

**SENATE MEETING
OPEN SESSION
MINUTES**

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

Present: J. Allen, B. Annear (Secretary of Senate), A. Aravind, J. Bankole, R. Budde, J. Chen (non-voting) A. Constantin, B. Deo, D. Desai, Z. Fleck, E. Fredeen, T. Fuson (non-voting), I. Hartley, L. Haslett, K. Hirsh-Pearson (Vice-Chair), C. Hofsink, C. Ho Younghusband, D. Huber, P. Jackson, E. Jensen, H. Kazemian, T. Klassen-Ross, E. Korkmaz, K. Lewis, D. Nyce, A. Palmer, A. Parent (Recording Secretary), L. Parent, G. Payne (Chair), M. Peterson, S. Rader (non-voting), L. Roodenburg, L. Roldan-Flores (non-voting), D. Ryan, S. Sakshi, A. Smith (non-voting), C. Smith (non-voting), A. Sommerfeld (non-voting), K. Stathers, T. Tannert, T. Tribe (non-voting), N. Turner, S. Wagner, C. Whalen, J. Wimmers-Klick, P. Winwood (non-voting)

Observers: C. Jago, H. Lewis

Regrets: M. Greenwood, H. Holler-Busch, G. Keeler B. McGill, C. Meroniuk, S. Sakshi,

The meeting commenced at 3:31 p.m.

The Chair welcomed new Lay Senator, Janice Allen (UNBC 2009 MSc Natural Resources and Environmental Science) and expressed gratitude for the service of Student Senator, Andrew Guest who has recently resigned from Senate.

1.0 Acknowledgement of Territory

The Chair acknowledged that the Traditional Territory of and acknowledged all the Nations within the North.

**2.0 S-202006.03
Approval of the Agenda**

Deo

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

Amendment

Annear

That item **S-202006.49** be removed from the agenda.

CARRIED AS Amended

3.0 Presentation – No Presentation

4.0 Approval of the Minutes

S-202006.04

Approval of the Minutes

Hirsh-Pearson

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

CARRIED

5.0 Business Arising

6.0 President's Report

Payne

The President provided an update on the budget. The 2020/21 balanced budget that was presented to Senate last week was approved by the Board of Governors and presented to the UNBC community at a Town Hall earlier this week. The President acknowledged that this is a challenging time for all and thanked all for their efforts to ensure that we can minimize any negative impacts on our students' learning experience, our exceptional research programs, and the service we provide to communities across the North.

The President stated that the impact of the Coronavirus (COVID-19) pandemic is not reflected in the budget, and that the University is working with the B.C. post-secondary sector and various ministries collaboratively on how to approach the budgetary impacts of COVID-19.

Our virtual Convocation will be taking place on Friday, June 26, 2020. More details on this can be found on the website, www.unbc.ca/convocation.

The University continues to work with the B.C. post-secondary sector on the COVID-19 plan for the Fall 2020 and Winter 2021.

7.0 Report of the Provost

Ryan

The Provost welcomed and congratulated Trevor Fuson in his new role as Chief Information Officer.

The Provost reported that his office along with the Fall Semester Planning Committee, and the Centre for Teaching, Learning and Technology has begun the first of a series of informal Kaffeeklatsch discussions focusing on issues related to pandemic academic planning and pedagogy. The first session was hosted by the Pedagogy Visioning Committee who introduced their work and facilitated a conversation about "big picture" questions and core values. These informal sessions will continue throughout the summer to help us for the fall. The next session will be on Thursday, June 25, 2020 and will focus on Academic Integrity during COVID.

7.1 Academic Re-Structuring

The Provost reported that each of the search committees have been moving forward on a virtual basis. One search has been completed and the others are either in the process of having candidates present presentations virtually to the University community or will do so later this summer.

A senator asked if the Deans presentations could be made public. It was indicated that the presentations are public and have been recorded so that everyone should be able to access them.

8.0 Report of the Registrar

Annear

The Registrar provided an update on the following items:

Scheduling - software has been updated to latest version, ongoing research and the implementation of improvements to DCU, review of scheduling practices with focus on streamlining service and building clean data to facilitate movement of data between systems, improved communications with university community, and improved reporting capabilities with better data and better reporting; review of classroom types and capacities with Facilities to update inventory and begin to find solutions for problematic rooms; rebuilding the exam grid and streamlining the exam schedule creation.

Academic Restructuring and the five Faculties - create a Trello board to review necessary actions and discussion, set up regular meetings to review where we are in the process, discuss limitations and priorities.

CRM - to do preliminary planning and inventory work to support the implementation of the CRM including letters inventory and updating, student life cycle documents and specific needs analysis.

SharePoint - developing processes to share digital document and create storage options for EPBC output.

Admit direct to program - improving the transparency of our admission process, highlighting the need to review pre-requisites and program progression for those who enter under general admission program requirements.

Pathways to success University 101, 102 courses - developing consistent process for course offering, working with the Deans, Advising, ARC, ASC to develop support models to link with orientation and RTW processes.

Undergraduate and graduate applications on EPBC - moving all applications onto the EPBC system. Eliminating excess workload of unpaid applications, allowing digital document uploads, streamlining application management and application processing. Developing online fillable forms and waiver codes to facilitate online applications for students who would otherwise apply by paper. Redeveloping the self-reported grades' process.

First Nations' band affiliation coding - reviewing and updating in Banner to make EPBC student reporting easier.

Articulation - collaboratively advancing the automation of articulation uploading and non-BC transfer credit assessment and reporting for UNBC and developing program pathways for transfer students to improve transfer success.

Advising - developing first year program guides, online videos for registration and program planning, increasing regional presence. Using texting to enhance the drop in waitlist process reducing wasted time for students.

Registration improvements - Moving 15-20% of manual undergraduate registration online through use of baseline CAPP capabilities.

Calendar maintenance - "Parking courses" - developing processes for reviewing and managing inactive courses at UNBC.

Graduate Administrative processes - working with Office of Graduate Programs to build Banner coding to track graduate processes, such as continuance reviews, program approvals, leave of absences, time extensions, completion paths and defences.

Communications - Renaming and updating shared email accounts for Registrar's Office to improve and streamline communications.

Argos reporting – working with IT to develop new reporting for faculty, PEN Ministry reporting, high school grade load, exam data transfer, ARC report, and graduation/convocation.

9.0 Question Period

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?

The President announced that UNBC will be launching a President's Task Force on Equity, Diversity and Inclusion. More information on this task force will be sent out in the coming weeks. This will be a University-wide approach to fostering dialogue and providing recommendations on how we as a community can move forward to develop a campus that is safe and inclusive. This Task Force will be informed by work already underway in the Office of Research on issues of equity, diversity and inclusiveness within the research community.

The Vice President of Research spoke to UNBC's Canada Research Chairs Equity, Diversity and Inclusion Action Plan which in conjunction with the policies set out by Tri-agency Institutional Programs Secretariat provides a strategy to raise awareness of our commitment to equity, diversity and inclusion.

The President reported that he has begun work with other stakeholders on campus to support a strategy to address Harassment and Discrimination within UNBC and this work will also align with the work of the President's Task Force.

9.1.2 *How does UNBC ensure course quality in general? Not just in COVID or online delivery, but in all of our course delivery. How does a faculty member know what the quality benchmark is to hit when delivering a course, and how do we as an administration ensure they are hitting it? (Senator Turner)*

The Provost reported that there is no one specific mechanism in place to ensure course quality. Deans, Chairs and Faculty have a commitment to provide the best courses and a diversity of programs. Formal evaluations and informal feedback from students is important. One of the upcoming Kaffeeklatsch discussions will be a student centered discussion on academic planning and pedagogy.

9.2 Questions from the floor

Why was the University community not informed about the change in the Board of Governance leadership? And does the change in Board Chair have any implications for the governance of the institution?

The President reported that the previous Board Chair stepped down and the Vice Chair assumed the role of acting Chair until a new Board Chair could be elected to the Board of Governors. Aaron Ekman was unanimously acclaimed just this past Friday at the most recent Board meeting. There was no change in the process of governance at UNBC.

Aaron Ekman was in attendance and welcomed into his new role. He was asked to give a brief introduction of himself to Senate.

Concern was expressed regarding IT staffing and the technical support required to deal with the online transition.

The Director of the CTLT indicated that two additional term positions have been allocated to help with the transition.

10.0 **S-202006.05**
Approval of Motions on the Consent Agenda **Payne**
Kazemian
That the motions on the consent agenda, except for those removed for placement on the regular agenda, be approved as presented.
CARRIED

11.0 Committee Reports

11.1 Senate Committee on Academic Appeals **Hartley**

Senator Hartley provided an update and overview on the academic appeals that have been recently heard and reported some observations that have been made by the committee.

- The recent appeals were a result of the labour disruptions in the Fall of 2019.

- The time frame for appeals from when they are first initiated by the students to being heard by SCAA is lengthy and students feel their voices are not heard as they move through the appeal process.
- SCAA strongly advocates that UNBC consider that a formal role of an ombudsperson be clearly identified to provide support to students as they navigate through the process.

For the Fall 2020 academic term SCAA will meet twice a month to ensure that appeals are heard in a timely manner once they are received by the committee. SCAA will also work on flow charts to help clarify the process for students, faculty members and program chairs.

11.2 Senate Committee on Academic Affairs

Ryan

For Approval Items:

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

An executive summary for English was provided in the meeting package.

S-202006.06

Change(s) to Course Title and Description – ENGL 120

Kazemian

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.

Effective Date: September 2020

CARRIED

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.

S-202006.07

Change(s) to Course Title and Description – ENGL 320

Kazemian

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.

Effective Date: September 2020

CARRIED

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.

S-202006.08

Change(s) to Course Title and Description – ENGL 420

Kazemian

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.

Effective Date: September 2020

CARRIED

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.

S-202006.09

Change(s) to Course Title and Description – ENGL 620

Kazemian

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.

Effective Date: September 2020

CARRIED

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.

S-202006.10

Change(s) to Course Title and Description – ENGL 201

Kazemian

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.

Effective Date: September 2020

CARRIED

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.

Motions S-202006.11 and .12 were carried as an omnibus motion.

S-202006.11

New Course Approval – HHSC 796

Klassen-Ross

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.

Effective Date: January 2021

CARRIED

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.

Prerequisites (taken prior): HHSC 795-3: Health Sciences Graduate Seminar

Library Form for HHSC 796 was included in the meeting package.

S-202006.12

Change(s) to Program Requirements – Health Sciences

Klassen-Ross

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.

Effective Date: September 2020

CARRIED

Health Sciences (MSc Program)

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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

An executive summary for the School of Education was included in the meeting package.

Motions S-202006.13 to .22 were carried as an omnibus motion.

S-202006.13

New Course Approval – EDUC 671

Whalen

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.

Effective Date: September 2020

CARRIED

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.

S-202006.14

New Course Approval – EDUC 672

Whalen

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.

Effective Date: September 2020

CARRIED

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.

S-202006.15

New Course Approval – EDUC 673

Whalen

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.

Effective Date: September 2020

CARRIED

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.

S-202006.16

New Course Approval – EDUC 674

Whalen

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.

Effective Date: September 2020

CARRIED

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.

S-202006.17

New Course Approval – EDUC 675

Whalen

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.

Effective Date: September 2020

CARRIED

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.

S-202006.18

New Course Approval – EDUC 676

Whalen

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.

Effective Date: September 2020

CARRIED

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.

S-202006.19

New Course Approval – EDUC 677

Whalen

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.

Effective Date: September 2020

CARRIED

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.

S-202006.20

New Course Approval – EDUC 678

Whalen

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.

Effective Date: September 2020

CARRIED

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.

S-202006.21

New Course Approval – EDUC 679

Whalen

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.

Effective Date: September 2020

CARRIED

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.

S-202006.22

New Course Approval – EDUC 680

Whalen

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.

Effective Date: September 2020

CARRIED

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.

Library Forms for new School of Education Courses were included in the meeting package.

Motions S-202006.23 to .27 were carried as omnibus motions.

S-202006.23

Change(s) to Calendar – School of Education Preamble

Kazemian

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.

Effective Date: September 2020

CARRIED

~~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.~~

S-202006.24

Change(s) to Calendar – School of Education Preamble

Kazemian

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.

Effective Date: September 2020

CARRIED

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 practicum 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 practicum 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 BEd 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 earn 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).~~

S-202006.25

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

Kazemian

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.

Effective Date: September 2020

CARRIED

~~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.

S-202006.26

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

Kazemian

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.

Effective Date: September 2020

CARRIED

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.

S-202006.27

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

Kazemian

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.

Effective Date: September 2020

CARRIED

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.~~

S-202006.28

Change(s) to Course Description – EDUC 336

Kazemian

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.

Effective Date: September 2020

CARRIED

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.

S-202006.29

Change(s) to Course Description – EDUC 346

Kazemian

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.

Effective Date: September 2020

CARRIED

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.

S-202006.30

Change(s) to Course Description – EDUC 351

Kazemian

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.

Effective Date: September 2020

CARRIED

EDUC 351-(2, 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.

S-202006.31

Change(s) to Course Description – EDUC 361

Kazemian

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.

Effective Date: September 2020

CARRIED

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.

S-202006.32

Change(s) to Course Description – EDUC 372

Kazemian

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.

Effective Date: September 2020

CARRIED

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).

S-202006.33

Change(s) to Course Description – EDUC 446

Kazemian

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.

Effective Date: September 2020

CARRIED

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.

S-202006.34

Change(s) to Course Description – EDUC 490

Kazemian

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.

Effective Date: September 2020

CARRIED

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

S-202006.35

Change(s) to Course Prerequisites and Preclusions – ENSC 604

Kazemian

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.

Effective date: September 2020

CARRIED

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

S-202006.36

Change(s) to Course Prerequisites – ENSC 612

Kazemian

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.

Effective date: September 2020

CARRIED

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

S-202006.37

Change(s) to Course Prerequisites – ENSC 635

Kazemian

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.

Effective date: September 2020

CARRIED

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

S-202006.38

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

Kazemian

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.

Effective date: September 2020
CARRIED

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

S-202006.39

Change(s) to Program Requirements – MBA Program

Deo

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.

Effective date: September 2020

CARRIED

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

Background to and Overview of Changes to the B B.Sc. (Integrated) Coast Mountain Degree Completion Program were included in the meeting package.

S-202006.40

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

Hartley

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.

Effective date: September 2020

CARRIED

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

<u>BIOL 325-3</u>	<u>Ecological Analyses</u>
<u>BIOL 333-3</u>	<u>Field School</u>
<u>BIOL 350-3</u>	<u>Ethnobotany</u>
400 Level	
BIOL 402-3	Aquatic Plants
BIOL 406-3	Fish Ecology
<u>BIOL 409-3</u>	<u>Conservation of Aquatic Ecosystems</u>
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
<u>ENSC 435-3</u>	<u>Soil Biological Processes and the Environment</u>
<u>ENSC 452-3</u>	<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.

S-202006.41

Change(s) to Course Prerequisites – MATH 100

Kazemian

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.

Effective date: September 2020

CARRIED

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'Hopital's 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

S-202006.42

Change(s) to Course Prerequisites – MATH 115

Kazemian

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.

Effective date: September 2020

CARRIED

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.

S-202006.43

Change(s) Program Description – Co-operative Education

Huber

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.

Effective date: September 2020

CARRIED

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 (~~f.e.~~ 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.

S-202006.44

Change(s) Calendar Revision – Northern Medical Program

Huber

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.

Effective date: Upon Approval of Senate

CARRIED

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.~~

Motions S-202006.45 and .46 were carried as an omnibus motion.

S-202006.45

Change(s) Calendar Revision – Northern Medical Program

Klassen-Ross

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.

Effective date: Upon Approval of Senate

CARRIED

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>.

S-202006.46

Change(s) Calendar Revision – Northern Medical Program

Klassen-Ross

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.

Effective date: Upon Approval of Senate

CARRIED

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>.

11.3 Steering Committee of Senate

Payne

For Approval Items:

S-202006.47

Affiliate Appointments Policy

Constantin

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

Effective Date: Upon the approval of Senate

CARRIED

11.4 Senate Committee on Nominations

For Approval Items:

S-202006.48

Recommendation of Senate Committee Members to Senate

Kazemian

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

CARRIED

SENATE COMMITTEE CURRICULUM AND CALENDAR

Faculty Member (03/31/2023)

Academic Administrative Staff (03/31/2023)

Lisa

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

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

11.5 Senate Committee on Curriculum and Calendar

Annear

No report.

11.6 Senate Committee on Admissions and Degrees

Annear

Motion S-202006.49 was removed from the agenda.

No report.

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 Items:

SCSB20200513.03 (approved)

New Gorton Family Award

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

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

Effective Date: 2020-2021 Academic Year

SCSB20200610.04 (approved)

Revised Miriam Matejova Award

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.

Effective Date: 2020-2021 Academic Year

11.10 Senate Committee on University Budget

No report.

12.0 Information

No information.

13.0 Other Business

No other business.

14.0 S-202006.50

Move to the Closed Session

Klassen-Ross

That the meeting move to Close Session.

CARRIED

15.0 S-202006.54

Adjournment

Nyce

That the Senate meeting be adjourned.

CARRIED

The meeting adjourned at 4:42 p.m.