

**SENATE MEETING
PUBLIC SESSION
MINUTES**

November 23, 2011
3:30 – 5:30 PM

Room 1079 Administration Building (Senate Chambers)

Present:

E. Annis, G. Ashoughian, S. Beeler, D. Casperson, C. Chasteauneuf, L. Chen, M. Dale, B. Deo, J. Edwards, G. Fondahl, M. Green, S. Green, C. Greening, K. Guest, M. Hadland, L. Handfield, T. Hanschen (Secretary of Senate), W. Haque, I. Hartley, K. Hutchings (Vice Chair), G. Iwama Chair, E. Jensen, G. Johnson, R. Lazenby, D. Macknak, S. McKenzie, B. Murray, C. Myers (Recording), D. Nyce, C. Pacaide, R. Robinson, D. Ryan, P. Sanborn, S. Wagner, E. Wale

Regrets:

M. Archie, R. Brouwer, C. Carriere, A. Kitchenham, D. Leighton-Stephens, J. Li, C. O'Callaghan, J. Van Barneveld, J. Young

Absent:

A. Dayanandan, A. Nitu

The meeting commenced at 3:30 p.m. Dr. Iwama welcomed Senators to the newly-renovated Senate Chambers.

1.0 S-201111.01

Approval of the Agenda

Ryan / Deo

That the agenda for the November 23, 2011 Public Session of Senate be approved as presented.
CARRIED.

2.0 S-201111.02

Approval of Senate Minutes

Deo / Jensen

That the minutes of the October 26, 2011 Public Session of Senate be approved as presented.

A Senator noted that the question regarding the budget related to the Chief Information Officer position was not included in the minutes under the heading "Question Period," and asked that it be added to the minutes.

Action: Ms. Myers to revise the minutes accordingly.

CARRIED.

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

3.1 MBA courses at Prince George campus

Ryan

Dean Ryan responded to a question raised at a previous meeting of Senate about whether MBA courses could be moved from the BMO space to the Prince George campus. Dean Ryan indicated that all courses are assigned space and if there are issues with the space assigned then the shortfalls need to be addressed. He added that the process in this case would be to bring the relevant concerns to the Dean and then an attempt would be made to rectify the situation. If it is not possible to address the shortfalls then consideration would be given for holding the courses at the Prince George campus.

4.0 President's Report

Iwama

Dr. Iwama indicated that he was delighted to be using this space, and thanked Facilities and ITS for their work on the Senate Chambers renovations. He also expressed his appreciation for the quality of the work and the space. Dr. Iwama apologized for being absent from the last Senate meeting as a result of attending a meeting of the Association of Universities and Colleges of Canada, and thanked Senators for indulging his absence.

With regard to the Wood Innovation and Design Centre, Dr. Iwama reported that he did not have much in the way of an update. A call for expressions of interest was disseminated by the provincial government in October, which generated approximately 30 responses. A Request for Proposals will be forthcoming from the government sometime around February or March 2012.

In relation to Engineering, the Ministry of Advanced Education has encouraged UNBC to consider Civil Engineering in partnership with another university such as the University of British Columbia. A business plan is currently being developed for an engineering program structured similarly to the Environmental Engineering program. Dr. Iwama indicated that some people in the community feel that proceeding with Civil Engineering, as opposed to other forms of engineering, is not the most advantageous approach given UNBC's foci. He added that it would be ideal if UNBC could mount an engineering program that would support the renewable energy field.

Dr. Iwama reported that his trip to India and China in recent weeks had resulted in an agreement being signed with Wenzhou University in China regarding Environmental Engineering, and that he had also met with some individuals at high schools.

To conclude his report, Dr. Iwama stated that he had met yesterday with the Presidents of the regional colleges (College of New Caledonia, Northwest Community College, and Northern Lights College). At this meeting, decreasing enrolment as a result of (mostly male) students choosing to work rather than enroll in post-secondary education was discussed. There is a dire need for workers in the northeastern and northwestern sections of British Columbia, which is forcing companies to recruit from overseas. As a result, a request has been made that UNBC incorporate language and culture educational components into the Engineering proposal, which Dr. Iwama admitted would be challenging. Dr. Iwama expressed that the workforce situation may present an opportunity for UNBC, as courses and programs could be repackaged and offered to workers in camps, for instance.

5.0 Report of the Provost

Dale

Dr. Dale reported that, with regard to the Bachelor of Fine Arts, a Working Group had been established to examine options. The Working Group members are Sarah de Leeuw, Gary Wilson, and Nadia Nowak. Dr. Dale will be providing direction to the Working Group and looks forward to receiving their advice, which will be forthcoming to Senate.

A presentation was delivered by Dr. Dale (attached to these minutes as "Appendix I"), providing more in-depth information about the recent university rankings in the Globe and Mail, the National Post, and Maclean's magazine, as well as UNBC's enrolment statistics. He reminded Senators that the Globe and Mail results are based on a survey of students, and the results are summarized as scores which are converted to letter grades. Dr. Dale added that different letter grades may not actually represent significant differences as a result of the small sample size. UNBC's results for several different factors on which universities are graded by the Globe and Mail were displayed, and Dr. Dale noted that there is

not much in the way of meaningful change between the scores from this year and last year. He expressed pleasure with the score UNBC received for environmental commitment, which was highest among all universities in its category. In the National Post survey, UNBC ranked fourth this year and was first last year.

In the Maclean's rankings, UNBC was ranked in relation to 22 similar universities, and is ranked near the top on most factors. Two items of interest that Dr. Dale emphasized were the decrease in ranking on the factors "total research dollars" and library "holdings per student." With regard to the library resources, however, Dr. Dale added that many of the universities which ranked higher than UNBC this year were older institutions that could be expected to have a higher number of library holdings. Dr. Dale expressed dissatisfaction with the "reputational survey" category, in which UNBC ranked ninth. He noted, however, that the methodology used to determine the Maclean's rankings has been the subject of concern from many institutions, but concluded that it would be better if UNBC was ranked higher than it had been in some categories.

With regard to the enrolment snapshot comparing this year's enrolment with last year's enrolment numbers as of October 15, 2011, Dr. Dale acknowledged that the enrolment statistics were not quite what had been hoped for. Of note was the fact that enrolment in Continuing Studies courses was down significantly, as was enrolment by First Nations students, although enrolment of full-time First Nations students had increased. On the other hand, enrolment of international students had increased substantially. Dr. Dale added that potential explanations for the decrease in enrolment in Continuing Studies courses would be examined and a report presented to Senate in the spring. A Senator asked whether a targeted marketing strategy to recruit First Nations students had been considered, as UNBC is completing with industry in the north. Dr. Dale responded that he was aware of this situation, and Ms. Smalcel Pederson added that it is difficult to conduct targeted marketing over such a large area. She stated that developing relationships with First Nations communities is the preferred approach, but that this takes time. UNBC has met with a vendor who targets First Nations students, and this option is being pursued. Ms. Smalcel Pederson indicated that ideas were welcome, and Senator Nyce offered to assist with this initiative.

Dr. Dale presented a table outlining domestic undergraduate headcount by year of study and term, and noted that retention of students between their first and second year of study is a serious issue. He added, however, that to balance the loss of students who leave after their first year, there are students who transfer to UNBC in their second and third year, and showed a table outlining transfer student numbers over the past five years. Dr. Dale admitted that the retention issue is a complicated situation that does not have a simple solution. Of a positive nature was the fact that applications, as well as students who were admitted and registered, all increased between Fall 2010 and Fall 2011. Dr. Dale did indicate that, if UNBC can continue to increase the number of first-time students who enroll, it would help to address the retention issue. He added that focus needs to continue to be placed on retention and transfer students.

6.0 Question Period

A Senator stated that he had looked online for information about past Honorary Degree recipients and could not find anything. He added that it would be useful to have this information available, and recommended that a web page be developed to recognize the recipients. Dr. Iwama thanked the Senator for the suggestion.

A Senator asked for Administration's interpretation of Senate's approval in principle of the Engineering degrees, especially whether it would apply to a 2+2 program. Dr. Dale replied that the approval was for a 4-year UNBC program, and any change to that approach would require a change to the background information and further approval by Senate.

As a result of questions about reasons for students leaving UNBC and a typical retention rate, Dr. Dale explained that some students come to UNBC transitionally, planning to go elsewhere, and that a retention rate of somewhere between 75 – 80% would be desirable. Dr. Iwama added that the reputation of a University increases over time, making it easier to attract students, and that meaningful survey tools are required to understand the reasons students leave UNBC.

A Senator asked whether budget information regarding College priorities could be distributed to Senators, and Dr. Dale replied that the information had already been circulated.

With regard to academic and other program reviews, it was questioned which programs have been reviewed in the past two years and which would be reviewed in the next three years. Dr. Dale responded that he believed that information had been placed on the Provost's web page, but that he would check to ensure it had. The Senator also indicated that the guidelines for program reviews state that results of reviews will be forwarded to Senate, and he noted that he had not seen the reports at Senate from reviews taking place over the past two years. Dr. Dale replied that a couple of the reviews had been delayed while awaiting receipt of responses from the unit or the Dean's office, but that the intent was to bring the reviews to Senate once they were complete. Another Senator outlined issues that had arisen during the review of the School in which he was a member, noting that after 3 years the review is not yet complete. The Senator who asked the original question indicated that the review guidelines document also states that a status report on the implementation of review recommendations will be received four years after recommendations from a review are dealt with by Senate, and asked whether the whole cycle related to reviews from recent years has been halted until they are received by Senate. Dr. Dale replied that the cycle is delayed, and thanked the Senator for the reminder.

7.0

S-201111.03

Approval of Motions on the Consent Agenda *(no material)*

Chasteauneuf / Deo

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

A Senator requested that the following motions be removed from the consent agenda and placed on the regular agenda:

- S-201111.09
- S-201111.35
- S-201111.43
- SCAPP201111.57

CARRIED.

8.0 Committee Reports

8.1 Senate Committee on Academic Policy and Planning

Dale

"For Approval" Items:

An Executive Summary of the proposed revisions to the Anthropology Major was included for information.

S-201111.04

Changes to Program Requirements — Anthropology (BA Program)

Ryan / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the change(s) to the Anthropology (BA Program) on page 71-73 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

CARRIED.

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

Anthropology (BA Program)

Michel Bouchard, Associate Professor and Chair

Richard Lazenby, Professor

Jim McDonald, Associate Professor

Angèle Smith, Assistant Professor
Farid Rahemtulla, Assistant Professor
Louis-Jacques Dorais, Adjunct Professor
Erin Gibson, Adjunct Professor
Fredy Monterroso, Adjunct Professor

Website: www.unbc.ca/anthropology

Anthropology is the integrated biological and sociocultural investigation of humankind, from the time of our pre-human ancestors to the present, including the study of both small- and large-scale societies. The program includes courses in archaeological, biological, linguistic and sociocultural anthropology. While a small number of mandatory courses will ensure that all students in the program share basic understanding of the range of anthropological approaches, students ~~will be~~ are able to select courses within the program and from other parts of the curriculum to focus on specific interests. The following suggestions illustrate the range of possibilities: a student with an interest in language could ~~have options~~ select courses within the programs in First Nations Studies, International Studies, English and Psychology; a student intending to enter a graduate program in archaeology might select courses from First Nations Studies, Geology, Geography, History ~~an~~ and Environmental Studies programs; a student planning to work in the subfield of sociocultural anthropology could select courses from First Nations Studies, International Studies, Northern Studies, Women's Studies and Social Work; a student interested in biological (or medical) anthropology would include courses in Biology, Environmental Studies and Statistics; and a career in museology or cultural property management might benefit from a background in Resource Recreation and Tourism or administration as well as First Nations Studies, International Studies, History and Northern Studies.

Anthropology prepares students for entrance to a number of graduate programs (Archaeology, Biological and Sociocultural Anthropology, Museology); several types of professional programs (Law, Library and Information Science, Communicative Disorders, Social Work, Education, etc.) or employment in government or the private sector. Students aiming towards specific career goals should discuss their interests with advisors in the program at an early stage.

Major in Anthropology

Students majoring in anthropology must ~~may declare a major after a first year including ANTH 100-3 (Archaeological and Biological Approaches) and ANTH 101-3 (Peoples and Cultures). The major requires students to take 54 42 credit hours in Anthropology courses (18 courses 14 courses). At least 24 credit hours must be upper division Anthropology courses.~~ Students may not take more than 60 credit hours of Anthropology without written permission of the Program Department Chair.

The minimum requirement for completion of a Bachelor of Arts with a major in Anthropology is 120 credit hours.

Program Requirements and Recommendations

Lower-Division Requirement Recommendation

100 level

~~ANTH 100-3 Archaeological and Biological Approaches~~

~~ANTH 101-3 Peoples and Cultures~~

ANTH 102-3 Anthropology: A World of Discovery

Lower-Division Requirements

200 Level

ANTH 200-3 Biological Anthropology

ANTH 205-3 Introduction to Archaeology

~~ANTH 210-3 Understanding Theory~~

ANTH 213-3 Peoples and Cultures

~~Six additional credit hours from the 200 level from two of the following subfields: Social Anthropology, Biological Anthropology, and Archaeology.~~

Upper-Division Requirements

300/400 Level

One of:

<u> </u> ANTH 300-3	Methods in Social Anthropology
 <input checked="" type="radio"/> ANTH 301-3	Archaeological Lab Methods
<u> </u> ANTH 310-3	Applied Anthropology
<u> </u> ANTH 312-3	Human Adaptability

One of:

<u> </u> ANTH 315-3	Anthropological Theory
<u> </u> ANTH 325-3	Archaeological Theory

ANTH 460-3 Anthropology Capstone

~~Eighteen additional credits from 300 and 400 level Anthropology courses.~~

Eight additional three credit hour courses in Anthropology of which four courses must be upper-level.

Subject Requirement

~~Nine credit hours of electives at any level in Anthropology to ensure completion of a minimum of 54 credit hours for the major.~~

Students wishing to pursue graduate degrees in anthropology or work as practising anthropologists are encouraged to take an additional five upper-level courses, including field school courses and internships.

Elective and Academic Breadth

Electives at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours including any additional credits necessary to meet the Academic Breadth requirement of the university (see Academic Regulation 15).

BA Honours - Anthropology

The BA Honours - Anthropology provides a higher level of training and specialization for students planning to proceed to academic and professional postgraduate study. Acceptance into the Anthropology Honours Program is by written application to the Program Chair, in which the student identifies the subdiscipline of interest, provides a statement of career objectives and attaches an unofficial copy of their current transcript. The Honours Program is open to all students majoring in Anthropology who:

1. have completed 60 credit hours of course work
2. have completed all lower-level requirements for the major in Anthropology
3. possess a cumulative GPA of 3.33.

In addition to the requirements for the Major in Anthropology, the Honours student will complete 12 additional credit hours, for a minimum total of 132 credit hours to graduate. These 12 credit hours derive from three courses, in a directed sequence of study.

ANTH 500-3	Method and Theory Seminar
ANTH 501-3	Research Prospectus
ANTH 502-6	Honours Thesis

Joint Major in Anthropology and Geography (BA)

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

Program Requirements

Lower-Division Requirement

~~ANTH 100-3 Archaeological and Biological Approaches~~

~~ANTH 101-3 Peoples and Cultures~~

Recommendation

ANTH 102-3 Anthropology: A World of Discovery

Requirement

One of:

ECON 100-3 Microeconomics
ECON 101-3 Macroeconomics

GEOG 100-3 Environments and People
GEOG 101-3 Human Geography
POLS 100-3 Contemporary Political Issues

One of:

FNST 100-3 Aboriginal Peoples of Canada
HIST 110-3 Indigena
HIST 210-3 Canada Before Confederation
HIST 211-3 Canada Since Confederation

ANTH 200-3 Biological Anthropology
ANTH 205-3 Introduction to Anthropology
ANTH 213-3 Peoples and Cultures
~~ANTH 210-3 Understanding Theory~~

One of:

ANTH 201-3 Medical Anthropology
ANTH 206-3 Ethnography in Northern British Columbia
ANTH 207-3 Popular Culture
ANTH 209-3 Pacific Ethnography
ANTH 211-3 Anthropology Through Film
ANTH 214-3 Anthropology of Europe
ANTH 215-3 Anthropology of Canada

ECON 205-3 Statistics for Social and Management Sciences
GEOG 202-3 Economic Geography
GEOG 204-3 Introduction to GIS for the Social Sciences
GEOG 206-3 Social Geography

Upper-Division Requirement

ANTH 300-3 Methods in Social Anthropology
ANTH 310-3 Applied Anthropology

ANTH 315-3 Understanding Theory

One of:

COMM 332-3	Business and Professional Ethics
ENVS 414-3	Environmental and Professional Ethics
POLS 317-3	Ethics

One of:

ANTH 451-3	Traditional Use Studies
ENPL 419-3	Social Research Methods
GEOG 301-3	Cultural Geography
GEOG 305-3	Political Geography
GEOG 309-3	Geographies of Migration and Settlement
GEOG 403-3	Aboriginal Geography

Two of:

ANTH 400-3	Topics in Anthropological Theory
ANTH 401-3	Anthropological Perspectives on Inequality
ANTH 404-3	Comparative Study of Indigenous Peoples of the World
ANTH 405-3	Landscapes, Place and Culture
ANTH 406-3	Feminist Perspectives in Anthropology
ANTH 407-3	Topics in British Columbia Ethnography
ANTH 410-3	Theory of Nation and State
ANTH 413-3	Topics in Environmental Anthropology
ANTH 414-3	Religion, Ideology, and Belief Systems
ANTH 415-3	Economic Anthropology
ANTH 419-3	Political and Legal Anthropology
ANTH 460-3	<u>Anthropology Capstone</u>

Two of:

GEOG 308-3	Introduction to Medical Geography
GEOG 401-3	Resource Geography
GEOG 422-3	Geography of the World Economy
GEOG 424-3	Social Geography of Northern Communities
GEOG 426-3	Culture, Rights and Power
GEOG 428-3	Advanced Medical Geography

Elective and Academic Breadth

Elective course hours as necessary to ensure completion of a minimum of 120 credit hours, of which at least 21 credit hours must be at the 300 and 400 level including any additional credit hours necessary to meet the Academic Breadth requirement of the uUniversity (see Academic Regulation 15).

Minor in Anthropology: Archaeological Stream

The minor in Anthropology Archaeological Stream requires completion of a total of seven courses (21 credit hours) (~~seven courses~~), consisting of four lower-division courses (12 credit hours) and three upper-division courses (~~nine~~ 9 credit hours). A maximum of two courses (~~six~~ 6 credit hours) used to fulfill program requirements for a major (or another minor) may also be used to fulfill requirements for a minor in Anthropology Archaeological Stream.

Requirements & Recommendations

Recommended

ANTH 102-3 Anthropology: A World of Discovery

Requirements

~~ANTH 100-3 Archaeological and Biological Approaches~~
ANTH 203-3 Archaeology of the Americas
ANTH 205-3 Introduction to Archaeology
ANTH 212-3 Archaeology of the Old World

Select ~~nine~~ 9 credit hours from:

ANTH 301-3 Archaeological Lab Methods
ANTH 325-3 Archaeological Theory
ANTH 335-3 Archaeological Heritage Management
ANTH 380-(3-6) Special Topics in Archaeology
ANTH 409-3 Topics in British Columbia Archaeology
ANTH 425-3 Introduction to Zooarchaeology
ANTH 430-3 Stone Tools in Archaeology
ANTH 440-(3-6) Internship
ANTH 498-(3-6) Special Topics in Anthropology
ANTH 499-(3-6) Independent Study
ANTH 460-3 Anthropology Capstone

Minor in Anthropology: Biological Stream

The minor requires completion of a total of six courses (18 credit hours) (~~six courses~~), consisting of two lower-division courses (~~six~~ 6 credit hours) and four upper-division courses (12 credit hours). With approval of the Chair, a maximum of one course (~~three~~ 3 credit hours) used to fulfill requirements for a non-Anthropology major (or another minor) may also be used to fulfill program requirements for the minor in Anthropology Biological Stream.

Recommendations

ANTH 102-3 Anthropology: A World of Discovery

Requirements

~~ANTH 100-3 Archaeological and Biological Approaches~~
ANTH200-3 Biological Anthropology
ANTH 312-3 Human Adaptability

Select ~~nine~~ 9 credit hours from:

ANTH 311-3 Nutritional Anthropology
ANTH 320-3 Biology of Circumpolar Peoples
ANTH 411-(3-6) Topics in Biological Anthropology
ANTH 420-3 Races, Racism, and Human Biology
ANTH 499-(3-6) Independent Study
ANTH 460-3 Anthropology Capstone

Minor in Anthropology: General Stream

The minor requires completion of a total of six courses (18 credit hours) (~~six courses~~), consisting of two lower-division courses (~~six~~ 6 credit hours) and four upper-division Anthropology courses (12 credit hours) no more than two of which ~~would~~ may be chosen from any single existing Anthropology Minor Stream.

Recommendations

ANTH 102-3 Anthropology: A World of Discovery

Requirements

One of:

<u>ANTH 200-3</u>	<u>Biological Anthropology</u>
<u>ANTH 205-3</u>	<u>Introduction to Archaeology</u>
<u>ANTH 213-3</u>	<u>Peoples and Cultures</u>

~~Lower-Division Requirement~~

~~ANTH100-3 Archaeological and Biological Approaches
Or ANTh101-3 Peoples and Cultures
and ANTH 210-3 Understanding Theory~~

Upper-Division Requirement

ANTH 315-3 Understanding Theory

Four additional courses, three of which must be upper-division courses, ~~no more than two of which would be chosen from any single existing minor stream.~~

Minor in Anthropology: Sociocultural Stream

The minor requires completion of a total of six courses (18 credit hours) ~~(six courses)~~, consisting of two lower-division courses (six 6 credit hours) and four upper-division courses (12 credit hours).

Requirements

Select ~~six~~ 6 credit hours from:

ANTH 101-3 Peoples and Cultures	
<u>ANTH 213-3 Peoples and Cultures</u>	
Or <u>ANTH 211-3 Anthropology Through Film</u>	
And ANTH 210-3 Understanding Theory	
<u>ANTH 315-3 Understanding Theory</u>	

Select 12 credit hours from:

ANTH 300-3	Methods in Social Anthropology
ANTH 303-3	Archives/Texts/Museums
ANTH 304-3	Kinship and Social Organization
ANTH 305-3	Circumpolar Ethnography
ANTH 306-3	Culture and Communication
ANTH 310-3	Applied Anthropology
ANTH 400-3	Topics in Anthropological Theory
ANTH 401-3	Anthropological Perspectives on Inequality
ANTH 404-3	Indigenous Peoples of the World
ANTH 405-3	Landscape, Place and Culture
ANTH 406-3	Feminist Perspectives
ANTH 407-3	Topics in BC Ethnography
ANTH 410-3	Theory of Nation and State
ANTH 413-(3-6)	Environmental Anthropology
ANTH 414-3	Economic Anthropology
ANTH 419-3	Political and Legal Anthropology
ANTH 421-3	Ethnographic Field Methods
ANTH 422-3	Ethnographic Research Project

S-201111.05

Changes to Anthropology Course Prerequisites, Preclusions, and Recommendations

Ryan / Annis

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the change(s) to the Anthropology course prerequisites, preclusions and recommendations on pages 182-186 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: January 2012

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]):

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ANTH 200-3 Biological Anthropology

Prerequisites: none

Recommended: ~~ANTH 100-3~~ ANTH 102-3

ANTH 201-3 Medical Anthropology

Prerequisites: : none

Recommended: ~~ANTH 100-3~~ ANTH 102-3

ANTH 203 Archaeology of the Americas

Prerequisites: none

Recommended: ~~ANTH 100-3~~ ANTH 102-3

ANTH 205-3 Introduction to Archaeology

Prerequisites: none

Recommended: ~~ANTH 100-3~~ ANTH 102-3

ANTH 206-3 Ethnography in ~~northern~~ Northern British Columbia

Prerequisites: none

Recommended: ~~ANTH 100-3~~ ANTH 102-3

ANTH 207-3 Popular Culture

Prerequisites: none

Recommended: ~~ANTH 100-3~~ ANTH 102-3

Precluded: ANTH 412-3

ANTH 209-3 Pacific Ethnography

Prerequisites: none

Recommended: ~~ANTH 100-3~~ ANTH 102-3

ANTH 210-3 Understanding Theory

Prerequisites: ~~ANTH 100-3, 101-3, or 211-3~~ None

Recommended: ANTH 102-3

ANTH 210-3 has been deleted
and replaced with ANTH 315-3

ANTH 211 Anthropology Through Film

Prerequisites: none

Recommended: ~~ANTH 101-3~~ ANTH 102-3

ANTH 212-3 Archaeology of the Old World

Prerequisites: none

Recommended: ~~ANTH 100-3~~ ANTH 102-3

ANTH 214-3 Anthropology of Europe

Prerequisites: : none

Recommended: ~~ANTH 100-3~~ ANTH 102-3

ANTH 215-3 Anthropology of Canada
Prerequisites: none
Recommended: ~~ANTH 100-3~~ ANTH 102-3

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ANTH 220-3 Introduction of Primatology
Prerequisites: ~~none~~
Recommended: ANTH 102-3

ANTH 230-3 Introduction to Forensic Anthropology
Prerequisites: None
Recommended: ANTH 102-3

ANTH 240-3 The Neandertals
Prerequisites: None
Recommended: ANTH 102-3

ANTH 250-3 The Ancient Egyptians
Prerequisites: None
Recommended: ANTH 102-3

ANTH 298-(3-6) Topics in Anthropology
Prerequisites: None
Recommended: ANTH 102-3

ANTH 300-3 Methods in Social Anthropology
Prerequisites: ~~ANTH 210-3~~ 60 credit hours or permission of the instructor

ANTH 305-3 Circumpolar Ethnography
Prerequisites: none
Recommended: ~~ANTH 100-3~~ ANTH 102-3 or ANTH 213-3
Precluded: ANTH 208-3, NORS 321-3

ANTH 310-3 Applied Anthropology
Prerequisites: 60 credit hours or permission of the instructor
Recommended: ~~ANTH 210-3~~ One of ANTH 200-3, ANTH 205-3 or ANTH 213-3

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ANTH 316-3 The Social Theory and Structure of Contemporary Canadian Society
Prerequisites: ~~ANTH 101-3~~ 60 credit hours and Upper division standing or permission of the instructor
Recommended: ANTH 102-3 and ANTH 210-3 or ANTH 213-3

ANTH 400-3 Anthropological Theory
Prerequisites: ~~ANTH 210-3 or permission of the instructor~~ 60 credit hours or permission of the instructor

ANTH 409-3 British Columbia Archaeology
Prerequisites: ~~Any prior archaeology course or~~ One of ANTH 203-3, ANTH 205-3, ANTH 212-3, ANTH 301-3, ANTH 325-3, ANTH 335-3, ANTH 380-(3-6) or permission of the instructor

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ANTH 413-(3-6) Environmental Anthropology
Prerequisites: ~~Upper division standing~~ 60 credit hours or permission of the instructor
Recommended: Prior course(s) in anthropology

ANTH 414-3 Religion, Ideology, and Belief Systems
Prerequisites: ~~ANTH 101-3 and~~ 60 credit hours or permission of the instructor
Recommended: ANTH 102-3 or ANTH 213-3

ANTH 415-3 Economic Anthropology
Prerequisites: ~~ANTH 101-3 and Upper division standing~~ 60 credit hours or permission of the instructor
Recommended: ANTH 102-3 or ANTH 213-3

ANTH 419-3 Political and Legal Anthropology

~~Prerequisites: ANTH 101-3 and Upper division standing~~ 60 credit hours or permission of the instructor

Recommended: ANTH 102-3 OR ANTH 213-3

ANTH 420-3 Races, Racism, and Human Biology

~~Prerequisites: ANTH 100-3 or permission of the instructor~~

Prerequisites: 60 credit hours or permission of the instructor

Recommended: ANTH 102-3

ANTH 421-(3-6) Ethnographic Field Methods

~~Prerequisites: ANTH 101-3, ANTH 210-3,~~ 60 credit hours or permission of the instructor

Recommended: ANTH 102-3 or ANTH 213-3

ANTH 422-(3-6) Ethnographic Research Project

~~Prerequisites: ANTH 101-3, ANTH 210-3,~~ 60 credit hours or permission of the instructor

Recommended: ANTH 102-3 or ANTH 213-3

ANTH 423-3 Urban Anthropology

~~Prerequisites: ANTH 101-3~~ Upper division standing 60 credit hours or permission of the instructor

Recommended: ANTH 102-3 or ANTH 213-3

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ANTH 451-3 Traditional Use Studies

~~Prerequisites: ANTH 101-3 or FNST 100-3,~~ 60 credit hours or permission of instructor

Recommended: ANTH 102-3 or ANTH 213-3

Precluded: FNST 451-3

S-201111.06

Course Deletion — ANTH 100-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of ANTH 100-3 Archaeological and Biological Approaches on page 180 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: January 2012

CARRIED (consent agenda).

S-201111.07

Course Deletion — ANTH 101-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of ANTH 101-3 Peoples and Cultures on page 180 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: January 2012

CARRIED (consent agenda).

S-201111.08

New Course Approval — ANTH 102-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course ANTH 102-3 Anthropology: A World of Discovery be approved as proposed.

Proposed semester of first offering: September 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]):

Using a thematic approach, this course explores what defines the human species. Some of the themes explored may include human evolution and our primate biological kin; archaeology and digging for the past; culture in a global world; communication or the essentials of being a talking and increasingly texting primate; health as social and biological; production and consumption, from the first stone tools to the Big Mac; and other topics that deal with humanity past and contemporary.

Preclusions: ANTH 100-3, ANTH 101-3

S-201111.09

New Course Approval — ANTH 213-3

Ryan / Wagner

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course ANTH 213-3 Peoples and Cultures be approved as proposed.

Proposed semester of first offering: September 2012

A Senator asked whether this motion had been reviewed by the Senate Committee on First Nations and Aboriginal Peoples. Once it had been determined that the motion had not been reviewed by that committee, which would be meeting on November 24, it was suggested that the motion be postponed until it was reviewed by that committee.

Motion to postpone motion S-201111.09:

Robinson / Wagner

That motion S-201111.09 be postponed until it is reviewed by the Senate Committee on First Nations and Aboriginal Peoples.

CARRIED.

Dr. Dale indicated that he would look into the process and scheduling associated with getting motions to the Senate Committee on First Nations and Aboriginal Peoples.

S-201111.10

New Course Approval — ANTH 460-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course ANTH 460-3 Anthropology Capstone be approved as proposed.

Proposed semester of first offering: September 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]):

This course engages students in the contemporary methodological and theoretical debates, and ideological challenges that face anthropologists today. Topics range from ethical considerations over the construction and ownership of knowledge to the practical challenges of how to set up a field/research project. This course prepares students to work within this ever-changing discipline through reinforcing the interlinked nature of sociocultural, biological and archaeological inquiry. Using an integrative approach, this course illustrates how our diverse theory, methods and practice may work together to challenge established rhetoric and create innovative ideas about the past, present and future.

Prerequisites: Student must be major, minor or joint major in Anthropology with 90 credit hours.

Regular

S-201111.11

Changes to Elective and Academic Breadth Statement — Bachelor of Health Sciences

Casperson / Ryan

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the change to Elective and Academic Breadth statement for the Bachelor of Health Sciences in the Undergraduate calendar be approved as proposed.

Effective date: October 2011

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]):

pg. 142, 2011/2012 calendar

Elective and Academic Breadth for all BHSC Majors

Electives at any level sufficient to ensure completion of a minimum 122 credit hours including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15). It is highly recommended that students complete the optional course HHSC 105-3 Functional Anatomy before HHSC 111-4.

An Executive Summary of the School of Nursing proposed undergraduate calendar changes was included for information.

S-201111.12

New Course Approval — NURS 215-8

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course NURS 215-8 Nursing Care of the Adult be approved as proposed.

Proposed semester of first offering: September 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]):

This course examines principles and practices of nursing adults with health problems. The focus is on the acquisition and application of knowledge in planning, implementing and evaluating the nursing care of clients requiring medical and surgical intervention. Holistic health care of individuals is highlighted. The course includes laboratory instruction in psychomotor skills. The clinical practicum enables the student to integrate theory and skills needed to provide nursing care.

Prerequisites: NURS 101-3, NURS 102-3; HHSC 111-4, HHSC 112-4 and HHSC 110-3, or BIO 111-3 and BIO 112-3 and BIO 105-3 at CNC, or BIOL 131-3, BIOL 132-3, and BIOL 133-3 at NWCC, or equivalent.

Co-requisites: NURS 201-4, NURS 202-3

Major Restrictions: Restricted to students in the NCBNP

Preclusions: NURS 210-3, NURS 211-5

S-201111.13

New Course Approval — NURS 323-5.5

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course NURS 323-5.5 Nursing Theory and Practice: Older Adult be approved as proposed.

Proposed semester of first offering: September 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]):

This course focuses on health-promoting, person-centred nursing practice with older persons in rural communities. Assessment focuses on the physical and mental health of older persons within the context of their everyday experience and their families and/or cultures. Particular attention is paid to the strengths of the individual as well as the presenting health challenges. Students explore strategies to prevent and/or address common health issues experienced by older persons. In addition, students have

an opportunity to extend knowledge, skills and the application of therapeutic approaches with this population in the community and clinical settings.

Prerequisites: NURS 220-5, or permission of the Chair, School of Nursing

Preclusions: NURS 313-3, NURS 314-5, NURS 316-2.5, NURS 453-3, NURS 653-3

S-201111.14

New Course Approval — NURS 326-5.5

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course NURS 326-5.5 Nursing Theory and Practice: Mental Health be approved as proposed.

Proposed semester of first offering: September 2012

CARRIED (consent agenda).

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

This course provides knowledge and skills required to care for people living with common mental health and addiction issues encountered in rural nursing practice. A holistic relational nursing focus allows students to apply concepts to a variety of health challenges and to intervene appropriately. Nursing approaches to clinical decision-making with clients who have specific mental health problems such as psychotic, mood, anxiety and personality disorders are highlighted. Nursing practice approaches to addictions, substance use, and crisis intervention, including aggression and suicide attempts, are addressed. Students have opportunity to further develop mental health nursing knowledge and skills in the clinical setting.

Prerequisites: NURS 220-5, or permission of the Chair, School of Nursing

Preclusions: NURS 312-3, NURS 314-5, NURS 315-2.5, NURS 456-3, NURS 656-3

S-201111.15

New Course Approval — NURS 330-5

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course NURS 330-5 Extended Clinical Practicum II be approved as proposed.

Proposed semester of first offering: May 2012

CARRIED (consent agenda).

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

This course provides the opportunity for consolidated clinical nursing practice with clients who have multiple health care needs. Previous clinical practice experience is considered when determining placement. The practicum occurs in various health care settings in northern BC.

Prerequisites: all required 300-level nursing courses in the NCBNP

Preclusions: NURS 320-5

S-201111.16

New Course Approval — NURS 418-7

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course NURS 418-7 Introduction to Community Health and Nursing be approved as proposed.

Proposed semester of first offering: September 2012

CARRIED (consent agenda).

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

This course provides an introduction to the concepts of community, primary health care, and nursing in the community and builds upon previous experiences in community health nursing practice. The theory and practice of working as a nurse in the community with individuals, families, and population groups are addressed through the integration and application of community nursing and primary health care theory in nursing practice in northern communities.

Prerequisites: NURS 330-5, or permission of the Chair, School of Nursing

Preclusions: NURS 415-3, NURS 416-4

Course Equivalencies: Equivalent to precluded courses.

S-201111.17

New Course Approval — NURS 435-(6,8)

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course NURS 435-(6,8) Pediatric Nursing be approved as proposed.

Proposed semester of first offering: September 2012

CARRIED (consent agenda).

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

This course examines the theory and practice of pediatric nursing in depth, with particular attention to northern nursing practice. Ethical and cultural issues are explored and the impact of social determinants of health on child health and development are addressed. The concept of primary care is introduced. The NCBNP requires the 8 credit hour course, and Post-Diploma BScN students complete the 6 credit hour course.

Prerequisites: NURS 330-5, or permission of the Chair, School of Nursing for 8 credit hour course

Major Restriction: Rural Nursing Certificate Program or Post-Diploma BScN students, or permission of the Chair, School of Nursing for 6 credit course

Preclusions: NURS 434-3, NURS 445-(3, 5, 8)

S-201111.18

New Course Approval — NURS 461-8

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course NURS 461-8 Rural Health and Nursing be approved as proposed.

Proposed semester of first offering: September 2012

CARRIED (consent agenda).

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

This course prepares students with a focus in rural health and nursing. It provides students with the knowledge and skills to extend their ability to conduct a thorough health assessment for diverse client populations throughout the lifespan. It prepares students to safely utilize the CRNBC Decision Support Tools for RN First Call practice. Students conduct age-appropriate comprehensive health histories and physical examinations, identify health concerns and risks, taking into account culture, ethnicity and health beliefs, and make informed clinical judgments. This course features one or more extended skills-building laboratory/workshop sessions that include evaluation of history and physical assessment skills as well as utilization of the RN First Call Decision Support Tools. Through clinical practicum experiences in rural acute care and primary health care facilities, students integrate and apply knowledge and skills in rural nursing. Upon successful completion students may apply for CRNBC RN First Call Practice Certification.

Prerequisites: NURS 330-5, or permission of the Chair, School of Nursing

Preclusions: NURS 424-3, NURS 451-3, NURS 442-(3, 5, 8)

S-201111.19

New Course Approval — NURS 497-(6,8)

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course NURS 497-(6,8) Specialty Focus in Nursing be approved as proposed.

Proposed semester of first offering: September 2012

CARRIED (consent agenda).

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

This course comprises both theory and clinical practicum experience in a particular specialty area of nursing practice. The specialty area varies depending on the students' interests and the opportunities for specialty education available.

Prerequisites: NURS 330-5 and permission of the Chair, School of Nursing

S-201111.20

Course Deletion — NURS 210-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 210-3 Nursing Practice with the Adult (course description on page 251 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.21

Course Deletion — NURS 211-5

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 211-5 Clinical Practicum: Adult (course description on page 251 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.22

Course Deletion — NURS 312-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 312-3 Mental Health Nursing Practice (course description on page 252 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.23

Course Deletion — NURS 313-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 313-3 Nursing Practice with the Older Adult (course description on page 252 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.24

Course Deletion — NURS 315-2.5

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 315-2.5 Clinical Practicum: Mental Health (course description on page 252 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.25

Course Deletion — NURS 316-2.5

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 316-2.5 Clinical Practicum: Older Adult (course description on page 252 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.26

Course Deletion — NURS 320-5

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 320-5 Extended Clinical Practicum II be approved as proposed as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.27

Course Deletion — NURS 321-2.5

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 321-2.5 Maternity Nursing Clinical (course description on page 252 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.28

Course Deletion — NURS 322-2.5

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 322-2.5 Pediatric Nursing Clinical (course description on page 252 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.29

Course Deletion — NURS 416-4

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 416-4 Clinical Practicum: Community Nursing (course description on page 253 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.30

Course Deletion — NURS 424-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 424-3 Rural Nursing (course description on page 253 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.31

Course Deletion — NURS 429-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 429-3 Nursing Management Practicum (course description on page 253 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.32

Course Deletion — NURS 431-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 431-3 Community Continuing Care Nursing Practicum (course description on page 254 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.33

Course Deletion — NURS 434-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 434-3 Maternal and Child Nursing (course description on page 254 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.34

Course Deletion — NURS 440-(3,5,8)

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 440-(3,5,8) Practicum: Community Health Nursing (course description on page 254 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.35

Course Deletion — NURS 441-(3,5,8)

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 441-(3,5,8) Practicum: First Nations Health and Nursing (course description on page 254 of the 2011/2012 undergraduate calendar) be approved as proposed.

Motion to postpone motion S-201111.35:

Casperson / Robinson

That motion S-201111.35 be postponed until it has been reviewed by the Senate Committee on First Nations and Aboriginal Peoples.

CARRIED.

S-201111.36

Course Deletion — NURS 442-(3,5,8)

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 442-(3,5,8) Practicum: Rural Nursing (course description on page 254 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.37

Course Deletion — NURS 443-(3,5,8)

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 443-(3,5,8) Practicum: Acute Care Nursing and Nursing (course description on page 254 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.38

Course Deletion — NURS 444-(3,5,8)

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 444-(3,5,8) Practicum: Mental Health Nursing (course description on page 254 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.39

Course Deletion — NURS 445-(3,5,8)

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the deletion of NURS 445-(3,5,8) Practicum: Maternal and Child Nursing (course description on page 255 of the 2011/2012 undergraduate calendar) be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

S-201111.40

Changes to Course Credit Hours, Title, and Description — NURS 317-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the credit hours, title and course description for NURS 317-3 Maternity Nursing Theory, on page 252 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 317-35.5 Nursing Theory and Practice: Maternity Nursing Theory ~~This course provides a theoretical foundation for the provision of nursing care to diverse and multicultural women, neonates, and families that is woman and family centred. Emphasis is on integration and application of evidence based theory from nursing and related fields, CRNBC standards for nursing practice, communication, and critical thinking with the nursing process.~~

This course takes a women- and family-centred, strengths-based approach to caring for individuals and families of diverse and multicultural backgrounds in the childbearing experience. Emphasis is placed on the integration and application of evidence-based theory, standards for nursing practice, effective communication, critical thinking and use of the nursing process to optimally prepare nurses as caregivers and collaborators with childbearing women, neonates, families, and the health care team.

Pre- or co-requisites: NURS 220-5, or permission of the Program Chair, School of Nursing
Precluded: NURS 310-3, NURS 311-5, NURS 321-2.5

S-201111.41

Changes to Course Credit Hours, Title, and Description — NURS 318-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the credit hours, title and course description for NURS 318-3 Pediatric Nursing Theory, on page 252 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

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

NURS 318-35.5 Nursing Theory and Practice: Pediatrics Nursing Theory ~~This course emphasizes the nursing care of children and adolescents with acute and chronic conditions who require medical and/or surgical interventions, with particular attention to common health problems found in northern populations and First Nations groups. The course also addresses the impact of illness, hospitalization, surgery, disability, and terminal illness on the child or adolescent and on their family. Concepts related to health promotion, the effect of genetics and environment on the health of children, and the influence of social determinants of health on children and adolescents are introduced.~~

This course emphasizes the health of infants, children, and their families, with a focus on health promotion, risk reduction, disease prevention and common health problems. Particular attention is on northern populations and First Nations groups. Information and clinical practice relating to acute and chronic conditions and medical/surgical interventions are included. The impacts of illness, disability and medical/surgical care on the child and family unit are explored. Concepts of health promotion, effects of genetics and environment on child health and the influence of social determinants of health are introduced. Clinical experiences occur in acute pediatric and selected community settings, providing opportunities to apply pediatric nursing knowledge.

Pre- or co-requisites: NURS 220-5, or permission of the Program Chair, School of Nursing
Precluded: NURS 310-3, NURS 311-5, 322-2.5

S-201111.42

Changes to Course Credit Hours and Description — NURS 420-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the credit hours and course description for NURS 420-3 Community Health Nursing on page 253 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

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

NURS 420-3(6, 8) Community Health Nursing ~~This course focuses on theory, roles and practices required for community health nursing in a changing system in northern and isolated settings. Emphasis is placed on a population focused approach to nursing care which includes the promotion of health and prevention of disease and disability.~~
This course provides the opportunity for students to increase their understanding of the theories, roles and practices required for community health nursing in changing primary health care systems in northern and rural settings. Emphasis is placed on a population- and community-focused approach to nursing care, including the promotion of health and prevention of disease and disability. During an extended clinical practicum, students integrate theoretical understandings and evidence into contributing to services and programs in the community. Emphasis is on the nurse as a partner with the community. The NCBNP requires the 8 credit hour course, and Post-Diploma BScN students complete the 6 credit hour course.

~~*Prerequisites:* NURS 415-3 and NURS 416-4, or permission of the Program Chair.~~

~~*Prerequisites:* NURS 418-7, or permission of the Chair, School of Nursing for 8 credit hour course~~

~~*Major Restriction:* Rural Nursing Certificate Program or Post-Diploma BScN students, or permission of the Chair, School of Nursing for 6 credit hour course~~

~~*Precluded:* NURS 440-(3, 5, 8)~~

S-201111.43

Changes to Course Credit Hours and Description — NURS 422-3

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the credit hours and course description for NURS 422-3 First Nations Health and Nursing on page 253 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

Motion to postpone motion S-201111.43:

Robinson / Deo

That motion S-201111.43 be postponed until it has been reviewed by the Senate Committee on First Nations and Aboriginal Peoples.

CARRIED.

S-201111.44

Changes to Course Credit Hours and Description — NURS 426-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the credit hours and course description for NURS 426-3 Acute Care Nursing on page 253 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 426-3(6, 8) Acute Care Nursing This course examines the knowledge, skills and attitudes required to provide holistic, person-centred care in the acute setting. This course explores the concepts and practices of acute care nursing with various client populations while enabling students to consolidate and extend their knowledge and clinical ability in the acute care setting. Problem solving, complex client situations and expanding the professional role of the nurse are central themes of the course. The NCBNP requires the 8 credit hour course, and Post-Diploma BScN students complete the 6 credit hour course.

~~*Prerequisites:* all required 300-level Nursing courses for either the NCBNP or Post-Diploma BScN, or permission of the Program Chair.~~

~~*Prerequisites:* NURS 330-5, or permission of the Chair, School of Nursing for 8 credit hour course~~

Major Restriction: Rural Nursing Certificate Program or Post-Diploma BScN students, or permission of the Chair, School of Nursing for 6 credit hour course

Precluded: NURS 443-(3, 5, 8)

S-201111.45

Changes to Course Credit Hours and Description — NURS 428-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the credit hours and course description for NURS 428-3 Nursing Management on page 253 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

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

NURS 428-36 Nursing Management This course examines nursing management and leadership theory, current issues and practice in hospitals, health care agencies and communities. Special focus is on ~~first-~~ front-line nursing management within rural and northern communities in a changing health care system. ~~Discussion and explorations are grounded in current health care and nursing management practice and research knowledge.~~ This course permits the extension of skills and knowledge in the practice of nursing leadership and management.

Prerequisites: NURS 304-3, NURS 306-3

Major Restriction: Restricted to Post-Diploma BScN students, or ~~by~~ permission of the ~~Program~~ Chair, School of Nursing

Precluded: NURS 429-3

S-201111.46

Changes to Course Credit Hours and Description — NURS 430-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the credit hours and course description for NURS 430-3 Community Continuing Care Nursing on page 254 or the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

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

NURS 430-36 Community Continuing Care Nursing This course explores the role, ~~and~~ responsibilities and practices of nursing ~~amongst~~ with a broad range of clients in home settings or long-term care facilities. ~~Concepts and applications of home health, such as gerontology, palliative care, mental health, rehabilitation, disability, family dynamics, and ethics are covered. Specific acute and chronic conditions, therapies in the home and community referral and liaison with institutions are addressed.~~ A multidisciplinary team approach is emphasized. This course enables students to apply concepts and acquire skills of community continuing care professional nursing practice. Students provide direct care in the home setting, develop their clinical judgment, and contribute to decision-making and referral.

Prerequisites: NURS 304-3, NURS 306-3

Major Restriction: Restricted to Post-Diploma BScN students, or ~~by~~ permission of the ~~Program~~ Chair, School of Nursing

Precluded: NURS 431-3

S-201111.47

Changes to Course Credit Hours and Description — NURS 432-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the credit hours and course description for NURS 432-3 Mental Health Nursing on page 254 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 432-3(6, 8) Mental Health Nursing ~~This course examines mental health and mental illness in depth with particular attention to identified high risk groups in the northern nursing practice setting. Cultural, developmental and treatment setting variables are examined using a mental health nursing framework.~~

This course provides the opportunity for students to increase understandings of mental health and mental illness and to integrate and apply relevant theoretical and clinical knowledge. Northern practice, cultural contexts, concepts of client, and treatment settings are examined using mental health nursing frameworks. Utilizing both classroom seminars and clinical practice, students apply theoretical understandings and evidence to practice, considering various clinical settings. The NCBNP requires the 8 credit hour course, and Post-Diploma BScN students complete the 6 credit hour course.

~~*Prerequisites:* all required 300 level Nursing courses for either the NCBNP or Post-Diploma BScN, or permission of the Program Chair~~

Prerequisites: NURS 330-5, or permission of the Chair, School of Nursing for 8 credit hour course

Major Restriction: Rural Nursing Certificate Program or Post-Diploma BScN students, or permission of the Chair, School of Nursing for 6 credit hour course

Precluded: NURS 444-(3, 5, 8)

S-201111.48

Changes to Course Credit Hours and Description — NURS 454-6

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the credit hours and course description for NURS 454-6 Perinatal Care on page 255 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 454-6(6, 8) Perinatal Care This course spans the antenatal, intrapartum and post-partum continuum focusing on the perinatal skills and competencies required for nurses to support women and their families through low-risk, normal pregnancies. Students learn to recognize and take action in abnormal situations and make sound, informed clinical judgments in emergency situations in rural settings. This course involves a workshop and practicum. Prior to the practicum, RNCP and Post-Diploma students must provide proof of certification in the Neonatal Resuscitation Program (NRP) and the Fetal Health Surveillance course (FHS). ~~This course is restricted to registered nurses. The~~ NCBNP requires the 8 credit hour course. RNCP and Post-Diploma BScN students complete the 6 credit hour course.

Prerequisites: NURS 330-5, or permission of the Chair, School of Nursing for 8 credit hour course
Major Restriction: Restricted to the Rural Nursing Certificate Program or Post-Diploma BScN students only, or by permission of the Chair, School of Nursing for 6 credit hour course
Precluded: NURS 434-3, NURS 445-(3, 5, 8)

S-201111.49

Changes to Course Credit Hours and Description — NURS 455-6

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the credit hours and course description for NURS 455-6 Critical Care, Emergency and Trauma on page 255 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

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

NURS 455-6(6, 8) Critical Care, Emergency and Trauma This course provides students with the practical evidence-based information, skills and tools necessary to identify clients with critical conditions and to intervene appropriately and effectively within the context and confines of rural nursing practice. The most salient aspects of adult, geriatric and pediatric emergency and critical care encountered in rural practice are examined. The course includes a focused lab experience and a practicum. ~~This course is restricted to registered nurses. The NCBNP requires the 8 credit hour course. RNCP and Post-Diploma BScN students complete the 6 credit hour course.~~

Prerequisites: NURS 330-5, or permission of the Chair, School of Nursing for 8 credit hour course

Major Restriction: Restricted to the Rural Nursing Certificate Program or Post-Diploma BScN students only, or by permission of the Chair, School of Nursing for 6 credit hour course

Recommended: NURS 451-3

Precluded: NURS 417-4

Motions S-201111.50 to S-201111.53 were dealt with as an omnibus motion.

S-201111.50

Changes to Program Calendar Description — Academic Performance Paragraph for Nursing

Ryan / Haque

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the Academic Performance paragraph for Nursing on page 163 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

CARRIED.

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

Academic Performance

Students must adhere to all policies and regulations of the institution(s) where they are registered for courses. This requirement includes, but is not limited to, matters related to academic appeals and academic dishonesty. Progression through the program is governed by guidelines on academic standing and continuance. Probation guidelines are governed by UNBC.

Students must obtain the minimum passing grade for all required Nursing and Health Sciences (NURS, HHSC or equivalent) courses as defined under “Qualification for Degree.” Students who do

not meet these criteria may repeat the course once. If, on the second attempt, the student does not meet the minimum passing grade, he/she will be required to withdraw from the program and will not be allowed to reapply to the program at any time in the future. For fourth-year Clinical Focus courses, students may only attempt two courses in total, whether they be the same course or two different Clinical Focus courses.

~~Students who do not demonstrate satisfactory performance in a clinical or theory course will be placed on a Learning Contract/Action Plan. For clinical courses, issues related to the implementation of the Learning Contract/Action Plan must be resolved by the final grade submission or a grade of “F” will automatically be assigned. Students who are may be removed from a clinical setting due to “unsafe or unprofessional” performance/conduct, and may will receive a final grade of “F” in that the clinical component of the course. For theory courses, issues related to the implementation of a Learning Contract/Action Plan must be resolved by the final grade submission or the student will not receive the minimum passing grade for the course. When a student receives a grade of F for the clinical component of a course, the overall course grade will be computed on the basis of the grade achieved in all other components of the course, to a maximum grade of C-.~~

S-201111.51

Changes to Program Calendar Description — Qualification for Degree Paragraph for Nursing Ryan / Haque

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the Qualification for Degree paragraph for Nursing on page 163 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

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]):

Qualification for Degree

It is the responsibility of the student to ensure that his/her degree or certificate requirements are met. Graduation requirements are found in the Regulations and Policies section of this Calendar. To fulfill the requirements of graduation, the student must:

- attain a minimum ~~e~~Cumulative GPA of 2.33 (C+) on all courses used for credit towards the degree or certificate
- attain a minimum passing grade of (P) in NURS 220-5 and NURS 330-5
- obtain a minimum passing grade of 2.00 (C) in the following courses, or their equivalents, as applicable to the specific program. *Note: Students enrolling in any required course must have completed all prerequisites with a grade of (C) or better, or if NURS 220-5 or NURS 330-5 is the prerequisite, a passing grade of (P) is required:*
 - all NURS courses, including NURS electives, ~~with the exception of designated clinical practica nursing courses which require a passing grade of (P)~~
 - all mandatory HHSC courses
 - ANTH 101-3 213-3
 - MATH 240-3
 - POLS 403-3
- complete all requirements for the appropriate program as follows:
 - NCBNP BScN within eight years, starting with the first semester of registration in a NURS course in the NCBNP at UNBC or one of its collaborative partner institutions

- Post-Diploma BScN within eight years, starting with the first semester of registration in a NURS course in the Post-Diploma BScN at UNBC
- Certificate program within six years, starting with the first semester of registration in a NURS course in the Certificate program at UNBC.

S-201111.52

Changes to Program Requirements — Northern Collaborative Baccalaureate Nursing Program

Ryan / Haque

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the Program Requirements for the NCBNP on page 165 and 166 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

CARRIED.

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

Program Requirements

Lower-Division Requirement

100 Level

ANTH ~~401-3~~ 213-3 Peoples and Cultures (or equivalent)
 HHSC 110-3 Basic Microbiology (at UNBC)
 or BIO 105-3 Basic Microbiology (at CNC)
 or BIOL 133-3 Applied Microbiology (at NWCC)
 HHSC 111-4 Anatomy and Physiology I (at UNBC)
 or BIO 111-3 Anatomy and Physiology I (at CNC)
 or BIOL 131-3 Human Anatomy and Physiology I (at NWCC)
 HHSC 112-4 Anatomy and Physiology II (at UNBC)
 or BIO 112-3 Anatomy and Physiology II (at CNC)
 or BIOL 132-3 Human Anatomy and Physiology II (at NWCC)
 NURS 101-3 The Art and Science of Nursing
 NURS 102-3 Communication Theory and Practice
 PSYC 101-3 Psychology as a Science (or equivalent)

200 Level

MATH 240-3 Basic Statistics (at UNBC)
 or ECON 205-3 Statistics for Social and Management
 Sciences (at UNBC)
 or MATH 104-3 Introduction to Statistics (at CNC)
 or MATH 157-3 Business Statistics (at CNC)
 or PSYC 201-3 Statistics for the Social Sciences (at CNC)
 or MATH 131-3 Introduction to Statistics (at NWCC)
 or MATH 251-3 Statistics (at NWCC)

Note: UNBC MATH 240-3, CNC MATH 104-3, or NWCC MATH 131-3 are recommended for the Statistics requirement.

NURS 201-4 Introduction to Health Assessment
 NURS 202-3 Pathophysiological Concepts (at CNC)
 or BIOL 220-3 Pathophysiology (at NWCC)
 NURS 203-3 Health Promotion in Families
 NURS 204-3 Healing Modalities (at CNC)
 or BIOL 221-3 Pharmacology for Nurses (at NWCC)
 NURS 205-3 Introduction to First Nations Health
 NURS 206-3 Basic Nutrition (at CNC)
 or BIOL 222-3 Human Nutrition (at NWCC)
NURS 215-8 Nursing Care of the Adult
~~NURS 210-3 Nursing Practice with the Adult~~
~~NURS 211-5 Clinical Practicum: Adult~~
 NURS 220-5 Extended Clinical Practicum I

Upper-Division Requirement

Prior to each academic year, students will be advised which courses are being offered at each campus. Courses may be offered face-to-face, online, or using a combination of delivery methods. Students must expect to complete at least one practicum rotation at a site other than Prince George, Quesnel, or Terrace.

300 Level

NURS 304-3 Introduction to Nursing Knowledge
NURS 306-3 Introduction to Epidemiology
NURS 308-3 Ethics and Law in Nursing
NURS 317-5.5 Nursing Theory and Practice: Maternity
NURS 318-5.5 Nursing Theory and Practice: Pediatrics
NURS 323-5.5 Nursing Theory and Practice: Older Adult
NURS 326-5.5 Nursing Theory and Practice: Mental Health
NURS 330-5 Extended Clinical Practicum II
~~NURS 312-3 Mental Health Nursing Practice~~
~~NURS 313-3 Nursing Practice with the Older Adult~~
~~NURS 315-2.5 Clinical Practicum: Mental Health~~
~~NURS 316-2.5 Clinical Practicum: Older Adult~~
~~NURS 317-3 Maternity Nursing Theory~~
~~NURS 318-3 Pediatric Nursing Theory~~
~~NURS 320-5 Extended Clinical Practicum II~~
~~NURS 321-2.5 Maternity Nursing Clinical~~
~~NURS 322-2.5 Pediatric Nursing Clinical~~

400 Level

NURS 403-3 Introduction to Nursing Research
NURS 408-3 Nursing Leadership
~~NURS 415-3 Introduction to Community Health and Nursing~~
~~NURS 416-4 Clinical Practicum: Community Nursing~~
NURS 418-7 Introduction to Community Health and Nursing
POLS 403-3 Social and Health Policy and Administration

At least one of the following areas of clinical focus:

~~both NURS 420-38 Community Health Nursing~~
~~and NURS 440-5 Practicum: Community Health Nursing~~
or
~~both NURS 422-38 First Nations Health and Nursing~~
~~and NURS 441-5 Practicum: First Nations Health and Nursing~~
or
~~both NURS 424-3 Rural Nursing~~
~~and NURS 442-5 Practicum: Rural Nursing~~
or
~~both NURS 426-38 Acute Care Nursing~~
~~and NURS 443-5 Practicum: Acute Care Nursing~~
or
~~both NURS 432-38 Mental Health Nursing~~
~~and NURS 444-5 Practicum: Mental Health Nursing~~
or
~~both NURS 434-3 Maternal and Child Nursing~~
~~and NURS 445-5 Practicum: Maternal and Child Nursing~~
or
NURS 435-8 Pediatric Nursing
or
NURS 454-8 Perinatal Care
or
NURS 455-8 Critical Care, Emergency and Trauma
or
NURS 461-8 Rural Health and Nursing
or
NURS 497-8 Specialty Focus in Nursing

Elective Requirement

Eighteen credit hours chosen to fulfill the requirements below, and to ensure completion of a minimum of 136 credit hours. A course may

not be used to satisfy the requirements in more than one category. Students are strongly advised to complete elective course work prior to 4th fourth year.

- ~~Three 3~~ 3 credit hours in First Nations Studies at any level, or HIST 110-3 Indigena, or equivalent
- ~~Three 3~~ 3 credit hours in Humanities at any level, or ENGL 170-3, or equivalent
- ~~Three 3~~ 3 additional credit hours in Nursing at the 200 level or above, or ~~three 3~~ 3 credit hours at the 200 level or above in a subject related to Nursing (with permission of program)
- At least ~~three 3~~ 3 credit hours at the 200 level or above in any subject
- At least ~~three 3~~ 3 credit hours at the 300 level or above in any subject
- ~~Three 3~~ 3 credit hours at any level in any subject

S-201111.53

Changes to Program Requirements — Post-Diploma Baccalaureate Nursing Program

Ryan / Haque

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the change to the Program Requirements for the Post-Diploma Baccalaureate Nursing Program on page 166 of 167 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

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]):

Program Requirements

Lower-Division Requirement

200 Level

MATH 240-3 Basic Statistics, or equivalent

Upper-Division Requirement

300 Level

NURS 304-3 Introduction to Nursing Knowledge

NURS 306-3 Introduction to Epidemiology

400 Level

NURS 403-3 Introduction to Nursing Research

NURS 408-3 Nursing Leadership

NURS 415-3 Introduction to Community Health and Nursing

*or NURS 418-7 Introduction to Community Health and Nursing

~~NURS 451-3 Health Assessment Across the Lifespan~~ and RN First Call

POLS 403-3 Social and Health Policy and Administration

*Students wishing to take NURS 420-6 or NURS 422-6 as their Clinical Concentration should take NURS 418-7. This course substitutes for NURS 415-3 and 4 credits towards the list below.

A minimum of 9 credit hours selected from the following:

~~ANTH 404-3~~ 213-3 Peoples and Cultures

ANTH 201-3 Medical Anthropology

COMM 230-3 Organizational Behaviour

NURS 301-3 Advanced Pathophysiology

NURS 303-3 Nutrition

or HHSC 311-3 Nutrition

NURS 402-3 Health Promotion

or HHSC 473-3 Health Promotion

NURS 409-3 Pharmacotherapeutics for Nurses

NURS 411-3 Medical Diagnostics for Nurses

NURS 412-3 Women and Health

~~NURS 416-4 Clinical Practicum: Community Nursing~~

NURS 452-6 Chronic Disease Management, Palliative Care and Wound Care

NURS 453-3 Nursing Practice with Older Persons

NURS 454-6 Perinatal Care
NURS 455-6 Critical Care, Emergency and Trauma
NURS 456-3 Mental Health and Addictions
NURS 457-3 Living and Working in a Rural Community
NURS 458-6 Remote Nursing Certified Practice

At least one of the following areas of clinical concentration:

~~NURS 420-36 Community Health Nursing
and NURS 440-3 Practicum: Community Health Nursing~~
or
~~NURS 422-36 First Nations Health and Nursing
and NURS 441-3 Practicum: First Nations Health and Nursing~~
or
~~NURS 424-3 Rural Nursing
and NURS 442-3 Practicum: Rural Nursing~~
or
~~NURS 426-36 Acute Care Nursing
and NURS 443-3 Practicum: Acute Care Nursing~~
or
~~NURS 428-36 Nursing Management
and NURS 429-3 Practicum: Nursing Management~~
or
~~NURS 430-36 Community Continuing Care Nursing
and NURS 431-3 Practicum: Community Continuing Care Nursing~~
or
~~NURS 432-36 Mental Health Nursing
and NURS 444-3 Practicum: Mental Health Nursing~~
or
~~NURS 434-3 Maternal and Child Nursing
and NURS 445-3 Practicum: Maternal and Child Nursing~~
or
NURS 435-6 Pediatric Nursing
or
NURS 454-6 Perinatal Care
or
NURS 455-6 Critical Care, Emergency and Trauma
or
NURS 497-6 Specialty Focus in Nursing

Elective Requirement

Six credit hours chosen to ensure completion of a minimum of 45 credit hours and fulfillment of the following requirements:

Three credit hours of First Nations Studies at any level.

Three credit hours at the 200 level or above and related to area of clinical concentration (with permission of program).

S-201111.54

Undergraduate and Graduate Semester Dates — Approval of Dates for 2012-2013 and Provisional Dates for 2013-2014

Hartley / Annis

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the Undergraduate and Graduate Semester Dates for 2012-2013, and the provisional Semester Dates for 2013-2014, be approved as proposed.

Effective date: Dates for 2012-2013 to be released with the next Academic Calendars in March 2012

Motion to divide motion S-201111.54:

Casperson / Liang

That motion S-201111.54 be divided into two parts.

CARRIED.

As a result of the motion to divide motion S-201111.54, the motion was divided into two parts, as follows:

Part 1:

Ryan / Hartley

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the Undergraduate and Graduate Semester Dates for 2012-13 be approved as proposed.

CARRIED.

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

2012 – 2013 Undergraduate Academic Dates

Definitions

The academic year extends from September 1 to August 31. Most of the University course offerings are delivered during the day, and courses are available in the evening during the September and January semesters. Each 12-month academic year begins in September and is composed of the following semesters:

- September Semester: September to December
- January Semester: January to April
- May Semester (Includes Spring and Summer Intersessions): May to August

2012 September Semester

[(62 Teaching Days)

(Mondays-11, Tuesdays-12, Wednesdays-13, Thursdays-13, Fridays-13)]

September

3	Monday	Labour Day, University Closed
4	Tuesday	Orientation Day
5	Wednesday	First Day of Classes
19	Wednesday	Last Day to Add/Drop Courses without Financial Penalty

October

8	Monday	Thanksgiving Day, University Closed
18	Thursday	Last Day to Withdraw Without Academic Penalty

November

11	Sunday	Remembrance Day, University Closed
12	Monday	University Closed

December

3	Monday	Last Day of Classes
5	Wednesday	First Day of Exam Period
15	Saturday	Last Day of Exam Period
24 – 31	Monday – Monday	University Closed
27	Thursday	Maintenance Shutdown, University Closed

2013 January Semester

[(61 Teaching Days)

(Mondays-12, Tuesdays-12, Wednesdays-12, Thursdays-13, Fridays-12)]

January

1	Tuesday	University Closed, New Year's Day
3	Thursday	First Day of Classes
17	Thursday	Last Day to Add/Drop Courses without Financial Penalty

February

14	Thursday	Last Day to Withdraw from Courses without Academic Penalty
18	Monday	Family Day, University Closed
18 – 22	Monday – Friday	Mid-Semester Break

March

29	Friday	Good Friday, University Closed
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April

1	Monday	Easter Monday, University Closed
8	Monday	Last Day of Classes
10	Wednesday	First Day of Exam Period
20	Saturday	Last Day of Exam Period

May Semester

*[(May Semester = 62 Teaching Days)
(Spring Intersession = 29 Teaching Days)
(Summer Intersession = 27 Teaching Days)]*

May

6	Monday	First Day of Classes, May Semester and Spring Intersession
10	Friday	Last Day to Add/Drop Spring Intersession Courses without Financial Penalty
20	Monday	Victoria Day, University Closed
21	Tuesday	Last Day to Add/Drop May Semester Courses without Financial Penalty
24	Friday	Last Day to Withdraw from Spring Intersession Course without Academic Penalty
31	Friday	Convocation Day

June

14	Friday	Last Day of Classes, Spring Intersession
17	Monday	First Day of Exam Period, Spring Intersession
18	Tuesday	Last to Withdraw from May Semester Courses without Academic Penalty
21	Friday	Last Day of Exam Period, Spring Intersession
22	Saturday	Maintenance Shutdown, University Closed
24 – 28	Monday – Friday	Summer Break

July

1	Monday	Canada Day, University Closed
3	Wednesday	First Day of Classes, Summer Intersession
9	Tuesday	Last Day to Add/Drop Summer Intersession Courses without Financial Penalty
22	Monday	Last Day to Withdraw from Summer Intersession Courses without Academic Penalty

August

5	Monday	BC Day, University Closed
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9	Friday	Last Day of Classes, May Semester and Summer Intersession
12	Monday	First Day of Exam Period, May Semester and Summer Intersession
16	Friday	Last Day of Exam Period, May Semester and Summer Intersession

Senate Dates:

September 26, 2012	January 23, 2013	May 22, 2013
October 24, 2012	February 27, 2013	June 26, 2013
November 28, 2012	*March 20, 2013	July 24, 2013
December 19, 2012	April 24, 2013	August 28, 2013

*March 20, 2013: Special Budget Meeting

2012 – 2013 Graduate Academic Dates

Definitions

The academic year extends from September 1 to August 31. Most of the University course offerings are delivered during the day, and courses are available in the evening during the September and January semesters. Each 12-month academic year begins in September and is composed of the following semesters:

- September Semester: September to December
- January Semester: January to April
- May Semester: May to August

2012 September Semester

*[(62 Teaching Days)
(Mondays-11, Tuesdays-12, Wednesdays-13, Thursdays-13, Fridays-13)]*

September

3	Monday	Labour Day, University Closed
4	Tuesday	Orientation Day
5	Wednesday	First Day of Classes
19	Wednesday	Last Day to Register or Revise Registration in September Semester Courses Last Day to Withdraw from Program without Financial Penalty Last Day to Change September Semester Courses from Audit to Credit or Credit to Audit Status

October

8	Monday	Thanksgiving Day, University Closed
18	Thursday	Last Day to Withdraw Without Academic Penalty

November

11	Sunday	Remembrance Day, University Closed
12	Monday	University Closed

December

3	Monday	Last Day of Classes
5	Wednesday	First Day of Exam Period
15	Saturday	Last Day of Exam Period
24 – 31	Monday – Monday	University Closed
27	Thursday	Maintenance Shutdown, University Closed

2013 January Semester

[(61 Teaching Days)

(Mondays-12, Tuesdays-12, Wednesdays-12, Thursdays-13, Fridays-12)]

January

1	Tuesday	University Closed, New Year's Day
3	Thursday	First Day of Classes
17	Thursday	Last Day to Register or Revise Registration in January Semester Courses Last Day to Withdraw from Program without Financial Penalty Last Day to Change January Semester Courses from Audit to Credit or Credit to Audit Status

February

14	Thursday	Last Day to Withdraw from Courses without Academic Penalty
18	Monday	Family Day, University Closed
18 – 22	Monday – Friday	Mid-Semester Break

March

29	Friday	Good Friday, University Closed
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April

1	Monday	Easter Monday, University Closed
8	Monday	Last Day of Classes
10	Wednesday	First Day of Exam Period
20	Saturday	Last Day of Exam Period

May Semester

[(May Semester = 62 Teaching Days)

(Spring Intersession = 29 Teaching Days)

(Summer Intersession = 27 Teaching Days)]

May

6	Monday	First Day of Classes, May Semester
20	Monday	Victoria Day, University Closed
21	Tuesday	Last Day to Register or Revise Registration in May Semester Courses Last Day to Withdraw from Program without Financial Penalty Last Day to Change May Semester Courses from Audit to Credit or Credit to Audit Status
31	Friday	Convocation Day

June

18	Tuesday	Last to Withdraw from May Semester Courses without Academic Penalty
22	Saturday	Maintenance Shutdown, University Closed
24 – 28	Monday – Friday	Summer Break

July

1	Monday	Canada Day, University Closed
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August

5	Monday	BC Day, University Closed
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9	Friday	Last Day of Classes, May Semester
12	Monday	First Day of Exam Period, May Semester
16	Friday	Last Day of Exam Period, May Semester

Senate Dates:

September 26, 2012	January 23, 2013	May 22, 2013
October 24, 2012	February 27, 2013	June 26, 2013
November 28, 2012	*March 20, 2013	July 24, 2013
December 19, 2012	April 24, 2013	August 28, 2013

*March 20, 2013: Special Budget Meeting

Part 2:

Ryan / Hartley

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the provisional Semester Dates for 2013-14 be approved as proposed.

A Senator suggested voting against this motion until some recommendations regarding the scheduling of examinations had been dealt with by the Senate Committee on Academic Policy and Planning, as he felt there were problems with these proposed dates in relation to the exam schedule. Concern was also expressed that three Monday teaching days were lost in the first term, and that this requires more consideration. The Registrar replied that there were other issues that the University can address to assist with the loss of teaching days. The Senator responded that, every year, Senate raises these concerns and they are not dealt with, and he would like to see that pattern broken.

DEFEATED.

“For Information” Items:

SCAPP201111.10

Changes to Course Number, Title, and Prerequisites — ANTH 210-3

Chasteauneuf / Deo

That the changes to the course number, title, and prerequisites for ANTH 210-3 Understanding Theory on page 182 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

~~ANTH 210-3~~ 315-3 ~~Understanding Theory~~ Anthropological Theory This course investigates the major theoretical trends in anthropology from the nineteenth century to the present. It ~~will~~ introduces central issues in anthropology theory, key concepts in the discipline, important authors and debates over theoretical perspectives.

Prerequisites: ~~ANTH 100-3, 101-3, or 211-3~~ 60 credit hours

SCAPP201111.12

Change to Course Description — HHSC 421-3

Chasteauneuf / Deo

That the change to the course description for HHSC 421-3 Medical Geography on page 235 of the 2010/2011 undergraduate be approved as proposed.

Effective date: 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]):

HHSC 421-3 Medical Geography

~~This course provides an introduction to the basic themes, concepts, theories, models and methods of medical geography.~~

This course examines the importance of environments of daily living to individual and collective experiences of health and health care.

SCAPP201111.55

Change to Course Prerequisite — NURS 203-3

Chasteauneuf / Deo

That the changes to the prerequisite for NURS 203-3 Health Promotion in Families on page 251 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

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

NURS 203-3 Health Promotion in Families This course introduces theory related to families across the lifespan within the context of primary health care in the north. Emphasis is on family assessment skills and working in partnership with families in the development of health promotion and illness and injury prevention strategies. Holistic care of families during transitions such as normal childbearing, child rearing, and caring for an elderly parent is included.

Pre- or co-requisites: ~~NURS 101-3, NURS 102-3 ; HHSC 111-4 and HHSC 112-4, or BIO 111-3 and BIO 112-3 at CNC, or BIOL 131-3 and BIOL 132-3 at NWCC, or equivalent.~~

Major Restriction: Restricted to students in the NCBNP

SCAPP201111.56

Change to Course Prerequisites — NURS 204-3

Chasteauneuf / Deo

That the changes to the prerequisite for NURS 204-3 Healing Modalities on page 251 of the 2011/2012 calendar be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

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

NURS 204-3 Healing Modalities This course provides an overview of healing modalities currently used by nurses and other experts in practice in British Columbia. Principles of pharmacology and pharmacodynamics are addressed. Opportunity is provided for students to explore various complementary healing techniques.

Pre- or co-requisites: ~~NURS 202-3.~~ HHSC 111-4 and HHSC 112-4, or BIO 111-3 and BIO 112-3 at CNC, or BIOL 131-3 and BIOL 132-3 at NWCC, or equivalent

Major Restriction: Restricted to students in the NCBNP

SCAPP201111.57

Change to Course Prerequisite — NURS 205-3

That the changes to the prerequisite for NURS 205-3 Introduction to First Nations Health on page 251 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

Motion to rescind motion SCAPP201111.57:

Annis / Wagner

That motion SCAPP201111.57 be rescinded and returned to Senate after it has been reviewed by the Senate Committee on First Nations and Aboriginal Peoples.

CARRIED.

SCAPP201111.58

Change to Course Prerequisite — NURS 304-3

Chasteauneuf / Deo

That the changes to the prerequisite for NURS 304-3 Introduction to Nursing Knowledge on page 251 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

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

NURS 304-3 Introduction to Nursing Knowledge This course provides an overview of the types of knowledge or theory in the profession, and how such knowledge is developed. It encourages a critical analysis of trends in knowledge development and highlights the crucial relationship of knowledge to practice.

Prerequisites: NURS 220-5, or enrolment in the Post-Diploma BScN, or permission of the ~~Program~~ Chair, School of Nursing

SCAPP201111.59

Change to Course Prerequisite — NURS 306-3

Chasteauneuf / Deo

That the changes to the prerequisite for NURS 306-3 Introduction to Epidemiology on page 251 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

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

NURS 306-3 Introduction to Epidemiology This course applies epidemiological principles in the examination of patterns of disease and disability among populations, particularly those in northern latitudes. It introduces students to the interpretation of vital statistics, the critique of cross-sectional, case-control and cohort design, and the principles of screening.

Prerequisites: NURS 220-5, or enrolment in the Post-Diploma BScN, or permission of the ~~Program~~ Chair, School of Nursing

Precluded: HHSC 350-3

SCAPP201111.60

Change to Course Prerequisite — NURS 308-3

Chasteauneuf / Deo

That the changes to the prerequisite for NURS 308-3 Ethics and Law in Nursing on page 252 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 308-3 Ethics and Law in Nursing This course examines ethical reasoning and the use of ethical theory in nursing practice decisions. Health care law as it relates to nursing practice is explored. Special focus is on the meaning and use of nursing practice acts, professional standards of practice and nursing codes of ethics.

Prerequisites: NURS 220-5, or permission of the ~~Program~~ Chair, School of Nursing

Precluded: HHSC 201-3

SCAPP201111.61

Change to Course Prerequisite — NURS 402-3

Chasteauneuf / Deo

That the changes to the prerequisite for NURS 402-3 Health Promotion on page 252 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 402-3 Health Promotion This course examines health promotion theories, principles, and underlying philosophies within a primary health care framework. Students ~~will~~ identify and critique health promotion issues and explore strategies ~~which~~ that promote well-being among individuals, groups, and communities.

Prerequisites: Upper-division standing in Nursing, ~~NCBNP students only by~~ or permission of instructor

Precluded: HHSC 473-3

SCAPP201111.62

Change to Course Prerequisite — NURS 403-3

Chasteauneuf / Deo

That the changes to the prerequisite for NURS 403-3 Introduction to Nursing Research on page 252 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 403-3 Introduction to Nursing Research This course covers the empirical approach to the development of nursing knowledge and reviews aspects of quantitative and qualitative methods.

Prerequisites: NURS 304-3, MATH 240-3 or ECON 205-3, or permission of the ~~Program Chair.~~ Chair, School of Nursing

SCAPP201111.63

Change to Course Prerequisite — NURS 408-3

Chasteauneuf / Deo

That the changes to the prerequisite for NURS 408-3 Nursing Leadership on page 253 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 408-3 Nursing Leadership This course discusses nursing as a profession within the health care delivery system. Theory regarding organizational structure, leadership, change, power, accountability and decision-making processes is included and is related to a specific clinical setting.

~~Prerequisites: all required 300-level Nursing courses for either the NCBNP or Post-Diploma BScN, or permission of the Program Chair.~~

Prerequisites: NURS 330-5, or permission of the Chair, School of Nursing

SCAPP201111.64

Change to Course Description — NURS 409-3

Chasteauneuf / Deo

That the changes to the course description for NURS 409-3 Pharmacotherapeutics for Nurses, on page 253 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 409-3 Pharmacotherapeutics for Nurses This course eExamines the clinical application of drug therapy, with an emphasis on drugs commonly used in primary care settings. Implications of selected pharmacotherapeutics for patients and professional nurses are analyzed. Emphasis is on clinical decision-making for nurses working in rural or northern settings.

~~Prerequisites: Upper-division standing in Nursing, or permission of the instructor. For RNs only.~~

SCAPP201111.65

Change to Course Description — NURS 411-3

Chasteauneuf / Deo

That the changes to the course description for NURS 411-3 Medical Diagnostics for Nurses, on page 253 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 411-3 Medical Diagnostics for Nurses This course Provides considers information, interpretation and implications of commonly ordered diagnostic tests. Aspects of specimen collection and test performance are covered. Areas of study include serum chemistry, hematology, microbiology, radiological imaging, and electrography. Emphasis is upon problem-solving and decision-making for nurses in acute care settings and in remote and rural areas.

Prerequisites: Upper-division standing in Nursing, or by permission of the instructor

SCAPP201111.66

Change to Course Description — NURS 412-3

Chasteauneuf / Deo

That the changes to the course description for NURS 412-3 Women and Health on page 253 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

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

NURS 412-3 Women and Health This course eExamines health issues of northern women within a holistic perspective. Students will explore general and specific health concerns of women using research literature, including epidemiology.

Prerequisites: Upper-division standing in Nursing, or by permission of the instructor

Precluded: NURS 612-3

SCAPP201111.67

Change to Course Prerequisites and Preclusion — NURS 415-3

Chasteauneuf / Deo

That the changes to the prerequisites and preclusion for NURS 415-3 Introduction to Community Health and Nursing on page 253 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

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

NURS 415-3 Introduction to Community Health and Nursing This course provides an introduction to the concepts of community and nursing in the community and builds upon previous experiences in community health nursing practice. Nursing theory and practice of working with individuals, families, and population groups in health and in illness are addressed. The trend to more community care in British Columbia is explored.

Prerequisites: ~~all required 300 level Nursing courses for either the NCBNP or Post-Diploma BScN, or permission of the Program Chair.~~

Prerequisites: NURS 304, NURS 306

Major Restriction: Restricted to Post-Diploma BScN students, or permission of the Chair, School of Nursing

Precluded: NURS 418-7

SCAPP201111.68

Change to Course Preclusion — NURS 451-3

Chasteauneuf / Deo

That the changes to the preclusion for NURS 451-3 Health Assessment and RN First Call on page 255 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

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

NURS 451-3 Health Assessment and RN First Call This course provides students with the knowledge and skills needed to extend their ability to conduct a thorough health assessment for diverse client populations throughout the lifespan. ~~The competencies required for RN First Call certified practice are taught. It prepares students to safely utilize the CRNBC Decision Support Tools for RN First Call practice.~~ Students conduct age-appropriate comprehensive health histories and physical examinations, identify health concerns and risks, taking into account culture, ethnicity and health beliefs, and make informed clinical judgments. ~~The diagnoses and treatment of minor acute illnesses, as determined by the CRNBC approved Decision Support Tools, are included. An extended skills building workshop is included.~~ This course features one or more extended skills-building laboratory/workshop sessions that include evaluation of history and physical assessment skills as well as utilization of the RN First Call Decision Support Tools. Upon successful completion students may apply for CRNBC RN First Call Practice Certification.

Major Restriction: ~~Restricted to the Rural Nursing Certificate Program or Post-Diploma BScN students only, or by permission of the Chair, School of Nursing.~~

Precluded: NURS 461-8

SCAPP201111.69

Change to Course Description and Prerequisite — NURS 452-6

Chasteauneuf / Deo

That the changes to the course description and prerequisite for NURS 452-6 Chronic Disease Management, Palliative Care and Wound Care on page 255 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 452-6 Chronic Disease Management, Palliative Care and Wound Care This course has three components. The Chronic Disease Management component utilizes current, evidence-based knowledge, skills and management tools to provide effective client-centred care for those with chronic health challenges in rural practice. The Palliative Care ~~section~~ component enables the learners to extend their knowledge surrounding palliative care guidelines and discusses grief and bereavement issues. The Wound Care component examines evidence-based and cost-effective wound care for people residing in rural settings. ~~This course is restricted to registered nurses.~~

Major Restriction: ~~Restricted to the Rural Nursing Certificate Program or Post-Diploma BScN students only, or by permission of the Chair, School of Nursing.~~

Prerequisites: NURS 330-5, or Rural Nursing Certificate Program or Post-Diploma BScN students, or permission of the Chair, School of Nursing

Precluded: NURS 652-6

SCAPP201111.70

Change to Course Preclusion — NURS 453-3

Chasteauneuf / Deo

That the changes to the preclusion for NURS 453-3 Nursing Practice with Older Persons, on page 255 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 453-3 Nursing Practice with Older Persons This course focuses on health-promoting, person-centred practice for nurses working with older persons in rural communities. Assessment focuses on the physical and mental health of older persons within the context of their everyday experience and their families and/or cultures. Particular attention is paid to the strengths of the individual as well as the presenting health challenges. Nurses explore strategies to prevent and/or address common health issues experienced by older persons. ~~This course is restricted to registered nurses.~~

Major Restriction: ~~Restricted to the Rural Nursing Certificate Program or Post-Diploma BScN students only, or by permission of the Chair, School of Nursing.~~

Precluded: NURS 313-3, NURS 316-2.5, NURS 323-5.5, NURS 653-3

SCAPP201111.71

Change to Course Preclusion — NURS 456-3

Chasteauneuf / Deo

That the changes to the preclusion for NURS 456-3 Mental Health and Addictions, on page 255 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 456-3 Mental Health and Addictions This course provides knowledge and skills required to care for people living with common mental health and addiction issues encountered in rural nursing practice. A holistic relational nursing focus allows students to apply concepts to a variety of health challenges and to intervene appropriately. Nursing approaches to clinical decision making with clients who have specific mental health problems such as psychotic, mood, anxiety and personality disorders are highlighted. Nursing practice approaches to addictions, substance use, and crisis intervention, including aggression and suicide attempts, are addressed. ~~This course is restricted to registered nurses.~~

Major Restriction: ~~Restricted to the Rural Nursing Certificate Program or Post-Diploma BScN students only, or by permission of the Chair, School of Nursing~~

Precluded: NURS 312-3, NURS 315-2.5, NURS 326-5.5, NURS 656-3

SCAPP201111.72

Change to Course Description and Prerequisite — NURS 457-3

Chasteauneuf / Deo

That the changes to the course description and prerequisite for NURS 457-3 Living and Working in a Rural Community on page 256 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 457-3 Living and Working in a Rural Community This course enables students to gain an understanding and appreciation of the unique challenges facing nurses who live and work in rural communities. Confidentiality, anonymity, cultural safety, inter-professional relationships, population health, and maintaining competence are addressed. Students gain greater knowledge and sensitivity in the provision of ethical and effective health care for First Nations populations. ~~This course is restricted to registered nurses.~~

~~Major Restriction: Restricted to the Rural Nursing Certificate Program or Post-Diploma BScN students only, or by permission of the Chair, School of Nursing.~~

Prerequisites: NURS 330-5, or Rural Nursing Certificate Program or Post-Diploma BScN students, or permission of the Chair, School of Nursing

SCAPP201111.73

Change to Course Prerequisite — NURS 498-(1-6)

Chasteauneuf / Deo

That the changes to the prerequisite for NURS 498-(1-6) Special Topics in Nursing, on page 256 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 498-(1-6) Special Topics in Nursing This course explores a special topic in nursing. The topic varies, depending on student interest and faculty availability. No more than ~~six~~ 6 credit hours in Special Topics courses may be applied towards a BScN degree.

Prerequisites: Upper-division standing in Nursing, permission of the instructor, and permission of the ~~Program~~ Chair, School of Nursing.

SCAPP201111.74

Change to Course Prerequisite — NURS 499-(1-6)

Chasteauneuf / Deo

That the changes to the prerequisite for NURS 499-(1-6) Independent Study in Nursing, on page 256 of the 2011/2012 undergraduate calendar be approved as proposed.

Effective date: September 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]):

NURS 499-(1-6) Independent Study in Nursing This course explores a selected topic in nursing based on readings and learning experiences directed by an instructor. The course format and requirements are based on a formal contract with the instructor. No more than ~~six~~ 6 credit hours in Independent Study courses may be applied towards a BScN degree.

Prerequisites: Upper-division standing in Nursing, permission of the instructor, and permission of the ~~Program~~ Chair, School of Nursing.

8.2 Senate Committee on Research and Graduate Studies

Fondahl / Hartley

“For Approval” Items:

S-201111.55

Changes to Calendar Description — First Nations Studies (MA Program)

Hartley / Edwards

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the change(s) to the First Nations Studies (MA Program) on page 72 of the 2011/2012 graduate calendar be approved as proposed.

Effective date: September 2012

The Chair of the First Nations Studies Program, Dr. Ross Hoffman, was in attendance at the meeting and asked that this motion be postponed as it had not been reviewed by the Senate Committee on First Nations and Aboriginal Peoples.

Motion to postpone motion S-201111.55:

Nyce / Casperson

That motion S-201111.55 be postponed until it has been reviewed by the Senate Committee on First Nations and Aboriginal Peoples.

CARRIED.

An Executive Summary of the School of Nursing proposed calendar changes for MScN and MScN: Family Nurse Practitioner Streams was included for information.

Motions S-201111.56 and S-201111.57 were dealt with as an omnibus motion.

S-201111.56

Change to Calendar Description — Titles and Introductory Paragraphs for the Master of Science in Nursing (MScN:FNP and MScN Streams)

Jensen / Deo

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the change(s) to the titles and introductory paragraphs for the Master of Science in Nursing (MScN:FNP and MScN Streams) on page 88 and 89 of the 2011/2012 graduate calendar be approved as proposed.

Effective date: September 2012

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]):

Master of Science in Nursing

~~(MScN FNP and MScN Streams)~~

- **Family Nurse Practitioner Stream (~~MScN: FNP~~) (MScN (FNP))**
- **~~Academic Master Program~~ Thesis Stream (MScN)**

(List of faculty names)

Website: www.unbc.ca/nursing/practitioner.html

www.unbc.ca/nursing/programs/graduate/fnp.html

www.unbc.ca/nursing/programs/graduate/mscn.html

The Master of Science in Nursing: Family Nurse Practitioner is a practice-oriented, theory-based degree that prepares graduates to be autonomous practitioners, leaders, role models, and educators in primary health care. The focus of the Family Nurse Practitioner stream ~~will be~~ is general family practice—that is care for individuals, families, groups and communities across all life stages. ~~Family Nurse Practitioners are registered nurses with advanced education, and skills to provide a broad range of health care services from a holistic nursing perspective. In British Columbia, the goal of Family Nurse Practitioners is to improve client health outcomes by increasing accessibility to health care services, expanding clients' health care options, and filling gaps that presently exist in health care delivery. Although the role of Family Nurse Practitioners includes some activities in common with physicians, they are not substitute physicians. They will order diagnostic tests, diagnose, prescribe, and manage diseases, disorders, and conditions within a professionally regulated scope of practice. They will practice in a variety of health care settings, and work in close collaboration with other health care professionals and service providers. Family Nurse Practitioners are health professionals who have achieved the advanced nursing practice competencies at the graduate level of nursing education. Nurse Practitioners, who are regulated by the College of Registered Nurses of British Columbia, provide health~~

care services from a holistic nursing perspective, integrated with the autonomous diagnosis and treatment of acute and chronic illness, including ordering diagnostic tests and prescribing medications.

The ~~Master of Science in Nursing- Academic Masters Program~~ Thesis Stream is ~~leads~~ to an advanced nursing practice degree that is ~~theory-based~~ designed to prepare graduates to become autonomous practitioners, collaborators, nurse researchers, leaders, educators, change agents, and role models. Graduates of the ~~academic~~ thesis stream will work in a variety of health care settings as clinical nurse specialists, educators, administrators, and researchers, and will work with diverse populations across all age groups.

The program is designed to allow professional nurses to complete their degree within two years (three semesters per year) of full-time study, or four years of part-time study. The first year is ~~Both streams~~ focus on the preparation of graduates for advanced nursing practice in rural and northern communities. The streams share five core nursing courses, which ~~built on undergraduate disciplinary learning, and focus on~~ address community and program development and evaluation; engaging in debates influencing health care policy; applying research and undertaking evidence-based practice; promoting the health of Indigenous Peoples; and developing nursing knowledge in relation to advanced practice nursing in northern BC.

Required courses for the MScN are available by distance, with some on-site (face-to-face) requirements and required clinical practice in the MScN (FNP). The streams are designed to allow professional nurses to complete their degree on a full-time or part-time basis.

Criminal Records Search

MScN students are required to undergo criminal records searches prior to being admitted, as well as prior to commencement of their first clinical courses. Proof of criminal records searches must be submitted to the Office of the Registrar.

Immunizations

All students who will be undertaking clinical learning experiences must submit records of current status of the following immunizations prior to commencement of the clinical courses: diphtheria, tetanus, poliomyelitis, measles, mumps, rubella, hepatitis B and varicella.

A Mantoux test (PPD) for tuberculosis is also recommended within one month of entering the clinical setting. Failure to have up-to-date immunizations may result in the student not being permitted to practice in a clinical setting.

CPR Certification

All students who will be undertaking clinical learning experiences must provide proof of current CPR certification, level C, prior to commencement of the clinical courses.

College of Registered Nurses of British Columbia Requisite Skills and Abilities

All students who apply to the UNBC MScN (FNP) and MScN Thesis Streams must demonstrate the capacity to meet College of Registered Nurses of British Columbia's (CRNBC) Requisite Skills and Abilities, and sign the CRNBC form attesting to that capacity.

Standards of Professional Conduct

In addition to fulfilling all University and Program expectations, all students are expected to abide by professional standards as set forth in the current CRNBC Professional Standards for Registered Nurses and Nurse Practitioners and the Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses. Violation of professional standards may result in suspension or dismissal from the program or the educational institution.

Misconduct

Any conduct that violates the ethical or legal standards of UNBC or CRNBC, particularly those related to academic dishonesty and professional conduct, are considered serious offenses. Academic misconduct and/or professional misconduct may result in the student being required to withdraw from the MScN Program and possibly the University. Satisfactory academic performance is not the sole criterion for progression or graduation. The UNBC School of Nursing reserves the right to require a student to withdraw from the student's program if the student is considered to be unsuited to proceed with the study or practice of advanced practice nursing.

Academic Performance

All MScN students must adhere to all Graduate Program Admissions and Regulations as outlined in the UNBC Graduate Calendar. Students may be removed from a clinical learning experience or setting due to "unsafe or unprofessional" performance or conduct and may receive a final grade of F in that course.

S-201111.57

Change to Calendar Description — Admission and Program Pages for the Master of Science in Nursing (MScN:FNP and MScN Academic Streams)

Jensen / Deo

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the changes to the Admission and Program Pages for the Master of Science in Nursing (MScN: FNP and MScN Academic Streams) on pages 89-90 2011-2012 graduate calendar be approved as proposed.
Effective date: September 2012
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]):

MScN:FNP MScN (FNP) Family Nurse Practitioner Stream

~~In addition to the core nursing courses, four nurse practitioner-specific courses focus on medical sciences, and one course focuses on the ethics and regulations governing nurse practitioner practice. Also required are two clinical practicum courses, and one internship course. On-site clinical laboratory instruction is a required component of the five courses. Placements for clinical experiences will be in rural and northern communities. A final paper completes the degree.~~

MScN: Academic Master's Stream

~~In addition to the core nursing courses, two advanced practice courses, one in advanced qualitative research approaches in health and human sciences and one in quantitative research and analysis in nursing and health care, are required. As well, students must take at least one three-credit elective in nursing or a related discipline, and complete an independent research thesis.~~

Admission

Admission to Family Nurse Practitioner Stream

In addition to the application requirements outlined in Section 1.0 of the Graduate Academic Calendar, applicants for the Family Nurse Practitioner Stream are required to submit the following for consideration of admission:

- ~~Three letters of reference, Three Assessment Reports on Applicant for Admission to Graduate Studies. Letters of reference may accompany the Assessment Reports, at At least one of which the assessments/letters must be from a health professional from the prospective student's most recent practice setting. For prospective students who have been out of an academic program for more than ten years, three letters of reference from a practice setting, one of which must be from the most recent practice setting, will be acceptable.~~

- An academic transcript showing undergraduate courses in nursing theory, health assessment, and community health nursing, and research.
- Nursing practice ~~resume~~ résumé or curriculum vitae.
- ~~Evidence of a criminal records search.~~
- Criminal records searches prior to being admitted.
- Evidence of at least two years full-time practice experience, or equivalent, following completion of the Baccalaureate degree.
- ~~RNABC/CRNBC practicing membership.~~
- Evidence of active and continuing registration as a nurse in British Columbia. Annual documentation of current, practicing CRNBC licensure is required while enrolled in the program.

For Family Nurse Practitioner Stream

- ~~Evidence of at least two years practice experience following completion of the Baccalaureate degree.~~
- ~~RNABC/CRNBC practicing membership.~~

For Academic Stream

- ~~Applicants must have current active registration (in the jurisdiction in which the student resides while taking the program).~~

Application deadlines are found in this calendar under “Semester Dates” or online at: www.unbc.ca/calendar/graduate, also under “Semester Dates.” The Nursing Program (MScN-FNP and MScN)-MScN (FNP) Stream 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.

Requirements

In addition to five core MScN courses (15 credit hours), eight nurse practitioner-specific courses (36 credit hours), are required. On-site instruction is a required component of five courses. Placements for clinical experiences will be in rural and northern communities. A final project completes the degree.

Family Nurse Practitioner Stream

Core Courses:	15 credit hours
Nurse Practitioner Courses (<u>includes project</u>):	36 credit hours
TOTAL:	51 credit hours

Academic Stream

Core Courses:	15 credit hours
Advanced Practice Courses:	6 credit hours
Elective:	3 credit hours
Thesis:	12 credit hours
TOTAL:	36 credit hours

Family Nurse Practitioner Stream Required Courses Requirements

Core courses

NURS 604-3 The Healing and Well-being of Indigenous Peoples
 NURS 606-3 Developing Nursing Knowledge
 NURS 607-3 Applying Research and Evidence to Practice
 NURS 703-3 Health Program Planning, Community Development and Evaluation
 POLS 603-3 Social and Health Policy in the Context of Health and Health Care

**Note: POLS 603-3 is precluded if the student already has credit for POLS 403-3. The student is required to choose another course to make up the credit hours upon consultation with their supervisor.*

Nurse Practitioner Courses

Core courses

Nurse Practitioner Courses

NURS 602-3 Pathophysiology
NURS 603-3 Health Assessment and Diagnostic Reasoning
NURS 720-6 Practicum: Integrating Primary Health Care I
NURS 605-3 Pharmacological Management and Therapeutic Interventions
NURS 730-6 Practicum: Integrating Primary Health Care II
NURS 608-3 Ethics, Accountability and Responsibility for Practice
NURS 790-9 Nurse Practitioner Internship
NURS 798-3 Nurse Practitioner Project

Program Costs

Costs associated with study in the MScN (FNP) are the responsibility of the individual student, including transportation costs, and any expenses involved in academic studies, lab, and clinical practica. This includes travel, accommodation, and living expenses associated with required clinical practice or travel to campus for required face-to-face (on-campus) course work. See the Fees section in this calendar.

MScN Thesis Stream

Admission to MScN Thesis Stream

In addition to the application requirements outlined in Section 1.0 of the Graduate Academic Calendar, applicants for the Academic Master's Stream are required to submit the following for consideration of admission:

- Three Assessment Reports on Applicant for Admission to Graduate Studies. Letters of reference may accompany the Assessment Reports. At least one of the assessments/letters must be from a health professional from the prospective student's most recent practice setting.
- An academic transcript showing undergraduate courses in nursing theory, health assessment, community health nursing, and research.
- Nursing practice résumé or curriculum vitae.
- Criminal records searches prior to being admitted.
- Applicants must have current active registration (in the jurisdiction in which the student resides while taking the program). Annual documentation of current licensure is required while enrolled in the program.

Application deadlines are found in this calendar under "Semester Dates" or online at www.unbc.ca/calendar/graduate, also under "Semester Dates." The MScN accepts students for the September and January Semesters.

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

Academic Thesis Stream Required Courses Requirements

In addition to the core courses, one elective and two advanced nursing practice courses are required. As well, students must complete an independent research thesis.

Thesis Stream

Core Courses:	15 credit hours
Advanced Practice Courses:	6 credit hours
Elective:	3 credit hours
Thesis:	12 credit hours
TOTAL:	36 credit hours

Core courses

NURS 604-3 The Healing and Well-being of Indigenous Peoples
NURS 606-3 Developing Nursing Knowledge
NURS 607-3 Applying Research and Evidence to Practice

NURS 703-3 Health Program Planning, Community Development
and Evaluation
POLN 603-3 Social and Health Policy in the Context of Health and
Health Care

**Note: POLN 603-3 is precluded if the student already has credit for
POLN 403-3. The student is required to choose another course to
make up the credit hours upon consultation with their supervisor.*

Advanced Nursing Practice Courses

Advanced Nursing Practice Courses

NURS 609-3 Qualitative Research Approaches in Nursing and
Health
NURS 610-3 Quantitative Research in Nursing and Health

Electives

Electives

At least 3 credit hours of graduate-level study (i.e., at or above the
600 level). The purpose is to broaden the student's depth and scope
of learning on a particular topic of interest. The supervisory committee
will ensure the appropriate selection of relevant elective course(s).

Thesis

Thesis

NURS 799-12 Thesis

MScN (academic) Academic Thesis Stream students must write and defend an independent
research thesis. The thesis entails research in a topic area developed
in consultation with the student's supervisory committee. Oral
examination is required as per University regulations.

Program Policies

~~All students are expected to maintain RNABC/CRNBC practicing
membership throughout their program, and provide evidence of
registration annually.~~

Program Costs

Costs associated with study in the MScN are the responsibility of the
individual student, including transportation costs, and any expenses
involved in academic studies, lab, and clinical practica. This includes
travel, accommodation, and living expenses associated with required
clinical practice or travel to campus for required face-to-face course
work. See the Fees section in this calendar.

S-201111.58

Change to Credit Hours and Course Description — NURS 681-3

Chasteauneuf / Deo

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the
change(s) to the credit hours and the course description for NURS 681-3 on page 128 of the 2011/2012
Graduate Calendar be approved as proposed.

Effective date: 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]):

NURS 681-3 (1-6) Independent Study

The details of this course are determined on an individual basis between faculty and graduate
students.

S-201111.59

Change to Grade Mode — NURS 798-3

Annis / Wagner

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the change to the grade assignment for NURS 798-3 Nurse Practitioner Project, from Normal grade mode to "Pass/Fail," be approved as proposed.

Effective date: September 2012

CARRIED.

"For Information" Items:

SCRGS201111.03

Change to Course Description — EDUC 719-3

Chasteauneuf / Deo

That the change to the course description for EDUC 719-3 Counselling Practicum, on page 112 of the 2011/2012 graduate calendar be approved as proposed.

Effective date: September 2012

CARRIED (consent agenda).

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

EDUC 719-3 Counselling Practicum This course includes a practicum placement in at least one school, agency or institutional setting; scheduled seminars; and individual supervision. Students are required to complete ~~420~~ 150 hours of direct client contact time at their practicum. This course is restricted to MEd Counselling students.

SCRGS201111.08

Change to Course Description — NURS 603-3

Chasteauneuf / Deo

That the change to the course description for NURS 603-3 Health Assessment and Diagnostic Reasoning, on page 127 of the 2011/2012 graduate calendar be approved as proposed.

Effective date: January 2012

CARRIED (consent agenda).

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

NURS 603-3 Health Assessment and Diagnostic Reasoning: This course prepares students to perform comprehensive advanced health assessments with clients across the life-span. The integration of interpersonal communication and physical assessment skills with diagnostic reasoning, critical thinking and clinical decision-making in determining differential diagnoses is emphasized. Students learn health assessment and diagnostic reasoning in accordance with Nurse Practitioner professional regulations and ~~standards of nursing~~ within the context of interpersonal practice.

Prerequisites or Co-requisites: NURS 602-3 or permission of the ~~instructor~~ Program Coordinator or Chair, School of Nursing

SCRGS201111.09

Change to Course Prerequisites — NURS 605-3

Chasteauneuf / Deo

That the change(s) to the prerequisites for NURS 605-3 Pharmacological Management and the Therapeutic Interventions, on page 127 of the 2011/12 graduate calendar be approved as proposed.

Effective date: 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]):

NURS 605-3 Pharmacological Management and Therapeutic Interventions: This course provides students with the most current advanced knowledge of pharmacology, including pharmacokinetics and pharmacodynamics. Students learn about evidence-based practice in the selection, prescription and monitoring of drugs to treat diseases, disorders, conditions and injuries commonly used in primary health care settings within the CRNBC limits and conditions prescribing and dispensing regulations. Based on client health history, disease, disorder or condition, this course involves in-depth study of the mechanisms of drug interactions, therapeutic and adverse effects, drug interactions, and client education. Emphasis is on clinical decision-making applied in case studies that span a variety of age groups and conditions.

Prerequisites: NURS 602-3, ~~NURS 720-6~~

SCRGS201111.10

Change to Course Description and Preclusions — NURS 610-3

Chasteauneuf / Deo

That the change(s) to the course description and preclusions for NURS 610-3 Quantitative Research in Nursing and Health on page 128 of the 2011/2012 graduate calendar be approved as proposed.

Effective date: 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]):

NURS 610-3 Quantitative Research in Nursing and Health

This course introduces students to a range of quantitative research designs, methods and statistical approaches that are commonly used in nursing practice, nursing education and health care. The course prepares students ~~with research and statistical~~ by providing methodological tools required to undertake a thesis.

Precluded: ~~EDUC 602-4~~, SOCW 609-3

SCRGS201111.11

Change to Course Prerequisites — NURS 720-6

Chasteauneuf / Deo

That the change(s) to the prerequisites for NURS 720-6 Practicum: Integrating Primary Health Care I, on page 129 of the 2011/2012 graduate calendar be approved as proposed.

Effective date: 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]):

NURS 720-6 Practicum: Integrating Primary Health Care I This course enables students to consolidate and practice knowledge and skills in assessing, diagnosing and managing physical and mental health/illness of adults, older adults and their families. The focus is on the management of common episodic and chronic health conditions of individuals across the lifespan, within the context of family and community in northern primary health care settings. Emphasis is placed on health promotion and illness/injury prevention strategies and on chronic self-care management. Situations requiring physician referral and managing rapidly changing situations are also addressed. This two-part course, which consists of on-site practice seminars and a clinical practicum, includes structured clinical evaluation.

Prerequisites: NURS 602-3, NURS 603-3, ~~NURS 604-3~~, or permission of the instructor., NURS 605-3, NURS 607-3, NURS 608-3, or permission of the Program Coordinator or Chair, School of Nursing.

SCRGS201111.12

Change to Course Prerequisites — NURS 730-6

Chasteauneuf / Deo

That the change(s) to the prerequisites for NURS 730-6 Practicum: Integrating Primary Health Care II on page 129 of the 2011/2012 graduate calendar be approved as proposed.

Effective date: 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]):

NURS 730-6 Practicum: Integrating Primary Health Care II This course enables students to extend their knowledge and practice skills in northern primary health care settings with an emphasis on the development of core family nurse practitioner competencies related to caring for perinatal women, infants, children and adolescents. Emphasis is placed on health promotion and illness/injury prevention strategies and on chronic self-care management. Situations requiring physician referral and managing rapidly changing situations are also addressed. This two-part course, which consists of on-site practice and seminars and a clinical practicum, includes a structured clinical evaluation.

Prerequisites: ~~NURS 605-3, NURS 606-3, NURS 720-6~~ or permission of the instructor or permission of the Program Coordinator or Chair, School of Nursing.

SCRGS201111.13

Change to Course Prerequisites — NURS 790-9

Chasteauneuf / Deo

That the change(s) to the prerequisites for NURS 790-9 Nurse Practitioner Internship on page 129 of the 2011/2012 graduate calendar be approved as proposed.

Effective date: 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]):

NURS 790-9 Nurse Practitioner Internship This final practicum course, consisting of seminars and concentrated clinical practice, sees students building upon previously acquired family nurse practitioner knowledge and skills. Students undertake autonomous, collaborative primary health care practice, through consolidating their skills and judgment in the assessment, management and care of individuals and families across the lifespan. Students collaborate with other health professionals to provide comprehensive care, and begin to take on leadership roles in addressing population health needs, service gaps and the promotion of health in primary care settings.

Prerequisites: ~~NURS 607-3, NURS 608-3, NURS 730-6~~ or permission of the instructor. Program Coordinator or the Chair, School of Nursing.

“For Information” Items:**SCSB20111026.04****Revised Terms and Conditions — Helen Thurwell Scholarship**

Chasteauneuf / Deo

That the revised Terms and Conditions for the Helen Thurwell Scholarship be approved.

Effective Date: 2011-2012 Academic Year

CARRIED (consent agenda).

SCSB20111026.05**New Terms and Conditions — History Department Award of Excellence**

Chasteauneuf / Deo

That the new Terms and Conditions for the History Department Award of Excellence be approved.

Effective Date: 2011-2012 Academic Year

CARRIED (consent agenda).

SCSB20111026.06**New Terms and Conditions — Khasdzoon Yusk’ut Award**

Chasteauneuf / Deo

That the new Terms and Conditions for the Khasdzoon Yusk’ut Award be approved.

Effective Date: 2012-2013 Academic Year

CARRIED (consent agenda).

SCSB20111026.07**New Terms and Conditions — May & Ronald F Whitcombe Memorial Scholarship**

Chasteauneuf / Deo

That the new Terms and Conditions for the May & Ronald F Whitcombe Memorial Scholarship be approved.

Effective Date: 2012-2013 Academic Year

CARRIED (consent agenda).

SCSB20111026.08**Revised Terms and Conditions — George W. Baldwin, QC Graduate Scholarship**

Chasteauneuf / Deo

That the revised Terms and Conditions for the George W. Baldwin, QC Graduate Scholarship be approved.

Effective Date: 2011-2012 Academic Year

CARRIED (consent agenda).

SCSB20111026.09**Approval of New Awards Guide Information — UNBC Bioenergy Award**

Chasteauneuf / Deo

That the new Awards Guide Information for the UNBC Bioenergy Award be approved.

Effective Date: 2011-2012 Academic Year

CARRIED (consent agenda).

8.4 Steering Committee of Senate

Iwama

S-201111.60**Revisions to Senate Handbook — Membership of Senate Committee on Honorary Degrees and Other Forms of Special Recognition**

Fondahl / Beeler

That the revisions to the Senate Handbook (addition of Vice President, External Relations to the membership of Senate Committee on Honorary Degrees and Other Forms of Special Recognition) be approved as proposed.

Effective date: Immediately upon approval by Senate

CARRIED.

9.0 Other Business *(no material)*

9.1 Report of the Registrar

Hanschen

The Registrar provided a report regarding activities he is currently focusing on, including relationship-building, attending meetings with other units, re-engaging with the services on campus, and re-opening lines of communication between the Office of the Registrar and other University departments. He is also working on ensuring technology is used to the greatest extent possible to address concerns. One of the specific tasks being examined is course scheduling, which Mr. Hanschen reminded Senators is a University-wide concern. With regard to course scheduling, information is being gathered in order to utilize the scheduling software in a more productive manner. The Registrar is also attempting to address concerns raised in relation to examination scheduling, and as a result is examining options such as the use of the Northern Sport Centre. Working with Graduate Studies, the Registrar is attempting to streamline graduate student processes. Mr. Hanschen added that he is also working to identify areas in which policies, procedures, and forms can be streamlined; for instance, with regard to academic standing and the requirement to withdraw, he is looking into whether this task needs to be undertaken in the September semester.

The Registrar noted that there are several Working Groups that he is either a member of or assisting with at the current time. The SCAPP Working Group on Academic Structure was tasked with restructuring the calendar, reviewing terminology related to streams, specializations, focuses, and the like, and looking at the policy regarding academic Minors. Another working group is examining course numbering, including the lack of consistency between graduate and undergraduate courses which deal with special topics, for instance. Finally, there is a working group looking into Continuing Studies courses that are offered for credit, as there have been a number of issues raised with these courses, including that some have no required prerequisites and that international students are taking them at a lower tuition cost than the identical credit course.

Mr. Hanschen indicated that he welcomed questions, comments, or concerns from Senators, and invited them to contact him any time.

10.0 Information

There were no items for information.

**11.0 S-201111.61
Move to In Camera Session**

Ryan / Casperson
That the meeting move In Camera.
CARRIED.

**12.0 S-201111.65
Adjournment**

Chasteauneuf / Wale
That the Senate meeting be adjourned.
CARRIED.

The meeting ended at 5:30 p.m.

Globe & Mail Canada's University Report - October 2011

- These results are based on mean scores from a survey of students. B⁺ = 7.0 to 7.4 / 9.0
- Different letters may not be significantly different due to small sample sizes.

Globe & Mail Student Survey

	2011	2010	2009	2008
Student Satisfaction	B⁺	B ⁺	A ⁻	A ⁻
Quality of Teaching	B⁺	B ⁺	B ⁺	B ⁺
Faculty Interaction	A⁻	A ⁻	A ⁻	A ⁻
Class Size	A	A ⁺	A ⁺	A ⁺
Registration Ease	B	A ⁻	A	A

Globe & Mail Student Survey

	2011	2010	2009	2008
Recreation	B⁺	A ⁻	A	B
Buildings & Facilities	B⁺	B ⁺	A ⁻	B ⁺
Residences	C⁺	C	C ⁻	C ⁻
Satisfaction with Town/City	C⁺	C ⁺		
Libraries	B⁺	B ⁺	A ⁻	B ⁺
Technology	B⁺	B	B	B ⁺
Atmosphere	A⁻	A ⁻	A	A ⁻
Career Preparation	B⁻	B ⁻	B ⁻	C ⁺
Environmental Commitment	A	A ⁻		

National Post – Innovation Leaders November 2011

- In *Canada's University Innovation Leaders* prepared by Research Infosource, UNBC was fourth with 69.3;
- Ryerson University 78.3;
- Lakehead University scored 71.8;
- UPEI and Trent University tied at 69.1.
- In 2010, UNBC was ranked first.

Maclean's – University Rankings

November 2011

	Category	Rank out of 22 (last year)
Students & Classes	Student Awards	3 (3)
	Student/Faculty Ratio	2 (2)
Faculty	Awards Per Full-Time Faculty	3 (3)
	Social Sciences & Humanities Grants	3 (10)
	Medical/Science Grants	4 (7)
Resources	Total Research Dollars	6 (1)
	Operating Budget	6 (6)

Maclean's – University Rankings

November 2011

	Category	Rank out of 22 (last year)
Student Services	Scholarships & Bursaries (% of Budget)	14 (17)
	Student Services (% of Budget)	8 (10)
Library	Expenses	3 (7)
	Acquisitions	6 (3)
	Holdings Per Student	17 (18)
Reputation	Reputational Survey (Best Overall)	9 (9)

Enrolment Snapshot (Fall over Fall)

October 15, 2011

Headcount

- Undergraduate up 13 (0.4%)
- Graduate Students up 15 (2.2%)
- Continuing Studies down 89 (-31.1%)
- First Nations down 20 (-6.4%)
- International Students up 42 (25.6%)

FTE

- Overall FTE down 30.5 (-1.1%)

Domestic Tuition UG headcount by year of study and term

Year of Study	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall2011
Yr1	900	1002	984	921	949
Yr2	575	546	535	573	504
Yr3	642	619	583	570	600
Yr4	531	537	529	477	481
Yr5+	249	278	252	237	195
Total	2897	2982	2883	2778	2729

Undergrad Admission Comparisons

	Applications	Admitted	Registered
Fall 2010	2118	1574	920
Fall 2011	2287	1743	993

Transfer Numbers

	2007	2008	2009	2010	2011
Students transferring in	326	343	294	323	244
Transfer students at UNBC	959	991	910	831	782