

SENATE MEETING OPEN SESSION AGENDA

February 26, 2025

3:30 – 5:00 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.

1.0 **S-202502.01**

Approval of the Agenda †

Page 1 That the agenda for February 26, 2025, 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 **Presentation:** No presentation

3.0 **Approval of the Minutes**

S-202502.02

Approval of the Minutes

Page 7 That the Minutes for January 22, 2024, Open Session of Senate be approved as presented.

Appendix 1 – Senate Report: Dual Credit Overview - [Page 25](#)

4.0 **Business Arising**

5.0 **President's Report (10 minutes)** **Payne**

6.0 **Report of the Interim Provost (5 minutes)** **Owen**

7.0 **Report of the Registrar (5 minutes)** **Read**

(i) Formative assessment report - [Page 30](#)

(ii) Enrolment Report- Timelines

8.0 Report on Regional Activities

9.0 Question Period (10 minutes)

9.1 Questions in advance

- 9.1.1** Is there a second phase of plan development expected that will produce clearly articulated goals, objectives, and policy statements for the draft academic plan? (Senator Groulx)
- 9.1.2** What responsibilities would faculty and programs have in implementing the draft academic plan if approved? (Senator Groulx)
- 9.1.3** Will Senate consider establishing a policy that prohibits the scheduling of mandatory committee meetings requiring student representation during designated Reading Break periods? (Senators Danesh and C. Brown) – [Page 32](#)

9.2 Questions from the floor

10.0 Committee Reports

10.1 Senate Committee on Student Appeals

Klassen-Ross

10.2 Senate Committee on Academic Affairs

Owen

“For Approval” Items:

S202502.03

Regular Change(s) to Program Requirements – BSc – Psychology and the BSc Honours - Psychology
That the changes to the program requirements for the BSc – Psychology and the BSc Honours – Psychology on pages 187-188 of the undergraduate academic calendar be approved as proposed.
Page 33 Effective Date: September 2025

S202502.04

Consent Course Deletion – PSYC 316-4, Analysis of Psychological Research II
That the deletion of PSYC 316-4 (Analysis of Psychological Research II) on page 295 of the 2024-2025 undergraduate academic calendar be approved as proposed.
Page 40 Effective Date: September 2025

Regular S202502.05

New Course Approval – PSYC 416-4, Advanced Analysis of Psychological Research
That the new course PSYC 416-4 (Advanced Analysis of Psychological Research) be approved as proposed.
Page 42 Effective Date: January 2026

S202502.06

Consent Change(s) to Course Title and Description – PSYC 315-4, Analysis of Psychological Research I
That the changes to the course title and description for PSYC 315-4 (Analysis of Psychological Research I) on page 294 of the undergraduate academic calendar be approved as proposed.
Page 48 Effective Date: September 2025

S202502.07

Consent Change(s) to Course Prerequisite – PSYC 316-3, Analysis of Psychology Research II
That the deletion of PSYC 316 (Analysis of Psychology Research II) as a prerequisite for PSYC 421 (Advanced Biopsychology), PSYC 427 (Cross-cultural Psychology), PSYC 475 (The Evaluation of Social Programs), PSYC 490 (Honours Thesis I), PSYC 495 (Honours Thesis II) be approved as proposed.
Page 50 Effective Date: September 2025

S202502.08

Regular Change(s) to Program Requirements – MSW, Master of Social Work
That the changes to the Master of Social Work Program Requirements on page 103 of the 2024/2025 Graduate

calendar be approved as proposed.

Page 53 Effective Date: September 2025

S202502.09

Regular New Course Approval – SOCW 621-3 Human Growth and Development

That the new course SOCW 621-3 Human Growth and Development, be approved as proposed.

Page 56 Effective Date: September 2025

S202502.10

Regular New Course Approval – SOCW 643-3 Social Work and Health Care

That the new course SOCW 643-3 Social Work and Health Care be approved as proposed. Susan

Page 61 Effective Date: September 2025

S202502.11

Regular New Course Approval – SOCW 644-3 Critical Issues in Aging

That the new course SOCW 644-3 Critical Issues in Aging, be approved as proposed.

Page 66 Effective Date: September 2025

S202502.12

Regular New Course Approval – SOCW 653-3 Social Work Practice and Spirituality

That the new course SOCW 653-3 Social Work Practice and Spirituality, be approved as proposed.

Page 71 Effective Date: September 2025

S202502.13

Regular Request to Unpark – SOCW 640-3 Social Work and Leadership

That the request to unpark SOCW 640 Social Work and Leadership be approved as proposed.

Page 76 Effective Date: September 2025

S202502.14

Consent Change(s) to Course Title and Description – SOCW 609-3 Advanced Quantitative Research

That the changes to SOCW 609 Advanced Quantitative Research on page 152 of the 2024/2025 Graduate calendar be approved as proposed.

Page 77 Effective Date: September 2025

S202502.15

Consent Change(s) to Course Title and Description – SOCW 610-3 Wellness: Alternate Approaches

That the changes to SOCW 610-3 Wellness: Alternate Approaches on pages 103 and 152 of the 2024/2025 Graduate calendar be approved as proposed.

Page 79 Effective Date: September 2025

S202502.16

Consent Change(s) to Course Title and Description – NRSG 410-7, Professional Practice; Mental Health and Addictions Nursing

That the change(s) to the course title and course description for NRSG 410-7, Professional Practice; Mental Health and Addictions Nursing, on page 277 of the 2024/2025 PDF undergraduate calendar, be approved as proposed.

Page 81 Effective Date: September 2025

S202502.17

Consent Change(s) to Course Title and Description – NRSG 423-8 Mental Health and Addictions Nursing

That the change(s) to the course description for NRSG 423-8, on page 278 of the 2024/2025 PDF undergraduate calendar, be approved as proposed.

Page 81 Effective Date: September 2025

S202502.18

Consent Change(s) to Course Title and Description – NURS 432-6-8 Mental Health and Addictions Nursing

That the change(s) to the course description for NURS 432-(6, 8), on page 282 of the 2024/2025 PDF undergraduate calendar, be approved as proposed.

Page 85 Effective Date: September 2025

S202502.19

Regular Change(s) to Calendar Entry – Division of Medical Sciences

That the addition to the Division of Medical Sciences section, starting on page 105 of the 2024-2025 PDF version of the Graduate Academic Calendar, be approved as proposed.

Page 87 Effective Date: September 2025

S202502.20

Regular Change(s) to Program Requirements – Geography (BA and BSc Programs), Joint Major in Geography and History

That the changes to the program requirements for the geography (BA and BSc Programs), Joint Major in Geography and History on page 138-139 of the 2024/25 undergraduate calendar, be approved as proposed.

Page 89 Effective Date: September 2025

S202502.21

Regular New Course Approval – UNIV 103-3 Introduction to Indigenous Studies, Social Sciences and Humanities

That the new course UNIV 103-3 Introduction to Indigenous Studies, Social Sciences, and Humanities be approved as proposed.

Page 93 Effective Date: September 2025

S202502.22

Regular Exchange Agreement – UNE Partnership Renewal

That the following exchange agreement be renewed and approved under the previously agreed terms and conditions for a period of five (5) years as proposed.

Page 98 Effective Date: Upon both parties signing

“For Discussion” Items:

i. Degree program reviews

Owen

As per the [Degree Program Review Policy](#), procedural articles 5.7 through 5.9, the Responses to the External Review of Degree Program Report and Action Plan and the Executive Summary from the External Review of Degree Program Report are presented to the Senate Committee on Academic Affairs for review, and to Senate for discussion and advice in an open session.

The Degree Program Self Study and appendices, and the External Review of Degree Program Report are presented to the Senate Committee on Academic Affairs in a closed session for information and to Senate, only on the recommendation of SCAAF or the request of Senate, in a closed session for information.

The Dean considers the advice of SCAAF and Senate and amends the Action Plan if necessary.

School of Engineering

[Civil Engineering, Environmental Engineering, Environmental Engineering Joint Program UNBC/UBC, Master of Engineering in Integrated Wood Design, Master of Applied Science in Engineering, PhD in Engineering (proposal)]

- External Review of Degree Program Report Executive Summary – [Page 103](#)
- Responses to the External Review of Degree Program Report and Action Plan – [Page 109](#)

Anthropology

[Anthropology BA / Joint Major in Anthropology and English (BA) / Joint Major in Anthropology and Geography (BA) / Joint Major in Anthropology and Political Science (BA) / Minor in Anthropology: Anthropological Archaeology / Minor in Anthropology: Biological Anthropology / Minor in Anthropology: General Anthropology / Minor in Anthropology: Sociocultural Anthropology]

- External Review of Degree Program Report Executive Summary – [Page 119](#)
- Responses to the External Review of Degree Program Report and Action Plan – [Page 125](#)

“For Information” Items

- i. SELI (Student Experience of Learning and Instruction) – [Page 137](#)

10.3 Steering Committee of Senate

Payne

“For Information” Items

10.3.1 University Policies and Procedures – [Page 144](#)
Howitt

10.4 Senate Committee on Nominations

Gehloff

Regular **S-202502.23**

Recommendations of Senate Committee Members

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

Effective date: Upon approval of Senate

SENATE COMMITTEE POSITION TO BE FILLED

CANDIDATE

(except as otherwise noted, all terms begin immediately)

Senate Committee on Scholarships and Bursaries

Ehsan Taghizade

Senate Committee on Academic Affairs

Ehsan Taghizade

10.4.1 Senate Committee Vacancies

Vacancies sorted by committee: Senate Committee Vacancies as of January 22, 2025

| COMMITTEE | POSITION | TERM EXPIRY DATE |
|------------------|-------------------------------|-------------------------|
| SCN | Faculty Senator | 03/31/2027 |
| SCAD | Undergraduate Student Senator | 08/31/2025 |
| | Faculty Member | 03/31/2027 |
| SCAAF | Faculty Dean | N/A |
| | Faculty Member | 03/31/2027 |
| | Faculty Member | 03/31/2027 |
| | Graduate Student "+" | 08/31/2025 |
| | Regional Representative | 03/31/2026 |
| SCII | Faculty representative | 03/31/2027 |
| SCHDSR | Student Senator | 08/31/2027 |
| SCSB | Graduate Student "+" | 08/31/2025 |
| SCUB | Student Senator | 03/31/2025 |

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

10.5 Senate Committee on Curriculum and Calendar Read

10.6 Senate Committee on Admission and Degrees Read

S202502.24

Regular Changes to the Admission Requirements – Master of Arts, Political Science

That the changes to the admission requirements for the Master of Arts, Political Science program be approved as proposed.

Page 148 Effective date: September 2025

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 Information” Items

Page 153 SCSB20250122.03 (approved)

Natural Resources and Environment Award

That the new Terms and Conditions for the Natural Resources and Environment Award be approved.
Effective: 2025/2026 academic year

Page 155 SCSB20250122.04 (approved)

Kvist Family Award

That the proposed revisions for the Kvist Family Award be approved.
Effective: 2025/2026 academic year

10.10 Senate Committee on University Budget Gehloff

11.0 Approval of Motions on the Consent Agenda Payne

S-202502.25

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.

Effective Date: Upon the approval of Senate

12.0 Information

13.0 Other Business

14.0 **S-202502.26** (10 minutes)

Move to the Closed Session

That the meeting move to Closed Session

15.0 **S-202502.30**

Adjournment

That the Senate meeting be adjourned.

Office of the Registrar

To: Senate
From: Kimberly Read, University Registrar
Date: February 12, 2025
Re: Report back on formative assessment motion
Attached: Motion for formative assessment prior to academic withdrawal

Overview

Upon direction from Senate, the Senate Committee on Academic Affairs is asked to communicate a request from Senate to the University Registrar to consider how a requirement for formative assessment for students prior to the date for academic withdrawal can be considered for inclusion in the academic calendar as a regulation, or otherwise.

The attached motion was moved at the January 22, 2025 Senate and referred to the Registrar for follow-up. Discussed at Senate were the following considerations:

- That the motion be extended to a pan-institutional academic regulation;
- That more consultation across our Faculties occur;
- That the wording of the motion and the concept of “formative assessment” be reviewed.

Registrar report

As Registrar, my office and I are committed to supporting the development of this motion as a pan-institutional academic regulation. In order to accomplish this, and to do the cross-Faculty consultation that must occur, we require an appropriate amount of time. Below is a timeline that I propose to ensure fulsome consultation occurs, as well as to meet 2025-2026 academic calendar(s) deadlines.

Timeline

- **March:** Registrar attends faculty councils to:
 - Collect preliminary feedback on the proposed academic regulation;
 - Provide educational pieces on drop and withdrawal deadlines and the impact of the current lack of regulation; and
 - Discuss appropriateness for undergraduate and/or graduate application.
- **April:** Motion is brought to Faculty Councils.
- **May:** Motion is brought to SCAAf and Senate.

This timeline allows us to meet the new calendar deadlines, with an additional month if there is any unforeseen delay.

Motion Number (assigned by
Steering Committee of Senate):

SENATE

Handbook 3(q)(v)

- Any member of the Senate may ask in writing that the Chair include in the Agenda any matter that the member would like considered by the Senate at its next ordinary meeting.

MOTION TO PRESENT

Motion: That all graded courses offered by the Faculty of Science and Engineering require some form of significant formative assessment sufficient to allow students to make a clear decision about completing a course prior to the date for Academic Withdrawal.

Effective Date: May 2025

Rationale: Students need to be provided with enough information prior to the date for withdrawal without academic penalty to make an informed decision about their likelihood of being successful in a course. This information should, ideally, be formative and not simply numerical marks as that will allow students to make the best choices.

History: A similar, more general, motion was approved by the Faculty of Science and Engineering Council in December 2023. The motion was considered informally by the Senate Committee on Academic Affairs. It was agreed that the motion would be presented to Deans' Council, and no further actions have been taken (to Casperson's knowledge).

Motion proposed by: David Casperson (faculty senator)

Implications for Other Faculties? It is hoped that this motion serves as a template for other faculties interested in ensuring timely feedback in graded courses. Should other faculties agree, or Senate require, this motion can be generalized and added to the Academic Regulations of the University (perhaps Article 40. Examinations (as a new Article 40 c?).

Faculty Council / Committee Motion Number: Motion 6.1.1 of the December 2023 meeting of FSE Council.

Faculty Council / Committee Approval Date: 2023-12-15

SENATE QUESTION SUBMISSION

Summary of Request: We request Senate's consideration regarding the scheduling of mandatory committee meetings during Reading Break periods. Specifically, we seek the establishment of a policy that would prevent scheduling meetings requiring student representation during designated Reading Break periods, in recognition of the break's intended purpose for student mental health and wellbeing.

The UNBC University Act emphasizes our institution's commitment to fostering a supportive learning environment that prioritizes student wellbeing. Reading Break was established specifically to support student mental health and provide necessary respite during academic terms. This aligns with UNBC's stated commitment to putting students first and the university's strategic priorities around student success.

However, current practices of scheduling mandatory committee meetings during Reading Break contradict these commitments. Student representatives, who provide valuable service through unpaid committee work, are consistently being asked to sacrifice their designated break periods to attend meetings. As one example, student representatives have not been able to fully utilize any Reading Break period due to scheduled Senate Committee and Academic Search Committee meetings during these times.

This practice particularly impacts graduate students who balance research, teaching, and service commitments. When student representatives raised this concern with senior leadership, the response suggested that meeting scheduling prioritizes administrative convenience over student wellbeing, noting that "most attendees are not students."

The University Act grants Senate the responsibility to regulate academic governance while ensuring student interests are properly represented. As UNBC prepares to implement Fall Reading Break in 2025, it is crucial that we establish clear guidelines that respect the intended purpose of these breaks - supporting student mental health and preventing burnout.

So the Question is: Will Senate consider establishing a policy that prohibits the scheduling of mandatory committee meetings requiring student representation during designated Reading Break periods?

Cheri Brown Graduate Student Representative

Faculty of Indigenous Studies, Social Sciences, & Humanities

Behrouz Danesh NBCGSS Chairperson,

On behalf of Northern British Columbia Graduate Students' Society (NBCGSS) Board of Directors

Motion Number (assigned by
Steering Committee of Senate): S-202502.03

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program requirements for the BSc – Psychology and the BSc Honours – Psychology on pages 187-188 of the undergraduate academic calendar be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** The Department of Psychology recently underwent an internal review of the statistical analysis courses of its BSc degree program to improve articulation of such courses with other British Columbia universities.
3. **Implications of the changes for other programs, etc., if applicable:** None.
4. **Reproduction of current Calendar entry for the item to be revised:**

Psychology (BSc Program)

Steven Cronshaw, Professor Emeritus
Henry Harder, Professor Emeritus
Kenneth Prkachin, Professor Emeritus

John Sherry, Associate Professor and Chair
Sherry Beaumont, Professor
Han Li, Professor
Paul Siakaluk, Professor
Annie Duchesne, Associate Professor
Lorraine Lavalley, Assistant Professor
Nick Reid, Assistant Professor
James Climenhage, Adjunct Professor
Tammy Klassen-Ross, Adjunct Professor
Elizabeth Rocha, Adjunct Professor
Anita Shaw, Adjunct Professor
Julie Howard, Senior Lab Instructor IV

Website: www.unbc.ca/psychology

Psychology is the study of behaviour, feelings and thinking. Psychologists study the biopsychosocial and developmental mechanisms and processes that regulate the behaviour of individuals. The goal of the Department of Psychology is to provide advanced knowledge in the substantive areas of Psychology. In addition, the Department provides excellent training that enhances students' competitiveness for advanced graduate study in Psychology and related areas.

Major in Psychology

Undergraduate students are required to take a minimum of 56 credit hours of psychology courses. Of these, at least 38 credit hours must be upper-division courses.

The minimum requirement for completion of a Bachelor of Science with a major in Psychology is 122 credit hours.

Program Requirements

Lower-Division Requirement

100 and 200 Level

PSYC 101-3 Introduction to Psychology I

PSYC 102-3 Introduction to Psychology II

PSYC 215-3 Research Design and Methodology in Psychology I

Three of the following:

PSYC 207-3 Social Psychology

PSYC 211-3 Lifespan Development

PSYC 212-3 The Psychology of Learning

PSYC 221-3 Biopsychology

Upper-Division Requirement

300 and 400 Level

PSYC 315-4 Design and Analysis of Psychological Research I

PSYC 316-4 Design and Analysis of Psychological Research II

Two of the following:

PSYC 314-3 Motivation and Emotion

PSYC 318-3 Sensation and Perception

PSYC 319-3 Philosophy of Mind

PSYC 332-3 Cognition

Two of the following:

PSYC 303-3 Introduction to Abnormal Psychology

PSYC 306-3 Theories of Personality

PSYC 309-3 Introduction to Health Psychology

PSYC 322-3 Positive Psychology

Eighteen credit hours of 300- or 400-level Psychology courses, of which 9 credit hours must be at the 400-level.

Elective and Academic Breadth

Electives at any level in any subject sufficient to ensure completion of a minimum of 122 credit hours including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation on *Academic Breadth*).

BSc Honours – Psychology

Honours students are required to complete 122 credit hours. Students must successfully complete the 56 credit hours for the Psychology BSc program, 54 credit hours of electives and 12 credit hours from the courses listed below:

PSYC 490-3 Honours Thesis I
PSYC 495-3 Honours Thesis II
and two additional 400-level Psychology courses.

Each student must complete a thesis (PSYC 490-3 Honours Thesis I, and PSYC 495-3 Honours Thesis II) under the supervision of a faculty member. To enter the Honours Program students must have completed 60 credit hours and obtained a minimum GPA of 3.33 on the last 60 credit hours completed at the time of declaration to the Honours Program.

Attaining the minimum requirement does not guarantee entry to the Honours Program, which will be at the discretion of the Department. Students must maintain a Semester GPA of 3.33 to remain in the Honours Program as well as receive no grade lower than a C+ in any Psychology course after entry to the Honours Program.

Students are responsible to find their own undergraduate thesis research supervisor. Faculty members are under no obligation to supervise Honours students.

The minimum requirement for completion of a BSc Honours - Psychology is 122 credit hours.

Minor in Psychology

The minor in Psychology provides students with a foundation in the natural and social science components of the discipline and exposure to its basic observational and analytic methods. It also allows the student to pursue special interests within the discipline at the upper year levels.

A maximum of two courses (6 credit hours) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in Psychology.

To fulfill the minor, students must successfully complete a total of 27 credit hours from the following courses:

PSYC 101-3 Introduction to Psychology I
PSYC 102-3 Introduction to Psychology II
PSYC 215-3 Research Design and Methodology in Psychology I

Two of the following:

PSYC 207-3 Social Psychology
PSYC 211-3 Lifespan Development
PSYC 212-3 The Psychology of Learning
PSYC 221-3 Biopsychology

One of the following:

PSYC 303-3 Introduction to Abnormal Psychology
PSYC 306-3 Theories of Personality
PSYC 309-3 Introduction to Health Psychology
PSYC 322-3 Positive Psychology

One of the following:

PSYC 314-3 Motivation and Emotion
PSYC 318-3 Sensation and Perception
PSYC 319-3 Philosophy of Mind
PSYC 332-3 Cognition

Two other 300 or 400 level Psychology courses.

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

Psychology (BSc Program)

Steven Cronshaw, Professor Emeritus
Henry Harder, Professor Emeritus
Kenneth Prkachin, Professor Emeritus

John Sherry, Associate Professor and Chair
Sherry Beaumont, Professor
Han Li, Professor
Paul Siakaluk, Professor
Annie Duchesne, Associate Professor
Lorraine Lavallee, Assistant Professor
Nick Reid, Assistant Professor
James Climenhage, Adjunct Professor
Tammy Klassen-Ross, Adjunct Professor
Elizabeth Rocha, Adjunct Professor
Anita Shaw, Adjunct Professor
Julie Howard, Senior Lab Instructor IV

Website: www.unbc.ca/psychology

Psychology is the study of behaviour, feelings, and thinking. Psychologists study the biopsychosocial and developmental mechanisms and processes that regulate the behaviour of individuals. The goal of the Department of Psychology is to provide advanced knowledge in the substantive areas of psychology. ~~In addition, the Department provides~~ as well as excellent training that enhances students' competitiveness for advanced graduate study in psychology and related areas.

Major in Psychology

Undergraduate students are required to take a minimum of ~~56~~ 55 credit hours of psychology courses. Of these, at least 38 credit hours must be upper-division courses.

The minimum requirement for completion of a Bachelor of Science with a major in Psychology is ~~422~~ 121 credit hours.

Program Requirements

Lower-Division Requirement

100 and 200 Level

PSYC 101-3 Introduction to Psychology I
PSYC 102-3 Introduction to Psychology II
PSYC 215-3 Research Design and Methodology in Psychology I

Three of the following:

PSYC 207-3 Social Psychology
PSYC 211-3 Lifespan Development
PSYC 212-3 The Psychology of Learning
PSYC 221-3 Biopsychology

Upper-Division Requirement

300 and 400 Level

PSYC 315-4 Design and Analysis of Psychological Research I
~~PSYC 316-4 Design and Analysis of Psychological Research II~~

Two of the following:

PSYC 314-3 Motivation and Emotion
PSYC 318-3 Sensation and Perception
PSYC 319-3 Philosophy of Mind
PSYC 332-3 Cognition

Two of the following:

PSYC 303-3 Introduction to Abnormal Psychology
PSYC 306-3 Theories of Personality
PSYC 309-3 Introduction to Health Psychology
PSYC 322-3 Positive Psychology

~~Eighteen~~ Twenty-one credit hours of 300- or 400-level Psychology courses, of which 9 credit hours must be at the 400 level.

Electives and Academic Breadth

Electives at any level in any subject sufficient to ensure completion of a minimum of ~~122~~ 121 credit hours including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation on *Academic Breadth*).

BSc Honours – Psychology

Honours students are required to complete 122 credit hours. Students must successfully complete the ~~56~~ 55 credit hours for the Psychology BSc program, ~~54~~ 51 credit hours of electives and ~~42~~ 16 credit hours from the courses listed below:

PSYC 416-4 Advanced Analysis of Psychological Research
PSYC 490-3 Honours Thesis I
PSYC 495-3 Honours Thesis II
and two additional 400-level Psychology courses.

Each student must complete a thesis (PSYC 490-3 Honours Thesis I, and PSYC 495-3 Honours Thesis II) under the supervision of a faculty member. To enter the Honours Program students must have completed 60 credit hours and obtained a minimum GPA of 3.33 on the last 60 credit hours completed at the time of declaration to the Honours Program.

Attaining the minimum requirement does not guarantee entry to the Honours Program, which will be at the discretion of the Department. Students must maintain a Semester GPA of 3.33 to remain in the Honours Program as well as receive no grade lower than a C+ in any Psychology course after entry to the Honours Program.

Students are responsible to find their own undergraduate thesis research supervisor. Faculty members are under no obligation to supervise Honours students.

The minimum requirement for completion of a BSc Honours - Psychology is 122 credit hours.

Minor in Psychology

The minor in Psychology provides students with a foundation in the natural and social science components of the discipline and exposure to its basic observational and analytic methods. It also allows the student to pursue special interests within the discipline at the upper-year levels.

A maximum of two courses (6 credit hours) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in Psychology.

To fulfill the minor, students must successfully complete a total of 27 credit hours from the following courses:

PSYC 101-3 Introduction to Psychology I
PSYC 102-3 Introduction to Psychology II
PSYC 215-3 Research Design and Methodology in Psychology I

Two of the following:

PSYC 207-3 Social Psychology
PSYC 211-3 Lifespan Development
PSYC 212-3 The Psychology of Learning
PSYC 221-3 Biopsychology

One of the following:

PSYC 303-3 Introduction to Abnormal Psychology
PSYC 306-3 Theories of Personality
PSYC 309-3 Introduction to Health Psychology
PSYC 322-3 Positive Psychology

One of the following:

PSYC 314-3 Motivation and Emotion
PSYC 318-3 Sensation and Perception
PSYC 319-3 Philosophy of Mind
PSYC 332-3 Cognition

Two other 300- or 400-level Psychology courses.

6. Authorization:

Program / Academic / Administrative Unit: Psychology

SCCC Reviewed: October 24, 2024

Faculty: FHHS

Faculty Council Motion Number: FHHS.2024.11.21.04

Faculty Council Approval Date: November 21, 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.: SCAAF 202502.03

Moved by: Bill Owen

Seconded by: Ray Noonan

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202502.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of PSYC 316-4 (Analysis of Psychological Research II) on page 295 of the 2024-2025 undergraduate academic calendar be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** The Department of Psychology recently underwent an internal review of the statistical analysis courses of its BSc degree program to improve articulation of such courses with other British Columbia universities.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

PSYC 316-4 Analysis Psychology Research II This course is a continuation of PSYC 315-4. Topics may include the following: one-way between-subjects and within-subjects analysis of variance; factorial analysis of variance; correlation; regression and multiple regression; chi-square tests and rank order tests.

Prerequisite(s): PSYC 315-4 and total of 60 credits hours successfully completed

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

Course deletion.

6. **Authorization:**

SCCC Reviewed: October 24, 2024

Program / Academic / Administrative Unit: Psychology

Faculty(ies): FHHS

Faculty Council Motion Number(s): FHHS.2024.11.21.04

Faculty Council Approval Date(s): November 21, 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:

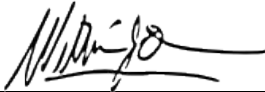
Motion No.: SCAAF202502.04

Moved by: Bill Owen

Seconded by: Ray Noonan

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202502.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course PSYC 416-4 (Advanced Analysis of Psychological Research) be approved as proposed.

A. Description of the Course

- 1. Proposed semester of first offering:** January 2026
- 2. Academic Program:** Psychology
- 3. Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** PSYC 416-4
- 4. Course Title:** Advanced Analysis of Psychological Research
- 5. Goal(s) of Course:** To provide BSc Honours students, and any other undergraduate psychology student who wishes to take the course, with advanced training in analysis of psychological research to better prepare for graduate school training in psychology.
- 6. Calendar Course Description:**

This course examines advanced analysis of psychological research. Topics may include the following: conducting follow-up tests for one-way between-subjects analysis of variance; one-way repeated-measures analysis of variance; factorial analysis of variance; chi-square tests; regression and multiple regression; and an introduction to Bayesian analysis.

- 7. Credit Hours:** 4 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* No

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

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

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

Variable credit is denoted by the following examples:

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

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

8. **Contact Hours (per week):**

Lecture

Seminar

Laboratory

Other (please specify)

9. **Prerequisites (taken prior):** PSYC 315-4 and a total of 60 credit hours successfully completed

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

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

12. **Preclusions:** none

13. **Course Equivalencies:** none

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

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

16. **Proposed text / readings:**

Aron, A., Coups, E. J., Aron, E. N., & Cooley, E. (2023). *Statistics for psychology* (7th ed.). Pearson: Toronto – MyLab version.

B. Significance Within Academic Program

1. **Anticipated enrolment**

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

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

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

5. **Course required by another major/minor:** No

6. **Course required or recommended by an accrediting agency:** No

7. **Toward what degrees will the course be accepted for credit?** BSc Honours Psychology; BSc Psychology

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

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

PSYC 316-4 (Analysis of Psychological Research II)

C. Relation to Other Program Areas

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

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

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

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

5. In offering this course, will UNBC require facilities or staff at other institutions?
Yes _____ No X If yes, please describe requirements:

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

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

D. Resources required

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

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

E. Additional Attached Materials

F. Other Considerations

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

2. Other Information: none

Attachment Pages (in addition to required "Library Holdings" Form): 0 pages (fill in number of pages, or indicate "0" if there are no additional attachment pages)

G. Authorization

SCCC Reviewed: October 24, 2024

- 1. Faculty(ies): FHHS
- 2. Faculty Council Motion Number(s): FHHS.2024.11.21.04
- 3. Faculty Council Approval Date(s): November 21, 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.: SCAAF 202502.05

Moved by: Bill Owen

Seconded by: Ray Noonan

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
Date



Chair's Signature

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

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

(Please complete the sections highlighted in blue in the footer of this document)

PROPOSED NEW COURSE:(PSYC 416-4 Advanced Analysis of Psychological Research)

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

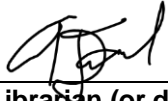
a) Are current library holdings adequate? Yes _____ No x

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

While the Library does have resources that will be helpful for this course, such as [Sage Research Methods](#), the Library's collection in the areas of Psychology statistics and research analysis needs to be updated with more current and specialized resources to support advanced coursework. Currently only 12% of our Psychology statistics monograph holdings are from the past ten years and this represents a very small proportion of the overall Psychology collection. I estimate that an update to the collection would cost approximately \$2500, which the Library can afford as a part of the Psychology monograph fund.

I will also note that the proposed text is not available for Library purchase, so it cannot be put on reserve and made available to students who can't afford it. In this case, it is important to have alternative sources to refer to and have a strong collection in this area.

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



University Librarian (or designate) signature

Jan 24/2025

Date

Motion Number (assigned by
Steering Committee of Senate): S-202502.06

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and description for PSYC 315-4 (Analysis of Psychological Research I) on page 294 of the undergraduate academic calendar be approved as proposed.

1. **Effective date:** September 2025

2. **Rationale for the proposed revisions:** The Department of Psychology recently underwent an internal review of the statistical analysis courses of its BSc degree program to improve articulation of such courses with other British Columbia universities.

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

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

PSYC 315-4 Analysis of Psychology Research I This course examines analysis of psychological research. Topics may include the following: displaying data; central tendency and variability; z-scores and normal distributions; hypothesis testing; statistical significance; single sample t-tests; dependent sample t-tests; and independent sample t-tests.

Prerequisite(s): PSYC 215-3 and a total of 60 credit hours successfully completed

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

PSYC 315-4 Analysis of Psychology Research I This course examines analysis of psychological research. Topics may include the following: displaying data; central tendency and variability; z-scores and normal distributions; hypothesis testing; statistical significance; single sample t-tests; dependent sample t-tests; ~~and independent sample t-tests;~~ one-way between-subjects analysis of variance; correlation; and regression.

Prerequisite(s): PSYC 215-3 and a total of 60 credit hours successfully completed

6. **Authorization:**

Program / Academic / Administrative Unit: Psychology

SCCC Reviewed: October 24, 2024

Faculty: FHHS

Faculty Council Motion Number: FHHS.2024.11.21.04

Faculty Council Approval Date: November 21, 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:

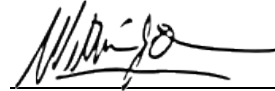
Motion No.: SCAAF 202502.06

Moved by: Bill Owen

Seconded by: Ray Noonan

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202502.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of PSYC 316 (Analysis of Psychology Research II) as a prerequisite for PSYC 421 (Advanced Biopsychology), PSYC 427 (Cross-cultural Psychology), PSYC 475 (The Evaluation of Social Programs), PSYC 490 (Honours Thesis I), PSYC 495 (Honours Thesis II) be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** PSYC 316-4 is being deleted.
3. **Implications of the changes for other programs, etc., if applicable:** None.
4. **Reproduction of current Calendar entry for the item to be revised:**

PSYC 421-3 Advanced Biopsychology This course examines advanced issues in biological psychology. Topics may include the following: neural plasticity; behavioral epigenetics; neuroendocrinology; neuroimmunology; and the gut-brain connection.

Prerequisite(s): PSYC 215-3, PSYC 221-3, PSYC 316-4
Preclusion(s): PSYC 419-3

PSYC 427-3 Cross-Cultural Psychology This course examines psychology through the study of people's beliefs, attitudes, and behaviours in cross-cultural contexts, cultivates cross-cultural awareness and sensitivity, and prepares students for multicultural working and living environments.

Prerequisite(s): PSYC 207-3, PSYC 315-4, PSYC 316-4, or permission of the instructor

PSYC 475-3 The Evaluation of Social Programs This course examines the methods and processes of program evaluation. Topics may include the following: needs assessment; formative and summative evaluation; and ethical issues regarding evaluation and reporting of evaluation results.

Prerequisite(s): PSYC 316-4 or permission of the instructor and upper-division standing
Psychology major

PSYC 490-3 Honours Thesis I In this course, students pursue an independent research project. This course is designed to allow students to develop the introduction and proposed methodology for their project.

Prerequisite(s): PSYC 316-4 and upper-division standing Psychology major

PSYC 495-3 Honours Thesis II In this course, students pursue an independent research project. This course is designed to allow students to report the results and implications of the project.

Prerequisite(s): PSYC 316-4 and upper-division standing Psychology major

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

PSYC 421-3 Advanced Biopsychology This course examines advanced issues in biological psychology. Topics may include the following: neural plasticity; behavioural epigenetics; neuroendocrinology; neuroimmunology; and the gut-brain connection.

Prerequisite(s): PSYC 215-3, PSYC 221-3, ~~PSYC 316-4~~

Preclusion(s): PSYC 419-3

PSYC 427-3 Cross-Cultural Psychology This course examines psychology through the study of people's beliefs, attitudes, ~~and~~ behaviours in cross-cultural contexts, and cultivates cross-cultural awareness and sensitivity, ~~and prepares~~ preparing students for multicultural ~~working and living~~ environments.

Prerequisite(s): PSYC 207-3, or PSYC 315-4, ~~PSYC 316-4~~, or permission of the instructor

PSYC 475-3 The Evaluation of Social Programs This course examines the methods and processes of program evaluation. Topics may include the following: needs assessment; formative and summative evaluation; and ethical issues regarding evaluation and reporting of evaluation results.

Prerequisite(s): ~~PSYC 316-4~~ or permission of the instructor and uUpper-division standing Psychology major, or permission of the instructor

PSYC 490-3 Honours Thesis I In this course, students pursue an independent research project. This course is designed to allow students to develop the introduction and proposed methodology for their project.

Prerequisite(s): ~~PSYC 316-4~~ and u Upper-division standing Psychology major

PSYC 495-3 Honours Thesis II In this course, students pursue an independent research project. This course is designed to allow students to report the results and implications of the project.

Prerequisite(s): ~~PSYC 316-4~~ and u Upper-division standing Psychology major

6. Authorization:

Program / Academic / Administrative Unit: Psychology

SCCC Reviewed: October 24, 2024

Faculty: FHHS

Faculty Council Motion Number: FHHS.2024.11.21.04

Faculty Council Approval Date: November 21, 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:

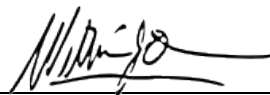
Motion No.: SCAAF 202502.07

Moved by: Bill Owen

Seconded by: Ray Noonan

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202502.08

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the Master of Social Work Program Requirements on page 103 of the 2024/2025 Graduate calendar be approved as proposed.

1. **Effective date:** September 2025

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

Historically, MSW students have had three categories of courses to choose from: Required courses, electives, and semi-required courses. The semi-required courses are SOCW 601: Current Issues in Northern/Remote Social Work, SOCW 603: Women: Policy/Practice Issues, and SOCW 605: Community Work/Politics of Change. Students are currently required to complete one of these semi-required courses.

Having to choose a semi-required course is often confusing to students, it limits their choice of electives, and it limits the diversity of electives that we can offer as a Program. At the same time, one of the primary focal points of our Program (and one that makes us unique from many other post-secondary social work programs) is our focus on social work in northern and remote areas. It is important to note that many MSW students join our Program with limited exposure to northern/remote living/practice and therefore are required to learn that within our Program.

For these reasons, we propose to include SOCW 601: Current Issues in Northern/Remote Social Work Practice as a required course in the MSW program. With this change, SOCW 603: Women: Policy/Practice Issues and SOCW 605: Community Work/Politics of Change will become program elective options.

Accompanying this motion is a motion to unpark SOCW 640-3 Social Work Supervision and Leadership, and a motion to change the course title of SOCW 609-3 Advanced Quantitative Research (current title). These changes are also reflected in the proposed program changes below.

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

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

MSW

Requirements

Thesis students must take the following required courses:

HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences
SOCW 602-3 Indigenous Peoples: Advanced Social Work Practice
SOCW 609-3 Advanced Quantitative Research
SOCW 700-12 MSW Thesis
SOCW 704- 3 MSW Integrative Seminar

Practicum students must take the following required courses:

SOCW 602-3 Indigenous Peoples: Advanced Social Work Practice

SOCW 609-3 Advanced Quantitative Research
HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences
SOCW 704-3 MSW Integrative Seminar
SOCW 732-9 MSW Practicum II

All students are required to take one of the following courses, and may take the other two courses as electives:

SOCW 601-3 Current Issues in Northern/Remote Social Work
SOCW 603-3 Women: Policy/Practice Issues
SOCW 605-3 Community Work/Politics of Change

Electives

SOCW 604-3* Directed Readings
SOCW 610-3 Wellness: Alternate Approaches
SOCW 613-3 Clinical Social Work Practice
SOCW 670-3 Indigenous Peoples in Canada: Past/Present/Future
SOCW 671-3 Reflections on Practice: Indigenous Child/Youth Mental Health
SOCW 672-3 Social Work/Counselling Skills with Indigenous Children/Youth
SOCW 673-3 Mental Illness and Addictions Among Indigenous Children/Youth
SOCW 674-3 Crisis Work with Indigenous Children/Youth: Restoring Balance
SOCW 675-3 Community-Based Prevention with Indigenous Peoples: Creating Balance
SOCW 698-3 Special Topics
SOCW 701-3 Research Practicum

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

MSW

Requirements

Thesis students must take the following required courses:

HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences
SOCW 601-3 Current Issues in Northern/Remote Social Work
SOCW 602-3 Indigenous Peoples: Advanced Social Work Practice
SOCW 609-3 ~~Advanced~~ Quantitative Research Methods
SOCW 700-12 MSW Thesis
SOCW 704-3 MSW Integrative Seminar

Practicum students must take the following required courses:

HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences
SOCW 601-3 Current Issues in Northern/Remote Social Work
SOCW 602-3 Indigenous Peoples: Advanced Social Work Practice
SOCW 609-3 ~~Advanced~~ Quantitative Research Methods
~~HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences~~
SOCW 704-3 MSW Integrative Seminar
SOCW 732-9 MSW Practicum II

~~All students are required to take one of the following courses, and may take the other two courses as electives:~~

~~SOCW 601-3 Current issues in Northern/Remote Social Work~~
~~SOCW 603-3 Women: Policy/Practice Issues~~

Electives

- SOCW 603-3 Women: Policy/Practice Issues
- SOCW 604-3* Directed Readings
- SOCW 605-3 ~~Community Work/Politics of Change~~
- SOCW 610-3 ~~Wellness: Alternate Approaches~~ Holistic Trauma-Informed Expressive Arts Therapies
- SOCW 613-3 Clinical Social Work Practice
- SOCW 640-3 Social Work Supervision and Leadership
- SOCW 670-3 Indigenous Peoples in Canada: Past/Present/Future
- SOCW 671-3 Reflections on Practice: Indigenous Child/Youth Mental Health
- SOCW 672-3 Social Work Counselling Skills with Indigenous Children/Youth
- SOCW 673-3 Mental Illness and Addictions Among Indigenous Children/Youth
- SOCW 674-3 Crisis Work with Indigenous Children/Youth: Restoring Balance
- SOCW 675-3 Community-Based Prevention with Indigenous Peoples: Creating Balance
- SOCW 698-3 Special Topics
- SOCW 701-3 Research Practicum

6. Authorization:

Program / Academic / Administrative Unit: Social Work

SCCC Reviewed: January 14, 2025

Faculty(ies): FHHS

Faculty Council Motion Number(s): FHHS.2025.01.16.09

Faculty Council Approval Date(s): January 16, 2025

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 202502.08

Moved by: Ron Camp II

Seconded by: Clarence Hofsink

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202502.09

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course SOCW 621-3 Human Growth and Development, be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2025
2. **Academic Program:** School of Social Work
3. **Course Subject, Number*, and Credit hours:** SOCW 621-3
4. **Course Title:** Human Growth and Development
5. **Goal(s) of Course:** To teach students curriculum as outlined in the calendar course description.
6. **Calendar Course Description:** This course examines human growth and development with an emphasis on social processes from birth to death. The course follows a life-cycle approach and addresses the influence of issues such as culture, class, gender, and sexual orientation. Linkages are drawn between individual human development and health and social welfare policy, particularly as it affects residents of northern British Columbia.
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: N/A

** 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
Laboratory #

Seminar #
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: SOCW 421-3 Human Growth and Development
13. Course Equivalencies: None
14. Grade Mode: NORMAL (i.e., alpha grade)
15. Course to be offered: each semester _____
each year X
alternating years _____
16. Proposed text / readings: None

B. Significance Within Academic Program: Social workers who apply for their Registered Clinical Counsellor (RCC) designation require a course on Human Growth and Development. Many of our Foundation Year MSW students (students admitted without a Bachelor of Social Work degree) have not previously taken a course on Human Growth and Development. We are increasingly receiving requests to offer a graduate-level course on this topic and are therefore proposing to cross-list our undergraduate Human Growth and Development course.

1. Anticipated enrolment 3-5/year (graduate level)
2. If there is a proposed enrolment limit, state the limit and explain: N/A
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: BSW students who have not taken a Human Growth and Development Course in their first two years of study must take this course as an elective.
6. Course required or recommended by an accrediting agency: The BC College of Social Workers requires completion of this course for a Registered Clinical Counsellor designation.
7. Toward what degrees will the course be accepted for credit? Master of Social Work (MSW)
8. What other courses are being proposed within the Program this year? We are proposing to cross-list several undergraduate courses with graduate courses; we are not adding any courses that do not exist in our Program.
9. What courses are being deleted from the Program this year? None.

C. Relation to Other Program Areas: None

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: N/A
4. Has this overlap been discussed with the Program concerned? Yes _____ No X (N/A)
5. In offering this course, will UNBC require facilities or staff at other institutions?
Yes _____ 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?
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
 - ii. Space (classroom, laboratory, storage, etc.): None
 - iii. Library Holdings: None
 - 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: None
3. Attachment Pages (in addition to required “Library Holdings” Form): 0 pages

G. Authorization

SCCC Reviewed: January 14, 2025

1. Faculty(ies): FHHS
2. Faculty Council Motion Number(s): FHHS.2025.01.16.09

- 3. Faculty Council Approval Date(s): January 16, 2025
- 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:

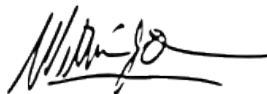
Motion No.: SCAAF202502.09

Moved by: Ron Camp II

Seconded by: Clarence Hofsink

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
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: SOCW 621-3 Human Growth and Development

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

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

Available resources are sufficient, but faculty are encouraged to contact their liaison librarian if additional resources are required.

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

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



University Librarian (or designate) signature

22 January 2025

Date

Motion Number (assigned by
Steering Committee of Senate): S-202502.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course SOCW 643-3 Social Work and Health Care be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2025
2. **Academic Program:** School of Social Work
3. **Course Subject, Number*, and Credit hours:** SOCW 643-3
4. **Course Title:** Social Work and Health Care
5. **Goal(s) of Course:** To offer students curriculum as outlined in the calendar course description below.
6. **Calendar Course Description:** This course focuses on the knowledge, attitudes, and skills workers need to practice effectively in health care settings. Case studies are used to demonstrate different methods of intervention in this context.
7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* No X

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

** 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

Laboratory #

Seminar _____ # _____ 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: SOCW 443-3 Social Work and Health Care
- 13. Course Equivalencies: None
- 14. Grade Mode: NORMAL (i.e., alpha grade)
- 15. Course to be offered: each semester _____
each year X
alternating years _____
- 16. Proposed text / readings: None

B. Significance Within Academic Program: Social work has played an increasing role in health care in recent years and this course has been in demand at both a graduate and undergraduate level. We have been cross-listing it with a generic graduate course (SOCW 698-3: Directed Topics), which is not ideal because graduate students sometimes end up with SOCW 698 on their transcript more than once and SOCW 698 does not provide a content-specific title for their transcript. We also believe that offering this course with a content-specific title may increase graduate-level enrollment both within our Program and from other programs.

- 1. Anticipated enrolment 5 (graduate level)
- 2. If there is a proposed enrolment limit, state the limit and explain: N/A
- 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? Master of Social Work
- 8. What other courses are being proposed within the Program this year? None. We are proposing to cross-list several undergraduate courses with graduate courses; we are not adding any courses that do not exist in our Program.
- 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: 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 X (N/A)
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
 - ii. Space (classroom, laboratory, storage, etc.): None
 - iii: Library Holdings: None
 - 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: None
3. Attachment Pages (in addition to required “Library Holdings” Form): 0 pages

G. Authorization

SCCC Reviewed: January 14, 2025

- 1. Faculty(ies): FHHS
- 2. Faculty Council Motion Number(s): FHHS.2025.01.16.09
- 3. Faculty Council Approval Date(s): January 16, 2025
- 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 202502.10

Moved by: Ron Camp II

Seconded by: Clarence Hofsink

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
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: SOCW 643-3 Social Work and Health Care

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

a) Are current library holdings adequate? Yes X No

Available resources are sufficient, but faculty are encouraged to contact their liaison librarian if additional resources are required.

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

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



University Librarian (or designate) signature

22 January 2025

Date

Motion Number (assigned by
Steering Committee of Senate): S-202502.11

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course SOCW 644-3 Critical Issues in Aging, be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2025
2. **Academic Program:** School of Social Work
3. **Course Subject, Number*, and Credit hours:** SOCW 644-3
4. **Course Title:** Critical Issues in Aging
5. **Goal(s) of Course:** To provide curriculum as outlined in the calendar course description below.
6. **Calendar Course Description:** This course examines the physical, social, and psychological needs of the elderly. Adaptation of generic social work skills in effective intervention with and on behalf of the aged is also examined.
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: N/A

** 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

Laboratory #

Seminar _____ # _____ 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: SOCW 444-3 Critical Issues in Aging
- 13. Course Equivalencies: None
- 14. Grade Mode: NORMAL (i.e., alpha grade)
- 15. Course to be offered: each semester _____
each year _____
alternating years X
- 16. Proposed text / readings: None

B. Significance Within Academic Program Given the aging population in Canada, this course has become increasingly important in recent years and has been in demand at both a graduate and undergraduate level. We have been cross-listing it with a generic graduate course (SOCW 698-3: Directed Topics), which is not ideal because graduate students sometimes end up with SOCW 698 on their transcript more than once and SOCW 698 does not provide a content-specific title for their transcript. We also believe that offering this course with a content-specific title may increase graduate-level enrollment both within our Program and from other programs.

- 1. Anticipated enrolment 5 (graduate level)
- 2. If there is a proposed enrolment limit, state the limit and explain: N/A
- 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? MSW
- 8. What other courses are being proposed within the Program this year? None. We are proposing to cross-list several undergraduate courses with graduate courses; we are not adding any courses that do not exist in our Program.
- 9. What courses are being deleted from the Program this year? None.

C. Relation to Other Program Areas None

- 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: N/A
4. Has this overlap been discussed with the Program concerned? Yes _____ No X (N/A)
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
 - ii. Space (classroom, laboratory, storage, etc.): None
 - iii. Library Holdings: None
 - 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: None
3. Attachment Pages (in addition to required “Library Holdings” Form): 0 pages

G. Authorization

SCCC Reviewed: January 14, 2025

- 1. Faculty(ies): FHHS
- 2. Faculty Council Motion Number(s): FHHS.2025.01.16.09
- 3. Faculty Council Approval Date(s): January 16, 2025
- 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:

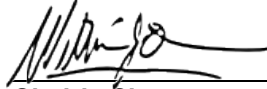
Motion No.: SCAAF 202502.11

Moved by: Ron Camp II

Seconded by: Clarence Hofsink

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
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: SOCW 644-3 Critical Issues in Aging

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

a) Are current library holdings adequate? Yes X No

Available resources are sufficient, but faculty are encouraged to contact their liaison librarian if additional resources are required.

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

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



University Librarian (or designate) signature

22 January 2025
Date

Motion Number (assigned by
Steering Committee of Senate): S-202502.12

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course SOCW 653-3 Social Work Practice and Spirituality, be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2025
2. **Academic Program:** School of Social Work
3. **Course Subject, Number*, and Credit hours:** SOCW 653-3
4. **Course Title:** Social Work Practice and Spirituality
5. **Goal(s) of Course:** To offer curriculum as outlined in the calendar course description below.
6. **Calendar Course Description:** This course provides a forum for the critical exploration of the impact and influence of spiritual and religious thought and practices on human service work. The historical roots of this work are based in religious movements, aspects of which still affect today's practice and policy. In an increasingly multicultural environment, social workers must have a fundamental understanding of religion and spirituality in order to practice effectively.
7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* No

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

** 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

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: SOCW 453-3 Social Work Practice and Spirituality

13. Course Equivalencies: None

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

15. Course to be offered: each semester _____

each year _____

alternating years X

16. Proposed text / readings: None

B. Significance Within Academic Program Spirituality has played an increasing role in social work practice in recent years and this course has been in demand at both a graduate and undergraduate level. We have been cross-listing it with a generic graduate course (SOCW 698-3: Directed Topics), which is not ideal because graduate students sometimes end up with SOCW 698 on their transcript more than once and SOCW 698 does not provide a content-specific title for their transcript. We also believe that offering this course with a content-specific title may increase graduate-level enrollment both within our Program and from other programs.

1. Anticipated enrolment 5 (graduate level)

2. If there is a proposed enrolment limit, state the limit and explain: N/A

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? Master of Social Work

8. What other courses are being proposed within the Program this year? None. We are proposing to cross-list several undergraduate courses with graduate courses; we are not adding any courses that do not exist in our Program.

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: None
2. Is a preclusion required? Yes _____ No 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 _____ No X (N/A)
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
 - ii. Space (classroom, laboratory, storage, etc.): None
 - iii. Library Holdings: None
 - 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: None
3. Attachment Pages (in addition to required “Library Holdings” Form): 0 pages

G. Authorization

SCCC Reviewed: January 14, 2025

1. Faculty(ies): FHHS
2. Faculty Council Motion Number(s): FHHS.2025.01.16.09

3. Faculty Council Approval Date(s): January 16, 2025
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:

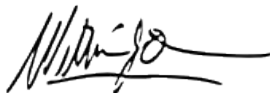
Motion No.: SCAAF 202502.12

Moved by: Ron Camp II

Seconded by: Clarence Hofsink

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
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: SOCW 653-3 Social Work Practice and Spirituality

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

a) Are current library holdings adequate? Yes X No

Available resources are sufficient, but faculty are encouraged to contact their liaison librarian if additional resources are required.

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

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



University Librarian (or designate) signature

22 January 2025

Date

Motion Number (assigned by
Steering Committee of Senate): S-202502.13

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the request to unpark SOCW 640 Social Work and Leadership be approved as proposed.

Effective Date: September 2025

Rationale: We accidentally missed the deadline to request that this course not be parked. This course is important within our Program and we plan to offer it in the future.

Motion proposed by: Dr. Susan Burke/ Dr. Indrani Margolin

Academic Program: School of Social Work

Implications for Other Programs / Faculties? None

Faculty: Faculty of Human and Health Sciences

Faculty Council / Committee Motion Number: N/A

Faculty Council / Committee Approval Date: N/A

Attachment Pages (if applicable): 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

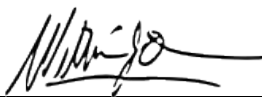
Motion No.: SCAAF202502.13

Moved by: Ron Camp II

Seconded by: Clarence Hofsink

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202502.14

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to SOCW 609 Advanced Quantitative Research on page 152 of the 2024/2025 Graduate calendar be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** Most social work students enter the UNBC MSW Program with limited previous exposure to quantitative research methods. For that reason, the course is not taught at an advanced level. Our rationale for changing the name is to make the course title consistent with the course content.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

SOCW 609-3 Advanced Quantitative Research Advanced Quantitative Research in Social Policy and Social Work Practice covers a range of quantitative methods, research designs, statistical analyses and measures. The course explores social policy and social work issues in comparative, national and provincial contexts and links measures, methods and analyses to current issues and debates in social work policy and practice. The course prepares students with the research tools necessary to undertake their thesis and/or practicum projects.

Prerequisite(s): MSW Foundation Year students must successfully complete SOCW 634-3

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

SOCW 609-3 Advanced Quantitative Research Methods ~~Advanced Quantitative Research in Social Policy and Social Work Practice~~ This course covers a range of quantitative research methods, research designs, statistical analyses, and measures. ~~The course~~ It explores social policy and social work issues in comparative, national, and provincial contexts, ~~and This course~~ links measures, methods, and analyses to current issues and debates in social work policy and practice. The course prepares students with the research tools necessary to undertake their thesis and/or practicum projects.

Prerequisite(s): MSW Foundation Year students must successfully complete SOCW 634-3

6. **Authorization:**

Program / Academic / Administrative Unit: Social Work

SCCC Reviewed: January 14, 2025

Faculty(ies): FHHS

Faculty Council Motion Number(s): FHHS.2025.01.16.09

Faculty Council Approval Date(s): January 16, 2025

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.: SCAAF202502.14

Moved by: Ron Camp II

Seconded by: Clarence Hofsink

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202502.15

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to SOCW 610-3 Wellness: Alternate Approaches on pages 103 and 152 of the 2024/2025 Graduate calendar be approved as proposed.

1. **Effective date:** September 2025

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

The course title and description do not sufficiently describe the purpose, lens, and content of the approaches taken in this course. The proposed course title and description reflect the emerging understanding for the need to teach holistic expressive arts approaches that are trauma-informed. Using the term Expressive Arts reflects current language in the field and was chosen to highlight that drawing on multiple art forms supports expression and integration of deeper feelings to support insight that talk approaches do not always access.

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

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

SOCW 610-3 Wellness: Alternate Approaches This course introduces and explores a variety of techniques in expressive arts, movement and process-oriented therapeutic approaches in working with individuals, couples, families and groups. Themes and exercises focus on addictive behaviours, mental health and wellness. Exercises are interwoven throughout the course. These incorporate the materials taught and provide students with the opportunity to practice the different techniques examined in this course.

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

SOCW 610-3 Wellness: ~~Alternate Approaches~~ Holistic Trauma-Informed Expressive Arts Therapies

This course introduces and explores a variety of ~~techniques in holistic trauma-informed therapeutic approaches~~ approaches. These include expressive arts, ~~movement meditation~~, and process-oriented ~~therapeutic approaches~~ practices in working with individuals, couples, families, and groups. Themes and exercises focus on ~~addictive behaviours~~, mental health and ~~wellness~~ wellbeing. ~~Exercises are interwoven throughout the course.~~ A creative experiential lab ~~These incorporate the materials taught and~~ provides students with the opportunity to practice ~~the different techniques examined~~ the various modalities examined in this course.

6. **Authorization:**

Program / Academic / Administrative Unit: Social Work

SCCC Reviewed: January 14, 2025

Faculty(ies): FHHS

Faculty Council Motion Number(s): FHHS. 2025.01.16.09

Faculty Council Approval Date(s): January 16, 2025

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:

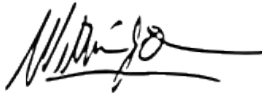
Motion No.: SCAAF 202502.15

Moved by: Ron Camp II

Seconded by: Clarence Hofsink

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202502.16

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course title and course description for NRSG 410-7, Professional Practice: Mental Health and Addictions Nursing, on page 277 of the 2024/2025 PDF undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** “Addictions” is biased language and is not currently in use or recommended for use by health care providers (NIDA, 2021). Use of words including addict and substance abuser may influence the perceptions of medical care providers (Ashford et al., 2019). Non-judgmental language is preferred when referring to individuals who use substances (Pivovarova & Stein, 2019). Therefore, it is proposed that biased language (“addictions nursing”) is removed from the course name.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NRSG 410-7 Professional Practice: Mental Health and Addictions Nursing This course focuses on the knowledge and skills needed to care for individuals experiencing common mental health issues and problematic substance use. Theoretical and clinical practice approaches draw on concepts related to holistic and relational practice including cultural safety, trauma-informed practice and advanced therapeutic communication. Use of exemplars and case-based learning prepare students to interact with and care for patients in acute, community, and primary care settings.

Prerequisite(s): NRSG 304-3 and NRSG 311-7
Major Restriction: Restricted to students in the NBNP

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

NRSG 410-7 Professional Practice: Mental Health and ~~Addictions Nursing~~ This course focuses on the knowledge and skills needed to care for individuals experiencing common mental health issues and ~~problematic substance use~~ substance use disorders. Theoretical and clinical ~~practice~~ approaches draw on concepts related to holistic and relational practice including cultural safety, trauma-informed practice and advanced therapeutic communication. Use of exemplars and case-based learning prepare students to interact with and care for patients in acute, community, and primary care settings.

Prerequisite(s): NRSG 304-3 and NRSG 311-7
Major Restriction: Restricted to students in the Northern Baccalaureate Nursing Program (NBNP)

6. **Authorization:**

Program / Academic / Administrative Unit: School of Nursing

SCCC Reviewed: August 30, 2024

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2025.01.16.04

Faculty Council Approval Date(s): January 16, 2025

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:

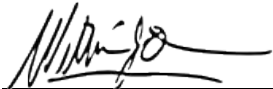
Motion No.: SCAAF 202502.18

Moved by: Todd Whitcombe

Seconded by: David Casperson

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202502.17

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description for NRSRG 423-8, on page 278 of the 2024/2025 PDF undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** Non-judgmental language is preferred when referring to individuals who use substances (Pivovarova & Stein, 2019). Therefore, it is proposed that biased language (“addictions nursing”) is removed from the course name.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NRSRG 423-8 Mental Health and Addictions Nursing This course focuses on mental health and substance use disorders and integration and application of relevant theoretical and clinical knowledge. Nursing care incorporating holistic patient assessment, and cultural safety and humility, trauma-informed practice, advanced therapeutic communication and therapeutic use of psychotropic drugs are emphasized. Rural and northern contexts are emphasized. Utilizing both seminars and clinical practice, students apply theoretical understandings and evidence to practice, considering various clinical settings.

Prerequisite(s): NRSRG 410-7, NRSRG 411-7, NRSRG 412-7, and NRSRG 415-7

Preclusion(s): NURS 432-(6, 8)

Major Restriction: Restricted to students in the NBNP

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

NRSRG 423-8 ~~Mental Health and Addictions Nursing~~ Nursing Practice in Mental Health and Substance Use This course focuses on nursing practice related to mental health and substance use disorders, and the integration and application of relevant theoretical and clinical knowledge. In a rural and northern context, nursing care incorporating holistic patient assessment, ~~and~~ cultural safety and humility, trauma-informed practice, advanced therapeutic communication, and therapeutic use of psychotropic drugs are emphasized ~~within a Rural and northern contexts are emphasized~~. Utilizing both seminars and clinical practice, students apply theoretical understandings and evidence to practice, considering various clinical settings. The NCBNP requires the 8-credit-hour course. Post-Diploma BScN requires the 6-credit-hour course.

Prerequisite(s): NRSRG 410-7, NRSRG 411-7, NRSRG 412-7, and NRSRG 415-7

Preclusion(s): NURS 432-(6, 8)

Major Restriction: Restricted to students in the Northern Baccalaureate Nursing Program (NBNP)

6. **Authorization:**

Program / Academic / Administrative Unit: School of Nursing

SCCC Reviewed: August 30, 2024

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2025.01.16.03

Faculty Council Approval Date(s): January 16, 2025

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:

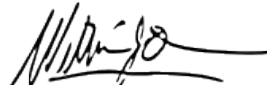
Motion No.: SCAAF 202502.19

Moved by: Todd Whitcombe

Seconded by: David Casperson

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202502.18

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description for NURS 432-(6, 8), on page 282 of the 2024/2025 PDF undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** Non-judgmental language is preferred when referring to individuals who use substances (Pivovarova & Stein, 2019). Therefore, it is proposed that biased language (“addictions nursing”) is removed from the course name.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 432-(6, 8) Mental Health and Addictions Nursing This course focuses on mental health and substance use disorders and integration and application of relevant theoretical and clinical knowledge. Nursing care incorporating holistic patient assessment, and cultural safety and humility, trauma-informed practice, advanced therapeutic communication and therapeutic use of psychotropic drugs are emphasized. Rural and northern contexts are emphasized. Utilizing both seminars and clinical practice, students apply theoretical understandings and evidence to practice, considering various clinical settings. The NCBNP requires the 8-credit hour course. Post-Diploma BScN requires the 6-credit hour course.

Prerequisite(s): NURS 330-4, or permission of the Chair for 8-credit course

Preclusion(s): NRS 423-8, NURS 444-(3, 5, 8)

Major Restrictions: Post-Diploma BScN students, or permission of the Chair, for 6-credit hour course

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

NURS 432-(6, 8) Mental Health and Addictions Nursing Nursing Practice in Mental Health and Substance Use This course focuses on nursing practice related to mental health and substance use ~~disorders~~, and the integration and application of relevant theoretical and clinical knowledge. In a rural and northern context, nursing care incorporating holistic patient assessment, ~~and~~ cultural safety and humility, trauma-informed practice, advanced therapeutic communication, and therapeutic use of psychotropic drugs are emphasized. ~~Rural and northern contexts are emphasized.~~ Utilizing both seminars and clinical practice, students apply theoretical understandings and evidence to practice, considering various clinical settings. The NCBNP requires the 8-credit-hour course. Post-Diploma BScN requires the 6-credit-hour course.

Prerequisite(s): NURS 330-4, or permission of the Chair for 8-credit-hour course

Preclusion(s): NRS 423-8, NURS 444-(3, 5, 8)

Major Restrictions: Post-Diploma BScN students ~~or permission of the Chair~~ for 6-credit-hour course

6. **Authorization:**

Program / Academic / Administrative Unit: School of Nursing

SCCC Reviewed: August 30, 2024

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2025.01.16.03

Faculty Council Approval Date(s): January 16, 2025

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 202502.20

Moved by: Todd Whitcombe

Seconded by: David Casperson

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202502.19

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the addition to the Division of Medical Sciences section, starting on page 105 of the 2024-2025 PDF version of the Graduate Academic Calendar, be approved as proposed.

1. **Effective date:** Upon the approval of Senate
2. **Rationale for the proposed revisions:** The Division of Medical Sciences is a UNBC academic administrative unit that includes UBC MD Undergraduate Program (Northern Medical Program), UBC health professions degree programs (E.g. the Master of Physical Therapy Program and the Master of Occupational Therapy Program) and future UBC/UNBC joint health professions degree programs offered through UNBC. The Division of Medical Sciences is affiliated with the Faculty of Human and Health Sciences for the purposes of professional academic association and collaboration but established as a separate unit.
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:** new entry
5. **Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:**

[starting on page 105, to follow the MPT-N section]

Master of Occupational Therapy – North cohort (MOT-N)

The Master of Occupational Therapy – North cohort (MOT-N) is a UBC program that is provincially-funded. This is a collaborative program between UBC and UNBC, based in Prince George, that supports the recruitment and retention of occupational therapists in northern and rural regions. MOT-N students benefit from real-time instruction by local faculty in Prince George and remote faculty at each of the MOT sites, along with clinical skills assistants who provide hands-on guidance in labs. Students have access to state-of-the-art facilities, including clinical skills labs, a cutting-edge lecture theatre, breakout rooms, and study spaces.

Clinical Learning

As part of this program, students will be able to complete **at least one out of five** fieldwork placements within the Prince George area. The remaining **four** placements are not guaranteed to take place in the area; they occur within any health authority and may be in rural or urban locations. Students experience a wide variety of clinical settings in both public and private sectors, with the chance to participate in innovative projects. Clinical learning sites vary each year, but the majority of placements focus on critical sites within the Northern Health Authority, or typically in small towns away from urban centres.

Affiliate Status and Access to UNBC Student Services

UNBC offers an array of student services designed to foster student success. While academic

registrations for all MOT-N students are at UBC, MOT-N students are registered as “affiliate students” at UNBC, enabling them to take advantage of all that UNBC has to offer. Please consult the MOT-N office for a complete and current list.

Academic and Non-Academic Policies, Procedures, and Regulations

MOT-N students are subject to the UBC Faculty of Medicine and Department of Occupational Science and Occupational Therapy’s policies, procedures, and regulations. For more information, please visit <https://osot.ubc.ca/current-students/>.

While studying at the UNBC campus, MOT-N students are also subject to UNBC’s non-academic related policies and procedures. For more information, please visit www.unbc.ca/policy.

Application Guidance

Apply for admission to the MOT-N program through the UBC Graduate School Online Admission and Application System at www.grad.ubc.ca/prospective-students/application-admission/apply-online.

6. Authorization:

SCCC Reviewed: November 21, 2024

Program / Academic / Administrative Unit: Division of Medical Sciences

Faculty(ies): Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2025.01.16.07

Faculty Council Approval Date(s): January 16, 2025

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 202502.21

Moved by: Allan Kranz

Seconded by: Emily Maclise

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
Date


Chair’s Signature

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

Motion Number (assigned by
Steering Committee of Senate): **S-202502.18**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program requirements for the Geography (BA and BSc Programs), Joint Major in Geography and History on page 138-139 of the 2024/25 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** This motion adds one lower division History course to the degree requirement, and adds one upper division Geography course to the list of choices to fulfill the upper division requirement. HIST 200: Historical Methodology is being restored as a requirement of the History program. Between 1994 and 2005, this course was required as an introduction to the methods used in the discipline of History. It was then removed in 2006 in response to a recommendation of an external review. A subsequent external review in 2014 recommended that this course be restored which it was in 2019; however, because of staffing issues, the department was unable to schedule it, thus creating roadblocks for students in their degrees. We therefore removed it as a requirement in 2021. Now that the department has a full complement of faculty and a faculty member willing to teach it, we would like to bring back this requirement. We feel strongly that an introductory course on historical methodology is an important foundation for upper-level courses in our discipline. GEOG 332: Community Development was added to the undergraduate calendar in 2024 and is a suitable option to fulfill the upper division requirement in this joint major.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Joint Major in Geography and History (BA)

The minimum requirement for the completion of a Bachelor of Arts with a Joint Major in Geography and History is 120 credit hours.

Program Requirements

Lower-Division Requirement

GEOG 101-3 Planet Earth
or GEOG 102-3 Earth from Above
HIST 190-3 World History to 1550
HIST 191-3 World History since 1550

Four of the following:

GEOG 200-3 British Columbia: People and Places
GEOG 202-3 Resources, Economies, and Sustainability
GEOG 203-3 Canada: Places, Cultures, and Identities
GEOG 204-3 Introduction to GIS
or GEOG 205-3 Cartography and Geomatics
GEOG 206-3 Social Geography
GEOG 209-3 Migration and Development

GEOG 211-3 Natural Hazards: Human and Environmental Dimensions
GEOG 220-3 World Regions: Latin America and the Caribbean
GEOG 224-3 World Regions: Inuit Nunangat
GEOG 225-3 Global Environmental Change
GEOG 298-3 Special Topics

Nine credit hours of History at the 200 level

Upper-Division Requirement

HIST 300-3 Historiography: The Nature of the Historical Discipline

Four of the following:

GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making
GEOG 306-3 Critical Development Geographies
GEOG 307-3 Changing Arctic: Human and Environmental Systems
GEOG 308-3 Health Geography
GEOG 324-3 Community-Based Research
GEOG 333-3 Geography Field School

Three of the following:

GEOG 401-3 Tenure, Conflict, and Resource Geography
GEOG 403-3 Indigenous Geographies of Climate Resilience
GEOG 416-3 Mountains
GEOG 420-3 Environmental Justice
GEOG 424-3 Northern Communities
GEOG 426-3 Geographies of Culture, Rights and Power

Eighteen credit hours of History at the 300 or 400 level

Electives and Academic Breadth

Electives at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation on *Academic Breadth*).

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

Joint Major in Geography and History (BA)

The minimum requirement for the completion of a Bachelor of Arts with a Joint Major in Geography and History is 120 credit hours.

Program Requirements

Lower-Division Requirement

GEOG 101-3 Planet Earth
or GEOG 102-3 Earth from Above
HIST 190-3 World History to 1550
HIST 191-3 World History since 1550
HIST 200-3 Historical Methodology

Four of the following:

GEOG 200-3 British Columbia: People and Places
GEOG 202-3 Resources, Economies, and Sustainability
GEOG 203-3 Canada: Places, Cultures, and Identities
GEOG 204-3 Introduction to GIS

or GEOG 205-3 Cartography and Geomatics
GEOG 206-3 Social Geography
GEOG 209-3 Migration and Development
GEOG 211-3 Natural Hazards: Human and Environmental Dimensions
GEOG 220-3 World Regions: Latin America and the Caribbean
GEOG 224-3 World Regions: Inuit Nunangat
GEOG 225-3 Global Environmental Change
GEOG 298-3 Special Topics

~~Nine~~ In addition, six credit hours of History at the 200 level

Upper-Division Requirement

HIST 300-3 Historiography: The Nature of the Historical Discipline

Four of the following:

GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making
GEOG 306-3 Critical Development Geographies
GEOG 307-3 Changing Arctic: Human and Environmental Systems
GEOG 308-3 Health Geography
GEOG 324-3 Community-Based Research
GEOG 332-2 Community Development
GEOG 333-3 Geography Field School

Three of the following:

GEOG 401-3 Tenure, Conflict, and Resource Geography
GEOG 403-3 Indigenous Geographies of Climate Resilience
GEOG 416-3 Mountains
GEOG 420-3 Environmental Justice
GEOG 424-3 Northern Communities
GEOG 426-3 Geographies of Culture, Rights and Power

~~Eighteen~~ In addition, eighteen credit hours of History at the 300 or 400 level

Electives and Academic Breadth

Electives at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation on *Academic Breadth*).

6. Authorization:

SCCC Reviewed: November 21, 2024

Program / Academic / Administrative Unit: History & Geography

Faculty of Environment:

Faculty Council Motion Number(s): FEFC 2024121403
Faculty Council Approval Date(s): Dec 12, 2024

Faculty of Indigenous Studies Social Sciences and Humanities:

Faculty Council Motion Number(s): FISSHFC.2025.01.16.03
Faculty Council Approval Date(s): January 16, 2025

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.: SCAAF202502.22

Moved by: Allan Kranz

Seconded by: Emily Maclise

Committee Decision: CARRIED

Approved by SCAAF: February 12th, 2025
Date



Chair's Signature

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

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course UNIV 103-3 Introduction to Indigenous Studies, Social Sciences, and Humanities be approved as follows:

A. Description of the Course

- 1. Proposed semester of first offering:** Fall 2025
- 2. Academic Program:** UNIV as part of the Faculty of Indigenous Studies Social Sciences and Humanities
- 3. Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** UNIV 103-3
- 4. Course Title:** Introduction to Indigenous Studies, Social Sciences, and Humanities

5. Goal(s) of Course:

Learning Goals may include:

By the end of the course, students will be able to...

- Reflect on the practical and theoretical implications of different disciplinary approaches and knowledges of Indigenous Studies, Social Sciences, and Humanities articulated inside and outside the classroom.
- Be aware of and practice ethical standards of the course: empathy, open mindedness, and respect.
- Identify and apply academic writing and editing skills that will serve them throughout university, such as how to cite, search scholarly literature, identify and synthesize key components of academic sources, analyze effectively, and synthesize and incorporate research materials.
- Demonstrate reflexive and critical reading and writing skills while synthesizing diverse forms of information and scholarly perspectives.
- Practice and demonstrate oral speaking skills, including engaging in classroom and tutorial discussion.
- Identify and apply good habits for success in university, including note taking, studying effectively, understanding assessment criteria, engaging respectfully in the classroom and online, and organizing your time.
- Demonstrate digital literacy and adeptness in navigating online learning management systems.
- Initiate, exemplify, and appreciate community building practices in the classroom and in communities outside of the classroom.
- Reflect on and assess the learning processes and apply feedback to refine skills.
- Appreciate that it is okay to make mistakes, trust they can succeed, and believe that they will gain the knowledge to thrive in the learning environment.
- Identify and appreciate the ways in which learning is fun.
- Identify and visit available services on campus including the UNBC Library, Northern B.C. Archives, First Nations Centre, and the Academic Success Centre.

- 6. Calendar Course Description:** This course is a foundations course for students entering university who plan to go into a program in Indigenous studies, social sciences, and/or humanities. It provides an introduction to academic inquiry, focusing on the development of critical thinking, reading, and university

writing including foundational study skills and learning strategies. This course also introduces university services and resources available to support student success. It is organized around a specific theme which changes dependent upon the instructor.

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

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

8. **Contact Hours (per week):**

Lecture 2

Seminar 1

Laboratory

Other (please specify)

9. **Prerequisites (taken prior):** None

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

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

12. **Preclusions:** None

13. **Course Equivalencies:** None

14. **Grade Mode:** NORMAL

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

16. **Proposed text / readings:** Readings will change dependent upon the course theme and the lead instructor and co-instructors.

B. Significance Within Academic Program

1. **Anticipated enrolment** 150

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

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

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

5. **Course required by another major/minor:** To be determined by FISSSH programs.

6. **Course required or recommended by an accrediting agency:** None

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

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: 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?

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

D. Resources required

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

i. Faculty Staffing: None

ii. Space (classroom, laboratory, storage, etc.): n/a

iii. Library Holdings: See attached form

iv. Computer (time, hardware, software): n/a

E. Additional Attached Materials

F. Other Considerations

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

* Whether a new course has First Nations content is to be determined by the relevant 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: January 14, 2025

1. Faculty(ies): FISSSH
2. Faculty Council Motion Number: FISSSHFC.2025.01.16.04
3. Faculty Council Approval Date: January 16, 2025
4. Senate Committee on Indigenous Initiatives Motion Number:
5. Senate Committee on Indigenous Initiatives Meeting Date:

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

Brief Summary of Committee Debate:

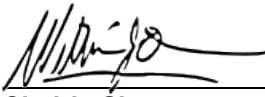
Motion No.: SCAAF 202502.23

Moved by: Allan Kranz

Seconded by: Emily Maclise

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
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 103 - Introduction to Indigenous Studies, Social Sciences, and Humanities

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?

Any additional resources typical for such a class could be covered by library acquisition budgets and can be requested directly through the library.

Geoffrey Boyd

University Librarian (or designate) signature

16 January 2025

Date

Motion Number (assigned by
Steering Committee of Senate): S-202502.22

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the following exchange agreement be renewed and approved under the previously agreed terms and conditions for a period of five (5) years as proposed:

Effective Date: Upon signing of both parties

Rationale: The following exchange agreement has lapsed and the partner has been a long-term exchange partner of UNBC.

Motion proposed by: Amy Beyer

Academic Program: n/a

Implications for Other Programs / Faculties? None

Faculty: n/a

Faculty Council / Committee Motion Number: n/a

Faculty Council / Committee Approval Date: n/a

Attachment Pages (if applicable): 4 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

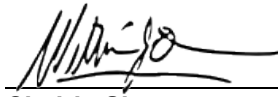
Motion No.: SCAAF 202502.24

Moved by: Allan Kranz

Seconded by: Emily Maclise

Committee Decision: CARRIED

Approved by SCAAF: February 12, 2025
Date


Chair's Signature

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

An Agreement of Cooperation Between the University of New England, Australia and the University of Northern British Columbia, Canada

I. Preamble

The University of New England and the University of Northern British Columbia (UNBC) enter into this agreement in order to promote collegial relations and academic cooperation between the two institutions. Each university will make every effort to foster cooperation in the following areas, based upon the principles of equality and reciprocity:

- a) the exchange of students;
- b) the exchange of faculty for the purpose of teaching, research and other scholarly activity;
- c) the conduct of cooperative and comparative research programs, with both sides having equal access to the results of such work;
- d) the exchange of information, including scientific and scholarly publications, bibliographic and reference materials, teaching aids, and curricula;
- d) joint participation in scientific conferences, symposia and congresses;
- e) and other mutually agreeable undertakings.

The 'home institution' is the institution in which the student is originally enrolled. The 'host institution' is the institution to which the exchange student is attached for the duration of the exchange.

II. Scientific and Faculty Exchanges

In order to facilitate inter-institutional research and scholarly activity, contribute to faculty development, examine joint research interests and enhance student education, each university agrees to welcome visiting faculty members and research fellows from the other institution. While neither institution is obliged to provide financial support for such visitors, each agrees to make every effort to furnish visiting faculty with access to university facilities (office space, reasonable secretarial support and library privileges) provided that such facilities are available. If such facilities are not available, the host institution must inform the partner institution prior to agreeing to receive any visiting faculty.

In the event that visiting faculty/scholars/researchers are invited to teach a regularly scheduled course, this will be subject to a separate agreement being entered into.

III. Student Exchange Program

A. Nomination and Selection of Student Participants

Each university may nominate up to two **(2) students** annually at the undergraduate or graduate level to spend an academic year at the other university or up to four **(4) students** annually at the undergraduate or graduate level to spend an academic semester/trimester at the other university. Exchanges will be guided by the general principle of reciprocity - one student for one student. While it is not requisite that an equal number of students be exchanged in a given year, an overall balance will be sought through the duration of the agreement.

In the event that there are insufficient exchange places available at either university, the other university may send student(s) under the respective Study Abroad programmes. These are administered by:

- The Associate Registrar – International at UNBC and
- The Study Abroad and Exchange Officer at The University of New England

The selection of student participants is the responsibility of the home institution. The method of selection will be determined by each party to the agreement applying the following criteria in a general way: (a) academic excellence; and (b) an evaluation of the students' reasons for wishing to pursue the course of study made available through the exchange program.

Admission requirements and nomination procedures shall be determined by the host institutions.

The host institution has sole discretion to reject any candidates not considered suitable. In such a case, the home institution may submit additional applications for consideration.

Some programs are unavailable for exchange and study abroad students and both institutions will inform each other of current restricted programs.

B. Academic Program and Student Life

Each of the University of New England or UNBC students who participate in the exchange shall pursue an academic program which is developed in consultation with and approved by his/her respective institution, and which is not in conflict with the regulations of the host university. Credit will not be granted unless the student has received prior written approval to enrol in a particular course of study. The approved program of study may not be varied without written permission of the student's home university. (This approval can be obtained from the student's academic advisor and a copy must be forwarded to the Registrar's Office or equivalent).

Each student will take courses regularly offered at the host university and will have all the rights and privileges enjoyed by other students on that campus. Students participating in an exchange program will be subject to the rules, regulations and discipline of the host institution in which they are enrolled. It is further agreed that the two universities will provide each other with adequate information on the performance of participants. Participating students will continue as candidates for degrees of their home institution and will not be candidates for degrees of the host institution.

Each party to this agreement agrees to provide appropriate advisory and other academic services to exchange students. Each institution also agrees to work toward the integration of exchange students into student life. Each university will appoint an administrator or coordinator for this program who will serve as a contact person for the students while they are at the host institution.

C. Fees and Expenses

Students participating in this exchange shall be liable for such tuition, fees and charges as required by their home institution or country. No additional fees will be required of exchange students at the host university except incidental payments associated with some services, student union/society fees, medical insurance, books, materials, recreation, and the like. Travel arrangements, expenses and the acquisition of all necessary student visas, residence permits, health insurance and the like are the responsibility of each exchange student. All participating students are required to have adequate health insurance coverage and provide proof of this to the host institution.

Exchange students who elect to stay in on-campus housing will pay the cost of accommodation in student residence for the duration of their exchange to the host institution. For students who are granted a place in the university residence (and remain in good standing), housing will be available for the full period of the exchange from the suggested date of arrival for incoming participants at the host university through the end of the last examination period, including breaks between academic sessions but excluding summer vacations unless a

student has enrolled in courses over the summer period. In all cases, the period for which accommodation is to be provided should be based upon the academic calendar in effect at the host university during the exchange period.

The quality of accommodation provided shall match or exceed that normally available to regular students at the host university.

IV. Duration and Administration of the Agreement

The terms and conditions of this agreement will remain in effect for five (5) years, subject to annual review and modification by agreement of both universities. Each university will appoint an administrator or coordinator for this exchange program. It will be the responsibility of these two individuals to develop an annual protocol to this agreement, spelling out what academic exchanges will take place between the institutions for the ensuing year. A contact person will also be designated to facilitate cooperative research by providing information on common research interests, funding sources and so on.

Either university may terminate the agreement by providing the other university with written notice at least six (6) months prior to the suggested date of termination. If either party terminates this agreement, each party agrees to carry out any obligations and responsibilities assumed prior to the termination date.

V. Foreign interference

1. UNE has reporting obligations under the Australia's Foreign Relations (State and Territory Arrangements) Act 2020 (Cth) and undertakes its activities in accordance with the Guidelines to Counter Foreign Interference in the Australian University Sector.
2. The Partner Institution:
 - (a) will provide every assistance to UNE to fulfil its reporting obligations under the *Australia's Foreign Relations (State and Territory Arrangements) Act 2020 (Cth)*; and
 - (b) warrants that all information provided to UNE is true and complete.
3. UNE may terminate this Agreement with immediate effect if, in its absolute discretion, it considers the Partner Institution has breached clause 2.

Dr. Geoffry Payne



Mr Bryn Griffiths

President & Vice Chancellor

Date: _____

For The University of Northern BC

Executive Principle – Brand Partnerships and
Business Development

Date: 23-10-2024 _____

For the University of New England

Name of Academic Unit:

School of Engineering

Civil Engineering
Environmental Engineering
Environmental Engineering Joint Program UNBC/UBC
Master of Engineering in Integrated Wood Design
Master of Applied Science in Engineering
PhD in Engineering (proposal)

Reviewers are asked to provide a report that:

- Identifies and commends the degree program's notably strong and creative attributes
- Describes the degree program's respective strengths, areas for improvement, and opportunities for enhancement
- Recommends specific steps to be taken to improve the degree program, distinguishing between those the program can itself take and those that require external action
- Recognizes the institution's autonomy to determine priorities for funding, space, and faculty allocation; and
- Respects the confidentiality required for all aspects of the review process

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PART 1 - EXECUTIVE SUMMARY

The Executive Summary will be made publicly available on the Provost's website.

ACADEMIC ADMINISTRATIVE UNIT: SCHOOL OF ENGINEERING

DEGREE PROGRAM(S) UNDER REVIEW:

Civil Engineering
Environmental Engineering
Environmental Engineering Joint Program UNBC/UBC
Master of Engineering in Integrated Wood Design
Master of Applied Science in Engineering
PhD in Engineering (proposal)

CHAIR/DIRECTOR: Dr. Mauricio Dzedzic

DATE OF DEGREE PROGRAM(S) REVIEW: April 3-4, 2024

DATE OF THE PREVIOUS DEGREE PROGRAM(S) REVIEW

INTERNAL RESOURCE PERSON: Meagan Jago, Administrative Coordinator, FSE

REVIEW COMMITTEE INTERNAL MEMBER: Dr. Dan Ryan, Chair of Mathematics and Statistics

REVIEWERS

Dr. Gopal Achari
Professor & Head

Department of Civil Engg
University of Calgary
Calgary Alberta

Dr. Bryan Karney
Professor

Department of Civil Engg
University of Toronto
Toronto, Ontario

David Moses
President

Moses Structural Engineers
Toronto, Ontario

I. SUMMARY OF THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) PROCESS

[UNBC edit, VPACAD: The reviewers noted no issues of concern, and that the general approach to the review process met expectations.]

II. SUMMARY OF FINDINGS

Major Strengths of the Degree Program

The major strengths of the programs we identified are as follows:

1. The class sizes are quite small and there is great value in the strong cohort-based program. The small class sizes (usually less than 30 or even smaller) allow the cohort to become friends and work closely together on projects. This contrasts sharply with many other engineering schools who often have classes of 100 or more. The advantage is the notable and significant level of peer-to-peer interaction, support and informal tutoring between students.
2. The small class size and the location of Prince George provide ample opportunities for employment for graduates and students. The vast majority of students in their second and third year have already found employment in the local industry and, impressively, many have permanent jobs lined up long before graduation. Impressively, the number of engineering positions in the neighbourhood exceeds the number of students graduating from UNBC.
3. All the instructors we met were clearly capable, dedicated to their students and the program and engaged as teachers. The students clearly appreciate the enthusiasm, skill and support of the instructors.
4. The instructors and the faculty care deeply about the students and their success. It was obvious that instructors really do care about the students and their welfare and do not easily give up on any student who might be struggling.
5. Staff, and the various student support units (ASC, ARC, Math Success Program, 1st year instructors) were clearly committed to their roles, to the students in the program, and to student success.
6. The teaching assistants (TA's) were widely and generally viewed as both competent and dedicated.
7. The programs have a strong "design spine", with design components in most courses. This was impressive to the external reviewers and was strongly appreciated by the students.
8. The programs have field trips as well as industry collaboration. Both of these lead to better and holistic education.
9. The quality, design and commitment to laboratory facilities was evident and high.
10. Early career researchers are well supported, through start-up grants, reduced teaching loads and lab facilities.

Significant Areas of Weakness or In Need of Further Development

The major weaknesses we identified are as follows:

1. There is a perceived lack of transparency and follow-through on course evaluation and feedback. Though evaluation does take place, there is notable concern (e.g., of retribution) and frustration among the students. Overall, there seems to be a lack of a systematic, purposeful, carefully-

designed feedback process, a lack that suggests that the evaluation of teaching excellence is either mistrusted or unattainable. Moreover, there is a strong sense among the students that any resulting course improvements either don't occur or are not fully communicated back to the students.

2. There are two environmental engineering programs (one jointly with UBC) at UNBC. Within the province, UBC also has a new stand-alone Environmental Engineering program. It may be worthwhile considering one of two options: (i) to reconsider if the stand-alone environmental engineering program at UNBC is an effective use of resources or (ii) to create a more distinct and consciously separate program from the UBC program, by leveraging the easier direct access to applications and field sites. Our sense is that perhaps a greater focus on programs capitalizing on UNBC's unique geographic region and current market demand in forestry and mining (such as mechanical engineering) might lead to higher student demand for admission. It was recommended that specializations suitable to Canada's North – something that would differentiate UNBC from every other engineering school in the south will give it a unique place in Canada's engineering schools.
3. It seems it would be worthwhile engaging the mayor's office of Prince George to promote the community to all of BC and make others more aware of its unique offerings. Links with the local community is fundamental to the future of UNBC.
4. While co-op is a necessary program available to all students, it is not mandatory. The local industry appears strongly supportive of an 8-month co-op. Thus, making such a program mandatory will further assist UNBC to create closer ties with community and highlight the employability of engineering students. However, we note that for a mandatory co-op program to be successful this must be a SoE-led co-op. Currently many programs at UNBC depend on a central co-op office, which has been sporadically staffed, with significant change over, and does not have the capacity to support a mandatory co-op program for the SoE. If UNBC adopts this recommendation, we feel it is mandatory that the new co-op be run through the SoE program. Only in this way can long-term connections be forged with industry, students and faculty. We feel such a program would assist both with student recruitment and retention.
5. There were frustrations around class scheduling. It was suggested that a more SoE-student-centric schedule approach be developed. The frustration articulated included having classes early and late in the day with little schedule in between, or with other larger gaps in the program. There are times in the day which lend themselves to greater attention and better learning outcomes, and these times should be more explicitly exploited when scheduling.
6. There is no guaranteed minimum funding for research-based graduate students. Establishing a guaranteed minimum funding will help attract more and better graduate students.
7. A general M.Eng. which trains people for local and surrounding industry (in addition to the wood program currently offered) will enhance the appeal of SoE, especially programs such as forest engineering, robotics, mechatronics etc. However, a market demand analysis should be conducted prior to making decisions.
8. While the SoE has Wood Engineering as a course-based master's program, it is not at the undergraduate level. Hence there is no direct pipeline of students going from bachelor's to master's degrees.

9. Insufficient space for teaching, research, and offices, both for faculty and graduate students, was a recurrent theme of our interviews on campus.

Comments of the Future Direction of the Degree Program(s)

The following recommendations were made:

1. Develop programs that are unique to Canada’s North and that can serve the needs of the industries situated in Northern Canada
2. Re-evaluate the stand-alone Environmental Engineering as having two similar programs may limit the number of students
3. Improve and make more transparent the self-improvement aspect of course evaluations.

III. SUMMARY OF THE REVIEWERS’ RECOMMENDATIONS

| RECOMMENDATIONS | DESCRIPTION OF THE RECOMMENDATION |
|-----------------|--|
| One | Improve course evaluations and related feedback to students; including improving and make more transparent their self-improvement component. Allow the programs and courses to intentionally evolve to become progressively better. |
| Two | Evaluate the need for a stand-alone environmental program |
| Three | Strengthen ties with industry and the community |
| Four | Improve course scheduling |
| Five | Create a minimum funding threshold for graduate students |
| Six | Promote more broadly the superb M.Eng. program in wood |
| Seven | Explore developing new programs that are unique to Canada’s North that can directly serve the needs of the industries and opportunities in Prince George and in Northern Canada |
| Eight | Reevaluate the stand-alone Environmental Engineering as having two similar programs may limit the number of students |
| Nine | Increase the amount of space available for the SoE on campus |

School of Engineering

Civil Engineering

Environmental Engineering

Environmental Engineering Joint Program UNBC/UBC

Master of Engineering in Integrated Wood Design

Master of Applied Science in Engineering

PhD in Engineering (proposal)

Faculty of Science and Engineering

Chair: Mauricio Dzedzic

Dean: Deborah Roberts

Provost and Vice President, Academic: Bill Owen

Date UNBC Received the External

Review of Degree Programs Report: June 12, 2024

Please Note: The Responses to the External Review of Degree Program(s) Report, Action Plan and the 36 Month Action Plan Progress Report are made publicly available on the Provost's website.

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PART 1 – ACADEMIC ADMINISTRATIVE UNIT’S RESPONSE TO THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) REPORT

August, 2024

**I. Overall Impression of the Summary of Findings and Recommendations from the
External Review of Degree Program Report**

Positive, as the report correctly identifies areas of strength and weakness. The reviewers identified ten points as major strengths of the programs, including the quality of the program, the faculty, the students, and the existing laboratories. They also identified nine areas for improvement, having made suggestions on how to proceed.

II. Correction of Factual Errors or Areas of Misunderstanding in the Report

No factual errors or areas of misunderstanding were identified in the report.

PART 2 - ACTION PLAN

What steps does the Academic Administrative Unit intend or propose to take in response to the recommendations from the *External Review of Degree Program(s) Report*?

| UNBC Responses to the External Review of Degree Program(s) Report | | |
|---|---|--|
| 1 | Recommendation | Improve course evaluations and related feedback to students; including improving and making more transparent their self-improvement component. Allow the programs and courses to intentionally evolve to become progressively better. |
| | Action | Implement course evaluations for all courses in the School of Engineering, providing feedback to the students including any changes resulting from the process. It should be noted that these evaluations will not be used for tenure and promotion, but only for program quality control. |
| | Person(s) Responsible | All SoE instructors |
| | Target Implementation Date | Fall 2024 |
| | Implementation Details <i>[Targeted actions/deliverables during period]</i> | 12 month Action Plan Progress Report <i>Course evaluations conducted by the SoE and shared with each respective instructor for reflection, feedback to the students, and action</i> |
| | | 24 month Action Plan Progress Report <i>Course evaluations conducted by the SoE and shared with each respective instructor for reflection, feedback to the students, and action. Review of the survey and prof feedback from the previous year.</i> |
| | | 36 month Action Plan Progress Report <i>Course evaluations conducted by the SoE and shared with each respective instructor for reflection, feedback to the students, and action. Review of the survey and prof feedback from the previous year.</i> |
| 2 | Recommendation | Evaluate the need for a stand-alone environmental program |

| | | | |
|----------|--|---|--|
| | Action | Do nothing. Not enough data is available to make a decision at this point. Recruitment efforts are being enhanced, and a few years are needed before enough evidence is available upon which to make a decision. | |
| | Person(s) Responsible | | |
| | Target Implementation Date | | |
| | Implementation Details | 12 month Action Plan Progress Report | <i>Not applicable</i> |
| | <i>[Targeted actions/deliverables during period]</i> | 24 month Action Plan Progress Report | <i>Not applicable</i> |
| | | 36 month Action Plan Progress Report | <i>Not applicable</i> |
| 3 | Recommendation | Strengthen ties with industry and the community | |
| | Action | Create the SoE Industry Advisory Board (IAB) | |
| | Person(s) Responsible | SoE Chair | |
| | Target Implementation Date | December 2024 | |
| | Implementation Details | 12 month Action Plan Progress Report | <i>SoE IAB terms of reference and action plan. Report on other community activities.</i> |
| | <i>[Targeted actions/deliverables during period]</i> | 24 month Action Plan Progress Report | <i>SoE IAB annual report. Report on other community activities</i> |
| | | 36 month Action Plan Progress Report | <i>SoE IAB annual report. . Report on other community activities</i> |
| 4 | Recommendation | Improve course scheduling | |
| | Action | Improve DCU data entry and review automatically generated schedule to promote balanced course loads for all SoE students | |
| | Person(s) Responsible | SoE AAs. faculty and students | |
| | Target Implementation Date | February 2025 | |
| | Implementation Details | 12 month Action Plan Progress Report | <i>2025-26 schedule</i> |
| | <i>[Targeted actions/deliverables during period]</i> | 24 month Action Plan Progress Report | <i>2026-27 schedule</i> |
| | | 36 month Action Plan Progress Report | <i>2027-28 schedule</i> |
| 5 | Recommendation | Create a minimum funding threshold for graduate students | |

| | | | |
|----------|---|---|---|
| | Action | Engage ORI in conversations about using a percentage of the overhead brought into UNBC by SoE research funding to increase the number of scholarships available to SoE graduate students | |
| | Person(s) Responsible | Dean and Chair | |
| | Target Implementation Date | Fall 2025 | |
| | Implementation Details <i>[Targeted actions/deliverables during period]</i> | 12 month Action Plan Progress Report | <i>ORI - SoE graduate funding policy</i> |
| | | 24 month Action Plan Progress Report | <i>Number of scholarships awarded and % of SoE graduate students funded</i> |
| | | 36 month Action Plan Progress Report | <i>Number of scholarships awarded and % of SoE graduate students funded</i> |
| 6 | Recommendation | Promote more broadly the superb M.Eng. program in wood | |
| | Action | Develop a communications strategy to promote the MEng in Integrated Wood Design both in Canada and abroad | |
| | Person(s) Responsible | MEng faculty and Chair | |
| | Target Implementation Date | October 2024 | |
| | Implementation Details <i>[Targeted actions/deliverables during period]</i> | 12 month Action Plan Progress Report | <i>MEng enrollment – 2025-26</i> |
| | | 24 month Action Plan Progress Report | <i>MEng enrollment – 2026-27</i> |
| | | 36 month Action Plan Progress Report | <i>MEng enrollment – 2027-28</i> |
| 7 | Recommendation | Explore developing new programs that are unique to Canada’s North that can directly serve the needs of the industries and opportunities in Prince George and in Northern Canada | |
| | Action | Promote discussion on this topic within the SoE, seek input from the SoE IAB and the local engineering community and make recommendations to pursue any options that arise from the process. Look at rebranding the solo environmental engineering program | |
| | Person(s) Responsible | SoE faculty, SoE IAB | |
| | Target Implementation Date | Fall 2025 | |
| | Implementation Details <i>[Targeted actions/deliverables during period]</i> | 12 month Action Plan Progress Report | <i>Summary of recommendations</i> |
| | | 24 month Action Plan Progress Report | <i>Program proposal submission to UNBC</i> |
| | | 36 month Action Plan Progress Report | <i>Program proposal submission to DQAB</i> |
| 8 | Recommendation | Reevaluate the stand-alone Environmental Engineering as having two similar programs may limit the number of students | |

| | | |
|---|---|--|
| Action | The recommendation does not match the identified weakness. Perhaps the intent of the reviewers was to recommend considering a new undergraduate program in Wood Engineering, as mentioned elsewhere in their report. In this case, the action will be: develop a draft proposal for an undergraduate degree in Wood Engineering to investigate its feasibility. The stand-alone and the joint Environmental Engineering programs are already distinct, as they have different curricula for 3 rd and 4 th year, and different educational experiences for the students. | |
| Person(s) Responsible | SoE undergraduate curriculum committee | |
| Target Implementation Date | Fall 2025 | |
| Implementation Details <i>[Targeted actions/deliverables during period]</i> | 12 month Action Plan Progress Report | <i>Draft program proposal and feasibility analysis</i> |
| | 24 month Action Plan Progress Report | <i>Seek internal approval, if proposal deemed feasible</i> |
| | 36 month Action Plan Progress Report | <i>Submit to DQAB</i> |
| 9 Recommendation | Increase the amount of space available for the SoE on campus | |
| Action | Identify the needs of the SoE, seek internal support for implementation, seek sources of funding | |
| Person(s) Responsible | Chair, Dean, SoE IAB | |
| Target Implementation Date | Fall 2025 | |
| Implementation Details <i>[Targeted actions/deliverables during period]</i> | 12 month Action Plan Progress Report | <i>UNBC's position on proposed course of action</i> |
| | 24 month Action Plan Progress Report | <i>Sources of funding identified</i> |
| | 36 month Action Plan Progress Report | <i>Construction starts</i> |

FOLLOW UP DATES

As per the *External Review of Degree Program(s) Procedures*, the Academic Administrative Units are responsible for submitting Action Plan Progress Reports to the Dean on the following dates:

- 12 month Action Plan Progress Report: August 31, 2025
- 24 month Action Plan Progress Report: August 31, 2026
- 36 month Action Plan Progress Report: August 31, 2027

PART 3 – DEAN’S AND PROVOST AND VICE PRESIDENT, ACADEMIC’S RESPONSES

I. Summary of the Degree Program Review Process

The review process was well organized, and I feel the reviewers were very diligent in their assessment of the program and the recommendations that they made. Since the accreditation process is known to the reviewers and covers much of the learning outcomes and curricular aspects, the recommendation from the reviewers included more big picture items. They listed 10 strengths of the programs as they saw them and listed 9 weaknesses. They also provided 3 comments for future directions.

II. Dean’s Response to the Recommendations and Action Plan

(August 27, 2024)

Dr. Dziedzic not only drafted a response to the recommendations based on his own reactions to the reviews but presented this to the School faculty members and provided them the opportunity to respond, thus increasing the chances that all members of the School of Engineering will take responsibility for the desired actions. My response to the SoE responses are below. The numbers are the same as the numbering system the reviewers and Dr. Dziedzic used.

1. I agree with the response. There is a set of questions that we have been using for the AA assisted evaluations that could be used. I would like to add in that Dr. Ben Daniels is leading a student experience survey that may result in a different set of questions and a different process. SoE will need to be in step with the new process as it will be developed for all UNBC. I encourage Dr. Dziedzic to work with Dr. Daniels so our transition is smooth. Having the University perform the surveys can help with the anxiety that students feel about possible retribution when it is done by faculty members. I also agree that we must do more than just survey the students, but help our faculty learn to show them in class that the surveys are being read and listened to. One suggestion to add might be for the School to offer to help with in-term surveys. There is data that shows that when in-term surveys are done, and the professor indicates they have read the surveys and explains the actions taken. Even if they do nothing, but explain why whatever is the way it is student morale improves. This can still be challenging for students that are afraid of retribution and we have small classes, but there are way to help with that. Dr. Danielas can be a good resource for this.

I would also suggest that you add a review of the usefulness of the survey, how the professors are communicating back to the students and resample student impressions during the implementation period that also includes the next accreditation information collection cycle. This exercise would also provide information for accreditation and our continuous improvement report.

2. I agree that no action need be taken for the stand-alone program at this time. It is not costing us anything since the majority of the courses are in common with either the Civil program or the Joint

environmental program. We will keep an eye on this program and would definitely not hire any new faculty strictly to the stand alone program.

3. I agree that the development of the School of Engineering industry advisory board will go a long way to strengthen the ties to the community. I also know that there are discussions with the Mayor of Prince George and the development of a vision between UNBC Engineering and the City of Prince George. I encourage those activities to continue. I also want to add that the work that has been done for high school competitions and more visits to regional high schools are also work that the School is doing to help strengthen community ties. I would also include the progression of these in the reports of the implementation of the plans for this recommendation.
4. I agree that the accuracy of the data going in to the DCU is important. I would also encourage the chair and the AAs to develop strong and positive relations with the scheduling team to ensure a common understanding of the needs of engineering students.
5. I am not sure of the success in the ability of the return of any indirect costs to engineering. I do know there is a push for a minimum support for all grad students at UNBC but that there are barriers/difficulties in creating this. Engineering is not at steady state yet, but it could be possible to look at the Engineering budget to see what can be done within that to help fund graduate students in engineering.
6. I agree with the response and look forward to seeing this come to fruition.
7. I do not agree with spending much of our energy on new engineering programs until we can at least get the Civil program to the numbers that the Province has set. The province has indicated we will not get new funding for new tech seats (which includes engineering) until we fill the seats we have. I do not see how we can introduce a new program without new funds. We could try and rebrand the solo environmental program to something new that would not require any new people or lab space. That might differentiate it from the joint program.
8. I agree that the concern in the table is a repeat. It could be possible to look at a wood engineering undergraduate if it could be done within our current complement of faculty. This might be a good interest once Dr. Tannert's NSERC chair runs out and he will need to assume a regular teaching load.
9. I wholeheartedly agree that space for engineering is a concern and will include this as a one of my strategic goals.

III. Provost and Vice President, Academic's Response to the Recommendations and Action Plan December 16th, 2024

Regular and comprehensive degree program reviews support the commitment of the university and its faculty and staff to the quality, accountability, sustainability, and continuous improvement of UNBC's degree programs and academic service units. Thank you to the review committee, the department faculty, staff, and

students, central administration, and the Faculty Dean for their participation in the program review for the School of Engineering.

I have carefully read the reviewers' report, the departmental response, and the decanal response. A meeting with the dean and chair on December 5, 2024, provided important additional context. I want to underscore the authority and responsibility of the dean and department for a large majority of the recommendations.

I broadly agree with the recommendations of the external review committee and how these recommendations have been incorporated into the departmental action plan. I also appreciate that the Department has already taken steps that align with the key recommendations.

As is usually the case, the external review committee has made recommendations that have some degree of resource implications. Whereas I broadly support suggestions to improve marketing, graduate scholarships, and increasing space availability for the School of Engineering, recommendations and actions that necessitate acquiring new resources or reallocation of resources will take some time to achieve and must align with the strategic direction and goals of the department and faculty.

I look forward to seeing the department's work on the action plan and to hearing about the positive impact on the program.

Anthropology

Bachelor of Arts

Faculty of Indigenous Studies, Social Sciences,
and Humanities

Reviewers are asked to provide a report that:

- Identifies and commends the degree program's notably strong and creative attributes.
- Describes the degree program's respective strengths, areas for improvement, and opportunities for enhancement.
- Recommends specific steps to be taken to improve the degree program, distinguishing between those the program can itself take and those that require external action.
- Recognizes the institution's autonomy to determine priorities for funding, space, and faculty allocation; and
- Respects the confidentiality required for all aspects of the review process.

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PART 1 - EXECUTIVE SUMMARY

The Executive Summary will be made publically available on the Provost's website.

ACADEMIC ADMINISTRATIVE UNIT

Anthropology

DEGREE PROGRAM(S) UNDER REVIEW

Anthropology BA / Joint Major in Anthropology and English (BA) / Joint Major in Anthropology and Geography (BA) / Joint Major in Anthropology and Political Science (BA) / Minor in Anthropology: Anthropological Archaeology / Minor in Anthropology: Biological Anthropology / Minor in Anthropology: General Anthropology / Minor in Anthropology: Sociocultural Anthropology.

CHAIR/DIRECTOR

Dr Angele Smith

DATE OF DEGREE PROGRAM(S) REVIEW

Site Visit 29-30 April 2024

DATE OF THE PREVIOUS DEGREE PROGRAM(S) REVIEW:

2016

INTERNAL RESOURCE PERSON

Selina Ross, Administrative Coordinator, Faculty of Indigenous Studies, Social Sciences, and Humanities

REVIEWERS

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I. SUMMARY OF THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) PROCESS

The External Review process of Anthropology at UNBC was based on a review of the Self-Study document produced by the Department, and a site visit to the UNBC campus in Prince George on 29-30 April 2024. The Department of Anthropology offers Social/Cultural, Archaeology, and Biological Anthropology, with an introduction to Linguistic Anthropology. This focus recognizes their interconnectedness, offering a holistic approach to the discipline and allowing students to explore diverse aspects of human culture and society, rather than specializing in only one subfield. This integrative perspective enriches the understanding students have of anthropology by emphasizing the intersections between different areas of study. The approach to the degree program illustrates that there is careful thought given to innovation and creativity in both content and delivery. Anthropology is also unique as a discipline at UNBC in that much of what it is concerned with in terms of teaching and research cuts across FISSH.

The thematic focus of Anthropology at UNBC is centered around core research interests of faculty, emphasizing **Heritage, Identity, and Equity** and **Social Justice**. This provides an overarching and solid framework for the curriculum that is offered, allowing students to explore anthropological concepts, issues, theories, and methods, through courses that reflect the department's teaching and research priorities.

II. SUMMARY OF FINDINGS

Major Strengths of the Degree Program

- Holistic approach to the study of anthropology
- Local and global foci (particularly remarkable for a small department)
- Capstone Course
- Emphasis on experiential learning (including student projects, co-op and study abroad opportunities)
- Fieldwork opportunities in archaeology and sociocultural anthropology
- Active research agenda of faculty enhances classroom learning and research opportunities for students
- Course offerings reflect current state of the discipline

- Multiple minors and majors including joints degrees with other departments allow students to tailor the program to their individual interests and enhance overall enrolment.

Significant Areas of Weakness or In Need of Further Development

- Possibility of being spread too thin (ambitious and comprehensive program supported by small number of faculty)
- An area of concern is succession planning and mentoring of junior faculty in that regard
- Management of culturally significant Archaeological Repository and the considerable logistics related to the archaeological field schools by one staff member who already handles a heavy teaching load
- As is the case at most institutions, lab and storage space is at a premium but this is a problem that will need to be addressed in relation to new hires, the culturally significant Archaeological Repository and field school equipment.

Comments of the Future Direction of the Degree Program(s)

- Long-term strategies need to be developed to ensure the sustainability of the Archaeology program, including staffing, funding, and infrastructure. Hiring priorities are a Senior Laboratory and a tenure-track faculty position in Archaeology.
- Enhance both internal and external funding strategies (through field schools, government grants and other sources)
- Enhance visibility of the department within the local community and internationally (this requires thinking through what makes Anthropology at UNBC unique)
- Enhance communication with stakeholders within the department and the broader university

III. SUMMARY OF THE REVIEWERS’ RECOMMENDATIONS

| RECOMMENDATIONS | DESCRIPTION OF THE RECOMMENDATION |
|--|---|
| Strategies to maintain and/or increase enrolments | (1) Streamline degree program in terms of course offerings and research/teaching themes to make the most of current faculty and future hires; (2) Expand Regional and Online programs. |
| Course based Master’s degree program | Develop a standalone or joint course-based Master’s degree program that would build on faculty expertise without significantly adding to workload to bring it in-line with other programs in FISSH. |

| | |
|--|--|
| <p>Senior laboratory instructor</p> | <p>A senior lab instructor should be hired to manage the Archaeology Repository and the considerable logistics related to the archaeological field school.</p> |
| <p>New Faculty Hires</p> | <p>(1) Hire an archaeologist to address student demand and commitments to First Nations communities; (2) Hire a bioarchaeologist working outside of North America; (3) Hire a sociocultural anthropologist working in Europe, but whose areas of concentration complement current faculty.</p> |

Department of Anthropology

**Undergraduate Degree (BA) in Anthropology and Joint
Major Degrees in Anthropology and English, First Nations
Studies, Geography and Political Sciences**

**Minors in Archaeological Anthropology, Biological
Anthropology, Social Cultural Anthropology, General
Anthropology**

Faculty of Indigenous Studies, Social Sciences and Humanities

Chair: Dr. Angèle Smith

Dean: Dr. Kriston Rennie

Provost and Vice President, Academic: Dr. William Owen

Date UNBC Received the External

Review of Degree Programs Report: July 30, 2024

Please Note: The Responses to the External Review of Degree Program(s)
Report, Action Plan and the 36 Month Action Plan Progress Report are made
publicly available on the Provost's website.

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PART 1 – ACADEMIC ADMINISTRATIVE UNIT’S RESPONSE TO THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) REPORT

(September 30, 2024)

I. Overall Impression of the Summary of Findings and Recommendations from the External Review of Degree Program Report

The external reviewers’ report clearly identified some **key strengths and opportunities** of the Department of Anthropology, including our:

- Holistic approach to the study of Anthropology
- Local and global foci (particularly remarkable for a small department)
- Capstone Course
- Emphasis on experiential learning (including student projects, [and] study abroad opportunities)
- Fieldwork opportunities in archaeology and sociocultural anthropology
- Active research agenda of faculty that enhances learning and research opportunities for students
- Course offerings reflecting the current state of the discipline, and
- Multiple minors and majors including joint degrees with other departments allowing students to tailor the program to their individual interests and enhance overall enrolment.

Some areas of **weakness in need of further development** were also identified including:

- The possibility of being spread too thin (ambitious and comprehensive program supported by a small number of faculty)
- A concern about succession planning and mentoring of junior faculty
- The management of the Provincially mandated Archaeological Repository and considerable logistics of managing the archaeological field school handled by one staff member with a heavy teaching load, and
- Lab and storage space is at a premium and this, as well as field school equipment replacement, will need to be addressed especially with respect to new hires.

Based on the areas that need further development, the reviewers’ **suggested future direction** through:

- Long-term strategies to ensure the sustainability of the Archaeology program,
- Enhance both internal and external funding strategies
- Enhance visibility of the department within the local community and internationally, and
- Enhance communication with interested parties within the broader university community

Taken altogether, the **reviewers' recommendations** were as follows:

1. **Develop strategies to maintain and/or increase enrolments**, by: **(1)** streamlining the degree program of course offerings and research/teaching themes to make the most out of current faculty and future hires; and **(2)** expanding regional and online programs.
2. **Develop a standalone or joint course-based Master's degree program** to build on faculty expertise without significantly adding to workload to bring Anthropology in-line with other FISSSH programs.
3. **Hire a Senior Lab Instructor (SLI)** to manage the Archaeological Repository and the management of the archaeological field school.
4. **Hire New Faculty: (1) a Tenure Track Archaeologist** (working with First Nation communities); **(2) a Tenure Track Bioarchaeologist** (working outside of North America); and **(3) a Tenure Track Sociocultural Anthropologist** (working in Europe to complement the research concentration of current faculty).

Most of these issues (both the strengths and weakness) align with what we reported in our external review self-study, however, we did note that there were some contradictions, such as the reviewers' recommendations that we *streamline* the degree program, but *expand* our regional and online programs and *create* a new Master's program. Another example is that we are lauded for "punching above our weight" as a department with a small number of faculty, but it is then suggested that as a weakness we are "spreading ourselves too thin".

As a result, one of the biggest take-aways from the reviewers' report was that our department should be hiring more staff and faculty – a total of 4 new hires (1 SLI and 3 Tenure track positions). While we would be thrilled to be able to grow our department (we have not added new positions to our department for 23 years!), we recognize that much depends on the university's capacity and resources. However, we feel that prioritizing the two recommended hires in archaeology would be the most efficient way to grow the department.

II. Correction of Factual Errors or Areas of Misunderstanding in the Report

We did not find any factual errors.

One potential area of misunderstanding is in the suggestion that an option might be to develop a Master's program as a joint program with Geography or Political Science (p.10). This however, already exists in the form of the University's Interdisciplinary Studies Master's program in which students can have a "home program" of Anthropology but their studies, research and thesis are integrated with another discipline such as Geography or Political Science.

Another potential area of misunderstanding under quality indicators is that some students found that "it was difficult to enroll in a field school (i.e., field schools were not offered frequently enough or enrolment was capped too low to meet student demand)" (p.12). Aside from one year, after COVID when there was a gap in the field school rotation, students have generally been able to apply and be accepted into the field school. Given that there is only one archaeologist, running a field school every year would not be possible, nor would there likely be enough students to maintain a healthy enrolment.

One clarification (p.13) is that the archaeology faculty member's position had been tenure-track, but when tenure was not received, the department lost that tenure-track position which was replaced with a renewable contract position. That position was stabilized when it was replaced with a Senior Instructor position, which carries with it NO research obligations but rather is 70% teaching, 20% service, 10% professional development.

PART 2 - ACTION PLAN

What steps does the Academic Administrative Unit intend or propose to take in response to the recommendations from the *External Review of Degree Program(s) Report*?

| UNBC Responses to the External Review of Degree Program(s) Report | | | |
|---|-----------------------------------|---|--|
| 1 | Recommendation | Curriculum Review (including online and regional programming) | |
| | Action | The recommendation was to streamline our course offerings and expand our regional and online programming. We will begin the curriculum reframe around research themes (Identity, Heritage, Equity & Social Justice) and formalize our Learning Objectives (LOs) for Department, while updating our Teaching Pedagogy (TP) (incorporate our LOs and TP at each year of curriculum; review & evaluate adding a 3 rd year integrated course; and review & evaluate experiential learning opportunities (e.g., Honours). We will review online and regional programming and will add new courses in Global Heritage (& link these to the above research themes). | |
| | Person(s) Responsible | Angèle Smith (Chair) as Lead; All members of the department | |
| | Target Implementation Date | Dec. 2025 | |
| | Implementation Details | 12 month Action Plan Progress Report | |
| | | 24 month Action Plan Progress Report | |
| | | 36 month Action Plan Progress Report | |

| | | | |
|---|-----------------------------------|---|--|
| 2 | Recommendation | New Faculty Hires in Archaeology: Archaeological SLI and/ or TT | |
| | Action | <p>The recommendation was to strengthen Archaeology in the program, namely around the management of the Archaeological Repository and the Archaeological Field School every other year. An archaeological SLI (Senior Lab Instructor) ideally would be in charge of the lab equipment, field equipment, van, Kodiak, etc., as well as help to manage the Archaeological Repository and the logistics around the archaeological field school. This would allow for the smooth running of these two projects that are vitally important to acting on Truth and Reconciliation for the department and the university in partnership with local First Nations communities. As our archaeology Senior Instructor’s workload contract does not recognize research, an archaeological Tenure Track faculty member would be a validating investment on the part of FISSSH and UNBC to highlight archaeological research for, with, and by Indigenous peoples.</p> <p>In order to make a strong case for additional hires, we need to illustrate the need and importance of supporting and strengthening archaeology within the program. We propose to strategize ways to better communicate about the significance of the Archaeological Repository. It may be useful to hire a student Research Assistant, a student URE recipient, and/or Student Intern (ANTH 440) to help gather data to bring to the administration and beyond. Equally important will be to document the lab and field equipment and the need for replacement and upgrading, and draft a proposal for funding in order to maintain and hopefully grow the engagement with the archaeological field school. These actions will help the department defend a strong case for additional hires, ideally for 2025-26.</p> | |
| | Person(s) Responsible | Farid Rahemtulla as Lead, All members of the department | |
| | Target Implementation Date | Dec. 2026 | |
| | Implementation Details | 12 month Action Plan Progress Report | |
| | | 24 month Action Plan Progress Report | |
| | | 36 month Action Plan Progress Report | |

| | | | |
|----------|-----------------------------------|--|--|
| 3 | Recommendation | Course based Master’s degree program | |
| | Action | <p>The recommendation was to develop a standalone or joint course-based Master’s degree program that would build on faculty expertise without significantly adding to workload to bring it in-line with other programs in FISSSH. As discussed above, the joint Master’s degree already exists in the Interdisciplinary Studies Master’s program. We believe that the Master’s program must include all sub-fields of anthropology, including archaeology (this will align with our argument to support a new hire(s) in archaeology).</p> <p>We will explore other course-based Master’s degree programs within FISSSH, in other ANTH programs across the province and beyond, as well as seek student support, to get support, ideas and models to strategize a proposal statement of “Why a UNBC ANTH Master’s degree program” (this will align with our curriculum review, see above). We will review the requirements outlined by DQAB and begin the process of developing a program.</p> | |
| | Person(s) Responsible | Michel Bouchard as Lead; All members of the department | |
| | Target Implementation Date | Dec. 2027 | |
| | Implementation Details | 12 month Action Plan Progress Report | |
| | | 24 month Action Plan Progress Report | |
| | | 36 month Action Plan Progress Report | |

FOLLOW UP DATES

As per the *External Review of Degree Program(s) Procedures*, the Academic Administrative Units are responsible for submitting Action Plan Progress Reports to the Dean on the following dates:

- 12 month Action Plan Progress Report: __ 31 October 2025 _____
- 24 month Action Plan Progress Report: __ 31 October 2026 _____
- 36 month Action Plan Progress Report: __ 31 October 2027 _____

PART 3 – DEAN’S AND PROVOST AND VICE PRESIDENT, ACADEMIC’S RESPONSES

I. Summary of the Degree Program Review Process

Professors April Nowell (University of Victoria), Mark Nuttall (University of Alberta), and Kevin Hutchings (UNBC) conducted their on-site review of the Anthropology program on 29-30 April, 2024. Their final report, submitted on July 30, 2024, identified a number of major program and departmental strengths including ‘local and global foci’, a ‘holistic approach to the study of anthropology’, the ‘active research agenda of faculty’, fieldwork and experiential learning opportunities, and course content that reflects a ‘current state of the discipline’. Areas of weakness were also identified, in addition to comments on the future direction of the degree program, which together have shaped the above action plan and my additional comments/recommendations below.

II. Dean’s Response to the Recommendations and Action Plan

October 22, 2024

In their report, the external reviewers recommended that the Anthropology program consider:

1. Strategies to maintain and/or increase undergraduate student enrolments, with suggestions to streamline the degree program ‘in terms of course offerings and research/teaching themes’;
2. The development of a stand-alone, course-based Master’s degree program ‘that would build on faculty expertise without significantly adding to workload...’;
3. Hiring a Senior Lab Instructor (SLI) to ‘manage the Archaeology Repository and the considerable logistics related to the archaeological field school’; and
4. Faculty hiring in a few other thematic areas.

The program’s Action Plan addresses the above recommendations in a measured and thoughtful manner. In all cases, I would suggest revised implementation timelines that incorporate a more staggered approach over the next two-three years (2025-2027).

A curriculum review (**Action #1**) of existing course offerings, methods of instruction, formalized learning objectives, teaching pedagogy, regional programming, and experiential learning opportunities is proposed to begin right away, with the target implementation date of December 2025. I support this critical work in laying the foundation for strengthening the overall program and student experience, encouraging members of the department to work

collaboratively as responsible and accountable parties for successful, timely, and measurable change.

The reviewers noted the underlying purpose of said work, namely a re-thinking of the program's 'story', how the program 'reflects the dynamism of modern anthropology', and how the curriculum attracts students whose interests are local and global in context. As suggested in their report, moreover, 'a critical re-evaluation of the Anthropology program will not be possible until the uncertainty over the Archaeology program and facilities is resolved' (see below for more comments). Given the volume, nature, and complexity of these considerations, I would anticipate much of this work to begin in the coming year (24/25), but with planning and formal implementation timelines extending into the year 2026 and possibly 2027.

The recommendation for new faculty hires in the Anthropology program is more difficult to entertain and implement at this time. I agree with the program's strategy above (**Action #2**) to illustrate more clearly 'the need and importance of supporting and strengthening archaeology within the program'. The reviewers recognized an existing tension which intersects both teaching and research. The identified 'imbalance' suggests a lack of future (succession) planning as well as a perceived teaching workload and infrastructure responsibility that is intricately tied to a current Senior Instructor position. As a consequence, the reviewers determined the hiring of a second archaeologist as 'an immediate priority', along with additional staff to support the management of the Archaeology Repository.

The argument for a tenure-track appointment in Archaeology is connected to advancing and sustaining partnerships with First Nations' communities and UNBC's strategic commitment to Act on Truth and Reconciliation. At this stage of the planning conversation, however, and given the current faculty complement of five members (i.e., no current vacancies), hiring a tenure-track position is absent justification in terms of how it might increase student enrolment and training opportunities in the Anthropology degree program. To this end, I agree with the program in their need over the next year to assemble sufficient evidence for investing in greater capacity with the goal of building a sustainable model for teaching and research in archaeology. The current administration of archaeology is complex, with few opportunities for UNBC student involvement beyond the PG-based undergraduate course offerings. Our attention not only requires a firm plan for supporting continuing costs of the archaeology field school, but also a way to better incorporate student involvement, training, and learning as a formalised part of the repository's ongoing maintenance. In other words, the creation of new faculty positions is not the only way to leverage existing strengths in this area, and to expand student interest and enrolment. I am supportive of the department's action proposal for this important program dimension, which I foresee as taking more time to develop.

And finally, the proposed development of a course-based Master's degree program (**Action #3**) must consider a host of internal and external variables. I agree with the intention to begin investigating comparable degree models in B.C. and Canada as part of the overarching curriculum review outlined above. A thorough and convincing needs-assessment must be undertaken alongside solid market research to justify the creation of any new graduate degree

program at UNBC, which should also factor in recent DQAB policy changes and expectations, as well as UNBC’s higher-level, institutional strategy and intention for generating new degrees. I support the notion of gathering necessary input in the coming 10-12 months that would – if the creation of a new degree is deemed necessary – ultimately inform the internal and external approval processes. The overall implementation timeline would likely exceed the first progress report stage in twelve months’ time.

III. Provost and Vice President, Academic’s Response to the Recommendations and Action Plan December 16th, 2024

Regular and comprehensive degree program reviews support the commitment of the university and its faculty and staff to the quality, accountability, sustainability, and continuous improvement of UNBC’s degree programs and academic service units. Thank you to the review committee, the department faculty, staff, and students, central administration, and the Faculty Dean for their participation in the program review for the Department of Anthropology.

I have carefully read the reviewers’ report, the departmental response, and the decanal response. A meeting with the dean and chair on December 5, 2024, provided important additional context. I want to underscore the authority and responsibility of the dean and department for a large majority of the recommendations.

I broadly agree with the recommendations of the external review committee and how these recommendations have been incorporated into the departmental action plan. I also appreciate that the Department has already taken steps that align with the key recommendations. From our discussions, I note that:

- **Curriculum Refresh:** Simply eliminating courses that are no longer offered is insufficient for revitalizing the curriculum. At a very broad level, a meaningful curriculum refresh involves identifying a core set of essential learning outcomes and key courses that span all academic levels. This approach should allow for flexibility, enabling faculty to teach within their areas of expertise while ensuring that the curriculum remains comprehensive, relevant, and responsive to emerging needs in the field. This approach should also align with the current number of faculty members. Reducing the number of course offerings and, where possible, developing courses that can be offered in a hybrid/hyflex manner may expand the opportunity for regional students to take part in more Anthropology courses.

As is usually the case, the external review committee has made recommendations that have some degree of resource implications. Recommendations and actions that necessitate acquiring new resources or reallocation of resources will take some time to achieve and must align with the strategic direction and goals of the department and faculty

I look forward to seeing the department's work on the action plan and to hearing about the positive impact on the program.

Motion Number:

SCAAF202502.25

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the deployment of Student Experience of Learning Instrument as a pilot project be approved as proposed.

Effective Date: 2025 May Semester and 2025 Spring Intersession through September 2025 Fall Semester to December 2025

Rationale: This proposed motion draws from previous updates shared with SCAAF in March and June 2024, as well as the recent presentation in January 2025. In response to SCAAF members' requests for additional information, relevant details are attached. A pilot project will allow CTLT to assess the quality of incoming data, evaluate student participation, and refine the approach as needed to ensure a successful deployment in 2026.

Motion proposed by: Ben Daniel

Academic Program: Not applicable

Implications for Other Programs / Faculties? Yes, students will be provided with the opportunity to share their learning experience in a course. However, faculty will have the opportunity to use the data for formative assessment of teaching or include as part of their teaching dossier.

College: Not applicable

College Council / Committee Motion Number: Not applicable

College Council / Committee Approval Date: Not applicable

Attachment Pages (if applicable): 5 pages.

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate: The discussion here and at previous SCAAF meetings foresaw this 'pilot' being endorsed by SCAAF, and notice going forward for information to Senate. SCAAF members CARRIED the motion but noted there needed to be a more detailed report brought to SCAAF at a future date providing more information about the pilot and the evaluation process.

Motion No.: SCAAF202502.25

Moved by: Allan Kranz

Seconded by: Emily Maclise

Committee Decision: CARRIED – A more detailed report to be brought to SCAAF in due course, describing the pilot project implementation in more detail, and outlining the evaluation process for determining its success.

Approved by SCAAF: February 12th, 2025
Date



Chair's Signature

For recommendation to _____, or information of Senate.

Student Experience of Learning and Instruction Engagement (SELI) Report

Date: January 29, 2025

1. Executive summary

The Centre for Teaching, Learning, and Technology (CTLT) facilitated two pivotal Student Experience of Learning and Instruction (SELI) community engagement sessions on August 15 and September 17. These sessions, which united 14 UNBC community members, excluding CTLT staff, and included consultations with individual Deans, the Deans Council, and the Faculty Association (FA) leadership, were a collaborative effort aimed at presenting course evaluation instruments used in Canadian post-secondary institutions and assessing their suitability for UNBC's teaching and learning contexts.

While most participants favoured establishing a UNBC course experience instrument and system, a few members raised valid concerns about the purpose and value of a student experience system. These concerns highlight the need for a customised approach that addresses all members' unique needs and perspectives.

It is worth mentioning The UNBC Quality Assurance Process Audit from December 2023 has the following high priority recommendation for UNBC,

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.

Three instruments were reviewed by Faculty

1. *Student Perspectives of Teaching* (University of Alberta)
2. *Course Experience Questionnaire* (Memorial University)
3. *Student Evaluation of Teaching* (UBC, introduced in the September 17 session)

During both sessions, polls revealed a unanimous preference for a concise evaluation instrument, ideally containing 5 to 10 questions. This feedback underlines the importance of designing an efficient, focused survey tool that minimises respondent burden while capturing meaningful insights.

The online poll results showed a strong preference for *Instrument 2*, while *Instrument 3* received the highest proportion of least preferred rankings. Most faculty members who participated in the engagement sessions expressed that none of the instruments were suitable, indicating the need for a customised approach. The rankings were primarily influenced by three factors:

- *Relevance of questions* (46%)
- *Clarity of questions* (30%)
- *Survey length* (20%)

Faculty feedback, which was highly valued, indicated a preference for Instrument 1 and Instrument 2 elements (question items) while expressing concerns about *Instrument 3*. This suggests that while existing instruments contain valuable components, modifications are necessary to align with UNBC's institutional needs.

The engagement process provided critical insights into faculty and community perspectives on course survey instruments. The findings stress the importance of the SELI initiative and the need for a refined, relevant, and concise instrument tailored to UNBC's specific needs, ensuring effectiveness in gathering meaningful student feedback (*see appendix 1 for customised instrument*).

Engagement with Students

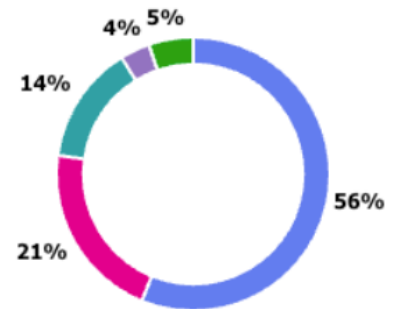
CTLT conducted a round of feedback on five core questions from UNBC students through a poll administered at the end of the Fall 2024 semester. The poll was designed to gather insights into students' perceptions of the SELI survey's impact on their learning experiences and their motivation to complete it each semester, 64 students responded:

1. How helpful do you think a survey like the SELI will be in improving your learning experiences at UNBC?



2. How motivated are you to complete a survey like the SELI at the end of your courses each semester?

| | |
|-------------------------------------|----|
| ● Very motivated | 32 |
| ● Somewhat motivated | 12 |
| ● Neither motivated nor unmotivated | 8 |
| ● Somewhat unmotivated | 2 |
| ● Very unmotivated | 3 |



These results strongly recognize the survey's potential value in enhancing student learning experiences. In addition to gauging perceptions of the survey's usefulness, the CTLT also explored students' motivation to complete a survey like the SELI at the end of each semester. The findings indicate that motivation levels are generally high, with 56% of students reporting feeling very motivated to participate and another 24% indicating they are somewhat motivated. Meanwhile, 13% of respondents identified as neither motivated nor unmotivated, and only 4% reported being somewhat unmotivated. No students selected "very unmotivated," suggesting that outright resistance to participation is minimal.

Overall, the results highlight a predominantly positive outlook on the SELI survey among students in terms of its perceived impact and their willingness to engage with it. However, some neutral and negative responses indicate an opportunity for further communication and engagement strategies to reinforce the survey's role in shaping academic experiences. Strengthening awareness of how student feedback informs institutional decisions could help enhance participation rates and ensure that the SELI survey remains a valuable tool for continuous improvement in teaching and learning at UNBC.

Further Information

If you require more information, contact us at ctl@unbc.ca

Or you can contact ben.daniel@unbc.ca

Appendix 1: UNBC Student Experience of Learning and Instruction Proposed Instrument

Overview

The student's experience of learning and instruction (SELI) provides valuable insights into student experience and teaching effectiveness by considering five essential critical components of pedagogy and learning. Clarity of learning outcomes, effective course design, engagement with learning materials, aligning assessments and the overall learning experience

Clarity of learning outcomes guides students' focus, while *effective course design* ensures organised and accessible content. *Engagement with learning materials* promotes active participation, and *aligning assessments* with outcomes ensures fairness and relevance. *The overall learning experience* integrates these elements, reflecting how well the course supports learning and development. Together, these components highlight areas for improvement and foster alignment between teaching practices and learning outcomes.

The structure of the assessment items

Organising the assessment items in this manner (from specific components to the overall experience) is both pedagogically and psychometrically sound. This approach aligns with best practices in sequencing the logical flow of assessment items in a questionnaire design, often presenting respondents with specific topics before general ones. From a psychometric perspective, this structured sequence significantly enhances the reliability and validity of a questionnaire. Focusing initially on specific components reduces the likelihood of respondents being influenced by their overall impression of the course, thereby minimising potential respondents' biases.

1. Clarity of Learning Outcomes

The course learning outcomes were clearly communicated.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

2. Alignment of Assessments

The assessments accurately reflected the course content.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

3. Effectiveness of Course Structure

The sequence of topics facilitated my understanding.

- Strongly disagree
- Disagree

- Neither agree nor disagree
- Agree
- Strongly agree

4. Overall Learning Experience

This course contributed positively to my learning experience at UNBC this semester.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please provide any further details you would like to include to add context to your response.

5. How could your learning experience in this course be improved?

**REPORT TO:
UNBC SENATE AND SENATE COMMITTEES**

| | |
|--|---|
| Subject: | University Policies and Procedures |
| Steering Committee of Senate | Meeting Date: February 19, 2025 |
| UNBC Senate | Meeting Date: February 26, 2025 |
| Submitted By: | President and University Secretary |
| Please note other guests to be in attendance: | N/A |
| Appendices: | N/A |

REPORT:

INTRODUCTION:

University Policies establish the rules by which the University has decided to govern its affairs. University policies assign roles and responsibilities, provide guidance for the actions of members of the University Community, contribute to openness and transparency, facilitate operational continuity and consistency of decision-making, and reduce institutional risk. To be effective, University policies and their related procedures must comply with applicable law, be current, practical and useful, and readily accessible.

UNIVERSITY POLICIES AND PROCEDURES AT UNBC

UNBC’s [Policy on University Policies and Procedures](#) and the [corresponding procedures](#) were approved by the Senate and the Board of Governors in 2021.

As per Section 6 of the *Policy on University Policies and Procedures*, the President reports annually to the Board of Governors and the Senate on University Policies developed and reviewed during the year and the action taken or recommended.

As the Procedural Officer, the University Secretary provides direction and advice to the rest of the University executive team, including the President and the vice-presidents, to develop, review and maintain policies and procedures within their respective portfolios, and helps to ensure that any changes are consistent with the University’s policy framework.

UPDATE ON POLICY RENEWAL

The Office of University Governance continues to support the ongoing renewal of university policies and procedures. This renewal is guided by an institutional commitment made in 2021 to have current and relevant policies and procedures. Highlights from 2024 include the following:

- Five policies and six procedure documents were developed and approved.
- Twelve policies and procedures were repealed.
- Approximately 160 policies and procedures still require completion of review – many flagged for repeal upon the approval of new documents.
- A [new University Policies and Procedures website](#) has been developed, which now includes filters like keyword search.

University Policies and Procedures Approved In 2024

| Number | Classification | Name | Approving Authority and Designated Executive Officer (Policy) | Procedural Authority and Procedural Officer (Procedures) | Effective Date |
|--------|------------------------|--|---|---|----------------|
| AS 2 | Academic and Students | Bestowal of the Title Professor Emeritus/Emerita Policy | Senate / VPAP | N/A | November 2024 |
| AS 2.1 | Academic and Students | Bestowal of the Title Professor Emeritus/Emerita Procedures | N/A | Senate / VPAP | November 2024 |
| GV 6 | Governance | Reappointment of the President and Vice-Chancellor | Board of Governors / Board Chair | N/A | March 2024 |
| GV 6.1 | Governance | Recommendation for the Selection of the President and Vice-Chancellor Procedures | N/A | Board of Governors and Senate / Chair, Board of Governors | March 2024 |
| GV 6.2 | Governance | Review of the President and Vice-Chancellor Prior to Reappointment | N/A | Board of Governors / Board Chair | March 2024 |
| GV 7 | Governance | Review of the President and Vice-Chancellor Policy | Board of Governors / Board Chair | | March 2024 |
| GV 7.1 | Governance | Review of the President and Vice-Chancellor Procedures | N/A | Board of Governors / Board Chair | March 2024 |
| HR 3 | Human Resources | Public Interest Disclosure Policy | Board of Governors / President | N/A | November 2024 |
| HR 3.1 | Human Resources | Public Interest Disclosure Procedures | N/A | President / University Secretary | November 2024 |
| IM 1 | Information Management | Records Management Policy | Board of Governors / President | N/A | June 2024 |
| IM 1.1 | Information Management | Responding to a Request for Access or Correction of Information Procedures | N/A | President / University Secretary | July 2024 |

University Policies and Procedures Repealed In 2024

| Name | Unit of Responsibility | Approving Authority for Repeal | Repeal Approval Date |
|---|---------------------------------------|--------------------------------|----------------------|
| Procedures | Board of Governors | Board of Governors | March 28, 2024 |
| Bestowal of the Title Professor Emeritus/Emerita Policies and Procedures (2000) | VP Academic and Provost | Senate | November 27, 2024 |
| Committee for Review of the President Prior to Reappointment Terms of Reference | | Board of Governors | March 28, 2024 |
| Donations Made by UNBC Policy | Finance | PEC | February 13, 2024 |
| Entertainment - Hosting Expenses Policy | Finance | PEC | February 13, 2024 |
| Equity in Employment Policy | Human Resources | PEC | February 13, 2024 |
| Honorarium - First Nations Elders Policy | Contracts and Supply Chain Management | PEC | February 13, 2024 |
| Records Management Policy - Interim | University Governance | Board of Governors | June 27, 2024 |
| Review of the President Prior to Reappointment | Board of Governors | Board of Governors | March 28, 2024 |
| Search Committee for the President and Vice-Chancellor | | Senate and Board of Governors | March 28, 2024 |
| Selection Procedures for the Search Committee for the President and Vice-Chancellor | Board of Governors | Board of Governors | March 28, 2024 |
| Solicitation Policy and Procedures | Research and Innovation | Board of Governors | June 27, 2024 |

New University Policies and Procedures Under Development or Need Identified

| Name | Unit of Responsibility | Status |
|---|--|--|
| Appointment and Renewal of Adjunct Faculty Policy and Procedures | Office of the Vice-President, Academic and Provost | Drafted and under review - with Provost |
| Acceptable Device Use Policy | ITS | In progress |
| Fraud Prevention Policy and Procedures | Finance Department | UNBC feedback opportunity to take place January or February 2025 |
| Indigenous Identity Policy and Procedures | Office of Indigenous Initiatives | Plan in progress |
| Indigenous Equity and Inclusion Policy | Office of Indigenous Initiatives | Drafted - requires review OII |
| Information Security Policy | University Governance | Drafted - moving through consultation |
| Integrity in Research Policy and Procedures | Research and Innovation | Reviewed by University Governance with VPRI and VPAP |
| Intentional Diversity Hiring Procedures | Office of Equity Affairs | In progress |
| Naming of Physical Assets Policy and Procedures | President | Consultation complete - Proceeding to Board for approval in March 2025 |
| New Degree Programs | Office of the VP, Academic and Provost and University Governance | In progress |
| New - Fundraising and Gift Acceptance Policy and Procedures | Research and Innovation | Consultation complete - Will be proceeding through the approval process soon. |
| Postdoctoral Fellows | Research and Innovation, Provost's Office | New policy and procedures are being discussed. |
| Privacy Impact Assessment Procedures | Office of University Governance | Draft in progress |
| Research Chairs | Research and Innovation | In progress |
| Risk Management for Off-Campus Activities Policy and Procedures | Office of the Vice-President, Academic and Provost | With the Risk and Safety Office. To go out for UNBC community feedback in Spring 2025. |
| Sustainability Policy | Facilities Department - Sustainability Manager | In progress |

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the Political Science (MA Program) description on p. 96 of the 2024-2025 Graduate Academic Calendar be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** The revisions are necessary to update our general program description and the requirements for admission, and to provide minor editorial changes.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Political Science (MA Program)

Alex Michalos, Professor Emeritus

Gary Wilson, Professor and Chair
Michael Murphy, Professor
Boris DeWiel, Associate Professor
Fiona MacDonald, Associate Professor
Jason Lacharite, Senior Instructor

Website: www.unbc.ca/political-science

A Master's degree in Political Science is designed for students who normally would have the equivalent of an undergraduate major in Political Science and want to undertake advanced training in scholarly research.

The graduate program provides students with an advanced education in the discipline of Political Science at all levels including local, regional, national and international spheres. We specialize in comparative politics, political philosophy and Aboriginal-state relations, with additional specialties in other areas. Each student's program of study is designed individually to meet their scholarly interests.

Admission

Successful applicants to the program will hold a four-year baccalaureate in Political Science, and will have obtained a GPA of at least 3.0 (B). UNBC and the Department of Political Science are committed to interdisciplinary co-operation, so students without undergraduate majors in Political Science may be admitted with special provisions made regarding coursework and thesis research programs.

Application deadlines can be found online at www.unbc.ca/admissions/graduate. The Political Science MA Program accepts students for the September Semester.

For additional information about graduate admissions or to download application materials, go to the Office of Graduate Administration website at www.unbc.ca/graduate-administration.

Requirements

Students may choose either a Thesis, a Project, or a Course-based Option.

Thesis Option

The requirements for the thesis option are four graduate courses, a thesis proposal, and a 12 credit-hour thesis. At least three of the four required graduate courses must be from the discipline of Political Science and must include POLS 702-3 Scope and Methods of Political Science or a suitable alternative chosen by the student's supervisor.

Project Option

The requirements for the project option are five graduate courses and a 9 credit-hour project. At least three of the five required graduate courses must be from the discipline of Political Science and must include POLS 702-3 Scope and Methods of Political Science or a suitable alternative chosen by the student's supervisor.

Course-based Option

The requirements for the course-base option are eight graduate courses. At least five of the eight required graduate courses must be from the discipline of Political Science and must include POLS 702-3 Scope and Methods of Political Science or a suitable alternative chosen by the student's supervisor, and POLS 795-3 Major Research Paper, which is overseen and graded by the student's supervisor.

Course Offerings

| | |
|-------------|---|
| POLS 603-3 | Social and Health Policy in the Context of Health and Health Care |
| POLS 613-3 | Democracy and Diversity |
| POLS 614-3 | Comparative Federalism |
| POLS 615-3 | Comparative Northern Development |
| POLS 627-3 | Ethics and Public Affairs |
| POLS 672-3 | Seminar in Political Philosophy |
| POLS 698-3 | Special Topics in Political Science |
| POLS 702-3 | Scope and Methods of Political Science |
| POLS 704-3 | Independent Study |
| POLS 795-3 | Major Research Paper |
| POLS 797-9 | Graduate Project |
| POLS 799-12 | Master's Thesis |

Research

UNBC has a number of research institutes that focus on the social, political, and economic concerns of Northern British Columbia and similar regions elsewhere. Research among faculty in Political Science includes the mapping of aboriginal land claims in Russia, local government reform in Siberia, and analyses of public services and the quality of life of northern communities. Related research from faculty in other disciplines includes resource-community sustainability, health problems of aboriginal people in Northern British Columbia and Siberia, and Northern British Columbia child welfare issues.

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

Political Science (MA Program)

Alex Michalos, Professor Emeritus

Gary Wilson, Professor and Chair
Michael Murphy, Professor
Boris DeWiel, Associate Professor
Fiona MacDonald, Associate Professor
Jason Lacharite, Senior Instructor

Website: www.unbc.ca/political-science

A Master's degree in Political Science offers students the opportunity to undertake advanced research and course work across the different sub-fields of Political Science. The MA in Political Science can serve as a gateway to further graduate study leading to a PhD, or a pathway to a rewarding career in local government, the federal or provincial civil service, or the private sector. ~~is designed for students who normally would have the equivalent of an undergraduate major in Political Science and want to undertake advanced training in scholarly research.~~ [remove paragraph break] ~~The graduate program provides students with an advanced education in the discipline of Political Science at all levels including local, regional, national and international spheres. We specialize in comparative politics, political philosophy and Aboriginal state relations, with additional specialties in other areas.~~ Each student's program of study is designed individually to meet their scholarly interests. Prospective applicants should consult the faculty profiles on the Department of Political Science website to determine whether the focus of their research aligns with existing areas of faculty interest and expertise.

Admission

Entrance to the MA in Political Science is highly competitive, and only applicants with a record of excellence gain admission. In addition to the admission application requirements outlined in General Admission of the Graduate Academic Calendar, applicants to the program must have obtained a minimum GPA of 3.33 (B+). To be considered for admission, applicants must hold a recent four-year baccalaureate in Political Science that includes a significant number of upper-division (3rd and 4th year) Political Science courses. Exceptional students with a recent four-year baccalaureate from a related discipline will be considered at the discretion of the program.

The MA Political Science requires that students demonstrate advanced English language skills. For applicants who do not meet the exemptions indicated in the Admissions and Regulations, applicants must meet the English Language score requirements published on the Program Requirements section of the Graduate Admissions website.

~~Successful applicants to the program will hold a four-year baccalaureate in Political Science, and will have obtained a GPA of at least 3.0 (B). UNBC and the Department of Political Science are committed to interdisciplinary co-operation, so students without undergraduate majors in Political Science may be admitted with special provisions made regarding coursework and thesis research programs.~~

Application deadlines can be found online at www.unbc.ca/admissions/graduate. The Political Science MA Program accepts students for the September Semester.

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Course Offerings

| | |
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| POLS 614-3 | Comparative Federalism |
| POLS 615-3 | Comparative Northern Development |
| POLS 616-3 | Gender and Politics |
| POLS 627-3 | Ethics and Public Affairs |
| POLS 672-3 | Seminar in Political Philosophy |
| POLS 698-3 | Special Topics in Political Science |
| POLS 702-3 | Scope and Methods of Political Science |
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| POLS 795-3 | Major Research Paper |
| POLS 797-9 | Graduate Project |
| POLS 799-12 | Master's Thesis |

Research

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6. Authorization:

SCCC Reviewed: April 11, 2024

Program / Academic / Administrative Unit: Political Science

Faculty: Indigenous Studies, Social Sciences & Humanities

Faculty Council Motion Number: FISSSHFC.2024.10.10.01

Faculty Council Approval Date: October 10, 2024

Senate Committee on Indigenous Initiatives Motion Number: Not applicable

Senate Committee on Indigenous Initiatives Meeting Date: Not applicable

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMISSIONS AND DEGREES MEETING

Brief Summary of Committee Debate:

Motion No.: SCAD

Moved by: _____ **Seconded by:** _____

Committee Decision:

Approved by SCAD: _____
Date Chair's Signature

For recommendation to ✓ , or information of _____ Senate.



Motion Number (assigned by SCSB): SCSB20250122.03

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new terms and conditions for the Natural Resources and Environment Award be approved.

Rationale: To activate the Natural Resources and Environment Award commencing in the 2025/26 Academic Year.

Proposed By: Carolyn Chrobot, Development Officer – Community Engagement

Research & Innovation Contact: Carolyn Chrobot, Development Officer – Comm. Engage.

Faculty/Academic Department: N/A

First Nations Content: No (as Determined by the Development Officer)

Date to SCSB: January 2025

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20250122.03

Moved by: Neil Hanlon

Seconded by: Kim Stathers

Committee Decision: Carried

Attachments: 1 Page

Approved by SCSB: January 22, 2025

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Natural Resources and Environment Award

Awards Guide Description/Intent: This award was created with contributions from patrons and attendees of the British Columbia Natural Resources Forum in Prince George. The intention is to support students in natural resources and environmental studies programs at UNBC. This award is particularly targeted towards students who are engaged in work-integrated learning or pursuing a research-based degree in natural resources at UNBC, and who intend to pursue a career in the natural resources sector in northern British Columbia.

Donor: Patrons of the British Columbia Natural Resources Forum

Value: \$1,000

Number: One

Award Type: Award

Eligibility: Available to a full-time, graduate, or undergraduate student enrolled in a natural resources or environmental program who has completed 60 credit hours and intends to pursue a career in the North. First preference will be given to a student doing work-integrated learning. Second preference will be given to a student in applied research.

Criteria: Demonstrated financial need, academic proficiency

Effective Date: Established 2024

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



Motion Number (assigned by SCSB): SCSB20250122.04

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised terms and conditions for the Kvist Family Award be approved.

Rationale: To revise the Kvist Family Award commencing in the 2025/26 Academic Year.

Proposed By: Carolyn Chrobot, Development Officer – Community Engagement

Research & Innovation Contact: Carolyn Chrobot, Development Officer – Comm. Engage.

Faculty/Academic Department: N/A

First Nations Content: No (as Determined by the Development Officer)

Date to SCSB: January 2025

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20250122.04

Moved by: Neil Hanlon

Seconded by: Kim Stathers

Committee Decision: Carried

Attachments: 1 Page

Approved by SCSB: January 22, 2025

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Kvist Family Award

Awards Guide Description/Intent: Devin and Lacey Kvist truly understand the importance of education. As [a](#) Alumni of UNBC themselves, they appreciate the difference an award can [make](#) have in a student's life and hope to give that opportunity to someone deserving. This award has been established by the Kvist family to assist students who are facing barriers in pursuing an education at UNBC.

Donor: Devin and Lacey Kvist

Value: \$2,000

Number: One

Award Type: Award

Eligibility: Available to a full time undergraduate student enrolled in the Nursing [or Social Work](#) Program who has completed 60 credit hours and who is facing significant challenges and/or financial barriers. First preference will be given to a student who identifies that their hometown lies within the Northern BC [r](#)Region.

Criteria: Satisfactory academic standing.

Application Instructions: All applicants must provide a statement to the Awards and Financial Aid Office outlining why they feel they are eligible for this award.

Effective Date: Established 2018

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