ensuring accommodations are promptly met, and promoting diversity and ongoing training opportunities for employees to support the full inclusion of individuals with disabilities in all aspects of employment at UNBC.

Information & Communication: To establish guidelines for information and communication that prioritize accessibility, providing a seamless experience for all members of the campus community. This includes implementing accessible digital platforms, creating inclusive communication materials, and promoting diverse communication methods.

Procurement: To explore accessible procurement practices and initiate procurement standards that meet accessibility and diverse needs.

Service Delivery: To ensure that all aspects of service delivery on campus are universally accessible, nurturing an inclusive environment where individuals with disabilities have equitable access to services on campus.

Transportation: To optimize transportation facilities and services on campus to eliminate barriers for individuals with disabilities. This involves enhancing accessible parking facilities, ensuring reliable and inclusive transportation options, and creating accessible pathways that facilitate a reduction in access and barriers.

Principles

These principles are described as per Accessible BC Act legislation.

- **Inclusion:** All British Columbians, including persons with disabilities, should be able to participate fully and equitably in their communities.
- **Adaptability:** Accessibility plans should reflect that disability and accessibility are evolving concepts that change as services, technology, and attitudes change.
- **Diversity:** Every person is unique. People with disabilities are individuals with varied backgrounds. Individual characteristics including race, gender, sexual orientation, religion, and lived experience greatly inform the experiences of individuals. Accessibility plans should acknowledge the principle of intersectionality and the diversity within the disability community.
- **Collaboration:** Promoting accessible communities is a shared responsibility and everyone has a role to play. Accessibility plans should create opportunities for organizations and communities to work together to promote access and inclusion.
- **Self-determination:** Accessibility plans should seek to empower people with disabilities to make their own choices and pursue the lives they wish to live.

- **Universal Design:** The Centre for Excellence in Universal Design defines Universal Design as “the design and composition of an environment so that it can be accessed, understood, and used to the greatest extent possible by all people...” An accessibility plan should be designed to meet the needs of all people who wish to interact with the organization.

Legislation and Existing Policies

This plan is informed by the following government legislation, UNBC’s Strategic Plan, and UNBC policies:

- Accessible BC Act
- BC Human Rights Code
- Employment Standards Act
- UNBC Protection of Privacy Policy
- UNBC Hiring Equity Policy
- UNBC Respect in the Workplace Policy
- UNBC Harassment and Discrimination Policy
- UNBC Student Accessibility Policy
- UNBC READY Strategic Plan

Accessibility Committee

The Office of Equity Affairs announced a call out for the Accessibility Committee on February 22, 2023. We had an overwhelming response and interest from the UNBC Community. Ultimately, 16 members were selected in accordance with the Accessible BC Act requirements of the committee makeup, which includes representation from Staff, Faculty, and graduate and undergraduate students. The Committee is co-chaired by two Committee members. One of the co-chairs is appointed from the Office of Equity Affairs. The other co-chair is the Associate Vice President of Equity, Diversity, and Inclusion. In addition to the committee members, all interested applicants are welcome to attend committee meetings as community members.

Meetings of the Accessibility Committee are scheduled quarterly (four times per fiscal year), with the Chairs setting the meeting schedule in advance. The Committee has the flexibility to form working groups or special subcommittees to gather feedback, delve into specific topics, undertake particular tasks, or provide expert guidance in decision-making for the University.

The Accessibility Committee Terms of Reference can be [viewed online](#).

Consultation

The consultation process is multi-phased and continuous.

- November 2023
 - Encouraging the utilization of the feedback mechanism involved promoting it through internal emails and in-person tabling sessions. These sessions,

conducted on November 21, 27, 28, and 30, engaged students, staff, and faculty at UNBC, informing them about the availability of the feedback mechanism. Accessibility committee members actively participated in these tabling efforts.

- January – February 2024
 - A draft plan will be reviewed by the President’s Executive Council and the Accessibility Committee. From there, the plan will be promoted to the university community including information on upcoming consultations.
- Spring 2024
 - Hosting consultations and receiving feedback on the draft plan.

Feedback Mechanism

During the university’s initial phases of formulating its accessibility plan, we have developed a feedback mechanism. The feedback mechanism will support and inform UNBC’s Accessibility Plan and ongoing initiatives on campus.

The feedback mechanism will be accessible through multiple forms; online, email, phone, and in-person. More information on the feedback mechanism can be [found online](#).

All feedback through the mechanism will be received by the Office of Equity Affairs. Any information shared with university departments regarding accessibility initiatives and recommendations will be disaggregated and unidentifiable.

Our Plan

Internal Values, Service Commitment, and Vision Statement

At UNBC, we are committed to creating an inclusive and accessible environment for all members of our community. This is aligned within the university’s **READY Strategic Plan** theme of **Cultivate Curiosity**. Our service commitment to accessibility is grounded in the principles of equity and inclusivity and addressing anti-ableism.

As we continue to reduce access barriers and challenges, we aim to align our actions with the social model of disability. This model provides expansive and more inclusive views of access by confronting social perceptions and beliefs, as well as the physical built environment that create and maintain barriers, which in turn are inadequate in meeting the needs of people with disabilities. In other words, this model sees disability as stemming from societal attitudes and physical structures rather than being solely a medical condition that needs to be “fixed.” Based on the social model of disability, having a disability can be viewed as disabling when it inhibits someone from pursuing the things they desire or need to do. This demonstrates and underscores that responding to accessibility barriers is the responsibility we have to each other.

We will continually assess and enhance accessibility across our campuses, listening to the diverse needs of our community members. Our goal is to create an atmosphere where everyone can fully participate, engage, and succeed in their academic and professional pursuits. We are dedicated to removing barriers, promoting awareness, and promoting a culture of inclusivity.

Vision Statement for Accessibility Initiatives at UNBC:

Our vision for accessibility at UNBC is to create an environment where every person can thrive and contribute meaningfully. In our pursuit of academic excellence, we aspire to integrate accessibility as an inherent part of UNBC. Through innovative initiatives, ongoing collaboration, and a deep understanding of the diverse needs of our community, we aim to lead the way in championing accessibility and promoting a culture that celebrates the uniqueness of every individual. This involves the implementation of inclusive design principles, prioritizing accessibility in all aspects of the university, and thoughtful strategies that actively shape the university to be [READY to reimagine how we educate, research, and learn so that we can lead.](#)

Identifying Barriers

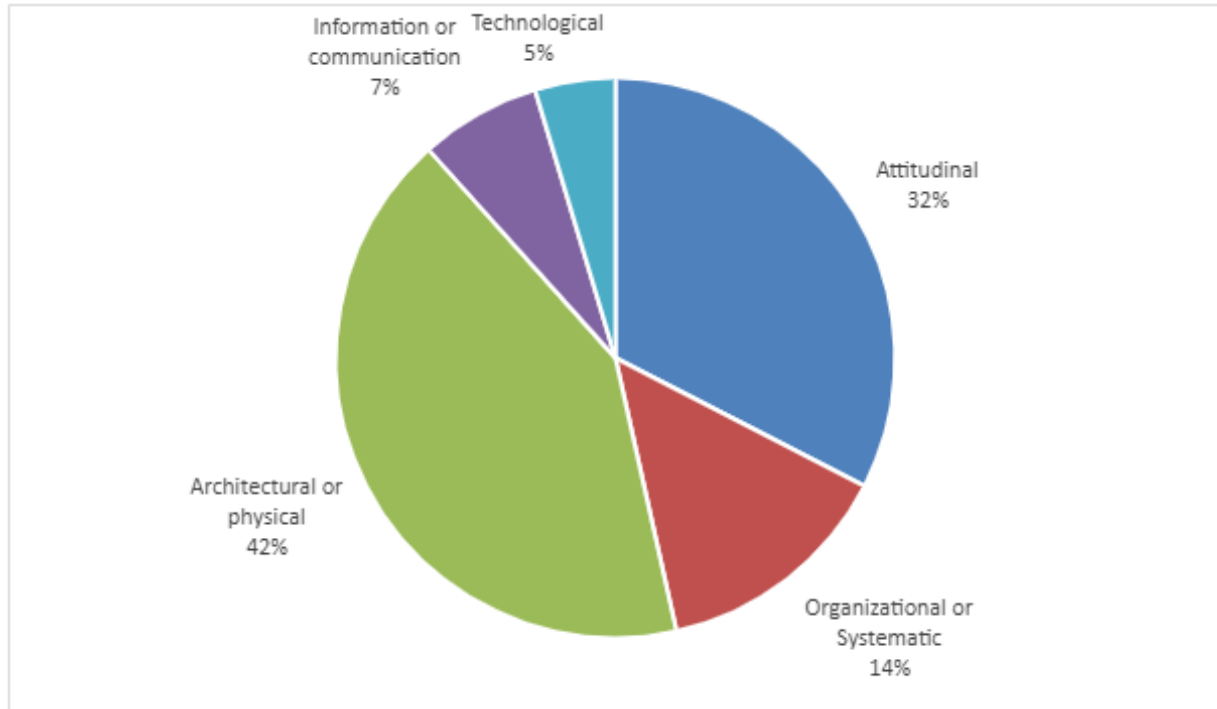
In response to valuable feedback received from students, staff, and faculty, our institution is committed to advancing accessibility across all aspects of campus life. Feedback is centered around the following barriers:

- **Attitudinal:** These are behaviours, perceptions and assumptions that discriminate against persons with disabilities. These barriers often emerge from a lack of understanding, which can lead people to ignore, to judge, or have misconceptions about a person with a disability.
- **Organizational or Systematic:** These are policies, procedures or practices that unfairly discriminate and can prevent individuals from participating fully in a situation. Organizational or systemic barriers are often put into place unintentionally.
- **Architectural or physical:** These are elements of buildings or outdoor spaces that create barriers to persons with disabilities. These barriers relate to elements such as the design of a building's stairs or doorways, the layout of rooms, or the width of halls and sidewalks.
- **Information or communication:** These are barriers that occur when sensory disabilities, such as hearing, seeing, or learning disabilities, have not been considered. These barriers relate to both the sending and receiving of information.
- **Technological:** These barriers occur when a device or technological platform is not accessible to its intended audience and cannot be used with an assistive device. Technology can enhance the user experience, but it can also create unintentional barriers for some users. Technological barriers are often related to information and communications barriers.

These definitions can be found on accessiblecampus.ca.

As of January 2024, the feedback we've received through the feedback mechanism is primarily centered around attitudinal behaviour and built environment challenges which has fueled a targeted approach addressing these concerns with a focus on resources, training, and assessments of the physical environment. It is important to align our initiatives with legal

requirements, specifically addressing service delivery and employment practices as mandated by the BC Government. Regular audits and monitoring of our efforts will ensure sustained compliance and continual improvement. The following showcases UNBC's 3-year Accessibility Plan.



DRAFT

Barrier Type	2024	2025	2026
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Built Environment	<p>Action: Review, repair and update washroom and door facilities Detail: Prioritize repair and updates to current washrooms and door facilities on campus. Establish and ensure a high accessibility and inclusivity standard. This includes door openers (internal/external) and inclusive washrooms. Accountable Department(s):</p>	<p>Action: Assessment of the built environment for all UNBC campuses Detail: Conduct a thorough assessment of the built environment on campuses to ensure it is inclusive and accessible. Consider working with an external consultant. Accountable Department(s):</p>	<p>Action: Develop a Facilities Accessibility Plan for every campus Detail: Develop and implement a holistic facilities accessibility plan to ensure that all facilities on campus are accessible and inclusive, including all new buildings and construction, audit timelines, budget, etc. Accountable Department(s):</p>
	<p>Action: Snow removal on campus Detail: Understand how snow removal on campus impacts access. Share and implement ideas to improve current procedures. Accountable Department(s):</p>	<p>Action: Review of Evacuation / Emergency Preparedness Plan Detail: This plan should be reviewed from an accessibility lens that includes persons with disabilities. Accountable Department(s):</p>	
Education	<p>Action: Accessibility Resource Bank Detail: Establish a resource bank that serves as a centralized repository of materials, tools, and information to support accessibility efforts on campus, accessibility learnings and best practices. Accountable Department(s):</p>		
	<p>Action: Accessibility Training Detail: As accessible resources are created, develop an accessibility training schedule. This is also part of a larger EDI educational Framework. Accountable Department(s):</p>		
Employment	<p>Action: Inclusive Training Program for Onboarding (Ongoing) Detail: As part of an EDI Educational framework, we will implement accessibility training at onboarding and as a part of continuous employee development. Training regarding accessibility will be focused on addressing attitudinal barriers faced by those with disabilities. Accountable Department(s):</p>	<p>Action: Audit accommodation practices Detail: Conduct a thorough audit of existing employee accommodations process to ensure they align with meeting the needs of employees and with legal requirements. Accountable Department(s):</p>	<p>Action: Review Employee Benefits Detail: Conduct a comprehensive review of existing employee benefits to identify and address gaps in inclusivity for individuals with disabilities. Accountable Department(s):</p>
	<p>Action: Equitable and inclusive recruitment practice audit Detail: Conduct a comprehensive audit of the organization's recruitment practices ensuring they align with principles of equity, diversity, and inclusion, including a focus on accessibility. Accountable Department(s):</p>		<p>Action: EDI Data Project Implementation Detail: As part of a larger equity data project, we want to initiate and implement the collection of equity data. This data will support the university's focus on fostering a supportive environment on campus and ensuring our decisions are strategic and intersectional. Accountable Department(s):</p>
Information & Communication	<p>Action: Accessibility Webpage Detail: Develop and maintain an accessible website dedicated to providing comprehensive information, resources, and support for campus accessibility. This includes a campus Accessibility map (information about doors and washrooms). Maintaining up-to-date resources, reviewing content, and adding resources. Accountable Department(s):</p>		

	<p>Action: Develop Campus Accessibility Guidelines Detail: Develop and disseminate comprehensive accessibility guidelines for various aspects of campus life, including classrooms, meetings, emails, and documents, to ensure a universally inclusive environment that focuses on reduction of barriers. Accountable Department(s):</p>		
Procurement	<p>Action: Explore accessibility procurement practices Detail: Research procurement best practices and implement and communicate processes. Accountable Department(s):</p>		
Service Delivery	<p>Action: Accessible Intramural Sports Detail: Partner with EngageSport to offer additional opportunities to students to participate in sports on campus. Accountable Department(s):</p>	<p>Action: Update standards of events on all campuses Detail: Implement an initiative and standard on campus to ensure that all campus events are accessible to individuals with disabilities and accessibility considerations. Accountable Department(s):</p>	<p>Action: Incorporate the social model of accessibility considered in standards of student and employee supports Detail: As the BC government develops service delivery standards, we as a university can begin to implement universal design principles into supports on campus. Accountable Department(s):</p>
Transportation	<p>Action: Parking Details: Review accessible parking options on campus, understand where the barriers exist, and develop solutions to address the barriers to improve accessible parking on campus.</p>		

Monitoring and Evaluation

An annual review of accessibility initiatives and recommendations will be scheduled by the Office of Equity Affairs.

How to Give Feedback

We value your feedback. Share your thoughts and suggestions on how we can improve this plan and accessibility at UNBC. Feel free to provide feedback in any of the following ways:

- Email your feedback to accessibility@unbc.ca.
- Phone and leave a message at (250) 960-5711.
- Submit your feedback through [our online form](#).

Provide feedback in person by booking an appointment with the Office of Equity Affairs. Email edi@unbc.ca to book an appointment.

Appendix

Definitions

- **Ableism:** Ableism refers to the discrimination and societal bias faced by individuals with disabilities. It involves categorizing people based on their disabilities, deeming them inferior to those without disabilities. Ableism manifests through various means, such as biased ideas, assumptions, stereotypes, attitudes, policies and practices, and physical obstacles in the environment. It stems from the belief that conventional abilities are superior, perpetuating damaging stereotypes, misconceptions, and broad generalizations about individuals with disabilities.
- **Accessible BC Act:** The Accessible B.C. Act is a new provincial law, passed in June 2021, that establishes a legal framework to identify, remove, and prevent barriers to the full and equal participation of people with disabilities in B.C. by enabling the development of accessibility standards and introducing new accessibility requirements for government and prescribed organizations.
- **Accessibility:** Accessibility involves the deliberate design of products, content, processes, programs, activities, and environments to ensure equitable access and engagement for all individuals, regardless of their abilities or backgrounds. Accessibility design takes a proactive approach, addressing the requirements of people with disabilities and other barriers to use or participation. It is a measure of the quality of an environment that facilitates ease of access for individuals.
- **Barrier:** A barrier is defined as a physical, structural, technological, socioeconomic, or cultural impediment, including those related to information, communication, attitudes, or perspectives, that restricts the complete and equitable involvement of an individual or a group of individuals in society. Barriers to access encompass circumstances or hindrances that impede individuals with disabilities from utilizing or reaching knowledge and resources with the same degree of effectiveness as individuals without disabilities. Visible and invisible disabilities
- **Disability:** Disability is the physical, mental, intellectual, cognitive, sensory, learning, or communication impairment, as well as functional limitations, whether manifest or concealed, which can be of a permanent, temporary, or episodic nature. These conditions may impact the ability of an individual to complete and equitable participation in society, particularly when confronted with barriers.
- **Equity:** Equity means ensuring fair treatment, full participation, and inclusion for everyone, particularly those from historically marginalized groups. It acknowledges that not everyone begins from the same point and requires addressing imbalances by identifying and overcoming intentional and unintentional barriers rooted in bias or systemic structures. It emphasizes an ongoing process to create a more just and inclusive environment.
- **Inclusion:** The practice of using proactive measures to create an environment where people feel welcomed, respected, and valued, and to foster a sense of belonging and engagement.

- **Neurodivergence:** Neurodivergence refers to individuals whose brain functions differ from socially typical patterns in one or more ways. It serves as a non-medical umbrella term encompassing conditions like autism spectrum disorders, ADHD, learning disabilities, anxiety disorders, and more. Derived from the concept of neurodiversity, which acknowledges the uniqueness in the development of each person's brain, neurodivergence emphasizes that diversity in human cognition is a normal aspect of the human experience.

DRAFT

Guidance on the acceptability of using generative AI in coursework.

Version: 14th May 2024

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This guidance material has been prepared by the 'AI Task Force', established by the Vice-President Academic and Provost with a mandate to address a need for clarity in course outlines around the expectations regarding use of generative AI (GenAI) by students.

This guidance is not a university policy document. A policy document is binding on members of the university community and requires formal approval through university governance. This document is for guidance and describes a general approach to activity. This document is not binding, and not enforceable, and has not been formally approved by Senate or the Board of Governors.

1.0 Top takeaways

The following takeaways represent key guidance for students around their responsible use of GenAI, and for instructors regarding communicating to students on the acceptability of GenAI use in their course.

Generative AI (or GenAI) refers to a category of technologies that can generate new and unique outputs. Some examples of these outputs include images, text, audio, video, and 3D models. ChatGPT, Pixlr, and Audiotcraft are examples of GenAI.

Students

1. Unless otherwise stated, students should assume use of GenAI might be restricted.
2. If students are ever unsure about the use of GenAI within their course, they should re-read the course outline/syllabus, and then reach out to the course instructor for further clarity.
3. Students should always be mindful of the privacy implications around the sharing of information on digital platforms.
4. Students are responsible for ensuring that they are familiar with and apply the general standards and requirements of Academic Honesty and Academic Integrity, including the requirement to declare/cite sources.
5. Students should review and familiarize themselves with the course content via the outline/syllabus before continuing with the course.
6. Students might only reasonably expect an instructor to provide an alternative assignment to one requiring GenAI use upon request and if they can present clear and reasonable rationale as to why they are not able to use the tool (e.g., access issues that would put them at a disadvantage to other students).

Instructors

1. As an instructor, you have the freedom to choose when and how GenAI is used in your teaching.
2. Instructors should explicitly convey to students, via course outline/syllabus, in-class discussions, and assignment guidelines, whether and to what extent the use of GenAI is permissible within the course.
3. If your course outline/syllabus or assignment guidelines are silent on the permissibility (or not) of GenAI within the course, students might reasonably assume its use is not restricted.

4. Instructors might reasonably require the use of GenAI tools if those tools have been authorized through UNBC's Privacy Impact Assessment (PIA) process.
5. As an instructor, if you are encouraging or requiring students to use GenAI and the student is not able to do so (e.g., due to accessibility issues), then you might reasonably be expected to offer, upon request, an alternative assignment or assignment method.
6. Instructors are responsible for informing students at the beginning of each course of any specific criteria (for example, in regard to the use of GenAI) related to Academic Honesty or Integrity that may be pertinent.
7. UNBC does not endorse the use of AI detectors.

Teaching assistants should be familiar with the course outline/syllabus and assignment guidelines and can clarify with course instructors about expectations around the use of GenAI.

More detail and links to further information are provided below.

2.0 How can this guidance be used?

The responsible implementation and use of Artificial Intelligence (AI) allows us to unlock its significant potential for enhancing learning and research.

This guidance is one step in UNBC's response to AI in education and can be used as a starting point which collates complementary resources from across UNBC, supporting both instructors, teaching assistants, and students in understanding their respective roles and responsibilities with regard to usage of AI in coursework and assignments.

3.0 What do we mean by Artificial Intelligence?

AI is a general term that describes technology that enables computers and digital devices to train, read, write, create, and analyze. For the purposes of this guidance, we focus on 'Generative AI' and offer the following definition:

Generative AI (or GenAI) refers to a category of technologies that can generate new and unique outputs. Some examples of these outputs include images, text, audio, video, and 3D models. ChatGPT, Pixlr, and Audiostream are examples of GenAI.

GenAI does not generally include technologies such as grammar checkers, calculators, basic language translators, etc., which perform pre-defined and

predictable operations. Some AI applications include both generative and non-generative functions (e.g., Grammarly and MS Editor). If a student is uncertain whether or not a particular application/technology is acceptable for use, they should confirm with the course instructor.

4.0 Communicating on the acceptability of use of GenAI.

Instructors should explicitly convey to students, via the course outline/syllabus, in-class discussions, and assessment guidelines, whether and to what degree the use of GenAI is permissible within the course. The following course outline/syllabus statements have been prepared based on those available from the Centre for Teaching, Learning and Technology (CTLT) to be used as is or appropriately adapted/modified by instructors in their course outline/syllabus. Further considerations from CTLT around syllabus language can be found [here](#).

AI Use Is Permitted

I am aware of the advent of generative AI technology, and I can see the potential of your using these tools to complete the work for this class. However, I encourage you to familiarize yourself with the limitations of these tools and to engage in careful revision of, editing, and fact-checking anything AI produces for you. As for all source material, you are required to disclose any use of generative AI in this course either in the introduction to the assignment, a citations list, bibliography, or in an appended document, or as otherwise specified in the course/syllabus outline. When there is a failure to disclose generative AI use, relevant academic misconduct policy may apply. Useful information on citing GenAI is provided on our library webpages within the 'AI Literacy' Subject Guide.

AI Use Is Not Permitted

Please note that in this class, I expect that you will compose all of your responses yourself and not involve the use of generative AI tools like ChatGPT. If it becomes apparent that you have used generative AI tools in the work you submit for this class, that work will be found not to have met the terms of the assignment, and relevant academic misconduct policy may apply.

AI Use Permitted on a Case-by-Case Basis

Generative AI is emerging and may be useful in some assignments for this class; in others, I am interested not in what AI can generate but what you can produce. Please pay close attention to assignment guidelines to see where generative AI is permitted to be used in this class and where it is not. As for all source material, you are required to disclose any use of generative AI in this course either in the introduction to the assignment, a citations list, bibliography, or in an appended

document, or as otherwise specified in the course/syllabus outline or assignment guidelines. When there is a failure to disclose permitted generative AI use, relevant academic misconduct policy may apply. Likewise, if generative AI is not permitted but it becomes apparent that you have used generative AI tools in the work you submit for this class, that work will be found not to have met the terms of the assignment, and relevant academic misconduct policy may apply. Useful information on citing GenAI is provided on our library webpages within the 'AI Literacy' Subject Guide.

Assignment Where AI Use Is Not Permitted

Because this assignment is an opportunity for me to evaluate your writing skills / critical thinking / research skills, it is not an opportunity to make use of generative AI. If it becomes apparent that you have used generative AI tools in the work you submit for this class, that work will be found not to have met the terms of the assignment, and relevant academic misconduct policy may apply.

Assignment Where AI Use Is Permitted

For this assignment, you are permitted to consult a generative AI tool in developing your response. As for all source material, you are required to disclose any use of generative AI in this course either in the introduction to the assignment, a citations list, bibliography, or in an appended document, or as otherwise specified in the course/syllabus outline or assignment guidelines. When there is a failure to disclose generative AI use, relevant academic misconduct policy may apply. Useful information on citing GenAI is provided on our library webpages within the 'AI Literacy' Subject Guide.

Furthermore, CTLT has prepared valuable guidance in the format of '[Frequently Asked Questions](#)' that can help instructors navigate the questions around use of generative technologies in their courses, including on topics covering AI detectors (detectors are not endorsed by UNBC), misconduct, academic integrity, and privacy, etc.

5.0 How to approach the use of GenAI?

Unless otherwise stated, students should assume use of GenAI might be restricted and should remember that the use of any source must be appropriately cited in coursework or assignments, and that the standards and requirements of Academic Honesty and Integrity apply. If students are ever unsure about the use of GenAI within their course, they should re-read the course outline/syllabus, and then reach out to the course instructor for further clarity.

Resources for students are also available through UNBC's Centre for Teaching, Learning and Technology (CTLT). CTLT has prepared valuable guidance [here](#) on the use of AI writing assistants, with considerations around privacy, trustworthiness, and Academic Integrity. The CTLT's guidelines may be applicable more broadly to GenAI tools, for example:

- Use the tool to assist but not to replace critical thinking and analysis.
- Confirm acceptability of the tools and how you intend to use them with the course instructor.
- Before using GenAI tools, review the associated privacy policy and confirm that your data will be handled securely.
- Ensure you appropriately cite and reference any GenAI applications or output that contributed to your work. Useful information on citing GenAI is provided on our library webpages, [here](#).

6.0 How does academic integrity relate to the use of GenAI?

Instructors are responsible for informing students at the beginning of each course of any specific criteria (for example, in regard to the use of GenAI) related to Academic Honesty or Academic Integrity that may be pertinent to the course or course assignments.

Students are responsible for ensuring that they are familiar with and apply the generally accepted standards and requirements of Academic Honesty and Academic Integrity, and this responsibility equally applies to the use of GenAI.

Academic Dishonesty refers to any type of cheating that occurs in relation to a formal academic exercise.

Academic Integrity refers to values like honesty, trust, fairness, respect, and responsibility in which good academic work must be founded. Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation, or deception.

Further guidance around academic conduct, including on consequences of misconduct can be found in UNBC's [Academic and Non-Academic Conduct Policy](#).

Useful information on citing GenAI is provided on our library webpages, [here](#).

7.0 Can the use of GenAI tools be a course requirement?

There is a lot of literature on ethical dilemmas around the use of AI, including on information accuracy/inaccuracy, bias, lack of transparency, and data privacy.

In balancing these dilemmas with an appropriate pedagogical objective, instructors might reasonably require the use of GenAI tools if those tools have been authorized through UNBC's Privacy Impact Assessment (PIA) process.

Students might only reasonably expect an instructor to provide an alternative assignment to one requiring GenAI use, upon request, if they can present clear and reasonable rationale as to why they are not able to use the tool (e.g., access issues that would put them at a disadvantage to other students).

Instructors

As an instructor, you have the freedom to choose when and how GenAI is used in your teaching. Individual instructors should determine when, and if, GenAI will be incorporated into course design, activities, and assessments based on course learning outcomes, equity of access, individual interest, ethical values, and conventions and expectations of the discipline. However, instructors should note the need/benefit or otherwise for a PIA:

- A Privacy Impact Assessment (PIA) is a requirement of British Columbia's *Freedom of Information and Protection of Privacy Act* (FOIPPA) for all new or changing initiatives or software programs at UNBC that collect or use personal information.
- Should you wish to incorporate GenAI into your course and 'require' its use by students on the course, a PIA should be completed for the GenAI tool. Contact privacy@unbc.ca to start the PIA process or to confirm if the GenAI tool has already been assessed.

As an instructor, if you are encouraging or requiring students to use GenAI and the student is not able to do so (e.g., due to accessibility issues), then you might reasonably be expected to offer, upon request, an alternative assignment or assignment method. This assignment should fulfil the same learning objectives and be graded similarly, with no disadvantage to the student if they are not able use GenAI.

Students

UNBC acknowledges that individuals will have different reactions to and different expectations for the technology.

Students should review and familiarize themselves with the course content via the outline/syllabus before continuing with the course.

If a course requires the use of GenAI then a student might only reasonably expect that an instructor will provide an alternative assignment if the student can articulate clear and reasonable rationale as to why they are not able to use the tool (e.g., access issues that would put them at a disadvantage to other students).

In general, instructors cannot reasonably require students to sign up for AI tools/accounts that have not been authorized for use following UNBC's Privacy Impact Assessment process.

8.0 Future guidance on GenAI

Several topics have been identified as priority areas of need for further UNBC guidance and will be addressed in the next stages(s) of work by an AI Task Force with an expanded mandate:

1. An institutional whitelist of 'approved' GenAI tools for use in courses by instructors and students.
2. Training on how to approach and use common GenAI software.
3. Understanding copyright and ethical use of GenAI (including for detection).
4. Consideration of data privacy and records management when using GenAI.

9.0 Further support.

- Students can always seek specific support or advice through student services, in particular the [Academic Success Centre](https://www.unbc.ca/academic-success-centre) [<https://www.unbc.ca/academic-success-centre>]
- [Instructors can reach out](#) to colleagues in the [Centre for Teaching, learning and Technology](#) to further discuss the guidance they offer around generative AI use in the classroom.
- You can contact [UNBC's Privacy Office](#) if you have questions about data records and privacy.

If you have any ideas for how UNBC can enhance its guidance and communication around AI in education, please feel free to share this at

aitaskforce@unbc.ca. This document will be reviewed and revised as appropriate to reflect current guidance.

Not for distribution

LPN Pathway – NBNP New Program Proposal

Prepared by the UNBC School of Nursing

March 2024

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Program Overview

UNBC's School of Nursing received ministerial approval to offer the Northern Baccalaureate Nursing Program (NBNP), an accelerated 20-month BScN program, in 2020. The NBNP had its first intake of students at the Peace River-Liard campus in September 2021. In September 2023, the NBNP was expanded to include a cohort of students in Prince George, at the Wood Innovation Design Centre. Graduates from a BScN program are eligible for licensure with the British Columbia College of Nurses and Midwives (BCCNM) as Registered Nurses (RNs).

When the NBNP was developed, admission criteria for applicants holding a Diploma in Practical Nursing (which leads to a Licensed Practical Nurse (LPN) designation with BCCNM) was established in alignment with the admission criteria for the Northern Collaborative Baccalaureate Nursing Program, a four-year BScN program offered at three sites in collaboration with the College of New Caledonia (Prince George and Quesnel) and Coast Mountain College (Terrace). As part of the proposal for funding to expand to include delivery of the NBNP in Prince George, the School of Nursing committed to developing a more accessible LPN to BScN pathway, and program development began in December 2022¹.

We have heard extensively from LPNs that they are interested in taking an accelerated BScN program, which allows them to move their careers forward as RNs, but that our admission criteria are too restrictive and in order to enter the program they need to take almost two full years of course work. Many LPNs have opted not to pursue our program because it is seen as inaccessible, and as not providing recognition of the education and experience they hold as LPNs.

Taking this feedback, the School of Nursing has reviewed both the entrance requirements and the program requirements for the NBNP and are now proposing an LPN Pathway for entry into, and graduation from the NBNP. This new pathway will better recognize the education and experience that LPNs bring to a BScN program, and it will provide an accelerated BScN experience for these learners as well.

Established as a distinct BScN degree, with separate entrance and graduation requirements, the LPN Pathway – NBNP will be offered in tandem with the NBNP and utilize existing FTE capacity within the program to admit LPNs having at least two-years of acute care experience into an accelerated BScN program. LPN Pathway – NBNP students will take an adjusted program of study to meet the same program learning objectives and meet BCCNM RN Entry to Practice standards expected of BScN graduates.

Admission Requirements for the LPN Pathway - NBNP

The admission requirements for the LPN Pathway - NBNP are outlined in Table 1 below. Any differences from the NPNP admission requirements are also noted. The current Practical Nursing (PN) Diploma curriculum in British Columbia is 68 credit hours. Overall, the PN program curriculum combined with a minimum of two years practice in an acute care area will prepare applicants for the educational program offered by the LPN Pathway - NBNP. The admission criteria proposed here better recognizes the prior education of LPNs by providing 53 credits of transferrable credits from their PN Diploma education.

¹ Please see Appendix 1: Key Internal and External Timeline and Consultations Related to Program Development

Through careful review of the PN curriculum, we determined that 15 credit hours of content in the PN program are either exclusively focused on LPN practice, or are not of sufficient depth of content to provide credit towards the BScN. Content areas identified within these 15 credit hours include pharmacology, professional practice, and care for specific populations such as maternity and pediatrics; the curriculum of the LPN Pathway – NBNP will both deepen and broaden learners’ understanding of these areas specifically within the context of RN scope of practice.

As outlined in the Program Requirements below, much of the required coursework currently required *pre-admission* to the NBNP will shift to coursework taken *during* the LPN Pathway - NBNP. There is space for this coursework during the 20-month program because the requirement to have two years of acute care experience for entry into the LPN Pathway – NBNP is taken into account and accordingly reduces the total NRSB credits that are required to graduate (see Program Requirements section below).

Table 1. LPN Pathway – NBNP Admission Requirements compared to existing NBNP Admission Requirements

	LPN Pathway – NBNP Admission Requirements	NBNP Admission Requirements²
Academic Requirements	Meet UNBC admissions requirements	<i>No differences.</i>
	Have a minimum of B- in the required 6 credit hours of Human Anatomy and Physiology. <i>To graduate from a PN Diploma program, students must achieve and maintain a B average; as applicants will have varying levels of other completed post-secondary work, this requirement for entry focuses on those courses required for admission (Anatomy & Physiology) and any coursework that will be transferred in to meet program requirements.</i>	Have a minimum B average on the most recent 60 credit hours of university level coursework.
	Must be a graduate of a Practical Nursing (PN) diploma program recognized by the British Columbia College of Nurses and Midwives (BCCNM) or a PN diploma program recognized by the PN regulatory body in another Canadian jurisdiction. Must be currently registered and licensed as a full scope Licensed Practical Nurse with BCCNM. Must have at least two years of recent (within the last 5 years) Acute Care experience in British Columbia as an LPN, as demonstrated by a letter of recommendation from a current or most	Currently, applicants who are applying as LPNs receive 15 unspecified elective transfer credit hours towards the minimum 60 UNBC or university transferable credit hours for admission. They receive no credit for their experience as LPNs, in Acute Care or elsewhere.

² As outlined on pages 176-178 of the 2023-2024 UNBC Undergraduate Academic Calendar - <https://www2.unbc.ca/calendar>

	<p>recent former employer submitted directly by the referee to UNBC on the BScN Confidential Recommendation form³.</p> <p>Applicants who meet these requirements will be awarded a 53-credit block transfer for their Practical Nursing diploma.</p>	
Required Pre-Admission Courses	<p>Required Pre-Admission coursework, with a minimum grade of B- to meet program requirements:</p> <ul style="list-style-type: none"> Human Anatomy and Physiology (6 credit hours; lab components highly recommended). <p><i>Note that applicants are encouraged to take their Social Sciences and Psychology electives before application, but can take them in the second year of the program if not completed prior to admission.</i></p>	<p>The NBNP requires 60 credit hours of pre-admission coursework. This includes the following course work with a minimum B- grade:</p> <ul style="list-style-type: none"> Human Anatomy and Physiology (6 credit hours; lab components highly recommended) Microbiology (3 credit hours); Statistics (3 credit hours); Social Sciences (3 credit hours); English (3 credit hours); Indigenous Studies (3 credit hours); Psychology (3 credit hours). <p>As well as a minimum of 24 credit hours of university level coursework completed at the 200 level or above.</p> <p><i>Note that the specific pre-admission courses are resituated as part of the LPN Pathway – NBNP program requirements, rather than as pre-requisites.</i></p>
CASPer Requirement	<p><i>The LPN Pathway – NBNP will not require applicants to complete the CASPer assessment. CASPer is used to assess non-cognitive skills and interpersonal characteristics important to healthcare. As LPN Pathway – NBNP applicants are already working in healthcare, and will provide two reference letters from employers, the CASPer test is redundant for these applicants.</i></p>	<p>The NBNP requires that students complete an online computer based assessment (CASPer) test in addition to meeting academic requirements.</p>
Supplemental Application Information	A Rural Remote Suitability Index Questionnaire.	<i>No differences.</i>
	A résumé detailing education, work, and volunteer experience and any credentials, accomplishments, or experiences relevant to nursing.	<i>No differences.</i>
	A personal statement outlining the reason(s) the LPN Pathway - NBNP is the applicant's program of choice and demonstrating why the applicant is a suitable candidate for the program.	<i>No differences.</i>

³ Please see Appendix 2: Draft UNBC School of Nursing LPN Pathway – NBNP Confidential Recommendation Form Questions

	The applicant is responsible for arranging one additional work-related reference submitted directly by the referee to UNBC on the BScN Confidential Reference form.	<i>NBNP applicants require one academic and one personal reference; LPNs might not have access to academic references due to the length of time out of school. This reference is the second reference requested, in addition to the letter of recommendation from current or most recent former employer listed above.</i>
English Language Requirement	<p><i>The LPN Pathway – NBNP will not have an English Language Requirement.</i></p> <p><i>Applicants who have completed a PN Diploma at an institution where English is the language of instruction will be deemed to have met the English Language Requirement set out for the NBNP.</i></p> <p><i>Applicants who have completed a PN Diploma at an institution where the language of instruction is not English and/or for whom English is not their first language, will have already had to meet the CELBAN requirements for BCCNM in order to hold LPN licensure with BCCNM, which is a criteria for admission, and thus can be deemed to have met the English Language Requirement for the NBNP.</i></p>	<p>Applicants whose first language is not English, regardless of citizenship or country of origin, must submit evidence of English language proficiency prior to admission. For the NBNP, either an IELTS (International English Language Testing System) Academic, or a CELBAN (Canadian English Language Benchmark Assessment for Nurses) with current, valid results and minimum scores as set by the British Columbia College of Nurses and Midwives (BCCNM) for the year of admission is required.</p> <p>Applicants who have completed 60 credit hours at recognized post-secondary institutions where English is the language of instruction, and who also have completed a university-level English course with a final grade of 75% (B) or better, may be exempt from this requirement.</p>

Program Requirements for the LPN Pathway - NBNP

Students in the LPN Pathway – NBNP will graduate with a Bachelor of Science in Nursing degree at the end of their 20-month program, provided they meet the program requirements outlined in Table 2 below.

The streamlined admission requirements reduce the number of pre-requisite courses LPNs need to take prior to admission to the program. Pre-requisite courses removed from the current admission requirements have been re-situated within the program as outlined in the next section.

Students in the LPN Pathway – NBNP enter with a minimum of 59 credit hours towards their BScN. They are awarded a block transfer of 53 credit hours for the PN Diploma; as well, they require 6 credit hours of Anatomy and Physiology for admission.

During the 20-month program, students take a further 69 credit hours, which includes 51 credit hours of nursing coursework and 18 credit hours of required breadth coursework, as outlined in Table 2 below. To graduate from the LPN Pathway – NBNP with a BScN, students need a total of 128 credit hours. The total number of credit hours aligns with the BScN requirements for graduates of the NBNP.

Table 2. LPN Pathway – NBNP Program Requirements compared to existing NBNP Program Requirements

Semester of Offer in Program	LPN Pathway – NBNP Program Requirements	NBNP Program Requirements ⁴
Year 1 September	NRS 302-3 Pathophysiological Concepts NRS 303-3 Pharmacology* <i>This course is scheduled to run September to April</i> <i>3 credits of English (ENGL 100, ENGL 170, or equivalents, recommended)</i> <i>3 credits of Microbiology (HHSC 110 or equivalent, recommended)</i> <i>3 credits of Psychology (PSYC 100 or equivalent, recommended) or Social Science</i>	NRS 300-4 Fundamentals of Nursing NRS 301-3 Health Assessment NRS 302-3 Pathophysiological Concepts NRS 303-3 Pharmacology* <i>This course is scheduled to run September to April</i> NRS 310-3 Introduction to Nursing Practice
Year 1 January	NRS 304-3 Ethics and Law for Nursing Practice NRS 305-3 Concepts for Evidence-Informed Nursing <i>3 credits of Statistics (STAT 240 or equivalent, recommended)</i> <i>3 credits of Indigenous Studies (FNST 100, FNST 282, or equivalents, recommended)</i>	NRS 304-3 Ethics and Law for Nursing Practice NRS 305-3 Concepts for Evidence-Informed Nursing NRS 311-7 Medical and Surgical Nursing Practice 1
Year 1 May	NRS 411-7 Professional Practice: Community Health Nursing NRS 412-7 Professional Practice: Perinatal Health and Care of the Childbearing Family <i>3 credits of Psychology (PSYC 100 or equivalent, recommended) or Social Science</i>	NRS 411-7 Professional Practice: Community Health Nursing NRS 412-7 Professional Practice: Perinatal Health and Care of the Childbearing Family
Year 2 September	NRS 410-7 Professional Practice: Mental Health and Addictions Nursing NRS 415-7 Medical and Surgical Nursing Practice 2	NRS 410-7 Professional Practice: Mental Health and Addictions Nursing NRS 415-7 Medical and Surgical Nursing Practice 2
Year 3 January	NRS 400-3 Nursing Leadership for Quality Care NRS 4XX-8 Clinical Focus Course – chosen from a selection of courses; not all students complete the same course	NRS 400-3 Nursing Leadership for Quality Care NRS 4XX-8 Clinical Focus Course – chosen from a selection of courses; not all students complete the same course
Credits in Program	69 credit hours	68 credit hours
Transfer Credits from Admission Requirements	53 credit hour block transfer for PN program 6 credit hours of Anatomy & Physiology	60 credit hours
Credits for BScN Degree	128 credit hours	128 credit hours

The program requirements for the LPN Pathway – NBNP were determined after reviewing multiple existing LPN to BScN pathway/bridging programs, both within and outside of B.C. Because of the unique nature of each BScN

⁴ As outlined on page 178 of the 2023-2024 UNBC Undergraduate Academic Calendar - <https://www2.unbc.ca/calendar>

program, each pathway/bridging program is uniquely structured to serve the needs of LPN students, while ensuring that graduates meet program learning objectives and practice competencies expected of entry-level RNs. The LPN Pathway – NBNP is structured with these same goals in mind.

By removing the program components that situate NBNP students in the nursing environment and build skills in basic patient care, which practicing LPNs will already bring with them from their prior education and work experience, and instead integrating the NBNP pre-admission coursework into the 20-month program, the LPN Pathway – NBNP is structured so that students graduating from either this program or the existing NBNP will meet the BCCNM RN Entry to Practice standards.

Capacity to Deliver the LPN Pathway – NBNP

NBNP Funded Seats for the LPN Pathway - NBNP

We intend to offer the LPN Pathway – NBNP using already funded FTE seats in the NBNP (16 FTE in Fort St. John; 24 FTE in Prince George). As part of the proposal submitted to the Ministry of Post-Secondary Education and Future Skills to expand the NBNP to include delivery in Prince George, the School of Nursing committed to developing a more accessible pathway for LPNs to enter the NBNP. In addition to recognizing the need for a more accessible pathway program for LPNs to obtain a BScN, the creation of this pathway was also identified as a critically important addition for long-term viability of the program by increasing the applicant pool for the NBNP.

To date, we have been underenrolled in the NBNP; while applications have increased for the Fall 2024 admission cycle, we recognized even before the expansion to include Prince George delivery that there is and continues to be capacity to leverage this program to support the LPN Pathway – NBNP. We will allocate 50% of NBNP funded seats to applicants through the LPN Pathway – NBNP; the other 50% of seats remain allocated to applicants into the NBNP. Should we not fill seats in a particular stream through our competitive admissions process, we have the flexibility to offer seats to additional applicants in the other stream.

Allocated seats identified for priority admission groups in the NBNP will remain proportionately the same. Currently, 50% of seats in Fort St. John are allocated to applicants who complete a minimum of 15 university transfer credit hours at Northern Lights College (NLC); we will maintain this allocation for the LPN Pathway – NBNP, encouraging applications from graduates of NLC's PN Diploma program. As well, in both Fort St. John and Prince George, 25% of seats are allocated to self-identified Indigenous students; we will maintain this allocation for the LPN Pathway – NBNP at both sites. If allocated seats are not filled from the identified priority admission groups, they are offered to other qualified applicants.

By establishing the LPN Pathway – NBNP, we increase accessibility of the program for LPNs who are better able to meet the differentiated admissions criteria. There is a high demand for accessible LPN to RN pathway programs across B.C.; currently the only LPN to RN pathway programs in the North are the ones offered through the NBNP and NCBNP, and neither of these existing routes are viewed as accessible as they both require almost four full years of additional post-secondary education after the PN Diploma has been completed.

UNBC Capacity to Deliver Non-Nursing Coursework

As outlined below in program requirements, most of the coursework that students in the LPN Pathway – NBNP will complete are existing courses in the NBNP; all other coursework can be completed through courses currently available at UNBC.

By aligning the proposed LPN Pathway – NBNP with the existing NBNP, we are increasing accessibility to BScN education without incurring additional financial costs to UNBC. As part of our consultation process, the Chair of Nursing has met with Program Chairs for the academic units that offer specific required courses included in the LPN Pathway – NBNP: Biology, English, First Nations Studies, Mathematics, and Psychology. The Chair of Nursing continues to reach out to other programs which may also be able to offer some of the required coursework. Overall, there is support from Program Chairs outside of Nursing to offer the required non-nursing coursework for this program. Where appropriate, we have identified specific recommended course(s) for non-nursing coursework in the program requirements section above based on these conversations.

In some academic units, students in the LPN Pathway – NBNP will be able to register in courses that are regularly scheduled to fulfill these requirements. In other academic units, a specific section of a course may need to be offered for the LPN Pathway – NBNP. As demonstrated below, the reduction in workload within the School of Nursing will allow for Nursing to provide costs to other units to offer these courses. These offerings would not be restricted to LPN Pathway – NBNP students, although their registration would take priority if scheduled specifically for the program. The School of Nursing will work collaboratively with each appropriate Program Chair around scheduling and delivery of required courses to ensure they align with the LPN Pathway – NBNP schedule.

Financial Capacity to Deliver the LPN Pathway – NBNP

As the program requirements for the LPN Pathway – NBNP require students to take fewer NRSNG courses, there are cost savings relative to the workload requirements to deliver those courses. If unique sections are necessary for the six required non-nursing courses in this program, there would be a total workload need of 18 SCH to deliver those courses. The School of Nursing can support the costs of additional course sections through the cost savings associated with reduced lab and clinical teaching needs in the NBNP for the four courses that LPN Pathway – NBNP students will not be required to take.

When the funded FTE seats are filled in the NBNP program, at both Fort St. John and Prince George, the teaching workload requirements for the four courses removed from the program totals 95.5 SCH. This includes theory, lab, and clinical teaching for one section of each course at the Prince George and Fort St. John campuses. If 35% of seats are filled with LPN applicants, the teaching workload requirements are reduced by 18.5 SCH; if 50% of seats are filled with LPN applicants, the teaching workload requirements are reduced by 31 SCH.

Clinical Capacity to Deliver the LPN Pathway – NBNP

The School of Nursing works closely with Northern Health and other health authorities throughout B.C. to deliver clinical experiences across all of our programs. The majority of our clinical placements, especially for the NBNP, are situated within the Northern Health region. We have consulted with Northern Health regarding the proposed LPN Pathway – NBNP and how it impacts clinical needs. Overall, the LPN Pathway – NBNP will see a

reduction in our clinical placement needs, as we will be placing fewer students in clinical experiences in the first year of the program (as compared with the current needs for a 40 FTE NBNP).

Appendix 1: Key Internal and External Timeline and Consultations Related to Program Development

October 2021 – Funding proposal for Prince George NBNP delivery submitted as a response to requests for proposals for expansion of BScN seats across the province; submission to the Ministry of Post-Secondary Education and Future Skills.

February 2022 – Funding granted for Prince George NBNP expansion, with first offering to take place September 2023.

February 2022 – December 2022 – Planning for implementation of Prince George NBNP expansion.

December 2022 – June 2023 – NBNP LPN Admissions Working Group conducted research including review of LPN curriculum and other pathway programs; initial development of LPN Pathway – NBNP including admission criteria and program requirements.

June 2023 – December 2023 – Continued refinement of LPN Pathway program proposal, including meetings with Ministry of Post-Secondary Education and Future Skills to share intended program structure, meetings with other Program Chairs to discuss non-nursing coursework, and with confirmation of program intended program structure, ensuring budget viability for offering the LPN Pathway – NBNP within the current funding structure for the NBNP.

January 2024 – March 2024 – Finalization of program proposal; communication with Northern Health partners and the British Columbia College of Nurses and Midwives to inform them of intent to offer the LPN Pathway – NBNP and to gain support for the initiative. Upon review of a Substantial Change Consultation form, BCCNM have advised that the LPN Pathway – NBNP as proposed is a LPN to BScN bridge program for the existing NBNP, and as such should not require separate regulatory approval. We will continue to communicate with BCCNM throughout the UNBC and Ministry approval processes, in case there are changes to the program as proposed that might result in a different consideration from BCCNM. As proposed here, we do not currently anticipate needing to seek regulatory approval for the delivery of this program as it will be part of the already approved NBNP.

Appendix 2: Draft UNBC School of Nursing LPN Pathway – NBNP Confidential Recommendation Form Questions

Note: this template will be developed into an online reference form similar to other UNBC reference forms used for admissions purposes.

This form is based on the BScN Confidential Reference form; both forms are subject to revision from time to time by the School of Nursing.

Applicant:

Referee Name:

Referee Email:

1. Please provide all of your contact information: Full name, email address, phone number, address, institute or company information, etc.
2. Please indicate your employment relationship with the applicant (eg, supervisor, unit manager, etc.), and how long you have known the applicant in this capacity.
3. Please confirm that the applicant is currently employed by your organization as a Licensed Practical Nurse and that they have at least two years of full-time experience as an LPN in an acute care setting working to full scope of practice. If the applicant is not currently employed by your organization, please provide their start and end dates with your organization, and their accumulated length of full-time experience in an acute care setting during their employment with your organization. Provide any necessary explanatory details here as well.

(the following questions use a likert scale with 1 = very poor, 2 = poor, 3 = neutral, 4 = good, 5 = very good)

4. Using the scale provided, please rank the applicant's professional interactions with patients and colleagues.
5. Using the scale provided, please rank the applicant's interpersonal skills.
6. Using the scale provided, please rank the applicant's demonstrated ability to learn and apply new nursing skills and/or knowledge.
7. Using the scale provided, please rank the applicant's critical thinking skills.
8. Using the scale provided, please rank the applicant's readiness for a BScN program leading to RN designation.
9. What do you think are the strengths the applicant brings to the Nursing profession?
10. What do you think are areas of weakness the applicant may benefit from addressing in order to perform competently as a student and as they progress into an RN career?
11. If you feel there is any additional information you would like to provide about the applicant, please do so here.

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW ACADEMIC PROGRAM PROPOSAL

Motion: That the LPN Pathway – NBNP be approved as proposed.

A. General Information

Program Title: LPN Pathway - NBNP

Program Objectives:

The LPN Pathway – NBNP will provide an accelerated BScN program pathway for Licensed Practical Nurses (LPNs) to support the increasing demand for Registered Nurses in British Columbia. While the current Northern Baccalaureate Nursing Program (NBNP) offered in Prince George and Fort St. John offers a 5-semester accelerated BScN, the admission criteria are seen as too restrictive for LPNs who are already actively practising in clinical settings in the province. This pathway program will provide recognition of the existing education and experience of LPNs and remove restrictive academic barriers, allowing LPNs to be eligible for licensure with the British Columbia College of Nurses and Midwives (BCCNM) as Registered Nurses (RNs) upon graduation from the program in 20 months.

Credential upon Completion of the Program: Bachelor of Science in Nursing (BScN)

Program Offering the Degree: School of Nursing

Proposed Start Date: September 2025

Suggested Institutional Priority: Health programming is a high priority area for UNBC and for the Ministry. Development of an LPN Pathway is part of the seat expansion provided to the Northern Baccalaureate Nursing Program.

Relationship of Proposed Program to the Mandate of the Institution:

UNBC Vision

The LPN Pathway - NBNP will be transformative in northern B.C. The program will facilitate access to university education that can lead to sustainable employment for individuals in their home communities and bring essential health human resources to the region.

UNBC Mission

Students and graduates of the LPN Pathway - NBNP will be prepared to address the health care needs of rural and northern populations. As practitioners and leaders in northern B.C., graduates will contribute to improved health and health service delivery for people in the region.

UNBC Values

The LNP Pathway - NBNP relies on a significant number of hours of experiential learning during which students will participate in health care delivery in a wide variety of contexts and settings with emphasis on cultural safety and humility, and patient-centred care for individuals, families, and community groups. Students will be held to the professional standards required of Registered Nurses including ethical, evidence-

informed practice and demonstration of accountability, responsibility, and professional integrity. Their learning and practice will take place within interprofessional teams of health and social service providers.

Implications for the Cooperative Education Option: None

Specialties within Program: None

Related Programs at Other Institutions:

As of the time of the writing of this motion, these are the LPN to RN options in British Columbia:

- [Camosun College bridging program:](#)
 - After 2 semesters of coursework at Camosun College and a semester of consolidated practice experience, students enter the two remaining years for a BSN with Camosun College and UVic.
- [University of the Fraser Valley's LPN to BSN](#)
 - 2.5-year program,
 - Hybrid learning format: online and in-person learning,
 - Program outline and course descriptions are under construction.
- [Vancouver Community College BScN Advanced Entry](#)
 - 21 months,
 - Class-based delivery,
 - Full-time,
 - Program is divided into four terms, each with a different clinical focus (i.e., mental health, complex acute medical/surgical care, community health),
 - Consolidated practice experience provided at the end of term 6,
 - Preceptorship in Term 8.

Relation to Existing Programs:

Aligning the LPN Pathway – NBNP with the existing Northern Baccalaureate Nursing Program increases the accessibility to BScN education at UNBC and allows LPNs to work towards career advancement as Registered Nurses in an accelerated program. The pathway program will use Nursing courses already offered through the NBNP and existing courses offered in other academic units, such as English, Psychology, First Nations Studies, Biology, and Mathematics and Statistics.

Students who successfully complete the LPN Pathway – NBNP will be eligible to apply to UNBC Master of Science in Nursing (MScN) programs, including the MScN Family Nurse Practitioner (preparatory to Family Nurse Practitioner registration), and the MScN Project or Thesis.

When the NBNP was developed, admission criteria for applicants holding a Diploma in Practical Nursing (which leads to a Licensed Practical Nurse (LPN) designation with BCCNM) was established in alignment with the admission criteria for the Northern Collaborative Baccalaureate Nursing Program, a four-year BScN program offered at three sites in collaboration with the College of New Caledonia (Prince George and Quesnel) and Coast Mountain College (Terrace). As part of the proposal for funding to expand to include delivery of the NBNP in Prince George, the School of Nursing committed to developing a more accessible LPN to BScN pathway, and program development began in December 2022.

Articulation Arrangement: None.

Consultations with Other Institutions:

The School of Nursing works closely with Northern Health and other health authorities in B.C. to deliver clinical experiences across all nursing programs. Most of the clinical placements for students in the existing NBNP are situated in the Northern Health region.

Northern Health has been consulted regarding the development of the LPN Pathway – NBNP and how this additional program will impact clinical placement needs. With the reduction in nursing courses required for the pathway program, fewer students will require clinical placements in the first year of their program, compared to the current needs for a 40 FTE NBNP. Northern Health is strongly supportive of the LPN Pathway – NBNP as it provides an accessible pathway, in the North, for their current LPN employees to pursue career progression.

The delivery of the LPN Pathway – NBNP will also continue to develop the strong partnership between UNBC and Northern Lights College (NLC) in Fort St. John. We will continue to allocate priority seats for NLC graduates and have begun conversations on how we can collaboratively work to create smooth transitions for graduates of other allied health programs through the NLC PN Diploma program, into the LPN Pathway – NBNP.

We have also presented the LPN Pathway – NBNP proposed program structure to our partners at the College of New Caledonia (CNC) and Coast Mountain College (CMTN), with whom we deliver the 4-year Northern Collaborative Baccalaureate Nursing Program (NCBPN). We are actively working with these partners to develop a similar pathway into the NCBPN that will create a more accessible route for LPNs into that program; this is especially important for our Quesnel and Terrace offerings, where the NBNP and LPN Pathway – NBNP are not offered.

B. Program Description

LPN Pathway – NBNP

General Calendar Description:

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

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

Transfer Credit

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

Criminal Records Search

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

Immunization and CPR Certification

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

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

Admission Requirements

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

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

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

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

Academic Requirements

Applicants must meet all of the following criteria:

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

Supplemental Application Information Requirements

Applicants must also submit the following documentation:

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

- One additional work-related or academic reference letter submitted directly to UNBC via the BScN Confidential Reference form.

Program Requirements

300 Level

NRSG 302-3 Pathophysiological Concepts
 NRSG 303-3 Pharmacology
 NRSG 304-3 Ethics and Law for Nursing Practice
 NRSG 305-3 Concepts for Evidence-Informed Nursing

400 Level

NRSG 400-3 Nursing Leadership for Quality Care
 NRSG 410-7 Professional Practice: Mental Health
 NRSG 411-7 Professional Practice: Community Health Nursing
 NRSG 412-7 Professional Practice: Perinatal and Pediatrics
 NRSG 415-7 Medical and Surgical Nursing Practice 2

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

NRSG 420-8 Community Health Nursing
 NRSG 421-8 Rural Health and Nursing
 NRSG 422-8 Indigenous Health and Nursing
 NRSG 423-8 Nursing Practice in Mental Health and Substance Use
 NRSG 424-8 Acute Care Nursing
 NRSG 425-8 Pediatric Nursing
 NRSG 497-8 Specialty Focus in Nursing

Elective Requirement

Eighteen credit hours chosen to fulfil the requirements below, and to ensure completion of a minimum of 128 credit hours. A course may not be used to satisfy the requirements in more than one category.

Students are strongly advised to complete the following required elective coursework prior to Year 4:

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

C. Need for Program

Enrolment Projections: The NBNP is funded for 40 FTE per program year; 80 FTE total. Enrolment for the NBNP is 16 FTE in Fort St. John and 24 FTE in Prince George, admitted in September annually. Students admitted to the LPN Pathway – NBNP will be part of the overall NBNP FTE seats; at this time we are allocating 50% of NBNP seats to the LPN Pathway – NBNP, although if we do not fill seats allocated to either the NBNP or the LPN Pathway – NBNP in any given admission cycle, we will increase admissions in the other program if there are additional qualified applicants. At this time, we do not anticipate seat increases in the next five years; however, if there is opportunity for additional program funding from the Ministry of Post-Secondary Education and Future Skills, we would look to increase the FTE in Fort St. John dependent on program demand and clinical capacity.

Cultural, Social and Economic Needs: There is a shortage of Registered Nurses (RNs) across British Columbia; Northern Health currently has the highest position vacancy rate in the province. As healthcare shortages disproportionately impact northern and rural communities, the cultural, social, and economic

need for BScN education that allows people to remain in situ is very high. By providing an accessible program for career progression, the LPN Pathway – NBNP will address this shortage with an education option that allows current LPNs to stay in the North; in turn, this will promote them remaining in the North after attaining their BScN and becoming eligible for RN designation.

Labour Market Demands: The B.C. Labour Market Outlook 2023 forecasts 22,083 job openings for RNs and Registered Psychiatric Nurses through to 2032, and overall increase of 2,350 positions; of these, 800 openings are identified in regions served by Northern Health (<https://www.workbc.ca/career-profiles/registered-nurses-and-registered-psychiatric-nurses>). This is the highest forecasted job openings listed on the 'High Opportunity Occupations' list (<https://www.workbc.ca/research-labour-market/high-opportunity-occupations>), demonstrating a critical need for RNs across the province.

Other Benefits:

The LPN Pathway – NBNP will increase enrolment at UNBC and allowing us to meet our target FTEs for the NBNP overall. It will also increase the number of practicing RNs in Northern B.C., and increase UNBC's impact and presence in Northern B.C.

D. Faculty

Faculty list:

Existing School of Nursing Teaching Members will continue to contribute to the NBNP. The Fort St John NBNP operating funding included four teaching member positions (2 tenure-track and 2 senior lab instructors); the Prince George NBNP operating funding included five teaching member positions (2 tenure-track, 2 senior instructors, 1 senior lab instructor). These positions and other faculty contribute to teaching in the NBNP and in other School of Nursing programs. As well, part-time instructors are budgeted for in operating funds, especially for lab and clinical instruction roles where they can bring their currency of practice into the educational environment.

Expected Teaching Loads:

Full-time Tenure-track Faculty: 12 SCHs per academic year
Full-time Senior Lab Instructors: 18 SCHs per academic year
Full-time Senior Instructors: 21 SCHs per academic year

See attached proposal for non-nursing course information; additional courses may be offered in other programs. If necessary, the School of Nursing will provide the SCH costs of delivering those courses to either support them with part-time instructors or to cover the costs of hiring part-time instructors for other courses if regular Teaching Members are assigned the added courses.

Research Funding: No new research funding needs.

E. Program Delivery

Distance Learning Components:

All courses will have web shells to facilitate blended course delivery and so that students on practicum have direct access to instructors and course materials.

Some courses may be taught between Fort St. John and Prince George – WIDC using distributed delivery methods.

Class Size and Structure:

Fort St. John FTE is 16 students, Prince George FTE is 24 students. Courses taught separately at each campus have a max class size of 16 or 24. Courses taught combined between campuses have a max class

size of 40 students. Final focus courses are delivered with the NCBNP and can have up to 48 students. Clinical and lab groups range from 8 to 16 students per group.

Experiential Learning:

Students will have 96 hours of laboratory and simulation experiential learning and 876 clinical practicum hours.

F. Program Resources

Administrative Requirements:

The School of Nursing has dedicated administrative staffing of 20 positions (19 CUPE, 1 Exempt), as well as faculty level support of 3 additional positions (2 CUPE, 1 Exempt), and regional campus support of 1 additional position (1 CUPE). Within this team, 4 positions have a main focus of supporting the NBNP, while many of the other positions provide additional support or backup specifically for the NBNP.

Operating Requirements: The LPN Pathway – NBNP will be offered within the current operating budget of the NBNP program, as outlined in the attached proposal. The two operating grants for the Fort St. John and Prince George offerings were awarded \$2,433,871 combined for direct and indirect operating costs.

Capital Requirements:

There are no capital requirements for the LPN Pathway – NBNP. Both Fort St. John and Prince George offerings had substantial capital investment at the startup of each program. The LPN Pathway – NBNP will use capital equipment already in place for the existing NBNP at both the Wood Innovation Design Centre (WIDC) in Prince George and NLC in Fort St. John.

Start-up Costs: None

Special Resource Requirements: Standard Nursing lab supplies and equipment, accounted for in the operating costs of the NBNP and/or purchased through the original capital investments. There are no additional special resource needs to offer the LPN Pathway - NBNP.

G. Library Resource Requirements (See attached form)

H. Evaluation

Academic Quality of Program:

Semi-annual evaluation of program delivery and student satisfaction
Formative evaluation of student progress in each course and semester
Annual summative evaluation of graduate employment and preparedness as perceived by graduates and employers.
Annual tracking of student registration exam (NCLEX-RN) success and scores compared to provincial and national averages.

Methods of Internal Institutional Review:

Peer evaluation between faculty members
Ongoing communication and consultation with practice partners in Northern Health regarding curriculum content and outcomes
Standard UNBC degree program review process

Relevant External Program Experts:

The Northern Baccalaureate Nursing Program is recognized by the British Columbia College of Nurses and Midwives as meeting all education standards and indicators set by their board. The LPN Pathway – NBNP will meet these same standards and indicators.

I. Miscellaneous

Special Features:

Attachment Pages (in addition to required Library Form): 12 pages

J. Authorization

SCCC Reviewed: April 11, 2024

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.04.18.15

Faculty Council Approval Date(s): 2024.04.18.

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

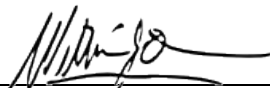
Motion No.: SCAAF 202405.03

Moved by: Trina Fyfe

Seconded by: Grant Potter

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Library Resource Requirements and Consultation Form
(to be submitted with SCAAF New Academic Program Proposal Motion Form)

Completing the Library Resource Requirements and Consultation Form is a critical step in ensuring that the Library can support the program through its resources, teaching, and services. The Library is committed to identifying existing and needed resources that support students in their educational journeys at UNBC.

This form must be submitted to the Library **21 days (3 weeks)** prior to SCAAF New Program Approval deadline.

NEW ACADEMIC PROGRAM PROPOSAL *(to be completed by Faculty Member/Chair/Dean)*

Name of proposed Program or degree: LPN Pathway – NBNP

Anticipated start date of program: September 2025

Anticipated enrolment:

Are the SCAAF Program forms attached: ___ YES ___ NO

Please provide keywords associated with the discipline:

Library Resource Requirements *(to be completed by Librarians)*

Please describe the impact of the following Library service(s) or resource(s):

The following information is based on the details provided that this new program is utilizing vacant seats in an existing program.

1. Collections:

a) Required and/or recommended readings and course reserves.

b) Depth of the collection in relevant areas.

- Monographs: LCSH

UNBC's monograph collection is adequate to support the proposed LPN Pathway - NBNP program. The nursing program library requirements are supported by materials across several disciplines including medicine and other health professions. A shift in purchasing priorities has decreased the number of monographs acquired in favour of increasing UNBC's journal collections over the past few years.

- Electronic resources (*Will the addition of this program impact the electronic resources required and licenses, ex. impact on simultaneous users, contract considerations:*
- Available Databases:

Name	Description
CINAHL	Provides full text for almost 1,400 current nursing and allied health journals & other publications. Indexing and abstracts are available for over 5,300 journals.
Medline	Medline with Full Text is a comprehensive source of full text for almost 1,400 medical journals indexed. Contains approximately 12 million references to journal articles in life sciences with a concentration on biomedicine. Articles cover topics in medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences.
APA PsycInfo	Provides abstracts and citations to the scholarly literature in the psychological, social, behavioral, and health sciences.
Science Direct	Science Direct provides full text access to over 2,500 journals and 26,000 ebooks in the sciences: life, health, physical and social sciences. Subgenres include engineering, environmental science, medicine, nursing, and economics, among others.
Academic Search Complete	Large multidisciplinary resource that includes the full text for most of the publications in its index.

- Available online journals available by subject:
 - Health Professions: 8584 online journals
 - Hospitals and Other Health Facilities: 2 online journals
 - Human Anatomy: 20 online journals
 - Nursing: 149 online journals
 - Physiology: 215 online journals
 - Practice of Medicine: 4 online journals
 - Psychiatry: 129 online journals
 - Public Health, Public Aspects of Medicine: 396 online journals
 - Medical Geography & Climatology: 1 online journals
 - Medicine By Body System: 13 online journals
 - Medicine By Discipline: 15 online journals

UNBC's journal collection is adequate to support the proposed LPN Pathway - NBNP program. Again, the nursing program library requirements are supported by materials across disciplines including medicine and other health professions.

- Are there discipline or subject specific resources (databases, software) required for pedagogical and/or accreditation purposes? Yes ___ No X

No additional subject specific resources are required for the proposed program.

- If yes, provide name of resource(s) required and total cost:

2. Human Resources:

- a) Instruction (*i.e. research guide development, online tutorials, embedded instruction, tours, etc*):

Instructional support across the nursing programs includes 6-7 instruction sessions per year and libguide resources. The proposed program does not add additional classes and is not anticipated to increase the number of in-class instruction sessions from the library.

- b) The level of expertise required to support the program (*please provide rationale*):

___ Generalist

X Subject Specialist (*i.e. specific skills and/or knowledge are required to support the program*)

The existing library work is supported by a specialist librarian to facilitate comprehensive bibliographic instruction tied into curricular needs. This level of instruction is required to support the subject specific in-depth research projects assigned in years three and four.

- c) Reference assistance (*i.e. individual or group support, ongoing support*)

It is anticipated that one-on-one librarian reference consults will increase as this program includes NRSRG 305-3 Concepts for Evidence-Informed Nursing.

3. Physical space (*i.e. sufficient collaborative study space, individual study areas in the library, etc*):

Students in the proposed program will compete with other students for space in the library.

4. Collaboration with other libraries or institutions (*i.e. regional programs, distributed programs, libraries in the community, etc*):

n/a

5. Other (*i.e. special equipment and/or software*):

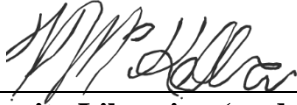
n/a

Library's recommendation (*check one option*):

X Proposal has an impact on the Library and can be supported within the Library's current budget.

___ Proposal cannot be supported without additional budgetary resources; see details above or appended.

___ Proposal has no impact on the Library.



University Librarian (or designate) signature

April 30, 2024

Date

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The School of Education undertook a BEd program renewal in 2019 and have been delivering the renewed BEd program since 2020. Through ongoing evaluation of the program related to learning objectives and outcomes, it has been identified that the renewed BEd program has an imbalance of credit hours across different curricular areas relative to the content that needs to be delivered during a teacher education program. These changes are to update the program requirements to reflect changes made to courses.
3. **Implications of the changes for other programs, etc., if applicable:** None – these courses are only available to BEd students.
4. **Reproduction of current Calendar entry for the item to be revised:**

Program Requirements

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

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

Year 1 Courses

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

Year 2 Courses

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

Note:

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

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

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

Year 1 Courses

EDUC 336-(3, 4) Inclusive Education: Success for All
EDUC 346-(2, 3) Aboriginal and Indigenous Education
EDUC 390-3 Observational Practicum
EDUC 391-3 Experiential Practicum
EDUC 393-3 Foundations of Education
EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context
EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST
EDUC 398-3 Curriculum and Instruction in Math and Science using ADST
EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy (EY)
EDUC 401-3 Career Education
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio¹
EDUC 421-3 Assessment and Motivation
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology¹

Year 2 Courses

EDUC 351-(2, 3) Curriculum and Instruction: Second Language
EDUC 402-3 Diverse Classrooms
EDUC 403-3 Mental Health and Wellness
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio¹
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology¹
EDUC 490-(3-4) Formative Practicum
EDUC 491-6 Summative Practicum

Note:

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

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 (Prince George Campus) or in six continuous blocks over five semesters (Northwest Campus and South-Central Campus). The third semester consists of two blocks. For further information on the

program structure and schedule, please contact the School of Education.

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

Year 1 Courses

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

Year 2 Courses

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

Note:

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

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

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

Year 1 Courses

~~EDUC 336-(3, 4) Inclusive Education: Success for All Inclusion and Exceptionalities~~
EDUC 346-(2, 3) Aboriginal and Indigenous Education
EDUC 358-3 Literacy Foundations in the Elementary Years
EDUC 376-3 Numeracy Foundations in the Elementary Years
EDUC 388-3 Applied Design, Skills, and Technologies in the Elementary Years
EDUC 390-3 Observational Practicum
EDUC 391-3 Experiential Practicum
EDUC 393-3 Foundations of Education
EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context
~~EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST~~

~~EDUC 398-3 Curriculum and Instruction in Math and Science using ADST~~
~~EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy (EY)~~
EDUC 401-3 Career Education
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio¹
EDUC 406-3 Fine Arts in the Elementary Years
EDUC 421-3 Assessment and Motivation
EDUC 446-(2,3) Aboriginal and Indigenous Education: Epistemology¹
EDUC 489-3 Physical and Health Education in the Elementary Years

Year 2 Courses

EDUC 351-(2,3) Curriculum and Instruction: Second Language
EDUC 402-3 Diverse Classrooms
EDUC 403-3 Mental Health and Wellness
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio¹
EDUC 446-(2,3) Aboriginal and Indigenous Education: Epistemology¹
EDUC 490-(3-4) Formative Practicum
EDUC 491-6 Summative Practicum

Note:

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

6. Authorization:

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: School of Education

Faculty: Human and Health Sciences

Faculty Council Motion Number: FHHS.2024.04.18.13

Faculty Council Approval Date: 2024.04.18

Senate Committee on Indigenous Initiatives Motion Number:

Senate Committee on Indigenous Initiatives 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.: SCAAF202405.04

Moved by: Allan Kranz

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
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 School of Education, on pages 97-98 (in the PDF calendar accessible on the UNBC web page) of the 2023/2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The School of Education undertook a BEd program renewal in 2019 and have been delivering the renewed BEd program since 2020. Through ongoing evaluation of the program related to learning objectives and outcomes, it has been identified that the renewed BEd program has an imbalance of credit hours across different curricular areas relative to the content that needs to be delivered during a teacher education program. These changes are to update the program requirements to reflect changes made to courses.
3. **Implications of the changes for other programs, etc., if applicable:** None – these courses are only available to BEd students.
4. **Reproduction of current Calendar entry for the item to be revised:**

Program Requirements

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

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

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

Secondary Years Stream (Grades 8-12)

Year 1 Courses

EDUC 336-(3, 4) Inclusive Education: Success for All
EDUC 346-(2, 3) Aboriginal and Indigenous Education
EDUC 361-(3, 4, 6) Curriculum and Instruction: Secondary Humanities Part 1²
or EDUC 372-(3, 4, 6) Curriculum and Instruction: Mathematics and Science Part 1²
EDUC 361-(3, 4, 6) Curriculum and Instruction: Secondary Humanities Part 2²
or EDUC 372-(3, 4, 6) Curriculum and Instruction: Mathematics and Science Part 2²
EDUC 390-3 Observational Practicum
EDUC 391-3 Experiential Practicum
EDUC 393-3 Foundations of Education
EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context
EDUC 399-3 Integrating ADST as a Pedagogical Stance

EDUC 401-3 Career Education
EDUC 402-3 Diverse Classrooms
EDUC 403-3 Mental Health and Wellness
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio¹
EDUC 421-3 Assessment and Motivation
EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (SY)
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology¹
EDUC 490-(3, 4) Formative Practicum

Year 2 Courses

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

Notes:

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

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

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. For further information on the program structure and schedule, please contact the School of Education.

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

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

Secondary Years Stream (Grades 8-12)

Year 1 Courses

EDUC 336-~~(3, 4)~~ Inclusive Education: Success for All Inclusion and Exceptionalities
EDUC 346-~~(2, 3)~~ Aboriginal and Indigenous Education
EDUC 361-~~(3, 4, 6)~~ Curriculum and Instruction: Secondary Humanities Part 1²
or EDUC 372-~~(3, 4, 6)~~ Curriculum and Instruction: Mathematics and Science Part 1²
EDUC 361-~~(3, 4, 6)~~ Curriculum and Instruction: Secondary Humanities Part 2²
or EDUC 372-~~(3, 4, 6)~~ Curriculum and Instruction: Mathematics and Science Part 2²
EDUC 390-3 Observational Practicum
EDUC 391-3 Experiential Practicum
EDUC 393-3 Foundations of Education
EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context
EDUC 399-3 Integrating ADST as a Pedagogical Stance
EDUC 401-3 Career-Life Education
EDUC 402-3 Diverse Classrooms
EDUC 403-3 Mental Health and Wellness

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio¹
EDUC 421-3 Assessment and Motivation
EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (SY)
EDUC 446-(2,3) Aboriginal and Indigenous Education: Epistemology¹
EDUC 490-(3,4) Formative Practicum

Year 2 Courses

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

Notes:

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

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

6. Authorization:

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: School of Education

Faculty: Human and Health Sciences

Faculty Council Motion Number: FHHS.2024.04.18.14

Faculty Council Approval Date: 2024.04.18

Senate Committee on Indigenous Initiatives Motion Number:

Senate Committee on Indigenous Initiatives 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.: SCAAF 202405.05

Moved by: Allan Kranz

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.06

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

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

A. Description of the Course

- 1. Proposed semester of first offering:** September 2024
- 2. Academic Program:** Bachelor of Education
- 3. Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 388-3
- 4. Course Title:** Applied Design, Skills, and Technologies in the Elementary Years
- 5. Goal(s) of Course:** To provide teacher candidates with the opportunity to build on their natural curiosity, inventiveness, as well as nurture and develop in students the desire to create and work in practical ways.
- 6. Calendar Course Description:**

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

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

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: none

B. Significance Within Academic Program

1. Anticipated enrolment 30

2. If there is a proposed enrolment limit, state the limit and explain: 30 is the limit for the Elementary Years cohort.

3. Required for: Major: Elementary Education Minor: Other:

4. Elective in: Major: Minor: Other:

5. Course required by another major/minor: none

6. Course required or recommended by an accrediting agency: BC 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 376 - Numeracy Foundations in the Elementary Years (revised course)
EDUC 489 - Physical and Health Education in the Elementary Years (revised course)
EDUC 358 – Literacy Foundations in the Elementary Years (revised course)
EDUC 336 - revised course description
EDUC 401 - revised course description
EDUC 402 - revised course description
EDUC 406 - revised course description

9. What courses are being deleted from the Program this year? None at this time; deletions will follow once the changes here are approved by the BC Teachers' Council

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: 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? 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. Faculty Staffing: None, replacing existing course
 - ii. Space (classroom, laboratory, storage, etc.): None, replacing existing course
 - iii. Library Holdings: See attached form
 - iv. Computer (time, hardware, software): None, replacing existing course

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 Faculty Council(s).

**If “yes,” refer the motion to the Senate Committee on Indigenous Initiatives prior to SCAAF.

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

G. Authorization

SCCC Reviewed: April 11, 2024

1. Faculty(ies): Faculty of Human and Health Sciences

- 2. Faculty Council Motion Number(s): FHHS.2024.04.18.12
- 3. Faculty Council Approval Date(s): 2024.04.18
- 4. Senate Committee on Indigenous Initiatives Motion Number: N/A
- 5. Senate Committee on Indigenous Initiatives Meeting Date: N/A

INFORMATION TO BE COMPLETED BY RECORDING SECRETARY AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

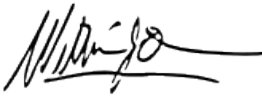
Motion No.: SCAAF 202405.06

Moved by: Allan Kranz

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2024

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

The School of Education undertook a BEd program renewal in 2019 and have been delivering the renewed BEd program since 2020. Through ongoing evaluation of the program related to learning objectives and outcomes, it has been identified that the renewed BEd program has an imbalance of credit hours across different curricular areas relative to the content that needs to be delivered during a teacher education program. The changes for this course and other courses being changed and proposed at this time reflect a re-adjustment of that balance.

3. **Implications of the changes for other programs, etc., if applicable:** None – these courses are only available to BEd students.

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

EDUC 336-(3, 4) Inclusive Education: Success for All This course focuses on inclusive teaching strategies across curricula, assessment, and classroom management. This course addresses inclusion based on the premise that all students have individual differences and that health within classrooms depends on celebrating differences. Students' differences include, but are not limited to, experiences, skills, knowledge, perspectives and cultural beliefs. Inclusive educators consider pedagogical components and strategies when selecting, designing and adapting their classroom and learning activities to include all learners. Graded on a PASS/FAIL basis.

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

EDUC 336-(3, 4) Inclusion and Exceptionalities Inclusive Education: Success for All This course focuses on understanding the exceptionalities of individual learners and inclusive education in K-12 settings. Course content includes the identification and assessment process of individuals with neurodevelopmental and physical exceptionalities based on current policy and practice. There is an examination of evidence-based inclusive pedagogy, including universal design for learning and multi-tiered systems for support. Case studies are used to explore integrating these supports into inclusive lesson planning and individual education plans. ~~inclusive teaching strategies across curricula, assessment, and classroom management. This course addresses inclusion based on the premise that all students have individual differences and that health within classrooms depends on celebrating differences. Students' differences include, but are not limited to, experiences, skills, knowledge, perspectives and cultural beliefs. Inclusive educators consider pedagogical components and strategies when selecting, designing and adapting their classroom and learning activities to include all learners.~~ Graded on a PASS/FAIL basis.

6. **Authorization:**

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: School of Education

Faculty(ies): Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.04.18.03

Faculty Council Approval Date(s): 2024.04.18

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives 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.: SCAAF202405.07

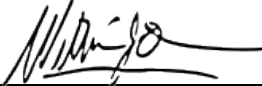
Moved by: Allan Kranz

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024

Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.08

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 358-3 on page 227 of the 2023-2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024

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

The School of Education undertook a BEd program renewal in 2019 and have been delivering the renewed BEd program since 2020. Through ongoing evaluation of the program related to learning objectives and outcomes, it has been identified that the renewed BEd program has an imbalance of credit hours across different curricular areas relative to the content that needs to be delivered during a teacher education program. The changes for this course and other courses being changed and proposed at this time reflect a re-adjustment of that balance.

3. **Implications of the changes for other programs, etc., if applicable:** None – these courses are only available to BEd students.

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

EDUC 358-3 Language and Literacy: Reading, Writing, and Inquiry Context This course provides current models of early years reading and writing as well as content inquiry processes. It also includes assessment tools for reading, writing, and spelling. Students experience planning instruction in these areas. Adaptions and extensions in instruction and assessment across diverse learners are explored and shared.

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

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

6. **Authorization:**

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: School of Education

Faculty(ies): Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.04.18.04

Faculty Council Approval Date(s): 2024.04.18

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives 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 202405.08

Moved by: Allan Kranz

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.09

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and description for EDUC 376-2 on page 227 of the 2023-2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The School of Education undertook a BEd program renewal in 2019 and have been delivering the renewed BEd program since 2020. Through ongoing evaluation of the program related to learning objectives and outcomes, it has been identified that the renewed BEd program has an imbalance of credit hours across different curricular areas relative to the content that needs to be delivered during a teacher education program. The changes for this course and other courses being changed and proposed at this time reflect a re-adjustment of that balance.
3. **Implications of the changes for other programs, etc., if applicable:** None – these courses are only available to BEd students.
4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 376-2 Numeracy: Math Concepts (EY) This course prepares prospective teachers to teach early years mathematics by 1) improving their knowledge of mathematics, 2) introducing them to the development of numeracy in young children, 3) familiarizing them with the BC mathematics curriculum for the early years; and 4) building connections between mathematical knowledge, development, curricular guidelines, and instructional strategies.

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

EDUC 376-~~(2, 3)~~ Numeracy :~~Math Concepts (EY)~~ Foundations in the Elementary Years This course develops the foundations to design, teach, and assess all areas of numeracy (number sense, computational fluency, patterns, geometry and measurement, and data and probability) during the elementary years. Teacher candidates explore learner-centred, experiential, and inquiry-based teaching methods. Confidence in teaching mathematics is generated by integrating individual interests. ~~prepares prospective teachers to teach early years mathematics by 1) improving their knowledge of mathematics, 2) introducing them to the development of numeracy in young children, 3) familiarizing them with the BC mathematics curriculum for the early years; and 4) building connections between mathematical knowledge, development, curricular guidelines, and instructional strategies.~~ Graded on a PASS/FAIL basis.

6. **Authorization:**

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: School of Education

Faculty(ies): Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.04.18.05

Faculty Council Approval Date(s): 2024.04.18.

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives 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 202405.09T

Moved by: Allan Kranz

Seconded by: Todd WhitcombeT

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and description for EDUC 401-3 on page 229 of the 2023-2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The School of Education undertook a BEd program renewal in 2019 and have been delivering the renewed BEd program since 2020. Through ongoing evaluation of the program related to learning objectives and outcomes, it has been identified that the renewed BEd program has an imbalance of credit hours across different curricular areas relative to the content that needs to be delivered during a teacher education program. The changes for this course and other courses being changed and proposed at this time reflect a re-adjustment of that balance.
3. **Implications of the changes for other programs, etc., if applicable:** None – these courses are only available to BEd students.
4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 401-3 Career Education 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. Graded on a PASS/FAIL basis.

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

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

6. **Authorization:**

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: School of Education

Faculty(ies): Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.04.18.06

Faculty Council Approval Date(s): 2024.04.18.

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives 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:

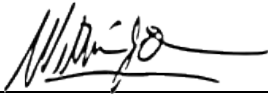
Motion No.: SCAAF 202405.10

Moved by: Allan Kranz

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.11

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 402-3 on page 229 of the 2023-2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The School of Education undertook a BEd program renewal in 2019 and have been delivering the renewed BEd program since 2020. Through ongoing evaluation of the program related to learning objectives and outcomes, it has been identified that the renewed BEd program has an imbalance of credit hours across different curricular areas relative to the content that needs to be delivered during a teacher education program. The changes for this course and other courses being changed and proposed at this time reflect a re-adjustment of that balance.
3. **Implications of the changes for other programs, etc., if applicable:** None – these courses are only available to BEd students.
4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 402-3 Diverse Classrooms 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. Graded on a PASS/FAIL basis.

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

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

6. **Authorization:**

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: School of Education

Faculty(ies): Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.04.18.07

Faculty Council Approval Date(s): 2024.04.18

Senate Committee on Indigenous Initiatives Motion Number:

Senate Committee on Indigenous Initiatives 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.: SCAAF 202405.11

Moved by: Allan Kranz

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: MAY 08, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.12

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and description for EDUC 405-3, on page 229 of the 2023/2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024

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

The School of Education undertook a BEd program renewal in 2019 and has been delivering the renewed BEd program since 2020. Through ongoing evaluation of the program related to learning objectives and outcomes, we have identified a need to provide a means for students to take on topics and build skills that are in high demand in K-12 schools, or relate to areas of passion and specialization that are important for students, and in either case are not well served by our current configuration of coursework. Our program is very carefully designed to efficiently meet program goals and expectations of a teacher education program, but as a result does not always leave a lot of space for free inquiry or outcomes identified by students themselves. We felt that the best place to address this gap was to repurpose the EDUC 405 course to focus on inquiry cycles that allow students to pursue topics, skills, passions, and specializations. The proposed changes for this course will fulfill this need in our program.

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 405-3 Reflective Practice Through Inquiry and e-Portfolio 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. Graded on a PASS/FAIL basis.

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

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

6. **Authorization:**

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: School of Education

Faculty(ies): Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.04.18.08

Faculty Council Approval Date(s): 2024.04.18

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives 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:

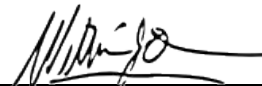
Motion No.: SCAAF 202405.12

Moved by: Allan Kranz

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.13

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and description for EDUC 406-3 on page 229 of the 2023-2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The School of Education undertook a BEd program renewal in 2019 and have been delivering the renewed BEd program since 2020. Through ongoing evaluation of the program related to learning objectives and outcomes, it has been identified that the renewed BEd program has an imbalance of credit hours across different curricular areas relative to the content that needs to be delivered during a teacher education program. The changes for this course and other courses being changed and proposed at this time reflect a re-adjustment of that balance.
3. **Implications of the changes for other programs, etc., if applicable:** None – these courses are only available to BEd students.

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

EDUC 406-3 Curriculum and Instruction: Fine Arts (EY) Introduction to the role of music, visual arts, dance, and drama in teaching and learning during the early years. The course includes a focus on appreciating the arts of our diverse communities and understanding children's expressive development, as well as practical approaches to teaching these arts, using tools for art-making, and providing contexts for the performance arts. Strategies for incorporating music, imagery, and performance across the curriculum will be emphasized.

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

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

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

6. **Authorization:**

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: School of Education

Faculty(ies): Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.04.18.09

Faculty Council Approval Date(s): 2024.04.18

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives 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:

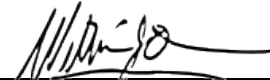
Motion No.: SCAAF 202405.13

Moved by: Allan Kranz

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.14

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 489-2 on page 230 of the 2023-2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The School of Education undertook a BEd program renewal in 2019 and have been delivering the renewed BEd program since 2020. Through ongoing evaluation of the program related to learning objectives and outcomes, it has been identified that the renewed BEd program has an imbalance of credit hours across different curricular areas relative to the content that needs to be delivered during a teacher education program. The changes for this course and other courses being changed and proposed at this time reflect a re-adjustment of that balance.
3. **Implications of the changes for other programs, etc., if applicable:** None – these courses are only available to BEd students.
4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 489-2 Curriculum and Instruction: IV Physical Education (EY) Foundational and instructional basis for planning and implementing physical education programs in the early years.

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

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

6. **Authorization:**

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: School of Education

Faculty(ies): Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.04.18.10

Faculty Council Approval Date(s): 2024.04.18

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives 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:

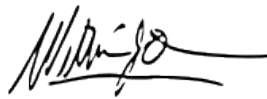
Motion No.: SCAAF 202405.14

Moved by: Allan Kranz

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.15

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the description for EDUC 637-3, on page 121 of the 2023/2024 graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The proposed revisions are to align the language in the course calendar with current educational theory and practice. Developmental and inclusive practices for identification, instruction, and intervention have replaced a deficit approach to teaching and learning within the K-12 sector.
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 637-3 Interventions for Literacy Disorders This course provides an overview of diagnostic and remedial strategies for literacy disorders. Students are provided with an overview of individualised assessment, including informal tests, and classroom-based tools and instruction on remedial strategies specific to literacy errors and deficiencies. There is also a field application, in which students work in a supervised setting with one child exhibiting a literacy disorder, out of which a final report is produced.

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

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

6. **Authorization:**

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: School of Education

Faculty(ies): Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.04.18.11

Faculty Council Approval Date(s): 2024.04.18

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives 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:

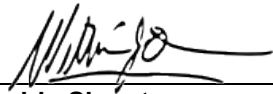
Motion No.: SCAAF202405.15

Moved by: Allan Kranz

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.16

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course UNIV 113-3, University Mathematics Preparation be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024

2. **Academic Program:** Mathematics and Statistics

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** UNIV 113-3

4. **Course Title:** University Mathematics Preparation

5. **Goal(s) of Course:**

- To replace the XMAT 161,162, 163 sequence of courses currently offered through Continuing Studies with an improved course that better meets the needs of students, faculty, and staff. This includes easier registration, inclusion in Registrar's course schedule, alignment of course dates, better final exam scheduling, better payment options, better academic supports for students, better timing of midterm exams, and improved retention of students.
- To help students transition from high school mathematics to being prepared for mathematics in university courses.
- To introduce and improve the study skills that are most beneficial for the study of mathematics.
- To improve communication skills related to mathematics.
- To help students understand and meet expectations in university mathematics courses.
- To teach students how to apply assorted study skills to mathematical course content.
- Improving student's metacognition in relation to mathematics.

6. **Calendar Course Description:**

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

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?** 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? 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 0 Seminar 0
 Laboratory 0 Other (please specify) 6 – lecture-tutorial hybrid

9. Prerequisites (taken prior): Foundations of Math 11, or permission of the Chair of Mathematics and Statistics.

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

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

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

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

14. Grade Mode: NORMAL

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

16. Proposed text / readings:

Intermediate Algebra, Openstax
 Reading package

B. Significance Within Academic Program

1. Anticipated enrolment 25

2. If there is a proposed enrolment limit, state the limit and explain: 35

3. Required for: Major: n/a Minor: n/a Other: n/a

4. Elective in: Major: n/a Minor: n/a Other: n/a

5. Course required by another major/minor: none

6. **Course required or recommended by an accrediting agency:** none
7. **Toward what degrees will the course be accepted for credit?** Any
8. **What other courses are being proposed within the Program this year?** none
9. **What courses are being deleted from the Program this year?** none

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:** XMAT 161, 162, 163 sequence. This is a near complete overlap. We would expect XMAT to be discontinued as soon as UNIV 113 is first offered.
2. **Is a preclusion required?** Yes X
3. **If there is an overlap, and no preclusion is required, please explain why not:** n/a
4. **Has this overlap been discussed with the Program concerned?** Yes X
5. **In offering this course, will UNBC require facilities or staff at other institutions?** No X
 If yes, please describe requirements: n/a
6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

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. **Faculty Staffing:** This course will be taught as cost recovery, unless base funding is provided to the Department for the Mathematics Success Stream. Expertise in mathematics content, study skills, communication skills, university transition knowledge, and extensive knowledge of university support systems is required.
 - ii. **Space (classroom, laboratory, storage, etc.):** Classroom with tables, projector, and whiteboard.
 - 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 Faculty Council(s).**

****If “yes,”** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

2. **Other Information:** The existing XMAT courses, which are for credit, are run through Continuing Studies.

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

G. Authorization

SCCC Reviewed: March 14, 2024

- 1. **Faculty(ies):** Science and Engineering
- 2. **Faculty Council Motion Number(s):** FSE FC 2024.03.15.03
- 3. **Faculty Council Approval Date(s):** March 15, 2024
- 4. **Senate Committee on Indigenous Initiatives Motion Number:** N/A
- 5. **Senate Committee on Indigenous Initiatives Meeting Date:** N/A

INFORMATION TO BE COMPLETED BY RECORDING SECRETARY AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

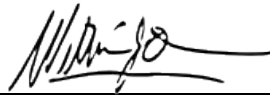
Motion No.: SCAAF202405.16

Moved by: Kriston Rennie

Seconded by: Ron Camp

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
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: UNIV 113-3

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

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

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?

Susan Wilson

University Librarian (or designate) signature

February 29, 2024

Date

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.17

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description, prerequisites, and preclusions for MATH 115-3 Precalculus, on page 271 of the 2023/2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The course description change clarifies the use of a tutorial with the course. The new course UNIV 113-3 is added as a prerequisite option.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

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

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

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

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

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

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

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

6. **Authorization:**

SCCC Reviewed: March 14, 2024

Program / Academic / Administrative Unit: Mathematics and Statistics

Faculty(ies): Science and Engineering

Faculty Council Motion Number(s): FSE FC 2024.03.15.04

Faculty Council Approval Date(s): March 15, 2024

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives 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:

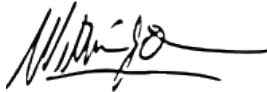
Motion No.: SCAAF202405.17

Moved by: Kriston Rennie

Seconded by: Ron Camp

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.18

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to Regulation 25 Co-operative Education, on page 41 of the 2023/2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024

2. **Rationale for the proposed revisions:** The rationale for the proposed revisions to the cooperative education (co-op) regulation is to enhance clarity and flexibility in the co-op program structure, particularly concerning the academic workload students can undertake while participating in a co-op work term. This adjustment follows the last motion to update the co-op program entry requirements and is aimed at providing explicit guidance that students are permitted to enroll in more than one course during a co-op work term, given that it is an approved parallel work term.

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:**

25. Co-operative Education

Except by permission of the Co-operative Education program:

1. no student may be registered in more than one course in addition to a “Co-op Work Semester” during a work term.
2. Co-operative Education students must finish their academic programs on an academic term, not a work term.
3. no student may drop or withdraw from a “Co-op Work Semester” once registered in it.

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

25. Co-operative Education

Except by permission of the Co-operative Education program:

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

6. **Authorization:**

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: Co-operative Education

Faculty(ies): All Faculties

Faculty Council Motion Number(s): N/A

Faculty Council Approval Date(s): N/A

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives 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:

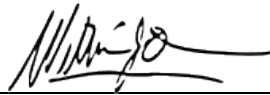
Motion No.: SCAAF 202405.18

Moved by: Davie Casperson

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: May 8, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): **SCAAF202405.19**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program description for Co-operative Education, on page 46-47 of the 2023/2024 undergraduate calendar, be approved as proposed

1. **Effective date:** September 2024

2. **Rationale for the proposed revisions:** The proposed amendments to the Co-operative Education (Co-op) program entry are designed to refine and update the program's description to align with current practices and policies pertinent to its operations. They include:

- Lowering admission to the Engineering Co-op Program from 70 credits to 30 credits
- Lowering admission to all other general co-op programs from 30 credits to 24 credits
- Adding clarifying language that a work-term is considered full-time equivalent (necessary for International Student visa requirements)
- Adding clarifying language for GPA requirements
- General cleanup of language for clarity
- Removing self-developed work-terms

A portion of the material previously excluded was identified as procedural, referential, or explanatory in nature, not directly contributing to a concise understanding of the program's core elements. Selective revisions have been undertaken to not only preserve but also enhance the quality and integrity of the Co-op program at UNBC. These changes are pivotal in ensuring that student engagement in co-op opportunities effectively contributes to their career development and goal setting.

Further, the revisions draw upon standards and guidelines set forth by the Association for Co-operative Education and Work-Integrated Learning BC/Yukon (ACEWIL) and Co-operative Education and Work-Integrated Learning (CEWIL) Canada. A notable inclusion in this revision is the program's alignment with the requirements for accreditation by the CEWIL Co-op Accreditation Council.

To make the Co-op program more accessible and inclusive, a strategic decision was made to lower the credit requirement. This adjustment aims to dismantle barriers for students who might not enroll in a full course load in their first year of study, ensuring that the program remains competitive and appealing without compromising the GPA standards. This modification is expected to broaden the program's reach, allowing a more diverse group of students to benefit from co-op experiences that are instrumental in their professional and personal development.

The removal of the \$75 reduction for self-developed work terms from the Co-operative Education (Co-op) program is aimed at addressing administrative challenges, the limited scope of application, and better aligning with the program's objectives. The administration of this discount has proven to be resource-intensive, detracting from the program's efficiency, and its narrow definition has restricted eligibility, benefiting only a small subset of students with direct employer contacts.

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

Consultation was done with Program Chairs to understand the implications on academic programs.

Consultation with the Engineering Program occurred early on and the requirement of 30 credits instead of 70 credits was decided upon in collaboration with the Program Chair. This will allow students in the joint UBC

program to access co-op placements before they transfer to UBC for third and fourth year, enhancing their learning outcomes and will allow for their co-op placement record to be transferable to UBC.

Feedback included some concern in lowering the admission requirement of 24 credits due to students being underprepared for work-terms. These concerns were carefully considered, and an environmental scan of BC PSI Co-op admission requirements was completed. Findings indicate that by lowering the credit limit UNBC is not out of alignment with best practices. Rather, by refining the GPA stipulations UNBC Co-op program will ensure academic performance is the measure for admission and work-placement. The integrity of the Co-op program is paramount, and as such, several measures are being implemented:

- **Close Collaboration with Employers:** We are committed to working closely with employers to ensure a good fit between the student's current skill level and the co-op work opportunity. This involves transparent communication regarding the student's year of study and the corresponding skill sets they possess.
- **Managing Employer Expectations:** It is essential to bridge employer expectations with the purpose of co-op education. Employers are informed that they are engaging with first or second-year students who may not possess the full skill set of a fully trained recent graduate. This alignment helps in setting realistic expectations and underscores the co-op program's role in providing hands-on training that links classroom learning with practical experience.
- **Partnership with Employers:** Emphasizing the partnership aspect of co-op placements is crucial. Employers are collaborators in the educational process, playing a key role in helping students apply theoretical knowledge in real-world contexts. This partnership is instrumental in ensuring that students receive meaningful, practical experience that complements their academic learning.

In revising the Co-op program, particular attention was paid to the needs of international students, with the Associate Registrar of International Education providing critical input. This collaboration ensured the program's alignment with international visa requirements by clarifying that a Co-op work-term counts as full-time study and addressing the specifics of Co-op work visas.

In shaping the Co-op motion, we engaged in detailed consultations with Student Advisors, leading to key adjustments in GPA admission criteria. Recognizing the need for academic preparedness, we distinguished between semester GPA and cumulative GPA. This ensures students meet academic excellence standards before starting their work-term, reflecting our commitment to maintaining the program's quality and supporting student success.

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

Co-operative Education

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

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

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

Admission to the Program

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

- have completed 30 credit hours before participating in their first co-op work term. Engineering

students must have completed 70 credit hours of required Engineering program coursework before participating in their first co-op work term;

- be enrolled full-time;
- have a minimum cumulative GPA of 2.50. Students are selected on the basis of academic performance, written and oral communication skills, and general suitability for the work environment.

Students required to withdraw from the Co-op program due to their academic standing may re-apply for admission based upon re-qualification.

Co-op Work Terms

A co-op work term is normally equal in length to an academic term (approximately 4 months in length), with a minimum requirement of 12 weeks. A co-op work term consists of full-time work relevant to students' declared academic majors or minors (approximately 420-520 hours of work experience, dependent on employer needs). Some co-op work terms are equal in length to two academic terms and are considered two co-op work terms. A two-work-term placement must be approximately eight months in length and consist of full-time work relevant to students' declared academic majors or minors (approximately 840-1,040 hours of work experience, dependent on employer needs). If students wish to be enrolled in an academic course while on a co-op work term, they must receive the approval of the Co-op office before registering.

Parallel Co-op Work Terms

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

Self-Developed Work Terms

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

Co-operative Education Transferable Work Terms

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

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

Transfer students must complete the number of workshops outlined by the Co-op office before participating in their first co-op work term as a UNBC student.

Co-operative Education Work Term Credit Challenge

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

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

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

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

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

Co-operative Education

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

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

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

Admission to the Program

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

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

Upon application, students must have a Cumulative GPA of 2.50 or higher, with the last semester GPA no less than 2.50. Maintenance of this CGPA of 2.50 in subsequent semesters is required to remain in the Co-op program.

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

Co-op Work Terms

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

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

Notes:

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

Parallel Co-op Work Terms

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

Self-Developed Work Terms

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

Co-operative Education Transferable Work Terms

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

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

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

Co-operative Education Work Term Credit Challenge

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

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

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

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

6. Authorization:

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: Co-operative Education

Faculty(ies): All Faculties

Faculty Council Motion Number(s): N/A

Faculty Council Approval Date(s): N/A

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives 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:

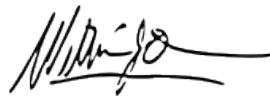
Motion No.: SCAAF202405.19

Moved by: David Casperson

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): SCAAF202405.20

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the fee reduction for self-developed work terms for Co-operative Education is removed, on page 16 of the 2023/2024 undergraduate calendar, be approved as proposed

1. **Effective date:** September 2024

2. **Rationale for the proposed revisions:** The removal of the \$75 reduction for self-developed work terms from the Co-operative Education (Co-op) program is aimed at addressing administrative challenges, the limited scope of application, and better aligning with the program's objectives. The administration of this discount has proven to be resource-intensive, detracting from the program's efficiency, and its narrow definition has restricted eligibility, benefiting only a small subset of students with direct employer contacts. This change, following the last motion to update the Co-op program entry, is designed to simplify processes, ensure fair access to all students, and redirect efforts towards enhancing job placement services and educational workshops, thereby more effectively supporting student development and employability within the program's framework.

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

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

Co-op Education Students

Co-op Work Term Fee \$587.16 per work term
Note: \$75.00 reduction per work term that is self-developed

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

Co-op Education Students

Co-op Work Term Fee \$587.16 per work term
Note: \$75.00 reduction per work term that is self-developed

6. **Authorization:**

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: Co-operative Education

Faculty(ies): All Faculties

Faculty Council Motion Number(s): N/A

Faculty Council Approval Date(s): N/A

Senate Committee on Indigenous Initiatives Motion Number: 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:

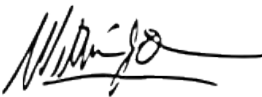
Motion No.: SCAAF202405.20

Moved by: David Casperson

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: May 08, 2024
Date


Chair's Signature

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

Quality Assurance Process Audit

Response and
Action Plan

APRIL
2024

*Prepared for the Ministry of
Post-Secondary Education and
Future Skills*



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SECTION 1 – PREAMBLE

1.1 Territorial Acknowledgement

Since time immemorial, Indigenous peoples have walked gently on the diverse traditional territories where the University of Northern British Columbia community is grateful to live, work, learn, and play.

UNBC are committed to building and nurturing relationships with Indigenous peoples, we acknowledge their traditional lands, and we thank them for their hospitality.

- UNBC's largest campus is in Prince George, situated on the traditional territory of the Lheidli T'enneh, part of the Dakelh (Carrier) First Nations.
- The Northwest campus in Terrace is situated on traditional Ts'msyen (Tsimshian) territory of the Kitsumkalum and Kitselas First Nations. It includes a satellite campus in the coastal community of Prince Rupert, situated on the unceded traditional Tsimshian territory of the Lax Kw'alaams Band and Metlakatla First Nation.
- The Peace River-Liard campus in Fort St. John is situated in Treaty 8 territory on the traditional lands of the Dane-zaa peoples of the Doig River First Nation, Blueberry River First Nation, and Halfway River First Nation.
- The South-Central campus in Quesnel is shared with the College of New Caledonia and is situated on the traditional territory of the Lhtako Dené (Red Bluff Band), Nazko, Lhoosk'uz Dené Nation (Kluskus Band), and ?Esdilagh First Nations (formerly Alexandria Band). Lhtako, Nazko, and Lhoosk'uz are Dakelh First Nations, and ?Esdilagh is a member of the Tsilhqot'in Nation.
- UNBC has a federated agreement with the Wilp Wilxo'oskwhl (House of Wisdom) Nisga'a Institute (WWNI). Established by the Nisga'a Lisims Government in 1993 and situated on Gitwinksihlkw Village Lands within Nisga'a Treaty territory, WWNI is a fully accredited university-college serving all people in northwestern British Columbia.

1.2 Quality Assurance Process Audit (QAPA)

Initiated by the provincial ministry's Degree Quality Assessment Board (DQAB), the Quality Assurance Process Audit (QAPA) is an external review process to ensure that public post-secondary institutions periodically conduct rigorous, ongoing program and institutional quality assessment. All B.C. public institutions participate in the QAPA once every seven years.

The Terms of Reference for the DQAB establish that audits will be based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented.

The Quality Assurance Audit Committee endorsed the definition of periodic audit used in the 2011 Review of the Degree Approval Process in British Columbia (Stubbs Report):

An evidence-based process undertaken through peer review that investigates the procedures and mechanisms by which an institution ensures its quality assurance and quality enhancement (p. 21).

As defined in the QAPA Handbook, the main objectives of the audit are to ascertain that the institution:

- a) Continues to meet the program review policy requirements outlined in the DQAB's *Exempt Status Criteria and Guidelines* and the *Degree Program Review Criteria and Guidelines*, as applicable to the institution;
- b) Has and continues to meet appropriate program review processes and policies for all credential programs; and
- c) Applies its quality assurance process in relation to those requirements and responds to review findings appropriately.

The QAPA assessment is focused on answering questions in two categories:

1. Overall process
 - a. Does the process reflect the institute's mandate, mission, and values?
 - b. Is the scope of the process appropriate?
 - c. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g., faculties or departments or credential level?
 - d. Does the process promote quality improvement?
2. Review findings
 - a. Were the responses to the sample program review findings adequate?
 - b. Does the process inform future decision making?
 - c. Are the review findings appropriately disseminated?

Three sample program reviews were chosen by the Degree Quality Assessment Board to be the primary focus for assessors during a two-day site visit to UNBC in November 2023;

- Faculty of Indigenous Studies, Social Sciences and Humanities – Global and International Studies (under review 2023)
- Faculty of Indigenous Studies, Social Sciences and Humanities – Northern Studies (reviewed 2022)
- Faculty of Human and Health Sciences – Health Sciences (reviewed 2018)

The QAPA assessment was carried out by senior academics with applicable experience in reviewing quality assurance processes at post-secondary institutions in Canada.

Following a site visit, UNBC received the QAPA Assessor's Report in January 2024. This document has been prepared in response to the Assessor's Report, as a standard requirement in the completion of the audit process.

1.3 Institutional Remarks

Office of the Vice-President Academic and Provost

The University of Northern British Columbia would like to thank the DQAB Secretariat and the QAPA Assessment Panel for their professional and constructive approach to the audit process. UNBC is committed to offering programs of the highest quality, and the opportunity to engage with the panel, reflecting on current practice, exchanging ideas on the quality assurance process, and focusing on further development and enhancement of our processes was highly valuable.

The commendations, affirmations, and recommendations from the Assessor's Report validated many if not all of the conclusions established during the self-study component of the review and will provide critical impetus and leverage to generate and implement solutions at UNBC that will see our policies and procedures further refined and strengthened in the years ahead.

The QAPA Assessor's Report recognizes that processes for new program development are well established and meet DQAB requirements, and further commends the comprehensive new process at UNBC for managing ongoing external reviews, highlighting the standardized templates and data sets supporting self-studies, clear processes for developing and implementing actions plans, and equitable guidelines for selection of external reviewers. A renewed mission, vision, and strategic plan, as well as a stabilized and enriched leadership structure was also noted as contributing to the University's ability to enhance the quality of the student experience. The report further commends UNBC's establishment of regular consultation with numerous communities and sectors in northern British Columbia that materially assists UNBC in fulfilling its mandate through education programs and research.

The assessor's affirmations that UNBC can build on the already excellent progress made in restructuring the external review process is in alignment with the institution's own identified areas for improvement, including for enhanced data-packs for reviews, alignment of new and revised educational programs with the University's strategic direction, and leveraging the reorganization of academic programs into five Faculties which is acknowledged as positive and important for building consistency, managing resources, improving quality assurance, building external engagement and creating capacity to support teaching, research, engagement, and student experience.

The following section provides UNBC's responses to the individual recommendations of the QAPA Assessor's Report.

SECTION 2 – RESPONSE & ACTION PLAN

The response and action plan were developed by a *QAPA response steering committee*, led by the Vice-President Academic and Provost, consisting of senior administrators, program Chairs, and representation from the Centre for Teaching, Learning and Technology. Implementation of the actions will require ongoing institutional consultation, engagement, and necessary adaptation, and as such the timelines presented in the action plan are tentative pending that next phase.

All recommendations have been considered for incorporation into UNBC’s renewed Academic Plan, due for publication prior to Fall semester 2024.

2.1 High-priority recommendations

1 - The student experience

‘A significant omission from UNBC’s quality assurance process is the lack of regular, systematic surveys of the student experience, including a lack of student evaluation of courses and teaching, and a lack of broader surveys of students’ experience at the University. The review panel heard repeatedly from faculty members that such data are needed. The review panel acknowledges that UNBC’s collective agreements may prevent the use of student input for the evaluation of individual instructors (e.g. for tenure and promotion); however, many universities collect useful data from their students for the purposes of quality assurance and course / program evaluation, and do not use such data for evaluation of individual instructors. The review panel strongly recommends that UNBC implement consistent and regular surveys of students, modeled on best practice at other universities.’

Ref.	Response / Action	Responsibility	Timeline / Implementation details
1.1	A Senate Committee on Academic Affairs special working group was established in early 2023 to review student evaluations of learning and to present a report to the committee that reviews teaching feedback mechanisms and makes a recommendation for the adoption of a suitable survey tool, on a pilot basis, for use within UNBC.	Senate Committee on Academic Affairs (SCAAf), Centre for Teaching, Learning and Technology	Ongoing / ASAP Report drafted and under review by the Office of the Vice President Academic and Provost. Presentation to Senate Committee on Academic Affairs early April 2024.
1.2	Communication to and consultation with UNBC teaching and learning community regarding the survey tool recommendation developed through 1.1: Establish clear communications to UNBC faculty articulating the design and purpose with this ‘new’ instrument, and detailing how the feedback results will be communicated and utilized. UNBC Office of University Governance, Privacy, ITS, the Digital Collection and Data Infrastructure Committee, and Institutional Research will be consulted on operational issues.	Office of the Vice-President Academic and Provost, Centre for Teaching, Learning and Technology	Ongoing from April 2024 Mechanisms will include presentation at Faculty Councils, and other suitable community engagement forums.

1.3	<p>Establish an implementation framework for the process, and launch pilot of the survey tool (after 1.1, incorporating 1.2)</p> <p>Determine the desired evaluation administration process and platform. UNBC will need to consider a Request For Proposal process to license the desired platform. This platform will need to integrate with existing UNBC student information systems.</p> <p>Decide how data will be analyzed and who will have access to results.</p> <p>Plan for regular review of the evaluation process for continuous improvement.</p> <p>Pilot the new process.</p>	Office of the Vice-President Academic and Provost, Centre for Teaching, Learning and Technology	Launch of pilot targeting Fall 2024/Winter 2025
1.4	<p>Incorporate the student experience of learning and instruction into program evaluation processes and into the standard data-pack provision available to programs undergoing comprehensive periodic quality assurance reviews (pending successful launch of the survey tool, 1.3).</p>	Office of the Vice-President Academic and Provost, Centre for Teaching, Learning and Technology	<p>Targeting readiness for scheduled reviews in the 2025/26 cycle (data packs prepared Summer 2025)</p> <p>Data can be provided to programs as available for the 2024/25 review cycle.</p>
1.5	<p>Beyond 1.1 to 1.4, conduct an environmental scan of practice at peer institutes regarding broader learner feedback, and develop a strategy to gather data to help UNBC assess student engagement, the student experience, the learning environment, and the quality of services.</p>	Office of the Vice-President Academic and Provost, Office of Student Recruitment, Office of the Registrar, Student Success, Centre for Teaching, Learning and Technology	Ongoing / ASAP

2 - Current trends and knowledge

'It is important that instructors remain current in their discipline. The review panel recommends that UNBC improve ways to ensure that instructors incorporate current trends and knowledge, and that research faculty are actively contributing to their discipline. Reporting the results of this assessment should be included in all self-study documents for future program reviews.'

Ref.	Response / Action	Responsibility	Timeline / Implementation details
2.1	<p>Promote implementation/use of scholarly expectations across programs and faculties:</p> <p>Review current practice and develop any necessary guidance on consistent commitment to and use of scholarly expectations at the faculty level, including in relation to teaching and disciplinary contribution.</p>	Office of the Dean / Office of the Vice-president Academic and Provost	<p>ASAP</p> <p>Requires consultation with VP Faculty Relations, potentially the Faculty Association, and broader Faculty engagement on expectations.</p>
2.2	<p>Ensure adequate onboarding of program Chairs, Deans, and other faculty regarding the faculty governance structures, including for example with regards to relevant academic quality assurance mechanisms including but not limited to curriculum committees and/or</p>	Office of University Governance / Office of the Dean / Office of the Vice-president Academic and Provost	Ongoing – linking to UNBCs renewed Academic Plan where possible.

	teaching and learning committees or other such Faculty specific processes. Review current practice and develop any necessary guidance to enhance onboarding information available to Faculty members.		
2.3	Promote awareness of faculty support frameworks, including for example the Centre for Teaching, Learning, and Technology for guidance around pedagogical approach, incorporation of new teaching methods, and support for instructors' preparation and ongoing review of course outlines.	Office of the Vice-President Academic and Provost	ASAP – A new Director of CTLT starting on June 1 st , 2024, and full complement of staff in that department will enhance capacity to develop and coordinate resources across the university.
2.4	Enhance the program review procedural guidance related to reflecting on faculty practice in both the realms of the quality of teaching and student experience, and in the demonstrable currency in the field of specialization.	Office of the Vice-President Academic and Provost	ASAP Requires consultation with VP Faculty Relations, potentially the Faculty Association, and broader Faculty engagement on expectations. Initial revisions/additions to be implemented targeting the start of the 2025/26 review cycle.

3 – Learning outcomes

'Recognizing that this would be a long-term project, the review panel encourages the university to start developing a systematic process to define and assess learning outcomes at the University, Faculty, and Program level for both graduate and undergraduate programs. The process should plan for a multi-year, phased implementation of this project, and should be consistent with the DQAB standards for degree level expectations.'

Ref.	Response / Action	Responsibility	Timeline / Implementation details
3.1	Establish a working group to develop a strategy that clearly articulates a process for the development, definition, and assessment of learning outcomes, both for new programs and for existing programs needing to develop or refresh learning outcomes.	Office of the Vice-President Academic and Provost / Offices of the Deans / Senate / Centre for Teaching, Learning and Technology	A working group report by Fall 2025 All programs to have learning outcomes defined, including plans on assessment of learning outcomes targeting 2029.
3.2	Continue to foster a culture of engagement around learning. Support the development of learning outcomes, inclusive of ongoing opportunities for faculty education and development in this area.	Office of the Vice-President Academic and Provost / Offices of the Deans / Centre for Teaching, Learning and Technology	Ongoing, tied into 3.1
3.3.	Enhance the program review procedural guidance related to evaluation of learning outcomes, (including for in the absence of fully	Office of the Vice-President Academic and Provost	ASAP - Ongoing Initial revisions/additions to be implemented targeting

	developed learning outcomes, prior to the full implementation of 3.1, 3.2).		the start of the 2025/26 review cycle.
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2.2 Medium priority recommendations

4 – Program support

'Building on the new external review process, UNBC should ensure that programs are provided with appropriate support/assistance in developing self-study document and in implementing action plans.'

Ref.	Response / Action	Responsibility	Timeline / Implementation details
4.1	<p>Dedicated oversight and governance support to the program development and review processes:</p> <p>Management support is provided through the staff within the Office the Vice-President Academic and Provost. As a part of ongoing review, resourcing needs are assessed. Where necessary, additional resources can be identified and prioritized.</p>	Office of the Vice-President Academic and Provost / Offices of the Deans	Ongoing - linking to UNBCs renewed Academic Plan where possible.
4.2	Review and revise UNBC's program development and ongoing review policies and/or procedures to provide further contextual guidance on process steps and expectations on content and faculty resourcing required, including provision of examples of good practice with regards to self-studies.	Office of the Vice-President Academic and Provost / Offices of the Deans	Ongoing Initial revisions/additions to be implemented targeting the start of the 2025/26 review cycle.
4.2 (a)	Enhance the support available and accommodate provisions in the policy and procedures for programs that are accredited and/or recognized by relevant professional governing bodies and associations, to facilitate efficiencies in the preparation of material for the degree program review process.	Office of the Vice-President Academic and Provost / Offices of the Deans	Ongoing Initial revisions/additions to be implemented targeting the start of the 2025/26 review cycle.
4.3	<p>Annual action plan progress reports are required to be submitted both to the Dean and Vice-President Academic and Provost.</p> <p>Challenges around implementation of the action plan and adaptations/revisions to the action plan can be raised and solution informing recommendations added. UNBC will consider how best to raise awareness of this mechanism.</p>	Offices of the Deans	Ongoing
4.4	<p>Continually review and enhance the data-packs provided to programs undergoing review, including:</p> <p>Incorporating data on the student experience of learning and instruction (1.4).</p>	Office of the Vice-President Academic and Provost / Institutional Research	Ongoing Initial revisions/additions to be implemented targeting the start of the 2025/26 review cycle.

	<p>Adding qualitative assessments where possible and where deemed high value to the program.</p> <p>Improving communications and 'training' on data selection, use (included graphic templates), and interpretation.</p>		
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5 – Authority to assign or deny resource

'When a program proposal or an external review report, or the resulting action plan recommend additional resources, there should be a clear process for determining who has the authority to assign or deny those resources.'

Ref.	Response / Action	Responsibility	Timeline / Implementation details
5.1	Review and revise UNBC's program development and ongoing review policies and/or procedural guidance to provide clarity and set expectations around 'authority to approve' resources and where not already defined in regular academic planning process and practice.	Office of the Vice-President Academic and Provost / Office of University Governance	Initial revisions/additions to be implemented targeting the start of the 2025/26 review cycle.
5.2	<p>Continue to promote discussion with senior leadership on budget implications from review recommendations:</p> <p>Current policy now provides for deeper engagement with senior leadership in the follow-up procedures for degree program reviews, which was not articulated in the prior policy and procedures.</p>	Office of the Vice-President Academic and Provost / Offices of the Deans	Ongoing

6 – Input from stakeholders

'Input from stakeholders (e.g. students, alumni, employers, research partners, external communities) should be consistently required in both the program development and program review processes. Ideally these stakeholders are partners in program development and review processes, rather than groups with whom programs consult. In particular, UNBC should facilitate mechanisms for the effective and respectful engagement of Indigenous partners in these processes.'

Ref.	Response / Action	Responsibility	Timeline / Implementation details
6.1	<p>Review and revise UNBC's program development and ongoing review policies and/or procedural guidance to promote the value of stakeholder input and the requirement as appropriate for its inclusion in these processes.</p> <p>Develop best practice guidance on how to approach other institutions/experts/communities.</p>	Senate / Office of the Vice-President Academic and Provost / Office of University Governance	Initial revisions/additions to be implemented targeting the start of the 2025/26 review cycle.
6.2	Key activities considered for UNBC's renewed Academic Plan include;	Office of the Vice-President Academic and Provost / Offices of the Deans	In progress, ongoing

	<p><i>Develop foundational sustainable approaches to program development, and identify suitable and appropriate expertise, and</i></p> <p><i>Complete ‘environmental scan ’in the regions with a specific focus on Indigenous communities, and,</i></p> <p><i>Identify key expert support with curriculum review and revision.</i></p>		<p>These are foundational activities at UNBC, aligned with our Strategic Plan</p>
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7 – Cross-program collaborations

‘The review panel heard from representatives of all three of the programs with whom they met that courses taught in other programs were often incorporated in their own curriculum. This is commendable because it reduces duplication and exposes students to different perspectives. However, as the external review process is refined, it is critical to ensure that such cross-program collaborations are meeting the needs of the students and expectations of the academic unit responsible for the program. This is particularly important for inherently interdisciplinary programs that do not align directly with a department.’

Ref.	Response / Action	Responsibility	Timeline / Implementation details
7.1	<p>Enhance guidance available to program Chairs, Deans, and other faculty regarding the faculty governance structures, including for example with regards to relevant academic quality assurance mechanisms including but not limited to curriculum committees and/or teaching and learning committees or other such Faculty specific processes.</p> <p>Align this process with the recommendation (#3) on defining, developing, and assessing learning outcomes.</p>	Office of the Vice-President Academic and Provost / Offices of the Deans / Senate / Centre for Teaching, Learning and Technology	Ongoing
7.2	Review and revise UNBC’s program development and ongoing review policies and/or procedural guidance to highlight the need to reflect on such specific cases.	Office of the Vice-President Academic and Provost / Offices of the Deans / Program Chairs	ASAP Initial revisions/additions to be implemented targeting the start of the 2025/26 review cycle.

8 – Administrative continuity

‘The University should be attentive to the need to continue with important projects and maintain business (and quality assurance) continuity when academic or administrative leaders resign or retire.’

Ref.	Response / Action	Responsibility	Timeline / Implementation details
8.1	<p>Key activities considered for UNBC’s renewed Academic Plan include;</p> <p>Identification of key subject areas gaps in faculty and provide for succession/absence planning.</p>	Office of the Vice-President Academic and Provost / Offices of the Deans / Program Chairs / Faculty Association / Union Representatives	Ongoing These are foundational activities at UNBC, aligned with our Strategic Plan

	Onboarding of faculty and staff to enhance understanding of the scope and context of unit priorities and responsibilities.		
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2.3 Additional actions/initiatives ongoing at UNBC

Process oversight

With the restructuring of academic units, transitioning from a two-college model to a framework in 2021 of five faculties and a division, there is an opportunity to continue to refine and enhance the level of support, transparency, and oversight for academic planning, new program development and ongoing quality assurance processes and initiatives. In addition to the action plans outlined for individual recommendations UNBC continues to reflect on pan-institutional oversight of and communication around program quality assurance and its effective resourcing, seeking to be aspirational in the value-add of our governance.

Curriculum review and pedagogical innovation

Curriculum planning, including diverse and innovative pedagogical approaches to course and program delivery are critical to successfully offering attractive, relevant, and accessible programming. The redevelopment of the quality assurance degree program review process at UNBC has enabled one mechanism of reviewing and ensuring the relevance of programs. In addition, an overall curriculum review process will be required to ensure the highest priority programs and the most obvious curricular challenges are also addressed. Key activities considered for UNBC's renewed Academic Plan include an examination of programs (name, enrollment history, pre-requisites, course requirements, course sequencing, pedagogical modality etc.) to ensure effective delivery and optimal learning outcomes are achieved for students, and to support the effective navigation of UNBC's programs by all learners.

QUALITY ASSURANCE PROCESS AUDIT

ASSESSORS' REPORT WORKBOOK

INSTITUTION NAME: University of Northern BC

SITE VISIT DATES: 20th,21st November 2023

SUBMISSION DATE: 12th December 2023

OVERALL ASSESSMENT

The panel is requested to keep in mind the objectives and the guiding principles when undertaking the QAPA assessment.

Objectives

The main objectives of the quality assurance process audit (QAPA) are to ascertain that the institution:

- a) Continues to meet the program review policy requirements outlined in the DQAB's Exempt Status Criteria and Guidelines and the Degree Program Review Criteria and Guidelines, as applicable to the institution;
- b) Has and continues to meet appropriate program review processes and policies for all credential programs; and
- c) Applies its quality assurance process in relation to those requirements and responds to review findings appropriately.

Guiding Principles

- 1) Transparent and credible evidence of robust quality assurance criteria and processes are vital to BC public post-secondary institutions, the Degree Quality Assessment Board and the Ministry; demonstrate accountability; and contribute to the national and international reputation of the BC public post-secondary system.
- 2) Credible quality assurance should be rigorous and have peer evaluation as an essential feature.
- 3) QAPA standards will recognize the diversity and different mandates of BC public post-secondary institutions.
- 4) Primary responsibility and accountability for educational program quality assurance rests with post-secondary institutions themselves.
- 5) QAPA will be carried out so as to maximize the opportunity to:
 - a. affirm, and add value to, the internal quality assurance processes at each institution; and
 - b. share best practices from other BC institutions and elsewhere.
- 6) QAPA will promote a collaborative and supportive process that benefits BC public post- secondary system.

Summary:

The review panel read extensive documentation on UNBC policies and processes concerning quality assessment, including those related to new program development and external reviews of academic programs. The panel also reviewed documentation about other quality assurance processes, such as the annual accountability report. The panel received documentation related to three recent external reviews of academic programs at UNBC. During a two-day site visit the review panel met the senior leadership team and representatives of three academic programs that had participated in external reviews during the last five years. The review panel thanks UNBC for organizing good documentation and a productive site visit. The panel

appreciated all participants' willingness to contribute to the review in a forthright manner.

UNBC has recently launched a new vision, mission and strategic plan that define future directions, and a rejuvenated leadership team is keen to move forward.

The processes for new program development are well established and meet DQAB requirements. Therefore, the review panel has only minor suggestions for their improvement.

Under the leadership of the provost, the external review process for academic programs has been substantially revised, with significant improvements over the previous process that bring the revised process in line with most DQAB requirements. The review panel met with representatives of programs reviewed under the previous and current processes. The panel concluded that the new process is better focused on a comprehensive assessment of quality, and that the development of action plans and progress check-ups mandated by the new process will incentivize quality improvement and will ensure that action plans are operationalized.

Because the new external review process has just been developed, there are opportunities to enhance it, and to ensure that the process is fully compliant with DQAB guidelines. Therefore, most of the panel's recommendations focus on the external review process.

Commendations

- UNBC has created a comprehensive new process for managing external reviews that is consistent with most DQAB guidelines and with best practices at other institutions. Highlights include standardized templates and data sets for the self-study process; a clear process for developing, approving, and implementing an action plan; clear and equitable guidelines for the selection of external reviewers.
- UNBC has recently approved a new mission, vision, and strategic plan; the review panel heard positive comments from representatives of academic programs about the outcome of this process and the planned directions for UNBC in the future.
- Following several disruptive events over the past few years (including COVID, a strike, and many changes in senior leadership) a stable leadership team has been established and is starting to implement the new strategic plan and a robust external review process. The leadership team also includes a number of new positions (e.g. Vice-Provost Graduate and Postdoctoral Studies and AVP Indigenous Initiatives) that will enhance the University's ability to move forward with strategic planning and enhance the quality of the student experience.
- UNBC has established regular consultation and communication with numerous communities and sectors in northern British Columbia, including leaders of Indigenous communities and municipalities, the healthcare sector, and business

and industry; this will materially assist UNBC in fulfilling its mandate to support northern BC communities and students through educational programs and research.

Affirmations

- The provost and staff have made excellent progress in restructuring the external review process. The review panel encourages them to build on this foundation, for example, by expanding the standardized data sets provided to programs at the start of the self-study.
- The recently launched strategic plan provides a chance to align new or revised educational programs and research with the University's strategic direction.
- The reorganization of academic programs into five Faculties is positive and important for building consistency, managing resources, improving quality assurance, building external engagement and creating capacity to support teaching, research, engagement, and student experience.

Recommendations

(a) High priority

- A significant omission from UNBC's quality assurance process is the lack of regular, systematic surveys of the student experience, including a lack of student evaluation of courses and teaching, and a lack of broader surveys of students' experience at the University. The review panel heard repeatedly from faculty members that such data are needed. The review panel acknowledges that UNBC's collective agreements may prevent the use of student input for the evaluation of individual instructors (e.g. for tenure and promotion); however, many universities collect useful data from their students for the purposes of quality assurance and course / program evaluation, and do not use such data for evaluation of individual instructors. The review panel strongly recommends that UNBC implement consistent and regular surveys of students, modeled on best practices at other universities.
- It is important that instructors remain current in their discipline. The review panel recommends that UNBC improve ways to ensure that instructors incorporate current trends and knowledge, and that research faculty are actively contributing to their discipline. Reporting the results of this assessment should be included in all self-study documents for future program reviews.
- Recognizing that this would be a long-term project, the review panel encourages the University to start developing a systematic process to define and assess learning outcomes at the University, Faculty and Program level for both graduate and undergraduate programs. The process should plan for a multi-year, phased implementation of this project, and should be consistent with the DQAB standards for degree level expectations.

(b) Medium priority

- Building on the new external review process, UNBC should ensure that programs are provided with appropriate support/assistance in developing self-study documents and in implementing action plans.
- When a new program proposal or an external review report or the resulting action plan recommend additional resources, there should be a clear process for determining who has the authority to assign or deny those resources.
- Input from stakeholders (e.g. students, alumni, employers, research partners, external communities) should be consistently required in both the program development and program review processes. Ideally, these stakeholders are partners in the program development and review processes, rather than groups with whom programs consult. In particular, UNBC should facilitate mechanisms for the effective and respectful engagement of Indigenous partners in these processes.
- The review panel heard from representatives of all three of the programs with whom they met that courses taught in other programs were often incorporated in their own curriculum. This is commendable because it reduces duplication and exposes students to different perspectives. However, as the external review process is refined, it is critical to ensure that such cross-program collaborations are meeting the needs of the students and expectations of the academic unit responsible for the program. This is particularly important for inherently interdisciplinary programs that do not align directly with a department.
- The University should be attentive to the need to continue with important projects and maintain business (and quality assurance) continuity when academic or administrative leaders resign or retire.

Signed:

Chair of the QAPA Team:

(Signature)

12th December 2023
(Date)

Jonathan Driver
(Printed Name)

QAPA Assessors:



(Signature)

____ 12th December 2023 ____

(Date)

Brad Wuetherick

(Printed Name)

12th December 2023

(Signature)

(Date)

Dena McMartin

(Printed Name)

4.1. Overall Process

A. Does the process reflect the institution's mandate, mission, and values?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
(i) The institution should be able to demonstrate that it has an established institutional and program review planning cycle and process to assess the effectiveness of its educational programs and services, their responsiveness to student, labour market, and social needs.	<ul style="list-style-type: none"> • UNBC has a Senate-approved process that requires all programs to undergo external review regularly. The evidence-based review assesses the quality and effectiveness of educational programs, and relevance to the needs of students and the broader community. • There was a period of disruption where reviews appear to have been delayed, but the institution has accelerated the review process with 10 reviews this past year and 10 scheduled for this year. • The new UNBC policy and procedures, and the guidelines provided to academic units (including supporting templates and other resources) addresses most of the expected requirements for program review
(ii) The process should contribute to the continuous improvement of the institution.	<ul style="list-style-type: none"> • The newly developed program review process identifies areas for improvement within degree programs and provides for an action plan (at the level of program, Dean, and Provost), with a 12-month, 24-month, and 36-month follow-up process to ensure that recommended actions are achieved. • The revised process for reviews has highlighted areas of change (for example, the need to access enhanced institutional data) that should effectively support the continuous improvement within programs.

B. Is the scope of the process appropriate?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
(i) There should be evidence of a formal, institutionally approved policy and procedure	<ul style="list-style-type: none"> • UNBC has developed a new process for regular review of academic programs that

<p>for the periodic review of programs against published standards that includes the following characteristics:</p> <ul style="list-style-type: none"> • A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. A self-study takes into account: • the continuing appropriateness of the program’s structure, admissions requirements, method of delivery and curriculum for the program’s educational goals and standards; • the adequacy and effective use of resources (physical, technological, financial and human); • faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization; • that the learning outcomes achieved by students/graduates meet the program’s stated goals, the credential level standard, and where appropriate, the standards of any related regulatory, accrediting or professional association; • the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program’s stated goals have been achieved; • the graduate satisfaction level, student satisfaction level, and graduation rate; and • where appropriate, the graduate employment rates, employer satisfaction level, and advisory board satisfaction level. <p>➤ An assessment conducted by a panel that includes independent experts external to the institution. The assessment should normally include a site visit, a written</p>	<p>conforms to DQAB requirements and generally-accepted best practices in post-secondary educational institutions.</p> <ul style="list-style-type: none"> • A self-study is a requirement of the UNBC external review process. The relevant policy and procedures (UNBC Policy Number S- 201906.19) require that it be evidence-based, and that it be a comprehensive evaluation of the program. • The self-study template includes description of curriculum and teaching methods, admissions processes (when mandated at the program level). The review panel recommends that more attention be paid in future to learning outcomes (both the development and articulation of learning outcomes, as well as the assessment of learning outcomes). • The new guidelines, and the self-study template provided to all academic units undergoing review, do incorporate components related to the adequacy and effective use of resources • There are significant gaps in the existing self-study guidelines related to faculty performance in both the realms of the quality of teaching and student experience, and in the demonstrable currency in the field of specialization. The review panel has made suggestions for improvements in its recommendations. • The new guidelines and self-study template for UNBC used to support academic reviews lays out requirements for the articulation of achievement related to student progress and goals • While UNBC has done significant work related to data packages to support the understanding of student enrolment, retention, and degree completion, the review found a gap in data related to student experiences in courses and programs. • The UNBC criteria for the identification for external reviewers, developed in the past
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<p>report that assesses program quality and may recommend quality improvements; and an institution response to the report;</p> <p>➤ A summary of the conclusions of the evaluation that is made appropriately available.</p>	<p>year, should be considered a model practice for other institutions (as it addresses core requirements for reviewers, including equity considerations).</p> <ul style="list-style-type: none"> • The review outcomes, responses, and action plans are made publicly available
<p>(ii) The institution can demonstrate that it has a policy and process for new program approval that includes peer / external review by appropriate experts.</p>	<ul style="list-style-type: none"> • Yes, Senate committees are identified with specific roles and policies in place across program, Faculty, Senate/BOG, and leadership levels. External input is required during new program development. <p>https://www2.unbc.ca/provost/new-degree-program-proposals</p>

<p><i>C. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?</i></p>	
<p>CRITERIA:</p>	<p>COMMENTS / RECOMMENDATIONS:</p>
<p>(i) Are the guidelines adaptable to the range of programs and offerings within the institution?</p>	<ul style="list-style-type: none"> • From the panel’s limited exposure to current implementation of the new guidelines, there does seem to be sufficient adaptability and flexibility in the templates and procedures to reflect the disciplinary differences and range of programs subjected to review processes. • One area for ongoing improvement will be inclusions for the data pack: <ul style="list-style-type: none"> ○ Improving communications and understandings about which data are selected and made available as well as education on the use, applicability, and interpretation of that data is warranted, especially as this is a relatively new process and pack. ○ Including qualitative assessments and feedback as part of the guidelines should be considered for those programs where it is deemed particularly important and informative.

<p>(ii) Do the guidelines provide measurable, consistent means and direction to undertake diversified program review?</p>	<ul style="list-style-type: none"> • The incorporation of more standardized methods, data pack, and templates for the self-study provide significant improvement for consistency and direction, as well as ensuring that quantitative and evidence-based details are provided. The mandate for the external reviewers can be customized to accommodate the diversity of academic programs.
<p>(iii) Are the guidelines consistent with institutional Mandate, mission, vision and associated strategic goals?</p>	<ul style="list-style-type: none"> • Yes, there is institutional cohesion and consistency in terms of the guidelines supporting the mission, vision, values, and strategic goals of UNBC. • UNBC launched new mission, vision, and values alongside a new strategic plan in fall 2023: https://www2.unbc.ca/strategic-planning • The degree review guidelines were created and approved in 2019 per policy No: S-201906.19 <ul style="list-style-type: none"> ○ Self-study templates and follow up procedures to the external reviewers' report were created and approved in 2022 • There is a clear and well-articulated process for internal review and approval of new degree program proposals, as well as the criteria and processes for DQAB review and approval per: https://www2.unbc.ca/provost/new-degree-program-proposals

<p>D. Does the process promote quality improvement?</p>	
<p>CRITERIA:</p>	<p>COMMENTS / RECOMMENDATIONS:</p>
<p>(i) The institution should be able to demonstrate that it has appropriate accountability mechanisms functioning for vocational, professional and academic programs.</p>	<ul style="list-style-type: none"> • Verbal confirmation was provided to indicate that, on a case-by-case basis, programs that undergo extensive external accreditation processes will experience different degree program review processes to address gaps in accreditation (e.g., in engineering

	<p>programs, only undergraduate programs are accredited, so an external review might focus more on graduate programs, and rely on accreditation for quality assurance of undergraduate programs). Extending the guidelines to include information about how decisions are made relative to identifying gaps in accreditation and addressing those via degree program review is recommended.</p> <ul style="list-style-type: none"> • The review panel has recommended explicit quality assurance procedures be implemented for cross-unit courses and faculty member contributions to increase transparency and accountability.
<p>(ii) The institution should be able to demonstrate how faculty scholarship and professional development inform teaching (including graduate teaching) and continue to be a foundation for ensuring that programming is up to date.</p>	<ul style="list-style-type: none"> • Specific criteria, tracking and reporting mechanisms, and quantitative plus qualitative assessments are limited in terms of explicitly demonstrating currency of specialization and scholarship-informed instruction, curriculum, and pedagogies. This is addressed in the review panel’s recommendations. • Implementing explicit evidence-based criteria for faculty scholarship and professional development reporting and tracking linked to course and program learning outcomes is recommended. • At times when there is faculty turnover or opportunities to create new faculty lines, the invocation of programmatic learning outcomes is recommended for identifying the field(s) of scholarship and relevant skills of new hires.
<p>(iii) The institution should be able to demonstrate how learning outcomes are being achieved and how student progress is assessed and measured.</p>	<ul style="list-style-type: none"> • Learning outcomes and assessments are generally lacking outside externally accredited professional programs. One of the review panel’s recommendations is that a systematic project to define and

	<p>assess learning outcomes be initiated at UNBC.</p> <ul style="list-style-type: none"> The review panel anticipates that the current project to address gaps in academic communications, particularly writing, as well as to reduce the redundancy of courses across units will necessarily result in improved articulation of learning outcomes as a function and feature of those courses being accountable to multiple programs and departments.
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4.2. Review findings

<i>A. Were the responses to the sample program review findings adequate?</i>	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>The institution has a follow-up process for internal program reviews and acts in accordance with it.</p>	<ul style="list-style-type: none"> UNBC has implemented a new, iterative, and engaged follow-up process to create action plans with 12, 24, 36-month reporting timelines. The process includes Departmental/Program response and plans, with support and input from deans, and contributions from the Provost's Office to confirm, adjust, or respond to action items and timelines. Templates and processes, including Senate access and public accountability (webpage posting of all documents) are in place. The Health Sciences external review conducted in 2018 did not produce an action plan or clear progress toward recommendations. The reasoning for that lack of progress was couched in the numerous department and program-level disruptions as well as institutional leadership changes that resulted in a lack of business continuity and clarity about responsibilities and accountabilities for producing, consulting on, approving, and enacting a follow up to the review.

	<ul style="list-style-type: none"> The most recent sample, International Studies, provided a distinctly different experience although still early in its progress having only received the external report on November 17, 2023. The faculty members, department chair, and dean all reported that the process of creating the self-study, leveraging the data packs, and completing the templates (including that for identification of external reviewers that incorporate consideration of EDI and Indigenization) were easy to follow and comprehensive. Work remains in terms of providing adequate supports and resources to create and implement the action plan from the review (which will, in part be addressed during a program retreat scheduled in January 2024) and continuing to improve the quality and understandings of the purpose and inclusions in the standardized data pack.
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<i>B. Does the process inform future decision making?</i>	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>The program review ensures that the program remains consistent with the institution's current mission, goals and long-range plan.</p>	<ul style="list-style-type: none"> UNBC recently approved a new institutional mission, vision, and values (https://www2.unbc.ca/sites/default/files/sections/strategic-planning/ready_fulldoc.pdf). The panel observed and heard about strong buy-in and support for these new guiding statements and goals from the participants with whom the review panel met. As both the changes to the program review process and the renewed mission, goals and long-range plan are now in place at UNBC, it can be reasonably expected that the new templates and processes are aligned and will demonstrate consistency as/when employed.

	<ul style="list-style-type: none"> • The panel limited the depth and extent of “looking back” perspectives given the dramatic and constructive changes made by the newly appointed senior executive team, particularly the VPA Provost and VPAP Administrative Officer. Assessing processes no longer relevant is not formative to the QAPA mechanism.
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<i>C. Are the review findings appropriately disseminated?</i>	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>The institution has a well-defined system to disseminate the review findings to the appropriate entities.</p>	<ul style="list-style-type: none"> • The current process for dissemination is transparent and inclusive of both collegial governance and academic leadership. • All reports, responses, and action plans are posted on the public facing VPAP webpage (https://www2.unbc.ca/provost/degree-program-reviews), as defined in the process documents.



Motion Number (assigned by SCS): S-202405.27

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the 2023-2024 SCSB Annual Report be approved.

Rationale: The annual report is due to be submitted to Senate in April.

Proposed By: Linda Fehr, Coordinator – Awards & Financial Aid

External Relations Contact: N/A

Faculty / Academic Department: N/A

Date: March 27, 2023

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20240327.09

Moved by: Hanlon

Seconded by: Mayes

Committee Decision: CARRIED

Attachments: 4 Pages

Approved by SCSB: March 27, 2024

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Bursary for Rural and Remote Youth

Awards Guide Description/Intent: This bursary has been established to support students under the age of 30, from rural and remote communities in northern British Columbia (excluding Prince George) who are facing significant financial barriers to achieving their dream of accessing post-secondary education.

Donor: An anonymous donor

Value: \$5,000

Number: Five

Award Type: Bursary

Eligibility: Available to a full-time or part-time undergraduate or graduate student under the age of 30, from a rural and remote community in northern British Columbia (excluding Prince George). First preference will be given to a student in greatest financial need.

Criteria: Demonstrated financial need and satisfactory academic standing

Note: Successful applicants cannot receive this award more than once.

Effective Date: Established 2024

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office

Senate Committee on Scholarships and Bursaries

Annual Report to Senate

March 27, 2024

OVERVIEW

Since the last annual report in March of 2023 the Senate Committee on Scholarships and Bursaries has met seven (7) times. During this time, and on behalf of Senate, the Committee has completed the following administrative tasks:

- Recommended to Senate the 2023/2024 general scholarships and bursaries fund expenditures.
- Ratified nominations of 2023/2024 awards recipients
- Reviewed and approved fourteen Terms and Conditions for thirty-one newly established awards.
- Approved sixteen revisions to Terms and Conditions for existing awards.
- Reviewed seven student requests for scholarship deferrals/reinstatements.

STATISTICAL SUMMARY – 2023/2024

Award Type	Number	Value
Donor-Directed	790	\$2,386,667.51
UNBC General Fund (not including waivers)	136	\$ 403,350.00
UNBC Scholars Waivers	99	\$ 531,593.97
Graduate Tuition Waivers	84	\$ 388,491.29
Athletic Tuition Waivers	48	\$ 188,740.55
Provincial/Youth in Care Tuition Waivers	20	\$ 84,826.35
School District 57 Waivers (matching)	6	\$ 8,000.00
Canada 150th Anniv. Intn'l Scholarship Waivers	2	\$ 3,000.00
Totals	*1185	\$3,994,669.67**

* 1% **increase** in number from 2022/2023

** 15% **increase** in value from 2022/2023

Student Data	Number	% of Recipients	Notes:
Self-declared Female Recipients	481	58%	
Self-declared Male Recipients	268	32%	
Undeclared Gender/nonbinary	84	10%	
Self-declared Indigenous Recipients	73	9%	
International Recipients	172	20%	
Northern Residents	464	56%	
Undergraduate Entrance Recipients	119	14%	
General Awards Recipients	215	29%	(all student types)
In-Course Undergraduate Award Recipients	295	35%	
Graduate Award Recipients	188	22%	(UNBC-administered)
Athletic Award Recipients	61	7%	
Number of individual recipients	833		(students with one or more awards)

Award Category	Number	Value	Median Value
Needs-based Awards	368	\$ 671,788.45	\$1,500
Merit-based Awards	817	\$3,322,881.22	\$3,000

NEW DONOR-NAMED AWARDS ESTABLISHED IN 2023/2024

Name of Award	Number	Value	Total
Pharmasave Prince George Scholarship	1	\$ 500	\$ 500
Vohora LLP Scholarship	2	\$5,500	\$10,000
Fort St. John Hospital Foundation Award	1	\$2,500	\$ 2,500
McElhanney Engineering Scholarship	1	\$2,500	\$2,500
Prince Rupert Port Authority Award	2	\$1,500	\$3,000
Todd French Memorial Award	1	\$1,000	\$1,000
Arrow Group Award	1	\$2,000	\$2,000
UNBC Chemistry & Biochemistry Alumni Award	1	\$1,000	\$1,000
DMC and CPAEF Bursary	1	\$2,000	\$2,000
DMC and CPAEF Scholarship	1	\$2,000	\$2,000
Magnifying Black Voices Bursary	12	\$1,000	\$12,000
Pacific Blue Cross Indigenous Health Award	1	\$1,000	\$ 1,000
Rosemary & Irving Fox Memorial Award	1	\$10,000	\$ 10,000

UNBC Master of Engineering Award	5	\$1,400	\$14,000
TOTALS	31	\$33,400	\$56,500

UNAWARDED DONOR-NAMED SCHOLARSHIPS AND BURSARIES 2023/2024

Name Of Award	Reason	Total Value	# Times Not Awarded (past Five Years including this year)
Arne & Lesley Carlson Graduate Scholarship (1)	Program specific	\$1,500	2
BC Psychological Assoc. Award (1)	Specific criteria	Certificate	3
Ricci Dalton Award (2)	Specific criteria	\$ 500	3
Spike Kendy Bursary (1)	Specific criteria	\$1,000	1
EGBC NB Matching Scholarship (1)	Matches external funding previously received at CMTN	\$1,000	1
Geoffrey R. Weller Scholarship (1)	Study abroad program – should be able to award 2024/2025	\$2,000	4
Lake Biodiversity Scholarship (1)	Program specific	\$1,250	1
McGeachy Charitable Foundation – Vanderhoof Community Scholarship (1)	Donor did not nominate a recipient	\$1,500	1
Fort St. James Scholarship (1)	Donor did not nominate a recipient	\$ 500	2
Associated Canadian Travelers and Auxiliary Bursary (1)	Program Specific	\$1,500	1
Nechako Chapter No. 40 – Order of the Eastern Star Bursary (1)	Affiliation specific	\$1,000	4
Nordic Sport Leadership Award (2)	Affiliation specific- donor nominated	\$2,000	5
van Adrichem Undergraduate Summer Research Bursary (1)	Specific criteria related to summer research	\$3,000	3
van Adrichem Family Nisga'a Leadership Award (1)	WWN Award – no eligible applicants	\$ 500	2

Ryan-Sanford Cadet Service Scholarship (1)	Affiliation specific	\$1,000	2
S.M. Blair Family Foundation Scholarship (2)	Affiliation specific	\$4,000	3
Sophie Thomas Bursary (1)	Donor did not nominate	\$1,000	4
Tom Dennett Memorial Scholarship (1)	Specific Criteria	\$1,000	5
William Dow Ferry Scholarship (1)	Program and GPA specific	\$2,000	1
TOTALS	22 Awards	\$26,250	

*Percentage of *number* of available awards not awarded 2023/2024: 1% (.8% decrease over 2022/2023)

**Percentage of *value* of available awards not awarded 2023/2024: .65% (50% decrease over 2022/2023)

DISSOLVED AWARDS 2023/2024

The following awards were dissolved in 2023/2024:

Award Description	Amount	Inactive Date	Reason
Nora Jean Garland Bursary	\$200.00	5/16/2023	Requested by ORI
Din Family Award	\$1,500.00	5/16/2023	Requested by ORI
Miriam Matejova Award	\$1,250.00	4/12/2023	Requested by ORI
Handfield Family Scholarship	\$500.00	5/16/2023	Requested by ORI
Jim and Noreen Rustad and Family Award	\$3,250.00	5/16/2023	Requested by ORI
Discretionary Student Need Fund	\$5,000.00	5/15/2023	one-time funding
Inspiring Women Among Us (IWAWU) Award - Quesnel Campus	\$1,000.00	5/16/2023	Requested by ORI
Prince George Italian Club Award	\$500.00	10/24/2023	Requested by donor
Anytime Fitness Prince George Award	\$1,000.00	4/14/2023	Requested by ORI
Elan Travel Bursary	\$1,500.00	2/23/2024	Requested by ORI
Total Number	10		
Total Value:	\$15,700.00		



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Bursary for Rural and Remote Youth be approved.

Rationale: To activate the Bursary for Rural and Remote Youth commencing the 2024-2025 Academic Year.

Proposed By: Tara Mayes, Manager, Philanthropy & Engagement

Research & Innovation Contact: Tara Mayes, Manager, Philanthropy & Engagement

Faculty/Academic Department: N/A

Indigenous Content: No (Determined by the Manager, Philanthropy & Engagement)

Date to SCSB: March 5, 2024

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20240327.03

Moved by: Hanlon

Seconded by: Mayes

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: March 27, 2024



Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: UNBC Emergency Financial Aid Bursary

Awards Guide Description/Intent: This award has been established to support students who face unforeseen financial crises or emergencies that jeopardize their education. The emergency bursary exists to provide immediate, one-time financial relief to students in dire need and may be used toward their education, emergency costs or living costs such as food, housing and transportation.

Donor: Anonymous

Value: Variable

Number: Variable

Award Type: Bursary

Eligibility: Available to a full-time undergraduate or graduate student facing an unforeseen financial crisis or emergency that jeopardizes their education. First preference will be given to students in greatest need.

Criteria: Satisfactory academic standing and significant unforeseen financial crisis or emergency need

Note: Students cannot receive this emergency bursary more than once. Distribution of emergency bursary funding is at the discretion of the UNBC Awards and Financial Aid Office.

Effective Date: Established 2024

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 UNBC Emergency Financial Aid Bursary be approved.

Rationale: To activate the UNBC Emergency Financial Aid Bursary commencing the 2024-2025 Academic Year.

Proposed By: Tara Mayes, Manager, Philanthropy & Engagement

Research & Innovation Contact: Tara Mayes, Manager, Philanthropy & Engagement

Faculty/Academic Department: N/A

Indigenous Content: No (Determined by the Manager, Philanthropy & Engagement)

Date to SCSB: March 4, 2024

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20240327.04

Moved by: Stathers

Seconded by: Bankole

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: March 27, 2024



Date

Chair's Signature

For Information of Senate & Board

AWARD GUIDE INFORMATION:

Award Category: Graduate

Award Name: Northern BC Graduate Research Scholarship

Calendar Description/Intent: This award has been established to support graduate students at UNBC who are completing their thesis or studies in ~~History, Anthropology, Northern Studies or other coursework regarding~~ relating to Northern British Columbia.

Donor: Anonymous

Value: ~~\$5,000~~ 10,000

Number: ~~One in 2020/21 and one in 2021/22~~

Award Type: Scholarship

Eligibility: Available to a full-time graduate student who is completing their thesis or studies related to Northern British Columbia. ~~First preference will be given to students in History, Anthropology and Northern Studies.~~

Criteria: Academic ~~P~~roficiency.

Effective Date: ~~January~~ Established 2018, revised 2024

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the Office of Graduate Programs.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Rationale: To revise the Northern BC Graduate Research Scholarship commencing the 2024-2025 Academic Year.

Proposed By: Tara Mayes, Manager, Philanthropy & Engagement

Research & Innovation Contact: Tara Mayes, Manager, Philanthropy & Engagement

Faculty/Academic Department: N/A

Indigenous Content: No (Determined by the Manager, Philanthropy & Engagement)

Date to SCSB: March 4, 2024

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20240327.05

Moved by: Stathers

Seconded by: Hanlon

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: March 27, 2024

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Northern First Nations Award

Awards Guide Description/Intent: This award has been established to support a northern First Nations student in furthering his/her/their undergraduate or graduate education and achieving their career goals.

Donor: Anonymous

Value: \$5,000/10,000

Number: One

Award Type: Award

Eligibility: Available to a full-time undergraduate or graduate student from a First Nations Community in Northern British Columbia. ~~First preference will be given to an undergraduate student.~~

Criteria: Satisfactory academic standing.

Note: ~~This one-time award will be offered in the 2019/20 academic year and is renewable for four up to (4) years, subject to the recipient maintaining the criteria of satisfactory academic standing for this award. The renewal may be deferred for up to one (1) year if the recipient takes personal leave from UNBC. If the recipient discontinues their studies at UNBC, the award may be provided to another eligible applicant for the remaining term of the agreement.~~

~~Following each academic year, the recipient must provide a brief report (500-1000 words) on their program of study, what they have done, how the year went, what their cumulative GPA is and what they plan on doing in the coming year.~~

Effective Date: Established 2012, revised 2024

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 Northern First Nations Award be approved.

Rationale: To revise the Northern First Nations Award commencing the 2024-2025 Academic Year.

Proposed By: Tara Mayes, Manager, Philanthropy & Engagement

Research & Innovation Contact: Tara Mayes, Manager, Philanthropy & Engagement

Faculty/Academic Department: N/A

Indigenous Content: Yes (Determined by the Manager, Philanthropy & Engagement)

Date to SCSB: March 4, 2024

***SCII Vetting Process: (Section to be completed by SCII Committee Recording Secretary)**

SCII Motion Number: SCII202403.08

SCII Meeting Date: March 14, 2024

SCII Brief Summary of Committee Discussion: CARRIED

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20240327.06

Moved by: Mayes

Seconded by: Bankole

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: March 27, 2024



Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: College Heights Veterinary Clinic Ltd Award

Awards Guide Description/Intent: The owners of College Heights Veterinary Clinic came from Argentina to Canada, looking for a better life for their family. They moved to Prince George, and in 2012 opened their clinic. They love the life and community in northern BC, and decided to establish this award for students from low income families who wish to attend UNBC and, if they are doing well, continue to support them for the duration of their diploma/degree. The recipient can be working towards any career and is encouraged to stay in the north after graduation.

Donor: College Heights Veterinary Clinic Ltd

Value: \$2,000

Number: One

Award Type: Award

Eligibility: Available to a full-time undergraduate or graduate student who is a resident of Northern British Columbia. First preference will be given to students who plan to pursue a career in northern British Columbia following their studies.

Criteria: Demonstrated financial need and academic proficiency.

Note: This award is renewable for up to three years, subject to the recipient maintaining the criteria of academic proficiency for this award.

Effective Date: Established 2020, revised 2024

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 College Heights Veterinary Clinic Ltd Award be approved.

Rationale: To revise the College Heights Veterinary Clinic Ltd Award commencing the 2024-2025 Academic Year.

Proposed By: Carolyn Chrobot, Development Officer

Research & Innovation Contact: Carolyn Chrobot, Development Officer

Faculty/Academic Department: N/A

Indigenous Content: No (Determined by the Development Officer)

Date to SCSB: March 21, 2024

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20240327.07

Moved by: Hanlon

Seconded by: Stathers

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: March 27, 2024



Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: College Heights Veterinary Clinic Ltd Award

Awards Guide Description/Intent: The owners of College Heights Veterinary Clinic came from Argentina to Canada, looking for a better life for their family. They moved to Prince George, and in 2012 opened their clinic. They love the life and community in northern BC, and decided to establish this award for students from low income families who wish to attend UNBC and, if they are doing well, continue to support them for the duration of their diploma/degree. The recipient can be working towards any career and is encouraged to stay in the north after graduation.

Donor: College Heights Veterinary Clinic Ltd

Value: \$2,000

Number: One

Award Type: Award

Eligibility: Available to a full-time undergraduate or graduate student who is a resident of Northern British Columbia. First preference will be given to students who plan to pursue a career in northern British Columbia following their studies.

Criteria: Demonstrated financial need and academic proficiency.

Note: This award is renewable for up to three years, subject to the recipient maintaining the criteria of academic proficiency for this award.

Effective Date: Established 2020, revised 2024

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 Vladimir Pasicnyk Scholarship for UNBC Engineering Undergraduates with a name change to EGBC Central Interior Branch Memorial Award be approved.

Rationale: To revise the Vladimir Pasicnyk Scholarship for UNBC Engineering Undergraduates commencing the 2024-2025 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Research & Innovation Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Indigenous Content: No (Determined by the Development Officer)

Date to SCSB: April 12, 2024

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20240424.04

Moved by: Hanlon

Seconded by: Zhou

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: April 24, 2024

Date

Chair's Signature

For Information of Senate

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: ~~Vladimir Pasicnyk Scholarship for UNBC Engineering Undergraduates~~EGBC Central Interior Branch Memorial Award

Awards Guide Information: ~~This award is in memory of Vladimir Pasicnyk P. Eng. who worked for 10 years with the Ministry of Forests in their regional office in Prince George as Regional Bridge Engineer and then for 9 years as Head of the Regional Engineering Section, retiring from the Ministry in 1996 and died in 2006. Vladimir was a long time volunteer for the Association of Professional Engineers and Geoscientists both on the BC Provincial Council and on the Central Interior Branch Executive.~~Engineers and Geoscientists BC's (EGBC) Central Interior Branch established this award to support northern students in engineering and geoscience programs at the University of Northern British Columbia (UNBC). The award is awarded based on academic standing and extracurricular activities.

~~The award scholarship was set up at the time when the engineering program at UNBC was being established. The award scholarship was established by legacies that were left by several engineers in the region and continues to be supported by donations from individuals and companies.~~

Donor: ~~Central Interior Branch of the Association of Professional Engineers and Geoscientists of BC~~Engineers and Geoscientists British Columbia's Central Interior Branch

Value: \$5001,000

Number: One

Award Type: Scholarship~~Award~~

Eligibility: Available to a full-time undergraduate student who has completed 30 credit hours toward enrolled in their second year of studies in the Environmental Engineering (BAsE) program~~a UNBC Engineering or Geoscience Program and who demonstrates community involvement.~~ First preference will be given to a resident of northern British Columbia.

Criteria: ~~Academic excellence.~~Academic proficiency and extracurricular activity

Application Instructions: ~~Complete the APEG Central Interior Branch Vladimir Pasicnyk Scholarship application form available at <https://www.egbc.ca/Registration/Programs-Resources/Student-Program/Scholarships/Undergraduate-Scholarships>. Once completed, the application should be emailed to awards@unbc.ca.~~**Note:** ~~The Central Interior Branch of the Association of Professional Engineers and Geoscientists of BC will review applications and nominate the recipient. The deadline to apply for this award is April 15.~~Successful applicants cannot receive this award more than once. If two or more applicants are judged to be equal, the scholarship will be preferentially awarded to a student who completed high school in northern British Columbia.

Effective Date: Established 2011, revised 2024

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the ~~Central Interior Branch of the Association of Professional Engineers and Geoscientists of BC~~ Faculty of Science and Engineering.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Rationale: To revise the MBA Alumni Award commencing the 2024-2025 Academic Year.

Proposed By: Harpreet Kaur, Scholarships Awards and Internal Grants Officer

Research & Innovation Contact: Harpreet Kaur, Scholarships Awards and Internal Grants Officer

Faculty/Academic Department: N/A

Indigenous Content: No

Date to SCSB: Apr 24, 2024

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20240424.05

Moved by: Gehloff

Seconded by: Hanlon

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: April 24, 2024

Date

Chair's Signature

For Information of Senate

AWARDS GUIDE INFORMATION:

Award Category: Graduate

Award Name: MBA Alumni Award

Awards Guide Description/Intent: The MBA Alumni Award was established in honour of our esteemed alumni, who serve as vital ambassadors for our MBA program. In commemoration of our 20th anniversary, we have created this as an endowed award to perpetually support deserving students. This award serves as a testament to the enduring commitment of our alumni community to fostering excellence and opportunity within our program. This award is being established by the MBA Program at UNBC as a thank you to MBA Alumni that make referrals resulting in new students joining the Program. The MBA Program recognizes that alumni are extremely important ambassadors for attracting future students, and that they contribute to the success of the Program by sharing their experiences with others. MBA Alumni are welcome to make charitable donations to UNBC to help grow the fund and the impact of this award. The award is intended to help promising MBA students that are encountering financial barriers.

Donor: ~~MBA Program and MBA Alumni~~ UNBC MBA Alumni

Value: ~~\$500~~ \$1,000

Number: ~~Two~~ One

Award Type: Award

Eligibility: Available to a domestic graduate student entering the MBA Program.

~~Award #1 - Available to a domestic graduate student entering into the UNBC Prince George Campus Cohort of the MBA Program that is encountering financial barriers. If there are no eligible applicants within the UNBC Prince George Campus Cohort the award may be offered to a student in the UNBC Vancouver Campus Cohort.~~

~~Award #2 - Available to a domestic graduate student entering into the UNBC Vancouver Campus Cohort of the MBA Program that is encountering financial barriers. If there are no eligible applicants within the UNBC Vancouver Campus Cohort the award may be offered to a student in the UNBC Prince George Campus Cohort.~~

Criteria: ~~Academic proficiency~~ Satisfactory Academic Standing and demonstrated with consideration of financial need. ~~barriers.~~

Conditions: ~~Students who are sponsored by their employers are ineligible to receive this award except in specific circumstances.~~

Note: ~~The funds for the award will be allocated to the student over the five semesters of the Program in the January semester. One award is preferred to be awarded to each campus.~~

Effective Date: Established 2018 , rev Mar 2024

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the MBA Program.