

**SENATE MEETING  
OPEN SESSION  
MINUTES**

June 22, 2022  
3:30 – 5:30 PM  
Zoom Only

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**Present:** P. Bahree, J. Bankole, L. Chen, M. Dale, B. Deo, D. Desai, R. Foo, K. Fredj, M. Gehloff, M. Hassan, C. Ho Younghusband, D. Huber, J. King, T. Klassen-Ross, A. Kranz, K. Lewis, B. Menounos (non-voting), Nicole Neufeld, D. Nyce, A. Parent (Recording Secretary), G. Payne (Chair), J. Mitchell Nielsen (Acting Secretary of Senate), K. Stathers, F. Tong, T. Whitcombe, J. Zhou, S. Zogas (Vice-Chair),

**Regrets:** S. Akram, J. Allen, R. Budde, C. Claassens, C. Castle, R. Camp II, A. Constantin, T. Fuson (non-voting), N. Hanlon, C. Hofsink, R. Jafari, H. Kazemian, M. Lukoni, A. Palmer, P. Reiners, K. Rennie, D. Roberts, R. Somani (non-voting), A. Sommerfeld (non-voting), C. Walsh, E. Wilson, P. Winwood (non-voting),

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Due to lack of quorum, the presentation commenced 3:38 p.m. with item 3 presentation. The meeting resumed in a zoom format only.

**3.0 Presentation: Micro Credentials**  
Nicole Neugeld, Manager, Continuing Studies

The meeting commenced at 4:08 p.m.

The Chair welcomed Jill Mitchell Nielsen as the acting officer at Senate for Interim Registrar, Kimberly Read and Nicole Neufeld as the acting officer at Senate for the Director of Continuing Studies, Lisa Haslett.

The Chair reported one vacancy for a Faculty Member at Large.

The Chair reminded Senators that there is no meeting scheduled for July. Our next meeting is scheduled for August 24.

**1.0 Acknowledgement of Territory**

The Chair acknowledged that he is joining the meeting from the traditional territory of the Lheidli T'enneh and welcomed other Senators online to acknowledge the ancestral and traditional territories of their locations in the chat.

**2.0 S-202206.01  
Approval of the Agenda †**

Klassen-Ross

That the agenda for the June 22, 2022 Open Session of Senate be approved as presented.

CARRIED.

**3.0** Presentation done prior to the meeting. The President thanked Nicole Neufeld for bringing the discussion on micro-credentials to Senate.

**4.0 Approval of the Minutes**

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**S-202205.02**

**Approval of the Minutes**

Zogas

That the Minutes for the April 27, 2022 Open Session of Senate be approved as presented.

CARRIED

**S-202206.02**

**Approval of the Minutes**

Gehloff

That the Minutes for the May 25, 2022 Open Session of Senate be approved as presented.

CARRIED

**5.0 Business Arising**

None.

**6.0 President's Report**

**Payne**

The President announced that UNBC's new Vice President Academic and Provost will be Dr. Wendy Rodgers. Dr. Rodgers, who currently serves as deputy provost at the University of Alberta, will begin her role at UNBC in early September and will lead the comprehensive strategic planning, development, and implementation of academic priorities at UNBC.

The President thanked Dr. Dale for his work over the last two years as Interim Vice President Academic and Provost

The President reported on the 2022 Convocation and thanked the Convocation Office and all the volunteers for making the event and celebrations a success.

The fall celebrations of the 2020 and 2021 graduates and the Installations of the President and Chancellor are being planned for October 20 and 21. More details will be made available over the summer months.

The President welcomed and encouraged all senators to visit the display in the Teaching and Learning Building of the 'Witness Blanket'. It is a powerful art installation created by master carver Carey Newman that recognizes the atrocities of the Indian Residential School era, honours the children, and symbolizes ongoing reconciliation.

The President reported that the search committee for the Vice President, Research and Innovation will be beginning in the late summer or early fall.

Senator Whitcombe asked that with the Installation of a new Chancellor, President and a new Vice President Academic might it be time for UNBC to initiate a Chancellor's Tour to many of the remote and regional areas across the North. The President indicated that plans are in progress for a regional tour throughout the north in September and October.

**7.0 Report of the Provost**

**Dale**

The Provost reported the selection of Dr. Rebecca Schiff as Dean of the Faculty of Human and Health Sciences has been approved and she will be beginning in early July.

The Provost reported that Dr. Trina Fyfe has agreed to serve as the Interim University Librarian, as of July 1, 2022.

Senator Zogas expressed a concern that there are many required courses that have pre-requisites that have not been offered for several years, requiring students to request special permission and making extra steps for them, the chairs, the Office of the Registrar and any others that might be involved. She asked if departments and programs could re-evaluate their prerequisites for courses. The Provost thanked Senator Zogas for coming forward

with this concern. He encouraged the programs and the Deans to review their course sequences to ensure that programs and courses are accessible to students

## **8.0 Report of the Registrar**

**Read**

The Registrar reported on admission and enrolment numbers, updates for how the add/drop period went, deregistration, admissions and registration numbers.

The Registrar reported on the activities of her office, including, the Office of Graduate Programs and Office of International Education and thanked her staff for their continued hard work.

## **9.0 Question Period**

### **9.1 Written questions submitted in advance**

None.

### **9.2 Questions from the floor**

None.

## **10.0 Approval of Motions on the Consent Agenda**

**Payne**

### **S-202206.03**

Zogas

#### **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.

CARRED

## **11.0 Committee Reports**

### **11.1 Senate Committee on Appeals**

**Klassen-Ross**

### **11.2 Senate Committee on Academic Affairs**

**Dale**

### **For Approval Items:**

A summary for the Interdisciplinary Studies Graduate Program was included in the meeting package.

Items .04 to .06 were discussed as an omnibus motion.

Blanca Schort and Monica Mattfeld spoke to the motions.

### **S-202206.04**

#### **New Program Approval – PhD in Interdisciplinary Studies**

Neufeld

That on the recommendation of the Senate Committee on Academic Affairs, the new PhD in Interdisciplinary Studies be approved as proposed.

**Proposed semester of first offering:** September 2023

### **S-202206.05**

#### **New Course Approval**

Neufeld

That on the recommendation of the Senate Committee on Academic Affairs, the new course IDIS 804-3 Graduate Seminar in Interdisciplinary Studies be approved as follows:

**Proposed Semester of First Offering:** January 2024

### **S0202206.06**

## **New Course Approval**

Neufeld

That on the recommendation of the Senate Committee on Academic Affairs, the new course IDIS 899-12 PhD Dissertation be approved as follows:

**Proposed Semester of First Offering:** September 2023

There was concern that there was background/process information in the motion should not be included in the calendar but should match the Graduate Calendar processes. Motions were approved in principle. Further details are required and the motion will be brought back for approval to Senate.

## **S-202206.07**

### **Change(s) to Program Requirements – BA Honours - History**

Nyce

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the BA Honours – History, on page 145 of the 2021/2022 undergraduate calendar, be approved as proposed.

**Effective date:** September 2022

CARRIED

## **BA Honours – History**

The BA Honours - History provides a higher level of training and specialization for students planning to proceed to postgraduate work or professional schools. The program of study is offered to students majoring in history who have completed their first 60 credit hours.

The minimum requirement for completion of a BA Honours - History is 120 credit hours.

In order to enter the Honours Degree Program, students must have completed the following:

- HIST 190-3 World History to 1550;
- HIST 191-3 World History since 1550;
- Twelve credit hours in 200-level history courses;
- HIST 300-3 Historiography: The Nature of the Historical Discipline;
- and have attained a Cumulative GPA of no less than 3.33 upon completion of 60 credit hours.

Having fulfilled the requirements of admission to the History Honours Degree Program, students must then complete ~~18 credit hours in 300-level history courses; 15 credit hours in 400-level history courses; and 12 credit hours in four~~ the requirements for the major including 54 credit hours for the History BA Program and 15 credit hours of additional history courses, listed below, designed for Honours students. for a total of 66 credit hours as a component of an undergraduate degree totaling 120 credit hours.

- HIST 500-3 Honours Historiography: Contemporary Theories and Methods
- HIST 501-3 Honours Directed Readings
- HIST 505-6 Honours Thesis
- HIST 545-3 Historical Methods and Approaches

In addition to the above requirements, students need to ensure they have sufficient credit hours of elective work (including those for Academic Breadth) to total a minimum of 120 credit hours.

Attaining the minimum requirement does not guarantee entry to the Honours Program, which is at the discretion of the Department.

Students must maintain a Cumulative GPA of 3.33 to remain in the Honours Program. Students are responsible to find their own undergraduate thesis research supervisor. Faculty members are under no obligation to supervise Honours students.

In addition, students must achieve a minimum grade of B (3.0) in HIST 505-6 to be granted the Honours designation.

**S-202206.08**

**New Course Approval**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the new course POLS 377-3 Politics of Climate Change be approved as follows :

**Proposed Semester of First Offering:** January 2023

CARRIED

This course introduces students to some of the most intractable political obstacles impeding efforts to address the global climate emergency, and investigates creative political strategies for navigating those obstacles at the local, national, and global levels. Topics include the domestic drivers of national climate change policies; realpolitik and national self interest in international climate negotiations; inequality and the burdens of climate change adaptation; climate politics as a source of conflict; partisan polarization; the rise of illiberal populism; and the political psychology of climate passivity and climate change denial.

**Prerequisites:** Upper-division standing or permission from the instructor

**S-202206.09**

**Change(s) to Course Prerequisite – ECON 311**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course prerequisite for ECON 311 Intermediate Macroeconomic Theory Concepts, on page 205 of the 2021/2022 undergraduate calendar, be approved as proposed.

**Effective date:** September 2022

CARRIED

ECON 311-3 Intermediate Macroeconomic Theory This course covers ~~C~~ concepts and methods of analysis of macroeconomic variables; such as consumption, investment, government, and foreign trade. This course includes a discussion of ~~C~~ classical and Keynesian models as well as the ~~compared~~; analysis of economic statics and dynamics.

Prerequisites: ECON 100-3 and, ECON 101-3, MATH 100-3 or MATH 152-3, or permission of the instructor

**S-202206.10**

**Change(s) to Program Regulations and Requirements – School of Education**

Ho Younghusband

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the School of Education program regulations and requirements on pages 86-93 of the 2021-2022 undergraduate calendar, be approved as proposed.

**Effective date:** September 2022

CARRIED

## School of Education (BEd Program)

Tina Fraser, Professor

Margo Greenwood, Professor

Andrew Kitchenham, Professor

Lantana Usman, Associate Professor

Catherine Whalen, Associate Professor

Hartley Banack, Assistant Professor

Christine Ho Youngusband, Assistant Professor

David Litz, Assistant Professor

Bonnie Fuller, Senior Instructor

Susan Johnston, Lecturer

Glen Thielmann, Lecturer

Gretchen Vogelsang, Lecturer

Website: [www.unbc.ca/education](http://www.unbc.ca/education)

The School of Education (SoE) recognizes its unique position in the province and attends to the needs of educators in BC's northern rural and remote schools. The design of the program reflects the region's cultural diversity, especially with regard to Aboriginal and Indigenous populations.

The Bachelor of Education (BEd) program is based on a signature pedagogy focused on People, Place and Land. Philosophically, constructivist principles underpin the BEd program. The BEd program model reflects current professional thinking and research that optimizes the mapping between educational theory and classroom practices. The program emphasizes such learner-centered strategies as inquiry-based learning, inclusion of diverse learners' perspectives, the development of caring and respectful learning communities, and reflective practices. Particular emphasis is placed on the integration of Literacy and Numeracy skills across the K-12 curricula.

Throughout the BEd program, teacher candidates have opportunities to develop an understanding of disciplinary areas focused on children's levels of cognitive and social development. As a cohort, they question, explore, focus, and reflect on how and why topics like Aboriginal and Indigenous education or Truth and Reconciliation have an impact on teaching and learning practices and approaches. Teacher candidates plan and practice ways of integrating pedagogical excellence and practice in one of two streams: the Elementary Years or the Secondary Years. Individually, they have opportunities to develop their professional voices as educators and leaders. They experience authentic engagement through continuous in-situ inquiry with Aboriginal and Indigenous ways of kknowing and doing. The BEd program provides teacher candidates with the coursework and classroom experience to prepare them to be qualified teachers. Upon successful completion of the program, graduates are recommended to the Ministry of Education for professional certification required for employment in the British Columbia (BC) public school system.

Admission to the BEd program is a competitive process. Satisfying the minimum admission requirements does not guarantee admission. For further information concerning the

admissions and the application process, please contact the BEd Academic Student Advisor in the Office of the Registrar.

## **Academic Regulations**

Teacher candidates must receive a Pass in all courses within a Block in order to continue to the next Block. Teacher candidates are not able to progress in their program until they successfully repeat a course for which they received a Fail.

Teacher candidates are required to withdraw from their BEd program if they have two instances of not meeting the minimum passing grade requirement.

EDUC 405 and EDUC 446 are interwoven, multi-semester courses that are aligned with courses taken across the entire Bachelor of Education program and cannot be repeated. Teacher candidates who receive a Fail in one of the interwoven course(s) EDUC 405 and/or EDUC 446 are required to withdraw from the program. Grades are assigned in these courses in either Block 5 or Block 6 of the program.

Teacher candidates must successfully complete all course requirements in each Block prior to the last Block of the program to be eligible for the summative practicum EDUC 491.

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

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

## **Notice of Concern**

The School of Education works closely with the teacher candidate, Coaching Teachers, Practice Evaluators, and placement partners (school districts and independent schools) when concerns arise during practicum. If a teacher candidate is not meeting expectations during a practicum placement, they may receive a Notice of Concern from the Chair, or designate, of the School of Education. A Notice of Concern outlines the area(s) of concern in relation to how a teacher candidate is not currently meeting the Professional Standards of BC Educators and what action on the part of the teacher candidate is necessary to meet those concerns within a given timeline.

## **Leave of Absence**

Teacher candidates wanting to take a Leave of Absence must apply, in writing, to the Chair of the School of Education. Upon approval, students are eligible for up to a one-year Leave of Absence, during which they remain active UNBC students. If a Leave of Absence extends past one-year, teacher candidates may lose standing as UNBC students and may have to re-apply to the university. When teacher candidates intend to return to the program, they must indicate their intention in writing to the Chair who advises on next steps to facilitate their return.

## **Withdrawal from the Program**

The School of Education reserves the right to require any teacher candidate to withdraw from the program based on criteria such as academic performance, professional fitness, or professional conduct.

Teacher candidates who voluntarily withdraw from the School of Education must notify the Chair of the School of Education in writing. Failure to notify the Chair may impact consideration for re-admission.

## **Request for Re-Admission**

Teacher candidates who have withdrawn for any reason and wish to re-enter the program must submit a written request for re-admission to the Chair of the School of Education. Re-admission is not guaranteed. Teacher candidates are not allowed to use graduate-level (500 or higher) courses from the Education Program, or any other program, to meet degree requirements.

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

A teacher candidate may appeal if not satisfied with the outcome of that process (see Appeals Process in the Academic Regulations under Undergraduate Regulations and Policies at the beginning of the Calendar).

## **Part-Time Students in the BEd Program**

The Bachelor of Education program at UNBC is a full-time study program. However, under exceptional circumstances (i.e., family, personal, or health reasons), teacher candidates may request to continue the program on a part-time basis. The request must be submitted in writing to the Chair of the School of Education and approved by the Dean of the Faculty of Human and Health Sciences. A change to part-time status is not guaranteed.

## **Teaching Practicum Regulations**

### **Placements**

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

Through our signature pedagogy of People, Place and Land, the School of Education is focused on northern, rural, and Indigenous experiences and opportunities within northern British Columbia. Practicum placements are arranged within northern British Columbia.

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



associated with a change in placement.

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

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

## **Expenses**

Teacher candidates taking practicum courses must be prepared to travel to any regional school district or independent school. In order to do such travel, teacher candidates should budget for transportation and/or accommodation costs, as well as other expenses that may be incurred during practica.

Teacher candidates in the Regional BEd Program are expected to travel for two one-week intensive sessions, one in each of Block 3 and Block 4 of their program. Teacher candidates should budget for transportation and accommodation costs for these sessions.

## **Disclosure**

The School of Education works closely with school districts and independent schools (placement partners) in determining placement opportunities for teacher candidates and in supporting teacher candidates during their practicum placements. The School of Education is in constant communication with placement partner representatives before, during, and after practicum placements to ensure that teacher candidates are supported.

As part of this work, the School of Education may share the following details about the teacher candidate with placement partners: strengths and weaknesses, any support needed to achieve the Professional Standards of BC Educators, failed courses or withdrawal from program or practicum, and any Notice(s) of Concern from practicum.

As part of the partnership between the School of Education and placement partners during practicum, the School of Education reserves the right to provide information to a school principal of a teacher candidate's progress in the program or any Notice of Concern. If there are any concerns with a teacher candidate's progress while placed at a school, the school principal will inform the Coaching Teacher, teacher candidate, and the School of Education of these concerns. This communication protocol is to support the teacher candidate and K-12 students whom the teacher candidate is working with during the practicum experience.

## **Expectations**

The expectations of teacher candidates during practica are published and distributed to all teacher candidates, Practice Evaluators, and Coaching Teachers at the start of each term. Regular attendance during practica is required. Teacher candidates are required to notify the school, the Practice Evaluator, the Coaching Teacher, and the Practicum Placement Coordinator whenever classroom experience appointments cannot be kept. Teacher

candidates are debarred from the practicum course if they have more than three unexcused absences.

## **Professional Ethics**

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

## **Denial and Withdrawal of Practica**

Teacher candidates are denied practica placement if their preparatory coursework is considered to be unsatisfactory (e.g., Fail or incomplete work) by the Chair or designate for the School of Education. Teacher candidates may be required to withdraw from a practicum experience if their performance in their school placement is considered to be unsatisfactory by the Chair or designate based on written assessments by the Practice Evaluators and the Coaching Teachers. Teacher candidates who are required to withdraw from a practicum placement meet with the Chair or designate.

Teacher candidates seeking voluntary withdrawal from a practicum placement, whether permanent or temporary, must notify the Chair or designate in writing at least one week in advance of the commencement of the classroom school placement. Failure to give appropriate notice of withdrawal during a practicum placement, without consultation and approval of the Chair or designate, results in a requirement to withdraw from UNBC's School of Education Program.

Any teacher candidate may be required to withdraw from a practicum placement for violation of any part of the School Act, the Professional Standards of BC Educators, School Regulations, or the BCTF Code of Ethics upon written notice from the school principal or the superintendent in the district where the teacher candidate is placed.

## **Request for Re-admission to Practica**

Teacher candidates who have withdrawn for any reason from a practicum course, or who wish to re-enter, or re-take, the course must submit a written request for re-admission to the Chair for the School of Education. Re-admission is not guaranteed.

A teacher candidate may request and be granted re-admission to practicum courses only once except in cases where there are dire circumstances beyond the teacher candidate's control as set out in the UNBC Conditions of Academic Standing (Academic Regulation 49).

Teacher candidates may be re-admitted to a practicum course when, in the opinion of those responsible for the supervision of the previous attempt, there is evidence of significant progress toward meeting the outcomes for the practicum placement.

## **BEd Degree Elementary Years (Grades K-7) Stream**

The Elementary Years stream prepares teacher candidates to work with the unique learning

needs of children who are beginning their school years. Successful applicants to the Elementary Years stream join a cohort of teacher candidates that normally begin and finish their program together.

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

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

### **Admission Requirements**

Applicants to the BEd degree Elementary Years stream must have completed one of the following with a minimum GPA of 2.33 (C+) on the most recent 60 university credit hours:

- (a) an acceptable three- or four-year Bachelor's degree of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC school system and must include 30 senior level credit hours, or
- (b) a minimum of 90 credit hours of undergraduate coursework of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC school system and must include 30 senior level credit hours, of which 12 credit hours must be at the 300 or 400 level.

Transfer credit for coursework relating to the 90 credit hours that have been completed prior to UNBC registration shall not be subject to the ten-year provision in the University Calendar regulation regarding Time Limit for Transfer Credit but shall be determined by the School of Education.

In addition to the admission requirements described above, the following requirements must be met (see note following):

1. Successful completion, with a C+ average, of 6 credit hours of acceptable English literature and composition at any level (one of the following: (a) 3 credit hours of English literature and 3 credit hours of English composition or (b) 6 credit hours of acceptable English literature). Courses in linguistics, language study, grammar, technical or business writing, communication, or English as a Second Language are not acceptable to meet the English requirement;
2. Three credit hours in Mathematics (not including Statistics);
3. Three credit hours in a laboratory science. Laboratory science credit hours are normally selected from Biology, Chemistry, Physical Geography, or Physics;
4. Three credit hours of Canadian Studies (this course must contain significant Canadian content), plus 3 credit hours of Canadian History or 3 credit hours of Canadian Geography. Credit hours will normally be selected from Anthropology, First Nations Studies, Geography, History, Northern Studies, or Political Science courses that contain significant Canadian content (upon review, credit hours from other disciplines may be recognized as meeting the Canadian content requirement);

5. Submission of the completed application forms including the Experience with Children and Youth Statement (résumé format), three Confidential Reference Forms, and the Personal Statement.

**Note:** Applicants who do not meet the requirements in items 1-4 above but who otherwise meet the admission requirements may be admitted conditionally to the BEd program with the approval of the Chair if they have completed a minimum of 12 credit hours of the required coursework. Applicants admitted conditionally to the program under this section must complete the requirements prior to commencement of their BEd program.

### **Access Initiative**

The UNBC School of Education has initiated a program designed to give access to individuals who are members of groups in our society which have historically been under-represented in the teaching profession in British Columbia. In order to achieve this objective, we encourage applicants who have confronted identifiable barriers to post-secondary education to apply under the Access Initiative. All applicants for the UNBC Bachelor of Education Program must submit a Personal Statement. Applicants who wish to apply under the Access Initiative may identify themselves in their Personal Statement Form to be considered under the Access Initiative.

### **Criminal Records Review**

In addition to the admission application requirements outlined above, applications are required to undergo a criminal record review and provide evidence of this as part of their admission requirements. Refer to Undergraduate Regulations and Policies (Academic Regulation 20) in this Calendar.

### **Program Requirements**

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

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

#### **Year 1 Courses**

EDUC 336-(3, 4) Inclusive Education: Success for All  
EDUC 346-(2, 3) Aboriginal and Indigenous Education  
EDUC 351-(2, 3) Curriculum and Instruction: Second Language  
EDUC 390-3 Observational Practicum  
EDUC 391-3 Experiential Practicum  
EDUC 393-3 Foundations of Education  
EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context  
EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST  
EDUC 398-3 Curriculum and Instruction in Math and Science using ADST  
EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy

and Numeracy

EDUC 401-3 Career Education

EDUC 402-3 Diverse Classrooms

EDUC 403-3 Mental Health and Wellness

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>

EDUC 421-3 Assessment and Motivation

EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>

EDUC 490-(3, 4) Formative Practicum

## **Year 2 Courses**

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>

EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>

EDUC 491-6 Summative Practicum

### **Note:**

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

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

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

## **Year 1 Courses**

EDUC 336-(3, 4) Inclusive Education: Success for All

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

EDUC 390-3 Observational Practicum

EDUC 391-3 Experiential Practicum

EDUC 393-3 Foundations of Education

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

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

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

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

EDUC 401-3 Career Education

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>

EDUC 421-3 Assessment and Motivation

EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>

## **Year 2 Courses**

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

EDUC 402-3 Diverse Classrooms

EDUC 403-3 Mental Health and Wellness

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>

EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>

EDUC 490-(3, 4) Formative Practicum

## EDUC 491-6 Summative Practicum

### **Note:**

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

### **BEd Degree Completion Program (Elementary Years)**

The BEd degree completion program is an entry route to the BEd program. Applicants to the BEd degree completion program must have completed a UNBC Education Diploma in a First Nations Language and Culture (minimum 92 credit hours).

Students entering via this route must complete sufficient additional elective credit hours in a teachable field to attain a minimum 150 credit hours before the SoE recommends professional certification to the Ministry of Education. The calculation of the minimum 150 credit hours combines the successfully completed general academic courses, the Education Diploma in a First Nations Language and Culture, and the BEd Degree Elementary Years (Grades K-7).

#### **Year 1: First Semester**

EDUC 336-(3, 4) Inclusive Education: Success for All

EDUC 340-2 Curriculum Development Models

EDUC 376-2 Numeracy: Math Concepts (EY)

ELECTIVE 1-3 Academic course in a teachable area

ELECTIVE 2-3 Academic course in a teachable area

#### **Year 1: Second Semester**

EDUC 357-4 Language and Literacy: Reading and Writing (EY)

EDUC 366-2 Curriculum and Instruction: Social Studies (EY)

EDUC 377-2 Numeracy: Instructional Strategies (EY)

EDUC 387-2 Curriculum and Instruction: Science (EY)

EDUC 391-3 Experiential Practicum

ELECTIVE 3-3 Academic course in a teachable area

**Note:** The EDUC 391-3 practicum is required only if it has not been taken previously as a component of the Education Diploma in a First Nations Language and Culture. If the School of Education determines EDUC 391-3 is not required, they will designate 3 credit hours of coursework to maintain the required credits.

#### **Year 2: First Semester**

EDUC 407-4 Curriculum and Instruction: Fine Arts/Physical and Health Education (EY)

EDUC 413-2 Interpersonal Counselling Skills

EDUC 421-3 Assessment and Motivation

EDUC 431-3 Educational Technology

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

EDUC 456-2 Language and Literacy Across the Curriculum (EY)

EDUC 490-(3, 4) Formative Practicum

## **Year 2: Second Semester**

### **EDUC 491-6 Summative Practicum**

## **BEd Degree Secondary Years (Grades 8-12) Stream**

The Secondary Years stream prepares individuals to teach in grades 8 through 12 in specialty areas. Successful applicants to the Secondary Years stream join a cohort group of teacher candidates that normally begin and finish their program together.

### **Admission Requirements**

Applicants to the BEd Secondary Years stream must have completed a four-year (minimum 120 credit hours) Bachelor's degree or equivalent at an accredited post-secondary institution. The following requirements must also be met:

1. A minimum GPA of 2.33 (C+) in the most recent 60 credit hours of transferable post-secondary coursework;
2. Six credit hours of English Literature with a C+ average, or 3 credit hours of English Literature and 3 credit hours of English Composition with a C+ average (courses in creative, business, or technical writing or communication are not acceptable);
3. Three credit hours of Mathematics (not including Statistics);
4. Three credit hours of a Laboratory Science. A lab component is not required, but is recommended. Laboratory Science credit hours are normally selected from Astronomy, Biology, Chemistry, Earth and Environmental Science, Physical Geography, or Physics. Upon review, credit hours from other disciplines may be recognized as meeting the Laboratory Science requirement;
5. Three credit hours of Canadian Studies. Canadian Studies credit hours are normally selected from Anthropology, English Literature, First Nations Studies, Geography, History, Northern Studies, or Political Science courses containing significant Canadian content. Upon review, credit hours from other disciplines may be recognized as meeting the Canadian Studies requirement;
6. Twenty-four credit hours of academic coursework (inclusive of the credit hour requirements above) in any one of the teachable subjects taught in British Columbia public schools listed below:
  - Biology
  - Chemistry
  - Computer Science
  - Earth Science
  - English
  - First Nations Studies
  - General Science<sup>1</sup>
  - Geography
  - History
  - Mathematics
  - Physics
  - Social Studies<sup>2</sup>;
7. Submission of the completed application forms including the Experience with Children and Youth statement, three Confidential Reference Forms, and the Personal

Statement.

**Notes:**

<sup>1</sup>General Sciences. Applicants with a teachable area in General Science must have completed the 24 credit hours of academic coursework in any combination of Biology, Chemistry, and/or Physics courses. Applicants who wish to substitute other science courses to be included in the 24 credit hours must submit course syllabi for approval.

<sup>2</sup>Social Studies. Applicants with a teachable area in Social Studies must have completed:

- 3 credit hours of Canadian Studies
- 3 credit hours of Geography
- 3 credit hours of History
- 15 credit hours of one or a combination of the following:
  - Anthropology
  - Economics
  - Geography
  - History
  - Political Science
  - Sociology
- Applicants who wish to make substitutions to the above list may submit course syllabi in the areas of Canadian Studies, Cultural Studies, Asian Studies, Gender and Women's Studies, Indigenous Studies, Religious Studies (of a non-doctrinal nature), Classical Studies, Urban Studies, or Environmental Sciences.

Approval of teachable areas is required from both the British Columbia Ministry of Education—Teacher Certification Branch (TCB), and the UNBC School of Education. Applicants to the BEd Secondary Years

stream should recognize that the credit levels for teachable subjects meet the British Columbia Ministry of Education—Teacher Certification Branch accreditation requirements, and may not be equivalent to the

formal requirements for a UNBC major or minor. Applicants should refer to the appropriate section of the UNBC Undergraduate Calendar in order to ensure that they are meeting all of the coursework required

to successfully complete UNBC degree requirements.

Applicants who do not meet the requirements in items 2-6 above but who otherwise meet the admission requirements may be admitted conditionally to the BEd program with the approval of the Chair if they have completed a minimum of 12 credit hours of the required coursework.

Applicants admitted conditionally to the program under this section must complete the requirements prior to commencement of their BEd program.

**Access Initiative**

The UNBC School of Education has initiated a program designed to give access to individuals who are members of groups in our society which have historically been under-represented in the teaching profession in British Columbia. In order to achieve this objective, we encourage applicants who have confronted identifiable barriers to post-secondary education to apply under the Access Initiative. All applicants for the UNBC Bachelor of Education Program must submit a Personal Statement. Applicants who wish to apply under the Access Initiative may



identify themselves in their Personal Statement Form to be considered under the Access Initiative.

### **Criminal Records Review**

In addition to the admission application requirements outlined above, applications are required to undergo a criminal record review and provide evidence of this as part of their admission requirements. Refer to Undergraduate Regulations and Policies (Academic Regulation 20) in this Calendar.

### **Program Requirements**

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

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

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

### **Secondary Years Stream (Grades 8-12)**

#### **Year 1 Courses**

EDUC 336-(3, 4) Inclusive Education: Success for All  
EDUC 346-(2, 3) Aboriginal and Indigenous Education  
EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities Part 1<sup>2</sup>  
or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science Part 1<sup>2</sup>  
EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities Part 2<sup>2</sup>  
or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science Part 2<sup>2</sup>  
EDUC 390-3 Observational Practicum  
EDUC 391-3 Experiential Practicum  
EDUC 393-3 Foundations of Education  
EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context  
EDUC 399-3 Integrating ADST as a Pedagogical Stance (SY)  
EDUC 401-3 Career Education  
EDUC 402-3 Diverse Classrooms  
EDUC 403-3 Mental Health and Wellness  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 421-3 Assessment and Motivation  
EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (SY)  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>  
EDUC 490-(3, 4) Formative Practicum

#### **Year 2 Courses**

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>  
EDUC 491-6 Summative Practicum

**Notes:**

1. EDUC 405-3: Reflective Practice Through Inquiry and e-Portfolio and EDUC 446-(2, 3): Aboriginal and Indigenous Education: Epistemology span all four continuous semesters. The student enrolls in EDUC 405-3 and EDUC 446-(2, 3) in the First Semester Block One and the grade is determined in Fourth Semester Block Five.
2. A total of 9 credits is taken of either EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science.

**Access Initiative**

~~The UNBC School of Education has initiated a program designed to give access to individuals who are members of groups in our society which have historically been under-represented in the teaching profession in British Columbia. In order to achieve this objective, we encourage applicants who have confronted identifiable barriers to post-secondary education to apply under the Access Initiative. All applicants for the UNBC Bachelor of Education Program must submit a Personal Statement. Applicants who wish to apply under the Access Initiative may identify themselves in their Personal Statement Form to be considered under the Access Initiative.~~

**Criminal Records Review**

~~In addition to the admission application requirements outlined above, applications are required to undergo a criminal record review and provide evidence of this prior to being considered for admission. Refer to Undergraduate Regulations and Policies (Academic Regulation 20) in this Calendar.~~

**Education Diploma in a First Nations Language and Culture (Elementary Years)**

*((No changes to this section so has not been duplicated – section currently is listed on pages 89-91 of the 2021-2022 Undergraduate Calendar))*

**Diploma and BEd Academic Regulations**

~~Upon successful completion of all academic coursework with a Pass (B+), teacher candidates are recommended to the Ministry of Education for professional certification.~~

~~The School of Education reserves the right at any time to require any teacher candidate to withdraw from the program if it believes, upon consideration of academic performance, professional fitness or professional conduct, that the student is unsuitable for the teaching profession.~~

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

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

~~A teacher candidate may appeal if not satisfied with the outcome of that process (see Appeals Process in the Academic Regulations under Undergraduate Regulations and Policies at the beginning of the Calendar). Teacher candidates are not allowed to use graduate-level (500 or higher) courses from the Education Program, or any other program to meet degree requirements.~~

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

## **Diploma and BEd Teaching Practicum Regulations**

### **Placements**

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

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

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

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

### **Expenses**

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

~~Teacher candidates must successfully complete all course requirements in each block to be eligible for the summative practicum in Block Five. These requirements include the completion of core assignments designed to link theory and practice.~~

### **Disclosure**

~~The School of Education Program reserves the right to provide information to the principal of a school about a particular teacher candidate in a practicum placement whenever it is deemed necessary for the principal to have the information in order to carry out duties as a principal.~~

The School of Education must inform the principal if concerns have been raised within the Education Program or in a previous practicum placement about a more than usual potential for a negative impact on the quality of the learning and/or working in the classroom and/or school as a result of the presence of the candidate teacher. Whenever there is a notification to the principal, the Chair or designate must inform the teacher candidate in writing of the reasons for the concerns.

### **Expectations**

The expectations of teacher candidates during practica are published and distributed to all teacher candidates, Practice Evaluators and Coaching Teachers at the start of each term. Regular attendance during practica is required. Teacher candidates are required to notify the school, the Practice Evaluator, the Coaching Teacher, and the Practicum Placement Coordinator whenever classroom experience appointments cannot be kept. Teacher candidates are disbarred from the practicum course if they have more than three unexcused absences.

### **Professional Ethics**

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

### **Denial and Withdrawal**

Teacher candidates will be denied practica placement if their preparatory coursework is considered to be unsatisfactory (e.g., Fail or incomplete work) by the Chair or designate. Teacher candidates may be required to withdraw from a practicum experience if their performance in their school placement is considered to be unsatisfactory by the Chair or designate based on written assessments by the Practice Evaluators and the Coaching Teachers. Teacher candidates who are required to withdraw from a practicum placement will meet with the Practicum Placement Coordinator and the Chair for the School of Education.

Teacher candidates seeking voluntary withdrawal from a practicum placement, whether permanent or temporary, must notify the Practicum Placement Coordinator in writing at least one week in advance of the commencement of the classroom placement. Failure to give appropriate notice of withdrawal during a practicum placement, without consultation and approval of the Practicum Placement Coordinator, and/or BEd Coordinator, will result in a requirement to withdrawal from UNBC's Education Program.

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

### **Request for Re-admission**

Teacher candidates who have withdrawn for any reason from a practicum course, or who wish to re-enter, or re-take, the course must submit a written request for re-admission to the Chair for the School of Education. Re-admission is not guaranteed.

~~A teacher candidate may request and be granted re-admission to practicum courses only once except in cases where there are dire circumstances beyond the teacher candidate's control as set out in the UNBC Conditions of Academic Standing (Academic Regulation 49). Teacher candidates will only be re-admitted to a practicum course when, in the opinion of those responsible for the supervision of the previous attempt, there is evidence of significant progress toward meeting the outcomes for the practicum placement.~~

### **Part-Time Students in the BEd Program**

~~The Bachelor of Education program at UNBC is a full-time study program. However, under exceptional circumstances (i.e., family, personal, or health reasons), teacher candidates may request to continue the program on a part-time basis. The request must be submitted in writing to the Chair of the School of Education and approved by the Dean of the Faculty of Human and Health Sciences. A change to part-time status is not guaranteed.~~

### **BEd Graduation Requirements**

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

### **Note:**

~~All teachers, administrators and supervisors employed in the province's Kindergarten to Grade 12 public school system must have a valid BC Ministry of Education teaching certificate. This requirement includes full time, part time and teacher-on-call positions. Graduates choosing to work in a BC public school must apply to the BC Ministry of Education and provide required documentation and payment of fees.~~

#### **S-202206.11**

#### **Change(s) to Course Description – EDUC 400**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the change to the course description for EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy, on page 210 of the 2021-2022 undergraduate calendar (PDF), be approved as proposed.

**Effective date:** January 2023

CARRIED

**EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy** This course introduces teacher candidates to alternate ways for students in the classroom to demonstrate learning through personal aptitudes, values, and beliefs. Teacher candidates explore a variety of skill sets involving curricular integration and enactment through fine arts, music, health, physical education, drama, dance, performance, and imagery. Teacher candidates develop representations of knowledge and skill sets through emergent and early language literacy, numeracy, wellness, sustainable health, and career physical and health education. Graded on a PASS/FAIL basis.

An overview from the BSW Design Committee and Recommendations to School of Social Work were included in the meeting package.

#### **S-202206.12**

#### **Change(s) to Course Title, Description and Credit Hours – SOCW 300**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the change to the course title, course description, and credit hours for SOCW 300-3 Social Work Communication Skills, on page 269 of the 2021-2022 undergraduate calendar, be approved as proposed.

**Effective date:** September 2023  
CARRIED

**SOCW 300-36 Social Work Communication Introduction to Counselling and Assessment Skills** This is an introductory course that aims to increase skills and analysis in the diverse cultural settings that are appropriate to social work among Indigenous and remote, northern, and rural communities. Learning to recognize the contradictions in people's experiences and to maximize the possibilities, resources and strengths in their lives are critical aspects of a social worker's practice. This course emphasizes the integration of interpersonal and analytical skills. Students learn effective helping strategies within a structural framework that acknowledges the influence of class, race, and gender in shaping personal and social well-being. This course includes a skills laboratory.

Prerequisites: Enrollment is limited to students admitted to the School of Social Work

**S-202206.13**

**Change(s) to Course Description– SOCW 401**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for SOCW 401-3 Northern/Remote Social Work Practice, as listed in the online undergraduate calendar, be approved as proposed.

**Effective date:** September 2022  
CARRIED

**SOCW 401-3 Northern/Remote Social Work Practice**

Northern and Remote Social Work Practice builds on the structural approach examined in SOCW 301-3.

Critical generalist practice is explored within the a place-based context of current and emerging client populations and practice. The course aims to develop a critical awareness/analysis of aspects of social work in northern and remote communities, including environmental and ecological sustainability.

Prerequisites: All 100-, 200-, and 300-level required courses in Social Work

**S-202206.14**

**Change(s) to Course Description– SOCW 402**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the change to the course description for SOCW 402-15 Social Work Field Education II, as listed in the online undergraduate calendar, be approved as proposed.

**Effective date:** September 2024  
CARRIED

**SOCW 402-15 Social Work Field Education II** This field placement requires students to perform in a social work role or organizational setting five days per week throughout the term. Field education provides undergraduate students with an opportunity to enhance and refine their social work skills. As much as possible, the assigned field education setting broadly matches the particular type of social work experience that the student wishes to pursue. The course includes three one-day seminars as part of the field education placement. This course includes a portfolio constructed across students' 3<sup>rd</sup> and 4<sup>th</sup> years

of studies.

Prerequisites: All upper-division requirements in Social Work; enrollment is limited to students admitted to the School of Social Work

**S-202206.15**

**Change(s) to Course Title and Description– SOCW 426**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for SOCW 426-3 Current Issues in Child Welfare Practice, on page 271 of the 2021-2022 undergraduate calendar, be approved as proposed.

**Effective date:** September 2023

CARRIED

**SOCW 426-3 Current Issues in Child Welfare Practice** This course facilitates the knowledge and skill development relevant to current policy and social practice in highlights topical-child welfare settings, issues, and current trends in child welfare practice, examines different methods of intervention and attempts to link changes in the economic circumstances of families to the social wellbeing and healthy family functioning. Contemporary western and Indigenous social work practices with children and families are analyzed and critically reflected upon. Various forms of child maltreatment and the responsibilities performed by child welfare workers, and effective interventions for engaging with families and children at risk are explored.

Prerequisites: Upper-division standing or permission of the Social Work Chair

**Change(s) to Course Title and Description– SOCW 441**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for SOCW 441-3 Social Work and Substance Abuse, on page 271 of the 2021-2022 undergraduate calendar, be approved as proposed.

**Effective date:** September 2022

CARRIED

**SOCW 441-3 Social Work and Substance Abuse** ~~Social Work and Substance Abuse~~ This course examines alcohol and other drugs in terms of their effects on individuals, families and society. It also looks at different roles of social workers and human service workers in helping people deal with and understand alcohol and drug abuse.

Prerequisites: Upper-division standing or permission of the Social Work Chair

**S-202206.17**

**Change(s) to Course Title – SOCW 443**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title for SOCW 443-3 Medical Social Work, on page 271 of the 2021-2022 undergraduate calendar, be approved as proposed.

**Effective date:** September 2022

CARRIED

**SOCW 443-3 Medical Social Work and Health Care** ~~This course~~ Focuses on the knowledge, attitudes and skills workers need to practice effectively in health care settings. Case studies will be are used to demonstrate different methods of intervention in this

context.

Prerequisites: Upper-division standing or permission of the Social Work Chair

**S-202206.18**

**Change(s) to Course Title and Description– SOCW 456**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for SOCW 456-3 Indigenous Family Caring Systems, on page 272 of the 2021-2022 undergraduate calendar, be approved as proposed.

**Effective date:** September 2023

CARRIED

**SOCW 456-3 Indigenous Family Caring Systems Wellness: Individuals, Families, and Communities**

This course develops an understanding of family caring systems from an Indigenous wellness perspective. Topics explored include Indigenous world-views; the impact of colonialism on the current, traditional roles of family members, the role that historical events have played in the development and current social realities of Indigenous peoples; and Indigenous perspectives on wellness, traditional family systems, and community. and the role that social workers can play in family wellness. Contemporary social work practices with Indigenous children and families are analyzed and is critically reflected upon, with a particular emphasis on future directions in Indigenous child and family welfare. including an emphasis on self-care.

Prerequisites: Upper-division standing or permission of the Social Work Chair

Items .19 and .20 were carried as an omnibus motion.

**S-202206.19**

**Deletion of the Child Welfare Certificate**

Neufeld

That on the recommendation of the Senate Committee on Academic Affairs, the Child Welfare Certificate, on page 177 of the 2021-2022 undergraduate calendar, be deleted.

**Effective date:** September 2022

CARRIED

**S-202206.20**

**Deletion of the BSW: Child Welfare Specialization and BSW: Indigenous Specialization**

Neufeld

That on the recommendation of the Senate Committee on Academic Affairs, the BSW: Child Welfare Specialization and BSW: Indigenous Specialization, on page 176 of the 2021-2022 undergraduate calendar, be deleted

**Effective date:** September 2023

CARRIED

**S-202206.21**

**Course Deletions – SOCW 452**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the following course be deleted from the undergraduate academic calendar: SOCW 452-3 Social Work/Crisis Intervention.

**Effective date:** September 2022

CARRIED

**S-202206.22**

**New Course Approval – ENGR 421**



Whitcombe

That on the recommendation of the Senate Committee on Academic Affairs, the new course ENGR 421-3 Ecological Engineering and Design be approved as follows:

**Proposed semester of first offering:** September 2022

CARRIED

This course introduces fundamental principles of ecological engineering and their application to understand and assess issues related to the provision of basic urban services through nature-based solutions. Topics include the role of ecosystem services in urban processes; socio-ecological systems; sustainable and low-impact urban development; resilience-building capacities; gray, green, and blue-green infrastructure; on-site (distributed) technologies; ecological and regenerative technologies; and design for site-specific contexts.

**Prerequisites** ENGR 217-3; ENGR 300-3 or equivalent or permission of the instructor

**Preclusions:** ENGR 621-3

**S-202206.23**

**New Course Approval – ENGR 621**

Whitcombe That on the recommendation of the Senate Committee on Academic Affairs, the new course ENGR 621-3 Ecological Engineering and Design be approved as follows:

**Proposed semester of first offering:** September 2022

CARRIED

This advanced course introduces fundamental principles of ecological engineering and their application to understand and assess issues related to the provision of basic urban services through nature-based solutions. Topics include the role of ecosystem services in urban processes; socio-ecological systems; sustainable and low-impact urban development; resilience-building capacities; gray, green, and blue-green infrastructure; on-site (distributed) technologies; nature-based and regenerative technologies; and design for site-specific contexts.

**Prerequisites:** Enrollment in the MASc in Engineering program at UNBC or permission of the instructor

**Preclusions:** ENGR 421-3

**S-202206.24**

**Change(s) to Undergraduate Calendar – Civil Engineering Program**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the change to the Humanities or Social Sciences electives description for the Civil Engineering Degree Program Requirements on page 101 of the 2021/2022 undergraduate calendar, be approved as proposed.

**Effective date:** September 2022

CARRIED

Humanities or Social Sciences electives:

3 credit hours of the following:

ENPL 305-3 Environmental Impact Assessment

ENVS 230-3 Introduction to Environmental Policy

ENVS 414-3 Environmental and Professional Ethics

FNST 304-3 Indigenous Environmental Philosophy  
GEOG 202-3 Resources, Economies, and Sustainability  
NREM 303-3 Aboriginal Perspectives on Land and Resource Management  
NREM 306-3 Society, Policy and Administration  
POLA 100-3 Contemporary Political Issues

3 credit hours of the following:

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

**S-202206.25**

**Change(s) to Course Title and Description – CIVE 260**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the change to the name and course description for CIVE 260-4 Soil Mechanics I on page 101, 102 and 193 of the 2021/2022 undergraduate calendar, be approved as proposed.

**Effective date:** September 2022

CARRIED

[Page 101]

Second Year (Semesters 3 & and 4)

CIVE 241-4 Civil Engineering Materials  
CIVE 260-4 Soil Mechanics I  
ENGR 211-3 Engineering Communication  
ENGR 217-3 Engineering Design II  
ENGR 221-3 Thermodynamics and Heat Transfer  
ENGR 240-4 Mechanics of Materials II  
ENGR 250-3 Engineering Tools III  
ENGR 254-4 Fluid Mechanics I  
ENGR 270-3 Surveying  
MATH 200-3 Calculus III  
MATH 230-3 Linear Differential Equations and Boundary Value Problems  
STAT 371-3 Probability and Statistics for Scientists and Engineers

3 credit hours chosen from the lists of electives

[Page 102]

Third Year (Semesters 5 & and 6)

CIVE 260-4 Soil Mechanics I  
ENGR 300-3 Sustainable Principles of Engineering  
ENGR 353-3 Hydrology and Open Channel Flow  
ENGR 354-3 Fluid Mechanics II

ENGR 358-4 Waste and Wastewater Systems  
ENGR 380-3 Engineering Economics  
ENVE 310-3 Environmental Engineering Processes  
ENVE 317-3 Engineering Design III: Municipal Engineering  
ENVE 318-3 Environmental Engineering Measurement Lab  
ENVE 351-4 Groundwater Flow and Contaminant Transport  
6 credit hours chosen from the lists of electives

[Page 193]

**CIVE 260-4 Soil Mechanics I** This course provides students with a theoretical and practical understanding of soil mechanics, principles, and properties. Topics include, but are not limited to, the following: physical properties of soils; classification; ~~capillarity~~ soil compaction and permeability; seepage; stresses in soils; filter criteria; geostatic stresses; and consolidation; and slope stability.

*Prerequisites:* Admission to an Engineering program; ENGR 130-4; MATH 220-3; PHYS 110-4

**S-202206.26**

**Change(s) to Course Description – CIVE 320**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for CIVE 320-3 Structural Analysis I, on page 193 of the 2021/2022 undergraduate calendar, be approved as proposed.

**Effective date:** January 2022

CARRIED

**CIVE 320-3 Structural Analysis I**

This course introduces ~~forms~~ theory and application of structural analysis with concepts including, but not limited to, the following: analysis of statically determinate structures such as trusses, beams, frames, cables, and arches; influence lines and moving loads; indeterminate structural analysis; approximate analysis of structures; and calculation of displacements using virtual work; flexibility (force) method; stiffness method for frames; moment distribution method; and P-delta and geometric stiffness, buckling of columns and frames. This course also includes an introduction to the analysis of indeterminate structures using force methods, and an introduction to displacement methods using slope-deflection and moment distribution.

**S-202206.27**

**Change(s) to Course Title and Description – CIVE 360**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the change to the name and course description for CIVE 360-4 Soil Mechanics II on pages 101 and 194 of the 2021/2022 undergraduate calendar, be approved as proposed.

**Effective date:** September 2022

CARRIED

[PAGE 101]

### Third Year (Semesters 5 & 6)

CIVE 320-3 Structural Analysis I  
CIVE 321-3 Structural Analysis II  
CIVE 340-3 Structural Design I  
CIVE 341-3 Structural Design II  
CIVE 360-4 Soil Mechanics II Geotechnical Engineering  
CIVE 370-3 Transportations Systems  
CIVE 372-3 Construction Management  
ENGR 300-3 Sustainable Principles of Engineering  
ENGR 353-3 Hydrology and Open Channel Flow  
ENGR 358-4 Water and Wastewater Systems  
ENGR 380-3 Engineering Economics  
3 credit hours chosen from the lists of electives

[PAGE 194]

**CIVE 360-4 Soil Mechanics II Geotechnical Engineering** This course builds on the understanding of CIVE 260-4 Soil Mechanics, utilizing soil properties for engineering analysis of various geotechnical problems. Topics include, but are not limited to, the following: shear strength of soil, subsurface exploration; ground improvement; slope stability; lateral earth pressure; retaining walls and braced cuts; shallow foundations; bearing capacity; and pile foundations/drill shafts. ~~continues the study of soil mechanics begun in CIVE 260. Topics include but are not limited to the following: concept of failure and failure theories; Mohr-Coulomb failure criterion; shear resistance between soil particles; shear testing methods; pore pressure parameters; shear strength of non-cohesive and cohesive soils; types of stability analysis; flow of water in embankments/dams and natural slopes; engineering in permafrost; and geo-environmental engineering.~~

*Prerequisites:* Admission to an Engineering program and CIVE 260-4

**S-202206.28**

**Change(s) to Course Number – ENVE 355**

Zogas

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course number for ENVE 355-3 Engineering Hydrology, on page 101 and 222 of the 2021/22 undergraduate calendar, be approved as proposed.

**Effective date:** September 2022

CARRIED

[Page 101]

Environmental Engineering electives:  
3 or 6 credit hours of the following:

ENGR 354-3 Fluid Mechanics II  
ENGR 412-3 Engineering Business & Project Management  
ENVE ~~34~~55-3 Engineering Hydrology  
ENVE 462-3 Geo-Environmental Engineering

**ENVE 3455-3 Engineering Hydrology** This course explores hydrologic processes. Topics include, but are not limited to, the following: weather; precipitation; infiltration; evaporation; snowmelt; runoff generation; hydrograph analysis; reservoir and channel routing; statistical methods and design floods; and hydrologic modelling.

*Prerequisites:* Admission to an Engineering program and ENGR 353-3

**11.3 Steering Committee of Senate** **Payne**

**11.4 Senate Committee on Nominations** **Zogas**

A list of committee vacancies was included in the meeting package.

**For Information Items:**

**Student Senators elected by acclamation to Senate for positions beginning September 1, 2022:**

Student Senator – Faculty of Business and Economics	Caden Walsh	8/31/2023
Student Senator – Faculty of Environment	Vacant	8/31/2023
Student Senator – Faculty of Human and Health Sciences	Siffith Chaudhary	8/31/2023
Student Senator – Faculty of Indigenous Studies, Social Sciences and Humanities	Niraksh Mihirkumar Shah	8/31/2023
Student Senator – Faculty of Science and Engineering	Barbara Durau	8/31/2023
Graduate Student Senator at Large	Jhoan Chavez Suazo	8/31/2023
Graduate Student Senator at Large	Vacant	8/31/2023
Undergraduate Student Senator at Large	Kacie Kong	8/31/2023
Undergraduate Student Senator at Large	Sloane Zogas	8/31/2023

**11.5 Senate Committee on Curriculum and Calendar** **Mitchell Nielsen**

No report.

**11.6 Senate Committee on Admissions and Degrees** **Mitchell Nielsen**

**For Approval Items:**

**S-202206.31**

**Change(s) to Graduate Calendar - Admission Requirements**

Dale

That the change to graduate admission requirements on page 22 and 23 in the 2021/2022 print or PDF calendar accessible on the UNBC web page be approved as proposed.

Effective date: September 2022

CARRIED

**1.3 Admission to Master's Degrees**

~~1.3.1 In general, an acceptable academic standing will be a four-year (120 credit hours) Baccalaureate degree (or equivalent) from a recognized institution.~~

~~1.3.2 Grade point average of at least 3.00 (B) in the work of the last 60 credit hours (approximately the last two years). A Baccalaureate degree is required for entry. The minimum~~

GPA of 3.00 (B) is

~~based on the UNBC 4.33 scale. The GPA from sending institutions will be assessed and converted to the UNBC scale when being considered for admission. If the applicant has a Master's or PhD, the GPA is assessed on the complete degree. **Note: Higher entrance standards than those outlined in this section may be set by individual programs.** Courses used in the calculation of the admission grade point average cannot be used as credit toward a graduate degree program.~~

1.3.1 In general, applicants to a Master's degree program must hold a four-year Baccalaureate degree (or equivalent) from a recognized institution, with a Cumulative GPA equivalent to at least 3.00 (B) at UNBC. For applicants with a credential from an institution in Canada, the Cumulative GPA is calculated on the last 60 credits completed. Specific minimum admission requirements for graduates with credentials completed at an institution outside of Canada are determined by country and are listed on the Graduate Admissions website: <https://www2.unbc.ca/apply/graduate/international-admission-requirements>. **Higher entrance standards than those outlined in this section may be set by individual programs.**

1.3.2 In exceptional situations and at the discretion of the program, an applicant's admissibility may be adjudicated on the basis of performance in at least 12 credits of upper-level coursework directly related to the intended field of study.

~~1.3.3 A faculty member who wishes to supervise an applicant who has a four-year (120 credit hours) Baccalaureate degree (or equivalent) that does not meet the GPA requirements stated above and who obtains the recommendation of the appropriate program must have approval from the Dean who admits the applicant. The applicant must have significant formal training and relevant professional experience to offset such GPA deficiencies.~~

1.3.3 A program may recommend admission for an applicant who has a four-year Baccalaureate degree (or equivalent) who does not meet the minimum GPA requirement for the program if the applicant demonstrates sufficient relevant experience and expertise to offset GPA deficiencies. Exceptional admission must have approval by the Dean.

1.3.4 Evidence is required, in the form of three letters of reference that are submitted directly to the Office of the Registrar from qualified referees, of the student's ability to undertake advanced work in the area of interest.

**11.7 Senate Committee on Indigenous Initiatives**

**11.8 Senate Committee on Honorary Degrees and Special Forms of Recognition** Payne

**11.9 Senate Committee on Scholarships and Bursaries** Lewis

**11.10 Senate Committee on University Budget** Gehloff

**12.0 Information**

12.1 The Centre for Teaching, Learning and Technology Report was included in the meeting package.

**13.0 Other Business**

**14.0 S-202206.32**

**Move to the Closed Session**

Gehloff

That the meeting move to Close Session.

CARRIED

15.0

**S-202206.36**

**Adjournment**

Gehloff

That the Senate meeting be adjourned.

CARRIED

The meeting adjourned at 5:21 p.m