

**SENATE MEETING
PUBLIC SESSION
MINUTES**

February 10, 2010
3:30 – 5:30 PM
Room 7-172 Bentley Centre

Present:

E. Annis, G. Ashoughian, S. Beeler, T. Binnema, D. Casperson, C. Chasteauneuf, J. DeGrace (Secretary of Senate), H. Donker, U. Eka, R. Ellis, G. Fondahl, W. Haque, I. Hartley, R. Hoffman, K. Hutchings, J. Hyndman, G. Iwama (Chair), A. Jacob, J. Jeffery, E. Jensen, R. Lazenby, D. Macknak, W. McGill, S. McKenzie, C. Myers (Recording), M. Reid, S. Rennebohm, R. Robinson, K. Vandersteen, S. Wagner, A. Yakemchuk, J. Young, S. Zahir

Regrets:

C. Bock, M. Dale (Vice Chair), A. Dayanandan, S. Déry, D. Nyce, C. O'Callaghan

Absent:

I. Uche-Ezeala

The meeting commenced at 3:30 p.m.

1.0 S-201002.01

Approval of the Agenda

Casperson / Macknak

That the Agenda for the February 10, 2010 Public Session of Senate be approved as presented.
CARRIED.

2.0 S-201002.02

Approval of Senate Minutes

Hutchings / Macknak

That the Minutes of the January 20, 2010 Public Session of Senate be approved as presented.
CARRIED.

3.0 Business Arising from Previous Minutes of Senate (no material)

No business arising was identified.

4.0 President's Report

Iwama

Dr. Iwama noted that the Wood Innovation and Design Centre had been announced in the throne speech, for the third time, and that Dr. Dale was working on the proposal for this Centre for submission to the

March Treasury Board meeting. Dr. Iwama also reported that, at a meeting of western university Presidents last week, two items dominated the conversation, namely athletics and education for Aboriginal students. With regard to athletics, the President of Canada West attended the meeting and reported that institutions waiting for decisions with regard to their membership could expect to receive results by May. The other item of conversation related to the recent suspension of funding to the First Nations University of Canada by both the Saskatchewan and federal governments, and the resulting concerns for students attending that institution. Dr. Iwama indicated that he had offered, through the President of the University of Regina, UNBC's support to these students. She had not yet responded to his offer.

4.1 University Plan (*presentation*)

Dr. Iwama presented some information regarding the university plan (attached to these minutes as Appendix I) which is in the process of being updated. He noted at the outset of his presentation that, to honour the work undertaken in previous University Plans, he viewed the plan as a refocusing and refreshing of those plans. Consultations had taken place around campus, Prince George, the region, and with the Board of Governors, and this presentation was a summary of those consultations. He added that summary documents of the consultations were available on the website. The plan would be finalized in the spring, and would be supported by the Action Plans of the Vice Presidents. Dr. Iwama noted that the bulleted items listed under the headings "We will," are a summary of some of the comments resulting from the consultation, and that they are by no means exhaustive, nor exclusive, lists. He added that the "Guiding Principles" ought to guide UNBC's actions and direction. Finally, Dr. Iwama reported that the draft plan would be placed on the website for comment, and that further consultation may take place after that.

After he completed his presentation, Dr. Iwama invited comments and questions. He was asked about the time and costs associated with the plan, and responded that the plan was a five-year plan, and that he was not certain about the costs. He added that specifics will have price tags, and that senior administrators would be judicious in determining what could be done. Dr. Iwama added that he was optimistic about UNBC's supporters, and that having a clear plan and specifics would help the university achieve this support.

With regard to the Wood Innovation and Design Centre, Dr. Iwama was asked whether a plan was available regarding the Centre since it had already been mentioned in the throne speech several times. Dr. Iwama responded that nobody has seen a plan yet except for a high-level sketch of what the Centre might look like, and that this was the first time UNBC had been given the go-ahead to make a submission to the Treasury Board with regard to this initiative. He added that, as soon as any documentation was available, he would share it with Senators.

5.0 Report of the Provost

Dale

As the Provost was not in attendance, no report was provided.

6.0 Question Period

A question was raised with regard to a recent review of classroom space, and whether the report could be provided to Senate. Vice President Bray responded that a full report was not available, but a follow-up meeting would be taking place in the near future. Dr. Iwama agreed that this was important information, and expressed to Vice President Bray that it would be appreciated if this information could be shared with Senate once it was available.

A Senator asked about the status of filling some positions which are currently vacant, and responses were offered by those who were aware of the details.

Another Senator asked whether a list of University committees and the appointment process could be shared with Senators. Dr. Iwama replied that he would ensure Senate received this information.

Action: Dr. Iwama to provide Senators with a list of University committees.
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Someone questioned the status of making appointments to the regional Senator positions. Senator Reid, Chair of the Senate Committee on Nominations, responded that he had been provided with some names for potential regional Senators as a result of a meeting with the Senate Committee on Regional Policy and Inter-Institutional Relations, and would be following up in the near future.

7.0 **S-201002.03**

Approval of Motions on the Consent Agenda

Zahir / Ellis

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

No motions were removed from the consent agenda.

CARRIED.

8.0 **Committee Reports**

8.1 **Senate Committee on Academic Policy and Planning**

McGill (for Dale)

“For Approval” Items:

An Executive Summary of the Proposed New Minor in Soils and the Environment was included for information.

S-201002.04

Approval of New Minor — Minor in Soils and the Environment

Adamick / Jeffery

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new Minor in Soils and the Environment be approved as proposed.

Effective date: September 2010

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Minor in Soils and the Environment

Processes and their dynamics at the interface between the biosphere, atmosphere, hydrosphere and lithosphere are critical to the regulation of environmental quality from the micro-scale of millimetres to macro-scale climatic conditions. The minor in Soils and the Environment provides students with an opportunity to focus on the Earth's "Critical Zone," the thin outer layer which supports terrestrial life on the planet. The emphasis is on key biological, chemical and physical processes active in soils, and how they influence environmental conditions.

Students are required to take 26 credit hours. Of these, 8 credit hours are prerequisites to FSTY 205, 15 credit hours are required soils courses, and 3 credit hours are selected from a list of suggested elective courses. In addition to the 8 credit hours of prerequisite courses at the 100 level, an additional 6 credit hours can also be used to meet the requirements of a major or another minor.

Required Courses

CHEM 100-3	General Chemistry I
CHEM 101-3	General Chemistry II
CHEM 120-1	General Chemistry Lab I
CHEM 121-1	General Chemistry Lab II
FSTY 205-3	Introductory Soil Science
ENSC 325-3	Soil Physical Processes and the Environment
FSTY 425-3	Soil Formation and Classification
ENSC 435-3	Soil Biological Processes and the Environment
ENSC 460-3	Soil Chemical Processes and the Environment

Elective Courses*

Three credit hours from the following list

ENSC 404-3 Waste Management
ENSC 451-3 Groundwater Hydrology
ENSC 452-3 Reclamation and Remediation of Disturbed Environments
FSTY 415-3 Forest Soils

* Students must ensure they have the appropriate prerequisites to take these courses.

S-201002.05

Change to Program Requirements — Major in Environmental Science

Hyndman / Jeffery

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the change(s) to the Major in Environmental Science be approved as proposed.

Effective date: September 2010

It was noted that the asterisks next to course numbers that were indicated in this motion as requiring removal from the calendar should not be removed, as they were in reference to a note preceding the calendar text shown in the motion.

CARRIED.

Action: Ms. Myers to remove the “ strikethrough ” notation on the asterisks.
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Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Upper Division Requirement

300 Level

ENSC 308-3 Northern Contaminated Environments
ENPL 305-3 Environmental Impact Assessment

Two of:

CHEM 200-3 Physical Chemistry I
CHEM 203-3 Organic Chemistry II
with CHEM 251-1 Organic Chemistry Lab II
CHEM 210-3 Analytical Chemistry I
CHEM 204-3 Introductory Biochemistry
CHEM 302-4 Environmental Chemistry
PHYS 307-3 Environmental Physics

Two of:

BIOL 302-3 Limnology
ENSC 312-3 Boundary-layer Meteorology
ENSC 350-3 Fluid Mechanics
ENSC 408-3 Storms
ENSC 425-3 Climate Change and Global Warming
ENSC 435-3 Soil Biological Processes and the Environment

ENSC 454-3	Snow and Ice
<u>ENSC 460-3</u>	<u>Soil Chemical Processes and the Environment</u>
FSTY 455-3	Biogeochemical Processes in Soil Systems
GEOG 310-3	Hydrology
GEOG 311-3	Concepts in Geomorphology

One of:

ENVS 309-3	Women and Environmental Studies
FNST 304-3	First Nations Environmental Philosophy and Knowledge
GEOG 401-3*	Resource Geography
GEOG 402-3*	Geography of the Circumpolar North
GEOG 403-3*	Aboriginal Geography
INTS 307-3*	Global Resources
INTS 340-3*	The Circumpolar North in Global Perspective
INTS 410-3*	Environment and Development in the Circumpolar North

400 Level

ENSC 406-3	Environmental Modelling
ENSC 418-3	Environmental Measurement and Analysis
ENPL 401-3*	Environmental Law
ENVS 414-3	Environmental and Professional Ethics

Two of:

ENSC 302-3	Energy Development
ENSC 404-3	Waste Management
ENSC 412-3	Air Pollution
ENSC 451-3	Groundwater Hydrology
ENSC 452-3	Reclamation and Remediation of Disturbed Environments
ENSC 453-3	Environmental Resources Management and Decision Making
NREM 410-3	Watershed Management

Areas of Focus

Students must choose to focus ~~in~~ on an environmental system (atmospheric, aquatic, terrestrial or ecological), in Environmental Chemistry or in Environmetrics (environmental techniques). Four courses chosen from one of the following lists are required, with the following provisions:

1. at least two of the courses must be at the upper division (300 or 400 level); and
2. courses used to fulfill major requirements above may not be used to fulfill an area of focus requirement.

~~*Note: It is the student's responsibility to ensure prerequisite courses have been completed for the courses listed below.~~

Note: For the courses listed below, it is the student's responsibility to ensure prerequisite courses have been completed.

~~1—Aquatic Systems~~

~~2—Atmospheric Systems~~

3—Terrestrial Systems

4—Ecological Systems

5—Environmental Chemistry

6—Environmetrics

Aquatic Systems

BIOL 204-3	Plant Biology
BIOL 302-3	Limnology
BIOL 307-3	Ichthyology and Herpetology
BIOL 402-3	Aquatic Plants
BIOL 406-3	Fish Ecology
ENSC 350-3	Fluid Mechanics
ENSC 451-3	Groundwater Hydrology
ENSC 454-3	Snow and Ice
GEOG 310-3	Hydrology
GEOG 405-3	Fluvial Geomorphology
NREM 410-3	Watershed Management
or one of:	(Environmetrics list)

Atmospheric Systems

CHEM 200-3	Physical Chemistry I
CHEM 302-4	Environmental Chemistry I
ENSC 312-3	Boundary-layer Meteorology
ENSC 408-3	Storms
ENSC 412-3	Air Pollution
ENSC 425-3	Climate Change and Global Warming
ENSC 454-3	Snow and Ice
PHYS 307-3	Environmental Physics
or one of:	(Environmetrics list)

Ecological Systems

BIOL 202-3	Invertebrate Zoology
BIOL 204-3	Plant Biology
BIOL 210-3	Genetics
BIOL 301-3	Systematic Botany
BIOL 307-3	Ichthyology and Herpetology
BIOL 308-3	Ornithology and Mammalogy
BIOL 401-3	Plant-Microbial Interactions
BIOL 402-3	Aquatic Plants
BIOL 404-3	Plant Ecology
BIOL 406-3	Fish Ecology
BIOL 410-3	Population and Community Ecology
BIOL 411-3	Conservation Biology

FSTY 206-3 Forest Biology
or one of: (Environmetrics list)

Terrestrial Systems

ENSC 325-3 Soil Physical Processes and the Environment
ENSC 404-3 Waste Management
ENSC 435-3 Soil Biological Processes and the Environment
ENSC 451-3 Groundwater Hydrology
ENSC 460-3 Soil Chemical Processes and the Environment
~~FSTY 315-3 Forest Soil Management~~
FSTY 415-3 Forest Soils
FSTY 425-3 Soil Formation and Classification
~~FSTY 455-3 Biogeochemical Processes in Soil Systems~~
GEOG 311-3 Concepts in Geomorphology
GEOG 405-3 Fluvial Geomorphology
GEOG 411-3 Advanced Elements in Geomorphology
GEOG 412-3 Geomorphology of Cold Regions
GEOG 414-3 Weathering Processes
Or one of: (Environmetrics list)

Environmental Chemistry

Note: Students selecting this focus area and who have not taken CHEM 210-3 elsewhere in their program, must select it here.}

CHEM 200-3 Physical Chemistry I
CHEM 203-3 Organic Chemistry II
CHEM 210-3 Analytical Chemistry I
CHEM 302-4 Environmental Chemistry I
CHEM 310-3 Analytical Chemistry II
CHEM 311-3 Analytical Chemistry III
CHEM 400-3 Topics in Environmental Chemistry
CHEM 403-3 Topics in Inorganic Chemistry
CHEM 405-3 Topics in Biochemistry
CHEM 408-3 Environmental Chemistry II
CHEM 410-3 Topics in Analytical Chemistry
ENSC 460-3 Soil Chemical Processes and the Environment
~~FSTY 455-3 Biogeochemical Processes in Soil Systems~~
Or one of: (Environmetrics List)

Environmetrics

CPSC 110-3 Introduction to Computer Systems and Programming
CPSC 311-3 Computer Applications Programming
ENSC 450-3 Geophysical Data Analysis

ENSC 453-3	Environmental Resources Management and Decision Making
GEOG 300-3	Geographic Information Systems
GEOG 413-3	Advanced GIS
GEOG 432-3	Remote Sensing
MATH 200-3	Calculus III
MATH 220-3	Linear Algebra
MATH 230-3	Linear Differential Equations and Boundary Value Problems
MATH 335-3	Numerical Analysis I
MATH 336-3	Intermediate Differential Equations
MATH 372-3	Mathematical Statistics
MATH 441-3	Nonparametric Statistics

Elective Requirement

Elective credit hours as necessary to ensure completion of a minimum of 127 credit hours.

S-201002.06

Change to Program Requirements — Minor in Environmental Science

Adamick / Hutchings

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the change(s) to the Minor in Environmental Science be approved as proposed.

Effective date: September 2010

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

The minor in Environmental Science requires the completion, from the courses listed below, of 21 credit hours, 12 of which must be at the upper-division level. A maximum of two courses (~~six 6 credits~~ hours) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in Environmental Science.

Students must select at least one course from each of the following categories (important: all courses listed for the minor have prerequisites; it is the student's responsibility to ensure that they have the required prerequisites):

Aquatic Systems

BIOL 302-3	Limnology
BIOL 402-3	Aquatic Plants
BIOL 406-3	Fish Ecology
ENSC 202-3	Introduction to Aquatic Systems
ENSC 350-3	Fluid Mechanics
ENSC 451-3	Groundwater Hydrology
ENSC 454-3	Snow and Ice
GEOG 310-3	Hydrology

Atmospheric Systems

ENSC 201-3	Introduction to Atmospheric Science
ENSC 312-3	Boundary-layer Meteorology
ENSC 408-3	Storms
ENSC 412-3	Air Pollution

ENSC 425-3 Global Change Science
ENSC 454-3 Snow and Ice

Ecological Systems

BIOL 201-3 Ecology
BIOL 202-3 Invertebrate Zoology
BIOL 203-3 Microbiology
BIOL 210-3 Genetics
BIOL 301-3 Systematic Botany
BIOL 401-3 Plant-Microbial Interactions
BIOL 404-3 Plant Ecology
BIOL 410-3 Population and Community Ecology
BIOL 411-3 Conservation Biology

Terrestrial Systems

ENSC 325-3 Soil Physical Processes and the Environment
ENSC 435-3 Soil Biological Processes and the Environment
ENSC 451-3 Groundwater Hydrology
ENSC 452-3 Reclamation and Remediation of Disturbed Environments
ENSC 460-3 Soil Chemical Processes and the Environment
FSTY 205-3 Introduction to Soil Science
~~FSTY 455-3 Biogeochemical Processes in Soil Systems~~
GEOG 210-3 Geomorphology
GEOG 311-3 Concepts in Geomorphology
GEOG 405-3 Fluvial Geomorphology
GEOG 411-3 Advanced Elements in Geomorphology
GEOG 412-3 Geomorphology of Cold Regions
GEOG 414-3 Weathering Processes

Environmental Pollution and Management

ENPL 302-3 Energy Development
ENPL 305-3 Environmental Impact Assessment
ENSC 308-3 Northern Contaminated Environments
ENSC 404-3 Waste Management
ENSC 406-3 Environmental Modelling
ENSC 412-3 Air Pollution
ENSC 451-3 Groundwater Hydrology
ENSC 452-3 Reclamation and Remediation of Disturbed Environments
ENSC 453-3 Environmental Resources Management and Decision Making
NREM 410-3 Watershed Management

S-201002.07

Calendar Description Change — Environmental Engineering

Hutchings / Annis

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the Calendar Description for Environmental Engineering be approved as proposed.

Effective date: September 2010

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Program Requirements

Semester 1 and 2 completed at UNBC

PHYS 111-4

CORE 101-3 Humanities

or CORE 103-3 Social Sciences

~~Social Sciences~~

or three credit hours of Humanities and Social Science courses with subject matter that deals with the central issues, methodologies, and thought processes of the humanities and social science ~~Humanities and Social Science courses may be selected from among the areas that are considered Humanities and Social Science for purposes of the BA (General). POLS 100-3 Contemporary Political Issues is recommended in meeting this requirement as it is a prerequisite for ENPL 401-3 in semester 9 of the program. (for example, any ANTH, ENGL, ENV5, FSNT, HIST, INTS, NOR5, PHIL, POLS, or WMST course that does not principally impart language skills or statistics).~~ GEOG and ENPL courses may qualify with approval.

S-201002.08

Course Deletion — FSTY 455-3

That, on the recommendation of the Senate Committee on Academic Policy and Planning, FSTY 455-3 Biogeochemical Processes in Soil Systems be deleted as a course offering.

Effective date: January 2011

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

~~**FSTY 455 – Biogeochemical Processes in Soil Systems** Principles, components and measurement of physical, chemical and biological processes in soils. Biogeochemical processes will be related to forest fertility and environmental quality concerns such as pollution of soil and water.~~

S-201002.09

New Course Approval — ENSC 325-3

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course ENSC 325-3 Soil Physical Processes and the Environment be approved as proposed.

Proposed Semester of First Offering: January 2011

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

ENSC 325-3 Soil Physical Processes and the Environment This course focuses on physical principles and processes of soils that influence organisms and the environment, including retention and movement of water, heat transfer, soil strength, gas exchange, transport of solutes, and soil erosion. Examples from areas of land resource management, environmental quality, agriculture and forestry are used to illustrate principles.

Prerequisites: FSTY 205 or permission from instructor

S-201002.10

New Course Approval — ENSC 435-3

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course ENSC 435-3 Soil Biological Processes and the Environment be approved as proposed.

Proposed Semester of First Offering: January 2011

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

ENSC 435-3 Soil Biological Processes and the Environment Processes at the interface between the biosphere, atmosphere, hydrosphere and lithosphere are critical to the regulation of environmental quality on Earth. This course provides an overview of the soil habitat from a biological perspective and of how soil organisms and the processes they mediate play critical roles in a sustainable planet.

Prerequisites: FSTY 205 or permission from instructor

Preclusions: FSTY 455-3; NREM 655-3; ENSC 635-3

S-201002.11

New Course Approval — ENSC 460-3

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course ENSC 460-3 Soil Chemical Processes and the Environment be approved as proposed.

Proposed Semester of First Offering: January 2012

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

ENSC 460-3 Soil Chemical Processes and the Environment Reactions at the interface of the atmosphere, biosphere, hydrosphere and lithosphere play key roles in regulating environmental quality on Earth. This course focuses on the key chemical processes in soils, in the Earth's "Critical Zone." The fundamental concepts of chemistry and mineralogy are applied to help students understand the soil system and its relevance to processes in natural ecosystems and environments impacted by human activity.

Preclusions: FSTY 455-3; NREM 655-3; ENSC 660-3

An Executive Summary of the National Outdoor Leadership School (NOLS) University Course Creation and Credit Transfer Process was included for information.

A copy of the Partnership Protocol Agreement between the University of Northern British Columbia (UNBC) and the National Outdoor Leadership School (NOLS) was included for information.

Motions S-201002.12 to S-201002.16 were dealt with as an omnibus motion.

S-201002.12

New Course Approval — NOLS 100-4

Adamick / Jeffery

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course NOLS 100-4 The Natural History of Regional Ecosystems be approved as proposed.
Proposed Semester of First Offering: September 2010

Several questions were asked about these courses, including whether the library would receive any additional funding to cover the increased costs of license agreements and collections for mounting these courses. The representative from the Program responded that he acknowledged that details needed to be worked out once the courses were approved. Concern was raised about the courses having a grade mode of "Pass/Fail," which, it was suggested, presents difficulties in terms of calculating GPAs and award qualification criteria. It was therefore questioned whether any thought had been given to limiting the number of credit hours of "Pass/Fail" grade mode courses that could be taken. The Program representative replied that, after consultation, it had been determined that using the "Pass/Fail" grade mode would be the easiest way to administer these courses. He added that it would be expensive to repeat these courses. It was asked whether the Senate Committee on Academic Policy and Planning could be directed to review the appropriateness of placing limitations on the number of credit hours of "Pass/Fail" grade mode courses that students could take. The Program representative indicated that these courses were similar to exchange courses. Ms. Russell, Director of Student Success, noted that a 30 credit-hour limit was placed on exchange students.

A Senator asked why no First Nations content was contained in these courses, and the Program representative responded that, from what he knows of NOLS in a broad sense, there is First Nations content as the courses address issues unique to the regions in which they are held. Finally, the Program representative was asked how many other universities in Canada offer these courses for credit. He replied that there are five other Canadian universities offering NOLS courses, but they articulate to the University of Utah rather than offering the courses for credit.

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

NOLS 100-4 The Natural History of Regional Ecosystems This course teaches students field natural history and basic field ecology as keys to the exploration of their surroundings and in order to minimize the human effects on the ecosystems through which they travel. This is done through immersion in a wilderness setting, class work, and guided "teachable moments" that develop students' knowledge of local biota.

S-201002.13

New Course Approval — NOLS 300-2

Adamick / Jeffery

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course NOLS 300-2 Environmental Ethics, Leave No Trace and Leadership be approved as proposed.
Proposed Semester of First Offering: September 2010

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

NOLS 300-2 Environmental Ethics, Leave No Trace and Leadership This course allows students to master "Leave No Trace" principles and develop the teaching skills necessary to pass these ethics on to others effectively. These goals are accomplished in an independent learning community immersed in a remote wilderness environment.

S-201002.14

New Course Approval — NOLS 301-2

Adamick / Jeffery

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course NOLS 301-2 Group Leadership Techniques be approved as proposed.

Proposed Semester of First Offering: September 2010

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

NOLS 301-2 Group Leadership Techniques This course enables students to learn and practice advanced levels of outdoor leadership. Areas of emphasis include high accountability standards, communications, group organization, teamwork, and expedition ethics.

S-201002.15

New Course Approval — NOLS 302-(2-6)

Adamick / Jeffery

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course NOLS 302-(2-6) Wilderness Skills Practicum be approved as proposed.

Proposed Semester of First Offering: September 2010

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

NOLS 302-(2-6) Wilderness Skills Practicum This course teaches students safety and environmental care to develop competence in wilderness travel fundamentals. Students learn the skills needed to travel through the backcountry safely, in a number of different contexts (e.g., canoeing, river travel, backpacking, mountaineering).

S-201002.16

New Course Approval — NOLS 303-2

Adamick / Jeffery

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course NOLS 303-2 Risk Management, Assessment and Decision Making be approved as proposed.

Proposed Semester of First Offering: September 2010

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

NOLS 303-2 Risk Management, Assessment and Decision Making Students learn and practice assessing and managing risks related to weather, climate, travel, and the "human factor." Foundations for decision-making, theory, and communication are practiced. Risk assessment is evaluated on the environment in which the course is based (e.g., land, water or snow).

S-201002.17

New Course Approval — ORTM 332-3

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course ORTM 332-3 Outdoor Education and Leadership be approved as proposed.

Proposed Semester of First Offering: May 2011

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

ORTM 332-3 Outdoor Education and Leadership This course explores theory and practice of pedagogy and leadership used in providing travel and recreation experiences in outdoor settings. It bridges theory and practice in safe field-based learning environments. The physical setting as well as the semester in which the course is offered may alter course content from year to year. The course may be repeated when a substantial difference in curriculum exists.

Prerequisites: Upper division standing

S-201002.18

Course Deletion — CORE 102-3

That, on the recommendation of the Senate Committee on Academic Policy and Planning, CORE 102-3 Introduction to the Physical Sciences be deleted and removed from the Calendar.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

~~**CORE 102-3 Physical Sciences** A course devoted to the physical sciences that will include such topics as, what are Science, Chemistry, Physics, Earth Science, Astronomy and Mathematics?~~

S-201002.19

New Course Approval — PHYS 150-3

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course PHYS 150-3 Physics for Future Leaders be approved as proposed.

Proposed Semester of First Offering: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

PHYS 150-3 Physics for Future Leaders This course examines the physics underlying major technological aspects of modern society and issues of global concern. Through addressing themes such as global warming, the energy problem and alternative sources of energy, nuclear power and nuclear weapons, health and medical technology, pollution of the atmosphere, satellites, telecommunication, and the internet, this course introduces basic physics topics such as motion and energy, atoms and heat, gravity and force, electricity and magnetism, light and electromagnetic waves, radioactivity and nuclear reactions, quantum physics, and relativity. This course requires no scientific or mathematical background and is accessible to students in any discipline.

An Executive Summary of the proposed revisions to the School of Social Work curriculum was included for information.

S-201002.20

Calendar Description Change — Child Welfare Certificate

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the calendar description of the Child Welfare Certificate be approved as proposed.

Effective date: January 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Child Welfare Certificate

The Child Welfare Certificate program is open only to Bachelor of Social Work and Bachelor of Child & and Youth Care graduates. The Certificate is designed to prepare students for ~~child protection practice with the Ministry of Children and Family Development. Primary focus is on students learning and practicing specialized skills for child welfare practiced in the northern and rural regions of British Columbia.~~ child welfare work, with a particular focus on practice in the northern and rural regions of British Columbia. However, certificate graduates will be well prepared to work in all agencies and locations that provide child welfare service. The Certificate consists of 18 credit hours. Admission into the Certificate program is limited. Students must establish their course of study with approval from the Chair of the School of Social Work.

S-201002.21

Calendar Description Change — BSW: Child Welfare Specialization

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the change(s) to the BSW: Child Welfare Specialization description for the School of Social Work be approved as proposed.

Effective date: January 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

BSW: Child Welfare Specialization

The Child Welfare Specialization is designed to provide a program of studies that prepares students for practice in child welfare, while also satisfying the general practice criteria required for BSW accreditation and for designation as a Registered Social Worker (RSW).

Students must meet all prerequisites for entry into the BSW program at UNBC and be accepted into the school. The fourth year practicum takes place in a ~~government-~~ child welfare setting ~~service (BC Ministry for Children and Families, or a fully delegated First Nations child welfare agency. or an approved government agency in another province).~~ Completion of the specialization is noted on the student's graduating transcript.

The Child Welfare Specialization is designed to provide a social work degree that prepares students for social work practice in all child and family serving agencies. ~~In addition, the program is designed to meet the BC Ministry for Children and Families entry level expectations for child protection positions.~~

“For Information” Items:

SCAPP201001.12

Course Title and Calendar Description Change — ENSC 312-3

That the change to the course title and calendar description for ENSC 312-3 Boundary-layer Meteorology, on page 212 of the 2009/2010 undergraduate calendar, be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

ENSC 312 - Boundary-layer Biometeorology

This course develops an understanding of the pPrinciples of weather and climate at micro-, local and meso- scales; It discusses the processes associated with transfers of heat, mass, and

momentum and resulting climates near the surface; Other topics include fog, urban and forest climates, bioclimatology, local winds, as well as transport and dispersion of air pollution.

SCAPP201001.13

Course Title and Calendar Description Change — FSTY 315-3

That the changes to the title and course description for FSTY 315-3 Forest Soil Management be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

~~FSTY 315-3 Forest Soil Management~~ FSTY 415-3 Forest Soils This course examines the distinctive physical, chemical and biological ~~determinants~~ properties of forest soils from an ecological perspective, emphasizing western Canadian examples. ~~productivity and introduces the basic principles of forest site classification, emphasizing systems used in British Columbia.~~ Forest practices in all phases of land management (harvesting, site preparation, stand tending) are examined to provide an understanding of their effects on soil properties and productivity. The regulatory framework governing soil conservation in BC forestry is reviewed, along with methods used to restore productivity to damaged forest soils. Major themes include the role of soils in forest site classifications, carbon and nutrient cycling in forests, soil determinants of forest productivity, and the responses of soils to forest management practices. Field trips and laboratory exercises provide experience in techniques used for assessing forest soil properties and management impacts.

Prerequisites: FSTY 205-3

SCAPP201001.14

Course Prerequisite Change — GEOG 111-1

That the change to the prerequisite for GEOG 111-1 Theory and Practice of Physical Geography be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

GEOG 111-1 Theory and Practice of Physical Geography This course introduces physical geography students to the theory and practice of physical geography, particularly in BC, through seminars and invited presentations involving professional practitioners in the region and province. A weekend field trip is required. This course is intended for students who want to major in Physical Geography.

Prerequisites: ~~Permission of the Program Chair~~ none

SCAPP201001.15

Course Prerequisite Change — GEOG 333-3

That the change to the prerequisite for GEOG 333-3 Geography Field School be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

GEOG 333-3 Geography Field School

Students apply field methods in physical and/or human geography towards an integrated study of local and global environments. Note: When this course is offered with predominantly human geography content, APEGBC will not consider it suitable for a Professional Geoscience credit.

Prerequisites: ~~None~~ Upper-division standing

Class Restrictions: ~~60 credit hours~~

SCAPP201001.23

Course Prerequisite Change — MATH 100-3

That the change to the course prerequisites for MATH 100-3 Calculus I be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

MATH 100-3 Calculus I This course is an introduction to the calculus functions of one variable, primarily for majors and students in the sciences. Functions of one variable, inverses, limits and limit theorems, continuity, the difference quotient and derivatives, rules for differentiation, differentiability, the mean value theorem, the differential as a linear functional, definitions and derivatives of trigonometric functions, informal definitions of logarithmic and exponential functions and their derivatives, L'Hopital's rule, higher derivatives, maxima and minima, curve sketching, Newton's method, antiderivatives, definite integrals, the fundamental theorem of calculus, integrals of elementary functions, area between curves, applications of integration, and integration by substitution are discussed. All sections of this course are ~~will be~~ taught using the Maple software.

Prerequisites: MATH 12 or Principles of MATH 12 or MATH 115-3 or Pre-calculus 12

Precluded: MATH 105-3 or MATH 152-3

SCAPP201001.24

Course Prerequisite Change — MATH 105-3

That the change to the course prerequisites for MATH 105-3 Enriched Calculus be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

MATH 105-3 Enriched Calculus A This course provides a rigorous introduction to the calculus of functions of one variable. Core topics covered are similar to those of MATH 100-3, except that the focus is less on the mechanics of calculus and more on the development of the ideas in calculus and of calculus as a foundation of mathematical thought. Additional special topics ~~will~~ may be added by the instructor. Maple labs ~~will~~ accompany this course.

Precluded: MATH-100

MATH 152

Prerequisites: MATH 115 Minimum Grade of C- or Principles of Math 12 or Pre-calculus 12.

SCAPP201001.25

Course Prerequisite Change — MATH 115-3

That the change to the course prerequisites for MATH 115-3 Precalculus be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

MATH 115-3 Precalculus

This course covers algebraic manipulation, solutions of algebraic equations, functions, Inverses, graphing, and analytic geometry. It is not normally open to students with credit in Grade 12 Mathematics.

Prerequisites: Principles of Math 11 or Pre-calculus 11.

SCAPP201001.26

Course Prerequisite Change — MATH 150-3

That the change to the course prerequisites for MATH 150-3 Finite Mathematics for Business and Economics be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

MATH 150-3 Finite Mathematics for Business and Economics This course is offered primarily for students in the School of Business and the Economics Program. ~~The course~~ It covers functions and graphs, linear systems of equations, matrix notation and properties, matrix inversion, linear programming, sets, counting and probability, and an introduction to actuarial mathematics.

This course may not be used for credit towards a major, or joint major, in Mathematics or Computer Science.

Prerequisites: Principles of Math 12 or MATH 115-3 or Pre-calculus 12 or Math Foundations 12

SCAPP201001.27

Course Prerequisite Change — MATH 152-3

That the change to the course prerequisites for MATH 152-3 Calculus for Non-Majors be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

MATH 152 Calculus for Non-Majors Limits, the derivative, techniques of differentiation, exponential functions and exponential growth, maxima and minima, curve sketching, first order linear differential equations, definite and indefinite integrals, partial derivative, optimization of functions of several variables, Lagrange multipliers, with applications in the social and physical sciences. Applications may

vary somewhat from section to section, depending on student's discipline. Not open to mathematics or computer science majors.

Precluded: MATH-100
MATH-105

Prerequisites: MATH 115 Minimum Grade of C- or Principles of Math 12 or Pre-calculus 12

SCAPP201001.28

Course Prerequisite and Calendar Description Change — MATH 190-4

That the changes to the course prerequisites and calendar description for MATH 190-4 Math for Elementary Educators be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

MATH 190 Math for Elementary Educators This course develops an understanding of mathematical concepts and relationships used in the elementary school curriculum. The content focus is on numbers and number systems, patterns and relationships, shapes and space, and statistics and probability. Problem solving and deductive reasoning are stressed throughout the course. Students who have taken MATH 100, MATH 105, or MATH 152 or equivalent require permission of the Chair.

Precluded: MATH-100
MATH-105
MATH-152

Prerequisites: Principles of Math 11 or Pre-calculus 11 or Math Foundations 11

SCAPP201001.29

Calendar Course Description Change — MATH 220-3

That the change(s) to the calendar course description for MATH 220-3 Linear Algebra be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

MATH 220-3 Linear Algebra This course covers sSystems of linear equations, matrix algebra, determinants, vector geometry, vector spaces, eigenvalues and diagonalization. ~~Some use will be made of appropriate software, but previous computer experience is not required.~~

Prerequisites: MATH 100-3 or MATH 105-3

SCAPP201001.22

Course Prerequisite Change — ORTM 410-3

That the change to the course prerequisite for ORTM 410-3 Research Methods and Analysis, on page 248 of the 2009/2010 undergraduate calendar, be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Prerequisites: ORTM 300-3 and ECON 205-3 or ~~Math 242-3~~ Math 240-3 or permission of instructor.

SCAPP200912.32

New Course Approval — XACT 110-1

That, on the recommendation of the SCAPP and SCRGs Continuing Studies Credit Committee, SCAPP approve the new course Introduction to Aboriginal Cultural Tourism XACT 110-1 as proposed.
Proposed Semester of First Offering: January 2010
CARRIED (consent agenda).

SCAPP200912.33

New Course Approval — XACT 120-2

That, on the recommendation of the SCAPP and SCRGs Continuing Studies Credit Committee, SCAPP approve the new course Aboriginal Tourism Marketing XACT 120-2 as proposed.
Proposed Semester of First Offering: January 2010
CARRIED (consent agenda).

SCAPP200912.34

New Course Approval — XACT 130-2

That, on the recommendation of the SCAPP and SCRGs Continuing Studies Credit Committee, SCAPP approve the new course Cultural Tourism Product Development XACT 130 -2 as proposed.
Proposed Semester of First Offering: January 2010
CARRIED (consent agenda).

8.2 Senate Committee on Research and Graduate Studies

Fondahl / Hartley

“For Approval” Items:

An Executive Summary of the proposed new Master of Education Special Education (MEd SpEd) curriculum was included for information.

S-201002.22

New Master of Education Specialization (Special Education)

Hartley / Rennebohm

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new Master of Education – Special Education specialization be approved as proposed.
Proposed Start Date: September 2010
CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

The Special Education specialization prepares students to provide professional services and leadership in Special Education and educational programs offered in schools and other educational institutions. The program includes an integrated core of required courses, elective courses, and thesis, project portfolio, or comprehensive examination routes.

This Special Education specialization is delivered online or by other distance technologies. It requires a minimum of 31 graduate credit hours for completion, with an option to take up to 10 additional elective credit hours. The Special Education specialization requires students to complete five (5) required courses, and a sufficient number of elective courses to meet the minimum 31 credit hour graduation requirement including the portfolio (3 credit hours), comprehensive examination (3 credit hours), project (6 credit hours), or thesis (9 credit hours) routes.

Curriculum:

Required Core Courses

EDUC 601-3 Educational Research Design and Methodology
EDUC 633-3 Human Development: Implications for Education
EDUC 635-3 Educating Exceptional Students
EDUC 636-3 Language and Learning Disabilities

One of the following research courses is required; the other may be taken as elective credit:

EDUC 602-4 Quantitative Research Design and Data Analysis
EDUC 610-4 Qualitative Analysis in Education

Choose one of the following four routes to completion: Portfolio, Comprehensive Examination, Project, or Thesis.

1. Portfolio

EDUC 796-3 Portfolio

and

a minimum of 12 credit hours of additional coursework selected from the list of electives below

2. Comprehensive Examination

EDUC 797-3 Comprehensive Examination

and

a minimum of 12 credit hours of additional coursework selected from the list of electives below

3. Project

EDUC 798-6 M.Ed. Project

and

a minimum of 9 credit hours of additional coursework selected from the list of electives below

4. Thesis

EDUC 799-9 M.Ed. Thesis

and

a minimum of 6 credit hours of additional coursework selected from the list of electives below

Elective courses¹

One of EDUC 602-4 and EDUC 610-4 may be taken as an elective provided the other is taken as a required core course.

EDUC 609-3 Aboriginal Learners: History, Culture, and Ways of Knowing
EDUC 620-4 Educational Assessment and Evaluation
EDUC 621-3 Classroom Assessment Practices
EDUC 622-4 Psychoeducational Assessment
EDUC 631-3 Educational Applications of Computer Technology
EDUC 632-3 Language Development: Implications for Education
EDUC 634-3 Achievement Motivation
EDUC 637-3 Interventions for Literacy Disorders
EDUC 638-3 Mathematic Disorders and Remediation
EDUC 639-3 School-Based Teams, Consultants, and Families
EDUC 640-3² Focus on a Selected Disability
EDUC 642-3 Personal and Career Planning for Students with Special Needs

EDUC 795-3 Research Seminar (Strongly Recommended, and may be required by supervisor if EDUC 799-9 or EDUC 798 Project has been chosen for the completion route)

¹With the approval of the Graduate Supervisor and Graduate Program Chair, a student may complete up to 6 credit hours of graduate course work not from the above list. These elective credit hours may be other graduate-level EDUC courses, and/or from other UNBC graduate programs, and/or from other accredited Canadian universities via approved transfer agreements (e.g. Western Deans' Agreement).

²This course focuses in depth on educational aspects of a specific disability or range of disabilities, such as FASD, Autism Spectrum Disorder, hearing disability and deafness, or visual impairment. The courses are named specifically: e.g., Focus on Autism, Focus on FASD. A student may take this course up to two times (each time with a different focus).

S-201002.23

New Course Approval — EDUC 622-4

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course EDUC 622-4 Psychoeducational Assessment be approved as proposed.

Proposed Semester of First Offering: January 2011

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

EDUC 622-4 Psychoeducational Assessment This course provides an overview of individualized assessment, including formal standardized instruments, informal tests, and classroom-based tools and instruction on the administration and interpretation of Level B tests. There is also a field application involving the design, administration, and interpretation of an individual assessment for learning.

S-201002.24

New Course Approval — EDUC 637-3

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course EDUC 637-3 Interventions for Literacy Disorders be approved as proposed.

Proposed Semester of First Offering: January 2011

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

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

S-201002.25

New Course Approval — EDUC 638-3

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course EDUC 638-3 Mathematic Disorders and Remediation be approved as proposed.

Proposed Semester of First Offering: January 2011

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

EDUC 638-3 Mathematic Disorders and Remediation This course provides an overview of diagnostic and remedial strategies for mathematics. Students are provided with an overview of individualised assessment, including formal standardised instruments, informal tests, and classroom-based tools and instruction on remedial strategies specific to mathematics errors and deficiencies. There is also a field application, in the form of a brief mathematics clinic in which students work in a supervised setting with one remedial mathematics child, out of which a final report is produced.

S-201002.26

New Course Approval — EDUC 639-3

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course EDUC 639-3 School-Based Teams, Consultants, and Families be approved as proposed.
Proposed Semester of First Offering: September 2010
CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

EDUC 639-3 School-Based Teams, Consultants, and Families This course is an overview of the strategies, policies, and procedures related to school-based team meetings. Included is a review of the professional literature, a description of the roles and responsibilities of team members such as teachers, administrators, parents, students, and families, and an analysis of the techniques used in school-based team meetings.

S-201002.27

New Course Approval — EDUC 640-3

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course EDUC 640-3 Focus on a Selected Disability be approved as proposed.
Proposed Semester of First Offering: January 2011
CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

EDUC 640-3 Focus on a Selected Disability This course examines a specific special need, with topics determined by the interests of students and the availability of faculty members to teach them. For example, it may focus in depth on educational aspects of a specific disability or range of disabilities, such as FASD, Autism Spectrum Disorder, hearing disability and deafness, or visual impairment. This course may be taken up to two times but with a different disability focus each time.

S-201002.28

New Course Approval — EDUC 642-3

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course EDUC 642-3 Personal and Career Planning for Students with Special Needs be approved as proposed.
Proposed Semester of First Offering: January 2011
CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

EDUC 642-3 Personal and Career Planning for Students with Special Needs This course is an evaluative survey of theories and practices employed to facilitate career decision making for students with special needs.

S-201002.29

New Course Approval — EDUC 796-3

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course EDUC 796-3 Portfolio be approved as proposed.

Proposed Semester of First Offering: January 2011

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

EDUC 796-3 Portfolio The portfolio route requires the successful completion of a professional portfolio that demonstrates a candidate's knowledge of education research, theory, and practice in his/her field of study (Special Education). This course enhances and reinforces a student's knowledge of educational research, theory, and practice as well as their interrelationship as evidenced by selected artifacts and accompanying rationales.

An Executive Summary of the Proposed New Minor in Soils and the Environment was included for information.

S-201002.30

New Course Approval — ENSC 635-3

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course ENSC 635-3 Soil Biological Processes and the Environment be approved as proposed.

Proposed Semester of First Offering: January 2011

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

ENSC 635-3 Soil Biological Processes and the Environment Processes at the interface between the biosphere, atmosphere, hydrosphere and lithosphere are critical to the regulation of environmental quality on Earth. This course provides an overview of the soil habitat from a biological perspective and of how soil organisms and the processes they mediate play critical roles in a sustainable planet.

Preclusions: FSTY 455-3; NREM 655-3; ENSC 435-3

S-201002.31

New Course Approval — ENSC 660-3

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course ENSC 660-3 Soil Chemical Processes and the Environment be approved as proposed.

Proposed Semester of First Offering: January 2012

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

ENSC 660-3 Soil Chemical Processes and the Environment Reactions at the interface of the atmosphere, biosphere, hydrosphere and lithosphere play key roles in regulating environmental quality on Earth. This course focuses on the key chemical processes in soils, in the Earth's "Critical Zone." The fundamental concepts of chemistry and mineralogy are applied

to help students understand the soil system and its relevance to processes in natural ecosystems and environments impacted by human activity.

Preclusions: FSTY 455-3; NREM 655-3; ENSC 660-3

S-201002.32

Course Deletion — NREM 655-3

That, on the recommendation of the Senate Committee on Research and Graduate Studies, NREM 655-3 Biogeochemical Processes in Soil Systems be deleted as a course offering.

Effective date: January 2011

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

~~**NREM 655 – Biogeochemical Processes in Soil Systems** Principles, components and measurement of physical, chemical and biological processes in soils. Biogeochemical processes will be related to forest fertility and environmental quality concerns such as pollution of soil and water.~~

S-201002.33

New Course Approval — NREM 615-3

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course NREM 615-3 Forest Soils be approved as proposed.

Proposed Semester of First Offering: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

NREM 615-3 Forest Soils This course examines the distinctive physical, chemical and biological properties of forest soils from an ecological perspective, emphasizing western Canadian examples. Major themes include the role of soils in forest site classifications, carbon and nutrient cycling in forests, soil determinants of forest productivity, and the responses of soils to forest management practices. Field trips and laboratory exercises provide experience in techniques used to assess forest soil properties and management impacts.

Prerequisites: none (FSTY 205-3 or equivalent is recommended)

Preclusions: FSTY 315-3 or FSTY 415-3

Course Equivalencies: FSTY 415-3 (proposed title and course number change for FSTY 315-3)

An Executive Summary of the proposed revisions to the School of Social Work curriculum was included for information.

S-201002.34

Change to Program Requirements and Calendar Description — School of Social Work

Adamick / Jeffery

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the changes to the UNBC Academic Calendar Description for Social Work be approved as proposed.

Effective date: September 2010

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Social Work (MSW Program)

Dawn Hemingway, Associate Professor, and Chair
Gerard Bellefeuille, Associate Professor
Bruce Bidgood, Associate Professor
Glen Schmidt, Associate Professor
Si Transken, Associate Professor
Heather Peters, Assistant Professor
Joanna Pierce, Assistant Professor
Michele A. Sam, Assistant Professor
Dave Sangha, Assistant Professor
Eleanor Wint, Assistant Professor, and MSW Coordinator
Kwong Leung Tang, Adjunct Professor

Website: www.unbc.ca/socialwork

The Master of Social Work program is available on a full- or part-time basis, and can be completed through a thesis or practicum route. The MSW builds on the BSW by offering students an integrated research/policy/practice concentration in one of the key thematic areas: social work in northern and remote areas, First Nations, women and the human services, and community practice and research. The aim of the MSW is to provide students with advanced social work research, policy, and practice skills. It is designed to enable students to pursue independent studies that will help them undertake a variety of responsibilities in management, policy formulation, program consultation, planning, advanced social work, clinical practice, and research within the human services.

Admission

Enrollment in the MSW is strictly limited.

In addition to the admission application requirements outlined in Section 1.0 of the Graduate Academic Calendar, applicants are required to undergo a criminal records search, and provide evidence of this prior to being considered for admission. Completion of the MSW Supplementary Application form is also required in order to be considered for admission. The MSW Supplementary Application form is included with the application material for this program. Two academic letters of reference and one professional letter of reference must be submitted.

Application deadlines are found in this calendar under “Semester Dates” or ~~online at:~~ online at www.unbc.ca/calendar/graduate, also under “Semester Dates.” The Social Work MSW Program accepts students for the September Semester.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

The MSW program at UNBC emphasizes a pro-active orientation that aims to provide informed theoretical, empirical, and substantive choices for improvements in human service programs, policies, education, and social work practice. This approach to social work and social policy is known as social administration.

The key elements in this social administration approach as they relate to the thematic areas of the MSW at UNBC consist of the following:

- the description and analysis of the operation of human services in northern and remote regions;
- the study of social policies and social work practices, and their individual and social consequences for the people and communities in the interior and northern British Columbia;
- the examination of global, historical, social, and economic changes, and the way these affect the living conditions and the people served by human service agencies and organizations in northern and remote areas; and
- the recognition of the values central to the responsibility of human service professionals to work with socially disadvantaged and powerless groups, and to expand the power and resources of these groups through social work practice.

Within this social administration approach courses are arranged so students develop skills that integrate the research/policy/practice domains of social work. A major emphasis of the MSW is to foster critical intervention skills that link the domains of social policy, social work research, and social work practice. For example, if one chooses to develop a speciality in community practice and research, or social policy, the program of studies will emphasize the linkages between these domains or dimensions of social work.

Requirements

The MSW consists of a practicum or thesis option, and clusters of courses that provide for a research/policy/practice concentration in one of the key focus areas: social work in northern and remote areas, First Nations, women and the human services, and community practice and research.

Human service experience is required before candidates can be considered for the MSW program. Please see descriptions for Entry Routes 1 and 2 (below). To be admitted, a grade point average of at least 3.00 (“B”) in the work of the last 60 credit hours (approximately the last two years) leading to the Baccalaureate degree ~~a minimum academic standing of B- (70%) in the undergraduate degree is normally~~ required. Letters of reference, as well as a written statement of the candidate’s research and practice interests and reasons for pursuing a MSW, are also required. A personal interview may be requested. Applicants who do not meet the above requirements may still be admitted under the provisions of affirmative action.

Taking a MSW at UNBC

There are two entry routes into the MSW.

MSW: Entry from a Bachelor of Social Work, and one year (12 months full-time equivalent) post-BSW human service experience.

Entry at this level leads directly into the MSW Program.

For full-time students entering from a BSW, this MSW program will consist of 33 credit hours, including completion of a thesis or practicum report.

This program requires the successful completion of a minimum course work of 27 credit hours for practicum students, and 21 credit hours for thesis students. The program comprises an integrated core of five required courses, two elective courses, and a thesis, OR five required courses, four electives, and a practicum.

MSW Foundation Year: Entry with a Bachelor degree in a related field or discipline, and two years (24 months full-time equivalent) human service experience (66 credit hours). Entry at this level begins with an MSW Foundation Year of studies.

For full-time students entering from a Bachelor degree in a related field, this MSW program will consist of a minimum two years (24 months) program of course and practica. A thesis or practicum report is required following completion of course work. An oral defense is required for the thesis. This route normally includes 66 credit hours, consisting of 33 credit hours in each of the two years.

MSW

Requirements

Thesis students must take the following required courses:

SOCW 609-3 Advanced Quantitative Research
HHSC 703-3 Advanced Qualitative Research Approaches in Health and Human Sciences
SOCW 704-3 MSW Integrative Seminar
SOCW 700-12 MSW Thesis

Practicum students must take the following required courses:

SOCW 609-3 Advanced Quantitative Research
HHSC 703-3 Advanced Qualitative Research Approaches in Health and Human Sciences
SOCW 704-3 MSW Integrative Seminar
SOCW 732-6 MSW Practicum II

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

SOCW 601-3 Current Issues in Northern/Remote Social Work
SOCW 602-3 First Nations: Advanced Social Work Practice
SOCW 603-3 Women: Policy/Practice Issues
SOCW 605-3 Community Work/Politics of Change

Electives

SOCW 604-3* Directed Readings/Electives
SOCW 610-3 ~~Addictions and Mental Health~~ Wellness: Alternate Approaches

SOCW 613-3 Clinical Social Work Practice
SOCW 615-3 Multi-Cultural Social Work Practice
SOCW 620-3 Policy Making/Human Services
SOCW 621-3 Comparative Welfare Analysis
SOCW 651-3 Legal Issues for Women
SOCW 698-3 Special Topics
SOCW 701-3 ~~Thesis Practicum~~ Research Practicum

Thesis students are required to take a total of two electives. Those two electives may be taken from the two lists immediately above ~~above list~~, and/or from other UNBC graduate programs, and/or from other accredited Canadian universities via approved transfer agreements (e.g., the Western Deans' Agreement).

Practicum students are required to take a total of four electives, two of which must come from the two lists of courses immediately above ~~above list of courses~~. The two other electives ~~which do not~~ may come from the above lists and/or ~~may be~~ taken from other UNBC graduate programs and/or from other accredited Canadian universities via approved transfer agreements (e.g., the Western Deans' Agreement).

* Students may only take SOCW 604-3 Directed Readings/Electives course once for 3 credits.

MSW Foundation Year

For those with baccalaureate degrees in related areas and two years of full-time previous human service experience, the MSW will normally consist of 66 credit hours (two years) of study. The foundation year will consist of 600-level courses, six 600-level electives, plus a Practicum (SOCW 632-9).

The 600-level courses are:

SOCW 630-3 Communication Skills
SOCW 631-3 Critical Social Work Practice
SOCW 632-9 MSW Practicum I
SOCW 633-3 Critical Social Policy
SOCW 634-3 Social Work Research/Policy/Practice
SOCW 635-3 Social Work Philosophy and Ethics
SOCW 637-3 Advanced Practice

"For Information" Items:

SCRGS201001.11

Addition of Course Preclusion — HHSC 604-3

That the addition of a preclusion (NURS 604-3) for HHSC 604-3 The Health of First Nations People be approved as proposed.

Effective date: Upon Senate approval
CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

HHSC 604-3 The Health of First Nations People This course provides a detailed review of the health status and its determinants of the First Nations peoples. Emphasis ~~will be~~ is placed not only on biological determinants but also on those factors that are derived from the status of the First Nations in the larger population including evolving lifestyles, dominant government and social policies, and environmental influences.

Precluded: NURS 604-3

SCRGS201001.13

Course Title and Description Change — SOCW 610-3

That the changes to the course title and course description for SOCW 610-3 Addictions and Mental Health, on page 128 of the 2009/2010 graduate calendar, be approved as proposed.

Effective date: September 2010
CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Wellness: Alternate Approaches

~~Alternative Approaches in Social Work Practice: Addictions and Mental Health~~ This course will introduce and explore a variety of techniques in expressive arts, movement and process-oriented therapeutic approaches in working with individuals, couples, families and groups. Themes and exercises will focus on addictive behaviours, mental health and wellness. Exercises will be interwoven throughout the course. These will incorporate the materials taught and will provide students with the opportunity to practice the different techniques examined in this course.

SCRGS201001.14

Course Title and Description Change — SOCW 701-3

That the changes to the course title and course description for SOCW 701-3 Thesis Practicum on page 130 of the 2009/2010 graduate calendar, be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

SOCW 701-3 Thesis Practicum Research Practicum

~~This field placement requires students to perform in a social work role or organizational setting two days per week through the September Semester. Field education will provide students with an opportunity to enhance and refine their social work skills and focus on an area of particular interest.~~

This course is a research-based practicum that provides students with the opportunity to enhance and refine their research skills. It normally takes place two days per week over one semester. This elective is available to both practicum and thesis route students.

SCRGS201001.15

Calendar Course Description Change — SOCW 732-6

That the change to the calendar course description for SOCW 732-6 MSW Practicum II, on page 130 of the 2009/2010 graduate calendar, be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

SOCW 732-6 MSW Practicum II This field placement requires students to perform in a social work role or organizational setting ~~three days per week through the September and January Semesters.~~ Field education will provide students with an opportunity to enhance and refine their social work skills and focus on an area of particular interest. ~~Students should be~~ normally are placed in an agency or organizational setting that matches their specific learning needs.

Prerequisites: admission to the MSW program

8.3 Senate Committee on Scholarships and Bursaries

Madak

“For Information” Items:

S-201002.35

Revisions to Entrance Awards Procedures

Donker / Ellis

That the revisions to the Entrance Awards procedures be approved as presented.

Effective Date: 2010 – 2011 Academic Year

CARRIED.

S-201002.36

Revisions to Maximum Ceilings for Graduate and PhD Awards

Hartley / Beeler

That, on the recommendation of the Senate Committee on Scholarships and Bursaries, Graduate Award recipients may receive one or more UNBC financed awards as listed in the Graduate Academic Calendar to a maximum ceiling of \$15,000 in an academic year and PhD Award recipients may receive awards to a maximum ceiling of \$20,000 in an academic year. The following awards are not included in the awards ceiling: a) Teaching Assistantships, b) Research Assistantships and/or Faculty stipends, and c) Tuition Scholarships.

Effective Date: May 2010

CARRIED.

SCSB20100120.03

New Terms and Conditions — Notary Foundation of BC Scholarship

That the new Terms and Conditions for the Notary Foundation of BC Scholarship be approved.

Effective Date: 2010 – 2011 Academic Year

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Award Category: Open

Award Name: Notary Foundation of BC Scholarship

Calendar Description/Intent:

Donor: Notary Foundation of BC

Value: \$1,750

Number: One

Placement in which Calendar: Undergraduate

Award Type: Scholarship

Eligibility: Available to a full time undergraduate student who is in his/her 3rd or 4th year of the History Program or the Political Science Program and who has completed two of the following courses: Introduction to Law in Canada (POLS 255); Philosophy of Science (POLS 205); Canadian Law & Aboriginal Peoples (POLS 220) or Law & Municipal Government (POLS 250). First preference to go to a student who has a strong interest in pursuing his/her studies in the field of law.

Criteria: Academic proficiency.

Application Instructions: Fill out all sections of the Awards Application form and attach a letter outlining your interest in legal studies.

Effective Date: Endowed 2009

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

SCSB20100120.04

New Terms and Conditions — BCIC Young Innovator Matching Grant

That the new Terms and Conditions for the BCIC Young Innovator Matching Grant be approved.

Effective Date: May 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Award Category: Entrance

Award Name: BCIC Young Innovator Scholarship Matching Grant

Value: \$1,000, renewable for up to three additional consecutive years.

Number: Variable

Eligibility: Available to new students who have been selected to receive a BCIC Young Innovator Scholarship through the British Columbia Innovation Council. Students must meet UNBC admission requirements and enroll as full-time students at UNBC in the year immediately following the granting of the award.

Criteria: Satisfactory academic standing.

Application Instructions: Complete the undergraduate awards application form.

Recipient Selection: Senate Committee on Scholarships and Bursaries upon recommendation from the Awards and Financial Aid Office.

SCSB20100120.05

Revised Terms and Conditions — Canadian Federation of University Women — Prince George — Beryl McMurray Award

That the revised Terms and Conditions for the Canadian Federation of University Women — Prince George — Beryl McMurray Award be approved.

Effective Date: 2010 – 2011 Academic Year

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Value: ~~\$1500~~ \$1000

Note: Should there be no qualified candidate enrolled in the Bachelor of Education programme who applies for the award, the award may be made to a student enrolled in the Bachelor of Social Work or Bachelor of Science in Nursing. ~~or Northern Medical Program.~~

SCSB20100120.06

Revised Terms and Conditions — Canadian Federation of University Women — Prince George Scholarship

That the revised Terms and Conditions for the Canadian Federation of University Women — Prince George Scholarship be approved.

Effective Date: 2010 – 2011 Academic Year

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Value: ~~\$1500~~ \$1,000

8.4 Senate Committee on Admissions and Degrees

Dickson

“For Approval” Items:

S-201002.37

Revisions to English Language Requirements

Hutchings / Donker

That, on the recommendation of the Senate Committee on Admissions and Degrees, the change(s) to the Calendar Sections headed “English Language Requirements” on p. 34 of the 2009-2010 Undergraduate Calendar, and pp. 37-38 of the 2009-2010 Graduate Calendar, be approved as proposed.

Effective date: For admissions with first registration beginning with the September 2010 semester.

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Undergraduate Calendar Text:

[Closely similar changes are proposed for both the Undergraduate and the Graduate Calendars.]

English Language Requirements

English is the primary language of instruction and communication at UNBC. Consequently, it is expected that an applicant ~~should~~ be able to demonstrate an acceptable level of proficiency in the use of English in order to receive and participate in classroom instruction and discussion as well as to complete written assignments.

Applicants whose first language is not English, regardless of citizenship or country of origin, must submit evidence of English language proficiency prior to admission. French-speaking Canadians and Canadian First Nations language speakers are exempted from this requirement. Students who completed five consecutive years of instruction and examination entirely in the English language immediately before admission are exempted from this requirement.

[French, along with English, is an official language of Canada, and traditionally Canadian Universities do not demand language proficiency between the two. Instead, Canadian students from the other official language are invited, and expected, to self-limit in respect of their course selection until they feel comfortable working in the language of instruction. The experience at UNBC and at other institutions has been that students who receive at least their secondary school education entirely in English do not have English language fluency problems at university.]

Acceptable evidence of English language proficiency may be any one of the following:

- TOEFL (Test of English as a Foreign Language) score ~~at least 570 in the paper-based test and at least 230 in the computer-based test.~~ UNBC's institutional TOEFL code is 0320. Note: Applicants taking the new TOEFL exam (September 2005 and beyond) must score at least 88. of 88 or higher in the internet-based test, with not less than 20 in any of the Reading, Listening, Writing or Speaking components; or equivalent other TOEFL score. UNBC's institutional TOEFL code is 0320.

[The change proposed will demand an acceptable level of proficiency in all four competency areas. Without the proposed change, applicants will continue to be able, for example, to begin studies at UNBC with acceptable English reading and writing skills, for example, but with serious deficiencies in understanding spoken English or in speaking the language clearly.]

- IELTS (International English Language Testing System) score of at least 6.5 overall, with not less than 6.0 in any of the four modules.
- LPI (Language Proficiency Index) score of at least 5.
- ~~CAEL (Canadian Academic English Language) Assessment score of at least 70.~~

• ~~University of Cambridge ESOL grade of B on the Certificate of Advanced English (CAE).~~

• Comparable results in any other internationally recognized English Language Assessment test considered as equivalent to TOEFL or IELTS.

[In addition to CAEL and CAE, possibilities include the Michigan Lab Test (MELab), CanTest, and Common European Framework (CEF); but UNBC almost never receives results from any of these.]

• A final grade of 2.00 (C) or better in the UNBC English Language Studies 50 Component 1 and 2.

[The UNBC experience has been that about 60 per cent of its ELS graduates go on to earn GPAs of 3.00 or higher. "ELS 50" recently was articulated by BCCAT at their most advanced level.]

• A final grade of ~~75% (B)~~ 70% or better in English 12 from the British Columbia secondary system.

["B" is a grade range rather than a grade, and so is proposed to be dropped. 70% is proposed in order to bring UNBC into conformity Canadian institution practices generally.]

• A final grade of 75% (B) or better in a University Transferable English course.

In order to be considered valid, these scores must be sent directly from the testing agency/institution to the Office of the Registrar.

Graduate Calendar Text:

1.1 English Language Requirements

English is the primary language of instruction and communication at UNBC. Consequently, it is expected that an applicant ~~should~~ be able to demonstrate an acceptable level of proficiency in the use of English in order to receive and participate in classroom instruction and discussion as well as to complete written assignments.

Applicants whose first language is not English, regardless of citizenship or country of origin, must submit evidence of English language proficiency prior to admission. French-speaking Canadians and Canadians First Nations language speakers are exempted from this requirement. Students who completed their undergraduate degree program entirely in the English language are exempted from this requirement.

[French, along with English, is an official language of Canada, and traditionally Canadian Universities do not demand language proficiency between the two. Instead, Canadian students from the other official language are invited, and expected, to self-limit in respect of their course selection until they feel comfortable working in the language of instruction. The exemption in respect of undergraduate education in the English Language parallels the Undergraduate regulation.]

Acceptable evidence of English language proficiency may be any one of the following:

- ~~TOEFL (Test of English as a Foreign Language) score at least 570 in the paper-based test and at least 230 in the computer-based test. UNBC's institutional TOEFL code is 0320. Note: Applicants taking the new TOEFL exam (September 2005 and beyond) must score at least 88. of 88 or higher in the internet-based test, with not less than 20 in any of the Reading, Listening, Writing or Speaking components; or equivalent other TOEFL score.~~ UNBC's institutional TOEFL code is 0320.

[The change proposed will demand an acceptable level of proficiency in all four competency areas. Without the proposed change, applicants will continue to be able, for example, to begin studies at UNBC with acceptable English reading and writing skills, for example, but with serious deficiencies in understanding spoken English or in speaking the language clearly.]

- IELTS (International English Language Testing System) score of at least 6.5 overall, with not less than 6.0 in any of the four modules.
- LPI (Language Proficiency Index) score of at least 5.
- ~~CAEL (Canadian Academic English Language) Assessment score of at least 70.~~
- ~~University of Cambridge ESOL grade of B on the Certificate of Advanced English (CAE).~~
- Comparable results in any other internationally recognized English Language Assessment test considered as equivalent to TOEFL or IELTS.

[In addition to CAEL and CAE, possibilities include the Michigan Lab Test (MELab), CanTest, and Common European Framework (CEF); but UNBC almost never receives results from any of these.]

~~1.2 A final grade of 75% (B) or better in English 12 from the British Columbia secondary system. In order to be considered valid, these scores must be sent directly from the testing agency/institution to the Office of the Registrar.~~

- A final grade of 2.00 (C) or better in the UNBC English Language Studies 50 Component 1 and 2, obtained prior to application for Graduate admission.

[Graduate Studies has no provision for ESL bridging programs.]

In order to be considered valid, these scores must be sent directly from the testing agency/institution to the Office of the Registrar.

S-201002.38

Calendar Description Change — Bachelor of Education (Program Preamble and Admission Requirements)

That, on the recommendation of the Senate Committee on Admissions and Degrees, the changes to the program preamble and the admission requirements for the Bachelor of Education Program be approved as proposed.

Effective date: March 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

UNBC's Bachelor of Education degree (BEd) program and Bachelor of Education degree completion program are offered at the Prince George and Terrace campuses. At the Prince George campus, the BEd program offers both the Elementary

(Grades K-7) and Secondary (Grades 8-12) streams. At the Terrace campus, only the Elementary Stream is offered. The BEd degree is a two-year program that consists of 73 credit hours in Education course work, of which 20 credit hours is classroom experience. The BEd degree completion program is available only to applicants who have completed a UNBC Education Diploma in a First Nations Language and Culture and consists of an additional 53 credit hours of Education course work, of which 17 credit hours is classroom experience. All Education courses within the BEd degree program and the BEd degree completion program are required; there are no elective courses offered.

Subject to the admission requirements for Elementary (Grades K-7), students may apply to enter the BEd Elementary program with, as described in the Admission Requirements, one of the following: (a) an acceptable three- or four-year bachelor's degree or (b) a minimum 90 credit hours of undergraduate course work or (c) a UNBC Education Diploma in a First Nations Language and Culture (minimum 92 credit hours). Students applying for admission under item (c) will be admitted to the BEd Elementary degree completion program and must complete, prior to graduation, the required Education courses not taken as part of the Education Diploma program and sufficient additional credit hours in a teachable field to attain a minimum 150 credit hours of combined academic, Education Diploma and BEd course work. Upon completion of the two-year BEd program or the two-year BEd degree completion program, students graduate with a Bachelor of Education degree.

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

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

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

Elementary (Grades K-7)

The Elementary stream prepares teacher candidates to work with the unique learning needs of children who are beginning their school years. This model reflects current thinking about optimizing the match between educational theory and children's levels of cognitive and social development. The Elementary stream is designed to educate teachers to combine pedagogical excellence across disciplinary areas with a learner-centered approach to practice. Philosophically, the program is designed around constructivist principles, and it emphasizes approaches to practice such as inquiry-based learning, strategies for instruction, integration of language across the curriculum, inclusion of diverse learners and perspectives, the development of caring and respectful communities of learners, and reflective practice. Successful applicants to the Elementary stream are assigned to a cohort group of students and normally take their Education courses with that cohort group over the two years.

Admission Requirements

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

- (a) an acceptable three- or four-year bachelor's degree of which 60 credit hours, including 30 senior level credit hours, must be in Arts, Science, or other teachable fields relevant to the BC School system or

- (b) a minimum of ninety (90) credit hours of undergraduate course work, of which sixty (60) credit hours, including 30 senior level credit hours, must be in Arts, Science, or other teachable fields relevant to the BC School system.

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).

Transfer credit for course work relating to the ninety (90) credit hours that has 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 six (6) credit hours of acceptable English literature and composition at any level (one of the following: (a) three (3) credit hours of English literature and three (3) credit hours of English composition or (b) six (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 (3) credit hours in mathematics (not including Statistics).
3. Three (3) credit hours in a laboratory science. Laboratory science credit hours are normally selected from Biology, Chemistry, Physical Geography, or Physics.
4. Six (6) credit hours of approved Canadian Studies, at any level, applicable to teaching in the British Columbia school curriculum. 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, three (3) 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 provisionally to the BEd program with the approval of the Chair if they have completed a minimum of 12 credit hours of the required course work. Applicants admitted provisionally to the program under this section will not be recommended to the British Columbia College of Teachers for certification until they successfully complete the course work requirements.

Program Requirements

Entry route, with 60 credit hours of acceptable undergraduate course work in a teachable field, via one of (a) an acceptable three- or four-year Bachelor's degree or (b) a minimum 90 credit hours of acceptable course work:

[NOTE: The list of course requirements has been removed from the document]

Secondary (Grades 8-12)

The Secondary program is a two-year after-degree program that prepares individuals to teach in grades 8 through 12 in specialty areas. This model reflects current thinking about optimizing the match between educational theory and children's levels of cognitive and social development. The Secondary stream is designed to educate teachers to combine pedagogical excellence across disciplinary areas with a learner-centered approach to practice. Philosophically, the program is designed around constructivist principles, and it emphasizes approaches to practice such as inquiry-based learning, strategies for instruction, integration of language across the curriculum, inclusion of diverse learners and perspectives, the development of

caring and respectful communities of learners, and reflective practice. Successful applicants to the Secondary stream are assigned to a cohort group of approximately 35 students and normally take all of their courses with that cohort group.

Admission Requirements

Applicants to the Secondary stream must have completed, with a minimum grade point average of C+ on the most recent 60 credit hours of university credit hours completed, a four-year Bachelor of Arts, Bachelor of Science, or Bachelor of Commerce degree (120 credit hours) or the equivalent (i.e., a three-year Bachelor's degree with a teachable major plus 30 additional university credits) with a minimum of ninety (90) credit hours in Arts, Science, or Business Administration or in other teachable fields relevant to teaching in the BC School system. The remaining credit hours may come from any discipline.

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

1. Successful completion, with a C+ average, of six (6) credit hours of acceptable English literature and composition at any level (one of the following: (a) three (3) credit hours of English literature and three (3) credit hours of English composition or (b) six (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. One of the following:
 1. One teachable major and one teachable minor, or
 2. Two (2) teachable minors, or
 3. One teachable major
3. Submission of the completed application forms that include the Experience with Children and Youth statement, three (3) Confidential Reference Forms, and the Personal Statement.

Note: Applicants who do not meet the English requirement in item 1 above but who otherwise meet the admission requirements may be admitted provisionally to the BEd program with the approval of the Chair. Applicants admitted provisionally to the program under this section will not be recommended to the British Columbia College of Teachers for certification until they successfully complete the English requirements.

S-201002.39

Calendar Change — Admission Requirements by Degree Groups: Approved Grade 12 Courses

That, on the recommendation of the Senate Committee on Admissions and Degrees, the changes to the "Admission Requirements by Degree Groups: Approved Grade 12 Courses," on page 27 of the 2009-2010 undergraduate academic calendar, be approved as proposed.

Effective date: September 2010

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

- * **Approved Grade 12 Courses:** Applications of Mathematics, BC First Nations Studies, Biology, Calculus, Chemistry, Comparative Civilizations, English Literature, French, German, Geography, Geology, History, Japanese, Latin, Law, Mandarin, Math Foundations, Physics, Pre-calculus, Principles of Mathematics, Punjabi, Spanish, Technical and Professional Communications, Writing. Approved Advanced Placement courses: AP History of Art; AP General Biology; AP Calculus AB or BC; AP Chemistry; AP Computer Science A or AB; AP Microeconomics/Macroeconomics; AP English; AP Environmental Science; AP French; AP German; AP United States History; AP European History; AP Human Geography; AP Latin; AP Music Theory; AP Physics B and/or Physics C; AP Psychology; AP Spanish Language; AP Spanish Literature; AP Statistics; AP US Government and Politics; AP World History. Approved International Baccalaureate Courses: IB Biology; IB Chemistry; IB Computer Science; IB Economics; IB English Language A; IB Environmental Systems; IB French Language A and/or French Language B; IB Geography; IB German; IB History; IB History-Asian; IB History-

9.0 Other Business

9.1 Report of the Registrar

DeGrace

The Registrar had nothing to report.

10.0 Information

10.1 Budget Presentation

Bray

Vice President Bray gave a presentation with regard to the UNBC budget (attached to these minutes as Appendix II). She noted specifically that the presentation did not focus on budget numbers but, rather, the budget planning process. Some of the highlights of the report were that there are no UNBC operating budget increases or decreases at this time, that the government will be reducing the University's annual capital allowance by approximately one third but providing a rebate for the HST, and that the carbon tax will cost the University approximately \$100,000. Ms. Bray added that the Strategic Investment Fund would continue to fund multi-year projects begun in previous years but that no new initiatives would be financed from this Fund. In addition, the capital equipment replacement (CER) fund of \$800,000 was inadequate, so funds were being used from reserves to subsidize the CER, which would be depleted if the CER was not increased in the near future. Finally, Vice President Bray presented a timeline of the budget approval process, noting that the process would culminate in a balanced budget being presented to Senate on March 24 and to the Board of Governors for approval on March 27.

Several questions were asked in response to the presentation, including whether there was any risk of the Province reducing UNBC's funding as a result of it not having met enrolment targets. Dr. Iwama replied that other universities are at 110-115% of funded seats, while UNBC is at 80%, but that he hoped the government would realize that any reduction would be a severe blow to UNBC's operations. He added that UNBC must attempt to be strategic in its recruitment efforts, and that this matter does trouble the Board of Governors.

A Senator noted that UNBC previously received Northern Allowance funding, which has since been terminated. He was of the opinion that UNBC had not pursued the discontinuation of this funding vigorously enough.

11.0 S-201002.40

Adjournment

Hartley / Hyndman

That the Senate meeting be adjourned.

CARRIED.

The meeting ended at 5:15 p.m.

Our University Plan

The University of Northern British Columbia



UNBC



To be a student-centered, research-intensive university; uniquely Northern and personal in character; of national and international acclaim; responsive to the region it serves

- 4200 students
- 400 Aboriginal students
- 600 graduate students
- Prince George
- Terrace
- Fort Saint John
- Quesnel
- Arts
- Sciences
- Humanities
- Social Science
- Professional Programs
- Management

UNBC



The Planning Process

- Considered past Plans; prepared web site
- Consultations (fall 2009)
 - On campus townhalls
 - Regions
 - External groups
- Board and Senate considerations (Jan, Feb '10)
- Finalize (spring 2010)
- Vice Presidents' Action Plans (summer 2010)

UNBC



A Place of Learning

- We are a university. We are committed to a strong core curriculum.
- The intimate and personal learning experience at UNBC is important.
- We have wonderful undergraduate and graduate students that continue to inspire our work.

We will:

- Continue developing a personal education for our students;
- Improve the success of our students, graduation & retention rates;
- Continue having research benefit our teaching;
- Seek new models to enable having a high quality undergraduate curriculum & being research active ; Involving community in teaching
- Increase our efforts in developing the whole student through physical recreation, community service, and attention to wellness.

UNBC



A Place of Scholarship

- We are an active community of scholars, diverse in our interests and outstanding in output, particularly in
 - Health, Rural and Aboriginal
 - The Environment
 - Community Development

We will:

- Support the success of our researchers;
- Develop our community of graduate students & postdoctoral fellows;
- Promote the highest standards of scholarship;
- Encourage interdisciplinarity;

UNBC



A Place of Service

- UNBC has a strong commitment to the communities throughout the North, in British Columbia and around the world.
- *We will:*
- Continue working with communities, urban and rural in their social and economic needs;
- Commit to interacting in a meaningful way with industry, to assist their success;
- Integrate our community work with our pedagogy to benefit our students

UNBC



A Community

- We at UNBC take pride in our community. We wish to develop this sense of community.
- *We will:*
- Create time for increased social interaction;
- Achieve more transparency in the operations of the university;
- Communicate more within our university, and with our external communities;
- Continue to celebrate our successes;
- Improve operational effectiveness

UNBC



Guiding Principles

- Excellence
- Fairness
- Transparency
- Effective and efficient operations
- Respect
- Innovation and creativity
- Relevance to this region and other like-regions
- Engage faculty and students

UNBC



Where We Are Today

- Consulting with Vice Presidents
- Retreat with Vice Presidents – First week of February
 - Emerge with unified framework for Strategy
 - Develop Action Plans, Objectives for 2010
- Discuss with Senate in February Senate Meeting
- Finalize Plan in Spring 2010
- Roll out to campus and communities
- Follow with 3 Vice Presidents' Plans

UNBC



Discussion with Board

- **Reaction to process & progress**
- **Priorities**

General Goals such as:

- Good governance
- Maintain Personalized Education
- Claim “Canada’s Green University”

Be the Best At

- Environment & Natural Resources
- First Nations and Indigenous Issues
- Rural Health
- Northern Community Sustainability
- Innovative distributed delivery of programs

Specific Targets such as:

- Achieve 100% of funded seats for undergrads
- Double our Endowment
- Carbon Neutrality
- Present opportunities for research
experience for all students
- Improve student experience
- Implement Wood Innovation Centre
- Implement Bioenergy Facility
- Initiate Engineering and Physiotherapy
- Improve Macleans Ranking
- Expand Athletics and Recreation

Priorities

(from PEC retreat Feb 8th, 2010)

- UNBC Message
- Recruitment
- Student Success
- Research Centrality
- Curriculum / Programs
- Carbon Neutrality – Green
- Alumni

2010/11 UNBC General Operating Budget Planning

Presentation to Senate
February 10, 2010

2010/11 Budget Planning Context

- Budget holders asked to develop 2010/11 departmental operating budgets equal to 2009/10 levels
- Salary increases for PTR/CDI continue to be budgeted centrally
- PEC and Budget Councils to determine final budget allocations based on University strategic priorities, operational needs and availability of funding

2010/11 Budget Planning Context Risks & Assumptions: Revenues

Provincial Operating Grant (69% of total revenues)

- Based on information communicated from MALMD after Sep. 2009 Throne Speech
- Will be updated as new info becomes available
- ACA (Annual Capital Allowance) is not included in general operating budget. However, potential reductions impact general operating as the grant used to fund cyclical and preventative maintenance as well as other costs relating to facilities & infrastructure

2010/11 Budget Planning Context Risks & Assumptions: Revenues (cont'd.)

Tuition Revenues (26% of total revenue)

- Planning a 2% increase in keeping with provincial Tuition Limit Policy
- Currently, no growth over 09/10 levels is projected

2010/11 Budget Planning Context Risks & Assumptions: Revenues (cont'd.)

Indirect Costs of Research Grant (2% of total revenue)

- New info has been received pending final federal approval (details currently confidential)
- Grant forms part of overall central decision making since the it is intended to support indirect costs across all areas supporting research

2010/11 Budget Planning Context Risks & Assumptions: Revenues (cont'd.)

Other Revenues (3% of total revenue)

- Comprised of various small amounts including interest, minor grants, internal cost recoveries, etc.
- Currently, no change over 09/10 levels is projected

2010/11 Budget Planning Context Risks & Assumptions: Expenses & Transfers

Salaries & benefits (73% of overall total)

- Budget includes increases for PTR/CDI only as all agreements expiring
- MSP increase of 6% effective Jan/10 can be absorbed in the current benefit allocation of 20% for 10/11 but will add about 1% to overall benefit costs after that

2010/11 Budget Planning Context Risks & Assumptions: Expenses & Transfers (cont'd.)

Other Operating Expenses (22% of total)

- Province recently announced a rebate of HST for universities and other organizations; therefore, impact of HST on general operating is neutral
- Increased budget allocations for some areas are not optional, e.g. Carbon Tax, utilities costs, library acquisitions, institutional software and other contractual requirements

2010/11 Budget Planning Context Risks & Assumptions: Expenses & Transfers (cont'd.)

Strategic Investment Fund (SIF) (0.4% of overall total)

- Due to extent & nature of critical needs identified in 09/10, SIF was reduced to only amount needed, \$280,000, to maintain items approved with a multi-year commitment in 2008/09, (Intl. Ops and Digital Media program delivery). The commitment remains in place for 10/11. Currently, there is no increase to SIF funding planned.

2010/11 Budget Planning Context Risks & Assumptions: Expenses & Transfers (cont'd.)

Capital Equipment Replacement & other expenses/transfers (5.6% of overall total)

- Currently \$800k allocated for CER. Amount is not adequate for expected needs and reserve will be depleted if not increased significantly in the near future.

2010/11 Budget Planning Timelines

- Budget Framework document presented to Board of Governors Dec. 5/09
- Units have been working since then on departmental budgets, with final reports due to Provost/VP Admin & Finance (VPAF) this week
- Provost & VPAF Budget Councils can reallocate funding, eliminate positions, increase revenue, decrease expenses or use a combination of these strategies to deal with critical issues

2010/11 Budget Planning Timelines (cont'd.)

- Provost & VPAF will also submit a list of prioritized requests that cannot be met using above strategies. PEC will use the lists to assist in allocations of any additional revenue/one time funding.
- All material prepared will be reviewed & summarized for PEC discussions. Material also available to SCUB members.
- PEC will meet late Feb – early March to review all information and finalize allocations. Meetings with SCUB also occur during that time.
- A balanced budget will be presented to Senate and the Board of Governors March 24 & 27, respectively.