

SENATE MEETING OPEN SESSION AGENDA

June 24, 2020
3:30 – 5:30 PM
Zoom Only

1.0 Acknowledgement of Territory

2.0 S-202006.03

Approval of the Agenda †

Page 1 That the agenda for the June 24, 2020 Open Session of Senate be approved as presented.

† **NOTE:** *The Senate Agenda for the public session consists of two parts, a consent agenda and a regular agenda. The consent agenda contains items that are deemed to be routine or noncontroversial and are approved by the Steering Committee of Senate for placement on that agenda. Any Senator wishing to discuss any item on the consent agenda may ask the Chair of Senate that the item be removed from the consent agenda and placed on the regular agenda. Items removed from the consent agenda will be placed on the regular agenda and dealt with in the order in which they appear on the full agenda. Senators wishing to ask a question regarding an item on the consent agenda, without necessarily removing that item from the consent agenda, are strongly encouraged to direct questions to the Secretary of Senate in advance of the meeting.*

3.0 Presentation – No Presentation

4.0 Approval of the Minutes

S-202006.04

Approval of the Minutes

Page 10 That the Minutes for the May 27, 2020 Public Session of Senate be approved as presented.

5.0 Business Arising

6.0 President's Report (10 minutes)

Payne

7.0 Report of the Provost (5 minutes)

Ryan

7.1 Academic Re-Structuring

8.0 Report of the Registrar (5 minutes)

Annear

9.0 Question Period (10 minutes)

9.1 Written questions submitted in advance

9.1.1 *This three-part question addresses equity issues at UNBC. While these are challenging times, it is all the more important to consider the effects on those most vulnerable.*
(Senator Budde)

1. *Can Administration provide an EDI Action Plan update?*

2. *How will our EDI focus be implemented in faculty/staff/administration recruitment, student recruitment, and all-around retention?*
3. *The COVID-19 crisis has presented additional child care, elder care, mental health, and homeschooling responsibilities, among other challenges that disproportionately affect women (especially women of colour), BIPOC, and differently-abled students/staff/faculty, and contract faculty. Are there provisions to specifically support these members of the UNBC community?*

9.2 Questions from the floor

- 10.0 S-202006.05
Approval of Motions on the Consent Agenda** **Payne**
That the motions on the consent agenda, except for those removed for placement on the regular agenda, be approved as presented.
- 11.0 Committee Reports**
- 11.1 Senate Committee on Academic Appeals** **Hartley**
- 11.2 Senate Committee on Academic Affairs** **Ryan**

For Approval:

Page 23 EXECUTIVE SUMMARY for English course

Consent **S-202006.06**
Change(s) to Course Title and Description – ENGL 120
That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course title and course description for ENGL 120-3 Introduction to Canadian Native Literatures on page 210 (in the [print](#) or PDF calendar accessible on the UNBC web page) of the 2019/2020 undergraduate calendar, be approved as proposed.

Page 24 Effective Date: September 2020

Consent **S-202006.07**
Change(s) to Course Title and Description – ENGL 320
That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course title and course description for ENGL 320-3 First Nations Literature on page 211 (in the [print](#) or PDF calendar accessible on the UNBC web page) of the 2019/2020 undergraduate calendar, be approved as proposed.

Page 26 Effective Date: September 2020

Consent **S-202006.08**
Change(s) to Course Title and Description – ENGL 420
That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course title and course description for ENGL 420-3 Special Topics in First Nations Literature on page 212 (in the [print](#) or PDF calendar accessible on the UNBC web page) of the 2019/2020 undergraduate calendar, be approved as proposed.

Page 28 Effective Date: September 2020

Consent **S-202006.09**
Change(s) to Course Title and Description – ENGL 620
That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course title and course description for ENGL 620-3 Advanced Studies in First Nations Literature on page 107 (in the [print](#) or PDF calendar accessible on the UNBC web page) of the 2019/2020 graduate calendar, be approved as proposed.

Page 30 Effective Date: September 2020

Consent **S-202006.10**
Change(s) to Course Title and Description – ENGL 201
That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course title and course description for 201-3 Computing in the Humanities on page 214 (in the [print](#) or PDF

calendar accessible on the UNBC web page) of the 2019/2020 graduate / undergraduate calendar, be approved as proposed.

[Page 32](#) **Effective Date:** September 2020

Regular **S-202006.11**

New Course Approval – HHSC 796

That, on the recommendation of the Senate Committee on Academic Affairs, the new course HHSC 796-1 Health Research Seminar Series be approved as proposed.

[Page 34](#) **Effective Date:** January 2021

[Page 38](#) **Library Form for HHSC 796**

Regular **S-202006.12**

Change(s) to Program Requirements – Health Sciences

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the program requirements for Health Sciences (MSc and PhD) on page 62 in the PDF calendar accessible on the UNBC web page of the 2019/2020 graduate calendar, be approved as proposed.

[Page 39](#) **Effective Date:** September 2020

[Page 41](#) **EXECUTIVE SUMMARY for School of Education**

Regular **S-202006.13**

New Course Approval – EDUC 671

That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 671-3 Reconciling Space and Practice: Ways of Knowing and Being be approved as proposed.

[Page 42](#) **Effective Date:** September 2020

Regular **S-202006.14**

New Course Approval – EDUC 672

That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 672-3: Reflective and Transformative Practices in Educational Contexts be approved as proposed.

[Page 47](#) **Effective Date:** September 2020

Regular **S-202006.15**

New Course Approval – EDUC 673

That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 673-3: Using Research to Inform Practice and Policy be approved as proposed.

[Page 51](#) **Effective Date:** September 2020

Regular **S-202006.16**

New Course Approval – EDUC 674

That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 674-3: Mental Health Disorders in Exceptionality Education be approved as proposed.

[Page 56](#) **Effective Date:** September 2020

Regular **S-202006.17**

New Course Approval – EDUC 675

That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 675-3: So You Want to Change the World be approved as proposed.

[Page 60](#) **Effective Date:** September 2020

Regular **S-202006.18**

New Course Approval – EDUC 676

That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 676-3: Policy, Governance and Ethical Decision Making be approved as proposed.

[Page 64](#) **Effective Date:** September 2020

Regular **S-202006.19**

New Course Approval – EDUC 677

That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 677-3: Why Decolonizing of Education is Good for Everyone be approved as proposed.

Page 68 **Effective Date:** September 2020

Regular **S-202006.20**

New Course Approval – EDUC 678

That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 678-3: Leadership for Equity and Inclusion be approved as proposed.

Page 72 **Effective Date:** September 2020

Regular **S-202006.21**

New Course Approval – EDUC 679

That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 679-3: Small is Beautiful: The Power of Small be approved as proposed.

Page 76 **Effective Date:** September 2020

Regular **S-202006.22**

New Course Approval – EDUC 680

That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 680-3: En cha huna: Living our Learning be approved as proposed.

Page 80 **Effective Date:** September 2020

Page 84 **Library Forms for new School of Education Courses**

Regular **S-202006.23**

Change(s) to Calendar – School of Education Preamble

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the program preamble for School of Education (BEd Program) and BEd Elementary Years (Grades K-7) Years admissions on pages 83-84 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

Page 94 **Effective Date:** September 2020

Regular **S-202006.24**

Change(s) to Calendar – School of Education Preamble

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the program preamble for School of Education (BEd Program) and BEd Elementary Years (Grades K-7) Years admissions on page 90 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

Page 100 **Effective Date:** September 2020

Regular **S-202006.25**

Change(s) to Calendar – BEd Elementary Years and Secondary Years

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the BEd Elementary Years and Secondary Years sections for School of Education (BEd Program) on pages 85-86 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

Page 105 **Effective Date:** September 2020

Regular **S-202006.26**

Change(s) to Calendar – School of Education Admission Decisions and Education Diploma in a First Nations Language and Culture

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the Admission Decisions and Education Diploma in a First Nations Language and Culture (Elementary Years) sections for School of Education (BEd Program) on pages 87-88 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

Page 113 **Effective Date:** September 2020

Regular **S-202006.27**

Change(s) to Calendar – School of Education Admission Decisions and Education Diploma in a First Nations Language and Culture

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the Admission Decisions and Education Diploma in a First Nations Language and Culture (Elementary Years) sections for School of Education (BEd Program) on page 89 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

Page 117 **Effective Date:** September 2020

- Consent **S-202006.28**
Change(s) to Course Description – EDUC 336
That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 336, on page 203 of the draft 2020/2021 undergraduate calendar, be approved as proposed.
Page 119 Effective Date: September 2020
- Consent **S-202006.29**
Change(s) to Course Description – EDUC 346
That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 346, on page 204 of the draft 2020/2021 undergraduate calendar, be approved as proposed.
Page 121 Effective Date: September 2020
- Consent **S-202006.30**
Change(s) to Course Description – EDUC 351
That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 351, on page 204 of the draft 2020/2021 undergraduate calendar, be approved as proposed.
Page 123 Effective Date: September 2020
- Consent **S-202006.31**
Change(s) to Course Description – EDUC 361
That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 361, on page 204 of the draft 2020/2021 undergraduate calendar, be approved as proposed.
Page 125 Effective Date: September 2020
- Consent **S-202006.32**
Change(s) to Course Description – EDUC 372
That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 372, on page 204 of the draft 2020/2021 undergraduate calendar, be approved as proposed.
Page 127 Effective Date: September 2020
- Consent **S-202006.33**
Change(s) to Course Description – EDUC 446
That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 446, on page 207 of the draft 2020/2021 undergraduate calendar, be approved as proposed.
Page 129 Effective Date: September 2020
- Consent **S-202006.34**
Change(s) to Course Description – EDUC 490
That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for EDUC 490, on page 207 of the draft 2020/2021 undergraduate calendar, be approved as proposed.
Page 131 Effective Date: September 2020
- Consent **S-202006.35**
Change(s) to Course Prerequisites and Preclusions – ENSC 604
That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the prerequisites and preclusions for ENSC 604-3 on page 109 of the 2019/2020 graduate calendar, be approved as proposed.
Page 133 Effective date: September 2020
- Consent **S-202006.36**
Change(s) to Course Prerequisites – ENSC 612

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course prerequisite for ENSC 612-3 Air Pollution, on page 110 of the 2019/2020 graduate calendar, be approved as proposed.

Page 135 Effective date: September 2020

Consent **S-202006.37**

Change(s) to Course Prerequisites – ENSC 635

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course prerequisite for ENSC 635-3 Soil Biological Processes and the Environment, on page 110 of the 2019/2020 graduate calendar, be approved as proposed.

Page 137 Effective date: September 2020

Consent **S-202006.38**

Change(s) to Course Prerequisites and Preclusions – ENSC 650

That, on the recommendation of the Senate Committee on Academic Affairs, the change to the prerequisites for ENSC 650-3 on page 110 of the 2019-2020 graduate calendar, be approved as proposed.

Page 139 Effective date: September 2020

Regular **S-202006.39**

Change(s) to Program Requirements – MBA Program

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the program requirements for the Master of Business Administration on page 48 of the 2019/2020 graduate calendar, be approved as proposed.

Page 141 Effective date: September 2020

Page 144 **Background to and Overview of Changes to the B B.Sc. (Integrated) Coast Mountain Degree Completion Program**

Regular **S-202006.40**

Change(s) to Program Requirements – B.Sc. (Integrated) Coast Mountain Degree Completion Program

That, on the recommendation of the Senate Committee on Academic Affairs, the following changes to the course requirements for the BSc (Integrated) Coast Mountain College Degree Completion Program, on page 57 of the 2019/20 undergraduate calendar, be approved as proposed.

Page 146 Effective date: September 2020

Consent **S-202006.41**

Change(s) to Course Prerequisites – MATH 100

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course prerequisites for MATH 100-3 Calculus I on page 248 of the UNBC 2019/2020 undergraduate calendar, be approved as proposed.

Page 151 Effective date: September 2020

Consent **S-202006.42**

Change(s) to Course Prerequisites – MATH 115

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course prerequisites for MATH 115-3, Precalculus on page 248 of the UNBC 2019/2020 undergraduate calendar, be approved as proposed.

Page 154 Effective date: September 2020

Regular **S-202006.43**

Change(s) Program Description – Co-operative Education

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the program description for Co-operative Education, on page 48-49 of the 2019/2020 undergraduate calendar, be approved as proposed.

Page 156 Effective date: September 2020

Regular **S-202006.44**

Change(s) Calendar Revision – Northern Medical Program

That, on the recommendation of the Senate Committee on Academic Affairs, the Northern Medical Program information under the Admissions section of the online calendar be deleted.

Page 161 Effective date: Upon Approval of Senate

Regular **S-202006.45**

Change(s) Calendar Revision – Northern Medical Program

That, on the recommendation of the Senate Committee on Academic Affairs, the addition of the Division of Medical Sciences, starting on page 182 of the 2019-2020 PDF version of the Undergraduate Academic Calendar, be approved as proposed.

Page 165 Effective date: Upon Approval of Senate

Regular **S-202006.46**

Change(s) Calendar Revision – Northern Medical Program

That, on the recommendation of the Senate Committee on Academic Affairs, the addition of the Division of Medical Sciences, starting on page 91 of the 2019-2020 PDF version of the Graduate Academic Calendar, be approved as proposed.

Page 168 Effective date: Upon Approval of Senate

11.3 Steering Committee of Senate

Payne

For Approval:

Regular **S-202006.47**

Affiliate Appointments Policy

That the *Affiliate Faculty Appointments Policy* be approved as proposed.

Page 171 Effective Date: Upon the approval of Senate

11.4 Senate Committee on Nominations

For Approval:

Regular **S-202006.48**

Recommendation of Senate Committee Members to Senate

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

Effective date: Upon Approval of Senate

SENATE COMMITTEE CURRICULUM AND CALENDAR

Faculty Member (03/31/2021)

Academic Administrative Staff (03/31/2023)

Heather Empey

Nico Turner

SENATE COMMITTEE ACADEMIC AFFAIRS

Regional Representative (03/31/2023)

Eric Schwenger

SENATE COMMITTEE ON FIRST NATIONS AND ABORIGINAL PEOPLES

Faculty Member (03/31/2023)

Susan Burke

For Information:

Vacancies

COMMITTEE	POSITION	TERM EXPIRY DATE
SCN	Lay Senator	03/31/2021
SCAA	Lay Senator	03/31/2021
SCAD	Faculty Member	03/31/2023
SCCC	Faculty Member†	03/31/2021
	Faculty Member	03/31/2022
	Faculty Senator	03/31/2023
	Faculty Senator	03/31/2023

	Student Senator	08/31/2021
	Additional Member, who may be faculty or the academic administrative staff†	03/31/2023
	Additional Member, who may be faculty or the academic administrative staff	03/31/2023
SCAAF	Faculty Member - Regional	03/31/2023
	Graduate Student Senator	08/31/2020
	Regional Representative†	03/31/2023
SSAS	Professional Program Faculty Rep (appointed by Provost)	03/31/2023
SCFNAP	Faculty Senator †	03/31/2023
	Aboriginal Regional Senator or Aboriginal Lay Senator	03/31/2021
SCSB	Faculty Senator — CASHS	03/31/2023
	Graduate Student	08/31/2020
SCUB	Faculty Senator – CASHS	03/31/2021
	Faculty Member – Professional Programs	03/31/2022
	Graduate Student	08/31/2020
	Student Senator	08/31/2020
SCSDA	First Nations Student	03/31/2020
	Administrative Staff Member	03/31/2022
SSAC	Tenured professors from the Faculty of Business and Economics	03/31/2023
	Tenured professors from the Faculty of Indigenous Studies, Social Sciences and Humanities	03/31/2023
	Tenured professors from the Faculty of Environment	03/31/2023

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

11.5 Senate Committee on Curriculum and Calendar **Annear**

11.6 Senate Committee on Admissions and Degrees **Annear**

Regular **S-202006.49**

Change(s) to Calendar

That the Mature Student, Special Entry, and Interest Only admissions categories be replaced with one Diverse Qualifications category.

Page 178 **Effective date:** September 2021 intake – to be included in the 2020/2021 undergraduate academic calendar

11.7 Senate Committee on First Nations and Aboriginal Peoples **Ryan**

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

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

For Information:

SCSB20200513.03 (approved)

New Gorton Family Award

That the new Terms and Conditions for the Gorton Family Award be approved.

Page 183 **Effective Date:** 2021-2022 Academic Year

SCSB20200610.03 (approved)

New College Heights Veterinary Clinic Ltd. Award

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

Page 185 **Effective Date:** 2020-2021 Academic Year

SCSB20200610.04 (approved)

Revised Miriam Matejova Award

Page 190 That the revised Terms and Conditions for the Miriam Matejova Award be approved.
Effective Date: 2020-2021 Academic Year

SCSB20200610.05 *(approved)*

Revised Master of Engineering in Wood Design Program Scholarship

That the revised Terms and Conditions for the Master of Engineering in Wood Design Program Scholarship be approved.

Page 192 Effective Date: 2020-2021 Academic Year

11.10 Senate Committee on University Budget

12.0 Information

13.0 Other Business

14.0 S-202006.50 *(10 minutes)*

Move to the Closed Session

That the meeting move to Close Session.

15.0 S-202006.54

Adjournment

That the Senate meeting be adjourned.

EXECUTIVE SUMMARY for English course motions

Prepared by Karin Beeler

The motions for ENGL 120, 320, 420 and 620 are course title and course description revisions that include changes to the term “Indigenous,” thus replacing other terms such as “Native” or “First Nations.” This is consistent with changes that other programs at UNBC have already implemented and with current terminology in the discipline of English studies.

The motion for ENGL 201 includes a course description change suggested by Grant Potter (in consultation with librarian Annelise Dowd) who has taught the course for the English department in the past, and who recommended the revision based on developments in the field of humanities computing.

Motion Number (assigned by
Steering Committee of Senate): S-202006.06

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course title and course description for ENGL 120-3 Introduction to Canadian Native Literatures on page 210 (in the print or PDF calendar accessible on the UNBC web page) of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020
2. **Rationale for the proposed revisions:** The course title and description include a change to the term "indigenous" to reflect the shift to this term in English studies and in other disciplines at UNBC and elsewhere.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised**

ENGL 120-3 Introduction to Canadian Native Literatures This course offers an introduction to the study of Canada's Native literatures, including traditional oral narratives, drama, poetry, and fiction.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

ENGL 120-3 Introduction to Canadian Native Indigenous Literatures This course offers an introduction to the study of Canada's Native Indigenous literatures, including traditional oral narratives, drama, poetry, and fiction.

6. **Authorization:**

Program / Academic / Administrative Unit: English

College: Arts, Social and Health Sciences

SCCC Reviewed: April 16, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.03

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.04

7. Other Information

Attachment Pages: 0

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.03

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course title and course description for ENGL 320-3 First Nations Literature on page 211 (in the print or PDF calendar accessible on the UNBC web page) of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020
2. **Rationale for the proposed revisions:** The course title and description include a change to the term "indigenous" to reflect the shift to this term in English studies and in other disciplines at UNBC and elsewhere.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised**

ENGL 320-3 First Nations Literature This course focuses on the contemporary writing of First Nations people in English in Canada and the United States. It examines the implications of colonialism and the strategies that writers use to decolonize, redefine and affirm their identity, history and culture.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

ENGL 320-3 First Nations Indigenous Literature in Canada and the United States This course focuses on the contemporary writing in English of ~~First Nations~~ Indigenous people ~~in English~~ in Canada and the United States. It examines the implications of colonialism and the strategies that writers use to decolonize, redefine and affirm their identities, history and culture.

6. **Authorization:**

Program / Academic / Administrative Unit: English

College: Arts, Social and Health Sciences

SCCC Reviewed: April 16, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.03

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.05

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: June 4, 2020

7. **Other Information**

Attachment Pages: 0

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.04

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.08

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course title and course description for ENGL 420-3 Special Topics in First Nations Literature on page 212 (in the print or PDF calendar accessible on the UNBC web page) of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020
2. **Rationale for the proposed revisions:** The course title and description include a change to the term "indigenous" to reflect the shift to this term in English studies and in other disciplines at UNBC and elsewhere.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised**

ENGL 420-3 Special Topics in First Nations Literature This course looks at contemporary First Nations writers and their work. Writers may include Thomas King, Gerald Vizenor, Leslie Silko, Louise Erdrich and others. This course may be repeated to a maximum of 6 credit hours with permission of the instructor and Department Chair if the material is substantially different.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

ENGL 420-3 Special Topics in First Nations Indigenous Literature This course looks at contemporary ~~First Nations~~ Indigenous writers and their work. Writers may include Thomas King, Gerald Vizenor, Leslie Silko, Louise Erdrich and others. This course may be repeated to a maximum of 6 credit hours with permission of the instructor and Department Chair if the material is substantially different.

6. **Authorization:**

Program / Academic / Administrative Unit: English

College: Arts, Social and Health Sciences

SCCC Reviewed: April 16, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.03

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.06

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: June 4, 2020

7. **Other Information**

Attachment Pages: 0

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.05

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.09

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course title and course description for ENGL 620-3 Advanced Studies in First Nations Literature on page 107 (in the print or PDF calendar accessible on the UNBC web page) of the 2019/2020 graduate calendar, be approved as proposed.

1. **Effective date:** September 2020
2. **Rationale for the proposed revisions:** The course title and description include a change to the term "indigenous" to reflect the shift to this term in English studies and in other disciplines at UNBC and elsewhere.
3. **Implications of the changes for other programs, etc., if applicable:** None

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

ENGL 620-3 Advanced Studies in First Nations Literature Drawing on postcolonial and cultural theories, this course examines contemporary First Nations and Native American literatures written in English.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

ENGL 620-3 Advanced Studies in ~~First Nations~~ Indigenous Literature Drawing on postcolonial and cultural theories, this course examines contemporary ~~First Nations and Native American~~ Indigenous literatures written in English.

6. **Authorization:**

Program / Academic / Administrative Unit: English

College: Arts, Social and Health Sciences

SCCC Reviewed: April 16, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.03

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.07

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: June 4, 2020

7. Other Information

Attachment Pages: 0

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:


Motion No.: SCAAF202006.06

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course title and course for ENGL 201-3 Computing in the Humanities on page 214 (in the print or PDF calendar accessible on the UNBC web page) of the 2019/2020 graduate / undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020
2. **Rationale for the proposed revisions:** The emergence of the field of digital humanities lends itself well to the outcomes of ENGL201, but the course description should reflect language that directly references the practices of digital humanities and clearly indicates the range of digital humanities topics covered in the class.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised**

ENGL 201-3 Computing in the Humanities

This course provides an introduction to the growing use of computer technology in the humanities, including word processing/desktop publishing, research using databases, electronic concordances and bibliographies, and electronic publishing on the World Wide Web. Instead of a research paper, students create a personal home page which reflects the material learned in the class. Classes incorporate work on the computing platforms available to students at UNBC.

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

ENGL 201-3 ~~Computing in the Humanities~~ Digital Humanities

This course provides an introduction to the growing use of computer technology in the humanities, ~~including word processing/desktop publishing, research using databases, electronic concordances and bibliographies, and electronic publishing on the World Wide Web. Instead of a research paper, students create a personal home page which reflects the material learned in the class.~~ Classes incorporate work on the computing platforms available to students at UNBC: through a survey of theories, methods, and tools in the field of digital humanities. Topics include text analysis, text encoding and markup, data mining and databases, information visualization concepts, classification systems, metadata, and approaches to online publishing. Each student is required to maintain a website and use it to reflect their understanding of topics addressed in class.

6. **Authorization:**

Program / Academic / Administrative Unit: English

College: Arts, Social and Health Sciences

SCCC Reviewed: April 16, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.03

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not Applicable

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not Applicable

7. Other Information

Attachment Pages: 0

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:


Motion No.: SCAAF202006.07

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.11

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course HHSC 796-1 Health Research Seminar Series be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** January 2021
2. **Academic Program: School of Health Sciences**
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** HHSC 796-1
4. **Course Title:** Health Research Seminar Series
5. **Goal(s) of Course:**

6. Calendar Course Description:

In this course, students attend a monthly Health Research Seminar Series where they are exposed to different styles of presentation and are asked to reflect on and learn a range of approaches to Health Sciences research. The course is offered during the January semester and builds on the Health Sciences Graduate Seminar (HHSC 795-3) which is taught in the September Semester. This is a PASS/FAIL course.

7. **Credit Hours:** 1 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* No

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

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

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

Variable credit is denoted by the following examples:

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

3. If there is an overlap, and no preclusion is required, please explain why not:
4. Has this overlap been discussed with the Program concerned? not applicable
5. In offering this course, will UNBC require facilities or staff at other institutions?

Yes _____ No X

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

If **“yes,”** please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

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

i. **College Staffing:**

ii. **Space (classroom, laboratory, storage, etc.):** classroom/seminar room in conjunction with Health Research Institute Seminar Series

iii: **Library Holdings:** See attached form

iv. **Computer (time, hardware, software):**

E. Additional Attached Materials

F. Other Considerations

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

* *Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

If **“yes,” refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

2. **Other Information:**

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

G. Authorization

College: Arts, Social and Health Sciences

SCCC Reviewed: April 16, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.08

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.08

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

For recommendation to ✓, or information of _____ Senate.

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

PROPOSED NEW COURSE: (List course here; e.g. HIST 302-3 Western Canada)

HHSC796-1 Health Research Seminar Series

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

a) Are current library holdings adequate? Yes No

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

Not applicable

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

Not applicable



University Librarian (or designate) signature
Trina Fyfe, Health Sciences Librarian

May 14, 2020
Date

Motion Number (assigned by
Steering Committee of Senate): S-202006.12

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the program requirements for Health Sciences (MSc and PhD) on page 62 in the PDF calendar accessible on the UNBC web page of the 2019/2020 graduate calendar, be approved as proposed.

1. **Effective date:** September 2020
2. **Rationale for the proposed revisions:** Update program listing to reflect addition of new 1 credit course HHSC 796-1: Health Research Seminar Series.
3. **Implications of the changes for other programs, etc., if applicable:** none
4. **Reproduction of current Calendar entry for the item to be revised:**

Health Sciences (MSc Program)

...

Requirements

Six courses (18 credit hours) at the graduate level, and a thesis (12 credit hours) are required.

The following courses must be completed by ALL students as part of their program.

EDUC 602-4 Quantitative Research Design and Data Analysis
or PSYC 600-4 Quantitative Methods I
or another graduate level statistics course approved by the Program
HHSC 601-3 Principles of Epidemiology
HHSC 700-3 Advanced Techniques in Epidemiology
or HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences
or a course as chosen in consultation with the supervisory committee, and approved by Chair of Health Sciences
HHSC 795-3 Health Sciences Graduate Seminar

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

Health Sciences (MSc Program)

...

Requirements

Six courses (18 credit hours) at the graduate level, a Health Research Seminar Series (1 credit), and a thesis (12 credit hours) are required.

The following courses must be completed by ALL students as part of their program.

EDUC 602-4 Quantitative Research Design and Data Analysis
or PSYC 600-4 Quantitative Methods I

or another graduate level statistics course approved by the Program
HHSC 601-3 Principles of Epidemiology
HHSC 700-3 Advanced Techniques in Epidemiology
or HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences
or a course as chosen in consultation with the supervisory committee, and approved by the Chair of Health Sciences
HHSC 795-3 Health Sciences Graduate Seminar
HHSC 796-1 Health Research Seminar Series

6. Authorization:

Program / Academic / Administrative Unit: Health Sciences

College: Arts, Social and Health Sciences

SCCC Reviewed: April 16, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.08

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.09

Moved by: E. Jensen

Seconded by: E. Korkmaz

Committee Decision: CARRIED

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Summary of Senate Motions

Undergraduate Calendar: Bachelor of Education (BEd) program

The renewed BEd program has been approved by both UNBC Senate and the BC Teachers' Council (BCTC). The twelve (12) Senate motions are divided into two sub-categories.

- Five (5) motions propose updates to the current calendar descriptions provided on pages 83 to 90 of the draft 2020/2021 Undergraduate Academic Calendar.
- Seven (7) motions propose variable course credit hours to course entries on pages 203 to 207 of the draft 2020/2021 Undergraduate Academic Calendar. Variable course credit hours are required to schedule these courses during the 2020/2021 academic year for two separate cohorts of teacher candidates: a cohort completing Year 2 of the old program and a cohort beginning their BEd program in the Fall 2020.

Graduate Calendar: Master of Education (MEd) program

The ten (10) Senate motions included in this package propose new course approvals for the 2020/2021 Graduate Academic Calendar in the MEd program.

Background of New Courses

At the April 23, 2019 School of Education (SoE) meeting, a draft of the revised Master of Education (MEd) program was shared with Faculty. During that meeting, Faculty approved in principle the ideas presented and requested the MEd Renewal Committee to continue their work.

Since then, Specialization Groups lead by Dr. Tina Fraser (Core Courses and MEd Program Alignment / Coherence), Dr. Christine Younghusband (Leadership), and Dr. Andrew Kitchenham (Exceptionality Education) have met with colleagues and critical friends to further deepen the program concepts and course descriptions. The MEd Renewal Committee met in June and September. The meetings proposed for November – December were rescheduled due to job action.

On February 5, 2020 the MEd Renewal Committee met to review the results of the Specialization Groups. On March 30, 2020, the Faculty approved the Committee Recommendations and moved the UNBC Senate process and DQAB process begin for the 2021/2022 Graduate Academic Calendar. The ten new courses from the Committee Recommendations are proposed for the 2020/2021 Graduate Academic Calendar in the current MEd program.

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course **671-3 Reconciling Space and Practice: Ways of Knowing and Being** be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program:** Master of Education
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 671-3
4. **Course Title:** Reconciling Space and Practice: Ways of Knowing and Being
5. **Goal(s) of Course:**

Learners will:

- Compare First Nations, Aboriginal, and Indigenous education pedagogies with contemporary educational theories.
- Create a learning environment in which diverse perspectives are honored and respected.
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Develop an awareness of contemporary issues in First Nations, Aboriginal, and Indigenous education.
- Develop an awareness and ability to participate in First Nations, Aboriginal, and Indigenous ways of knowing.
- Develop knowledge mobilization of cultural dynamics when multiple cultures connect in learning environments.
- Develop abilities to critically assess resources for First Nations, Aboriginal, and Indigenous education programs.
- Develop an understanding of situating learning within multiple and complex contexts.
- Examine ways in which members from different cultures facilitate bridging between two cultures, within educational contexts.
- Expand knowledge in the history of First Nations, Aboriginal, and Indigenous education.

6. Calendar Course Description:

This course explores the Aboriginal, Indigenous and First Nations curricula development, teaching practices, and methodology within the context of Canadian education and society. Based upon these various perspectives, students foster a personal and professional foundation for education and leadership. An essential part of this course is developing an awareness of the powerful, dynamic aspects of orality and the integration of orality within education and leadership.

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

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

Yes* _____ No X

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

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

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

Variable credit is denoted by the following examples:

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

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

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

Lecture 3

Seminar #

Laboratory #

Other (please specify) _____

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

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

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

12. **Preclusions:** None

13. **Course Equivalencies:** None

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

15. **Course to be offered:** each semester _____

each year X

alternating years _____

16. **Proposed text / readings:** Varies depending on instructor.

B. Significance Within Academic Program Identified as relevant course to add as a core course by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. **Anticipated enrolment** 40

2. If there is a proposed enrolment limit, state the limit and explain: _____
3. Required for: Major: _____ Minor: _____ Other: _____
4. Elective in: Major: _____ Minor: _____ Other: _____
5. Course required by another major/minor:
6. Course required or recommended by an accrediting agency: No
7. Toward what degrees will the course be accepted for credit? Master of Education
8. What other courses are being proposed within the Program this year?
 - EDUC 672-3: Reflective & Transformative Practices in Educational Contexts
 - EDUC 673-3: Using Research to Inform Practice and Policy
 - EDUC 674-3: Mental Health Disorders in Exceptionality Education
 - EDUC 675-3: So You Want to Change the World
 - EDUC 676-3: Policy, Governance, and Ethical Decision Making
 - EDUC 677-3: Why decolonizing of education is good for everyone
 - EDUC 678-3: Leadership for Equity and Inclusion
 - EDUC 679-3: Small is Beautiful: The Power of Small
 - EDUC 680-3: En chu huna: Living our Learning
9. What courses are being deleted from the Program this year? None

C. Relation to Other Program Areas Not applicable

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:
2. Is a preclusion required? Yes _____ No X
3. If there is an overlap, and no preclusion is required, please explain why not:
4. Has this overlap been discussed with the Program concerned? Yes _____ No _____
5. In offering this course, will UNBC require facilities or staff at other institutions?
Yes _____ No X
If yes, please describe requirements:
6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

If **“yes,”** please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

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

- i. **College Staffing:**
- ii. **Space (classroom, laboratory, storage, etc.):**
- iii. **Library Holdings:** See attached form
- iv. **Computer (time, hardware, software):**

E. Additional Attached Materials None

F. Other Considerations

1. **First Nations Content*:** Yes** X No _____
** Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

****If “yes,”** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

2. **Other Information:** None
3. **Attachment Pages (in addition to required “Library Holdings” Form):** 0 pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06

College Council Approval Date: May 21, 2020

4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.08**
5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** June 4, 2020

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.10

Moved by: C. Whalen

Seconded by: S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202006.14

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 672-3: Reflective and Transformative Practices in Educational Contexts be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program: Master of Education**
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 672-3
4. **Course Title:** Reflective and Transformative Practices in Educational Contexts
5. **Goal(s) of Course:**

Learners will:

- Analyze the curriculum as transformation perspective through the theoretical tenets of liberatory and dialogical education, also known as Popular Education.
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Examine three basic curriculum development perspectives: curriculum as transmission, curriculum as transaction, and curriculum as transformation.
- Explore applications of Popular Education Theories and practices to the development of educational programs in a variety of contexts.
- Review Popular Education practices.

6. Calendar Course Description:

This course provides examinations of educational perspectives and practices that address conformity and adaptation to realities in today's world. Learners participate in reflections and dialogues to formulate transformative positions in the development of educational programs. The course integrates ideas, concepts and understandings of educational leadership in diverse contexts.

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

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

Yes* No X

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture	<u> 3 </u>	Seminar	<u> # </u>
Laboratory	<u> # </u>	Other (please specify)	_____

9. Prerequisites (taken prior): None

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

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

12. Preclusions: None

13. Course Equivalencies: None

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

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

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program Identified as relevant course to add as a core course by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. Anticipated enrolment 40

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

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

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

5. Course required by another major/minor:

6. **Course required or recommended by an accrediting agency:** No
7. **Toward what degrees will the course be accepted for credit?** Master of Education
8. **What other courses are being proposed within the Program this year?**
- EDUC 671-3: **Reconciling Space and Practice: Ways of Knowing and Being**
 - EDUC 673-3: **Using Research to Inform Practice and Policy**
 - EDUC 674-3: **Mental Health Disorders in Exceptionality Education**
 - EDUC 675-3: **So You Want to Change the World**
 - EDUC 676-3: **Policy, Governance, and Ethical Decision Making**
 - EDUC 677-3: **Why decolonizing of education is good for everyone**
 - EDUC 678-3: **Leadership for Equity and Inclusion**
 - EDUC 679-3: **Small is Beautiful: The Power of Small**
 - EDUC 680-3: **En chu huna: Living our Learning**
9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:**
4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
- Yes _____ No X

If yes, please describe requirements:

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

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

D. Resources required

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

- i. College Staffing:
- ii. Space (classroom, laboratory, storage, etc.):
- iii. Library Holdings: See attached form
- iv. Computer (time, hardware, software):

E. **Additional Attached Materials** None

F. **Other Considerations**

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

** Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

***If "yes," refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.*

2. **Other Information:** None

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

G. **Authorization** (Please ignore — Section to be completed by Committee Recording Secretaries)

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:


Motion No.: SCAAF202006.11

Moved by: C. Whalen

Seconded by: S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 673-3: Using Research to Inform Practice and Policy be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program: Master of Education**
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 673-3
4. **Course Title:** Using research to Inform Practice and Policy
5. **Goal(s) of Course:**

Learners will:

- Compare and contrast Reflexivity and Ideology.
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Demonstrate ways in which one might conduct a broad review of academic literature.
- Determine ways in which research informs practice and policy.
- Discover ways in which Indigenous Ways of Knowing and Being inform and impact policy and practice.
- Engage in discussion with colleagues in both face-to-face and online environments.
- Explores sources of literature and determine their value.
- Identify the importance of various research approaches within a variety of complex and challenging contexts (i.e., Narrative, Storytelling, 3rd ethical space).
- Interpret the role of research in readings, writings and actions.
- Recognize the role of literature in academic and professional practice.
- Reflect critically on literature and make informed choices and rigorous critique.
- Research the role and place of ceremony.
- Understand how knowledge is constructed in the work of Public Intellectuals and Thought Leaders.

6. Calendar Course Description:

This course explores and discovers the role of literature and research in academic, professional and personal settings. Learners examine how literature serves to inform practice, policy and practice. Learners explore a variety of research approaches informing the work of Public Intellectuals and Thought Leaders. The course provides research approaches consistent with Indigenous and Intercultural research that inform issues, ethics and methods.

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

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

Yes* No X

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

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

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

Variable credit is denoted by the following examples:

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

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

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

Lecture 3

Seminar #

Laboratory #

Other (please specify) _____

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

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

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

12. **Preclusions:** None

13. **Course Equivalencies:** None

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

15. **Course to be offered:** each semester

each year X

alternating years

16. **Proposed text / readings:** Varies depending on instructor.

B. Significance Within Academic Program Identified as relevant course to add as a core course by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. **Anticipated enrolment** 40

2. If there is a proposed enrolment limit, state the limit and explain: _____
3. Required for: Major: _____ Minor: _____ Other: _____
4. Elective in: Major: _____ Minor: _____ Other: _____
5. Course required by another major/minor:
6. Course required or recommended by an accrediting agency: No
7. Toward what degrees will the course be accepted for credit? Master of Education
8. What other courses are being proposed within the Program this year?
 - EDUC 671-3: Reconciling Space and Practice: Ways of Knowing and Being
 - EDUC 672-3: Reflective & Transformative Practices in Educational Contexts
 - EDUC 674-3: Mental Health Disorders in Exceptionality Education
 - EDUC 675-3: So You Want to Change the World
 - EDUC 676-3: Policy, Governance, and Ethical Decision Making
 - EDUC 677-3: Why decolonizing of education is good for everyone
 - EDUC 678-3: Leadership for Equity and Inclusion
 - EDUC 679-3: Small is Beautiful: The Power of Small
 - EDUC 680-3: En chu huna: Living our Learning
9. What courses are being deleted from the Program this year? None

C. Relation to Other Program Areas Not applicable

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:
2. Is a preclusion required? Yes _____ No X
3. If there is an overlap, and no preclusion is required, please explain why not:
4. Has this overlap been discussed with the Program concerned? Yes _____ No _____
5. In offering this course, will UNBC require facilities or staff at other institutions?

Yes _____ No X

If yes, please describe requirements:
6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

If **“yes,”** please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

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

- i. **College Staffing:**
- ii. **Space (classroom, laboratory, storage, etc.):**
- iii: **Library Holdings:** See attached form
- iv. **Computer (time, hardware, software):**

E. Additional Attached Materials None

F. Other Considerations

1. **First Nations Content*:** Yes** X No _____
** Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

****If “yes,”** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

- 2. **Other Information:** None
- 3. **Attachment Pages (in addition to required “Library Holdings” Form):** 0 pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.09

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: June 4, 2020

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.12

Moved by: C. Whalen

Seconded by: S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.16

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 674-3: Mental Health Disorders in Exceptionality Education be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program: Master of Education**
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 674-3
4. **Course Title:** Mental Health Disorders in Exceptionality Education
5. **Goal(s) of Course:**

Learners will:

- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Demonstrate critical thinking.
- Demonstrate effective communication in writing and during class discussions and presentations.
- Demonstrate the ability to clearly and concisely summarize research findings.
- Evaluate the evidence supporting educational interventions and supports used with students with mental disorders.
- Identify the underlying abilities and disabilities associated with mental disorders.
- Synthesize and apply information about the features of the four types of mental disorders and use effective practices for program development.

6. Calendar Course Description:

This course provides an overview of four common mental health disorders in relation to Exceptionality Education. Students research and evaluate strategies to teach their students with mental health disorders and ways to interact confidently with colleagues, parents, and paraprofessionals about mental health issues.

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

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

Yes* _____ No X

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

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

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

Variable credit is denoted by the following examples:

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

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

8. Contact Hours (per week):

Lecture 3

Seminar #

Laboratory #

Other (please specify) _____

9. Prerequisites (taken prior): None

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

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

12. Preclusions: None

13. Course Equivalencies: None

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

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

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program Identified as relevant course to add to Special Education specialization by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. Anticipated enrolment 20

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

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

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

5. **Course required by another major/minor:**
6. **Course required or recommended by an accrediting agency:** No
7. **Toward what degrees will the course be accepted for credit?** Master of Education
8. **What other courses are being proposed within the Program this year?**
 - EDUC 671-3: Reconciling Space and Practice: Ways of Knowing and Being
 - EDUC 672-3: Reflective & Transformative Practices in Educational Contexts
 - EDUC 673-3: Using Research to Inform Practice and Policy
 - EDUC 675-3: So You Want to Change the World
 - EDUC 676-3: Policy, Governance, and Ethical Decision Making
 - EDUC 677-3: Why decolonizing of education is good for everyone
 - EDUC 678-3: Leadership for Equity and Inclusion
 - EDUC 679-3: Small is Beautiful: The Power of Small
 - EDUC 680-3: En chu huna: Living our Learning
9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:**
4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
Yes _____ No X
- If yes, please describe requirements:**
6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**
Yes _____ No X

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

D. Resources required

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

- i. College Staffing:
- ii. Space (classroom, laboratory, storage, etc.):
- iii. Library Holdings: See attached form
- iv. Computer (time, hardware, software):

E. Additional Attached Materials None

F. Other Considerations

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

* Whether a new course has First Nations content is to be determined by the relevant College Council(s).

If "yes," refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to SCAAF.

2. Other Information: None

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

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.13

Moved by: C. Whalen

Seconded by: S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.17

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 675-3: So You Want to Change the World be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program: Master of Education**
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 675-3
4. **Course Title:** So You Want to Change the World
5. **Goal(s) of Course:**

Learners will:

- Apply transformational understanding in a leadership initiative applicable to self, community, and the system.
- Consider what transformation needs to happen in your system? What's important to you, community, and system? Why does this matter? What impact are you looking to have?
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Define what is transformational leadership means to you, community, and system.
- Differentiate between system change and system transformation.
- Experience the need and drive for transformation for self, community, and system.
- Identify a draft proposal and steps towards transformation.

6. Calendar Course Description:

This course examines the cultural, social, political and economic factors influencing systems and communities. Learners examine self as leader and consider frameworks, models, and theories of transformational leadership, leading for change, and compassionate disruption.

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

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

Yes* No

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture	<u> 3 </u>	Seminar	<u> # </u>
Laboratory	<u> # </u>	Other (please specify)	_____

9. Prerequisites (taken prior): None

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

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

12. Preclusions: None

13. Course Equivalencies: None

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

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

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program Identified as relevant course to add to Leadership specialization by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. Anticipated enrolment 20

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

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

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

5. Course required by another major/minor:

6. **Course required or recommended by an accrediting agency:** No
7. **Toward what degrees will the course be accepted for credit?** Master of Education
8. **What other courses are being proposed within the Program this year?**
- EDUC 671-3: **Reconciling Space and Practice: Ways of Knowing and Being**
 - EDUC 672-3: **Reflective & Transformative Practices in Educational Contexts**
 - EDUC 673-3: **Using Research to Inform Practice and Policy**
 - EDUC 674-3: **Mental Health Disorders in Exceptionality Education**
 - EDUC 676-3: **Policy, Governance, and Ethical Decision Making**
 - EDUC 677-3: **Why decolonizing of education is good for everyone**
 - EDUC 678-3: **Leadership for Equity and Inclusion**
 - EDUC 679-3: **Small is Beautiful: The Power of Small**
 - EDUC 680-3: **En chu huna: Living our Learning**
9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:**
4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
- Yes _____ No X

If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

Yes _____ No X

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

D. Resources required

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

- i. College Staffing:
- ii. Space (classroom, laboratory, storage, etc.):
- iii. Library Holdings: See attached form
- iv. Computer (time, hardware, software):

E. **Additional Attached Materials** None

F. **Other Considerations**

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

* *Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

If "yes,**" refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

2. **Other Information:** None

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

G. **Authorization** (Please ignore — Section to be completed by Committee Recording Secretaries)

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.14

Moved by: C. Whalen

Seconded by: S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.18

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 676-3: Policy, Governance and Ethical Decision Making be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program: Master of Education**
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 676-3
4. **Course Title:** Policy, Governance and Ethical Decision Making
5. **Goal(s) of Course:**

Learners will:

- Create and redesign policy that would support transformation within the community.
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Identify policies that need addressing by looking at their qualities and characteristics.
- Investigate how policy and daily decision-making affects community and behaviour.
- Understand the mindsets that influence policy making through an exploration of existing policy, governance and ethical decision making.

6. Calendar Course Description:

This course will investigate and analyze policy and regulations, governance procedures, and ethical decision-making processes that support systems. Coherence and policy alignment are essential for systems to be successful and effective and should be aligned to current beliefs and values.

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

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

Yes* No X

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

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct

number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 3 Seminar #
Laboratory # Other (please specify) _____

9. Prerequisites (taken prior): None

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

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

12. Preclusions: None

13. Course Equivalencies: None

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

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

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program Identified as relevant course to add to Leadership specialization by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. Anticipated enrolment 20

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

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

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

5. Course required by another major/minor:

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

7. Toward what degrees will the course be accepted for credit? Master of Education

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

- EDUC 671-3: Reconciling Space and Practice: Ways of Knowing and Being
- EDUC 672-3: Reflective & Transformative Practices in Educational Contexts
- EDUC 673-3: Using Research to Inform Practice and Policy
- EDUC 674-3: Mental Health Disorders in Exceptionality Education
- EDUC 675-3: So You Want to Change the World
- EDUC 677-3: Why decolonizing of education is good for everyone
- EDUC 678-3: Leadership for Equity and Inclusion
- EDUC 679-3: Small is Beautiful: The Power of Small
- EDUC 680-3: En chu huna: Living our Learning

9. What courses are being deleted from the Program this year? None

C. Relation to Other Program Areas Not applicable

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

2. Is a preclusion required? Yes _____ No X

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

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

5. In offering this course, will UNBC require facilities or staff at other institutions?

Yes _____ No X

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

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

D. Resources required

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

i. College Staffing:

ii. Space (classroom, laboratory, storage, etc.):

iii: **Library Holdings:** See attached form

iv. **Computer (time, hardware, software):**

E. Additional Attached Materials None

F. Other Considerations

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

* *Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

If "yes,**" refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

2. **Other Information:** None

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

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.15

Moved by: C. Whalen

Seconded by: S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.19

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 677-3: Why Decolonizing of Education is Good for Everyone be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program: Master of Education**
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 677-3
4. **Course Title:** Why Decolonizing of Education is Good for Everyone
5. **Goal(s) of Course:**

Learners will:

- Acknowledge, unpack, and understand the colonial legacy felt in systems today.
- Compare the past and present experiences within the system - what has changed? Is it good enough? Where do we need to be and how are we going to get there?
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Empathize with the lived experiences of colonization and incorporate the 'heart' part of this learning into challenging your assumptions.
- Ideate, design, and construct ways forward within your vision for transformation.

6. Calendar Course Description:

This course focuses on decolonizing systems and practice. How can Indigenous Worldviews and perspectives be visible and embedded in everything that we do? Learners develop an understanding of the colonial history in Canada and Canadian educational systems including but not exclusive to a critical examination of systems and policies. This course offers opportunities to see ways that leadership may shift the course of action for reconciliation.

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

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

Yes* No X

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture	<u> 3 </u>	Seminar	<u> # </u>
Laboratory	<u> # </u>	Other (please specify)	_____

9. Prerequisites (taken prior): None

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

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

12. Preclusions: None

13. Course Equivalencies: None

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

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

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program Identified as relevant course to add to Leadership specialization by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. Anticipated enrolment 20

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

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

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

5. Course required by another major/minor:

6. **Course required or recommended by an accrediting agency:** No
7. **Toward what degrees will the course be accepted for credit?** Master of Education
8. **What other courses are being proposed within the Program this year?**
- EDUC 671-3: **Reconciling Space and Practice: Ways of Knowing and Being**
 - EDUC 672-3: **Reflective & Transformative Practices in Educational Contexts**
 - EDUC 673-3: **Using Research to Inform Practice and Policy**
 - EDUC 674-3: **Mental Health Disorders in Exceptionality Education**
 - EDUC 675-3: **So You Want to Change the World**
 - EDUC 676-3: **Policy, Governance, and Ethical Decision Making**
 - EDUC 678-3: **Leadership for Equity and Inclusion**
 - EDUC 679-3: **Small is Beautiful: The Power of Small**
 - EDUC 680-3: **En chu huna: Living our Learning**
9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:**
4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
- Yes _____ No X

If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

Yes _____ No X

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

D. Resources required

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

- i. College Staffing:
- ii. Space (classroom, laboratory, storage, etc.):
- iii. Library Holdings: See attached form
- iv. Computer (time, hardware, software):

E. **Additional Attached Materials** None

F. **Other Considerations**

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

** Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

***If "yes," refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.*

2. **Other Information**: None

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

G. **Authorization** (Please ignore — Section to be completed by Committee Recording Secretaries)

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.10

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: June 4, 2020

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.16

Moved by: C. Whalen

Seconded by: S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.20

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 678-3: Leadership for Equity and Inclusion be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program: Master of Education**
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 678-3
4. **Course Title:** Leadership for Equity and Inclusion
5. **Goal(s) of Course:**

Learners will:

- Acknowledge the different cultural lenses being served within the community and recognize where one's preferences and bias lie within this framework.
- Connect with the community to deeply understand what members of the community value, prefer, and perceive as important and what needs to change.
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Develop the adaptive expertise necessary to build a leadership mindset inclusive of all.
- Identify inequalities within your system that challenge or limit opportunities.
- Use concept of self, community voice, and research to create a new stance.

6. Calendar Course Description:

Equity and inequity are systemic. What does it mean to have an inclusive system and inclusive systemic leadership? How do leaders create a more equitable educational system by humanizing pedagogy and practices? This course explores how to know your peers, colleagues, and self. Learners examine understanding of one's biases and preferences while moving to a more heightened and adaptive multi-cultural lens by implementing the First Peoples Principles of Learning.

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

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

Yes* No

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture	<u> 3 </u>	Seminar	<u> # </u>
Laboratory	<u> # </u>	Other (please specify)	_____

9. Prerequisites (taken prior): None

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

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

12. Preclusions: None

13. Course Equivalencies: None

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

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

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program Identified as relevant course to add to Leadership specialization by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. Anticipated enrolment 20

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

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

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

5. Course required by another major/minor:

6. **Course required or recommended by an accrediting agency:** No
7. **Toward what degrees will the course be accepted for credit?** Master of Education
8. **What other courses are being proposed within the Program this year?**
- EDUC 671-3: **Reconciling Space and Practice: Ways of Knowing and Being**
 - EDUC 672-3: **Reflective & Transformative Practices in Educational Contexts**
 - EDUC 673-3: **Using Research to Inform Practice and Policy**
 - EDUC 674-3: **Mental Health Disorders in Exceptionality Education**
 - EDUC 675-3: **So You Want to Change the World**
 - EDUC 676-3: **Policy, Governance, and Ethical Decision Making**
 - EDUC 677-3: **Why decolonizing of education is good for everyone**
 - EDUC 679-3: **Small is Beautiful: The Power of Small**
 - EDUC 680-3: **En chu huna: Living our Learning**
9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:**
4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
- Yes _____ No X

If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

Yes _____ No X

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

D. Resources required

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

- i. College Staffing:
- ii. Space (classroom, laboratory, storage, etc.):
- iii. Library Holdings: See attached form
- iv. Computer (time, hardware, software):

E. **Additional Attached Materials** None

F. **Other Considerations**

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

** Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

***If "yes," refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.*

2. **Other Information**: None

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

G. **Authorization** (Please ignore — Section to be completed by Committee Recording Secretaries)

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.11

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: June 4, 2020

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.17

Moved by: C. Whalen

Seconded by: S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.21

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 679-3: Small is Beautiful: The Power of Small be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program:** Master of Education
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 679-3
4. **Course Title:** Small is Beautiful: The Power of Small
5. **Goal(s) of Course:**

Learners will:

- Compare the parallels of innovation in small or local contexts to larger systems.
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Envision systemic change that is possible through creative and critical thinking.
- Explore and engage communities throughout the system and identify influencers and networks that support transformation or have experienced similar transformations.
- Understand, identify, and apply innovations made possible by flexible contexts and systems.

6. Calendar Course Description:

Small is a relative term. This course engages learners to imagine, realize, and recognize innovation in their local communities. Constructing and conceptualizing transformation within their workplace and community includes cultural, social, and economical components to bring about innovation in practice, in workplaces, and in collaboration with others from multiple learning networks.

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

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

Yes* No X

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

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture	<u>3</u>	Seminar	<u>#</u>
Laboratory	<u>#</u>	Other (please specify)	_____

9. Prerequisites (taken prior): None

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

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

12. Preclusions: None

13. Course Equivalencies: None

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

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

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program Identified as relevant course to add to Leadership specialization by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. Anticipated enrolment 20

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

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

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

5. Course required by another major/minor:

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

7. Toward what degrees will the course be accepted for credit? Master of Education

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

- EDUC 671-3: Reconciling Space and Practice: Ways of Knowing and Being
- EDUC 672-3: Reflective & Transformative Practices in Educational Contexts
- EDUC 673-3: Using Research to Inform Practice and Policy
- EDUC 674-3: Mental Health Disorders in Exceptionality Education
- EDUC 675-3: So You Want to Change the World
- EDUC 676-3: Policy, Governance, and Ethical Decision Making
- EDUC 677-3: Why decolonizing of education is good for everyone
- EDUC 678-3: Leadership for Equity and Inclusion
- EDUC 680-3: En chu huna: Living our Learning

9. What courses are being deleted from the Program this year? None

C. Relation to Other Program Areas Not applicable

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

2. Is a preclusion required? Yes _____ No X

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

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

5. In offering this course, will UNBC require facilities or staff at other institutions?

Yes _____ No X

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

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

D. Resources required

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

- i. College Staffing:
- ii. Space (classroom, laboratory, storage, etc.):
- iii. Library Holdings: See attached form
- iv. Computer (time, hardware, software):

E. Additional Attached Materials None

F. Other Considerations

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

** Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

****If "yes,"** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

2. **Other Information:** None

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

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.18

Moved by: C. Whalen

Seconded by: S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.22

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 680-3: En cha huna: Living our Learning be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020
2. **Academic Program: Master of Education**
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 680-3
4. **Course Title:** En chu huna: Living our Learning
5. **Goal(s) of Course:**

Learners will:

- Critique the various options and understand the ethical presentation of knowledge.
- Demonstrate the role of the Public Intellectual in informing policy and practice.
- Describe process, implementation, and findings to workplace or system stakeholders.
- Determine ways in which one can curate items in one's Digital Repository and use those items to inform one's work.
- Identify a situation within their workplace or system where transformation is needed to benefit the workplace, the system, and community.
- Prepare a presentation that will be presented to colleagues and peers.
- Recognize the variety and scope of knowledge dissemination opportunities.

6. Calendar Course Description:

This course concludes the learning experiences of the students. Students identify a problem or situation within their professional environments that require significant change or transformation. Drawing from learnings and coursework collected in digital repositories, students explore ways in which to prepare, disseminate and share knowledge as Public Intellectuals and Thought Leaders to an audience identified as relevant to their people, place, and land. Course seminars critique various dissemination options based on desired impact, potential audience, ethical issues, and knowledge mobilization.

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

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

Yes* _____ No X

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

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

"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

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

Variable credit is denoted by the following examples:

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

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

8. Contact Hours (per week):

Lecture 3

Seminar #

Laboratory #

Other (please specify) _____

9. Prerequisites (taken prior): None

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

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

12. Preclusions: None

13. Course Equivalencies: None

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

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

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program Identified as relevant course to add as a core course by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. Anticipated enrolment 40

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

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

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

5. **Course required by another major/minor:**
6. **Course required or recommended by an accrediting agency:** No
7. **Toward what degrees will the course be accepted for credit?** Master of Education
8. **What other courses are being proposed within the Program this year?**
 - EDUC 671-3: **Reconciling Space and Practice: Ways of Knowing and Being**
 - EDUC 672-3: **Reflective & Transformative Practices in Educational Contexts**
 - EDUC 673-3: **Using Research to Inform Practice and Policy**
 - EDUC 674-3: **Mental Health Disorders in Exceptionality Education**
 - EDUC 675-3: **So You Want to Change the World**
 - EDUC 676-3: **Policy, Governance, and Ethical Decision Making**
 - EDUC 677-3: **Why decolonizing of education is good for everyone**
 - EDUC 678-3: **Leadership for Equity and Inclusion**
 - EDUC 679-3: **Small is Beautiful: The Power of Small**
9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:**
4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
 Yes _____ No X
If yes, please describe requirements:
6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**
 Yes _____ No X
If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

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

- i. College Staffing:
- ii. Space (classroom, laboratory, storage, etc.):
- iii. Library Holdings: See attached form
- iv. Computer (time, hardware, software):

E. Additional Attached Materials None

F. Other Considerations

- 1. **First Nations Content***: Yes** X No _____
** Whether a new course has First Nations content is to be determined by the relevant College Council(s).*
***If “yes,” refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.*
- 2. **Other Information:** None
- 3. **Attachment Pages (in addition to required “Library Holdings” Form):** 0 pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)


College: Arts, Social and Health Sciences
SCCC Reviewed: April 30, 2020
College Council Motion Number: CASHSCC.2020.05.21.07
College Council Approval Date: May 21, 2020
Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.12
Senate Committee on First Nations and Aboriginal Peoples Meeting Date: June 4, 2020

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.19
Moved by: C. Whalen **Seconded by:** S. Wagner
Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date



 Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

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

PROPOSED NEW COURSE: EDUC 671-3 Reconciling Space and Practice: Ways of Knowing and Being

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

a) Are current library holdings adequate? Yes X No

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

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



University Librarian (or designate) signature

 May 30, 2020
Date

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

PROPOSED NEW COURSE: EDUC 672-3: Reflective and Transformative Practices in Educational Contexts

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

a) Are current library holdings adequate? Yes X No

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

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



University Librarian (or designate) signature

 May 30, 2020
Date

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

PROPOSED NEW COURSE: EDUC 673-3: Using Research to Inform Practice and Policy

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

a) Are current library holdings adequate? Yes X No

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

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



University Librarian (or designate) signature

 May 30, 2020

Date

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

PROPOSED NEW COURSE: 674-3: Mental Health Disorders in Exceptionality Education

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

a) Are current library holdings adequate? Yes X No

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

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



University Librarian (or designate) signature

 May 30, 2020

Date

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

PROPOSED NEW COURSE: EDUC 675-3: So You Want to Change the World?

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

- a) Are current library holdings adequate? Yes X No
- b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?
- c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature

 May 30, 2020

Date

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

PROPOSED NEW COURSE: EDUC 676-3: Policy, Governance and Ethical Decision Making

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

- a) Are current library holdings adequate? Yes X No
- b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?
- c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature

 May 30, 2020
Date

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

PROPOSED NEW COURSE: EDUC 677-3: Decolonizing Education

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

- a) Are current library holdings adequate? Yes X No
- b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?
- c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature

 May 30, 2020
Date

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

PROPOSED NEW COURSE: EDUC 678-3: Leadership for Equity and Inclusion

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

- a) Are current library holdings adequate? Yes X No
- b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?
-
-
-
-
-
-
-
-
-
-
- c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature

 May 30, 2020
Date

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

PROPOSED NEW COURSE: EDUC 679-3: Small is Beautiful: The Power of Small

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

- a) Are current library holdings adequate? Yes X No
- b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?
- c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature

 May 30, 2020
Date

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

PROPOSED NEW COURSE: 680-3: En chu huna: Living our Learning

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

a) Are current library holdings adequate? Yes X No

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

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



University Librarian (or designate) signature

May 30, 2020
Date

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program preamble for School of Education (BEEd Program) and BEEd Elementary Years (Grades K-7) Years admissions on pages 83-84 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date: September 2020**
2. **Rationale for the proposed revisions:** The revision will clarify the renewed Bachelor of Education program model that aligns with current trends in teacher education programs, the teaching profession, and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.
3. **Implications of the changes for other programs, etc., if applicable: None**
4. **Reproduction of current Calendar entry for the item to be revised:**

Since its inception, the School of Education (SoE) has recognized its unique position in the province and it has attended to the needs of educators in its northern rural and remote schools. The program was designed to reflect the region's cultural diversity, especially with regard to Aboriginal and Indigenous populations.

The Bachelor of Education program is based on a signature pedagogy focused on People, Place and Land. Teacher candidates graduating from UNBC's BEEd program are equipped to develop their professional voices as educators and leaders. They experience authentic engagement through continuous in situ inquiry with Aboriginal and Indigenous Ways of Knowing and Doing, moving beyond simply learning about Aboriginal Education and Truth and Reconciliation to questioning, exploring, focusing and refocusing how and why this work impacts teaching and learning. Particular emphasis is placed on the integration of Literacy and Numeracy skills across the BEEd program as it relates to the K-12 curricula.

BEEd Elementary Years (Grades K-7) Stream

Subject to the Ministry of Education BC Teachers' Council (BCTC admission requirements for the Elementary Years stream (Grades K-7), students may apply to enter the BEEd Elementary Years stream with, as described in the UNBC Admission Requirements, one of the following:

- (a) an acceptable three- or four-year bachelor's degree;
- (b) a minimum 90 credit hours of undergraduate coursework;
- (c) a UNBC Education Diploma in a First Nations Language and Culture (minimum 92 credit hours)

BEEd Degree Completion Program (Elementary Years)

The BEEd degree completion program is available to applicants who have completed a UNBC Education Diploma in a First Nations Language and Culture. The degree completion program consists of an additional 50 credit hours of Education coursework of which 13 credit hours is classroom experience. Students applying for admission under item (c) will be admitted to the BEEd Elementary Years degree completion program and must complete the required Education courses not taken as part of the Education Diploma program and sufficient additional credit hours in a teachable field to attain a minimum 150 credit hours of combined academic, Education Diploma and BEEd coursework. Upon completion of the four semester BEEd program or the two-year BEEd degree completion program, students graduate with a Bachelor of Education degree. All Education courses within the BEEd degree program and the BEEd degree completion

program are required. There are no elective courses offered.

BEd Secondary Years Stream (8-12)

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

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

Elementary Years (Grades K-7)

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

Admission Requirements

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

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

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

Transfer credit for coursework relating to the 90 credit hours that have been completed prior to UNBC registration shall not be subject to the ten-year provision in the University Calendar regulation regarding Time Limit for Transfer Credit but shall be determined by the School of Education. In addition to the admission requirements described above, the following requirements must be met (see note following):

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

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

Note: Applicants who do not meet the requirements in items 1-4 above but who otherwise meet the admission requirements may be admitted provisionally to the BEd program with the approval of the Chair if they have completed a minimum of 12 credit hours of the required coursework. Applicants admitted provisionally to the program under this section will not be recommended to the BC Ministry of Education, Teacher Regulation Branch for certification until they successfully complete the coursework requirements.

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

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

The Bachelor of Education (BEd) program is based on a signature pedagogy focused on People, Place and Land. ~~Teacher candidates graduating from UNBC's BEd program are equipped to develop their professional voices as educators and leaders. They experience authentic engagement through continuous in situ inquiry with Aboriginal and Indigenous Ways of Knowing and Doing, moving beyond simply learning about Aboriginal Education and Truth and Reconciliation to questioning, exploring, focusing and refocusing how and why this work impacts teaching and learning. Particular emphasis is placed on the integration of Literacy and Numeracy skills across the BEd program as it relates to the K-12 curricula. Philosophically, constructivist principles underpin the BEd program. The BEd program model reflects current professional thinking and research that optimizes the mapping between educational theory and classroom practices. The program emphasizes such learner-centered strategies as inquiry-based learning, inclusion of diverse learners' perspectives, the development of caring and respectful learning communities, and reflective practices. Particular emphasis is placed on the integration of Literacy and Numeracy skills across the K-12 curricula.~~

Throughout the BEd program, teacher candidates have opportunities to develop an understanding of disciplinary areas focused on children's levels of cognitive and social development. As a cohort, they question, explore, focus, and reflect on how and why topics like Aboriginal and Indigenous education or Truth and Reconciliation have an impact on teaching and learning practices and approaches. Teacher candidates plan and practice ways of integrating pedagogical excellence and practice in one of two streams: the Elementary Years or the Secondary Years. Individually, they have opportunities to develop their professional voices as educators and leaders. They experience authentic engagement through continuous in situ inquiry with Aboriginal and Indigenous Ways of Knowing and Doing.

The BEd program provides teacher candidates with the coursework and classroom experience to prepare them to be qualified teachers. Upon successful completion of the program, graduates are recommended to the Ministry of Education for professional certification required for employment in the British Columbia (BC) public school system.

Admission to the BEd program is a competitive process. Satisfying the minimum admission requirements does not guarantee admission. For further information concerning the admissions and the application process, please contact the BEd Academic Advisor in the Office of the Registrar.

BEd Elementary Years (Grades K-7) Stream

~~Subject to the Ministry of Education BC Teachers' Council (BCTC admission requirements for the Elementary Years stream (Grades K-7), students may apply to enter the BEd Elementary Years stream with, as described in the UNBC Admission Requirements, one of the following:~~

- ~~(a) an acceptable three- or four-year bachelor's degree;~~
- ~~(b) a minimum 90 credit hours of undergraduate coursework;~~
- ~~(c) a UNBC Education Diploma in a First Nations Language and Culture (minimum 92 credit hours)~~

BEd Degree Completion Program (Elementary Years)

The BEd degree completion program is available to applicants who have completed a UNBC Education Diploma in a First Nations Language and Culture. The degree completion program consists of an additional 50 credit hours of Education coursework of which 13 credit hours is classroom experience. Students applying for admission under item (c) will be admitted to the BEd Elementary Years degree completion program and must complete the required Education courses not taken as part of the Education Diploma program and sufficient additional credit hours in a teachable field to attain a minimum 150 credit hours of combined academic, Education Diploma and BEd coursework. Upon completion of the four semester BEd program or the two-year BEd degree completion program, students graduate with a Bachelor of Education degree. All Education courses within the BEd degree program and the BEd degree completion program are required. There are no elective courses offered.

Secondary Years Stream (8-12)

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

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

BEd Degree Elementary Years (Grades K-7) Stream

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

Admission Requirements

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

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

(b) a minimum of 90 credit hours of undergraduate coursework of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC School system and including must include 30 senior level credit hours, ~~must be in Arts, Science, or other teachable fields relevant to the BC School system.~~

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

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

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

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

Note: Applicants who do not meet the requirements in items 1-4 above but who otherwise meet the admission requirements may be admitted ~~provisionally conditionally~~ to the BEd program with the approval of the Chair if they have completed a minimum of 12 credit hours of the required coursework. Applicants admitted ~~provisionally conditionally~~ to the program under this section must complete the requirements prior to commencement of their BEd program. ~~will not be recommended to the BC Ministry of Education, Teacher Regulation Branch for certification until they successfully complete the coursework requirements.~~

6. Authorization:

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.04

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.13

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: June 4, 2020

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.20

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202006.24

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program preamble for School of Education (BEEd Program) and BEEd Elementary Years (Grades K-7) Years admissions on page 90 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date: September 2020**
2. **Rationale for the proposed revisions:** The revision will clarify terminology used in the renewed Bachelor of Education program model that aligns with current trends in teacher education programs, the teaching profession, and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.
3. **Implications of the changes for other programs, etc., if applicable: None**
4. **Reproduction of current Calendar entry for the item to be revised:**

Expectations

The expectations of teacher candidates during the practica are published and distributed to all teacher candidates, Practicum Supervisors, and Cooperating Teachers at the start of each year in the Teacher Candidate Handbook. Regular attendance during the practica is required. Teacher candidates are required to notify the school, whenever classroom experience appointments cannot be kept and also inform the Chair or designate and the Practicum Supervisor. Teacher candidates are disbarred from the Classroom Practice and Seminar course if they have more than three unexcused absences.

Professional Ethics

All teacher candidates in the program placed in schools for classroom experience are subject to the provisions of the Schools Act, School Regulations, the British Columbia Teachers' Federation (BCTF) Code of Ethics and any regulation and/or code of behaviour applicable to teachers and staff in the school. Any teacher candidate may be required to withdraw from a classroom experience for violation of any part of the School Act, School Regulations, the BCTF Code of Ethics, or upon written notice from the school principal or the superintendent in the district where the teacher candidate is placed.

Practicum Supervisors or Cooperating Teachers who refuse teacher candidates' continued participation in a practicum experience for misconduct or repeated absence must immediately discuss the matter of any concerns of misconduct or absenteeism. with the Practicum Placement Coordinator. who shall then either inform the teacher candidate of the conditions under which they may resume participation in the practica or inform the teacher candidate that the Chair of Education or Chair's designate is being advised that the teacher candidate's performance in the classroom experience is considered unsatisfactory by those responsible for supervision of the practicum experience.

Denial and Withdrawal

Teacher candidates will be denied the practica placement if their preparatory coursework is considered to be unsatisfactory (e.g., below C+ work or incomplete work) by the Chair or designate. Teacher candidates may be required to withdraw from a practicum experience if their performance in their school placement is considered to be unsatisfactory by the Chair or designate based on written assessments by the by the Practicum Supervisor and/or Cooperating Teacher).

Teacher candidates seeking voluntary withdrawal from a practicum placement, whether permanent or temporary, must receive permission to do so from the Chair of Education. Teacher candidates should make this decision only after careful consideration of the possible impact on their practicum experience-based assignments. Failure to give appropriate notice of withdrawal during a practicum placement, without consultation and approval of the Practicum Placement Coordinator, and/or BEd Coordinator, will result in withdrawal from UNBC's Education Program. Teacher candidates who withdraw voluntarily from a practicum placement must notify the Practicum Placement Coordinator in writing at least one week in advance of the commencement of the classroom placement. Teacher candidates who are required to withdraw from a practicum placement must make an appointment to see the Practicum Placement Coordinator and the Chair of Education.

Teacher candidates who have withdrawn for any reason from a Practicum Classroom Practice & Seminar course, or who wish to re-enter, or re-take, the course must apply to the BEd Admissions and Standards Committee Chair for request for re-admission to the course or program. Teacher candidates should not assume that re-admission would automatically be granted.

The number of times a teacher candidate can be re-admitted to Classroom Practice & Seminar courses is limited to once except in cases where there are dire circumstances beyond the teacher candidate's control as set out in the UNBC "Conditions of Academic Standing" (Academic Regulation 49). Teacher candidates will only be re-admitted to a Classroom Practice & Seminar course when, in the opinion of those responsible for the supervision of the previous attempt, there was evidence of significant progress toward meeting the outcomes for the practicum placement. Teacher candidates will not be re-admitted to any single Classroom Practice & Seminar more than once. Teacher candidates will not be re-admitted to a Classroom Practice & Seminar course if they have previously been re-admitted to any other Classroom Practice & Seminar course in any of UNBC's BEd programs.

Part-Time Students in the BEd Program

The Bachelor of Education program at UNBC is a full-time study program. It is expected that all students registered in this program will be enrolled on a full-time basis. However, under exceptional circumstances, where students are unable to fulfill full-time study for family, personal, or health reasons, students may be allowed to continue the program on a part-time basis. Application to continue on a part-time basis must be submitted in writing to the Chair of the School of Education and approved by the Dean of the College of Arts, Social and Health Sciences.

BEd Graduation Requirements

To be eligible for a Bachelor of Education degree the candidate must normally must normally have earned:

- A grade of C+ or better in all Education courses; and,
- A minimum GPA of 2.33.
- All teachers, administrators and supervisors employed in the province's Kindergarten to Grade 12 public school system must have a valid Ministry of Education teaching certificate. This requirement includes full time, part time and teacher-on-call positions. If you would like to work in a BC public school, you must apply and provide all documentation to the BC Ministry of Education - Teacher Regulation Branch for a certificate and you must pay an annual practice fee to maintain your certificate.
- The Teacher Qualification Service: Salary categories for teachers are established by the Teacher Qualification Service upon application, and only when a British Columbia teaching credential has already been granted by the BC Ministry of Education, Teacher Regulation Branch. Categories are assigned on the basis of completed years of academic and professional preparation.
- Procedure and Documentation: Application forms for the BC Ministry of Education, Teacher Regulation Branch and the Teacher Qualification Service are available from the School of Education, as well as directly from the agencies or their respective websites (www.bcteacherregulation.ca and www.tqs.bc.ca).

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

Expectations

The expectations of teacher candidates during the practica are published and distributed to all teacher candidates, Practice Evaluators and Coaching Teachers ~~Practicum Supervisors, and Cooperating Teachers~~ at the start of each term. ~~year in the Teacher Candidate Handbook.~~ Regular attendance during the practica is required. Teacher candidates are required to notify the school, the Practice Evaluator, the Coaching Teacher, and the Practicum Placement Coordinator whenever classroom experience appointments cannot be kept ~~and also inform the Chair or designate and the Practicum Supervisor.~~ Teacher candidates are disbarred from the ~~Classroom Practice and Seminar~~ practicum course if they have more than three unexcused absences.

Professional Ethics

All teacher candidates in the program placed in schools for classroom experience are subject to the provisions of the Schools Act, School Regulations, the British Columbia Teachers' Federation (BCTF) Code of Ethics, the Professional Standards of BC Educators, and any school regulation and/or code of behaviour applicable to teachers and staff. ~~in the school. Any teacher candidate may be required to withdraw from a classroom experience for violation of any part of the School Act, School Regulations, the BCTF Code of Ethics, the~~ or upon written notice from the school principal or the superintendent in the district where the teacher candidate is placed.

~~Practicum Supervisors or Cooperating Teachers who refuse teacher candidates' continued participation in a practicum experience for misconduct or repeated absence must immediately discuss the matter of any concerns of misconduct or absenteeism with the Practicum Placement Coordinator, who shall then either inform the teacher candidate of the conditions under which they may resume participation in the practica or inform the teacher candidate that the Chair of Education or Chair's designate is being advised that the teacher candidate's performance in the classroom experience is considered unsatisfactory by those responsible for supervision of the practicum experience.~~

Denial and Withdrawal

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

Teacher candidates seeking voluntary withdrawal from a practicum placement, whether permanent or temporary, must notify the Practicum Placement Coordinator in writing at least one week in advance of the commencement of the classroom placement. ~~must receive permission to do so from the Chair of Education. Teacher candidates should make this decision only after careful consideration of the possible impact on their practicum experience based assignments.~~ Failure to give appropriate notice of withdrawal during a practicum placement, without consultation and approval of the Practicum Placement Coordinator, and/or BEC Coordinator, will result in a requirement to withdrawal from UNBC's Education Program. ~~Teacher candidates who withdraw voluntarily from a practicum placement must notify the Practicum Placement Coordinator in writing at least one week in advance of the commencement of the classroom placement. Teacher candidates who are required to withdraw from a practicum placement must make an appointment to see the Practicum Placement Coordinator and the Chair of Education.~~

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

Request for Re-admission

Teacher candidates who have withdrawn for any reason from a practicum Classroom Practice & Seminar course, or who wish to re-enter, or re-take, the course must ~~apply to the BEd Admissions and Standards Committee Chair for~~ submit a written request for re-admission to the Chair for the School of Education. ~~course or program. Teacher candidates should not assume that re-admission would automatically be granted~~ Re-admission is not guaranteed.

~~The number of times a~~ A teacher candidate can be ~~may request and be granted re-admission for re-admitted to Classroom Practice & Seminar practicum courses is limited to only once except in cases where there are dire circumstances beyond the teacher candidate's control as set out in the UNBC Conditions of Academic Standing (Academic Regulation 50 49).~~

Teacher candidates will only be re-admitted to a practicum Classroom Practice & Seminar course when, in the opinion of those responsible for the supervision of the previous attempt, there ~~was~~ is evidence of significant progress toward meeting the outcomes for the practicum placement. ~~Teacher candidates will not be re-admitted to any single Classroom Practice & Seminar more than once. Teacher candidates will not be re-admitted to a Classroom Practice & Seminar course if they have previously been re-admitted to any other Classroom Practice & Seminar course in any of UNBC's BEd programs.~~

Part-Time Students in the BEd Program

The Bachelor of Education program at UNBC is a full-time study program. ~~It is expected that all students teacher candidates registered in this program will be enrolled on a full-time basis. However, under exceptional circumstances (i.e., family, personal, or health reasons), where a teacher candidate students are unable to fulfill full-time study for family, personal, or health reasons, students may request be allowed to continue the program on a part-time basis. Application to continue on a part-time basis. The request must be submitted in writing to the Chair of the School of Education and approved by the Dean of the College of Arts, Social and Health Sciences. A change to part-time status is not guaranteed.~~

BEd Graduation Requirements

To be eligible for a Bachelor of Education degree the teacher candidate must normally have earned a Pass (B+) grade of C+ or better in all Education courses. ; and,
• A minimum GPA of 2.33 (C+).

Note:

All teachers, administrators and supervisors employed in the province's Kindergarten to Grade 12 public school system must have a valid BC Ministry of Education teaching certificate. This requirement includes full time, part time and teacher-on-call positions. ~~If you would like to work in a BC public school, you~~ Graduates choosing to work in a BC public school must apply to the BC Ministry of Education and provide all required documentation and payment of fees. to the BC Ministry of Education – Teacher Regulation Branch for a certificate and you must pay an annual practice fee to maintain your certificate.

~~• The Teacher Qualification Service: Salary categories for teachers are established by the Teacher Qualification Service upon application, and only when a British Columbia teaching credential has already been granted by the BC Ministry of Education, Teacher Regulation Branch. Categories are assigned on the basis of completed years of academic and professional preparation. • Procedure and Documentation: Application forms for the BC Ministry of Education, Teacher Regulation Branch and the Teacher Qualification Service are available from the School of Education, as well as directly from the agencies or their respective websites (www.bcteacherregulation.ca and www.tqs.bc.ca).~~

6. **Authorization:**

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.04

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.21

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the BEd Elementary Years and Secondary Years sections for School of Education (BEd Program) on pages 85-86 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date: September 2020**
2. **Rationale for the proposed revisions:** The revision will clarify the renewed Bachelor of Education program model that aligns with current trends in teacher education programs, the teaching profession, and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.
3. **Implications of the changes for other programs, etc., if applicable: None**
4. **Reproduction of current Calendar entry for the item to be revised:**

Elementary Years Stream (K-7) (Terrace Campus)

Year 1: First Semester

EDUC 313-1 Interpersonal Communication
EDUC 333-2 Learning Development & Motivation
EDUC 340-2 Curriculum Development Models
EDUC 346-3 Aboriginal and Indigenous Education
EDUC 356-2 Language and Literacy: Development (EY)
EDUC 376-2 Numeracy: Math Concepts (EY)
EDUC 380-3 Foundations of Education
EDUC 390-3 Observational Practicum

Year 1: Second Semester

EDUC 341-2 Principles of Inquiry-Based Instruction
EDUC 342-2 Social Dynamics of Classrooms
EDUC 351-3 Curriculum and Instruction: Second Language
EDUC 358-3 Language and Literacy: Reading, Writing, and Content Inquiry (EY)
EDUC 366-2 Curriculum and Instruction: Social Studies (EY)
EDUC 377-2 Numeracy: Instructional Strategies (EY)
EDUC 387-2 Curriculum and Instruction: Science (EY)
EDUC 391-3 Experiential Practicum

Year 2: First Semester

EDUC 406-3 Curriculum and Instruction: Fine Arts (EY)
EDUC 421-3 Assessment and Motivation
EDUC 431-3 Educational Technology
EDUC 435-2 Learning and Diversity: Inclusive Classrooms
EDUC 446-3 Aboriginal and Indigenous Education
EDUC 456-2 Language and Literacy Across the Curriculum (EY)
EDUC 490-3 Formative Practicum

Year 2: Second Semester

EDUC 436-2 Learning and Diversity: Learning Disabilities

EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (SY)

EDUC 489-2 Curriculum and Instruction: Physical Education (EY)

EDUC 491-6 Summative Practicum

Entry Route via a UNBC Education Diploma in a First Nations Language and Culture

Note: Students entering via this route must have completed, prior to graduation, sufficient additional elective credit hours in a teachable field to attain a minimum 150 credit hours of combined academic, Education Diploma and BEd coursework.

Year 1: First Semester

EDUC 336-3 Inclusive Education: Success for All

EDUC 340-2 Curriculum Development Models

EDUC 376-2 Numeracy: Math Concepts (EY)

EDUC 396-2 Reflective Seminar

ELECTIVE 1-3 Academic course in a teachable area

ELECTIVE 2-3 Academic course in a teachable area

Year 1: Second Semester

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

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

EDUC 377-2 Numeracy: Instructional Strategies (EY)

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

EDUC 391-3 Experiential Practicum

ELECTIVE 3-3 Academic course in a teachable area

*The EDUC 391-3 practicum is required only if it has not been taken previously as a component of the Education Diploma in a First Nations Language and Culture.

Year 2: First Semester

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

EDUC 413-2 Interpersonal Counselling Skills

EDUC 421-3 Assessment and Motivation

EDUC 431-3 Educational Technology

EDUC 446-3 Aboriginal and Indigenous Education

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

EDUC 490-3 Formative Practicum

Year 2: Second Semester

EDUC 491-6 Summative Practicum

Secondary Years Stream (8-12)

The Secondary Years stream is a two-year after-degree program that prepares individuals to teach in grades 8 through 12 in specialty areas. This model reflects current thinking about optimizing the match between educational theory and children's levels of cognitive and social development. The Secondary Years stream is designed to educate teachers to combine pedagogical excellence across disciplinary areas with a learner-centered approach to practice. Philosophically, the program is designed around constructivist principles. It emphasizes approaches to practice such as inquiry based learning, strategies for instruction, integration of language across the curriculum, inclusion of diverse learners and perspectives, the development of caring and respectful communities of learners, and reflective practice. Successful applicants to the Secondary Years stream are assigned to a cohort group of approximately 35 students and take all of their courses with that cohort group.

Admission Requirements

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

- A minimum GPA of 2.33 (C+) in the most recent 60 credit hours of transferable post-secondary coursework;
- 6 credit hours of English Literature with a C+ average, or 3 credit hours of English Literature and 3 credit hours of English Composition with a C+ average (courses in creative, business, or technical writing or communication are not acceptable);
- 3 credit hours of Mathematics (not including Statistics);
- 3 credit hours of a Laboratory Science—a lab component is not required, but recommended. Laboratory Science credit hours are normally selected from Astronomy, Biology, Chemistry, Earth and Environmental Science, Physical Geography, or Physics. Upon review, credit hours from other disciplines may be recognized as meeting the Laboratory Science requirement;
- 3 credit hours of Canadian Studies. Canadian Studies credit hours are normally selected from Anthropology, English Literature, First Nations Studies, Geography, History, Northern Studies, or Political Science courses containing significant Canadian content. Upon review, credit hours from other disciplines may be recognized as meeting the Canadian Studies requirement;
- 24 credit hours of academic coursework (inclusive of the credit hour requirements above) in any one of the teachable subjects taught in British Columbia public schools listed below:
 - o Biology
 - o Business Education
 - o Chemistry
 - o Computer Science
 - o Earth Science
 - o English
 - o First Nations Studies
 - o General Science¹
 - o Geography
 - o History
 - o Mathematics
 - o Physics
 - o Social Studies²;
- Submission of the completed application forms including the Experience with Children and Youth statement, three Confidential Reference Forms, and the Personal Statement.

1 Applicants with a teachable area in General Science must have completed the 24 credit hours of academic coursework in any combination of Biology, Chemistry, and/or Physics courses. Other science courses may be included in the 24 credit hours upon approval.

2 Applicants with a teachable area in Social Studies must have completed:

- 3 credit hours of Canadian Studies
- 3 credit hours of Geography
- 3 credit hours of History
- 15 credit hours of one or a combination of the following:
 - Anthropology
 - Economics
 - Geography
 - History
 - Political Science
 - Sociology
- Coursework in the areas of Canadian Studies, Cultural Studies, Asian Studies, Gender and Women's Studies, Indigenous Studies, Religious Studies (of a non-doctrinal nature), Classical Studies, Urban Studies, or Environmental Sciences may be considered upon examination of the course syllabi.

Approval must be sought from both the British Columbia Ministry of Education—Teacher Regulation Branch, and the UNBC School of Education. Applicants to the BEd Secondary Years stream should recognize that the credit levels for teachable subjects meet the British Columbia Ministry of Education—Teacher Regulation Branch accreditation requirements, and may not be equivalent to the formal requirements for a UNBC major or minor. Applicants should refer to the appropriate section of the UNBC Undergraduate Calendar in order to ensure that they are meeting all of the coursework required to successfully complete UNBC degree requirements.

All required coursework must be completed by May 1, prior to commencement of the BEd Secondary Years stream.

Admission to the BEd Secondary Years stream has limited enrolment and is competitive. Satisfying the minimum admission requirements does not guarantee admission.

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

~~Elementary Years Stream (K-7) (Terrace Campus)~~

~~Year 1: First Semester~~

~~EDUC 313-1 Interpersonal Communication
EDUC 333-2 Learning Development & Motivation
EDUC 340-2 Curriculum Development Models
EDUC 346-3 Aboriginal and Indigenous Education
EDUC 356-2 Language and Literacy: Development (EY)
EDUC 376-2 Numeracy: Math Concepts (EY)
EDUC 380-3 Foundations of Education
EDUC 390-3 Observational Practicum~~

~~Year 1: Second Semester~~

~~EDUC 341-2 Principles of Inquiry-Based Instruction
EDUC 342-2 Social Dynamics of Classrooms
EDUC 351-3 Curriculum and Instruction: Second Language
EDUC 358-3 Language and Literacy: Reading, Writing, and Content Inquiry (EY)
EDUC 366-2 Curriculum and Instruction: Social Studies (EY)
EDUC 377-2 Numeracy: Instructional Strategies (EY)
EDUC 387-2 Curriculum and Instruction: Science (EY)
EDUC 391-3 Experiential Practicum~~

~~Year 2: First Semester~~

~~EDUC 406-3 Curriculum and Instruction: Fine Arts (EY)
EDUC 421-3 Assessment and Motivation
EDUC 431-3 Educational Technology
EDUC 435-2 Learning and Diversity: Inclusive Classrooms
EDUC 446-3 Aboriginal and Indigenous Education
EDUC 456-2 Language and Literacy Across the Curriculum (EY)
EDUC 490-3 Formative Practicum~~

~~Year 2: Second Semester~~

~~EDUC 436-2 Learning and Diversity: Learning Disabilities
EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (SY)
EDUC 489-2 Curriculum and Instruction: Physical Education (EY)
EDUC 491-6 Summative Practicum~~

~~Entry Route via a UNBC Education Diploma in a First Nations Language and Culture~~

BEd Degree Completion Program (Elementary Years)

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

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

Year 1: First Semester

EDUC 336-3 Inclusive Education: Success for All
EDUC 340-2 Curriculum Development Models
EDUC 376-2 Numeracy: Math Concepts (EY)
EDUC 396-2 Reflective Seminar
ELECTIVE 1-3 Academic course in a teachable area
ELECTIVE 2-3 Academic course in a teachable area

Year 1: Second Semester

EDUC 357-4 Language and Literacy: Reading and Writing (EY)
EDUC 366-2 Curriculum and Instruction: Social Studies (EY)
EDUC 377-2 Numeracy: Instructional Strategies (EY)
EDUC 387-2 Curriculum and Instruction: Science (EY)
EDUC 391-3 Experiential Practicum
ELECTIVE 3-3 Academic course in a teachable area

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

Year 2: First Semester

EDUC 407-4 Curriculum and Instruction: Fine Arts/Physical and Health Education (EY)
EDUC 413-2 Interpersonal Counselling Skills
EDUC 421-3 Assessment and Motivation
EDUC 431-3 Educational Technology
EDUC 446-3 Aboriginal and Indigenous Education
EDUC 456-2 Language and Literacy Across the Curriculum (EY)
EDUC 490-3 Formative Practicum

Year 2: Second Semester

EDUC 491-6 Summative Practicum

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

~~The Secondary Years stream is a two-year after-degree program that prepares individuals to teach in grades 8 through 12 in specialty areas. This model reflects current thinking about optimizing the match between educational theory and children's levels of cognitive and social development. The Secondary Years stream is designed to educate teachers to combine pedagogical excellence across disciplinary areas with a learner-centered approach to practice. Philosophically, the program is designed around constructivist principles. It emphasizes approaches to practice such as inquiry based learning, strategies for instruction, integration of language across the curriculum, inclusion of diverse learners and perspectives, the development of caring and respectful communities of learners, and reflective practice. Successful applicants to the Secondary Years stream are assigned to join a cohort group of approximately 35 students of teacher candidates that normally begin and finish their program together, and take all of their courses with that cohort group.~~

Admission Requirements

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

1. A minimum GPA of 2.33 (C+) in the most recent 60 credit hours of transferable post-secondary coursework;
2. Six credit hours of English Literature with a C+ average, or 3 credit hours of English Literature and 3 credit hours of English Composition with a C+ average (courses in creative, business, or technical writing or communication are not acceptable);
3. Three credit hours of Mathematics (not including Statistics);
4. Three credit hours of a Laboratory Science. A lab component is not required, but is recommended. Laboratory Science credit hours are normally selected from Astronomy, Biology, Chemistry, Earth and Environmental Science, Physical Geography, or Physics. Upon review, credit hours from other disciplines may be recognized as meeting the Laboratory Science requirement;
5. Three credit hours of Canadian Studies. Canadian Studies credit hours are normally selected from Anthropology, English Literature, First Nations Studies, Geography, History, Northern Studies, or Political Science courses containing significant Canadian content. Upon review, credit hours from other disciplines may be recognized as meeting the Canadian Studies requirement;
6. Twenty-four credit hours of academic coursework (inclusive of the credit hour requirements above) in any one of the teachable subjects taught in British Columbia public schools listed below:
 - o Biology
 - o ~~Business Education~~
 - o Chemistry
 - o Computer Science
 - o Earth Science
 - o English
 - o First Nations Studies
 - o General Science¹
 - o Geography
 - o History
 - o Mathematics
 - o Physics
 - o Social Studies²;
7. Submission of the completed application forms including the Experience with Children and Youth statement, three Confidential Reference Forms, and the Personal Statement.

Notes:

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

2. Social Studies. Applicants with a teachable area in Social Studies must have completed:

- 3 credit hours of Canadian Studies
- 3 credit hours of Geography
- 3 credit hours of History
- 15 credit hours of one or a combination of the following:
 - Anthropology
 - Economics

- Geography
- History
- Political Science
- Sociology

- Applicants who wish to make substitutions to the above list may submit course syllabi work in the areas of Canadian Studies, Cultural Studies, Asian Studies, Gender and Women's Studies, Indigenous Studies, Religious Studies (of a non-doctrinal nature), Classical Studies, Urban Studies, or Environmental Sciences, may be considered upon examination of the course syllabi.

Approval of teachable areas must be sought is required from both the British Columbia Ministry of Education—Teacher Regulation Certification Branch (TCB), and the UNBC School of Education. Applicants to the BEd Secondary Years stream should recognize that the credit levels for teachable subjects meet the British Columbia Ministry of Education—Teacher Regulation Certification Branch accreditation requirements, and may not be equivalent to the formal requirements for a UNBC major or minor. Applicants should refer to the appropriate section of the UNBC Undergraduate Calendar in order to ensure that they are meeting all of the coursework required to successfully complete UNBC degree requirements.

All required coursework must be completed by May 1, prior to commencement of the BEd program. Secondary Years stream.

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

Admission to the BEd Secondary Years stream has limited enrolment and is competitive. Satisfying the minimum admission requirements does not guarantee admission.

6. Authorization:

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.04

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:


Motion No.: SCAAF202006.21

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the Admission Decisions and Education Diploma in a First Nations Language and Culture (Elementary Years) sections for School of Education (BEd Program) on pages 87-88 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date: September 2020**
2. **Rationale for the proposed revisions:** The revision will clarify the renewed Bachelor of Education program model that aligns with current trends in teacher education programs, the teaching profession, and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.
3. **Implications of the changes for other programs, etc., if applicable: None**
4. **Reproduction of current Calendar entry for the item to be revised:**

Admission Decisions

Applications for admission can be obtained from either the Office of the Registrar, or from the School of Education. For further information concerning the application process, please contact either the Office of the Registrar or the School of Education. Admissions rankings are determined by a combination of GPA, experience with children, a personal statement, and letters of reference.

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

The Education Diploma in a First Nations Language and Culture is a minimum 92 credit hour teacher education program that prepares individuals to teach an approved First Nations language and culture at the Elementary Years level. This program of study has been developed in partnership with the Language Authority for each First Nation. This model reflects the current thinking about building on the rich linguistic and cultural heritage of students to optimize the match between educational theory, children's level of cognitive and social development, and the particular First Nations language and culture. Successful completion of this program of study will lead to a recommendation to the BC Ministry of Education, Teacher Regulation Branch that a Developmental Standard Term Certificate in the specific First Nations Language and Culture be granted. The Education Diploma in a First Nations Language and Culture is designed to educate teachers to combine pedagogical excellence across disciplinary areas with a learner-centered approach to practice. Philosophically, the program is designed around constructivist principles. It emphasizes approaches to practice such as inquiry-based learning, strategies for instruction, integration of language and culture across the curriculum, inclusion of diverse learners and perspectives, and the development of caring and respectful practice.

Programs of study leading to recommendation for this teaching credential are available for Gitksan Language and Culture, Nisga'a Language and Culture, Ts'msyen Language and Culture, and Dakelh / Carrier Language and Culture. The Education Diploma in a First Nations Language and Culture (Gitksan) has been developed in partnership with the Siwiixo'osxwim Wilnatahl Gitksanimx Society. The Education Diploma in a First Nations Language and Culture (Nisga'a) has been developed in partnership with the Nisga'a Language Authority of Wilp Wilxo'oskwhl Nisga'a (WWN), and is offered at the WWN campus. The Education Diploma in a First Nations Language and Culture (Ts'msyen Sm'algyax) has been developed in partnership with the Ts'msyen Sm'algyax Language Authority and is offered at the Prince Rupert campus. The Education Diploma

in a First Nations Language and Culture (Dakelh / Carrier) has been developed in partnership with the College of New Caledonia and with the Dakelh / Carrier Linguistic Society (Fort St. James) and the Lake Babine Education Authority (Burns Lake) and is offered in Fort St. James and Burns Lake respectively.

Admission Requirements

Students selected for this program of study will be admitted according to the “Undergraduate Admissions” categories, criteria, and processes established by UNBC and specified in the early sections of this Undergraduate Calendar. In addition to the specified entrance requirements, applicants are encouraged to identify their fluency in the specific language (Gitksanimx, Nisga’a, Ts’msyen Sm’algyax, or Dakelh / Carrier language) and their knowledge of Gitksan culture and history, Nisga’a culture and history, Ts’msyen culture and history, or Dakelh / Carrier culture and history. Advanced placement in language courses may be considered for speakers who are able to demonstrate their fluency in the language.

There are two points of entry to this program of study: following the completion of the Diploma in First Nations Language, or concurrently while completing the required First Nations Studies and general academic coursework. Students must be admitted to this program of study prior to beginning their professional education courses. The Certificate in First Nations Language, and the Diploma in First Nations Language are described in the First Nations Studies section of the Calendar

Criminal Records Review

In addition to the admission application requirements outlined for admission to UNBC, applicants are required to undergo a criminal record review and provide evidence of this prior to being considered for admission to the Education Diploma in a First Nations Language and Culture (Elementary Years). Refer to Undergraduate Regulations and Policies (Academic Regulation 20) in this Calendar Program Requirements.

Program Requirements

First Nations Studies Credit Hours

The required First Nations Studies credits can be met by completing a Diploma in First Nations Language. Students will need to include the following First Nations Studies language, linguistics and culture courses in their program of study:

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

Admission Decisions

~~Applications for admission can be obtained from either the Office of the Registrar, or from the School of Education. For further information concerning the application process, please contact either the Office of the Registrar or the School of Education. Admissions rankings are determined by a combination of GPA, experience with children, a personal statement, and letters of reference.~~

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

~~The Education Diploma in a First Nations Language and Culture is a minimum 92 credit-hour teacher education program based on the design and the principles of the BEd program model. The program prepares individuals to teach an approved First Nations language and culture at the Elementary Years level. The School of Education and the UNBC First Nations Studies Certificate and Diploma programs partner with the Language and Cultural Authority for each First Nation. This program of study has been developed in partnership with the Language Authority for each First Nation. This model reflects the current thinking about building on the rich linguistic and cultural heritage of students to optimize the match between educational theory, children’s level of cognitive and social development, and the particular First Nations language and culture.~~

~~Successful completion of this program of study will lead leads to a recommendation to the BC Ministry of Education, Teacher Regulation Certification Branch that a Developmental Standard Term Certificate (DSTC) in the specific First Nations Language and Culture be granted. The Education Diploma in a First Nations Language and Culture is designed to educate teachers to combine pedagogical excellence across~~

~~disciplinary areas with a learner-centered approach to practice. Philosophically, the program is designed around constructivist principles. It emphasizes approaches to practice such as inquiry-based learning, strategies for instruction, integration of language and culture across the curriculum, inclusion of diverse learners and perspectives, and the development of caring and respectful practice.~~

Upon successful completion of the program, graduates are recommended to the Ministry of Education for a Developmental Standard Term Certificate (DSTC) in a First Nations Language and Culture. A DSTC is required for employment in the British Columbia (BC) public school system.

~~Programs of study leading to recommendation for this teaching credential are available for Gitksan Language and Culture, Nisga'a Language and Culture, Ts'msyen Language and Culture, and Dakelh / Carrier Language and Culture. The Education Diploma in a First Nations Language and Culture (Gitksan) has been developed in partnership with the Siwiixo'osxwim Wilnatahl Gitksanimx Society. The Education Diploma in a First Nations Language and Culture (Nisga'a) has been developed in partnership with the Nisga'a Language Authority of Wilp Wilxo'oskwhl Nisga'a (WWN), and is offered at the WWN campus. The Education Diploma in a First Nations Language and Culture (Ts'msyen Sm'algyax) has been developed in partnership with the Ts'msyen Sm'algyax Language Authority and is offered at the Prince Rupert campus. The Education Diploma in a First Nations Language and Culture (Dakelh / Carrier) has been developed in partnership with the College of New Caledonia and with the Dakelh / Carrier Linguistic Society (Fort St. James) and the Lake Babine Education Authority (Burns Lake) and is offered in Fort St. James and Burns Lake respectively.~~

Current programs of study leading to recommendation for this teaching credential include:

- Dakelh / Carrier Language and Culture in partnership with the College of New Caledonia and with the Dakelh / Carrier Linguistic Society (Fort St. James) and the Lake Babine Education Authority (Burns Lake);
- Gitksan Language and Culture in partnership with the Siwiixo'osxwim Wilnatahl Gitksanimx Society;
- Nisga'a Language and Culture in partnership with the Nisga'a Language Authority of Wilp Wilxo'oskwhl Nisga'a (WWN);
- Skidegate Haida Language and Culture in partnership with the Skidegate Education Committee; and
- Ts'msyen Language and Culture in partnership with the Ts'msyen Sm'algyax Language Authority.

Admission Requirements

~~Students selected for this program of study will be~~ are admitted according to the Undergraduate Admissions categories, criteria, and processes established by UNBC and specified in the early sections of this Undergraduate Calendar. In addition to the specified entrance requirements Additionally, applicants are encouraged to identify their fluency in their specific language (Gitksanimx, Nisga'a, Ts'msyen Sm'algyax, or Dakelh / Carrier language) and their knowledge of their specific culture and history. Gitksan culture and history, Nisga'a culture and history, Ts'msyen culture and history, or Dakelh / Carrier culture and history. Advanced placement in language courses may be considered for speakers who are able to demonstrate their fluency in the language. Students must be admitted to this program of study prior to beginning their professional education courses.

~~There are two points of entry to this program of study: following the completion of the Diploma in First Nations Language, or concurrently while completing the required First Nations Studies and general academic coursework. Students must be admitted to this program of study prior to beginning their professional education courses. The Certificate in First Nations Language, and the Diploma in First Nations Language are described in the First Nations Studies section of the Calendar.~~

There are two points of entry to this program of study:

- following the completion of the Diploma in First Nations Language described in the First Nations Studies section of the Undergraduate Calendar, or
- concurrently completing the required First Nations Studies, general academic coursework, and BEd courses.

Criminal Records Review

In addition to the admission application requirements outlined for admission to UNBC, applicants are required to undergo a criminal record review and provide evidence of this prior to being considered for admission to the Education Diploma in a First Nations Language and Culture (Elementary Years). Refer to Undergraduate Regulations and Policies (Academic Regulation 20) in this Calendar Program Requirements.

6. Authorization:

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.04

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.14

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: June 4, 2020

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.22

Moved by:

Seconded by:

Committee Decision:

Approved by SCAAF:

_____ **Date**

_____ **Chair's Signature**

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.27

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the Admission Decisions and Education Diploma in a First Nations Language and Culture (Elementary Years) sections for School of Education (BEd Program) on page 89 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date: September 2020**
2. **Rationale for the proposed revisions:** The revision will clarify the renewed Bachelor of Education program model that aligns with current trends in teacher education programs, the teaching profession, and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.
3. **Implications of the changes for other programs, etc., if applicable: None**
4. **Reproduction of current Calendar entry for the item to be revised:**

Diploma and BEd Academic Regulations

For the purpose of determining eligibility for recommending a teacher candidate for certification by the Ministry of Education, BC Teachers' Council (BCTC), the minimum requirements include successful completion of the Education program with a Pass (B+) on each Education course. Teacher candidates must receive a Pass in all courses before they are recommended for certification.

The School of Education reserves the right at any time to require any teacher candidate to withdraw from the program if it believes, upon consideration of academic, professional fitness or professional conduct, that the student is unsuitable for the teaching profession. Regular attendance is expected of all teacher candidates in all courses. An instructor can initiate procedures to debar a teacher candidate from attending classes and from final examinations where unexcused absences exceed three hours of scheduled classes in one term.

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

Appeals should first be submitted to the BEd Admissions and Standards Committee. If a teacher candidate is not satisfied with the outcome of that process, the candidate may then file an appeal with UNBC's Senate Committee on Student Appeals (see "Appeals Process" Academic Regulation 49 under Regulations and Policies). Teacher candidates are not allowed to use 500, or higher, level courses from the Education Program, or any other program to meet degree requirements.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

Diploma and BEd Academic Regulations

Upon successful completion of all academic coursework with a Pass (B+), teacher candidates are recommended to the Ministry of Education for professional certification. ~~For the purpose of determining eligibility for the recommendation of a teacher candidate for certification by the Ministry of Education, BC Teachers' Council (BCTC), the minimum requirements include successful completion of the Education program with a Pass (B+) on each Education course. the teacher candidate must complete all academic coursework and receive a Pass (B*) in all courses before they are recommended for certification.~~

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

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

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

~~Appeals should first be submitted to the BEd Admissions and Standards Committee. If a teacher candidate may appeal if is not satisfied with the outcome of that process. regarding, the teacher candidate may then file an appeal with UNBC's Senate Committee on Student Appeals (see Appeals Process in the Academic Regulations 49 under Undergraduate Regulations and Policies at the beginning of the Calendar).~~ Teacher candidates are not allowed to use graduate-level (500 or higher) ~~level~~ courses from the Education Program, or any other program, to meet degree requirements.

6. Authorization:

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.04

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.23

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202006.28

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 336, on page 203 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** The revision bridges the change in credits between the 2-year Bachelor of Education program being completed in the 2020/2021 calendar year and the renewed Bachelor of Education program starting in 2020 Fall semester that reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

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

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

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

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

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

6. **Authorization:**

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.05

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.25

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020

Date



Chair's Signature

For recommendation to _____, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.29

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 346, on page 204 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** The revision bridges the change in credits between the 2-year Bachelor of Education program being completed in the 2020/2021 calendar year and the renewed Bachelor of Education starting in 2020 Fall semester that reflects current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

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

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

EDUC 346-3 Aboriginal and Indigenous Education This course provides teacher candidates with a deep understanding of the Truth and Reconciliation Commission (TRC) Calls to Action. Teacher candidates build their knowledge by embedding cultural and Indigenous and Aboriginal perspectives, and develop an understanding of oral history and the Indigenous perspectives on historical and current issues. They explore, design and examine pedagogical strategies to support learners in the classroom.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

EDUC 346-~~(2, 3)~~ Aboriginal and Indigenous Education This course provides teacher candidates with a deep understanding of the Truth and Reconciliation Commission (TRC) Calls to Action. Teacher candidates build their knowledge by embedding cultural and Indigenous and Aboriginal perspectives, and develop an understanding of oral history and the Indigenous perspectives on historical and current issues. They explore, design and examine pedagogical strategies to support learners in the classroom.

6. **Authorization:**

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.05

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.26

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to _____, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.30

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 351, on page 204 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** The revision will bridge the change in credits between the 2-year Bachelor of Education program being completed in the 2020/2021 calendar year and the renewed Bachelor of Education starting in 2020 Fall semester that reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

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

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

EDUC 351-3 Curriculum and Instruction: Second Language This course provides Elementary Teacher candidates with curricular, instructional and assessment methods for teaching a second language. The second language offered may be French, or another provincially approved second language, such as a local Indigenous language. Teacher candidates develop a deep understanding of second language acquisition and development research-informed pedagogical content knowledge and ways to personalize classroom learning.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

EDUC 351-(2, 3) Curriculum and Instruction: Second Language This course provides Elementary ~~Teacher~~ teacher candidates with curricular, instructional and assessment methods for teaching a second language. The second language offered may be French, or another provincially approved second language, such as a local Indigenous language. Teacher candidates develop a deep understanding of second language acquisition and development; ~~research-informed pedagogical content knowledge;~~ and ways to personalize classroom learning.

6. **Authorization:**

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.05

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.27

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202006.31

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 361, on page 204 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** The revision bridges the change in credits between the 2-year Bachelor of Education program being completed in the 2020/2021 calendar year and the renewed Bachelor of Education program starting in 2020 Fall semester that reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

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

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

EDUC 361-9 Curriculum and Instruction Secondary Humanities This course investigates curriculum and instruction methods in English language arts and social studies in Grades 8-12. The first part of the course focuses on language and literacy with emphasis on strategies for thematic instruction, cross-curricular teaching, Canadian texts, and First Peoples' Principles across the curriculum. The second part promotes English language arts and social studies across the secondary humanities curriculum by promoting the use of Indigenous and non-Indigenous texts to explore social justice themes, First Nations history and pedagogy.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

EDUC 361-~~(3, 4, 6)~~ Curriculum and Instruction Secondary Humanities This course investigates curriculum and instruction methods in English language arts and social studies in Grades 8-12. The first part of the course focuses on language and literacy with emphasis on strategies for thematic instruction, cross-curricular teaching, Canadian texts, and First Peoples' Principles across the curriculum. The second part promotes English language arts and social studies across the secondary humanities curriculum by promoting the use of Indigenous and non-Indigenous texts to explore social justice themes, First Nations history and pedagogy.

6. **Authorization:**

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.05

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.28

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202006.32

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 372, on page 204 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** The revision bridges the change in credits between the 2-year Bachelor of Education program being completed in the 2020/2021 calendar year and the renewed Bachelor of Education program starting in 2020 Fall semester that reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

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

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

EDUC 372-9 Curriculum and Instruction Mathematics and Science This course is intended for Secondary Teacher candidates with a Mathematics and Science specialization. Candidates integrate subject-specific pedagogies, theories, practices, professional ethics and safety protocols. Themes include experiential and reflexive learning; First Peoples' Principles; and cross-curricular teaching and learning using Applied Design Skills and Technologies (ADST).

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

EDUC 372-~~(3, 4, 6)~~ Curriculum and Instruction Mathematics and Science This course is intended for Secondary ~~Teacher~~ teacher candidates with a Mathematics and Science specialization. ~~Candidates~~ Teacher candidates integrate subject-specific pedagogies, theories, practices, professional ethics and safety protocols. Themes include experiential and reflexive learning; First Peoples' Principles; and cross-curricular teaching and learning using Applied Design Skills and Technologies (ADST).

6. **Authorization:**

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.05

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.29

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S202006.33

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 446, on page 207 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** The revision bridges the change in credits between the 2-year Bachelor of Education program being completed in the 2020/2021 calendar year and the renewed Bachelor of Education program starting in 2020 Fall semester that reflects current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

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

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

EDUC 446-3 Aboriginal and Indigenous Education This course emphasizes the importance of people, place and land to learning. Teacher candidates engage in experiential learning opportunities learning about current First Nations pedagogies and issues. Teacher candidates are guided to appropriately design curricula that embed First Peoples Principles of Learning and to develop curricular themes with goals in each of the four directions—Spiritual, Emotional, Intellectual and Physical.

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

EDUC 446-~~(2, 3)~~ Aboriginal and Indigenous Education: Epistemology This course emphasizes the importance of people, place and land to learning. Teacher candidates engage in experiential learning opportunities learning about current First Nations pedagogies and issues. Teacher candidates are guided to appropriately design curricula that embed First Peoples Principles of Learning and to develop curricular themes with goals in each of the four directions—Spiritual, Emotional, Intellectual and Physical.

6. **Authorization:**

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.05

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.30

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.34

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for EDUC 490, on page 207 of the draft 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

2. **Rationale for the proposed revisions:** The revision will bridge the change in credits between the 2-year Bachelor of Education program being completed in the 2020/2021 calendar year and the renewed Bachelor of Education program starting in 2020 Fall semester that reflect current trends in the teaching profession and Ministry of Education BC Teachers' Council (BCTC) academic preparation requirements.

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

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

EDUC 490-3 Formative Practicum This course contributes to meeting BC Teachers' Council (BCTC) practicum requirements. During the university instruction and in-situ learning of this practicum, teacher candidates develop a deeper understanding of teaching by integrating theory into practice and have a first opportunity to independently lead a classroom. Teacher candidates document the journey through continued use of e-Portfolios to demonstrate and articulate an increasing awareness of practical skill sets. This course supports a deepening awareness and facilitation of BC curriculum. Graded on a PASS/FAIL basis.

Prerequisites: EDUC 391-3

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

EDUC 490-(3, 4) Formative Practicum This course contributes to meeting BC Teachers' Council (BCTC) practicum requirements. During the university instruction and in-situ learning of this practicum, teacher candidates develop a deeper understanding of teaching by integrating theory into practice and have a first opportunity to independently lead a classroom. Teacher candidates document the journey through continued use of e-Portfolios to demonstrate and articulate an increasing awareness of practical skill sets. This course supports a deepening awareness and facilitation of BC curriculum. Graded on a PASS/FAIL basis.

Prerequisites: EDUC 391-3

6. **Authorization:**

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

SCCC Reviewed: April 30, 2020

College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.05

College Council Approval Date: May 21, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.31

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.35

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the prerequisites and preclusions for ENSC 604-3 on page 109 of the 2019/2020 graduate calendar, be approved as proposed.

1. **Effective date:** September 2020

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

This revision is part of the larger package of revisions in Environmental Science, that are mainly 'housekeeping' in nature.

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

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

ENSC 604-3 Waste Management

This course introduces environmental, technical and political aspects of non-hazardous and hazardous wastes. Topics include sources, evaluative methods, risk assessment, treatment, disposal, and current legal and management requirements.

Precluded: ENSC 404-3, ENVS 404-3, ENVS 604-3

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

ENSC 604-3 Waste Management

This advanced course introduces environmental, technical and political aspects of non-hazardous and hazardous wastes. Topics include sources, evaluative methods, risk assessment, treatment, disposal, and current legal and management requirements.

Precluded: ENSC 404-3, ENVS 404-3, ENVS 604-3

6. **Authorization:**

Program / Academic / Administrative Unit: Environmental Science

College: CSAM

SCCC Reviewed: April 16, 2020

College Council Motion Number: CSAMCC 2020: 05:14:04

College Council Approval Date: May 14, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: not applicable

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: not applicable

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.32

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.36

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course prerequisite for ENSC 612-3 Air Pollution, on page 110 of the 2019/2020 graduate calendar, be approved as proposed.

1. **Effective date:** September 2020

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

This revision is part of the larger package of revisions in Environmental Science, that are mainly 'housekeeping' in nature.

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

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

ENSC 612-3 Air Pollution This is a multidisciplinary course focusing on air pollution: emissions, chemistry, air pollution meteorology and dispersion modelling, engineering and legislative controls, health effects, and airshed planning.

Precluded: ENSC 412-3, ENVS 612-3

5. **Proposed revision with changes underlined and deletions indicated clearly using "striketrough":**

ENSC 612-3 Air Pollution This ~~is a~~ advanced multidisciplinary course focuses on air pollution. Topics include emissions, chemistry, air pollution meteorology and dispersion modelling, engineering and legislative controls, health effects, and airshed planning.

Precluded: ENSC 412-3, ENVS 412-3, ENVS 612-3

6. **Authorization:**

Program / Academic / Administrative Unit: Environmental Science (Chemistry, Environmental Science and Environmental Engineering)

College: CSAM

SCCC Reviewed: April 16, 2020

College Council Motion Number: CSAMCC 2020: 05:14:05

College Council Approval Date: May 14, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: not applicable

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: not applicable

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.33

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.37

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course prerequisite for ENSC 635-3 Soil Biological Processes and the Environment, on page 110 of the 2019/2020 graduate calendar, be approved as proposed.

1. **Effective date:** September 2020

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

This revision is part of the larger package of revisions in Environmental Science, that are mainly 'housekeeping' in nature.

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

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

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

Precluded: ENSC 435-3, FSTY 455-3, NREM 655-3

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

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

Precluded: ENSC 435-3, FSTY 455-3, NREM 655-3

6. **Authorization:**

Program / Academic / Administrative Unit: Environmental Science (Chemistry, Environmental Science and Environmental Engineering)

College: CSAM

SCCC Reviewed: April 16, 2020

College Council Motion Number: CSAMCC 2020: 05:14:06

College Council Approval Date: May 14, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: not applicable

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: not applicable

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.34

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.38

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the prerequisites for ENSC 650-3 on page 110 of the 2019-2020 graduate calendar, be approved as proposed.

1. **Effective date:** September 2020

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

This revision is part of the larger package of revisions in Environmental Science, that are mainly 'housekeeping' in nature.

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

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

ENSC 650-3 Environmental and Geophysical Data Analysis The focus of this course is on the principles and practicality of the most common environmental and geophysical data analysis methods, including time series analysis and multivariate statistical analysis as well as their application in the environmental and natural sciences. This course consists of lectures and labs, where students apply theories and methods learned in lectures to solve practical problems using computers and software for statistical data analysis.

Precluded: ENSC 450-3

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

ENSC 650-3 Environmental and Geophysical Data Analysis The focus of this advanced course is on the principles and practicality of the most common environmental and geophysical data analysis methods, including time series analysis and multivariate statistical analysis as well as their application in the environmental and natural sciences. This course ~~consists of lectures and includes~~ labs, where in which students are expected to apply theories and methods ~~learned~~ covered in lectures to solve practical problems using computers ~~and~~ software for statistical data analysis.

Precluded: ENSC 450-3

6. **Authorization:**

Program / Academic / Administrative Unit: Environmental Science (Chemistry, Environmental Science and Environmental Engineering)

College: CSAM

SCCC Reviewed: April 16, 2020

College Council Motion Number: CSAMCC 2020: 05:14:07

College Council Approval Date: May 14, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: not applicable

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: not applicable

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.35

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.39

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the program requirements for the Master of Business Administration on page 48 of the 2019/2020 graduate calendar, be approved as proposed.

1. **Effective date:** September 2020

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

The Master of Business Administration passed Senate which proposed two new required courses (S-2020002.15 and S-2020002.16) and deleted two existing courses (S-2020002.17 and S-2020002.18). The program requirements must be updated accordingly.

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

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

Required Courses for the First Year
COMM 603-3 Business and Corporate Strategy
COMM 610-3 Accounting
COMM 620-3 Corporate Finance
COMM 632-3 Organizational Behaviour
COMM 640-3 Marketing
COMM 650-3 Operations Management
COMM 651-3 Quantitative Decision Analysis
COMM 690-3 Canada's Asia-Pacific Gateway
ECON 608-3 Managerial Economics

Required Courses for the Second Year
CHOOSE Option A or B

Option A
COMM 799-6 MBA Project
Five of the following:
COMM 701-3 Strategy Implementation
COMM 703-3 International Business
COMM 725-3 Financial Management
COMM 735-3 Law, Governance and Ethics
COMM 736-3 Human Resource Management and Industrial Relations
COMM 737 3 – Leadership
COMM 751-3 Project Management
COMM 755-3 Management of Technology

Option B
COMM 701-3 Strategy Implementation

COMM 703-3 International Business
COMM 725-3 Financial Management
COMM 735-3 Law, Governance and Ethics
COMM 736-3 Human Resource Management and Industrial Relations
COMM 751-3 Project Management
COMM 755-3 Management of Technology

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

Required Courses for the First Year

COMM 603-3 Business and Corporate Strategy
COMM 610-3 Accounting
COMM 620-3 Corporate Finance
COMM 632-3 Organizational Behaviour
COMM 640-3 Marketing
COMM 650-3 Operations Management
~~COMM 651-3 Quantitative Decision Analysis~~
COMM 652-3 Business Analytics
COMM 690-3 Canada’s Asia-Pacific Gateway
ECON 608-3 Managerial Economics

Required Courses for the Second Year

CHOOSE Option A or B

Option A

COMM 799-6 MBA Project

Five of the following:

COMM 701-3 Strategy Implementation
COMM 703-3 International Business
~~COMM 725-3 Financial Management~~
COMM 735-3 Law, Governance and Ethics
COMM 736-3 Human Resource Management and Industrial Relations
COMM 737-3 Leadership Practice and Development
COMM 751-3 Project Management
COMM 755-3 Management of Technology

Option B

COMM 701-3 Strategy Implementation
COMM 703-3 International Business
~~COMM 725-3 Financial Management~~
COMM 735-3 Law, Governance and Ethics
COMM 736-3 Human Resource Management and Industrial Relations
COMM 737-3 Leadership Practice and Development
COMM 751-3 Project Management
COMM 755-3 Management of Technology

6. Authorization:

Program / Academic / Administrative Unit: School of Business

College: CSAM

SCCC Reviewed: April 16, 2020

College Council Motion Number: CSAMCC 2020: 05:14:08

College Council Approval Date: May 14, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: not applicable

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: not applicable

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.36

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

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

Additional Background to and Overview of the April 2020 Requested Changes to the B.Sc. (Integrated) Coast Mountain Degree Completion Program

1. This particular version of the B.Sc. (Integrated) primarily serves students at the Terrace campus, having completed the Coast Mountain College (CMTN) Associate of Science Degree with Environmental Geosciences Specialization. Some of those students may also transfer to the Prince George campus of UNBC, where they have the option of taking this program too. Most of the required courses are taught by video-conferencing from Prince George, with local hands-on labs taught by sessional instructors.
2. This request serves two main purposes:
 - a. Housekeeping removal and replacement of courses from the curriculum that are no longer offered or which have never been made to available to the Terrace campus;
 - b. To provide additional options for meeting the requirements under each of the two streams that make up this version of the B.Sc. (Integrated), with an emphasis on intensive or field-based courses where possible, because course availability to Terrace-based students tends to be limited and somewhat unpredictable.
3. All students coming from the CMTN Environmental Geosciences program now have their GEOG 204, which bctransferguide.ca equates to our GEOG 300. With GEOG 300 now becoming “intermediate GIS,” a new articulation evaluation is needed. Nonetheless, we are keeping GEOG 300 as one of our required courses, reflecting the growing emphasis on quantitative and mapping skills in the earth sciences.
4. Under “Required courses for the Biology, Ecology and Biochemistry & Molecular Biology Areas of Specialization”, we propose to increase the number of course options to be more in line with the selection under the Environmental and Earth Sciences Area of Specialization. Namely, we propose to add “Select 18 credit hours from the following courses:” and include BIOL 302-3 Limnology, BIOL 308-3 Ornithology and Mammalogy, BIOL 318-3 Fungi and Lichens, BIOL 325-3 Ecological Analyses, BIOL 333-3 Field School, BIOL 350-3 Ethnobotany, and BIOL 409-3 Aquatic Ecosystem Conservation.
 - a. BIOL 302-3 has been successfully delivered to the Terrace campus on several occasions, and is a good foundation course for the program’s emphasis on aquatic biology.
 - b. BIOL 308-3 has not previously been offered by distance delivery, but current instructor is keen to do so; there is a surplus of study specimens in the UNBC collection that can be available for use at the Terrace campus.
 - c. BIOL 318-3 has been successfully taught at the Terrace campus in an intensive format during the late summer of even-number years several times, and provides a rare opportunity for entirely face-to-face instruction for Terrace students.
 - d. BIOL 325-3 would fill a gap in training students in the statistical analysis of ecological and environmental data; has not previously been offered by distance delivery, but current instructor agrees it could be.
 - e. BIOL 333-3 field schools (which may take place at various locations in B.C. or internationally) provide another option for intensive face-to-face instruction, and would fill an apparent gap in field skills.

- f. BIOL 350-3 has been taught in intensive format during the spring or summer at the Terrace campus and at WWNI (nearby in the Nass Valley), and is a good match to the importance of Indigenous culture in the region. It has been taught from Terrace to the Prince George campus, so presumably it could be taught from Prince George to Terrace at some point in the future too.
 - g. BIOL 409-3 has never been made available to the Terrace campus, but could be a good supplement to the aquatic biology emphasis of the program.
5. Under “Required courses for the Environmental and Earth Sciences Area of Specialization”, we propose to delete “eight” so it just reads “... from the following courses:”
- a. We request deletion of ENGR 451-3 Groundwater Hydrology [has never been made available to Terrace campus, computationally challenging]
 - b. We request deletion of GEOG 312-3 Geomorphology of Cold Regions [no longer offered at UNBC]
 - c. ENSC 435-3 Soil Biological Processes and the Environment has not previously been taught by distance delivery, but the current instructor is keen to do so.
 - d. For the time being, even though we are having difficulty offering GEOG 311, we can keep GEOG 411-3 (Quaternary and Surficial Geology), but then we should also add GEOG 311-3, its prerequisite, to the list. In keeping with the theme of aquatic and watershed management, we should also add GEOG 405-3 (Fluvial Geomorphology), although it too requires GEOG 311-3.
 - e. GEOG 416-3 Mountains, is a physical geography course with no laboratory requirements; it has not previously been made available to Terrace students.
 - f. ENSC 452-3 Reclamation and Remediation of Disturbed Environments is a course that we have been able to teach face-to-face in Terrace several times already.
 - g. As for the Biology & Ecology stream, we propose to add GEOG 333-3 (Geography Field School), as this too will be one of the few face-to-face earth science courses regional students can then take. Although it may be desirable to have some provision to assure that the individual offering of GEOG 333 is in physical geography in order to count for credit under the Environmental and Earth Sciences Area of Specialization, it could also be argued that a field school in human geography would be just as useful for a B.Sc. (Integrated) degree.
6. While the net change is to add 7 more Biology & Ecology courses and 4 more Environmental & Earth Sciences courses, it is understood that these simply provide more options, and that not all courses will be offered to the Terrace campus. Most of these courses are offered every year in Prince George.

Motion Number (assigned by
Steering Committee of Senate): S-202006.40

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

MOTION: That the following changes to the course requirements for the BSc (Integrated) Coast Mountain College Degree Completion Program, on page 57 of the 2019/20 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

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

Requested changes remove some courses no longer offered at UNBC (e.g., GEOG 312) or which in fact have never been made available to Terrace-based students (e.g. ENGR 451). Some courses which are regularly made available at the Terrace Campus (e.g., BIOL 302, 318 and 350, ENSC 452) are now included, so that special permission of the Dean is not needed in the graduation audit for B.Sc. (Integrated) students. Additional courses are added in both the Biology & Ecology area and in the Environmental and Earth Sciences area for greater flexibility in Regional program delivery, including field schools (BIOL 333 and GEOG 333) which will provide greater opportunities for face-to-face instruction for regional B.Sc. students.

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

Courses that have not been previously offered to students at the Terrace campus (BIOL 308, 325, 409, ENSC 435, GEOG 416) would require approval of the instructor, and booking of the Prince George sections in video-conference equipped classrooms, unless local instructors are identified instead.

Consultations have been or are being conducted with curriculum committees of Physical Geography, Environmental Science & Engineering, Biology, Forestry, and Wildlife & Fisheries.

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

BSc (Integrated) (Coast Mountain College Degree Completion Program)

This 60 credit-hour program of study is available only to students who have completed an Associate of Science Degree - Environmental Geosciences Specialization from Coast Mountain College.

Degree Requirements:

1. Coast Mountain College Associate of Science Degree - Environmental Geosciences Specialization (minimum Cumulative GPA of 2.0)

2. Nine credit hours of required courses, as follows:

GEOG 300-3	Geographic Information Systems
ENVS 414-3	Environmental and Professional Ethics
NRES 421-1	Professional Writing
NRES 422-2	Undergraduate Report

Total: 9 credit hours

3. Three credit hours of any level of Humanities and Social Sciences
4. Eighteen credit hours in each of two Areas of Specialization (Specialization in Biology, Ecology, and Biochemistry & Molecular Biology and Specialization in Environmental and Earth Sciences):

Required courses for the Biology, Ecology and Biochemistry & Molecular Biology Area of Specialization:

300 Level

BIOL 301-3	Systematic Botany
BIOL 307-3	Ichthyology and Herpetology

400 Level

BIOL 402-3	Aquatic Plants
BIOL 406-3	Fish Ecology
BIOL 411-3	Conservation Biology
BIOL 414-3	Fisheries Management

Total: 18 credit hours

Required courses for the Environmental and Earth Sciences Area of Specialization:

Select 18 credit hours of the following eight courses:

ENPL 305-3	Environmental Impact Assessment
ENSC 308-3	Northern Contaminated Environments
ENSC 404-3	Waste Management
ENGR 451-3	Groundwater Hydrology
FSTY 425-3	Soil Formation and Classification
GEOG 312-3	Geomorphology of Cold Regions
GEOG 320-3	Sedimentology
GEOG 411-3	Quaternary and Surficial Geology

Total: 18 credit hours

5. Elective credit hours in any subject as necessary to ensure completion of a minimum of 60 credit hours.

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

BSc (Integrated) (Coast Mountain College Degree Completion Program)

This 60 credit-hour program of study is available only to students who have completed an Associate of Science Degree - Environmental Geosciences Specialization from Coast Mountain College.

Degree Requirements:

1. Coast Mountain College Associate of Science Degree - Environmental Geosciences Specialization (minimum Cumulative GPA of 2.0)

2. Nine credit hours of required courses, as follows:

~~ENVS 414-3 Environmental and Professional Ethics~~

GEOG 300-3 Geographic Information Systems

~~ENVS 414-3 Environmental and Professional Ethics~~

NRES 421-1 Professional Writing

NRES 422-2 Undergraduate Report

~~Total: 9 credit hours~~

3. Three credit hours of any level of Humanities and Social Sciences

4. Eighteen credit hours in each of two Areas of Specialization (the specialization in Biology, Ecology, and Biochemistry & and Molecular Biology and the specialization in Environmental and Earth Sciences):

Required courses for the Biology, Ecology, and Biochemistry & and Molecular Biology Area of Specialization:

Select 18 credit hours from the following courses:

300 Level

BIOL 301-3 Systematic Botany

~~BIOL 302-3 Limnology~~

BIOL 307-3 Ichthyology and Herpetology

~~BIOL 308-3 Ornithology and Mammalogy~~

~~BIOL 318-3 Fungi and Lichens~~

~~BIOL 325-3 Ecological Analyses~~

~~BIOL 333-3 Field School~~

~~BIOL 350-3 Ethnobotany~~

400 Level

BIOL 402-3 Aquatic Plants

BIOL 406-3 Fish Ecology

~~BIOL 409-3 Conservation of Aquatic Ecosystems~~

BIOL 411-3 Conservation Biology

BIOL 414-3 Fisheries Management

~~Total: 18 credit hours~~

Required courses for the Environmental and Earth Sciences Area of Specialization:

Select 18 credit hours ~~of~~ from the following ~~eight~~ courses:

ENPL 305-3 Environmental Impact Assessment

ENSC 308-3 Northern Contaminated Environments

ENSC 404-3	Waste Management
ENSC 435-3	<u>Soil Biological Processes and the Environment</u>
ENSC 452-3	<u>Reclamation and Remediation of Disturbed Environments</u>
ENGR 451-3	Groundwater Hydrology
FSTY 425-3	Soil Formation and Classification
GEOG 312-3	Geomorphology of Cold Regions
<u>GEOG 311-3</u>	<u>Drainage Basin Geomorphology</u>
GEOG 320-3	Sedimentology
<u>GEOG 333-3</u>	<u>Geography Field School</u>
<u>GEOG 405-3</u>	<u>Fluvial Geomorphology</u>
GEOG 411-3	Quaternary and Surficial Geology
<u>GEOG 416-3</u>	<u>Mountains</u>
Total: 18 credit hours	

5. Elective credit hours in any subject as necessary to ensure completion of a minimum of 60 credit hours.

6. Authorization:

Program / Academic / Administrative Unit: Ecosystem Science and Management

College: College of Science and Management

SCCC Reviewed: April 16, 2020

College Council Motion Number: CSAMCC 2020: 05:14:09

College Council Approval Date: May 14, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: not applicable

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: not applicable

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.37

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.



SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course prerequisites for MATH 100-3 Calculus I on page 248 of the UNBC 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

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

To update prerequisites for MATH 100 to better reflect the current courses in the British Columbia high school curriculum, and thus admit students with satisfactory background knowledge to the course.

We wanted to keep the requirements low enough so as to not introduce a barrier for capable students who did not choose to take calculus in high school at the same time as raising the minimum grade in Pre-calculus 12 so that less capable students were directed to the more appropriate MATH 115.

Additionally, the course description was longer than the current character limit.

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

MATH 100 is a required course for the Biochemistry and Molecular Biology, Chemistry, Computer Science, Engineering, Environmental Science, Mathematics and Statistics, and Physics programs.

MATH 100 can be used to fill course requirements for the Biology, Business, Economics and Geography programs.

MATH 100 is a requirement for CPSC 242, ENGR 117, ENGR 151, MATH 101, MATH 220, MATH 224, PHYS 110.

MATH 100 can be used to fill a prerequisite for COMM 251, COMM 320, ECON 310, ECON 312, ECON 320, ENGR 350, ENGR 451, ENSC 250, ENSC 406.

We consulted with the above listed programs who indicated this change would not be a problem for them.

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

MATH 100-3 Calculus I This course is an introduction to the calculus of one variable, primarily for majors and students in the sciences. Functions of one variable, inverses, limits and limit theorems, continuity, the difference quotient and derivatives, rules for differentiation, differentiability, the mean value theorem, the differential as a linear functional, definitions and derivatives of trigonometric functions, informal definitions of logarithmic and exponential functions and their derivatives, L'Hopital's rule, higher derivatives, maxima and minima, curve sketching, Newton's method, antiderivatives, definite integrals,

the fundamental theorem of calculus, integrals of elementary functions, area between curves, applications of integration, and integration by substitution are discussed. All sections of this course are taught using Maple software.

Prerequisites: Principles of Math 12 or Pre-calculus 12 or MATH 115-3
Precluded: MATH 105-3, MATH 152-3

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

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

Prerequisites: ~~Principles of Math 12 or Pre-calculus 12~~ minimum grade (67%) or MATH 115-3
Precluded: MATH 105-3, MATH 152-3

6. Authorization:

Program / Academic / Administrative Unit: Department of Mathematics & Statistics

College: CSAM

SCCC Reviewed: April 16, 2020

College Council Motion Number: CSAMCC 2020: 05:14:10

College Council Approval Date: May 14, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.38

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.



Motion Number (assigned by Steering Committee of Senate): S-202006.42

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course prerequisites for MATH 115-3, Precalculus on page 248 of the UNBC 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020

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

To update prerequisites for MATH 115 to better reflect the current courses in the British Columbia high school curriculum, and thus admit students with satisfactory background knowledge to the course.

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

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

MATH 115-3 Precalculus This course examines algebraic manipulation, solutions of algebraic equations, functions, inverses, graphing, and analytic geometry. It is not open to students with credit in Principles of Math 12, Precalculus 12, MATH 100-3, MATH 105-3, MATH 150-3, MATH 152-3 or equivalents, except by permission of the Chair.

Prerequisites: Principles of Math 11 minimum grade (60%) or Pre-calculus 11 minimum grade (60%)

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

MATH 115-3 Precalculus This course examines algebraic manipulation, solutions of algebraic equations, functions, inverses, graphing, and analytic geometry. ~~It is not open to students with credit in Principles of Math 12, Precalculus 12, MATH 100-3, MATH 105-3, MATH 150-3, MATH 152-3 or equivalents, except by permission of the Chair.~~

Prerequisites: ~~Principles of Math 11 minimum grade (60%) or Pre-calculus 11 minimum grade (60%) or~~ Foundations of Math 12 minimum grade (B or 73%).

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

6. **Authorization:**

Program / Academic / Administrative Unit: Department of Mathematics & Statistics

College: CSAM

SCCC Reviewed: April 16, 2020

College Council Motion Number: CSAMCC 2020: 05:14:11

College Council Approval Date: May 14, 2020

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.39

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.43

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program description for Co-operative Education, on page 48-49 of the 2019/2020 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2020
2. **Rationale for the proposed revisions:** Engineering is included in Phase One of the revitalization of UNBC's Co-operative Education program. As Engineering students are not eligible for work placements until after their second year of Engineering studies, the policies of the Co-operative Education program must reflect this.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Co-operative Education

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

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

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

Admission to the Program

Intake into the Co-op program occurs at the beginning of September and January semesters. Students planning to enter the Co-op program should contact the Co-op office and attend an information session.

To qualify for and continue in the Co-op program, students must:

- have completed 30 credit hours before participating in their first co-op work term;
- be enrolled full-time;
- have a minimum Cumulative GPA of 2.50.

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

Co-op Work Terms

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

Parallel Co-op Work Terms

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

Self-Developed Work Terms

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

Co-operative Education Transferable Work Terms

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

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

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

Co-operative Education Work Term Credit Challenge

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

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

If the work term course challenge is approved, the result is entered on the student's transcript on a Pass or Fail basis.

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

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

Co-operative Education

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

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

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

Admission to the Program

Intake into the Co-op program occurs at the beginning of September and January semesters. Students planning to enter the Co-op program should contact the Co-op office and attend an information session.

To qualify for and continue in the Co-op program, students must:

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

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

Co-op Work Terms

A co-op work term is normally equal in length to an academic term (approximately 4 months in length), with a minimum requirement of 12 weeks. ~~are required for each work term.~~ A co-op work term consists of full-time

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

Parallel Co-op Work Terms

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

Self-Developed Work Terms

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

Co-operative Education Transferable Work Terms

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

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

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

Co-operative Education Work Term Credit Challenge

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

- an aggregate of approximately 420-520 hours of relevant work experience, dependent on employer needs, and not previously counted toward work term credit, practicum, internship, and similar options;
- employment verification and performance evaluation by the employer;

- a job description providing evidence that the student acquired professional and personal knowledge and skills appropriate to the declared academic major or minor; and
- completion of assignments set by the Co-op office.

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

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

6. Authorization:

Program / Academic / Administrative Unit: Co-operative Education

College: CASHS CSAM

SCCC Reviewed: May 25, 2020

College Council Motion Number:

College Council Approval Date:

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.40

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.44

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the Northern Medical Program information under the Admissions section of the online calendar be deleted.

1. **Effective date:** Upon the approval of Senate
2. **Rationale for the proposed revisions:** The UBC Northern Medical Program information is to be moved under the UNBC Division of Medical Sciences entry in the Undergraduate Academic Calendar.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**
(Please note, the following entry can only be found in the admission section of the online academic calendar only <https://www.unbc.ca/calendar/undergraduate/nmp-admissions>.)

Admissions

Northern Medical Program

The Northern Medical Program is part of UBC's Faculty of Medicine Distributed Medical Program and is a partnership involving three universities: the University of British Columbia (UBC), the University of Victoria (UVic – the "Island Medical Program" – IMP) and the NMP here at the University of Northern British Columbia. UBC's distributed program was designed to address the critical shortage of physicians in British Columbia through increasing the number of medical student spaces in BC. The program enables students at the two distributed sites (NMP and IMP) to study closer to the geographical areas of greatest health need in the Province. All students apply through UBC's Faculty of Medicine Admissions, are fully registered students at UBC and upon graduation will receive UBC medical degrees; however NMP students quickly become part of the UNBC culture and community.

Students spend the first four months of their medical education at UBC in Vancouver (Sept-Dec), and those thirty-two students moving to each of the distributed sites do so each January. NMP students then spend the remainder of their first two years studying in UNBC's Dr. Donald Rix Northern Health Sciences Centre on campus as well as spending some time in local physician's offices working with patients and at the University Hospital of Northern British Columbia (UHNBC) learning clinical skills. The more clinically-intensive education takes place in third year where students complete their clinical clerkships in hospital and community settings in northern British Columbia. The majority of students complete their clerkships at the University Hospital of Northern BC. In these clerkship students rotate through different disciplines, spending several weeks in each. Terrace and Fort St. John, BC are home to integrated clerkships in which up to four students from each class spend their entire third year in those communities. In integrated clerkships students follow the same objectives and experience the same disciplines, but do so in an integrated manner. Fourth year of medical education is comprised of student electives in areas of medicine which are of particular interest to the student. After successfully completing the four-year undergraduate MD program, graduates enter residency training across Canada in one of over 50 specialty areas, including family medicine. Residency programs currently offered in the north include family medicine and psychiatry in Prince George, and family medicine in both the Northeast and Northwest. A number of other UBC residency programs include rotations throughout the North.

Depending on the residency program chosen, post-graduate training ranges from two to six years.

UNBC

The University of Northern British Columbia is nestled atop a hill overlooking the city of Prince George and features dramatic award-winning architecture.

Prince George is located in the heart of BC and is rich with many attractions and activities to enjoy year round. The citizens of Prince George are known for their warmth and friendliness. For those who wish to get involved in various activities/events, there are many choices available. The city is rich in history and offers many attractions which, combined with the beauty of its natural surroundings, makes Prince George an ideal location to visit or call home.

Student Services at UNBC

The University offers an impressive array of student services designed to foster student success. While academic registrations for all medical students are at UBC, Northern Medical Program students are registered as “affiliate students” at UNBC, enabling them to take advantage of all that UNBC has to offer. Student Services include: Advising; Athletics and Recreation Centre; Awards and Financial Aid; Campus Chaplaincy; Counseling and Career Centre; Access Resource Centre; Health and Wellness Centre; Academic Success Centre; and orientation programs.

Faculty of Medicine Regulations

The Northern Medical Program is framed by the same set of academic regulations as the UBC Faculty of Medicine generally, which can be located at the following internet address:

<http://www.students.ubc.ca/calendar/>. While students are on campus at UNBC they will, in addition, be bound by the disciplinary regulations of UNBC (click here for UNBC Undergraduate Regulations and Policies).

How to Apply

Admission to the Northern Medical Program is done through the UBC Faculty of Medicine Admissions Office. All hardcopy application documents must be received at the UBC Faculty of Medicine Admissions Office by 4:30 pm PST. To apply for admission and to confirm application deadline dates for the Faculty of Medicine, visit: med.ubc.ca/education/md_ugrad/MD_Undergraduate_Admissions.htm.

Office of the Northern Medical Program

The Office of the Northern Medical Program is responsible for the delivery of the curriculum in northern BC. This includes co-ordination of teaching and research staff, student well-being, and the maintenance of close links with UBC and UVic. Visit the following website for further information: www.unbc.ca/nmp.

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

Admissions

Northern Medical Program

— (online academic calendar only <https://www.unbc.ca/calendar/undergraduate/nmp-admissions>)

— ~~The Northern Medical Program is part of UBC’s Faculty of Medicine Distributed Medical Program and is a partnership involving three universities: the University of British Columbia (UBC), the University of Victoria (UVic — the “Island Medical Program” — IMP) and the NMP here at the University of Northern British Columbia. UBC’s distributed program was designed to address the critical shortage of physicians in British Columbia through increasing the number of medical student spaces in BC. The program enables students at the two distributed sites (NMP and IMP) to study closer to the geographical areas of greatest~~

health need in the Province. All students apply through UBC's Faculty of Medicine Admissions, are fully registered students at UBC and upon graduation will receive UBC medical degrees; however NMP students quickly become part of the UNBC culture and community.

— Students spend the first four months of their medical education at UBC in Vancouver (Sept-Dec), and those thirty-two students moving to each of the distributed sites do so each January. NMP students then spend the remainder of their first two years studying in UNBC's Dr. Donald Rix Northern Health Sciences Centre on campus as well as spending some time in local physician's offices working with patients and at the University Hospital of Northern British Columbia (UHNBC) learning clinical skills. The more clinically-intensive education takes place in third year where students complete their clinical clerkships in hospital and community settings in northern British Columbia. The majority of students complete their clerkships at the University Hospital of Northern BC. In these clerkship students rotate through different disciplines, spending several weeks in each. Terrace and Fort St. John, BC are home to integrated clerkships in which up to four students from each class spend their entire third year in those communities. In integrated clerkships students follow the same objectives and experience the same disciplines, but do so in an integrated manner. Fourth year of medical education is comprised of student electives in areas of medicine which are of particular interest to the student. After successfully completing the four-year undergraduate MD program, graduates enter residency training across Canada in one of over 50 specialty areas, including family medicine. Residency programs currently offered in the north include family medicine and psychiatry in Prince George, and family medicine in both the Northeast and Northwest. A number of other UBC residency programs include rotations throughout the North. Depending on the residency program chosen, post-graduate training ranges from two to six years.

— UNBC

— The University of Northern British Columbia is nestled atop a hill overlooking the city of Prince George and features dramatic award-winning architecture.

— Prince George is located in the heart of BC and is rich with many attractions and activities to enjoy year round. The citizens of Prince George are known for their warmth and friendliness. For those who wish to get involved in various activities/events, there are many choices available. The city is rich in history and offers many attractions which, combined with the beauty of its natural surroundings, makes Prince George an ideal location to visit or call home.

— Student Services at UNBC

— The University offers an impressive array of student services designed to foster student success. While academic registrations for all medical students are at UBC, Northern Medical Program students are registered as "affiliate students" at UNBC, enabling them to take advantage of all that UNBC has to offer. Student Services include: Advising; Athletics and Recreation Centre; Awards and Financial Aid; Campus Chaplaincy; Counseling and Career Centre; Access Resource Centre; Health and Wellness Centre; Academic Success Centre; and orientation programs.

— Faculty of Medicine Regulations

— The Northern Medical Program is framed by the same set of academic regulations as the UBC Faculty of Medicine generally, which can be located at the following internet address: <http://www.students.ubc.ca/calendar/>. While students are on campus at UNBC they will, in addition, be bound by the disciplinary regulations of UNBC (click here for UNBC Undergraduate Regulations and Policies).

— How to Apply

— Admission to the Northern Medical Program is done through the UBC Faculty of Medicine Admissions Office. All hardcopy application documents must be received at the UBC Faculty of Medicine Admissions Office by 4:30 pm PST. To apply for admission and to confirm application deadline dates for the Faculty

of Medicine, visit: med.ubc.ca/education/md_ugrad/MD_Undergraduate_Admissions.htm.

Office of the Northern Medical Program

The Office of the Northern Medical Program is responsible for the delivery of the curriculum in northern BC. This includes co-ordination of teaching and research staff, student well-being, and the maintenance of close links with UBC and UVic. Visit the following website for further information: www.unbc.ca/nmp.

6. Authorization: (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: Division of Medical Sciences and the Northern Medical Program

College: N/A

College Council Motion Number: N/A

College Council Approval Date: N/A

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.41

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202006.45

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the addition of the Division of Medical Sciences, starting on page 182 of the 2019-2020 PDF version of the Undergraduate Academic Calendar, be approved as proposed.

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

[starting on page 182 of the 2019-2020 PDF version of the Undergraduate Academic Calendar]

Division of Medical Sciences

The Division of Medical Sciences is an academic administrative unit that consists of the UBC MD Undergraduate Program (Northern Medical Program), the distributed UBC Health Professions Degree Programs, and the UBC/UNBC joint Health Professions Degree Programs. The Division of Medical Sciences promotes scholarship and innovation in research and medical education to address societal health needs, specifically in northern and rural communities. It is affiliated with the Faculty of Human and Health Sciences for the purposes of professional academic association and collaboration.

Northern Medical Program

The Northern Medical Program (NMP) is part of UBC’s Faculty of Medicine Distributed Medical Program and is a partnership involving the University of British Columbia (Vancouver Fraser Medical Program – VFMP and Southern Medical Program – SMP), the University of Victoria (Island Medical Program – IMP) and the University of Northern British Columbia (Northern Medical Program – NMP).

Students interested in the NMP apply through UBC’s Faculty of Medicine Admissions. NMP students are fully registered UBC students and receive UBC medical degrees upon graduation.

NMP students spend their first two years studying at the UNBC campus in Prince George. Students are also offered opportunities to spend time in local physicians’ offices working with patients and at the University Hospital of Northern British Columbia (UHNBC) learning clinical skills.

The third year is more clinically intensive. Students complete their clinical clerkships in hospital and community settings in northern British Columbia. The majority of students complete their clerkships at the UHNBC. In these clerkships, students rotate through different disciplines, spending several weeks in each. Terrace and Fort St. John are home to integrated clerkships in which up to four students from each class spend their entire third year in those communities. In integrated clerkships, students follow the same objectives and experience the same disciplines as traditional clerkships, but do so in an integrated manner.

The fourth year of medical education is composed of electives in areas of medicine which are of particular interest to the student.

After successfully completing the four-year undergraduate MD program, graduates enter residency training across Canada in one of over 50 specialty areas, including family medicine. Residency programs currently offered in northern BC include family medicine and psychiatry in Prince George, and family medicine in both Terrace and Fort St. John. A number of other UBC residency programs include rotations throughout northern BC. Depending on the residency program chosen, post-graduate training ranges from two to six years.

Affiliate Status and Access to UNBC Student Services

UNBC offers an array of student services designed to foster student success. While academic registrations for all NMP students are at UBC, NMP students are registered as “affiliate students” at UNBC, enabling them to take advantage of student services on campus at UNBC. During 3rd and 4th year, when NMP students spend most of the time off campus, the list of UNBC services offered is reduced. Please consult the NMP Student Affairs Office for a complete and current list.

Academic and Non-Academic Policies, Procedures and Regulations

NMP students are subject to the UBC Faculty of Medicine’s policies, procedures and regulations. For more information, please visit <https://entrada.med.ubc.ca/community/policiesandforms>.

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

How to Apply

Admission to the NMP is done through the UBC Faculty of Medicine Admissions Office. To apply for admission and to confirm application deadline dates for the Faculty of Medicine, please visit <https://mdprogram.med.ubc.ca/admissions/>.

Office of the Division of Medical Sciences

The Office of the Division of Medical Sciences is responsible for the delivery of the NMP curriculum in northern BC. This responsibility includes the coordination of teaching and research staff, the support of student well-being, and the maintenance of close links with UBC and UVic. For more information about the NMP, please visit <https://www.unbc.ca/northern-medical-program>.

6. **Authorization:**

Program / Academic / Administrative Unit: Division of Medical Sciences and the Northern Medical Program

College: N/A

SCCC Reviewed: May 25, 2020

College Council Motion Number: N/A

College Council Approval Date: N/A

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.42

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED

Approved by SCAAF: June 10, 2020
Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202006.46

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the addition of the Division of Medical Sciences, starting on page 91 of the 2019-2020 PDF version of the Graduate Academic Calendar, be approved as proposed.

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

[starting on page 91 of the 2019-2020 PDF version of the Graduate Academic Calendar]

Division of Medical Sciences

The Division of Medical Sciences is an academic administrative unit that consists of the UBC MD Undergraduate Program (Northern Medical Program), the distributed UBC Health Professions Degree Programs, and the UBC/UNBC joint Health Professions Degree Programs. The Division of Medical Sciences promotes scholarship and innovation in research and medical education to address societal health needs, specifically in northern and rural communities. It is affiliated with the Faculty of Human and Health Sciences for the purposes of professional academic association and collaboration.

UBC Master of Physical Therapy-North (MPT-N)

The UBC Master of Physical Therapy Program (MPT) is the only fully distributed, entry-to-practice Physical Therapy program in British Columbia. The MPT Program offers students the opportunity to study at one of two locations: UBC’s Point Grey campus or at UNBC’s Prince George campus.

The MPT-N allows students to complete their academic and clinical learning with a focus on rural and remote communities.

The MPT-N is delivered in partnership with UNBC. This fully distributed model of learning uses technology that allows instructors and students to interact in real-time at multiple locations. Clinical skills assistants are present in labs at both campuses to facilitate learning and clinical skills development.

Clinical Learning

Students experience a wide variety of clinical settings in both public and private sectors with potential to participate in innovative projects and novel clinical experiences. Clinical learning for students takes place anywhere within the province; however, there is a focus on clinical sites within the Northern Health Authority, or at sites across the province that are designated as rural. Rural sites are typically small towns at considerable distance from urban centres. One important goal of the MPT-N is to graduate Physical Therapists who are committed to enhancing rehabilitation services in northern and rural areas. The actual location of clinical learning sites will vary each year.

Affiliate Status and Access to UNBC Student Services

UNBC offers an array of student services designed to foster student success. While academic registrations for all MPT-N students are at UBC, MPT-N students are registered as “affiliate students” at UNBC, enabling them to take advantage of all that UNBC has to offer. Please consult the MPT-N office for a complete and current list.

Academic and Non-Academic Policies, Procedures and Regulations

MPT-N students are subject to the UBC Faculty of Medicine and Department of Physical Therapy’s policies, procedures and regulations. For more information, please visit <https://entrada.med.ubc.ca/community/policiesandforms>.

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

How to Apply

Admission to the MPT-N is done through the UBC Graduate School Online Admission and Application System. For more information, please visit: <https://www.grad.ubc.ca/prospective-students/application-admission/apply-online>.

6. Authorization:

Program / Academic / Administrative Unit: Division of Medical Sciences and the Northern Medical Program

College: N/A

SCCC Reviewed: May 25, 2020

College Council Motion Number: N/A

College Council Approval Date: N/A

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.43

Moved by: E. Jensen

Seconded by: L. Haslett

Committee Decision: CARRIED

Approved by SCAAF: June 10, 2020
Date


Chair's Signature

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



Motion Number (assigned by SCS): S-202006.47

SENATE

PROPOSED MOTION

Motion: That the *Affiliate Faculty Appointments Policy* be approved as proposed.

Effective Date: Upon the approval of Senate

Proposed by: Dan Ryan, Provost and Vice President Academic

Faculty / Academic Department: Division of Medical Sciences

Implications for Other Programs / Faculties: N/A

Rationale: This policy establishes standards for the appointment, reappointment, promotion and termination of Affiliate Faculty Members in the Division of Medical Sciences at the University of Northern British Columbia (UNBC) as well as their rights, roles and responsibilities.

In 2004 UNBC and UBC formalized their partnership in the delivery of Undergraduate Medical Education and related health research in an Affiliation Agreement. The Agreement sets out the terms and types of faculty appointments required in the delivery of the medical program. The agreement recommends an Affiliate Faculty appointment at UNBC.

Having this policy in place is also an accreditation requirement of the Master of Physical Therapy – Northern program, which will begin in September 2020.

On June 1, 2020, the Provost's Advisory Council determined that the *Affiliate Faculty Appointments Policy* should go to Senate for approval.

Usually a Senate committee that deals with relationships with other post-secondary institutions in BC and Canada would vet this type of policy; however, Senate approved the dissolution of the Senate Committee on Regional Policy and Inter-Institutional Relations (SCRPIIR) on September 27, 2017. The recommendation in that motion was for the Senate Committee on Academic Affairs (SCAAF) to assume the duties of SCRPIIR; however, SCAAF's terms of reference have not been updated to include SCRPIIR's terms of reference to date. Therefore, the request is for this *Policy* to go directly to Senate for approval.

Attachments: *Affiliate Faculty Appointments Policy* (7 pages)


 <p style="text-align: center;">POLICY</p>	Policy No:	Approval Date:
	Approving Authority: Provost and Vice-President Academic	Most Recent Revision:
Title: <p style="text-align: center;">Affiliate Faculty Appointments</p>		
Background & Purpose: This policy establishes standards for the appointment, reappointment, promotion and termination of Affiliate Faculty Members in the Division of Medical Sciences at the University of Northern British Columbia (UNBC) as well as their rights, roles and responsibilities.		

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1.0 SCOPE AND INTERPRETATION

This Policy applies to individuals with primary faculty appointments at the University of British Columbia (UBC) Faculty of Medicine who are assigned by the Dean of the UBC Faculty of Medicine to undertake teaching, research and service for the Northern Medical Program and UBC Health Professions Degree Programs offered through the Division of Medical Sciences at the University of Northern British Columbia (UNBC), and who are appointed as Affiliate Faculty in the Division of Medical Sciences at UNBC in accordance with this Policy.

2.0 DEFINITIONS

- 2.1 Affiliate Faculty Members** are individuals with primary faculty appointments in the UBC Faculty of Medicine who undertake teaching, research and service for the Northern Medical Program and Health Professions Degree Programs offered through the Division of Medical Sciences at UNBC.
- 2.2 Division of Medical Sciences** is an academic administrative unit created to house the UBC MD Undergraduate Program (Northern Medical Program), UBC Health Professions Degree Programs and UBC/UNBC joint Health Profession Degree Programs offered through UNBC.
- 2.3 Health Professions Degree Programs** include UBC and UBC/UNBC joint programs offered through UNBC such as the Master of Physical Therapy - North and the Master of Occupational Therapy – North Programs.
- 2.4 Northern Medical Program (NMP)** is a distributed site of UBC's Faculty of Medicine MD Undergraduate Program, delivered in partnership with UNBC. The NMP is focused on training physicians from and for northern and rural communities in alignment with the social accountability principle of the UBC Faculty of Medicine strategic plan.

3.0 POLICY STATEMENT

- 3.1** The Dean of the UBC Faculty of Medicine has the authority to assign all teaching duties for faculty in the UBC Northern Medical Program (NMP) and Faculty of Medicine Health Professions Degree Programs. The Dean may delegate this authority to the UNBC Head of the Division of Medical Sciences/UBC Regional Associate Dean, Northern BC and the UBC Department Heads for Health Professions Programs.
- 3.2** Affiliate Faculty Members are required to hold a primary faculty appointment at UBC and, upon their assignment of teaching, research or service in the NMP or Health Professions Degree Programs offered through the UNBC, Division of Medical Sciences, are appointed as Affiliate Faculty Members in the UNBC, Division of Medical Sciences.
- 3.3** The primary appointment of an Affiliate Faculty Member is the governing appointment for the determination of rank, term, salary, benefits, collective bargaining affiliation and other employment conditions of the Affiliate Faculty Member. Affiliate Faculty Members are not covered by any employment or collective agreement at UNBC and are not accorded any rights in these areas at UNBC.

- 3.4** Affiliate Faculty Members are governed by all policies and principles relevant to their roles in teaching, research and service for the Faculty of Medicine at UBC, and by the relevant policies and procedures of UNBC.

4.0 APPOINTMENT AND REAPPOINTMENT OF AFFILIATE FACULTY MEMBERS

- 4.1** Appointment of Affiliate Faculty Members is subject to approval by UNBC's Provost and Vice-President, Academic. Affiliate Faculty Members are subject to an annual review by the Head of the Division of Medical Sciences. The length of the appointment or reappointment of an Affiliate Faculty Member at UNBC is tied to the term of their primary appointment at UBC.

- 4.2** Affiliate Faculty Members are appointed or re-appointed to an Affiliate Faculty rank at UNBC corresponding with the rank of their primary appointment at UBC.

5.0 PROMOTION OF AFFILIATE FACULTY MEMBERS

- 5.1** A formal review of the teaching and service contributions of an Affiliate Faculty Member to the NMP or Health Professions Degree Programs in the UNBC Division of Medical Sciences is requested and included in Promotion and Tenure discussions at UBC.

- 5.2** Upon the promotion of an Affiliate Faculty Member by UBC, the UNBC Division of Medical Sciences processes a promotion of the Affiliate Faculty Member's appointment. The new rank of the Affiliate Faculty Member at UNBC corresponds to the rank of their primary appointment at UBC.

6.0 TERMINATION OF APPOINTMENT FOR AFFILIATE FACULTY MEMBERS

The following factors lead to the termination of the appointment of an Affiliate Faculty Member:

- 6.1** termination of the primary faculty appointment at UBC;
- 6.2** voluntary termination of the Affiliate Faculty appointment by the Affiliate Faculty Member;
- 6.3** cessation or significant diminishment of the teaching and research activities undertaken by the Affiliate Faculty Member in the NMP or Health Professions Degree Programs of the UBC Faculty of Medicine at UNBC;
- 6.4** refusal to comply with policies and principles that apply to teaching and research activities in the NMP or Health Professions Degree Programs;
- 6.4** refusal to comply with the policies and principles of UNBC, including those that apply specifically to the Division of Medical Sciences and that apply to conducting research at UNBC; and
- 6.5** unprofessional or unethical conduct.

7.0 SUSPENSION OF APPOINTMENT

During any suspension of the primary appointment at UBC, the appointment of the Affiliate Faculty Member at UNBC is also suspended.

8.0 RIGHTS, ROLE AND RESPONSIBILITIES OF THE DIVISION OF MEDICAL SCIENCES, UNBC

- 8.1** The primary role of the UNBC Division of Medical Sciences under this Policy is to participate with UBC Faculty of Medicine as a collaborative partner in the delivery of MD undergraduate education (NMP) and Health Professions Degree Programs at the UNBC site, at UHNBC and at regional teaching sites within the Northern Health region in a geographically distributed program. The UNBC Division of Medical Sciences administers these degrees in partnership with UBC and, through its policies and procedures, implements the necessary supervision, evaluation, and oversight of its Affiliate Faculty Members.
- 8.2** For Affiliate Faculty Members who hold research funds at UNBC, UNBC will provide faculty with the necessary administrative services such as Finance, Purchasing, Human Resources, Contracts etc. to administer and report on funding held at UNBC according to UNBC policies and procedures.

9.0 RIGHTS, ROLE AND RESPONSIBILITIES OF AFFILIATE FACULTY MEMBERS

9.1 Rights

Affiliate Faculty Members have certain rights within their relationship with the UNBC Division of Medical Sciences. These include the right:

- 9.1.1** to attend Program/Division meetings and events and to receive all agendas, minutes and material for such meetings and events as they request;
- 9.1.2** to receive an annual evaluation of their teaching and service to the UBC Undergraduate Medical Education Program or Health Professions Degree Programs;
- 9.1.3** to receive appropriate faculty educational development to assist them in meeting their pedagogical responsibilities in the Undergraduate Medical Education Program or Health Professions Degree Programs;
- 9.1.4** to receive notice as early as practicable of the assignment of their teaching responsibilities and to receive clear direction in the nature and objectives of the teaching assignment;
- 9.1.5** to hold research funds awarded to them as principle or co-investigator at UNBC and to be given access to UNBC administrative services (Office of Research, Finance, Purchasing, Human Resources, Contracts etc.) required to apply for, administer and report on such funds;
- 9.1.6** to supervise UBC Faculty of Medicine or UNBC students engaged in research activities;
- 9.1.7** to supervise students enrolled in graduate programs at UNBC as primary supervisor, co-supervisor or graduate committee member;
- 9.1.8** to supervise post-doctoral fellows at UNBC.

9.2 Role

- 9.2.1** The primary role of an Affiliate Faculty Member is participation in and commitment to teaching and service to support the UBC Faculty of Medicine Health Professions Degree Programs and the NMP which are administered through the UNBC Division of Medical Sciences.
- 9.2.2** Affiliate Faculty Members may also serve in other roles related to university activities within the UNBC Division of Medical Sciences.
- 9.2.3** Affiliate Faculty Members may contribute to the research environment at UNBC through supervision of UNBC graduate students and research personnel and administration of research funds.

9.3 Responsibilities

- 9.3.1** Responsibilities of Affiliate Faculty Members include the following:
- i.** teaching of NMP and Health Professions Degree Program students and residents in university, hospital and community settings as agreed to in the letter of offer with clear teaching, educational mission and leadership expectations and performance standards for the UBC Faculty of Medicine;
 - ii.** mentoring students;
 - iii.** participation in assessment and evaluation of teaching, programs, students, and faculty;
 - iv.** reporting on activities performed to fulfill teaching, faculty and professional development, and administration responsibilities;
 - v.** continuing development of the particular skills that apply to their role as Affiliate Faculty Members within the UBC Undergraduate Medical Education Program and Health Professions degree programs, such as teaching and administration as determined by an objective evaluation;
 - vi.** maintenance, by the Affiliate Faculty Member, of their curriculum vitae and teaching dossier;
 - vii.** participation in any remedial faculty educational development activities when requested; and
 - viii.** attend Program/Division meetings at least annually.
- 9.3.2** Responsibilities of Affiliate Faculty Members may include the following:
- i.** supervision of UBC Faculty of Medicine or UNBC students engaged in research activities;
 - ii.** supervision of students enrolled in graduate programs at UNBC as primary supervisor, co-supervisor or graduate committee member;
 - iii.** supervision of post-doctoral fellows at UNBC;
 - iv.** supervision of UBC residents enrolled in a UBC postgraduate residency program engaged in clinical or research activities;
 - v.** mentoring learners (undergraduate medical students, health professional students, postgraduate residents, undergraduate students, graduate students and research trainees);
 - vi.** participation in organizing and/or teaching continuing professional education activities in university and non-university settings;

- vii. administrative roles for the UNBC, Division of Medical Sciences or UNBC.

10.0 AMENDMENT, MODIFICATION AND TERMINATION OF POLICY

This policy may be amended, modified or terminated by the UNBC Provost and Vice-President Academic, on the recommendation of the Head of the UNBC, Division of Medical Sciences, and in consultation with the Dean, UBC Faculty of Medicine.

DRAFT

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the Mature Student, Special Entry, and Interest Only admissions categories be replaced with one Diverse Qualifications category.

1. **Effective date:** September 2021 intake – to be included in the 2020/2021 undergraduate academic calendar
2. **Rationale for the proposed revisions:** A proposal to simplify the admission routes for students who do not meet the regular admission requirements. The three categories stated above are all for the same type of non-traditional applicants. The Diverse Qualifications Admission category simplifies the calendar entry to state that we will consider applicants without the regular admission requirements on a case by case basis to balance the desire for flexibility to admit students who may require additional consideration and the need to ensure that applicants have the basic skills to be successful at university. Note that this does not affect the existing Audit admissions route for accessing classes without receiving credit.

What do we do now?

We currently have three alternate admissions routes all attempting to account for the individual circumstances of non-traditional applicants: Mature Student Entry, Special Entry, and Interest Only categories

What problem are you trying to solve?

1. **Confusing admissions categories** – applicants are required to select an alternate admissions category based on certain characteristics. Applicants must decide if Mature, Special, or Interest Only route is for them. This one Diverse Qualifications Admission category is simple for the applicant and is a catch-all for non-traditional admission applicants.
2. **Overlap in current categories** –Mature Student Entry and Special Entry both require transcripts and resume. The only difference is that Mature Student Entry takes age into account. Both require admissions to consider the “whole picture” of the applicant and both categories generally result in probationary admission.
3. **Some applicants are being admitted without the tools to succeed** – The Interest Only admission route allows applicants to be admitted without an assessment. This brings into question the university’s duty to ensure that applicants have a reasonable chance of success by ensuring applicant has the necessary experience and academic ability.
4. **Inappropriate admissions route** – regularly applicants apply via the Interest Only admission route because it does not require transcripts. It is sometimes used as a bypass of admissions assessment. And lack of understanding of this route sometimes results in a negative reaction when student realizes that this route is useful for only one semester.

Proposed new admissions route: Diverse Qualifications Admission

Where applicants do not meet the requirements under any specific category of admission, or where there are extenuating circumstances, application may be made under the category of Diverse Qualifications Admission. In these instances, applicants will be assessed on an individual basis and may be asked to provide:

- Proof of English Language Requirements

- Any and all academic transcripts
- Academic Intent and Employment History Form

Students admitted under this category will be placed on academic probation. To fulfill the obligations of probation, students will be:

1. limited to registering in less than 12 credits
2. Required to achieve a gpa of 2.0 in their first semester

Failure to achieve a 2.0 gpa will result in being required to withdraw from the university.

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

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

Mature Student Entry

Each mature student application will be reviewed on its own merits. Mature applicants must:

- be Canadian Citizens or Permanent Residents of Canada
- have been out of secondary school for at least three years
- be 21 years of age on or before the first day of classes
- have attempted fewer than 15 post-secondary academic credits

Students must submit transcripts of any post-secondary work that they have completed for the purpose of prerequisite checks, and a résumé of both academic and other activities (employment, service, etc.) for the past three years. The University may exercise its discretion by admitting on a probationary basis.

Special Entry

Where applicants do not meet the requirements under any specific category of admission, or where there are extenuating circumstances, application may be made under the category of Special Entry. In these instances, applicants will be assessed on an individual basis and may be asked to provide:

- any and all academic transcripts
- a résumé of both academic and other activities (employment, service, etc.) for the past three years

In addition, applicants under this category may be asked to present themselves for an interview. Normally, special entry students will enrol on a part-time basis for at least one semester.

Any admissions conditions involving the achievement of a specific grade point average will be reviewed after the first semester. The normal requirement to continue studies would be a C average in a course load not to exceed six credit hours. Failure to achieve the required grade point average will result in further registration being denied. Once admission requirements are cleared, the student will proceed as a regular UNBC student.

Interest Only

Students who do not intend to pursue a degree or certificate program at UNBC, but want to take courses for credit, may do so under the category of Interest Only to a maximum of 30 credit hours, provided they have not previously been refused admission to UNBC under any other category. This category of admission permits easy access to UNBC studies as minimal documentation at the point of entry is required.

Interest only students must:

- Enrol on a part-time basis at UNBC (fewer than 9 credit hours)

- Re-apply every semester
- Obtain a minimum semester grade point average of 2.0 in order to remain eligible for re-entry under this category.

Note:

1. Interest Only students who wish to continue their studies beyond 30 credit hours in pursuit of a UNBC credential must re-apply, meet the general admission requirements as stated in the Calendar and, as applicable, declare a Major (see **Academic Regulation 22**).
2. Applicants whose first language is not English should refer to the section English Language Requirements.

Applicants currently on academic probation or required to withdraw from any post-secondary institution are not eligible to apply for admission under this category

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

~~Mature Student Entry~~

~~Each mature student application will be reviewed on its own merits. Mature applicants must:~~

- ~~• be Canadian Citizens or Permanent Residents of Canada~~
- ~~• have been out of secondary school for at least three years~~
- ~~• be 21 years of age on or before the first day of classes~~
- ~~• have attempted fewer than 15 post-secondary academic credits~~

~~Students must submit transcripts of any post-secondary work that they have completed for the purpose of prerequisite checks, and a résumé of both academic and other activities (employment, service, etc.) for the past three years. The University may exercise its discretion by admitting on a probationary basis.~~

~~Special Entry~~

~~Where applicants do not meet the requirements under any specific category of admission, or where there are extenuating circumstances, application may be made under the category of Special Entry. In these instances, applicants will be assessed on an individual basis and may be asked to provide:~~

- ~~• any and all academic transcripts~~
- ~~• a résumé of both academic and other activities (employment, service, etc.) for the past three years~~

~~In addition, applicants under this category may be asked to present themselves for an interview. Normally, special entry students will enrol on a part-time basis for at least one semester.~~

~~Any admissions conditions involving the achievement of a specific grade point average will be reviewed after the first semester. The normal requirement to continue studies would be a C average in a course load not to exceed six credit hours. Failure to achieve the required grade point average will result in further registration being denied. Once admission requirements are cleared, the student will proceed as a regular UNBC student.~~

~~-~~

~~Interest Only~~

~~Students who do not intend to pursue a degree or certificate program at UNBC, but want to take courses for credit, may do so under the category of Interest Only to a maximum of 30 credit hours,~~

~~provided they have not previously been refused admission to UNBC under any other category. This category of admission permits easy access to UNBC studies as minimal documentation at the point of entry is required.~~

~~Interest only students must:~~

- ~~• Enrol on a part-time basis at UNBC (fewer than 9 credit hours)~~
- ~~• Re-apply every semester~~
- ~~• Obtain a minimum semester grade point average of 2.0 in order to remain eligible for re-entry under this category.~~

~~Note:~~

- ~~1. Interest Only students who wish to continue their studies beyond 30 credit hours in pursuit of a UNBC credential must re-apply, meet the general admission requirements as stated in the Calendar and, as applicable, declare a Major (see Academic Regulation 22).~~
- ~~2. Applicants whose first language is not English should refer to the section English Language Requirements.~~

~~Applicants currently on academic probation or required to withdraw from any post-secondary institution are not eligible to apply for admission under this category~~

Diverse Qualifications

UNBC recognizes the diversity of experience that students can bring to the university environment. This admissions route takes into account applicants who demonstrate life experience, excellence in other endeavours, and/or who have succeeded despite difficult circumstances. UNBC welcomes applications from anyone who can demonstrate academic potential but does not meet the requirements of the regular admissions routes.

Through this admissions route, applicants are assessed on an individual basis and may be asked to provide any of the following:

- Proof of English Language Requirements;
- All academic transcripts; and
- Academic Intent and Employment History Form.

Students admitted under this category are offered probationary admission. To fulfill the obligations of this admission, students

- are allowed to enroll in no more than 12 credit hours in their first semester; and
- must maintain a GPA of 2.0 in their first semester.

Students failing to achieve a 2.0 GPA in their first semester will not be permitted to continue at the university.

6. Authorization:

Program / Academic / Administrative Unit: Office of the Registrar

College: N/A

SCCC Reviewed: June 8, 2020

College Council Motion Number:

College Council Approval Date:

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

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

Brief Summary of Committee Debate:

Motion No.: SCAD

Moved by:

Seconded by:

Committee Decision:

Approved by SCAD:

Date

Chair's Signature

For recommendation to ✓ , or information of _____ Senate.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Gorton Family Award be approved.

Effective Date: 2021-2022 Academic Year

Rationale: To activate the Gorton Family Award commencing the 2021-2022 Academic Year.

Proposed By: Emmy Blouin, Development Officer – Donor Relations

Advancement Contact: Emmy Blouin, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: May 1st, 2020

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20200513.03

Moved by: Jensen

Seconded by: Budde

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 13, 2020



Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Entrance

Award Name: Gorton Family Award

Awards Guide Description/Intent: Louise Gorton established this award to ensure financial barriers do not stand in the way of achieving a university degree. This award honours UNBC students with a passion for teaching.

Donor: Louise Gorton

Value: \$5,000

Number: Two

Award Type: Award

Eligibility: Available to a full-time undergraduate student entering the Bachelor of Education Program. First preference will be given to an Indigenous student. Second preference will be given to a student who has demonstrated commitment to Indigenous learning or knowledge.

Criteria: Demonstrated financial need and academic proficiency.

Conditions: No student may receive the Gorton Family Scholarship, Gorton Family Bursary, Gorton Family Rural Education Award, Gorton Family Education Award or Gorton Family Award during the same academic year.

Effective Date: Endowed 2020

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the College Heights Veterinary Clinic Ltd. Award be approved.

Effective Date: 2020-2021 Academic Year

Rationale: To activate the College Heights Veterinary Clinic Ltd. Award commencing the 2020-2021 Academic Year.

Proposed By: Emmy Blouin, Development Officer – Donor Relations

Advancement Contact: Emmy Blouin, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: May 29, 2020

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20200610.03

Moved by: Budde

Seconded by: Wagner

Committee Decision: CARRIED.

Attachments: 4 Pages

Approved by SCSB: June 10, 2020

Date

Chair's Signature

For information of Senate.

**College Heights Veterinary Clinic Ltd
Award**

For UNBC Students

Terms and Conditions

THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA



**Office of University Advancement
Jun 2020**



**Terms and Conditions for the
College Heights Veterinary Clinic Ltd Award
at the University of Northern British Columbia**

The University of Northern British Columbia (UNBC) is delighted to establish the College Heights Veterinary Clinic Ltd Award with College Heights Veterinary Clinic Ltd. This document outlines the terms and conditions for this award.

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: College Heights Veterinary Clinic Ltd Award

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

Donor: College Heights Veterinary Clinic Ltd

Value: \$1,000

Number: One

Award Type: Award

Eligibility: Available to a full-time undergraduate or graduate student who is a resident of Northern British Columbia.

Criteria: Demonstrated financial need and academic proficiency.

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

Effective Date: Established 2020

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

ANNUAL AWARDS PARTNERSHIP ARRANGEMENTS:

College Heights Veterinary Clinic Ltd will:

- Provide the award funds in the amount of \$1,000 to the University according to the following payment schedule:

\$1,000	by	June 30, 2020
\$1,000	by	March 31, 2021
\$1,000	by	March 31, 2022

UNBC will:

- Provide a charitable tax receipt in the amount of the gifts provided by the donor(s) in the year the University receives the donations.
- Promote and advertise the College Heights Veterinary Clinic Ltd Award in all appropriate UNBC materials and publications.

- Encourage student recipients to provide a letter of appreciation to the donor.
- Provide recognition to College Heights Veterinary Clinic Ltd.

Representatives of College Heights Veterinary Clinic Ltd and the University may meet from time to time to review the terms of this agreement to ensure both parties continue to be satisfied with the partnership. It is understood that the funds of the donation were obtained in a rightful manner and are otherwise unencumbered.

The agreement will commence upon signing of the document. Signed in agreement on behalf of:

Tim Tribe, VP University Advancement
University of Northern British Columbia

Date

Flavia Bigas, Manager
College Heights Veterinary Clinic Ltd

Date

FOR OFFICE USE ONLY

Date approved by The UNBC Senate Committee on Scholarships and Bursaries: _____

First award available in the September/January semester of 2020/21.

Copies to:

Manager of Treasury Services (If Endowed)
Office of University Advancement (2)

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: College Heights Veterinary Clinic Ltd Award

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

Donor: College Heights Veterinary Clinic Ltd

Value: \$1,000

Number: One

Award Type: Award

Eligibility: Available to a full-time undergraduate or graduate student who is a resident of Northern British Columbia.

Criteria: Demonstrated financial need and academic proficiency.

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

Effective Date: Established 2020

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the Miriam Matejova Award be approved.

Effective Date: 2020-2021 Academic Year

Rationale: To revise the Miriam Matejova Award commencing the 2020-2021 Academic Year.

Proposed By: Emmy Blouin, Development Officer – Donor Relations

Advancement Contact: Emmy Blouin, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: May 29, 2020

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20200610.04

Moved by: Horianopoulos

Seconded by: Jensen

Committee Decision: CARRIED.

Attachments: 1 Page

Approved by SCSB: June 10, 2020

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Entrance

Award Name: Miriam Matejova Award

Awards Guide Description/Intent: Miriam Matejova is a UNBC alumnus with an Honours degree in International Studies (2009). As a permanent resident of Canada with no prior Canadian schooling, she had difficulties receiving funding in the first year of her studies – despite her high academic achievements outside of Canada. Since then, she has received many academic and leadership awards from UNBC and wishes to help someone who may be in a similar situation achieve ~~his/her~~their dreams.

Donor: Miriam Matejova ~~and Don Munton~~

Value: ~~approx. \$1700~~ \$1,200

Number: One

Award Type: Award

Eligibility: ~~Available to a full time undergraduate student who is a permanent resident or naturalized Canadian citizen who has completed high school or other secondary school outside of Canada and the United States. First preference will be given to applicants who have not commenced any schooling in Canada or the United States prior to UNBC, including elementary or secondary. Second preference will be given to a student enrolled in the Global and International Studies Program. Third preference will be given to a female student.~~

Available to a full-time undergraduate student entering UNBC who has completed high school or other secondary school outside of Canada and the United States. First preference will be given to a permanent resident or naturalized Canadian citizen who has not commenced any schooling in Canada or the United States prior to UNBC. Second preference will be given to a student enrolled in the Global and International Studies Program. Third preference will be given to a female student.

Criteria: Academic excellence and demonstrated financial need.

Conditions: Upon acceptance of the award, the recipient must write a creative letter/story (minimum 1 page) describing why he/she came to Canada (and where from) and why he/she selected UNBC and the particular program he/she is enrolled in. The letter should also include the recipient's future plans, hopes and dreams.

Effective Date: Established 2012

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the Master of Engineering in Wood Design Program Scholarship be approved.

Effective Date: 2020-2021 Academic Year

Rationale: To update the effective date of this Scholarship so that it can continue until all funds are exhausted. Clarified wording on value to allow flexibility but noting the minimum value is \$5,000

Proposed By: Dr. Erik Jensen, Dean

External Relations Contact: n/a

Faculty/Academic Department: CSAM

Date: June 8, 2020

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20200610.05

Moved by: Jensen

Seconded by: Stathers

Committee Decision: CARRIED.

Attachments: 1 Page

Approved by SCSB: June 10, 2020

Date

Chair's Signature

For information of Senate.

Master of Engineering in Wood Design Program Scholarship

Donor: Graduate Programs Office

Value: ~~Min of \$5,000.00, \$10,000.00 or \$15,000.00~~ towards the total cost of tuition for the MEng in Integrated Wood Design Program.

Eligibility: Available to full-time students entering the MEng in Integrated Wood Design Master's Program. Students must remain in satisfactory academic standing to maintain the scholarship.

Criteria: Academic proficiency or a minimum acceptable level of industrial/business/professional experience.

Application Instructions: All applicants to the program will be considered.

Note: The scholarships will be administered by the Office of Graduate Programs.

Recipient Selection: The recipients of the scholarships will be determined by a committee chaired by a representative of the Graduate Programs Office and comprising of the Dean of CSAM, the Chair of the MEng Integrated Wood Design Program, and two additional members appointed by the Graduate Programs Office with expertise in Integrated Wood Design

Effective: ~~January 2016, January 2017, January 2018 Program Entries.~~ Established 2016 and will continue until funding exhausted