

## SENATE MEETING OPEN SESSION AGENDA

April 28, 2021  
3:30 – 5:30 PM  
Zoom Only

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**1.0 Acknowledgement of Territory**

**2.0 S-202104.01**

**Approval of the Agenda †**

Page 1 That the agenda for the April 28, 2021 Open Session of Senate be approved as presented.

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

**3.0 Presentation - Welcome to Senate**

**4.0 Approval of the Minutes**

**S-202104.02**

**Approval of the Minutes**

Page 9 That the Minutes for the March 24, 2021 Open Session of Senate be approved as presented.

**5.0 Business Arising**

**6.0 President's Report (10 minutes)** **Payne**

**7.0 Report of the Provost (5 minutes)** **Dale**

**8.0 Report of the Registrar (5 minutes)** **Annear**

**9.0 Question Period (10 minutes)**

**9.1 Written questions submitted in advance**

**9.2 Questions from the floor**

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

**S-202104.03**

**Approval of Motions on the Consent Agenda**

That the motions on the consent agenda, except for those removed for placement on the

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regular agenda, be approved as presented.

## 11.0 Committee Reports

### 11.1 Senate Committee on Appeals

Klassen-Ross

### 11.2 Senate Committee on Academic Affairs

Dale

#### **For Approval Items:**

#### **Page 42 Executive Summary School of Education (SoE) Bachelor of Education**

Regular

##### **S-202104.04**

##### **Change(s) to the Program Requirements - BEd Elementary**

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the BEd Degree Elementary Years (Grades K-7) Stream, on page 88 in the PDF calendar accessible on the UNBC web page of the 2020/2021 undergraduate calendar, be approved as proposed.

**Page 46** Effective Date: May 2021

Regular

##### **S-202104.05**

##### **Change(s) to the Program Requirements - BEd Secondary**

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the BEd Degree Secondary Years (Grades 8-12) Stream, on page 89-90 in the PDF calendar accessible on the UNBC web page of the 2020/2021 undergraduate calendar, be approved as proposed.

**Page 51** Effective Date: May 2021

Regular

##### **S-202104.06**

##### **Program Deletion – Education Post-Baccalaureate Diploma**

That on the recommendation of the Senate Committee on Academic Affairs, the Post-Baccalaureate Diploma (Curriculum & Instructional Studies and Montessori Education), on pages 93-94 in the PDF calendar accessible on the UNBC web page of the 2020/2021 undergraduate calendar, be deleted from the calendar.

**Page 55** Effective Date: May 2021

Consent

##### **S-202104.07**

##### **Course(s) Deletion – Education Post-Baccalaureate Diploma**

That on the recommendation of the Senate Committee on Academic Affairs, the courses for the Post-Baccalaureate Diploma (Curriculum & Instructional Studies and Montessori Education), on pages 211-213 in the PDF calendar accessible on the UNBC web page of the 2020/2021 undergraduate calendar, be deleted from the calendar.

**Page 60** Effective Date: May 2021

#### **Page 66 Executive Summary School of Education (SoE) Master of Education**

Consent

##### **S-202104.08**

##### **Change(s) to Calendar – MEd Preamble**

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the Special Education for the Education (MEd Program), on pages 51-52 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

**Page 73** Effective Date: July 2022

Consent

##### **S-202104.09**

##### **Change(s) to Calendar – MEd Admissions**

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the Admissions for the Education (MEd Program), on page 48 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

**Page 76** Effective Date: July 2022

- Consent **S-202104.10**  
**Change(s) to Calendar – MEd Program Requirements**  
That on the recommendation of the Senate Committee on Academic Affairs, the changes to the Program Requirements for the Education (MEd Program), on pages 48-49 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.  
Effective Date: July 2022  
**Page 78**
- Consent **S-202104.11**  
**Change(s) to Calendar – MEd Program Requirements**  
That on the recommendation of the Senate Committee on Academic Affairs, the changes to the Multidisciplinary Leadership for the Education (MEd Program), on pages 50-51 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.  
Effective Date: July 2022  
**Page 83**
- Consent **S-202104.12**  
**Change(s) to Calendar – MEd Program Requirements**  
That on the recommendation of the Senate Committee on Academic Affairs, the changes to the Special Education for the Education (MEd Program), on pages 51-52 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.  
Effective Date: July 2022  
**Page 90**
- Page 95** **Executive Summary Department of Political Science**
- Consent **S-202104.13**  
**Change(s) to Course Preclusion – PHIL 400**  
That on the recommendation of the Senate Committee on Academic Affairs, the change to the course preclusion for PHIL 400-3, Classics in Philosophy, on page 261 of the 2020/2021 undergraduate calendar, be approved as proposed.  
Effective Date: September 2021  
**Page 96**
- Consent **S-202104.14**  
**Change(s) to Course Preclusion – PHIL 472**  
That on the recommendation of the Senate Committee on Academic Affairs, the change to the course preclusion for PHIL 472-3, Philosophical Research Seminar, on page 261 of the 2020/2021 undergraduate calendar, be approved as proposed.  
Effective Date: September 2021  
**Page 98**
- Consent **S-202104.15**  
**Change(s) to Course Description – POLS 303**  
That on the recommendation of the Senate Committee on Academic Affairs, the change to the course description for POLS 303-3, Democracy and Democratization, on page 263 of the 2020/2021 undergraduate calendar, be approved as proposed.  
Effective Date: September 2021  
**Page 100**
- Consent **S-202104.16**  
**Change(s) to Course Prerequisite – POLS-315**  
That on the recommendation of the Senate Committee on Academic Affairs, the change to the course prerequisite for POLS 315-3, Contemporary Issues in the Circumpolar North, on page 264 of the 2020/2021 undergraduate calendar, be approved as proposed.  
Effective Date: September 2021  
**Page 102**
- Consent **S-202104.17**  
**Change(s) to Course Preclusion – POLS 400**  
That on the recommendation of the Senate Committee on Academic Affairs, the change to the course preclusion for POLS 400-3, Classics in Political Philosophy, on page 265 of the 2020/2021 undergraduate calendar, be approved as proposed.  
Effective Date: September 2021  
**Page 104**

- Consent **S-202104.18**  
**Change(s) to Course Preclusion – POLS 472**  
 That on the recommendation of the Senate Committee on Academic Affairs, the change to the course preclusion for POLS 472-3, Seminar in Political Philosophy, on page 266 of the 2020/2021 undergraduate calendar, be approved as proposed.  
**Page 106** Effective Date: September 2021
- Consent **S-202104.19**  
**Change(s) to Program Requirements – BSW** (*for the Senate Consent Agenda*)  
 That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the Bachelor of Social Work on page 175 of the 2020/21 undergraduate calendar be approved as proposed.  
**Page 108** Effective Date: September 2021
- Consent **S-202104.20**  
**Change(s) to Program Requirements – BA History**  
 That on the recommendation of the Senate Committee on Academic Affairs, the removal of the course requirement HIST 200-3 Historical Methodology: An Introduction to the Work, on pages 97,144,145,146, 241 and 242 of the 2020/2021 undergraduate calendar, be approved as proposed.  
**Page 110** Effective Date: September 2021
- Regular **S-202104.21**  
**Change(s) to Calendar – Removal of IASK**  
 That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the calendar entry for Integrated Analytical Skills & Knowledge Program (IASK), on pages 46, 147, and 242 of the 2020/2021 undergraduate calendar, be approved as proposed.  
**Page 125** Effective Date: September 2021
- Consent **S-202104.22**  
**Change(s) to Course Description – BIOL 350**  
 That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description for BIOL 350-3, Ethnobotany, on page 190 (in the [print](#) or PDF calendar accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.  
**Page 131** Effective Date: January 2021
- Regular **S-202104.23**  
**Change(s) to Degree Requirements – BPI Program**  
 That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the School of Environmental Planning (BPI Program) degree requirements, on pages 106-110 (in the PDF calendar available at <https://www.unbc.ca/calendar/academic-calendar>) of the 2020/2021 undergraduate calendar, be approved as proposed.  
**Page 133** Effective Date: September 2021
- Regular **S-202104.24**  
**New Course Approval – ENPL 333**  
 That on the recommendation of the Senate Committee on Academic Affairs, the new course ENPL 333-3 Field School in Planning be approved as follows.  
**Page 152** Effective Date: January 2022
- Consent **S-202104.25**  
**Change(s) to Program Description and Requirements– Joint ANTH and GEOG**  
 That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the description and requirements for the Joint Major in Anthropology and Geography (BA), on page 56 of the 2020/2021 undergraduate calendar, be approved as proposed.  
**Page 157** Effective Date: September 2021
- Consent **S-202104.26**  
**Change(s) to Program Requirements – BA GEOG**

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the BA Geography, on pages 130-131 (in the PDF accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

**Page 161** Effective Date: September 2021

Consent **S-202104.27**

**Change(s) to Program Requirements – Joint Major GEOG and POLS**

That on the recommendation of the Senate Committee on Academic Affairs, the change to the program requirements for the Joint Major in Geography and Political Science, on pages 131 (in the PDF accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

**Page 166** Effective Date: September 2021

Consent **S-202104.28**

**Change(s) to Program Requirements – Minor Human Geography**

That on the recommendation of the Senate Committee on Academic Affairs, the change to the program requirements for the Minor in Human Geography, on pages 136-137 (in the PDF accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

**Page 170** Effective Date: September 2021

Consent **S-202104.29**

**Change(s) to Course Description – IENG 611**

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description for IENG 611-3 Introduction to Wood as a Building Material, on page 111 of the 2020/21 Graduate Calendar be approved as proposed.

**Page 174** Effective Date: April 2021

Consent **S-202104.30**

**Change(s) to Course Pre-Requisites – IENG 613**

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the pre-requisites for IENG 613-3 Wood Design I, on page 111 of the 2020/21 Graduate Calendar be approved as proposed.

**Page 176** Effective Date: April 2021

Consent **S-202104.31**

**Change(s) to Course Pre-Requisites – IENG 614**

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the pre-requisites for IENG 614-3 Building Science I, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

**Page 178** Effective Date: April 2021

Consent **S-202104.32**

**Change(s) to Course Pre-Requisites – IENG 719**

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the pre-requisites and course description for IENG 719-3 Special Topics I, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

**Page 180** Effective Date: April 2021

Consent **S-202104.33**

**Change(s) to Course Pre-Requisites – IENG 724**

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the pre-requisites for IENG 724-3 Building Science II, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

**Page 182** Effective Date: April 2021

Consent **S-202104.34**

**Change(s) to Course Pre-Requisites and Course Description – IENG 727**

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the pre-requisites and course description for IENG 727-3 Wood Processing, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

**Page 184** Effective Date: April 2021

Consent **S-202104.35**

**Change(s) to Course Pre-Requisites – IENG 729**

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the pre-requisites for IENG 729-3 Special Topics II, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

**Page 186** Effective Date: April 2021

Consent **S-202104.36**

**Change(s) to Course Description and Pre-Requisites – IENG 738**

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description and pre-requisites for IENG 738-3 Analysis, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

**Page 188** Effective Date: April 2021

Consent **S-202104.37**

**Change(s) to Program Requirements – Integrated Wood Design**

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the Integrated Wood Design program requirements of the 2021 graduate calendar, be approved as proposed.

**Page 190** Effective Date: March 2021

Consent **S-202104.38**

**Change(s) to Course Preclusions – COMM 354**

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to COMM 354: Precluding CPSC 354 for COMM 354, on page 197 (in the [print](#) or PDF calendar accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

**Page 192** Effective Date: September 2021

Consent **S-202104.39**

**Change(s) to Elective Requirements – General Business Major**

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to General Business Major elective requirements: Changing the number of majors that General Business Majors can have access to for electives, on page 67 (in the [print](#) or PDF calendar accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

**Page 194** Effective Date: September 2021

Regular **S-202104.40**

**Research Space Allocation Policy**

That on the recommendation of the Senate Committee on Academic Affairs, the Research Space Allocation Policy be approved as proposed.

**Page 196** Effective Date: July 1, 2021

*For Information Only:* Research Space Allocation Procedures [Page 202](#)

### 11.3 Steering Committee of Senate

Payne

**For Approval Items:**

Regular **S-202104.41**

**Change(s) to the Senate Handbook**

That the Terms of Reference for the Senate Committee on Academic Affairs and subsequently the Senate Handbook be approved.

**Page 206** Effective Date: April 28, 2021

Regular

**S-202104.42**

**Policy on University Policies and Procedures**

That the Policy on University Policies and Procedures be approved as proposed.

Page 209

Effective Date: Upon the approval of the Board of Governors

- *Policy on University Policies and Procedures* [Page 210](#)

*For Information Only:*

- *Procedures on University Policies and Procedures* [Page 217](#)
- Policy Template – for information [Page 223](#)
- Procedures Template [Page 226](#)
- University Policies and Procedures Development and Review Checklist [Page 228](#)
- University Policies and Procedures Style Handbook [Page 231](#)

**11.4 Senate Committee on Nominations**

**For Approval Items:**

Regular

**S-202104.43**

**Recommendation of Senate Committee Members to Senate**

That, 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: April 28, 2021

**SENATE COMMITTEE POSITION TO BE FILLED**

**CANDIDATE**

(except as otherwise noted, all terms begin immediately)

**“For Information” Items:**

**Faculty Senators elected by acclamation to Senate:**

Faculty Member – Faculty of Business and Economics	Karima Fredj	3/31/2024
Faculty Member at Large		3/31/2024
Faculty Member at Large		3/31/2024

- 11.5 Senate Committee on Curriculum and Calendar** **Annear**
- 11.6 Senate Committee on Admissions and Degrees** **Annear**
- 11.7 Senate Committee on First Nations and Aboriginal Peoples** **Harder**
- 11.8 Senate Committee on Honorary Degrees and Special Forms of Recognition** **Payne**
- 11.9 Senate Committee on Scholarships and Bursaries** **Annear**

**For Information Items:**

**Page 237** **SCSB202011.25.04 (approved)**  
**Coastal GasLink Indigenous Community Development Award**  
That the revised Terms and Conditions for the Coastal GasLink Indigenous Community Development Award be approved.  
Effective Date: 2020-2021 Academic Year

**Page 239** **SCSB20210324.03 (approved)**  
**Pacific Blue Cross Health Sciences Award**  
That the new Terms and Conditions for the Pacific Blue Cross Health Sciences Award be approved.  
Effective Date: 2020-2021 Academic Year

**Page 241** **SCSB20210127.05 (approved)**  
**Somani Family Equity, Diversity and Inclusion Scholarship**  
That the new Terms and Conditions for the Somani Family Equity, Diversity and Inclusion Scholarship be approved.  
Effective Date: 2021-2022 Academic Year

**Page 243** **SCSB20210127.05 (approved)**  
**SCSB Annual Report**  
That the SCSB 2020-2021 Annual Report be approved.  
Effective Date: March 2021

**11.10 Senate Committee on University Budget**

Deo

**12.0 Information**

**13.0 Other Business**

**14.0** **S-202104.44 (10 minutes)**  
**Move to the Closed Session**  
That the meeting move to Close Session.

**15.0** **S-202104.50**  
**Adjournment**  
That the Senate meeting be adjourned.



**School of Education (SoE)**  
**Bachelor of Education**  
**Senate Motions Package**

Executive Summary .....2  
    BEd Elementary Years and Secondary Years Streams – Schedule Adjustment ..... 2  
    Regional BEd Program ..... 2  
    Deletion of the Post-Baccalaureate Diploma (Curriculum & Instructional Studies and  
    Montessori Education) Program ..... 3  
SCAAF Motions.....4

## **Executive Summary**

### ***BEd Elementary Years and Secondary Years Streams – Schedule Adjustment***

These motions have been prepared after consultation with the Office of the Registrar. The School of Education would like to adjust the course schedules that are currently provided in the Calendar to show only Year 1 and Year 2 courses, rather than the schedule broken down by semester and block. This will provide the School of Education with flexibility when it comes to course scheduling for the BEd program; potential students are advised to connect with the School of Education on details on program structure and scheduling.

### ***Regional BEd Program***

The BEd Elementary Years (Grades K-7) Stream program change motion also includes the addition of a new Regional BEd Program to the Calendar. As outlined in the Regional BEd Proposal (attached; Executive Summary below), the School of Education has approved a combined regional delivery model for the Northwest and South-Central campuses that delivers the renewed BEd program, previously approved by Senate at its meeting of June 24, 2020 (S-202006.23 to .27). The curricular content of the programs is the same; what is unique in the regional delivery is the mode of delivery (blended) and the length of the program (5 semesters in the regions vs. 4 semesters in Prince George).

With the Fall 2020 commencement of the University Northern of British Columbia (UNBC) School of Education's (SoE) Renewed Bachelor of Education (BEd) teacher education program, it is timely and essential to develop and plan to deliver a regional offering of the Renewed BEd program across Northern British Columbia (B.C.). The SoE is committed to renewing its regional offerings as part of its focus as a primary provider of quality teacher education programs in partnership with northern and rural communities. As well, a regional offering of the Renewed BEd Program will align the SoE across UNBC's campuses (regional and Prince George) to build a teacher education program that spans the region, which in turn responds directly to UNBC's commitment to regional programming across Northern B.C. The proposed Regional BEd Program provides potential Teacher Candidates an opportunity to undertake a teacher education program while remaining in their communities, engaging in cohort-based coursework and practicum experiences specific to their contexts: Indigenous, rural, remote, or urban contexts. The Regional BEd Program is thus partly a response to the need for certified educators in rural and remote locations throughout B.C., but especially in the North.

The Regional BEd Program prepares future teachers to work in diverse classroom settings in Northern contexts, including online and distributed learning environments. Located at the Northwest (Terrace) and South-Central (Quesnel) campuses, the shared regional cohort

proposed for this program will provide Teacher Candidates the opportunity to experience and learn best blended learning practices. This learning is particularly important recognizing the concerns about providing quality remote learning during the current Covid-19 global pandemic. Through its focus on the BCTC Professional Standards and its deployment of the SoE's Signature Pedagogy: People, Place and Land, the Regional BEd Program will prepare Teacher Candidates to work in any context within B.C. Graduates of the program will be eligible for B.C. teacher certification. Thus, they will graduate prepared to enter classrooms in Indigenous, rural, remote, and urban settings across the province, as well as facilitate distance education in different online settings having experienced and developed skills within their teacher education program. Overall, the proposed Regional BEd Program provides equity, stability, and access for potential Teacher Candidates who might otherwise not be able to undertake such learning, addressing the need for qualified educators prepared to work in northern settings and throughout B.C.

To accomplish this goal, the SoE recognizes its opportunity and responsibility to provide programming that:

- Addresses educators' needs in British Columbia's northern region and beyond;
- Meets the calls from Northern Region School District Superintendents to increase the number of certified educators in the north;
- Reflects the changes in the British Columbia modernized K–12 curricula;
- Provides the opportunity for the SoE to advocate for individual students in very remote locations to take a portion of the program online;
- Responds effectively to the Truth and Reconciliation Commission's Calls to Action, to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Calls to Justice from the National Inquiry into Murdered and Missing Women and Girls (NIMMWG);
- Expands the strengths of the SoE's renewed BEd program through research and practice informed blended and remote learning;
- Creates a culture of collaboration and innovation for education in the region; and
- Meets and exceeds BC Teachers' Council requirements for certification.

### ***Deletion of the Post-Baccalaureate Diploma (Curriculum & Instructional Studies and Montessori Education) Program***

The Post-Baccalaureate Diploma (Curriculum & Instructional Studies and Montessori Education) Program is not currently offered by the School of Education, nor has it historically been offered. As the School of Education has no plans to offer the program, the program and its associated courses should be removed from the Calendar.

## **SCAAF Motions**

Four Motions:

- BEd Degree Elementary Years (Grades K-7) Stream Program Change
- BEd Degree Secondary Years (Grades 8-12) Stream Program Change
- Post-Baccalaureate Diploma (Curriculum & Instructional Studies and Montessori Education) Program Deletion
- Post-Baccalaureate Diploma (Curriculum & Instructional Studies and Montessori Education) Course Deletions

Motions approved by the School of Education on February 12, 2021.

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the changes to the program requirements for the BEd Degree Elementary Years (Grades K-7) Stream, on page 88 in the PDF calendar accessible on the UNBC web page of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** May 2021

2. **Rationale for the proposed revisions:** The School of Education intends to offer the renewed BEd Degree Elementary Years (Grades K-7) Stream at the Northwest and South-Central campuses. Currently, a BEd is offered at the Northwest Campus; this revision aligns the regional program to the BEd Degree offered in Prince George, and increases opportunities by offering the program across the regional campuses. For both programs, displaying course requirements by year of program rather than semester will provide the program greater flexibility in scheduling.

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

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

**Program Requirements**

The Bachelor of Education degree is a 60-credit program offered in five continuous blocks over four semesters. The Third Semester consists of two blocks.

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

**First Semester Block One**

EDUC 346-(2, 3) Aboriginal and Indigenous Education  
EDUC 390-3 Observational Practicum  
EDUC 393-3 Foundations of Education  
EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>

**Second Semester Block Two**

EDUC 391-3 Experiential Practicum  
EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST  
EDUC 398-3 Curriculum and Instruction in Math and Science using ADST  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 421-3 Assessment and Motivation  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>

**Third Semester Block Three**

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

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

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

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

#### **Third Semester Block Four**

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

EDUC 401-3 Career Education

EDUC 402-3 Diverse Classrooms

EDUC 403-3 Mental Health and Wellness

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

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

#### **Fourth Semester Block Five**

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

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

EDUC 491-6 Summative Practicum

Note:

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

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

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

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

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

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

EDUC 340-2 Curriculum Development Models

EDUC 376-2 Numeracy: Math Concepts (EY)

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-(2, 3) Aboriginal and Indigenous Education: Epistemology  
EDUC 456-2 Language and Literacy Across the Curriculum (EY)  
EDUC 490-(3, 4) Formative Practicum

## **Year 2: Second Semester**

EDUC 491-6 Summative Practicum

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

## **Program Requirements**

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

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

#### **~~First Semester Block One~~**

~~EDUC 346-(2, 3) Aboriginal and Indigenous Education  
EDUC 390-3 Observational Practicum  
EDUC 393-3 Foundations of Education  
EDUC 394-3 Pedagogy, Curriculum and Teaching – Theory in Context  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>+</sup>  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>+</sup>~~

#### **~~Second Semester Block Two~~**

~~EDUC 391-3 Experiential Practicum  
EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST  
EDUC 398-3 Curriculum and Instruction in Math and Science using ADST  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>+</sup>  
EDUC 421-3 Assessment and Motivation  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>+</sup>~~

#### **~~Third Semester Block Three~~**

~~EDUC 336-(3, 4) Inclusive Education: Success for All  
EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy (EY)  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>+</sup>  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>+</sup>~~

#### **~~Third Semester Block Four~~**

~~EDUC 351-(2, 3) Curriculum and Instruction: Second Language  
EDUC 401-3 Career Education  
EDUC 402-3 Diverse Classrooms  
EDUC 403-3 Mental Health and Wellness  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>+</sup>  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>+</sup>~~

#### **~~Fourth Semester Block Five~~**

~~EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>4</sup>~~  
~~EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>4</sup>~~  
~~EDUC 491-6 Summative Practicum~~

### **Year 1 Courses**

EDUC 336-(3, 4) Inclusive Education: Success for All  
EDUC 346-(2, 3) Aboriginal and Indigenous Education  
EDUC 351-(2, 3) Curriculum and Instruction: Second Language  
EDUC 390-3 Observational Practicum  
EDUC 391-3 Experiential Practicum  
EDUC 393-3 Foundations of Education  
EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context  
EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST  
EDUC 398-3 Curriculum and Instruction in Math and Science using ADST  
EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy  
EDUC 401-3 Career Education  
EDUC 402-3 Diverse Classrooms  
EDUC 403-3 Mental Health and Wellness  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 421-3 Assessment and Motivation  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>  
EDUC 490-(3, 4) Formative Practicum

### **Year 2 Courses**

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

Note:

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

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

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

### **Year 1 Courses**

EDUC 336-(3, 4) Inclusive Education: Success for All  
EDUC 346-(2, 3) Aboriginal and Indigenous Education  
EDUC 390-3 Observational Practicum  
EDUC 391-3 Experiential Practicum  
EDUC 393-3 Foundations of Education  
EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context  
EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST  
EDUC 398-3 Curriculum and Instruction in Math and Science using ADST  
EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy  
EDUC 401-3 Career Education  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 421-3 Assessment and Motivation  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>



**Year 2 Courses**

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

EDUC 402-3 Diverse Classrooms

EDUC 403-3 Mental Health and Wellness

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

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

EDUC 490-(3, 4) Formative Practicum

EDUC 491-6 Summative Practicum

**Note:**

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

**6. Authorization:**

**Program / Academic / Administrative Unit:** School of Education

**SCCC Reviewed:** February 22, 2021

**College:** CASHS

**College Council Motion Number:** OMNIBUS MOTION: CASHSCC.2021.03.18.09

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** SCFNAP202104.03

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** April 1, 2021

**7. Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202103.03

**Moved by:** C. Whalen

**Seconded by:** E. Schwenger

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRT Dale    
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202104.05

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the program requirements for the BEd Degree Secondary Years (Grades 8-12) Stream, on page 89-90 in the PDF calendar accessible on the UNBC web page of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** May 2021
2. **Rationale for the proposed revisions:** Displaying course requirements by year of program rather than semester will provide the program greater flexibility in scheduling.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

#### Program Requirements

The Bachelor of Education degree is a 60-credit program offered in five continuous blocks over four semesters. The Third Semester consists of two blocks.

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

##### First Semester Block One

EDUC 346-(2, 3) Aboriginal and Indigenous Education  
EDUC 390-3 Observational Practicum  
EDUC 393-3 Foundations of Education  
EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>

##### Second Semester Block Two

EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities Part 1<sup>2</sup>  
or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science Part 1<sup>2</sup>  
EDUC 391-3 Experiential Practicum  
EDUC 399-3 Integrating ADST as a Pedagogical Stance (SY)  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 421-3 Assessment and Motivation  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>

##### Third Semester Block Three

EDUC 336-(3, 4) Inclusive Education: Success for All  
EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities Part 2<sup>2</sup>  
or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science Part 2<sup>2</sup>  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>  
EDUC 490-(3, 4) Formative Practicum

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### **Third Semester Block Four**

EDUC 401-3 Career Education

EDUC 402-3 Diverse Classrooms

EDUC 403-3 Mental Health and Wellness

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

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

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

### **Fourth Semester Block Five**

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

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

EDUC 491-6 Summative Practicum

Note:

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

2. Each of EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science span Block Two (3 credits) and Block Three (6 credits).

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

## **Program Requirements**

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

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

### **First Semester Block One**

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

~~EDUC 390-3 Observational Practicum~~

~~EDUC 393-3 Foundations of Education~~

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

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

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

### **Second Semester Block Two**

~~EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities Part 1<sup>2</sup>~~

~~or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science Part 1<sup>2</sup>~~

~~EDUC 391-3 Experiential Practicum~~

~~EDUC 399-3 Integrating ADST as a Pedagogical Stance (SY)~~

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

~~EDUC 421-3 Assessment and Motivation~~

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

### **Third Semester Block Three**

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

~~EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities Part 2<sup>2</sup>~~

~~or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science Part 2<sup>2</sup>~~

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

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

~~EDUC 490-(3, 4) Formative Practicum~~

### **Third Semester Block Four**

~~EDUC 401-3 Career Education~~

~~EDUC 402-3 Diverse Classrooms~~

~~EDUC 403-3 Mental Health and Wellness~~

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

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

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

### **Fourth Semester Block Five**

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

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

~~EDUC 491-6 Summative Practicum~~

### **Year 1 Courses**

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

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

~~EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities Part 1<sup>2</sup>~~

~~or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science Part 1<sup>2</sup>~~

~~EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities Part 2<sup>2</sup>~~

~~or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science Part 2<sup>2</sup>~~

~~EDUC 390-3 Observational Practicum~~

~~EDUC 391-3 Experiential Practicum~~

~~EDUC 393-3 Foundations of Education~~

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

~~EDUC 399-3 Integrating ADST as a Pedagogical Stance (SY)~~

~~EDUC 401-3 Career Education~~

~~EDUC 402-3 Diverse Classrooms~~

~~EDUC 403-3 Mental Health and Wellness~~

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

~~EDUC 421-3 Assessment and Motivation~~

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

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

~~EDUC 490-(3, 4) Formative Practicum~~

### **Year 2 Courses**

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

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

~~EDUC 491-6 Summative Practicum~~

Note:

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

2. A total of 9 credits is taken of either ~~Each of~~ EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science ~~span Block Two (3 credits) and Block Three (6 credits).~~

6. **Authorization:**

**Program / Academic / Administrative Unit:** School of Education

**SCCC Reviewed:** February 22, 2021

**College:** CASHS

**College Council Motion Number: OMNIBUS MOTION: CASHSCC.2021.03.18.09**

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202104.03**

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** April 1, 2021

7. **Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.04

**Moved by:** C. Whalen

**Seconded by:** E. Schwenger

**Committee Decision:**

**Approved by SCAAF:** April 14, 2021  
**Date**

*MRTD*  
**Chair's Signature**

**For recommendation to   ✓  , or information of \_\_\_\_\_ Senate.**

Motion Number (assigned by  
Steering Committee of Senate): S-202104.06

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the Post-Baccalaureate Diploma (Curriculum & Instructional Studies and Montessori Education), on pages 93-94 in the PDF calendar accessible on the UNBC web page of the 2020/2021 undergraduate calendar, be deleted from the calendar.

1. **Effective date:** May 2021
2. **Rationale for the proposed revisions:** The Post-Baccalaureate Diploma program is not currently offered by the School of Education, and as the School of Education has no plans to offer the program, the program and its associated courses should be removed from the Calendar.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

#### **Post-Baccalaureate Diploma (Curriculum & Instructional Studies and Montessori Education)**

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

The Post-Baccalaureate Diploma program and courses within it are designed to advance the professional knowledge and skills of practicing K-12 teachers. Diploma requirements are coherent with the BC Teacher Qualification requirement for 30 credits in a focused area of study for an increase in professional certification from level 4 to 5. Admission is on a course by course basis to accommodate teachers who may want to increase their competency or update their knowledge and skills in a particular area of instruction. Flexible admission also allows for teachers to select the variable number of courses required to increase professional standing to the "five plus" category currently administered by some school districts.

#### **Admission**

Applicants applying for admittance to the Diploma Program require a four-year (120 credit hours) undergraduate degree from a UNBC-recognized university completed with a cumulative grade point average of 2.0 or better. Applicants must have the ability to study and work in English. An additional requirement for this Post-Baccalaureate Diploma is that students possess a current teaching certificate or are admitted with the approval of the admissions committee.

The number of spaces in each course offered in the Post-Baccalaureate Diploma program is limited; therefore, course registration will be on a first come first served basis until the specified course is full. This program admits new students three times per year, at the start of each term: October 30 for the January Term, April 30 for July/August courses, and June 30 for the September Term.

To accommodate practicing teachers, Diploma courses are offered in the late afternoon or evening, on weekends, and during the summer. It is recommended that students plan to make full use of the Summer Session offerings to complete the Diploma within the ten year time limit. It is recommended that students complete the two compulsory courses early in their program of studies.

Applicants are required to submit proof of a recent criminal records check (within five years). Students are expected to abide by expectations for professional conduct for the teaching profession in British Columbia.

### **Program Requirements**

Completion of a Post-Baccalaureate Diploma is achieved with 30 credits of coursework, including two compulsory courses and eight electives taken entirely from one or the other focus areas. The focus areas offered at this time are Curriculum and Instructional Studies and Montessori Education.

Students may be granted credit for up to 15 credits of upper-division coursework from another recognized institution, provided that such courses have not been associated with the receipt of a degree or diploma.

### **Required Courses**

EDUC 500-3 Teacher Leadership

One of the following:

EDUC 502-3 Interpretation and Application of Educational Research

### **Elective Courses (Curriculum and Instructional Studies)**

EDUC 504-3 Instructional Leadership for Cooperating Teachers

(a weekend seminar to follow classroom supervision of extended BEd practicum and to reflect on these mentorship experiences in terms of the instructional leadership literature)

EDUC 521-3 Classroom Assessment Practices

EDUC 523-3 Teaching for Social Responsibility

EDUC 528-3 Numeracy Strategies for Struggling Learners

EDUC 531-3 Applications of Educational Technology

EDUC 533-3 Human Development: Implications for Education

EDUC 534-3 Achievement Motivation

EDUC 535-3 Learning and Diversity: Inclusive Classrooms

EDUC 541-3 Principles of Instruction

EDUC 546-3 First Nations Education

EDUC 551-3 Mathematics Education

EDUC 552-3 Science Education

EDUC 558-3 Language Arts Education

EDUC 559-3 Second Language Instruction

EDUC 580-3 Visual Arts Across the Curriculum

EDUC 581-3 Performing Arts Across the Curriculum

EDUC 592-3 Special Topics

(no limit as to the number of these courses)

EDUC 593-3 Directed Readings

### **Elective Courses (Montessori Education)**

EDUC 573-3 Montessori Curriculum and Instruction: Scientific Literacy

EDUC 574-3 Montessori Curriculum and Instruction: Mathematics

EDUC 575-3 Montessori Integrated Cultural Studies and Field Study Planning

EDUC 576-3 Montessori Integrated Studies Field Study

EDUC 577-3 Montessori Portfolio

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

**Post-Baccalaureate Diploma (Curriculum & Instructional Studies and Montessori Education)**

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

The Post-Baccalaureate Diploma program and courses within it are designed to advance the professional knowledge and skills of practicing K-12 teachers. Diploma requirements are coherent with the BC Teacher Qualification requirement for 30 credits in a focused area of study for an increase in professional certification from level 4 to 5. Admission is on a course by course basis to accommodate teachers who may want to increase their competency or update their knowledge and skills in a particular area of instruction. Flexible admission also allows for teachers to select the variable number of courses required to increase professional standing to the “five plus” category currently administered by some school districts.

**Admission**

Applicants applying for admittance to the Diploma Program require a four-year (120 credit hours) undergraduate degree from a UNBC-recognized university completed with a cumulative grade point average of 2.0 or better. Applicants must have the ability to study and work in English. An additional requirement for this Post-Baccalaureate Diploma is that students possess a current teaching certificate or are admitted with the approval of the admissions committee.

The number of spaces in each course offered in the Post-Baccalaureate Diploma program is limited; therefore, course registration will be on a first come first served basis until the specified course is full. This program admits new students three times per year, at the start of each term: October 30 for the January Term, April 30 for July/August courses, and June 30 for the September Term.

To accommodate practicing teachers, Diploma courses are offered in the late afternoon or evening, on weekends, and during the summer. It is recommended that students plan to make full use of the Summer Session offerings to complete the Diploma within the ten year time limit. It is recommended that students complete the two compulsory courses early in their program of studies.

Applicants are required to submit proof of a recent criminal records check (within five years). Students are expected to abide by expectations for professional conduct for the teaching profession in British Columbia.

**Program Requirements**

Completion of a Post-Baccalaureate Diploma is achieved with 30 credits of coursework, including two compulsory courses and eight electives taken entirely from one or the other focus areas. The focus areas offered at this time are Curriculum and Instructional Studies and Montessori Education.

Students may be granted credit for up to 15 credits of upper division coursework from another recognized institution, provided that such courses have not been associated with the receipt of a degree or diploma.

**Required Courses**

EDUC 500-3 Teacher Leadership

One of the following:

EDUC 502-3 Interpretation and Application of Educational Research

**Elective Courses (Curriculum and Instructional Studies)**

EDUC 504-3 Instructional Leadership for Cooperating Teachers

~~(a weekend seminar to follow classroom supervision of extended BEd practicum and to reflect on these mentorship experiences in terms of the instructional leadership literature)~~



~~EDUC 521-3 Classroom Assessment Practices~~  
~~EDUC 523-3 Teaching for Social Responsibility~~  
~~EDUC 528-3 Numeracy Strategies for Struggling Learners~~  
~~EDUC 531-3 Applications of Educational Technology~~  
~~EDUC 533-3 Human Development: Implications for Education~~  
~~EDUC 534-3 Achievement Motivation~~  
~~EDUC 535-3 Learning and Diversity: Inclusive Classrooms~~  
~~EDUC 541-3 Principles of Instruction~~  
~~EDUC 546-3 First Nations Education~~  
~~EDUC 551-3 Mathematics Education~~  
~~EDUC 552-3 Science Education~~  
~~EDUC 558-3 Language Arts Education~~  
~~EDUC 559-3 Second Language Instruction~~  
~~EDUC 580-3 Visual Arts Across the Curriculum~~  
~~EDUC 581-3 Performing Arts Across the Curriculum~~  
~~EDUC 592-3 Special Topics~~  
~~(no limit as to the number of these courses)~~  
~~EDUC 593-3 Directed Readings~~

**~~Elective Courses (Montessori Education)~~**

~~EDUC 573-3 Montessori Curriculum and Instruction: Scientific Literacy~~  
~~EDUC 574-3 Montessori Curriculum and Instruction: Mathematics~~  
~~EDUC 575-3 Montessori Integrated Cultural Studies and Field Study Planning~~  
~~EDUC 576-3 Montessori Integrated Studies Field Study~~  
~~EDUC 577-3 Montessori Portfolio~~

**6. Authorization:**

**Program / Academic / Administrative Unit:** School of Education

**SCCC Reviewed:** February 22, 2021

**College:** CASHS

**College Council Motion Number: OMNIBUS MOTION: CASHSCC.2021.03.18.09**

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFANP202104.03**

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** April 1, 2021

**7. Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.05

**Moved by:** C. Whalen

**Seconded by:** E. Schwenger

**Committee Decision:**

**Approved by SCAAF:** April 14, 2021  
**Date**

\_\_\_\_\_  
**Chair's Signature**

**For recommendation to** ✓, **or information of** \_\_\_\_\_ **Senate.**

*MRT Date*

Motion Number (assigned by  
Steering Committee of Senate): S-202104.07

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the courses for the Post-Baccalaureate Diploma (Curriculum & Instructional Studies and Montessori Education), on pages 211-213 in the PDF calendar accessible on the UNBC web page of the 2020/2021 undergraduate calendar, be deleted from the calendar.

1. **Effective date:** May 2021

2. **Rationale for the proposed revisions:** The Post-Baccalaureate Diploma program is not currently offered by the School of Education, and as the School of Education has no plans to offer the program, the program and its associated courses should be removed from the Calendar.

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

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

**EDUC 500-3 Teacher Leadership** This course is based on the premise that all teachers can engage in teacher leadership through formal or informal roles to influence social conditions and instructional effectiveness within and beyond their classrooms. Students prepare for leadership opportunities by exploring strategies for goal setting, enhancing communication and trust, motivating and energizing colleagues, and implementing change for improved teacher and student achievement. There is an emphasis on how to build communities of practice or professional learning communities in school contexts.

**EDUC 502-3 Interpretation and Application of Educational Research** This course exposes teachers to both quantitative and qualitative educational research. Students are expected to read and interpret research in the literature. Successful students may plan to apply existing research knowledge in classrooms and schools or to develop new knowledge related to implementation of innovations in their own settings.

**EDUC 504-3 Instructional Leadership for Cooperating Teachers** This course is open to classroom teachers who have sponsored an extended practicum for a UNBC BEd student. The course consists of an orientation workshop, the practicum itself, and a final weekend seminar to reflect on mentorship experiences in light of the instructional leadership literature.

**EDUC 521-3 Classroom Assessment Practices** This course examines the relationships between the purposes and practices of classroom-based assessment and evaluation. Teachers will consider the roles of formative and summative assessment, including dynamic assessment, curriculum-based assessment, portfolios, conferencing, and standardized testing; and the implications of such practices for grading, instructional approaches, school achievement, and planning for diverse students. Emphasis on the practical component allows exploration of effective assessment practices and interpretation of assessment results, as well as responses to current trends in educational evaluation.

**EDUC 523-3 Teaching for Social Responsibility** This course explores the implications of improved social responsibility as a school or district improvement goal, and assists teachers in developing classroom and school wide strategies to achieve that goal. Course topics include personal planning curricula, social

dynamics, and strategies for improving communication, relationships, and community identity in classrooms and schools.

**EDUC 528-3 Numeracy Strategies for Struggling Learners** This course is an overview of diagnostic and remedial strategies for mathematics. Students will be provided with an overview of individualized assessment, including formal standardised instruments, informal tests, and classroom-based tools and instruction on remedial strategies specific to math errors and deficiencies. There will also be a field application in the form of a brief math clinic in which the students will work in a semi-supervised setting with one remedial math child out of which a final report will be produced.

**EDUC 531-3 Applications of Educational Technology** This course introduces students to the various computer programs available to practising teachers with a particular emphasis on construction of web-based resources. As well, it examines the role of computer technology as a teaching and learning resource in contemporary educational environments.

**EDUC 533-3 Human Development: Implications for Education** Contemporary theories of human development are examined along with their implications for teaching and counseling children, adolescents, and adults. The course invites teachers to identify the theories that guide their own practice and make plans to implement espoused theories more consistently.

**EDUC 534-3 Achievement Motivation** This course addresses current literature on achievement motivation, grounded in practical classroom and school-based examples. The examination is practice oriented and teachers focus on shaping inferences from the literature for local application. A central issue is how teachers can understand and foster students' motivation for school learning.

**EDUC 535-3 Learning & Diversity: Inclusive Classrooms** This course addresses individual differences and inclusion based on the premises that all students have individual differences in their experiences, skills, knowledge, perspectives, and cultural beliefs; and that the curricular materials and instruction must be selected, designed, and adapted to include all learners. Within this wider philosophical framework, particular focuses of the course will include: history of special education and contemporary approaches; working with students with physical, intellectual, emotional/behavioural challenges or talents; individualized education plans; assessment; the team approach; and accommodating social, cultural, and linguistic diversity.

**EDUC 541-3 Principles of Instruction** This course provides an examination of current instructional trends and strategies and the opportunities and challenges in their implementation. Teachers will be encouraged to identify, reflect on, and expand their curriculum planning tools and instructional repertoires.

**EDUC 546-3 First Nations Education** This course reviews the diverse meanings of First Nations or Aboriginal education. The concepts of power, control, and culture will help teachers analyze current practice. Topics include: historical analysis, contemporary issues, and promising practices for increasing Aboriginal school success. Teachers will build their knowledge and understanding of Aboriginal approaches to education.

**EDUC 551-3 Mathematics Education** This course provides a critical examination of current practices and emerging trends in K-12 mathematics curriculum planning and instruction. Teachers may elect to focus on either the elementary or secondary level of the curriculum.

**EDUC 552-3 Science Education** This course provides a critical examination of current practices and emerging trends in K-12 science curriculum planning and instruction. Teachers may elect to focus on either the elementary or secondary level of the curriculum.

**EDUC 558-3 Language Arts Education** This course provides a critical examination of current practices and emerging trends in K-12 language arts curriculum planning and instruction, including aspects of language, literacy, and literature. Topics will include the writing process, reader response, and children's or young adult literature as well as current approaches to teaching reading. Teachers may elect to focus on either the elementary or secondary level of the curriculum.

**EDUC 559-3 Second Language Instruction** This course provides a critical examination of current practices and emerging trends in K-12 second language curriculum planning and instruction. The language offered may be French or another provincially approved second language, such as a local First Nations language. Teachers may elect to focus on either the elementary or secondary level of the curriculum.

**EDUC 573-3 Montessori Curriculum and Instruction – Scientific Literacy** This course focuses on the development and refinement of knowledge and skills necessary for full implementation of the Montessori approach to Cosmic Education and the elementary cultural studies curriculum. The course provides a constructivist approach to the integration of Cosmic Education, Science and Practical Life/Technology. Through hands on experience, research, small group projects, lecture, and demonstration students develop and refine competency in scientific literacy.

**EDUC 574-3 Montessori Curriculum and Instruction – Mathematics Education** This course is designed to prepare the student to present the Montessori mathematics curriculum and facilitate the development of mathematics in a Montessori Elementary class (ages 6-12). Demonstration, lecture presentations, and supervised practice with didactic materials provide links between Montessori pedagogy and mathematical concepts.

**EDUC 575-3 Montessori Integrated Cultural Studies and Field Study Planning** In this course, students research, design, and demonstrate appropriate materials and activities that reflect an integration of history, geography, the sciences, and creative arts. Topics include the scope and importance of movement, nutrition and physical exercise for the development of the whole child and an understanding of an integrated and interdisciplinary approach to education and an ability to apply Montessori principles in preparation for a field study and portfolio. Lecture, demonstration, field trips, discussion, participation in physical activities, and individual research projects are utilized.

**EDUC 576-3 Montessori Integrated Cultural Studies Field Study** The function of the Field Study/Practicum Phase is to provide for the student a supervised teaching/learning experience and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori Education.

**EDUC 577-3 Montessori Portfolio** This course is the culmination of the Montessori Education Program and results in the production of a print-based or electronic portfolio. Students provide artifacts from their coursework and professional experience that demonstrate a definite understanding of the Montessori theory and practice. The media include video, audio, student assessment, and any related evidence.

**EDUC 580-3 Visual Arts Across the Curriculum** This course provides an exploration of the role of the visual arts (drawing, painting, sculpture, mixed media) for teaching and learning in the K-12 curriculum. Strategies for incorporating the visual arts as means of expressing learning in subject areas across the curriculum will be emphasized. Teachers may elect to focus on either the elementary or secondary level of the curriculum.

**EDUC 581-3 Performing Arts Across the Curriculum** This course provides an exploration of the role of the performing arts (music, dance, and drama) for teaching and learning in the K-12 curriculum. Strategies for incorporating the performing arts as means of expressing learning in subject areas across the curriculum will be emphasized. Teachers may elect to focus on either the elementary or secondary level of the curriculum.

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

~~**EDUC 500-3 Teacher Leadership** This course is based on the premise that all teachers can engage in teacher leadership through formal or informal roles to influence social conditions and instructional effectiveness within and beyond their classrooms. Students prepare for leadership opportunities by exploring strategies for goal setting, enhancing communication and trust, motivating and energizing colleagues, and implementing change for improved teacher and student achievement. There is an emphasis on how to build communities of practice or professional learning communities in school contexts.~~

**EDUC 502-3 Interpretation and Application of Educational Research** This course exposes teachers to both quantitative and qualitative educational research. Students are expected to read and interpret research in the literature. Successful students may plan to apply existing research knowledge in classrooms and schools or to develop new knowledge related to implementation of innovations in their own settings.

**EDUC 504-3 Instructional Leadership for Cooperating Teachers** This course is open to classroom teachers who have sponsored an extended practicum for a UNBC BEd student. The course consists of an orientation workshop, the practicum itself, and a final weekend seminar to reflect on mentorship experiences in light of the instructional leadership literature.

**EDUC 521-3 Classroom Assessment Practices** This course examines the relationships between the purposes and practices of classroom-based assessment and evaluation. Teachers will consider the roles of formative and summative assessment, including dynamic assessment, curriculum-based assessment, portfolios, conferencing, and standardized testing; and the implications of such practices for grading, instructional approaches, school achievement, and planning for diverse students. Emphasis on the practical component allows exploration of effective assessment practices and interpretation of assessment results, as well as responses to current trends in educational evaluation.

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**6. Authorization:**

**Program / Academic / Administrative Unit:** School of Education

**SCCC Reviewed:** February 22, 2021

**College:** CASHS

**College Council Motion Number: OMNIBUS MOTION: CASHSCC.2021.03.18.09**

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202104.03**

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** April 1, 2021

**7. Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.06

**Moved by:** C. Whalen

**Seconded by:** E. Schwenger

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRT Date    
**Chair's Signature**

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



**School of Education (SoE)  
Renewed Master of Education (MEd) Program  
Senate Motions Package**

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    Course Sequencing and Schedule ..... 4  
    School of Education Process ..... 5  
    Composition of the Specialization Committees for Phase 3 of the Graduate Program  
    Renewal..... 6  
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*SCAAF Motions: Education (MEd)*..... 7  
*Appendix A: Committee’s Recommendations*..... 7

## **Executive Summary**

### ***Renewed MEd Overview***

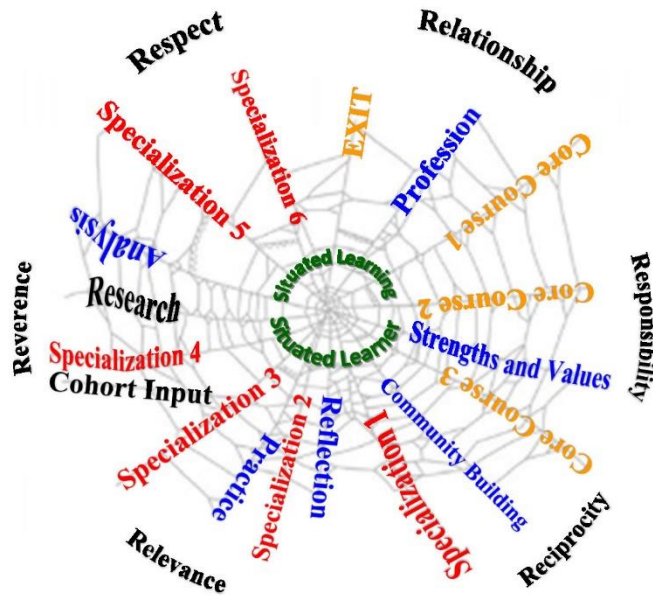
If one is to assume that a purpose of a Master of Arts (MA) degree is the initial preparation of next generation of academic researchers, then what might one assume to be a role of the Master of Education (MEd) degree? Within the School of Education at UNBC we suggest it is, in part, the preparation of the next generation of research-informed Thought Leaders/Public Intellectuals. Throughout this document we will use the terms *Thought Leaders/Public Intellectuals* interchangeably, privileging the term *Thought Leaders* as being more consistent with our understanding of *ts'uwhut'I* – the place where we live in the Dakelh language – and of the **six Rs** as reflected in our Interweb which represents Situated Learning at the heart of our work (see Appendix A: Committee Recommendations).

The University of Northern British Columbia (UNBC) would like to ensure that the cultural safety of communities and their members is paramount and that we want to educate all our students, faculty, staff, and employees to embrace cultural differences, ways of knowing and being, thinking, doing and practicing. UNBC believes that our motto, *'En cha huná* which translates to “**he/she also lives**” connects well with the **six Rs** – people are reminded to respect all forms of life, an opportunity for everyone attending the university to adhere and to make the connections to community protocols.

The overarching theme informing the core courses of the renewed MEd program relates to *People, Place and Land: 'En cha huná* which translates to “he/she also lives”, and in part calls on us to respect all forms of life. The spider (*Whutsoo*) web (*Bilh*) is used metaphorically to position place-based reciprocal learning and teaching. Many Indigenous people believe that we are connected to all life forms animatedly and inanimately that are imbued with spirit. Like many things in life it is not perfect, therefore, the interweb created is not the perfect web, but the goal is to strive to create a relational place of learning. This relational place of learning begins with seven tenets. These concepts are related to the “Seven Generations” such as: 1) *self-identity*; 2) *family ties*; 3) *community engagement*; 4) *nation knowledge, diverse languages, cultural traditions and protocols*; 5) *provincial leadership and education*; 6) *national leadership, education and politics*; and 7) *global interweb relationships*. Within this program, students will

be presented with concepts, theories, and transformative praxis that transcends cultural pedagogies, epistemology, ontology, axiology, and methodology with an emphasis on Indigenous educational health, mentorship and leadership.

### Interweb Representing Situated Learning



Spider Web Design by Raymond Hohipa  
October 10, 2019

Legend of Colours:

Gold: Light

Green: Mother Earth / Ground

Red: Fire

Blue: Sky

The purpose of the Interweb is to provide a framework for students to accumulate local knowledge of how cultural protocols are to be determined through inquiry: by whom? how it will be obtained?; and for what purpose? The six Rs are guidelines to develop community protocols

and to design how each cohort represents their cultural awareness (see Appendix A: Committee's Recommendations).

Throughout their studies, we trust our students will come to appreciate and engage in what Boyer (2016) calls the scholarship of engagement; scholarship that places emphasis on becoming "more vigorous partner[s] in the search for answers to our most pressing social, civic, economic, and moral problems." This form of scholarship requires that faculty, graduate students and graduates collaborate with the public to make society better and work for informed, appropriate and relevant change. We ground an understanding of that type of change within the Interweb and the six Rs that are central to our programmatic themes. We suggest that by engaging in scholarship that connects with our place we can begin to use our work to address to the core challenges and wicked problems impacting our communities and society.

The final course recognizes that because the students are in a practitioner-oriented (course-based) MEd program rather than a research-driven MEd or MA program, the demonstration of their learning needs to be appropriate to their studies. The assumption of the final course is that instructors who are teaching the other program courses would require at least one assignment per course be included in the students' digital repositories (e-portfolios). These repositories are for the students, and the assumption is that content in the repository would have been evaluated previously in the course in which it was developed.

The responsibility of the instructor facilitating the final course will include:

- Preparation of seminars on various knowledge dissemination options;
- Facilitating a critique/discussion of those options;
- Assisting in the preparation of the Knowledge Dissemination/presentation experience for the students; and
- Coordinating student presentations to authentic communities.

### ***Course Sequencing and Schedule***

The renewed MEd program has two specialization streams: Transformational Leadership and Exceptionality Education. In both specializations, students will take 10 courses to complete their degree. Four courses are shared across the specializations ("Full Cohort"; 12 credits) and six courses (18 credits) are in their area of specialization. In Transformational Leadership, there are

six specialization courses, although students may choose, with permission, to take a course outside of the program instead of the Special Topics course. In Exceptionality Education, there are eight specialization courses, of which students will take six planned in consultation with students and faculty for each cohort.

Semester	Courses	Modality	Credits
1 Summer	Core Courses – Full Cohort  Reconciling Space and Practice: Ways of Knowing and Being  Reflective & Transformative Practices in Educational Contexts	Blended  • <i>ts’uwhut’I</i> –on campus 6 days: Monday 9am to Saturday 4pm  • Online	6 credits
2 Fall	Core Courses – Full Cohort - Using Research to Inform Practice and Policy  One Specialization Course	See Note	6 credits
3 Winter	Two Specialization Courses	See Note	6 credits
4 Summer	One Specialization Course in either Spring or Summer	See Note	3 credits
5 Fall	Two Specialization Courses	See Note	6 credits
6 Winter	Core Course – Full Cohort  En cha huna: Living our Learning	See Note	3 credits
<b>NOTE</b>	Modality of program delivery is an open question depending on location of the students, courses may be offered: on campus, in-person, face-to-face, online, asynchronous, synchronous, or blended.		

### *School of Education Process*

#### **Specialization Groups**

Core Courses and MEd Program Alignment/Coherence – Dr. Tina Fraser - Academic Lead

Leadership – Dr. Christine Younghusband – Academic Lead

Special Education- Dr. Andrew Kitchenham - Academic Lead

## Tasks

Building from the notes from the February full day meeting (**Phase 1**) with all the Specialization Groups, reports were prepared by Drs. Kitchenham and Whalen, and a summary document prepared by Dr. Crichton (**Phase 2**), each group completed the tasks to move to **Phase 3**:

1. Prepared a short description of the intention for both specializations and identify the need for each specialization in terms of projected enrollment and Faculty capacity.
2. Prepared a short description of the intention/purpose of the three Core Courses.
3. Determined an appropriate name for both specializations. For example,
  - a. Does **Leadership** reflect the scope of the specialization? **Leadership** of what/where?
  - b. Is **Special Education** inclusive enough of the field; current enough in scope and mandate?
  - c. Do these names reflect trends in the field and what is needed?
4. Referring to the Summary Document tabled at the April SoE meeting, identified cross campus equivalents, where possible, for the proposed courses. Because of our size, it is probably impossible to offer ALL the proposed courses so we must explore other delivery options.
5. Considered responses to #4, drafted course outlines for necessary courses.
6. Suggested possible delivery option(s) for each of the courses (i.e., online, blended, f2f).
7. Drafted criteria for assessment of the two capstone options.

### ***Composition of the Specialization Committees for Phase 3 of the Graduate Program Renewal***

Volunteers for these committees had to have experience and expertise in graduate teaching. Specifically, members had to be full-time members of the School of Education. Each committee invited critical friends.

Once the three groups completed their work, the Graduate Renewal Design Committee (GRDC) met and considered the suggestions in February 2020. The GRDC compiled the suggestions and presented a renewal proposal, *Committee's Recommendations*, to the School of Education at the *April 2020 Program Meeting* that was approved for the next steps in the UNBC Senate process and Degree Quality Assessment Board (DQAB).

All new courses have been approved through the UNBC Senate process.

## **SCAD Motions: Graduate Program and Admissions**

Two Senate Motions for changes to the Graduate Calendar:

- Remove Tuition Fee Units for Part-Time Domestic and International Master's Students (2019-2020 Graduate Calendar, p. 14)
- Start Date of Program: July (Summer Semester) and Application for Admissions: December 15 (2019-2020 Graduate Calendar, p. 21 Table).

Passed in *December 2020 Program Meeting*

## **SCAAF Motions: Education (MEd)**

Five Senate Motions for changes to the Graduate Calendar (2020-2021 Graduate Calendar, pp. 48 – 52):

- Preamble
- Admissions
- Requirements
- Multidisciplinary Leadership Specialization
- Special Education Specialization

Passed in *December 2020 Program Meeting*

## **Appendix A: Committee's Recommendations**

Passed in *April 2020 Program Meeting*

Separate Document

Motion Number (assigned by  
Steering Committee of Senate): S-202104.08

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the changes to the Preamble for the Education (MEd Program), on page 48 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

1. **Effective date:** July 2022
2. **Rationale for the proposed revisions:** The School of Education is introducing a renewed MEd program. The proposed changes to the Preamble reflect the renewed MEd program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Margo Greenwood, Professor  
Andrew Kitchenham, Professor  
Tina Fraser, Associate Professor and BEd Coordinator and Aboriginal/ Indigenous Education Coordinator  
Alexander Lautensach, Associate Professor  
Verna Lynn McDonald, Associate Professor  
Linda O'Neill, Associate Professor, and MEd Counselling Coordinator (Regional)  
Lantana Usman, Associate Professor  
Edward Harrison, Assistant Professor, and BEd Coordinator (Northwest Region)  
Dennis Procter, Assistant Professor  
John Sherry, Assistant Professor  
Catherine Whalen, Assistant Professor  
Website: [www.unbc.ca/education/master-of-education](http://www.unbc.ca/education/master-of-education)

The Master of Education Program is responsible for the preparation of professional educators who may pursue advanced study at the doctoral level and/or advanced professional employment. As distinct from undergraduate degree programs that advance students' knowledge of their disciplines, graduate degree programs at the Master's level have the more difficult task of not only advancing students' knowledge to the point of mastery, but also preparing students to demonstrate that they are capable of advancing the knowledge of their disciplines. The MEd degree awarded under the authority of the School of Education includes the courses and supervised study necessary to meet this obligation.



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

~~Margo Greenwood, Professor~~  
~~Andrew Kitchenham, Professor~~  
~~Tina Fraser, Associate Professor and BEd Coordinator and Aboriginal/ Indigenous Education Coordinator~~  
~~Alexander Lautensach, Associate Professor~~  
~~Verna Lynn McDonald, Associate Professor~~  
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The Master of Education (MEd) is a 30-credit-hour course-based degree program. The purpose of the degree is to provide students with learning opportunities to prepare for their roles as public intellectuals within one of two specializations: Exceptionality Education, or Transformational Leadership: People, Place, and Land. The MEd degree awarded under the authority of the School of Education includes the courses and study necessary to meet this obligation. The degree is intended for professionals and practitioners across disciplines with relevant Bachelor degrees or equivalent.

6. Authorization:

**Program / Academic / Administrative Unit:** School of Education

**College:** CASHS

**SCCC Reviewed:** January 25, 2021

**College Council Motion Number:** OMNIBUS MOTION: CASHSCC.2021.03.18.10

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

7. **Other Information**

Attachment Pages: 0 pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.07

**Moved by:** C. Whalen

**Seconded by:** L.Troc

**Committee Decision:**

**Approved by SCAAF:** April 14, 2021  
Date

*MRTD*  
Chair's Signature

For recommendation to ✓, or information of \_\_\_\_\_ Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-202104.09

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the Admissions for the Education (MEd Program), on page 48 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

1. **Effective date:** July 2022
2. **Rationale for the proposed revisions:** The School of Education is introducing a renewed MEd program. The proposed changes to the Admissions for the Education (MEd Program) calendar entry reflect the renewed MEd program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Application deadlines can be found in the Graduate Programs Admissions and Regulations section of the Graduate Calendar at [www.unbc.ca/calendar/graduate/admissions](http://www.unbc.ca/calendar/graduate/admissions).

In addition to full-time students, the Education degree programs attempt to accommodate part-time students who may hold full-time jobs. For this reason, most of the Education courses are offered in the late afternoon and evening, as well as during Summer Session, so they can be accessed by persons during their annual vacation. It is recommended that students plan to make full use of the Summer Session offerings to complete their degree within the prescribed time limit. It is also recommended that students complete EDUC 601-3 (Educational Research Design and Methodology) and either EDUC 602-4 (Quantitative Research Design and Data Analysis) or EDUC 610-4 (Qualitative Analysis in Education) during the first half of their MEd program.

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

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and either EDUC 602-4 (Quantitative Research Design and Data Analysis) or EDUC 610-4 (Qualitative Analysis in Education) during the first half of their MEd program.

Applications, as outlined in the Graduate Programs Admissions and Regulations section at the beginning of the Graduate Calendar, are completed by December 15<sup>th</sup>. The MEd program is cohort based. Students complete the program over six continuous semesters starting in the Summer Semester (July to August).

**6. Authorization:**

**Program / Academic / Administrative Unit:** School of Education

**College:** CASHS

**SCCC Reviewed:** January 25, 2021

**College Council Motion Number: OMNIBUS MOTION: CASHSCC.2021.03.18.10**

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

**7. Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.08

**Moved by:** C. Whalen

**Seconded by:** L.Troc

**Committee Decision:**

**Approved by SCAAF:** April 14, 2021  
**Date**

*MRTD*  
**Chair's Signature**

**For recommendation to   ✓  , or information of \_\_\_\_\_ Senate.**

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the changes to the Program Requirements for the Education (MEd Program), on pages 48-49 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

1. **Effective date:** July 2022
2. **Rationale for the proposed revisions:** The School of Education is introducing a renewed MEd program. The proposed changes to the Program Requirements for the Education (MEd Program) calendar entry reflect the renewed MEd program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

**Requirements**

Provided that such courses have not been associated with the receipt of either a degree or diploma from UNBC or another educational institution, students may apply to the Vice Provost Student Recruitment or designate for up to six credit hours for previously completed graduate-level coursework that is equivalent to that completed in the MEd program. Where equivalent courses have been associated previously with the receipt of either a degree or diploma, students will be permitted to elect alternative courses from the MEd program to satisfy the requirements for the degree.

Students in an MEd Program may take up to 6 credit hours of elective coursework from UNBC programs other than that in which they are completing their specialization or from other institutions under the Western Deans' Agreement (students require permission of their Academic Supervisor and the Education Graduate Program Chair). The supervisory committee may advise thesis students to take the research seminar course, EDUC 795-3.

**MEd Program Requirements**

**Thesis Requirement**

The thesis route emphasizes academic study, research, and the successful completion of a thesis. This program route is designed to develop each student's ability to evaluate theory and practice, and conduct research that contributes to the discipline. The thesis route requires the successful completion of a minimum of 31 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a

minimum of 31 credit hours in the Special Education specialization. This requirement must include a minimum of 25 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 35 credit hours in the Counselling specialization, or a minimum of 22 credit hours in the Special Education specialization and 9 credit hours of supervised research culminating in the completion of a thesis and the successful defense of it in an oral examination.

### **Project Requirement**

The project route emphasizes the study of theory and practice, and the successful completion of an innovative research and/or development project that addresses a particular aspect of practice. This program route is designed to develop a student's ability to evaluate and improve professional practice in the discipline. The project route requires the successful completion of a minimum of 31 credit hours in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a minimum of 31 credit hours in the Special Education specialization. This requirement must include a minimum of 25 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 35 credit hours in the Counselling specialization, or a minimum of 25 credit hours in the Special Education specialization, and 6 credit hours of supervised work, culminating in the successful completion of a project.

### **Comprehensive Examination Requirement**

The comprehensive examination route requires the successful completion of a comprehensive examination that evaluates a candidate's knowledge of theory, research, and practice in their field of study. This program route is designed to enhance and reinforce a student's knowledge of both theory and practice, as well as their interrelationship. The comprehensive examination route requires the successful completion of a minimum of 31 credit hours graduate course credit in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a minimum of 31 credit hours in the Special Education specialization. This requirement must include a minimum of 28 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 37 credit hours in the Counselling specialization, or a minimum of 28 credit hours in the Special Education specialization, and three (3) credit hours awarded upon the successful completion of a written comprehensive examination. Application can be made to the School of Education to enter a thesis or project route after having completed at least 12 credit hours of coursework. The research seminar course, EDUC 795-3, is strongly recommended, and may even be required, if research is to be undertaken.

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

#### **Requirements**

~~Provided that such courses have not been associated with the receipt of either a degree or diploma from UNBC or another educational institution, students may apply to the Vice Provost Student Recruitment or designate for up to six credit hours for previously completed graduate level coursework that is equivalent to that completed in the MEd program. Where equivalent courses have been associated previously with the receipt of either a degree or diploma, students will be permitted to elect alternative courses from the MEd program to satisfy the requirements for the degree.~~

Students in an MEd Program may take up to 6 credit hours of elective coursework from UNBC programs other than that in which they are completing their specialization or from other institutions under the Western Deans' Agreement (students require permission of their Academic Supervisor and the Education Graduate Program Chair). The supervisory committee may advise thesis students to take the research seminar course, EDUC 795-3.

## **MEd Program Requirements**

### **Thesis Requirement**

The thesis route emphasizes academic study, research, and the successful completion of a thesis. This program route is designed to develop each student's ability to evaluate theory and practice, and conduct research that contributes to the discipline. The thesis route requires the successful completion of a minimum of 31 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a minimum of 31 credit hours in the Special Education specialization. This requirement must include a minimum of 25 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 35 credit hours in the Counselling specialization, or a minimum of 22 credit hours in the Special Education specialization and 9 credit hours of supervised research culminating in the completion of a thesis and the successful defense of it in an oral examination.

### **Project Requirement**

The project route emphasizes the study of theory and practice, and the successful completion of an innovative research and/or development project that addresses a particular aspect of practice. This program route is designed to develop a student's ability to evaluate and improve professional practice in the discipline. The project route requires the successful completion of a minimum of 31 credit hours in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a minimum of 31 credit hours in the Special Education specialization. This requirement must include a minimum of 25 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 35 credit hours in the Counselling specialization, or a minimum of 25 credit hours in the Special Education specialization, and 6 credit hours of supervised work, culminating in the successful completion of a project.

### **Comprehensive Examination Requirement**

The comprehensive examination route requires the successful completion of a comprehensive examination that evaluates a candidate's knowledge of theory, research, and practice in their field of study. This program route is designed to enhance and reinforce a student's knowledge of both theory and practice, as well as their interrelationship. The comprehensive examination route requires the successful completion of a minimum of 31 credit hours graduate course credit in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a minimum of 31 credit hours in the Special Education specialization. This requirement must include a minimum of 28 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 37 credit hours in the Counselling specialization, or a minimum of 28 credit hours in the Special Education specialization, and three (3) credit hours awarded upon the successful completion of a written comprehensive examination.

Application can be made to the School of Education to enter a thesis or project route after having completed at least 12 credit hours of coursework. The research seminar course, EDUC 795-3, is strongly recommended, and may even be required, if research is to be undertaken.

## **MEd Course-Based Program Requirements**

Students prepare evidence of learning throughout the full-time MEd program that represents the signature pedagogy of People, Place and Land and situate the ways that they may lead and inform policy and practice within their local contexts, rurally, remotely, and beyond. These foci are woven throughout the learning experiences in this cohort-based program.

The MEd program is a course-based program which includes four required courses (12 credit hours) taken with the entire cohort and six specialization courses (18 credit hours) scheduled over six continuous semesters. These courses are delivered in multiple modalities. Students maintain an e-portfolio with demonstrations of learning to inform their exit course, EDUC 680-3 En cha huna: Living our Learning.

The MEd program requirements outlined here are effective as of July 2022. Program requirements for MEd students who began before July 2022 are outlined in the UNBC Calendar from their year of entry. UNBC Calendar archives are found at: <https://www.unbc.ca/calendar/pdf>

### **MEd Program Structure**

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

EDUC 671-3 Reconciling Space and Practice: Ways of Knowing and Being<sup>1</sup>  
EDUC 672-3 Reflective and Transformative Practices in Educational Contexts<sup>1</sup>

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

EDUC 673-3 Using Research to Inform Practice and Policy<sup>1</sup>  
EDUC 6XX-3 Specialization Course One

#### **Year 1: Third Semester**

EDUC 6XX-3 Specialization Course Two  
EDUC 6XX-3 Specialization Course Three

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

EDUC 6XX-3 Specialization Course Four

#### **Year 2: Second Semester**

EDUC 6XX-3 Specialization Course Five  
EDUC 6XX-3 Specialization Course Six

#### **Year 3: Third Semester**

EDUC 680-3 En cha huna: Living Our Learning<sup>1</sup>



<sup>1</sup>Note: full cohort course

**6. Authorization:**

**Program / Academic / Administrative Unit:** School of Education

**College:** CASHS

**SCCC Reviewed:** January 25, 2021

**College Council Motion Number:** OMNIBUS MOTION: CASHSCC.2021.03.18.10

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

**7. Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.09

**Moved by:** C. Whalen

**Seconded by:** L.Troc

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRTDuck    
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202104.11

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the Multidisciplinary Leadership for the Education (MEd Program), on pages 50-51 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

1. **Effective date:** July 2022
2. **Rationale for the proposed revisions:** The School of Education is introducing a renewed MEd program. The proposed changes to the Multidisciplinary Leadership for the Education (MEd Program) calendar entry reflect the renewed MEd program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

#### **Multidisciplinary Leadership (MDL)**

The Multidisciplinary Leadership specialization is designed to prepare graduates to take on roles of responsibility and leadership in a number of educational and community environments. In particular, our graduates will develop skills in collaboration and communication, as well as specific leadership practices that enable the creation of positive and innovative organizational environments. At the same time, a rigorous academic focus provides the knowledge that is necessary to ground effective practice in the diverse and rich scholarship of leadership. Working from a philosophy of reflective engagement, students will be encouraged to engage in field studies that allow them to investigate the important social, economic, political, and cultural implications for contemporary forms of leadership.

The Multidisciplinary Leadership specialization requires completion of a minimum of 31 credit hours, and includes required core courses, focus area courses, elective courses, and an option of one of three routes: a comprehensive examination (3 credit hours), a project (6 credit hours), or a thesis (9 credit hours). Students will choose from one of the focus areas within the Multidisciplinary Leadership specialization. Multidisciplinary Leadership students are required to complete five core courses, required focus area courses, and a sufficient number of elective courses to meet the minimum 31 credit hour graduation requirement, including a comprehensive examination. The number of electives will vary according to the route chosen.

The Multidisciplinary Leadership specialization is divided into three focus areas: Educational Leadership, Assessment and Evaluation, and Curriculum. The focus areas share a common core of

leadership and methodological courses, but beyond that are designed to allow students to prepare for leadership roles in a variety of specialized educational contexts.

### **Educational Leadership**

The Educational Leadership focus area is designed for those individuals who want to specialize in school-based leadership. The specific management responsibilities of the school principal and the legal, economic, political, and social environment in which educational institutions operate are the central focus. Nevertheless, the scope of school leadership is more than managerial in nature, and other courses focus on the importance of building professional learning communities, accommodating diversity, the context of northern education, and creating positive learning environments that are central to effective educational leadership.

### **Assessment and Evaluation**

The Assessment and Evaluation focus area allows for the development of strengths in the areas of quantitative data management and decision-making. Increasing levels of accountability have become a central goal of public school systems. Teachers and administrators increasingly focus on the importance of the links between assessment and effective teaching practice. This focus area emphasizes the role of assessment in school systems as well as the acquisition of the skills needed to engage in all aspects of educational research.

### **Curriculum**

The Curriculum focus area provides students with the maximum flexibility to self-direct their Master of Education degree content to meet their own needs and interests. As such, it does not have any core courses other than those common to all focus areas. Students will be able to select course topics which reflect personal and professional interests. This third focus area will also allow students in the current “Curriculum and Instruction specialization-Language in Education” focus area to convert to the Multidisciplinary Leadership specialization should they so choose.

The course requirements and courses for the Multidisciplinary Leadership specialization appear below.

#### Required Core Courses

EDUC 601-3 Educational Research Design and Methodology

EDUC 606-3 Leading for Change

EDUC 609-3 Aboriginal/Indigenous Learners: History, Culture, and Ways of Knowing

EDUC 655-3 Collaboration, Communication and Community: Leaders as Community Builders

EDUC 656-3 Instructional Leadership

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

EDUC 602-4 Quantitative Research Design and Data Analysis

EDUC 610-4 Qualitative Analysis in Education

#### Required Educational Leadership

Focus Area Courses Two of the following six courses must be completed to meet the focus area requirements, the remaining three courses may become electives. EDUC 615-3 The School Principalship  
EDUC 616-3 Policy and Politics in Public Education  
EDUC 617-3 Leading for Learning: Teacher Leadership and Principal Preparation  
EDUC 626-3 Inclusive Education: Learning for All

Required Assessment and Evaluation Focus Area Courses  
EDUC 603-4 Advanced Quantitative Data Analysis

Required Curriculum Focus Area Courses  
Selected courses to be approved by the Supervisory committee.

Elective Courses

EDUC 603-4 Advanced Quantitative Data Analysis  
EDUC 615-3 The School Principalship  
EDUC 616-3 Policy and Politics in Public Education  
EDUC 617-3 Leading for Learning: Teacher Leadership and Principal Preparation  
EDUC 621-3 Individual Assessment of Aptitudes and Achievement  
EDUC 626-3 Inclusive Education: Learning for All  
EDUC 633-3 Human Development: Implications for Education  
EDUC 634-3 Achievement Motivation EDUC 635-3 Educating Exceptional Students  
EDUC 636-3 Language and Learning Disabilities  
EDUC 651-3 Mathematics Education EDUC 653-3 Social Studies Education  
EDUC 655-3 Collaboration, Communication and Community: Leaders as Community Builders  
EDUC 656-3 Instructional Leadership  
EDUC 690-3 Health and Human Sciences: Interdisciplinary Seminar  
EDUC 692-3 Special Topics EDUC 693-3 Directed Reading  
EDUC 795-3 Research Seminar

Thesis, Project or Comprehensive Examination  
EDUC 797-3 Comprehensive Examination  
EDUC 798-6 MEd Project (Research or non-research option)  
EDUC 799-9 MEd Thesis

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

**~~Multidisciplinary Leadership (MDL)~~**

~~The Multidisciplinary Leadership specialization is designed to prepare graduates to take on roles of responsibility and leadership in a number of educational and community environments. In particular, our graduates will develop skills in collaboration and communication, as well as specific leadership practices that enable the creation of positive and innovative organizational environments. At the same time, a rigorous academic focus provides the knowledge that is necessary to ground effective practice in the diverse and rich scholarship of leadership. Working from a philosophy of reflective~~

engagement, students will be encouraged to engage in field studies that allow them to investigate the important social, economic, political, and cultural implications for contemporary forms of leadership.

The Multidisciplinary Leadership specialization requires completion of a minimum of 31 credit hours, and includes required core courses, focus area courses, elective courses, and an option of one of three routes: a comprehensive examination (3 credit hours), a project (6 credit hours), or a thesis (9 credit hours). Students will choose from one of the focus areas within the Multidisciplinary Leadership specialization. Multidisciplinary Leadership students are required to complete five core courses, required focus area courses, and a sufficient number of elective courses to meet the minimum 31 credit hour graduation requirement, including a comprehensive examination. The number of electives will vary according to the route chosen.

The Multidisciplinary Leadership specialization is divided into three focus areas: Educational Leadership, Assessment and Evaluation, and Curriculum. The focus areas share a common core of leadership and methodological courses, but beyond that are designed to allow students to prepare for leadership roles in a variety of specialized educational contexts.

### **Educational Leadership**

The Educational Leadership focus area is designed for those individuals who want to specialize in school-based leadership. The specific management responsibilities of the school principal and the legal, economic, political, and social environment in which educational institutions operate are the central focus. Nevertheless, the scope of school leadership is more than managerial in nature, and other courses focus on the importance of building professional learning communities, accommodating diversity, the context of northern education, and creating positive learning environments that are central to effective educational leadership.

### **Assessment and Evaluation**

The Assessment and Evaluation focus area allows for the development of strengths in the areas of quantitative data management and decision-making. Increasing levels of accountability have become a central goal of public school systems. Teachers and administrators increasingly focus on the importance of the links between assessment and effective teaching practice. This focus area emphasizes the role of assessment in school systems as well as the acquisition of the skills needed to engage in all aspects of educational research.

### **Curriculum**

The Curriculum focus area provides students with the maximum flexibility to self-direct their Master of Education degree content to meet their own needs and interests. As such, it does not have any core courses other than those common to all focus areas. Students will be able to select course topics which reflect personal and professional interests. This third focus area will also allow students in the current “Curriculum and Instruction specialization Language in Education” focus area to convert to the Multidisciplinary Leadership specialization should they so choose.

The course requirements and courses for the Multidisciplinary Leadership specialization appear below.

### Required Core Courses

EDUC 601-3 Educational Research Design and Methodology  
EDUC 606-3 Leading for Change  
EDUC 609-3 Aboriginal/Indigenous Learners: History, Culture, and Ways of Knowing  
EDUC 655-3 Collaboration, Communication and Community: Leaders as Community Builders  
EDUC 656-3 Instructional Leadership

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

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

### Required Educational Leadership

Focus Area Courses Two of the following six courses must be completed to meet the focus area requirements, the remaining three courses may become electives. EDUC 615-3 The School Principalship

EDUC 616-3 Policy and Politics in Public Education  
EDUC 617-3 Leading for Learning: Teacher Leadership and Principal Preparation  
EDUC 626-3 Inclusive Education: Learning for All

### Required Assessment and Evaluation Focus Area Courses

EDUC 603-4 Advanced Quantitative Data Analysis

### Required Curriculum Focus Area Courses

Selected courses to be approved by the Supervisory committee.

### Elective Courses

EDUC 603-4 Advanced Quantitative Data Analysis  
EDUC 615-3 The School Principalship  
EDUC 616-3 Policy and Politics in Public Education  
EDUC 617-3 Leading for Learning: Teacher Leadership and Principal Preparation  
EDUC 621-3 Individual Assessment of Aptitudes and Achievement  
EDUC 626-3 Inclusive Education: Learning for All  
EDUC 633-3 Human Development: Implications for Education  
EDUC 634-3 Achievement Motivation  
EDUC 635-3 Educating Exceptional Students  
EDUC 636-3 Language and Learning Disabilities  
EDUC 651-3 Mathematics Education  
EDUC 653-3 Social Studies Education  
EDUC 655-3 Collaboration, Communication and Community: Leaders as Community Builders  
EDUC 656-3 Instructional Leadership  
EDUC 690-3 Health and Human Sciences: Interdisciplinary Seminar  
EDUC 692-3 Special Topics  
EDUC 693-3 Directed Reading  
EDUC 795-3 Research Seminar

~~Thesis, Project or Comprehensive Examination~~  
~~EDUC 797-3 Comprehensive Examination~~  
~~EDUC 798-6 MEd Project (Research or non-research option)~~  
~~EDUC 799-9 MEd Thesis~~

### **Transformational Leadership: People, Place, and Land**

The Master of Education Transformational Leadership: People, Place, and Land specialization is designed to prepare professionals in education, community, or health care services for roles which require leadership and system transformation. Students take four required courses and six specialization courses. The learning experience is intended and designed to be provocative and experiential. Students are called to action and courses are designed with transformative leadership in mind. The learning and leadership experiences are personalized within a framework of leadership and change theory, understanding of self as leader with a focus on decolonization and inclusivity in collegial governance, interpretations of policy, and leadership practice. Collaboration, connection, and networks are integral to the success of this program.

### **Full Cohort Required Courses**

EDUC 671-3 Reconciling Space and Practice: Ways of Knowing and Being  
EDUC 672-3 Reflective and Transformative Practices in Educational Contexts  
EDUC 673-3 Using Research to Inform Practice and Policy  
EDUC 680-3 En cha huna: Living our Learning

### **Specialization Courses**

EDUC 675-3 So You Want to Change the World  
EDUC 676-3 Policy, Governance and Ethical Decision Making  
EDUC 677-3 Decolonizing Education  
EDUC 678-3 Leadership for Equity and Inclusion  
EDUC 679-3 Small is Beautiful: The Power of Small  
EDUC 692-3<sup>1</sup> Special Topics (topic of interest chosen by the cohort)

<sup>1</sup>With permission of the Chair, students may also choose a course from other programs within the university or other institutions to complement their learning and objectives. The chosen course must align with the intent of the Special Topics course. If an alternative course is chosen, it must be completed before taking EDUC 680-3.

#### **6. Authorization:**

**Program / Academic / Administrative Unit:** School of Education

**College:** CASHS

**SCCC Reviewed:** January 25, 2021

**College Council Motion Number:** OMNIBUS MOTION: CASHSCC.2021.03.18.10

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

**7. Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.10

**Moved by:** C. Whalen

**Seconded by:** L.Troc

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRTD    
**Chair's Signature**

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



Motion Number (assigned by  
Steering Committee of Senate): S-202104.12

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the changes to the Special Education for the Education (MEd Program), on pages 51-52 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

1. **Effective date:** July 2022
2. **Rationale for the proposed revisions:** The School of Education is introducing a renewed MEd program. We have reduced the number of credits from four to three for EDUC 622 so that the students would have the requisite knowledge for the administration and interpretation of standardized (Level B) tests but the prerequisite knowledge (e.g., norming; reliability; validity) would be outlined in other courses. We have also introduced a new course (EDUC 674-3) to address the topic of mental health disorders in Exceptionality Education as it was missing in the existing program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

**Special Education**

The Special Education specialization prepares students to provide professional services and leadership in Special Education and educational programs offered in schools and other educational institutions. The program includes an integrated core of required courses, elective courses, and thesis, project, portfolio, or comprehensive examination routes. The Special Education specialization is delivered online or by other distance technologies. It requires a minimum of 31 graduate credit hours for completion, with an option to take up to 10 additional elective credit hours.

The Special Education specialization requires students to complete five required courses, and a sufficient number of elective courses to meet the minimum 31 credit hour graduation requirement including the portfolio (3 credit hours), comprehensive examination (3 credit hours), project (6 credit hours), or thesis (9 credit hours) routes.

**Curriculum Required Core Courses**

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

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

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

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

1. Portfolio EDUC 796-3 Portfolio and a minimum of 12 credit hours of additional coursework selected from the list of electives below.
2. Comprehensive Examination EDUC 797-3 Comprehensive Examination and a minimum of 12 credit hours of additional coursework selected from the list of electives below
3. Project EDUC 798-6 MEd Project and a minimum of 9 credit hours of additional coursework selected from the list of electives below
4. Thesis EDUC 799-9 MEd Thesis and a minimum of 6 credit hours of additional coursework selected from the list of electives below

Elective courses\*

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

EDUC 609-3 Aboriginal/Indigenous Learners: History, Culture, and Ways of Knowing  
EDUC 621-3 Classroom Assessment Practices  
EDUC 622-4 Psychoeducational Assessment  
EDUC 632-3 Language Development: Implications for Education  
EDUC 634-3 Achievement Motivation  
EDUC 637-3 Interventions for Literacy Disorders  
EDUC 638-3 Mathematic Disorders and Remediation  
EDUC 639-3 School-Based Teams, Consultants, and Families  
EDUC 640-3 Focus on a Selected Disability\*\*  
EDUC 642-3 Personal and Career Planning for Students with Special Needs  
EDUC 795-3 Research Seminar (Strongly Recommended, and may be required by supervisor if EDUC 799 Thesis or EDUC 798 Project has been chosen for the completion route)

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

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

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

**Special Education**

The Special Education specialization prepares students to provide professional services and leadership in Special Education and educational programs offered in schools and other educational institutions. The program includes an integrated core of required courses, elective courses, and thesis, project, portfolio, or comprehensive examination routes. The Special Education specialization is delivered online or by other distance technologies. It requires a minimum of 31 graduate credit hours for completion, with an option to take up to 10 additional elective credit hours.

The Special Education specialization requires students to complete five required courses, and a sufficient number of elective courses to meet the minimum 31 credit hour graduation requirement including the portfolio (3 credit hours), comprehensive examination (3 credit hours), project (6 credit hours), or thesis (9 credit hours) routes.

**Curriculum Required Core Courses**

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

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

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

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

1. ~~Portfolio EDUC 796-3 Portfolio and a minimum of 12 credit hours of additional coursework selected from the list of electives below.~~

2. ~~Comprehensive Examination EDUC 797-3 Comprehensive Examination and a minimum of 12 credit hours of additional coursework selected from the list of electives below~~

3. ~~Project EDUC 798-6 MEd Project and a minimum of 9 credit hours of additional coursework selected from the list of electives below~~

4. ~~Thesis EDUC 799-9 MEd Thesis and a minimum of 6 credit hours of additional coursework selected from the list of electives below~~

~~Elective courses\*~~

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

~~EDUC 609-3 Aboriginal/Indigenous Learners: History, Culture, and Ways of Knowing~~

~~EDUC 621-3 Classroom Assessment Practices~~

~~EDUC 622-4 Psychoeducational Assessment~~

~~EDUC 632-3 Language Development: Implications for Education~~

~~EDUC 634-3 Achievement Motivation~~

~~EDUC 637-3 Interventions for Literacy Disorders~~

~~EDUC 638-3 Mathematic Disorders and Remediation~~

~~EDUC 639-3 School-Based Teams, Consultants, and Families~~

~~EDUC 640-3\*\* Focus on a Selected Disability~~

~~EDUC 642-3 Personal and Career Planning for Students with Special Needs~~

~~EDUC 795-3 Research Seminar (Strongly Recommended, and may be required by supervisor if~~

~~EDUC 799 Thesis or EDUC 798 Project has been chosen for the completion route)~~

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

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

### **Exceptionality Education Specialization**

The Master of Education Exceptionality Education specialization is a practitioner-based degree. Students take four required courses and six specialization courses planned in consultation with students and faculty. The purpose of the degree is to provide classroom practitioners with further knowledge of children and youth with exceptionalities and to prepare interested students in becoming Learning Assistance and Resource Teachers in the North and beyond.

### **Full Cohort Required Courses**

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

EDUC 672-3 Reflective and Transformative Practices in Educational Contexts

EDUC 673-3 Using Research to Inform Practice and Policy

EDUC 680-3 En cha huna: Living our Learning

### **Specialization Courses<sup>1</sup>**

EDUC 622-3 Psychoeducational Assessment

- EDUC 633-3 Human Development: Children and Adolescents
- EDUC 635-3 Educating Exceptional Children
- EDUC 636-3 Language and Learning Disabilities
- EDUC 637-3 Interventions for Literacy Disorders
- EDUC 639-3 School-based Teams, Consultants, and Families
- EDUC 640-3 Focus on a Specific Disability
- EDUC 674-3 Mental Health Disorders in Exceptionality Education

<sup>1</sup>With permission of the Chair, students may also choose a course from other programs within the university or other institutions to complement their learning and objectives. The chosen course must align with the intent of the specialization. If an alternative course is chosen, it must be completed before taking EDUC 680-3.

**6. Authorization:**

**Program / Academic / Administrative Unit:** School of Education

**College:** CASHS

**SCCC Reviewed:** January 25, 2021

**College Council Motion Number: OMNIBUS MOTION: CASHSCC.2021.03.18.10**

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

**7. Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.11

**Moved by:** C. Whalen

**Seconded by:** L.Troc

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
Date

  *MRTD*    
Chair's Signature

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

# MEMORANDUM

*Department of Political Science  
University of Northern BC  
Ph: (250) 960-6683/Fax: (250) 960-5545*

**TO:** Dr. Bill Owen, Interim Dean, College of Arts, Sciences and Health Sciences  
**FROM:** Dr. Michael Murphy, Acting Chair of Political Science  
**DATE:** January 26, 2021  
**RE:** Summary of POLS motions

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The Department of Political Science proposes the following motions:

- Minor revisions to the following courses:
  - removal of course preclusion for PHIL 400-3, Classics in Philosophy
  - removal of course preclusion for PHIL 472-3, Philosophical Research Seminar
  - change to course description for POLS 303-3, Democracy and Democratization
  - additional course prerequisite for POLS 315-3, Contemporary Issues in the Circumpolar North
  - removal of course preclusion for POLS 400-3, Classics in Political Philosophy
  - removal of course preclusion for POLS 472-3, Seminar in Political Philosophy

Dr. Michael Murphy

Motion Number (assigned by  
Steering Committee of Senate): S-202104.13

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change to the course preclusion for PHIL 400-3, Classics in Philosophy, on page 261 of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021

2. **Rationale for the proposed revisions:** To provide our upper division students with more options in the area of Political Theory/Philosophy. The course content varies significantly from year to year, so there is no danger of repetition.

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

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

PHIL 400-3 Classics in Philosophy

This course provides a close analysis of a classic treatise in philosophy. Texts vary yearly.

*Prerequisites:* PHIL 205-3, POLS 270-3, PHIL 305-3 or POLS 370-3, or permission of the instructor

*Precluded:* POLS 400-3

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

PHIL 400-3 Classics in Philosophy

This course provides a close analysis of a classic treatise in philosophy. Texts vary yearly.

*Prerequisites:* PHIL 205-3, POLS 270-3, PHIL 305-3 or POLS 370-3, or permission of the instructor

*Precluded:* ~~POLS 400-3~~

6. **Authorization:**

**Program / Academic / Administrative Unit:** Political Science

**SCCC Reviewed:** January 25, 2021

**College:** CASHS

**College Council Motion Number:** OMNIBUS MOTION: CASHSCC.2021.03.18.06

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

7. **Other Information**

Attachment Pages:   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.12

**Moved by:** E. Schwenger

**Seconded by:** A. Sommerfeld

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

*MRTD*  
**Chair's Signature**

For recommendation to   ✓  , or information of            Senate.



Motion Number (assigned by  
Steering Committee of Senate): S-202104.14

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change to the course preclusion for PHIL 472-3, Philosophical Research Seminar, on page 261 of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** To provide our upper division students with more options in the area of Political Theory/Philosophy. The course content varies significantly from year to year, so there is no danger of repetition.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

PHIL 472-3 Philosophical Research Seminar

This is a participatory seminar in which students are guided through the process of conducting a research project in philosophy. Topics are chosen according to students' interests.

*Prerequisites:* PHIL 205-3, POLS 270-3, PHIL 305-3, or POLS 370-3, or permission of the instructor

*Precluded:* POLS 472-3

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

PHIL 472-3 Philosophical Research Seminar

This is a participatory seminar in which students are guided through the process of conducting a research project in philosophy. Topics are chosen according to students' interests.

*Prerequisites:* PHIL 205-3, POLS 270-3, PHIL 305-3, or POLS 370-3, or permission of the instructor

*Precluded:* ~~POLS 472-3~~

6. **Authorization:**

**Program / Academic / Administrative Unit:** Political Science

**SCCC Reviewed:** January 25, 2021

**College:** CASHS

**College Council Motion Number:** OMNIBUS MOTION: CASHSCC.2021.03.18.06

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

7. Other Information

Attachment Pages: 0 pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.13

**Moved by:** E. Schwenger

**Seconded by:** A. Sommerfeld

**Committee Decision:**

**Approved by SCAAF:** April 14, 2021  
**Date**

*MRTD*  
**Chair's Signature**

For recommendation to ✓, or information of \_\_\_\_\_ Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-202104.15

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change to the course description for POLS 303-3, Democracy and Democratization, on page 263 of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** To bring the calendar description in line with the revised course content.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

POLS 303-3 Democracy and Democratization

This course compares the struggle for democracy and its alternatives through a survey of different approaches to political development.

*Prerequisites:* Upper-division standing

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

POLS 303-3 Democracy and Democratization

This course ~~compares~~ examines the theoretical and institutional foundations of struggle for democracy, the causes and consequences of democratization and democratic decay, and the complex relationship between democracy and human alternatives through a survey of different approaches to political development.

*Prerequisites:* Upper-division standing

6. **Authorization:**

**Program / Academic / Administrative Unit:** Political Science

**SCCC Reviewed:** January 25, 2021

**College:** CASHS

**College Council Motion Number:** OMNIBUS MOTION: CASHSCC.2021.03.18.07

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

7. **Other Information**

Attachment Pages:   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.14

**Moved by:** E. Schwenger

**Seconded by:** A. Sommerfeld

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
Date

  MRTD    
Chair's Signature

For recommendation to   ✓  , or information of        Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-202104.16

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change to the course prerequisite for POLS 315-3, Contemporary Issues in the Circumpolar North, on page 264 of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** NORS 100 is currently the only prerequisite listed for POLS 315. NORS 100 is cross-listed with INTS 240, so it makes sense to add INTS 240 as a prerequisite for POLS 315.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

POLS 315-3 Contemporary Issues in the Circumpolar World

This course provides students with an in-depth understanding of a variety of issues in the Canadian and circumpolar Arctic, including governance and politics, Indigenous peoples and self-government, education, the environment and resource development, gender, health, and Arctic security and sovereignty.

*Prerequisites:* Upper-division standing or NORS 101-3

*Precluded:* NORS 332-3

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

POLS 315-3 Contemporary Issues in the Circumpolar World

This course provides opportunities for students to gain with an in-depth understanding of a variety of issues in the Canadian and circumpolar Arctic, including governance and politics, Indigenous peoples and self-government, education, the environment and resource development, gender, health, and Arctic security and sovereignty.

*Prerequisites:* Upper-division standing or NORS 101-3 or INTS 240-3

*Precluded:* NORS 332-3

6. **Authorization:**

**Program / Academic / Administrative Unit:** Political Science

**College:** CASHS

**SCCC Reviewed:** January 25, 2021

**College Council Motion Number:** OMNIBUS MOTION: CASHSCC.2021.03.18.07

**College Council Approval Date:** March 17, 2021

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.15

**Moved by:** E. Schwenger

**Seconded by:** A. Sommerfeld

**Committee Decision:**

**Approved by SCAAF:** April 14, 2021  
**Date**

*MRTD*  
**Chair's Signature**

For recommendation to ✓, or information of \_\_\_\_\_ Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-202104.17

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change to the course preclusion for POLS 400-3, Classics in Political Philosophy, on page 265 of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** To provide our upper division students with more options in the area of Political Theory/Philosophy. The course content varies significantly from year to year, so there is no danger of repetition.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

POLS 400-3 Classics in Political Philosophy

This course provides a close analysis of a classic treatise in political philosophy. Texts vary yearly. The course may be repeated for a maximum of six credit hours with permission of the instructor.

*Prerequisites:* PHIL 205-3, POLS 270-3, PHIL 305-3 or POLS 370-3, or permission of instructor

*Precluded:* POLS 600-3

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

POLS 400-3 Classics in Political Philosophy

This course provides a close analysis of a classic treatise in political philosophy. Texts vary yearly. The course may be repeated for a maximum of ~~six~~ 6 credit hours with permission of the instructor.

*Prerequisites:* PHIL 205-3, POLS 270-3, PHIL 305-3 or POLS 370-3, or permission of instructor

*Precluded:* ~~POLS 600-3~~

6. **Authorization:**

**Program / Academic / Administrative Unit:** Political Science

**College:** CASHS

**SCCC Reviewed:** January 25, 2021

**College Council Motion Number:** OMNIBUS MOTION: CASHSCC.2021.03.18.07

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

7. Other Information

Attachment Pages: 0 pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.16

**Moved by:** E. Schwenger

**Seconded by:** A. Sommerfeld

**Committee Decision:**

**Approved by SCAAF:** April 14, 2021  
**Date**

*MRTD*  
**Chair's Signature**

For recommendation to ✓, or information of \_\_\_\_\_ Senate.



Motion Number (assigned by  
Steering Committee of Senate): S-202104.18

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change to the course preclusion for POLS 472-3, Seminar in Political Philosophy, on page 266 of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** To provide our upper division students with more options in the area of Political Theory/Philosophy. The course content varies significantly from year to year, so there is no danger of repetition.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

POLS 472-3 Seminar in Political Philosophy

This seminar guides students through the process of conducting a research project in political philosophy. Topics are chosen according to students' interests. With permission of the chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* Completion of 60 credits

*Precluded:* POLS 672-3

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

POLS 472-3 Seminar in Political Philosophy

This seminar guides students through the process of conducting a research project in political philosophy. Topics are chosen according to students' interests. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* Completion of 60 credits

*Precluded:* ~~POLS 672-3~~

6. **Authorization:**

**Program / Academic / Administrative Unit:** Political Science

**SCCC Reviewed:** January 25, 2021

**College:** CASHS

**College Council Motion Number:** OMNIBUS MOTION: CASHSCC.2021.03.18.07

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.17

**Moved by:** E. Schwenger

**Seconded by:** A. Sommerfeld

**Committee Decision:**

*MRTD*

**Approved by SCAAF:** April 14, 2021  
**Date**

**Chair's Signature**

For recommendation to ✓, or information of \_\_\_\_\_ Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-202104.19

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the program requirements for the Bachelor of Social Work on page 175 of the 2020/21 undergraduate calendar be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** The proposed changes are reflective of recent policy review and updates by the School of Social Work.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

#### **Academic Performance**

Students may repeat a Social Work course once. Students who fail a required Social Work course twice are required to withdraw from the program.

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

#### **Academic Performance**

~~Students may repeat a Social Work course once. Students who fail a required Social Work course twice are required to withdraw from the program.~~

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

Students must obtain the minimum passing grade for all required Social Work courses as defined under “Qualification for Degree.”

Students are required to withdraw from their respective Social Work programs if they have two instances of not meeting the minimum passing grade requirement either in the same Year or in two consecutive Years, in any combination of the following:

SOCW 300, SOCW 301, SOCW 302, SOCW 310, SOCW 320, SOCW 330, SOCW 336, SOCW 401, SOCW 402, SOCW 420 and SOCW 421.

A 'Year' is comprised of all the mandatory SOCW courses in a given Level (e.g. Year 3 includes all 300-level courses listed under the Upper-Division requirements in the Calendar) regardless of how long it takes the student to complete the courses.

**6. Authorization:**

**Program / Academic / Administrative Unit:** School of Social Work

**SCCC Reviewed:** February 22, 2021

**College:** CASHS

**College Council Motion Number:** CASHSCC.2021.03.18.05

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

**7. Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202104.18

**Moved by:** A. Sommerfeld **Seconded by:** K. Rennie

**Committee Decision:** CARRIED

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRTD    
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202104.20

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the removal of the course requirement HIST 200-3 Historical Methodology: An Introduction to the Work, on pages 97,144,145,146, 241 and 242 of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021

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

HIST 200-3 Historical Methodology was added as a requirement at a time when the History Department had a full complement of faculty. At this point, we do not have sufficient faculty able to teach this course on the annual or biannual basis that it is needed. We are removing it from the undergraduate calendar as it has become a roadblock for students to enroll in 400-level courses, requiring an override for every student.

3. **Implications of the changes for other programs, etc., if applicable:**

**Joint Major ENGL / HIST: Changes to required and elective course credits**

**Joint Major HIST / POLS: Changes to required and elective course credits**

**Joint Major HIST / WMST: Changes to required and elective course credits**

The WMST, ENGL, and POLS Departments have been notified and approve these changes.

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

[ PAGE 97 ]

### Joint Major in English/History

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

#### Program Requirements

One of the following theory courses:

ENGL 200-3 Gender and Literary Theory

ENGL 300-3 Theory

ENGL 400-3 Contemporary Theory

AND

#### Lower-Division Requirement

ENGL 211-3 Survey of English Literature I

ENGL 212-3 Survey of English Literature II

HIST 190-3 World History to 1550

HIST 191-3 World History since 1550

HIST 200-3 Historical Methodology: An Introduction to the Work of the Historian

One of the following:

- ENGL 100-3 Introduction to Literary Structures
- ENGL 102-3 Introduction to Poetry
- ENGL 103-3 Introduction to Fiction
- ENGL 104-3 Introduction to Film

Two of the following:

- ENGL 210-3 Women and Literature: A Survey
- ENGL 280-3 Shakespeare
- ENGL 281-3 Introduction to Renaissance Literature
- ENGL 282-3 Introduction to Restoration and 18th Century Literature
- ENGL 283-3 Introduction to Romantic Literature
- ENGL 284-3 Introduction to Victorian Literature
- ENGL 285-3 Modern British Literature

Two additional courses (6 credit hours) of History at the 100 or 200 level.

## Upper-Division Requirement

Of the 13 English courses (39 credit hours) required for this degree, at least seven courses (21 credit hours) must be at the 300 and 400 level, with at least two of those seven courses (6 of those 21 credit hours) at the 400 level.

HIST300-3 Historiography: The Nature of the Historical Discipline

Two of the following:

- ENGL 320-3 Indigenous Literature in Canada and the United States
- ENGL 331-3 Genres in Canadian Literature
- ENGL 340-3 Postcolonial Literature
- ENGL 350-3 Comparative Literature
- ENGL 381-3 Renaissance Literature
- ENGL 382-3 Restoration and 18th Century Literature
- ENGL 383-3 Romantic Literature
- ENGL 384-3 Victorian Literature
- ENGL 386-3 19th Century Literature in the United States
- ENGL 410-3 Contemporary Women's Literature
- ENGL 420-3 Special Topics in Indigenous Literature
- ENGL 430-3 Special Topics in Canadian Literature
- ENGL 440-3 Postcolonial Literature I
- ENGL 450-3 Special Topics in Comparative Literature

Six courses (18 credit hours) in History at the 300 or 400 level.

Five additional English courses (15 credit hours) ensuring fulfillment of the upper-division requirement. Two courses may be chosen from the following list of English ancillary courses:

- WMST309-3 Gender and Film
- WMST306-3 Indigenous Women: Perspectives
- WMST311-3 History of Feminist Theories
- WMST411-3 Contemporary Feminist Theories

## Elective and Academic Breadth

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

[ PAGE 144-146 ]

## Major in History

A degree in History requires students to complete 54 credit hours of History courses, at least 30 credit hours of which must be upper- division courses.

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

### Program Requirements

#### *Lower-Division Requirement*

100 and 200 Level

HIST 190-3	World History to 1550
HIST 191-3	World History since 1550
HIST 200-3	Historical Methodology: An Introduction to the Work of the Historian

Nine additional credit hours in 200-level History courses.

#### *Upper-Division Requirement*

300 and 400 Level

HIST 300-3	Historiography: The Nature of the Historical Discipline
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Eighteen additional credit hours of History at the 300 level. Nine credit hours of History at the 400 level.

### Subject Requirement

Six additional credit hours of History at any level to ensure completion of 54 credit hours of History in total.

#### *Elective and Academic Breadth*

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

## BA Honours –History

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

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

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

HIST 190-3	World History to 1550;
HIST 191-3	World History since 1550;
HIST 200-3	Historical Methodology: An Introduction to the Work of the Historian;

9 credit hours in 200-level history courses;

HIST 300-3 Historiography: The Nature of the Historical Discipline; and have attained a Cumulative GPA of no less than 3.33 upon completion of 60 credit hours.

Having fulfilled the requirements of admission to the History Honours Degree Program, students must then complete 18 credit hours in 300-level history courses; 15 credit hours in 400- level history courses; and 12 credit hours in four additional history courses designed for Honours students, for a total of 66 credit hours as a component of an undergraduate degree totaling 120 credit hours. Attaining the minimum requirement does not guarantee entry to the Honours Program, which is at the discretion of the Department.

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

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

## English/History Joint Major

See Calendar entry under English.

## Joint Major in History/Political Science

The minimum requirement for completion of a Bachelor of Arts with a Joint Major in History and Political Science is 120 credit hours.

### Program Requirements

#### *Lower-Division Requirement*

HIST 190-3	World History to 1550
HIST 191-3	World History since 1550
HIST 200-3	Historical Methodology: An Introduction to the Work of the Historian
POLS 100-3	Contemporary Political Issues
ECON 205-3	Statistics for Business and the Social Sciences
	or STAT 240-3 Basic Statistics
POLS 200-3	Canadian Government and Politics
POLS 202-3	Canada in Comparative Perspective
POLS 230-3	International Relations
POLS 270-3	Political Philosophy: Antiquity to Early Modernity

Six credit hours of History at the 100 or 200 level.

#### *Upper-Division Requirement*

HIST 300-3	Historiography: The Nature of the Historical Discipline
POLS 303-3	Democracy and Democratization
POLS 320-3	Canadian Politics and Policy
POLS 370-3	Political Philosophy: Early Modernity to Post-Modernity

Nine credit hours in Political Science at the 400 level. Eighteen credit hours in History at the 300 or 400 level.

#### *Elective and Academic Breadth*

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

## Joint Major in History/Women's Studies

The minimum requirement for completion of a Bachelor of Arts with a Joint Major in History and Women's Studies is 120 credit hours.

### Program Requirements

#### *Lower-Division Requirement*

HIST 190-3	World History to 1550
------------	-----------------------



HIST 191-3	World History since 1550
HIST 200-3	Historical Methodology: An Introduction to the Work of the Historian
WMST 100-3	Introduction to Women's Studies

Three additional credit hours of History at the 100 or 200 level.

Six additional credit hours of Women's Studies at the 100 or 200 level.

#### *Upper-Division Requirement*

WMST 302-3	Women and the Contemporary World
WMST 307-3	Qualitative Research Methods
HIST 300-3	Historiography: The Nature of the Historical Discipline
HIST 309-3	Women in Canada
WMST 311-3/ HIST 311-3	History of Feminism
WMST 312-3/ HIST 312-3	An Introduction to the History of Gender
HIST 453 (3-6)	Topics in History of Gender
HIST 454 (3-6)	Topics in Women's History

Nine additional credit hours of History at the 300 or 400 level.

#### *Additional Requirement*

Twelve additional credit hours selected from the following:

WMST 303-3	Lesbian and Bisexual Lives
WMST 309-3	Gender and Film
WMST 306-3/ FNST 306-3	Indigenous Women: Perspectives
WMST 411-3	Contemporary Feminist Theories
WMST 413-(3-6)/ FNST 413-(3-6)	Topics in Aboriginal Women's Studies
WMST 420-3/ ENGL 410-3	Contemporary Women's Literature
WMST 498 (3-6)	Selected Topics
ANTH 401-3	Anthropological Perspectives on Inequality
ANTH 406-3	Feminist Perspectives in Anthropology
ECON 301-3	Women and the Economy
ENVS 309-3	Gender and Environment
FNST 407-3	Race, Class, Gender, Power
INTS 308-3	Gender and International Studies
NURS 412-3	Women and Health
SOCW 433-3	Women in the Human Services
SOCW 449-3	Gender and Sexuality

#### *Elective and Academic Breadth*

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

## Minor in History

The minor in History provides students with an understanding of how to evaluate historical sources and historical writings and with specialized knowledge of historical processes in fields of the student's choosing.

The minor in History requires students to take at least 24 credit hours of History, 18 of which must be upper-division. A

maximum of two courses (6 credit hours) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in History.

### Program Requirements

HIST 190-3	World History to 1550
HIST 191-3	World History since 1550
HIST 200-3	Historical Methodology: An Introduction to the Work of the Historian
HIST 300-3	Historiography: The Nature of the Historical Discipline

Twelve additional credit hours of 300- or 400-level History courses.

[ PAGE 241–242 ]

**HIST 440-(3-6) Internship in History** This is an academic course delivered in relevant workplaces (museums, archives, etc.). Students are supervised in a manner that enables them to integrate their academic skills with practical application. This course may be repeated once for a total of 6 credit hours.

*Prerequisites:* HIST 200-3. History interns must be History majors who have completed 60 credit hours. Permission of the Chair of History is required for registration.

**HIST 441-3 Internship in Legal Studies** This is an academic work study course delivered in relevant workplace settings where students experience the work environment in an assortment of law and legal services occupations. Permission of the Chair is required for registration.

*Prerequisites:* HIST 200-3 and HIST 257-3 or POLS 257-3 and HIST 258-3 or POLS 258-3

**HIST 453-3 Topics in the History of Gender** This course studies the gendered experience of men and women in various contexts. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200-3 and HIST 300-3, or permission of the instructor

**HIST 454-3 Topics in Women's History** This course examines the diversity of women's experience in various contexts. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200-3 and HIST 300-3, or permission of the instructor

**HIST 456-3 Topics in Cultural Encounters** Students examine cross-cultural relations in different parts of the world. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200 and HIST 300-3, or permission of the instructor

**HIST 458-3 Topics in Law, Order, and Society** This course explores the historical interrelationships of law, authority, and social ordering in several geographic contexts. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200-3 and HIST 300-3, or permission of the instructor

**HIST 492-3 Topics in Cultural History** This course examines various themes in the history of culture. Topics might include major developments in the history of culture such as the Renaissance or Modernism and the ways in which major historical events such as the Reformation or the First World War have reshaped culture or particular cultural movements such as classicism of 1960s counter-culture. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200-3 and HIST 300-3, or permission of the instructor

**HIST 493-3 Topics in Social History** This course examines various themes in social history. Topics might include major social changes such as the Industrial Revolution or Canadian urbanization and the social origins of major historical events such as the Reformation or the Russian Revolution or particular social movements such as socialism or utopianism. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200-3 and HIST 300-3, or permission of the instructor

HIST 494-3 Topics in Aboriginal History In seminars and intensive primary and secondary research, students examine particular aspects of aboriginal history in Canada. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200-3 and HIST 300-3, or permission of the instructor

HIST 498-3 Topics in International History Students examine particular aspects of international history as selected by the instructor. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200-3 and HIST 300-3, or permission of the instructor

HIST 499-3 Independent Study Offered by special arrangement between student and instructor, this course enables students to read in-depth in an area of history not normally covered in established courses. With the permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 190-3, HIST 191-3, HIST 200-3 and HIST 300-3, or permission of the instructor

HIST 500-3 Honours Historiography: Contemporary Theories and Methods This course traces the development of modern historical thought.

*Prerequisites:* HIST 200-3, HIST 300-3 and admission to the History Honours Program or permission of the instructor

HIST 501-3 Honours Directed Readings This course consists of specialized readings developed in consultation with, and supervised by, a faculty member in the History Department.

*Prerequisites:* HIST 200-3 and admission to the History Honours Program

HIST 505-6 Honours Thesis The Honours Thesis consists of a specialized research project developed in consultation with, and supervised by, a faculty member in the History Department. Credit is based on the presentation of research results in a formal paper of 7,500 to 10,000 words, and defended in an oral examination (the examining committee to consist of the supervisor and a minimum of three additional History Faculty members).

*Prerequisites:* HIST 500-3, HIST 501-3, and maintenance of a minimum GPA of 3.33

*Precluded:* HIST 502-3 and HIST 503-3

HIST 545-3 Historical Methods and Approaches Historical methods and research techniques are examined in this seminar. Students learn about research design and prepare thesis proposals.

*Prerequisites:* HIST 200-3 and admission to the History Honours Program

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

[PAGE 97]

## Joint Major in English/History

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

### Program Requirements

One of the following theory courses:

ENGL 200-3 Gender and Literary Theory  
ENGL 300-3 Theory  
ENGL 400-3 Contemporary Theory

AND

#### Lower-Division Requirement

ENGL 211-3 Survey of English Literature I  
ENGL 212-3 Survey of English Literature II  
HIST 190-3 World History to 1550  
HIST 191-3 World History since 1550  
~~HIST 200-3 Historical Methodology: An Introduction to the Work of the Historian~~

One of the following:

ENGL 100-3 Introduction to Literary Structures  
ENGL 102-3 Introduction to Poetry  
ENGL 103-3 Introduction to Fiction  
ENGL 104-3 Introduction to Film

Two of the following:

ENGL 210-3 Women and Literature: A Survey  
ENGL 280-3 Shakespeare  
ENGL 281-3 Introduction to Renaissance Literature  
ENGL 282-3 Introduction to Restoration and 18th Century Literature  
ENGL 283-3 Introduction to Romantic Literature  
ENGL 284-3 Introduction to Victorian Literature  
ENGL 285-3 Modern British Literature

~~Two~~ Three additional courses (~~6~~ 9 credit hours) of History at the 100 or 200 level.

#### Upper-Division Requirement

Of the 13 English courses (39 credit hours) required for this degree, at least seven courses (21 credit hours) must be at the 300 and 400 level, with at least two of those seven courses (6 of those 21 credit hours) at the 400 level.

HIST 300-3 Historiography: The Nature of the Historical Discipline

Two of the following:

ENGL 320-3 Indigenous Literature in Canada and the United States  
ENGL 331-3 Genres in Canadian Literature  
ENGL 340-3 Postcolonial Literature

ENGL 350-3	Comparative Literature
ENGL 381-3	Renaissance Literature
ENGL 382-3	Restoration and 18th Century Literature
ENGL 383-3	Romantic Literature
ENGL 384-3	Victorian Literature
ENGL 386-3	19th Century Literature in the United States
ENGL 410-3	Contemporary Women's Literature
ENGL 420-3	Special Topics in Indigenous Literature
ENGL 430-3	Special Topics in Canadian Literature
ENGL 440-3	Postcolonial Literature I
ENGL 450-3	Special Topics in Comparative Literature

Six courses (18 credit hours) in History at the 300 or 400 level.

Five additional English courses (15 credit hours) ensuring fulfillment of the upper-division requirement. Two courses may be chosen from the following list of English ancillary courses:

WMST 309-3	Gender and Film
WMST 306-3	Indigenous Women: Perspectives
WMST 311-3	History of Feminist Theories
WMST 411-3	Contemporary Feminist Theories

### **Elective and Academic Breadth**

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

[ PAGE 144-146 ]

### **Major in History**

A degree in History requires students to complete 54 credit hours of History courses, at least 30 credit hours of which must be upper-division courses.

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

#### Program Requirements

##### *Lower-Division Requirement*

##### 100 and 200 Level

HIST 190-3	World History to 1550
HIST 191-3	World History since 1550
HIST 200-3	Historical Methodology: An Introduction to the Work of the Historian

~~Nine~~ Twelve additional credit hours in 200-level History courses.

##### *Upper-Division Requirement*

##### 300 and 400 Level

HIST 300-3	Historiography: The Nature of the Historical Discipline
------------	---

Eighteen additional credit hours of History at the 300 level. Nine credit hours of History at the 400 level.

### Subject Requirement

Six additional credit hours of History at any level to ensure completion of 54 credit hours of History in total.

### *Elective and Academic Breadth*

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

### **BA Honours –History**

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

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

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

HIST 190-3            World History to 1550;  
HIST 191-3            World History since 1550;  
HIST 200-3            Historical Methodology: An Introduction to the Work of the Historian;

9 Twelve credit hours in 200-level history courses;

HIST 300-3 Historiography: The Nature of the Historical Discipline; and have attained a Cumulative GPA of no less than 3.33 upon completion of 60 credit hours.

Having fulfilled the requirements of admission to the History Honours Degree Program, students must then complete 18 credit hours in 300-level history courses; 15 credit hours in 400-level history courses; and 12 credit hours in four additional history courses designed for Honours students, for a total of 66 credit hours as a component of an undergraduate degree totaling 120 credit hours. Attaining the minimum requirement does not guarantee entry to the Honours Program, which is at the discretion of the Department. Students must maintain a Cumulative GPA of 3.33 to remain in the Honours Program. Students are responsible to find their own undergraduate thesis research supervisor. Faculty members are under no obligation to supervise Honours students.

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

### **English/History Joint Major**

See Calendar entry under English.

### **Joint Major in History/Political Science**

The minimum requirement for completion of a Bachelor of Arts with a Joint Major in History and Political Science is 120 credit hours.

### Program Requirements

#### *Lower-Division Requirement*

HIST 190-3 World History to 1550  
HIST 191-3 World History since 1550  
~~HIST 200-3 Historical Methodology: An Introduction to the Work of the Historian~~  
POLS 100-3 Contemporary Political Issues  
ECON 205-3 Statistics for Business and the Social Sciences  
or STAT 240-3 Basic Statistics  
POLS 200-3 Canadian Government and Politics  
POLS 202-3 Canada in Comparative Perspective  
POLS 230-3 International Relations  
POLS 270-3 Political Philosophy: Antiquity to Early Modernity

~~Six~~ Nine credit hours of History at the 100 or 200 level.

*Upper-Division Requirement*

HIST 300-3 Historiography: The Nature of the Historical Discipline  
POLS 303-3 Democracy and Democratization  
POLS 320-3 Canadian Politics and Policy  
POLS 370-3 Political Philosophy: Early Modernity to Post-Modernity

Nine credit hours in Political Science at the 400 level. Eighteen credit hours in History at the 300 or 400 level.

*Elective and Academic Breadth*

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

## Joint Major in History/Women's Studies

The minimum requirement for completion of a Bachelor of Arts with a Joint Major in History and Women's Studies is 120 credit hours.

Program Requirements

*Lower-Division Requirement*

HIST 190-3 World History to 1550  
HIST 191-3 World History since 1550  
~~HIST 200-3 Historical Methodology: An Introduction to the Work of the Historian~~  
WMST 100-3 Introduction to Women's Studies

~~Three~~ Six additional credit hours of History at the 100 or 200 level.

Six additional credit hours of Women's Studies at the 100 or 200 level.

*Upper-Division Requirement*

WMST 302-3 Women and the Contemporary World  
WMST 307-3 Qualitative Research Methods

HIST 300-3 Historiography: The Nature of the Historical Discipline  
HIST 309-3 Women in Canada  
WMST 311-3/  
HIST 311-3 History of Feminism  
WMST 312-3/  
HIST 312-3 An Introduction to the History of Gender  
HIST 453 (3-6) Topics in History of Gender  
HIST 454 (3-6) Topics in Women's History

Nine additional credit hours of History at the 300 or 400 level.

*Additional Requirement*

Twelve additional credit hours selected from the following:

WMST 303-3 Lesbian and Bisexual Lives  
WMST 309-3 Gender and Film  
WMST 306-3/  
FNST 306-3 Indigenous Women: Perspectives  
WMST 411-3 Contemporary Feminist Theories  
WMST 413-(3-6)/  
FNST 413-(3-6) Topics in Aboriginal Women's Studies  
WMST 420-3/  
ENGL 410-3 Contemporary Women's Literature  
WMST 498 (3-6) Selected Topics  
ANTH 401-3 Anthropological Perspectives on Inequality  
ANTH 406-3 Feminist Perspectives in Anthropology  
ECON 301-3 Women and the Economy  
ENVS 309-3 Gender and Environment  
FNST 407-3 Race, Class, Gender, Power  
INTS 308-3 Gender and International Studies  
NURS 412-3 Women and Health  
SOCW 433-3 Women in the Human Services  
SOCW 449-3 Gender and Sexuality

*Elective and Academic Breadth*

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

## Minor in History

The minor in History provides students with an understanding of how to evaluate historical sources and historical writings and with specialized knowledge of historical processes in fields of the student's choosing.

The minor in History requires students to take at least 24 credit hours of History, 18 of which must be upper-division. A maximum of two courses (6 credit hours) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in History.

Program Requirements

HIST 190-3 World History to 1550  
HIST 191-3 World History since 1550



~~HIST 200-3 Historical Methodology: An Introduction to the Work of the Historian~~

HIST 300-3 Historiography: The Nature of the Historical Discipline

Three additional credit hours of History at the 100 or 200 level.

Twelve additional credit hours of 300- or 400-level History courses.

[ PAGE 241–242 ]

HIST 440-(3-6) Internship in History This is an academic course delivered in relevant workplaces (museums, archives, etc.). Students are supervised in a manner that enables them to integrate their academic skills with practical application. This course may be repeated once for a total of 6 credit hours.

*Prerequisites:* ~~HIST 200-3~~. History interns must be History majors who have completed 60 credit hours. Permission of the Chair of History is required for registration.

HIST 441-3 Internship in Legal Studies This is an academic work study course delivered in relevant workplace settings where students experience the work environment in an assortment of law and legal services occupations. Permission of the Chair is required for registration.

*Prerequisites:* ~~HIST 200-3~~ and HIST 257-3 or POLS 257-3 and HIST 258-3 or POLS 258-3

HIST 453-3 Topics in the History of Gender This course studies the gendered experience of men and women in various contexts. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* ~~HIST 200-3~~ and HIST 300-3, or permission of the instructor

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HIST 456-3 Topics in Cultural Encounters Students examine cross-cultural relations in different parts of the world. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

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*Prerequisites:* ~~HIST 200-3~~ and HIST 300-3, or permission of the instructor

HIST 492-3 Topics in Cultural History This course examines various themes in the history of culture. Topics might include major developments in the history of culture such as the Renaissance or Modernism and the ways in which major historical events such as the Reformation or the First World War have reshaped culture or particular cultural movements such as classicism of 1960s counter-culture. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* ~~HIST 200-3~~ and HIST 300-3, or permission of the instructor

HIST 493-3 Topics in Social History This course examines various themes in social history. Topics

might include major social changes such as the Industrial Revolution or Canadian urbanization and the social origins of major historical events such as the Reformation or the Russian Revolution or particular social movements such as socialism or utopianism. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* ~~HIST 200-3~~ and HIST 300-3, or permission of the instructor

HIST 494-3 Topics in Aboriginal History                      In seminars and intensive primary and secondary research, students examine particular aspects of aboriginal history in Canada. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* ~~HIST 200-3~~ and HIST 300-3, or permission of the instructor

HIST 498-3 Topics in International History                      Students examine particular aspects of international history as selected by the instructor. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* ~~HIST 200-3~~ and HIST 300-3, or permission of the instructor

HIST 499-3 Independent Study                      Offered by special arrangement between student and instructor, this course enables students to read in-depth in an area of history not normally covered in established courses. With the permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 190-3, HIST 191-3, ~~HIST 200-3~~ and HIST 300-3, or permission of the instructor

HIST 500-3 Honours Historiography: Contemporary Theories and Methods                      This course traces the development of modern historical thought.

*Prerequisites:* ~~HIST 200-3~~, HIST 300-3 and admission to the History Honours Program or permission of the instructor

HIST 501-3 Honours Directed Readings                      This course consists of specialized readings developed in consultation with, and supervised by, a faculty member in the History Department.

*Prerequisites:* ~~HIST 200-3~~ and Admission to the History Honours Program

HIST 505-6 Honours Thesis                      The Honours Thesis consists of a specialized research project developed in consultation with, and supervised by, a faculty member in the History Department. Credit is based on the presentation of research results in a formal paper of 7,500 to 10,000 words, and defended in an oral examination (the examining committee to consist of the supervisor and a minimum of three additional History Faculty members).

*Prerequisites:* HIST 500-3, HIST 501-3, and maintenance of a minimum GPA of 3.33

*Precluded:* HIST 502-3 and HIST 503-3

HIST 545-3 Historical Methods and Approaches                      Historical methods and research techniques are examined in this seminar. Students learn about research design and prepare thesis proposals.

*Prerequisites:* ~~HIST 200-3~~ and Admission to the History Honours Program

6. **Authorization:**

**Program / Academic / Administrative Unit:** History

**SCCC Reviewed:** February 22, 2021

**College:** CASHS

**College Council Motion Number:** CASHSCC.2021.03.18.04

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:**

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

7. **Other Information**

**Attachment Pages:**   0   pages

**THE MOTION FORM IS NOW COMPLETE — PLEASE DISREGARD THE BLOCK BELOW**

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202104.19

**Moved by:** A. Sommerfeld **Seconded by:** L. Troc

**Committee Decision:** CARRIED

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRTDna    
**Chair's Signature**

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

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change(s) to the calendar entry for Integrated Analytical Skills & Knowledge Program (IASK), on pages 46, 147, and 242 of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** The IASK program has not been offered at UNBC for a number of years.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

[page 46]

**Integrated Analytical Skills & Knowledge Program (IASK)**

The Integrated Analytical Skills & Knowledge Program at UNBC offers first-year students a rich and unique learning experience. Supported by seven academic units in the College of Arts, Social and Health Sciences (Anthropology, Economics, English, First Nations Studies, International Studies, Political Science, and Northern Studies), IASK delivers an integrated and interdisciplinary curriculum. IASK is cohort based: small groups of students will work together across courses. Intake for IASK is limited to 65 students who self-select to take part in the Program. IASK courses are accepted as meeting the degree requirements for the seven departments listed above.

The IASK is made up of 18 credit hours spread out over two terms. However, IASK does not occupy the full first year, as students can register for other courses and programs. That is, 9 credit hours are taken in the September Semester and 9 credit hours are taken in the January Semester. The courses blend content and teaching in ways that prepare students for success in university and beyond.

Curriculum in IASK focuses on learning outcomes and on content breadth across the Liberal Arts. Learning outcomes in IASK include the following: 1) Appropriate depth and breadth of knowledge and skills; 2) Analytical, critical, and creative thinking skills; 3) Liberality, inclusiveness, and an appreciation of diversity; 4) Personal growth, leadership skills and effective communication; 5) Life-long learning and intellectual development; 6) Engaged citizenship from the local to global levels.

IASK is recommended for students entering UNBC for the first time in one of the seven academic units listed above and who desire to work with a small group of students in a learning environment designed to facilitate student engagement with their peers. Through interaction with a small group of professors, this program will also assist first-year students to achieve improved academic performance throughout their four years at UNBC.

Curriculum:

- IASK 101-3 Ways of Knowing
- IASK 103-3 Foundations of Learning I
- IASK 104-3 Peoples, Places and Culture
- IASK 105-3 What is Security?
- IASK 106-3 Foundations of Learning II
- IASK 107-3 Special Topics

[...]

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### **Integrated Analytical Skills & Knowledge Program (IASK)**

Paul Bowles, Professor  
 Ross Hoffman, Professor  
 Heather Smith, Professor  
 Lisa Dickson, Associate Professor

The Integrated Analytical Skills & Knowledge Program at UNBC offers first-year students a rich and unique learning experience. Supported by seven academic units in the College of Arts, Social and Health Sciences (Anthropology, Economics, English, First Nations Studies, International Studies, Political Science, and Northern Studies), IASK delivers an integrated and interdisciplinary curriculum. IASK is cohort based: small groups of students will work together across courses. Intake for IASK is limited to 65 students who self-select to take part in the Program. IASK courses are accepted as meeting the degree requirements for the seven departments listed above.

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#### Curriculum:

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- IASK 103-3 Foundations of Learning I
- IASK 104-3 Peoples, Places and Culture
- IASK 105-3 What is Security?
- IASK 106-3 Foundations of Learning II
- IASK 107-3 Special Topics

[...]

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## Integrated Analytical Skills & Knowledge (IASK)

**IASK 101-3 Ways of Knowing** This course introduces students to the “ways of knowing” that inform and shape the Humanities and Social Sciences. It is based on three main questions related to knowledge: What is it and how is it defined? How do we assess it? How do we communicate it? Related questions include: What form does knowledge take? What counts as knowledge? Who has the power to define what counts as knowledge? Is there only one “truth”? How do we know what is credible? How do we share knowledge? Who gets to share knowledge? In other words, is knowledge political? What practices define the ways Humanities and Social Sciences disciplines define, assess and communicate knowledge? Student participation in “hands-on” learning is a key element of the course structure.

Co-requisites: Students will be required to register in all six IASK courses offered that year

**IASK 103-3 Foundations of Learning I** This course parallels and complements the other two IASK courses offered during the same semester, and integrates foundational readings and course content. The course focuses on critical thinking; academic reading and writing; oral presentation; library skills; and peer learning. Students meet the course objectives by working together in cohorts to discuss and practice university-level standards for writing and critical thought.

Co-requisites: Students will be required to register in all six IASK courses offered that year

**IASK 104-3 Peoples, Places and Culture** This course focuses on how people are shaped by and shape their worlds and where they live. People’s attachment to place is meaningful and the sense of place influences our identity and our social and cultural interactions with others and with the world. Different cultures and peoples within those cultures may hold various and diverse meanings of place. One person throughout their lifetime may even understand their place, and their place in the world, in different and changing ways. All of us are always “in place” somewhere. The goal of this course is to become aware of the impact “being in place” has on our lives and the lives of others by exploring the key concepts of place, identity and belonging.

Co-requisites: Students will be required to register in all six IASK courses offered that year

**IASK 105-3 What is Security?** Focusing on different interpretations of the concept of security, students explore how security is subject to various interpretations over time and how different locations in society and across cultures can result in alternative understandings of security.

Co-requisites: Students will be required to register in all six IASK courses offered that year

**IASK 106-3 Foundations of Learning II** This course parallels and complements the other two IASK courses offered during the same semester, and integrates foundational readings and course content. The course focuses on critical thinking; academic reading and writing; oral presentation; library skills; and peer learning. Students meet the course objectives by working together in cohorts to discuss and practice university-level standards for writing and critical thought.

Co-requisites: Students will be required to register in all six IASK courses offered that year

**IASK 107-3 Special Topics** This course is one of the programs "big question courses" that is part of the IASK program. Based on themes of "intersections and conversations," the curriculum celebrates and respects the past, challenges students to think in diverse and creative ways, and fosters awareness of and respects the past, challenges students to think in diverse and creative ways, and fosters awareness of and connection to our communities and the world. This course may be repeated to a maximum of 6 credit hours.

Co-requisites: Students will be required to register in IASK courses offered that year

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

[page 46]

## **~~Integrated Analytical Skills & Knowledge Program (IASK)~~**

- The Integrated Analytical Skills & Knowledge Program at UNBC offers first year students a rich and unique learning experience. Supported by seven academic units in the College of Arts, Social and Health Sciences (Anthropology, Economics, English, First Nations Studies, International Studies, Political Science, and Northern Studies), IASK delivers an integrated and interdisciplinary curriculum. IASK is cohort based: small groups of students will work together across courses. Intake for IASK is limited to 65 students who self-select to take part in the Program. IASK courses are accepted as meeting the degree requirements for the seven departments listed above.
- The IASK is made up of 18 credit hours spread out over two terms. However, IASK does not occupy the full first year, as students can register for other courses and programs. That is, 9 credit hours are taken in the September Semester and 9 credit hours are taken in the January Semester. The courses blend content and teaching in ways that prepare students for success in university and beyond.
- Curriculum in IASK focuses on learning outcomes and on content breadth across the Liberal Arts. Learning outcomes in IASK include the following: 1) Appropriate depth and breadth of knowledge and skills; 2) Analytical, critical, and creative thinking skills; 3) Liberality, inclusiveness, and an appreciation of diversity; 4) Personal growth, leadership skills and effective communication; 5) Life-long learning and intellectual development; 6) Engaged citizenship from the local to global levels.
- IASK is recommended for students entering UNBC for the first time in one of the seven academic units listed above and who desire to work with a small group of students in a learning environment designed to facilitate student engagement with their peers. Through interaction with a small group of professors, this program will also assist first-year students to achieve improved academic performance throughout their four years at UNBC.

### ~~— Curriculum:~~

- • IASK 101 3 Ways of Knowing
- • IASK 103 3 Foundations of Learning I
- • IASK 104 3 Peoples, Places and Culture
- • IASK 105 3 What is Security?
- • IASK 106 3 Foundations of Learning II
- • IASK 107 3 Special Topics

[...]

[page 147]

## **~~Integrated Analytical Skills & Knowledge Program (IASK)~~**

~~Paul Bowles, Professor  
Ross Hoffman, Professor  
Heather Smith, Professor  
Lisa Dickson, Associate Professor~~

- The Integrated Analytical Skills & Knowledge Program at UNBC offers first year students a rich and unique learning experience. Supported by seven academic units in the College of Arts, Social and Health Sciences (Anthropology, Economics, English, First Nations Studies, International Studies, Political Science, and Northern Studies), IASK delivers an integrated and interdisciplinary curriculum. IASK is cohort based: small groups of students will work together across courses. Intake for IASK is limited to 65 students who self-select to take part in the Program. IASK courses are accepted as meeting the degree requirements for the seven departments listed above.
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— Curriculum:

- • IASK 101 3 Ways of Knowing
- • IASK 103 3 Foundations of Learning I
- • IASK 104 3 Peoples, Places and Culture
- • IASK 105 3 What is Security?
- • IASK 106 3 Foundations of Learning II
- • IASK 107 3 Special Topics

[...]

[page 242]

### **Integrated Analytical Skills & Knowledge (IASK)**

- IASK 101 3 Ways of Knowing — This course introduces students to the “ways of knowing” that inform and shape the Humanities and Social Sciences. It is based on three main questions related to knowledge: What is it and how is it defined? How do we assess it? How do we communicate it? Related questions include: What form does knowledge take? What counts as knowledge? Who has the power to define what counts as knowledge? Is there only one “truth”? How do we know what is credible? How do we share knowledge? Who gets to share knowledge? In other words, is knowledge political? What practices define the ways Humanities and Social Sciences disciplines define, assess and communicate knowledge? Student participation in “hands on” learning is a key element of the course structure.
- Co-requisites: Students will be required to register in all six IASK courses offered that year
- IASK 103 3 Foundations of Learning I — This course parallels and complements the other two IASK courses offered during the same semester, and integrates foundational readings and course content. The course focuses on critical thinking; academic reading and writing; oral presentation; library skills; and peer learning. Students meet the course objectives by working together in cohorts to discuss and practice university level standards for writing and critical thought.
- Co-requisites: Students will be required to register in all six IASK courses offered that year
- IASK 104 3 Peoples, Places and Culture — This course focuses on how people are shaped by and shape their worlds and where they live. People’s attachment to place is meaningful and the sense of place influences our identity and our social and cultural interactions with others and with the world. Different cultures and peoples within those cultures may hold various and diverse meanings of place. One person throughout their lifetime may even understand their place, and their place in the world, in different and changing ways. All of us are always “in place” somewhere. The goal of this course is to become aware of the impact “being in place” has on our lives and the lives of others by exploring the key concepts of place, identity and belonging.
- Co-requisites: Students will be required to register in all six IASK courses offered that year
- IASK 105 3 What is Security? — Focusing on different interpretations of the concept of security, students explore how security is subject to various interpretations over time and how different locations in society and across cultures can result in alternative understandings of security.



~~Co-requisites: Students will be required to register in all six IASK courses offered that year~~

~~IASK 106 3 Foundations of Learning II — This course parallels and complements the other two IASK courses offered during the same semester, and integrates foundational readings and course content. The course focuses on critical thinking; academic reading and writing; oral presentation; library skills; and peer learning. Students meet the course objectives by working together in cohorts to discuss and practice university level standards for writing and critical thought.~~

~~Co-requisites: Students will be required to register in all six IASK courses offered that year~~

~~IASK 107 3 Special Topics — This course is one of the programs "big question courses" that is part of the IASK program. Based on themes of "intersections and conversations," the curriculum celebrates and respects the past, challenges students to think in diverse and creative ways, and fosters awareness of and respects the past, challenges students to think in diverse and creative ways, and fosters awareness of and connection to our communities and the world. This course may be repeated to a maximum of 6 credit hours.~~

~~Co-requisites: Students will be required to register in IASK courses offered that year~~

**6. Authorization:**

**Program / Academic / Administrative Unit:** Office of the Registrar

**College:** CASHS

**College Council Motion Number:** CASHSCC.2021.03.18.08

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

**7. Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202104.20

**Moved by:** A. Sommerfeld **Seconded by:** K. Rennie

**Committee Decision:** CARRIED

**Approved by SCAAF:** April 14, 2021  
**Date**

*MRT Doh*  
**Chair's Signature**

**For recommendation to**  **, or information of** \_\_\_\_\_ **Senate.**

Motion Number (assigned by  
Steering Committee of Senate): S-202104.22

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change(s) to the course description for BIOL 350-3, Ethnobotany, on page 190 (in the print or PDF calendar accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** January 2021
2. **Rationale for the proposed revisions:** Course description is outdated and does not accurately reflect the full range of topics covered in the course.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

**BIOL 350-3 Ethnobotany** Native uses of indigenous plants.  
*Prerequisites:* None

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

**BIOL 350-3 Ethnobotany** ~~Native uses of indigenous plants.~~ This course incorporates empirical knowledge and experiential learning to study both traditional and modern uses of plants by humans. This exploration includes the use of plants for food, medicine, textiles, and technology around the world.  
*Prerequisites:* None

6. **Authorization:**

**Program / Academic / Administrative Unit:** Biology

**SCCC Reviewed:** March 15, 2021

**College:** CSAM

**College Council Motion Number:** CSAMCC 2021: 03:11:04

**College Council Approval Date:** March 11, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** SCFNAP202104.04

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** April 1, 2021

7. **Other Information**

Attachment Pages:   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202104.22

**Moved by:** A. Sommerfeld

**Seconded by:** K. Rennie

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
Date

  MRTDak    
Chair's Signature

For recommendation to   ✓  , or information of            Senate.

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change(s) to the School of Environmental Planning (BPI Program) degree requirements, on pages 106-110 (in the PDF calendar available at <https://www.unbc.ca/calendar/academic-calendar>) of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021

2. **Rationale for the proposed revisions:** There are two main reasons for these changes. The first change is the addition of the newly added ENPL 333 Field School in Planning into the BPI programs. The second set of changes is to adjust the BPI programs to changes in the ORTM courses.

1. Delete ORTM 306-3 from Major in First Nations Planning and from Major in Natural Resources Planning
2. Add ORTM 307-3 Land Relations and Communities in Recreation and Tourism to Major in First Nations Planning
3. Delete ORTM
4. Add ORTM 206 Recreation and Leisure Programming to

3. **Implications of the changes for other programs, etc., if applicable:**

The addition/renaming of ENPL 333 Field School in Planning is not expected to affect other programs. The ORTM option changes are an adjustment within ENPL Majors to the course offerings in ORTM.

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

## *School of Environmental Planning (BPI)*

Mark Groulx, Assistant Professor  
Darwin Horning, Assistant Professor  
Daniela Fisher, Adjunct Professor  
Theresa Healy, Adjunct Professor  
Richard Krehbiel, Adjunct Professor  
Angel Ransom, Adjunct Professor  
Finlay Sinclair, Adjunct Professor  
Andrew Young, Adjunct Professor

Website: [www.unbc.ca/environmental-planning](http://www.unbc.ca/environmental-planning)

The degree provides a broad education in environmental planning. The focus is on understanding the relationship between people and the environment, reducing the environmental impact of human activities, and responding and adapting to environmental change.

The study of planning examines public processes that improve the quality of decisions affecting the environment. Responsible planning integrates various private and public interests and identifies viable, workable options. Planners play a vital role in decision-making processes concerning the future of human settlements, resource management, environmental protection, human health

and well-being, economic development, and many other areas. Ultimately, the work of planners becomes part of, or a catalyst to, public policy.

To achieve its purposes, Environmental Planning offers a comprehensive program of courses, such as environmental assessment, ecological design, economic development, First Nations planning, land use planning, and sustainable communities. Each course provides a creative and challenging learning environment

for students to tackle today's most contentious issues such as sustainability, climate change, biodiversity, environmental stewardship, and urban sprawl. Environmental Planning offers unique perspectives on a rapidly evolving field of study and solutions for an increasingly complex world.

Environmental Planning is dedicated to upholding professional standards of practice and is accredited by the Professional Standards Board (PSB) which is recognized by the Canadian Institute of Planners (CIP) and the Planning Institute of British Columbia (PIBC). Accreditation is a system for promoting national standards of education in planning and for recognizing educational institutions for a level of performance, integrity, and quality.

Accreditation benefits students in Environmental Planning in three ways:

- Current students can apply for Student Membership in PIBC;
- Graduates are eligible for Full Membership in PIBC and CIP after two years of professional planning experience; and
- Employers in the planning field look for students graduating from an accredited planning program, thus significantly improving graduates' job prospects.

Three majors are available to students completing the Bachelor of Planning:

- Northern and Rural Community Planning;
- First Nations Planning;
- Natural Resources Planning.

Planning students complete a set of program requirements totaling 72 credit hours in addition to completing the specialized course requirements for each major.

## Program Requirements for all Majors in Planning

### Lower-Division General Environmental Planning Requirement

#### 100 Level

ECON 100-3 Microeconomics

ENPL 104-3 Introduction to Planning

One of the following:

ENGL 170-3 Writing and Communication Skills

POLS 290-3 Research and Writing for Political Science

NRES 100-3 Communications in Natural Resources and Environmental Studies

#### 200 Level

ENPL 204-3 Principles and Practices of Planning

ENPL 205-3 Environment and Society  
ENPL 206-3 Planning Analysis and Techniques  
ENPL 207-3 Introduction to Computer Aided Design  
or GEOG 205-3 Cartography and Geomatics  
ENPL 208-3 First Nations Community and Environmental Planning  
GEOG 204-3 Introduction to GIS  
GEOG 210-3 Introduction to Earth Science  
POLS 200-3 Canadian Government and Politics

One of the following:

ECON 205-3 Statistics for Business and the Social Sciences  
STAT 240-3 Basic Statistics  
STAT 371-3 Probability and Statistics for Scientists and Engineers

## Upper-Division General Environmental Planning Requirement

### 300 Level

ENPL 301-3 Sustainable Communities: Structure and Sociology  
ENPL 303-3 Spatial Planning with Geographical Information Systems  
ENPL 304-3 Mediation, Negotiation and Public Participation  
ENPL 305-3 Environmental Impact Assessment  
ENPL 313-3 Rural Community Economic Development  
ENPL 318-3 Professional Planning Practice  
ENPL 319-3 Social Research Methods

### 400 Level

ENPL 401-3 Environmental Law  
ENPL 410-3 Land Use Planning  
ENPL 411-3 Planning Theory, Process and Implementation  
ENPL 415-3 Ecological Design  
ENVS 414-3 Environmental and Professional Ethics

## Major Requirements

Students must choose to specialize in one major. All course requirements in the major must be completed.

# Major in Northern and Rural Community Planning

The focus of this major is to promote an understanding of the complexity and diversity of environmental problems, to develop an appreciation of community change processes, and to provide planners with knowledge which will improve the quality of the built environment and reduce the impact of human activities on the natural world. The unique planning requirements of smaller communities and rural regions demand a grounding in both physical and social science methods and an understanding of the relationship between northern communities and surrounding rural resource regions. Environmental planning necessitates strategic thought and action combined with knowledge grounded in professional practice. The Northern Rural and Community Planning major combines concepts such as bioregionalism, sustainability and landscape design within the context of physical land-use planning, social planning and community economic development.

Northern and Rural Community Planning is the application of environmental planning principles and practices to the often unique social, economic and ecological issues confronting northern and circumpolar communities in Canada and elsewhere in the northern hemisphere. Successfully addressing these issues requires an appreciation of how and why communities change, an understanding of relationships between northern communities and surrounding rural resource regions and of the place and function of northern communities and rural regions in the global environment, and a grounding in both physical and social science methods of research and analysis.

Students must ensure that all prerequisites are fulfilled prior to registering in any courses.

Program requirement for all majors in planning: 72 credit hours  
Major requirement: 15 credit hours  
Major elective requirement: 18 credit hours

General elective requirement: elective credit hours as necessary to ensure the completion of 120 credit hours.

The minimum requirement for a Bachelor of Planning with a major in Northern and Rural Community Planning is 120 credit hours.

## Major Requirements

### Lower-Division Requirements

BIOL 110-3 Introductory Ecology

ENVS 101-3 Introduction to Environmental Citizenship  
or GEOG 206-3 Social Geography

Three of the following:

ANTH 213-3 Peoples and Cultures

ENVS 306-3 Human Ecology (regional campus only)

FNST 100-3 The Aboriginal Peoples of Canada

GEOG 101-3 Planet Earth

GEOG 200-3 British Columbia: People and Places

GEOG 202-3 Resources, Economies, and Sustainability

GEOG 206-3 Social Geography

INTS 100-3 Introduction to Global Studies

MATH 115-3 Precalculus

POLS 100-3 Contemporary Political Issues

SOCW 201-3 Introduction to Social Welfare

## Upper-Division Requirements

POLS 350-3 Law and Municipal Government

One of the following:

NREM 306-3 Society, Policy and Administration

POLS 316-3 Municipal Government and Politics

POLS 320-3 Canadian Politics and Policy

One of the following:

GEOG 424-3 Northern Communities

POLS 415-3 Comparative Northern Development

POLS 434-3 Resource Communities in Transition

Three of the following, minimum 9 credit hours:

ANTH 413-(3-6) Environmental Anthropology

ECON 411-3 Cost Benefit Analysis

ENPL 430-6 Undergraduate Thesis

ENPL 431-3 Professional Report

ENPL 440-(2-6) Internship

ENSC 404-3 Waste Management

ENSC 302-3 Low Carbon Energy Development

FNST 350-3 Law and Indigenous Peoples

GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making

GEOG 403-3 First Nations and Indigenous Geographies

GEOG 424-3 Northern Communities

NREM 306-3 Society, Policy and Administration

POLS 302-3 How Government Works

POLS 316-3 Municipal Government and Politics

POLS 320-3 Canadian Politics and Policy

POLS 332-3 Community Development

POLS 351-3 Local Services and Public Policy

POLS 360-3 Local Government Finance



POLS 415-3 Comparative Northern Development

POLS 434-3 Resource Communities in Transition

SOCW 320-3 Critical Social Policy

Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Students are encouraged to use the general electives to take a minor offered in Geography and Political Science, First Nations Studies, or other fields associated with community development.

## Major in First Nations Planning

First Nation communities have significant and growing demands for qualified planners. The opportunities for skilled planners increase as many First Nations move to define land claims in Canada, potentially giving First Nations significant responsibilities for land and community planning. However, planning by and with First Nations requires specific skills and abilities in the planners, whether or not they themselves are First Nation.

For most First Nations communities few distinctions are made between ecological/environmental planning and planning for social and cultural needs which are developed from within, and are grounded in, the ecosystem. First Nations planning must necessarily integrate all of these domains. First Nations wish to remain grounded in tradition and seek to move into the future through sound community economic development and skilled land management. Most face significant community development needs, including infrastructure development, housing and health planning. Students need not only a sound grasp of planning principles, but also an understanding of the protocols, history, social structure and ecology of Canadian First Nations. Cross-cultural translation skills, community participation techniques and a solid grounding in ethics are required.

Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Program requirement for all majors in planning: 72 credit hours

Major requirement: 19 credit hours

Major elective requirement: 18 credit hours

General elective requirement: Elective credit hours as necessary to ensure the completion of 120 credit hours.

The minimum requirement for a Bachelor of Planning with a major in First Nations Planning is 120 credit hours.

### Lower-Division Requirements

BIOL 110-3 Introductory Ecology

FNST 100-3 The Aboriginal Peoples of Canada

FNST 131-3 A First Nations Language: Level 1

Three of the following:

ANTH 213-3 Peoples and Cultures

ENVS 101-3 Introduction into Environmental Citizenship

FNST 161-3 A First Nations Culture: Level 1

FNST 200-3 Perspectives in First Nations Studies

FNST 203-3 Introduction to Traditional Ecological Knowledge

HHSC 102-3 Introduction to Health Sciences II: Rural and Aboriginal Issues

MATH 115-3 Precalculus

## Upper-Division Requirements

ENPL 409-4 Advanced First Nations Community and Environmental Planning

FNST 304-3 Indigenous Environmental Philosophy

FNST 350-3 Law and Indigenous Peoples

Three of the following:

BIOL 350-3 Ethnobotany

ENPL 430-6 Undergraduate Thesis

ENPL 431-3 Professional Report

ENPL 440-(2-6) Internship

FNST 303-3 First Nations Religion and Philosophy

FNST 305-3 Seminar in First Nations Studies

FNST 407-3 First Nations Perspectives on Race, Class, Gender and Power

GEOG 403-3 First Nations and Indigenous Geographies

NREM 303-3 Aboriginal Perspectives on Land and Resource Management

ORTM 306-3 Indigenous Tourism and Recreation

ORTM 307-3 Land Relations and Communities in Recreation and Tourism

POLS 350-3 Law and Municipal Government

SOCW 455-3 Indigenous Governance and Social Policy

SOCW 457-3 Individual and Community Wellness for Indigenous Peoples

Of the above lower- and upper-division course requirements, students must select a minimum of three FNST courses (9 credit hours).

Students must ensure that all prerequisites are fulfilled prior to registering in any courses.

Students are encouraged to use the general electives to take a minor offered in First Nations Studies or other courses associated with aboriginal and First Nations issues.

## Major in Natural Resources Planning

The major in Natural Resources Planning is designed to provide students with an understanding of the complexities of including the natural and cultural environment in planning decision-making. The major is intended to address both project-level and large-scale environmental planning issues that occur in developments that impact the natural environment.

The objective of this major is to familiarize students with planning and decision-making in a variety of sectors that include provincial land use planning, environmental assessment, watershed planning and integrated resource and environmental management. These areas of planning are characterised by complex and intricate questions about how to use our natural resources and who should decide. The multidimensional aspects of environmental management include natural and cultural complexity, different

desired futures, value differences, assessment and monitoring tools, and integration methods. This major emphasizes an understanding of planning in both the substantive realm (natural and social sciences) and the procedural realm (the process of including people in the decision-making process).

Students enrolled in the Natural Resources Planning major must successfully complete 120 credit hours. Students interested in working with biological and environmental aspects of natural resource planning should take BIOL 103/BIOL 123 and BIOL 104/124 as elective courses and BIOL 201 as the ecology elective to satisfy prerequisites for many of the other biological and environmental courses. Those students interested in the environmental sciences should take first- and second-year Chemistry courses as part of the general electives. Students interested in integrated natural resource planning should take BIOL 104/124 and a mix of courses in areas of Political Science, First Nations (FNST or ENPL), Environment Sciences (ENSC), Geography and Outdoor Recreation and Tourism Management, and International Studies and Economics.

Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Program requirement for all majors in planning: 72 credit hours

Major requirement: 17 credit hours

General elective requirement: Elective credit hours as necessary to ensure the completion of 120 credit hours.

The minimum requirement for a Bachelor of Planning with a major in Natural Resource Planning is 120 credit hours.

### Lower-Division Requirements

BIOL 110-3 Introductory Ecology  
or BIOL 201-3 Ecology

GEOG 205 3 Cartography and Geomatics

NREM 210-4 Integrated Resource Management

Three of the following, minimum 9 credit hours:

BIOL 103-3 Introductory Biology I  
and BIOL 123-1 Introductory Biology I Laboratory

BIOL 104-3 Introductory Biology II  
and BIOL 124-1 Introductory Biology II Laboratory

ENSC 201-3 Weather and Climate

ENSC 202-3 Introduction to Aquatic Systems

FNST 100-3 The Aboriginal Peoples of Canada

FNST 203-3 Introduction to Traditional Ecological Knowledge

FSTY 205-3 Introduction to Soil Science

INTS 100-3 Introduction to Global Studies

MATH 115-3 Precalculus

NREM 101-3 Introduction to Natural Resources Management and Conservation

NREM 203-3 Resource Inventories and Measurements

NREM 204-3 Introduction to Wildlife & Fisheries

ORTM 200-3 Sustainable Recreation and Tourism

### Upper-Division Requirements

NREM 400-4 Natural Resources Planning

NREM 410-3 Watershed Management

Three of the following, minimum 9 credit hours:

BIOL 302-3 Limnology

BIOL 411-3 Conservation Biology

ECON 305-3 Environmental Economics and Environmental Policy

ECON 331-3 Forestry Economics

ECON 411-3 Cost Benefit Analysis

ENPL 409-4 Advanced First Nations Community and Environmental Planning

ENPL 430-6 Undergraduate Thesis

ENPL 431-3 Professional Report

ENPL 440-(2-6) Internship

ENSC 302-3 Low Carbon Energy Development

ENSC 308-3 Northern Contaminated Environments

ENSC 312-3 Biometeorology

ENSC 404-3 Waste Management

ENSC 412-3 Air Pollution

ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement

FNST 451-3 Traditional Use Studies

GEOG 401-3 Tenure, Conflict and Resource Geography

INTS 307-3 Global Resources

NREM 413-3 Agroforestry

ORTM 300-3 Recreation and Tourism Impacts

ORTM 305-3 Protected Area Planning and Management

ORTM 407-3 Recreation, Tourism, Communities

POLS 344-3 Society, Policy and Administration of Natural Resources  
or NREM 306-3 Society, Policy and Administration

POLS 350-3 Law and Municipal Government

Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Students are encouraged to use the general electives to take a minor offered in areas of Geography, Political Science, First Nations Studies, or other fields associated with community development.

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

## *School of Environmental Planning (BPl)*

Mark Groulx, Assistant Professor  
Darwin Horning, Assistant Professor  
Daniela Fisher, Adjunct Professor  
Theresa Healy, Adjunct Professor  
Richard Krehbiel, Adjunct Professor  
Angel Ransom, Adjunct Professor  
Finlay Sinclair, Adjunct Professor  
Andrew Young, Adjunct Professor

Website: [www.unbc.ca/environmental-planning](http://www.unbc.ca/environmental-planning)

The degree provides a broad education in environmental planning. The focus is on understanding the relationship between people and the environment, reducing the environmental impact of human activities, and responding and adapting to environmental change.

The study of planning examines public processes that improve the quality of decisions affecting the environment. Responsible planning integrates various private and public interests and identifies viable, workable options. Planners play a vital role in decision-making processes concerning the future of human settlements, resource management, environmental protection, human health and well-being, economic development, and many other areas. Ultimately, the work of planners becomes part of, or a catalyst to, public policy.

To achieve its purposes, Environmental Planning offers a comprehensive program of courses, such as environmental assessment, ecological design, economic development, First Nations planning, land use planning, and sustainable communities. Each course provides a creative and challenging learning environment for students to tackle today's most contentious issues such as sustainability, climate change, biodiversity, environmental stewardship, and urban sprawl. Environmental Planning offers unique perspectives on a rapidly evolving field of study and solutions for an increasingly complex world.

Environmental Planning is dedicated to upholding professional standards of practice and is accredited by the Professional Standards Board (PSB) which is recognized by the Canadian Institute of Planners (CIP) and the Planning Institute of British Columbia (PIBC). Accreditation is a system for promoting national standards of education in planning and for recognizing educational institutions for a level of performance, integrity, and quality.

Accreditation benefits students in Environmental Planning in three ways:

- Current students can apply for Student Membership in PIBC;
- Graduates are eligible for Full Membership in PIBC and CIP after two years of professional planning experience; and
- Employers in the planning field look for students graduating from an accredited planning program, thus significantly improving graduates' job prospects.

Three majors are available to students completing the Bachelor of Planning:

- Northern and Rural Community Planning;
- First Nations Planning;
- Natural Resources Planning.

Planning students complete a set of program requirements totaling 72 credit hours in addition to completing the specialized course requirements for each major.

### **Program Requirements for all Majors in Planning**

## Lower-Division General Environmental Planning Requirement

### 100 Level

ECON 100-3 Microeconomics

ENPL 104-3 Introduction to Planning

One of the following:

ENGL 170-3 Writing and Communication Skills

NRES 100-3 Communications in Natural Resources and Environmental Studies

POLS 290-3 Research and Writing for Political Science

~~NRES 100-3 Communications in Natural Resources and Environmental Studies~~

### 200 Level

ENPL 204-3 Principles and Practices of Planning

ENPL 205-3 Environment and Society

ENPL 206-3 Planning Analysis and Techniques

ENPL 207-3 Introduction to Computer Aided Design

or GEOG 205-3 Cartography and Geomatics

ENPL 208-3 First Nations Community and Environmental Planning

GEOG 204-3 Introduction to GIS

GEOG 210-3 Introduction to Earth Science

POLS 200-3 Canadian Government and Politics

One of the following:

ECON 205-3 Statistics for Business and the Social Sciences

STAT 240-3 Basic Statistics

STAT 371-3 Probability and Statistics for Scientists and Engineers

## Upper-Division General Environmental Planning Requirement

### 300 Level

ENPL 301-3 Sustainable Communities: Structure and Sociology

ENPL 303-3 Spatial Planning with Geographical Information Systems

ENPL 304-3 Mediation, Negotiation and Public Participation

ENPL 305-3 Environmental Impact Assessment

ENPL 313-3 Rural Community Economic Development

ENPL 318-3 Professional Planning Practice

#### 400 Level

ENPL 401-3 Environmental Law

ENPL 410-3 Land Use Planning

ENPL 411-3 Planning Theory, Process and Implementation

ENPL 415-3 Ecological Design

ENVS 414-3 Environmental and Professional Ethics

### Major Requirements

Students must choose to specialize in one major. All course requirements in the major must be completed.

## Major in Northern and Rural Community Planning

The focus of this major is to promote an understanding of the complexity and diversity of environmental problems, to develop an appreciation of community change processes, and to provide planners with knowledge which will improve the quality of the built environment and reduce the impact of human activities on the natural world. The unique planning requirements of smaller communities and rural regions demand a grounding in both physical and social science methods and an understanding of the relationship between northern communities and surrounding rural resource regions. Environmental planning necessitates strategic thought and action combined with knowledge grounded in professional practice. The Northern Rural and Community Planning major combines concepts such as bioregionalism, sustainability and landscape design within the context of physical land-use planning, social planning and community economic development.

Northern and Rural Community Planning is the application of environmental planning principles and practices to the often unique social, economic and ecological issues confronting northern and circumpolar communities in Canada and elsewhere in the northern hemisphere. Successfully addressing these issues requires an appreciation of how and why communities change, an understanding of relationships between northern communities and surrounding rural resource regions and of the place and function of northern communities and rural regions in the global environment, and a grounding in both physical and social science methods of research and analysis.

Students must ensure that all prerequisites are fulfilled prior to registering in any courses.

Program requirement for all majors in planning: 72 credit hours  
Major requirement: 15 credit hours  
Major elective requirement: 18 credit hours

General elective requirement: elective credit hours as necessary to ensure the completion of 120 credit hours.

The minimum requirement for a Bachelor of Planning with a major in Northern and Rural Community Planning is 120 credit hours.

### Major Requirements

#### Lower-Division Requirements

BIOL 110-3 Introductory Ecology

ENVS 101-3 Introduction to Environmental Citizenship  
or GEOG 206-3 Social Geography

Three of the following:

ANTH 213-3 Peoples and Cultures

ENVS 306-3 Human Ecology (regional campus only)  
FNST 100-3 The Aboriginal Peoples of Canada  
GEOG 101-3 Planet Earth  
GEOG 200-3 British Columbia: People and Places  
GEOG 202-3 Resources, Economies, and Sustainability  
GEOG 206-3 Social Geography  
INTS 100-3 Introduction to Global Studies  
MATH 115-3 Precalculus  
ORTM 206-3 Recreation and Leisure Programming  
POLS 100-3 Contemporary Political Issues  
SOCW 201-3 Introduction to Social Welfare

### Upper-Division Requirements

POLS 350-3 Law and Municipal Government

One of the following:

NREM 306-3 Society, Policy and Administration  
POLS 316-3 Municipal Government and Politics  
POLS 320-3 Canadian Politics and Policy

One of the following:

GEOG 424-3 Northern Communities  
POLS 415-3 Comparative Northern Development  
POLS 434-3 Resource Communities in Transition

Three of the following, minimum 9 credit hours:

ANTH 413-(3-6) Environmental Anthropology  
ECON 411-3 Cost Benefit Analysis  
ENPL 333-3 Field School in Planning  
ENPL 430-6 Undergraduate Thesis  
ENPL 431-3 Professional Report  
ENPL 440-(2-6) Internship  
ENSC 302-3 Low Carbon Energy Development  
ENSC 404-3 Waste Management



~~ENSC 302-3 Low Carbon Energy Development~~  
FNST 350-3 Law and Indigenous Peoples  
GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making  
GEOG 403-3 First Nations and Indigenous Geographies  
GEOG 424-3 Northern Communities  
NREM 306-3 Society, Policy and Administration  
POLS 302-3 How Government Works  
POLS 316-3 Municipal Government and Politics  
POLS 320-3 Canadian Politics and Policy  
POLS 332-3 Community Development  
POLS 351-3 Local Services and Public Policy  
POLS 360-3 Local Government Finance  
POLS 415-3 Comparative Northern Development  
POLS 434-3 Resource Communities in Transition  
SOCW 320-3 Critical Social Policy

Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Students are encouraged to use the general electives to take a minor offered in Geography and Political Science, First Nations Studies, or other fields associated with community development.

## Major in First Nations Planning

First Nation communities have significant and growing demands for qualified planners. The opportunities for skilled planners increase as many First Nations move to define land claims in Canada, potentially giving First Nations significant responsibilities for land and community planning. However, planning by and with First Nations requires specific skills and abilities in the planners, whether or not they themselves are First Nation.

For most First Nations communities few distinctions are made between ecological/environmental planning and planning for social and cultural needs which are developed from within, and are grounded in, the ecosystem. First Nations planning must necessarily integrate all of these domains. First Nations wish to remain grounded in tradition and seek to move into the future through sound community economic development and skilled land management. Most face significant community development needs, including infrastructure development, housing and health planning. Students need not only a sound grasp of planning principles, but also an understanding of the protocols, history, social structure and ecology of Canadian First Nations. Cross-cultural translation skills, community participation techniques and a solid grounding in ethics are required.

Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Program requirement for all majors in planning: 72 credit hours  
Major requirement: 19 credit hours  
Major elective requirement: 18 credit hours  
General elective requirement: Elective credit hours as necessary to ensure the completion of 120 credit hours.

The minimum requirement for a Bachelor of Planning with a major in First Nations Planning is 120 credit hours.

### Lower-Division Requirements

BIOL 110-3 Introductory Ecology  
FNST 100-3 The Aboriginal Peoples of Canada  
FNST 131-3 A First Nations Language: Level 1

Three of the following:

ANTH 213-3 Peoples and Cultures  
ENVS 101-3 Introduction into Environmental Citizenship  
FNST 161-3 A First Nations Culture: Level 1  
FNST 200-3 Perspectives in First Nations Studies  
FNST 203-3 Introduction to Traditional Ecological Knowledge  
HHSC 102-3 Introduction to Health Sciences II: Rural and Aboriginal Issues  
MATH 115-3 Precalculus  
NREM 210-4 Integrated Resource Management

### Upper-Division Requirements

ENPL 409-4 Advanced First Nations Community and Environmental Planning  
FNST 304-3 Indigenous Environmental Philosophy  
FNST 350-3 Law and Indigenous Peoples

Three of the following:

BIOL 350-3 Ethnobotany  
ENPL 333-3 Field School in Planning  
ENPL 430-6 Undergraduate Thesis  
ENPL 431-3 Professional Report  
ENPL 440-(2-6) Internship  
FNST 303-3 First Nations Religion and Philosophy  
FNST 305-3 Seminar in First Nations Studies  
FNST 407-3 First Nations Perspectives on Race, Class, Gender and Power  
GEOG 403-3 First Nations and Indigenous Geographies  
NREM 303-3 Aboriginal Perspectives on Land and Resource Management  
~~ORTM 306-3 Indigenous Tourism and Recreation~~  
ORTM 307-3 Land Relations and Communities in Recreation and Tourism  
POLS 350-3 Law and Municipal Government

SOCW 455-3 Indigenous Governance and Social Policy

SOCW 457-3 Individual and Community Wellness for Indigenous Peoples

Of the above lower- and upper-division course requirements, students must select a minimum of three FNST courses (9 credit hours).

Students must ensure that all prerequisites are fulfilled prior to registering in any courses.

Students are encouraged to use the general electives to take a minor offered in First Nations Studies or other courses associated with aboriginal and First Nations issues.

## Major in Natural Resources Planning

The major in Natural Resources Planning is designed to provide students with an understanding of the complexities of including the natural and cultural environment in planning decision-making. The major is intended to address both project-level and large-scale environmental planning issues that occur in developments that impact the natural environment.

The objective of this major is to familiarize students with planning and decision-making in a variety of sectors that include provincial land use planning, environmental assessment, watershed planning and integrated resource and environmental management. These areas of planning are characterised by complex and intricate questions about how to use our natural resources and who should decide. The multidimensional aspects of environmental management include natural and cultural complexity, different desired futures, value differences, assessment and monitoring tools, and integration methods. This major emphasizes an understanding of planning in both the substantive realm (natural and social sciences) and the procedural realm (the process of including people in the decision-making process).

Students enrolled in the Natural Resources Planning major must successfully complete 120 credit hours. Students interested in working with biological and environmental aspects of natural resource planning should take BIOL 103/BIOL 123 and BIOL 104/124 as elective courses and BIOL 201 as the ecology elective to satisfy prerequisites for many of the other biological and environmental courses. Those students interested in the environmental sciences should take first- and second-year Chemistry courses as part of the general electives. Students interested in integrated natural resource planning should take BIOL 104/124 and a mix of courses in areas of Political Science, First Nations (FNST or ENPL), Environment Sciences (ENSC), Geography and Outdoor Recreation and Tourism Management, and International Studies and Economics.

Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Program requirement for all majors in planning: 72 credit hours

Major requirement: 17 credit hours

General elective requirement: Elective credit hours as necessary to ensure the completion of 120 credit hours.

The minimum requirement for a Bachelor of Planning with a major in Natural Resource Planning is 120 credit hours.

### Lower-Division Requirements

BIOL 110-3 Introductory Ecology  
or BIOL 201-3 Ecology

GEOG 205 3 Cartography and Geomatics

NREM 210-4 Integrated Resource Management

Three of the following, minimum 9 credit hours:

BIOL 103-3 Introductory Biology I  
and BIOL 123-1 Introductory Biology I Laboratory

BIOL 104-3 Introductory Biology II  
and BIOL 124-1 Introductory Biology II Laboratory

ENSC 201-3 Weather and Climate

ENSC 202-3 Introduction to Aquatic Systems

FNST 100-3 The Aboriginal Peoples of Canada

FNST 203-3 Introduction to Traditional Ecological Knowledge

FSTY 205-3 Introduction to Soil Science

INTS 100-3 Introduction to Global Studies

MATH 115-3 Precalculus

NREM 101-3 Introduction to Natural Resources Management and Conservation

NREM 203-3 Resource Inventories and Measurements

NREM 204-3 Introduction to Wildlife & Fisheries

ORTM 200-3 Sustainable Recreation and Tourism

### **Upper-Division Requirements**

NREM 400-4 Natural Resources Planning

NREM 410-3 Watershed Management

Three of the following, minimum 9 credit hours:

BIOL 302-3 Limnology

BIOL 411-3 Conservation Biology

ECON 305-3 Environmental Economics and Environmental Policy

ECON 331-3 Forestry Economics

ECON 411-3 Cost Benefit Analysis

ENPL 333-3 Field School in Planning

ENPL 409-4 Advanced First Nations Community and Environmental Planning

ENPL 430-6 Undergraduate Thesis

ENPL 431-3 Professional Report

ENPL 440-(2-6) Internship

ENSC 302-3 Low Carbon Energy Development

ENSC 308-3 Northern Contaminated Environments

ENSC 312-3 Biometeorology

ENSC 404-3 Waste Management

ENSC 412-3 Air Pollution  
ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement  
FNST 451-3 Traditional Use Studies  
GEOG 401-3 Tenure, Conflict and Resource Geography  
INTS 307-3 Global Resources  
NREM 413-3 Agroforestry  
ORTM 300-3 Recreation and Tourism Impacts  
ORTM 305-3 Protected Area Planning and Management  
~~ORTM 407-3 Recreation, Tourism, Communities~~  
POLS 344-3 Society, Policy and Administration of Natural Resources  
or NREM 306-3 Society, Policy and Administration  
POLS 350-3 Law and Municipal Government

Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Students are encouraged to use the general electives to take a minor offered in areas of Geography, Political Science, First Nations Studies, or other fields associated with community development.

## 6. **Authorization:**

**Program / Academic / Administrative Unit:** School of Environmental Planning

**SCCC Reviewed:** February 22, 2021

**College:** CSAM

**College Council Motion Number:** CSAMCC 2021: 03:11:05

**College Council Approval Date:** March 11, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:**

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

## 7. **Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

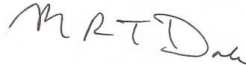
**Motion No.:** SCAAF202104.23

**Moved by:** A. Sommerfeld

**Seconded by:** C. Whalen

**Committee Decision:**

**Approved by SCAAF:** April 14, 2021  
**Date**

  
**Chair's Signature**

**For recommendation to** ✓, **or information of** \_\_\_\_\_ **Senate.**

Motion Number (assigned by  
Steering Committee of Senate): S-202104.24

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**NEW COURSE APPROVAL MOTION FORM**

**Motion:** That the new course ENPL 333-3 Field School in Planning be approved as follows:

**A. Description of the Course**

1. **Proposed semester of first offering:** January 2022
2. **Academic Program:** Environmental Planning - ENPL
3. **Course Subject, Number\*, and Credit hours (e.g. CHEM 210-3):** ENPL 333-3
4. **Course Title:** Field School in Planning

**5. Goal(s) of Course:**

Through preparation and an intensive field experience, students will be able to apply theoretical concepts, tools and methods from across the curriculum and integrate them to address a situation in the field.

The core goal of the course is to build on the BPI program emphasis on experiential learning.

The course will be included in the BPI programs as an option for all students in the three streams of the Bachelor of Planning degree. Students from other majors that meet course requirements will also be welcome.

This course is already being taught as an ENPL 498 Special Topics class. Creation of the new course number and name will allow the course to show in students' programs.

**6. Calendar Course Description:**

This field-based course provides students with a practical understanding of principles of planning in applied settings. Engagement with community members and professionals working in the field allows students to explore relevant and contemporary issues including determining a public interest. The course involves preparatory work during the regular semester, and an intensive field experience after the end of the semester.

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

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

No\* X

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

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

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

Variable credit is denoted by the following examples:

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

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

Lecture	<u>                    </u>	Seminar	<u>          1          </u>
Laboratory	<u>                    </u>	Other (please specify)	<u>Field School intensive, 2 weeks</u>

9. **Prerequisites (taken prior):** 60 credit hours or permission of instructor

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

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

12. **Preclusions:** None

13. **Course Equivalencies:** None

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

15. **Course to be offered:** each semester                       
each year                     x                      
alternating years                     

16. **Proposed text / readings:** None

**B. Significance Within Academic Program**

This course will encourage students to synthesize and integrate planning knowledge, and will serve competencies outlined in accreditation including functional integration of knowledge, critical thinking, communications and team-building.

1. **Anticipated enrolment**           15          

2. **If there is a proposed enrolment limit, state the limit and explain:**           20          

This course will require meetings and engagement with community members, in a field situation. The requirement for adequate and useful mentorship requires a cap on the total number of students. The number of students we expect is based on the number of students in an ENPL cohort, as well as some students from other programs with Planning as a minor, emphasis or interest.

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

4. **Elective in:** Major:   BPI                                     Minor:   Planning                                     Other:



5. **Course required by another major/minor:** None
6. **Course required or recommended by an accrediting agency:** The Planning Standards Board report recommended increasing experiential course work and extending the work of the program with communities.
7. **Toward what degrees will the course be accepted for credit?** BPI
8. **What other courses are being proposed within the Program this year?** None
9. **What courses are being deleted from the Program this year?** None

**C. Relation to Other Program Areas**

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** None
2. **Is a preclusion required?** No
3. **If there is an overlap, and no preclusion is required, please explain why not:**
4. **Has this overlap been discussed with the Program concerned?** N/A
5. **In offering this course, will UNBC require facilities or staff at other institutions?**

No

**If yes, please describe requirements:**

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

No

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

**D. Resources required**

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**
  - i. **College Staffing:** None
  - ii. **Space (classroom, laboratory, storage, etc.):** None
  - iii. **Library Holdings:** None
  - iv. **Computer (time, hardware, software):** None

**E. Additional Attached Materials**

**F. Other Considerations**

1. **First Nations Content\*:** No

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

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

2. **Other Information:** This course has been offered for two years under the ENPL 498 Special Topics calendar description.
4. **Attachment Pages (in addition to required "Library Holdings" Form):**   0   pages

### **G. Authorization**

**SCCC Reviewed:** February 22, 2021

1. **College(s):** CSAM
2. **College Council Motion Number(s):** CSAMCC 2021: 03:11:06
3. **College Council Approval Date(s):** March 11, 2021
4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A
5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

#### **INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

##### **Brief Summary of Committee Debate:**

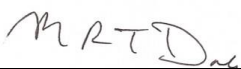
**Motion No.:** SCAAF202104.24

**Moved by:** L. Troc

**Seconded by:** A. Sommerfeld

**Committee Decision:** CARRIED

**Approved by SCAAF:** April 14, 2021  
**Date**

  
**Chair's Signature**

**For recommendation to**   ✓  , **or information of** \_\_\_\_\_ **Senate.**

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

**(Please complete the sections highlighted in blue in the footer of this document)**

**PROPOSED NEW COURSE:** ENPL 333-3 Field School in Planning

The assigned readings for this course will vary by year of offering. Primarily, they will be materials and reports from the Field School Community.

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

a) Are current library holdings adequate?      Yes   x        No       

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

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

  
\_\_\_\_\_  
University Librarian (or designate) signature

2021/03/08  
\_\_\_\_\_  
Date

Motion Number (assigned by  
Steering Committee of Senate): S-202104.25

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change(s) to the description and requirements for the Joint Major in Anthropology and Geography (BA), on page 56 of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021

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

GEOG 416-3 Mountains was originally created as a physical geography offering, but has since been adapted to include content relevant to students of human geography and other social sciences. The calendar change offers students greater choice in fulfilling upper division degree requirements.

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

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

## Joint Major in Anthropology and Geography (BA)

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

### Program Requirements

#### Recommendation

ANTH 102-3 Anthropology: A World of Discovery

Students wishing to pursue graduate degrees in Anthropology or Geography are encouraged to take additional anthropology or geography courses up to 90 credit hours.

#### Lower-Division Requirement

GEOG 101-3 Planet Earth

ANTH 200-3 Biological Anthropology

ANTH 205-3 Introduction to Archaeology

ANTH 213-3 Peoples and Cultures

ECON 205-3 Statistics for Business and the Social Sciences  
or STAT 240-3 Basic Statistics

Four of:

GEOG 200-3 British Columbia: People and Places

GEOG 202-3 Resources, Economies, and Sustainability

GEOG 203-3 Canada: Places, Cultures, and Identities

GEOG 204-3 Introduction to GIS for the Social Sciences  
GEOG 206-3 Social Geography  
GEOG 209-3 Migration and Development  
GEOG 220-3 World Regions: Latin America and the Caribbean  
GEOG 222-3 World Regions: Russia

## Upper-Division Requirement

ANTH 460-3 Anthropology Capstone

One of:

ANTH 300-3 Methods in Social Anthropology  
ANTH 301-3 Archaeological Lab Methods  
ANTH 310-3 Applied Anthropology  
ANTH 312-3 Human Adaptability

One of:

ANTH 315-3 Anthropological Theory  
ANTH 325-3 Archaeological Theory

Three Upper-Division Anthropological courses (9 credit hours) excluding ANTH 499: Independent Study

Six of:

GEOG 301-3 Cultural Geography  
GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making  
GEOG 306-3 Critical Development Geographies  
GEOG 307-3 Changing Arctic: Human and Environmental Systems  
GEOG 308-3 Health Geography  
GEOG 401-3 Tenure, Conflict, and Resource Geography  
GEOG 403-3 First Nations and Indigenous Geographies  
GEOG 420-3 Environmental Justice

21 additional credit hours of upper-division courses in any subject.

## Elective and Academic Breadth

Elective course hours as necessary to ensure completion of a minimum of 120 credit hours, including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

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

## Joint Major in Anthropology and Geography (BA)

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

## Program Requirements

### Recommendation

ANTH 102-3 Anthropology: A World of Discovery

Students wishing to pursue graduate degrees in Anthropology or Geography are encouraged to take additional anthropology or geography courses up to 90 credit hours.

## Lower-Division Requirement

GEOG 101-3 Planet Earth

ANTH 200-3 Biological Anthropology  
ANTH 205-3 Introduction to Archaeology  
ANTH 213-3 Peoples and Cultures

ECON 205-3 Statistics for Business and the Social Sciences  
or STAT 240-3 Basic Statistics

Four of the following:

GEOG 200-3 British Columbia: People and Places  
GEOG 202-3 Resources, Economies, and Sustainability  
GEOG 203-3 Canada: Places, Cultures, and Identities  
GEOG 204-3 Introduction to GIS for the Social Sciences  
GEOG 206-3 Social Geography  
GEOG 209-3 Migration and Development  
GEOG 220-3 World Regions: Latin America and the Caribbean  
GEOG 222-3 World Regions: Russia

## Upper-Division Requirement

ANTH 460-3 Anthropology Capstone

One of the following:

ANTH 300-3 Methods in Social Anthropology  
ANTH 301-3 Archaeological Lab Methods  
ANTH 310-3 Applied Anthropology  
ANTH 312-3 Human Adaptability

One of the following:

ANTH 315-3 Anthropological Theory  
ANTH 325-3 Archaeological Theory

Three Upper-Division Anthropological courses (9 credit hours) excluding ANTH 499: Independent Study

Six of the following:

GEOG 301-3 Cultural Geography  
GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making  
GEOG 306-3 Critical Development Geographies  
GEOG 307-3 Changing Arctic: Human and Environmental Systems  
GEOG 308-3 Health Geography  
GEOG 401-3 Tenure, Conflict, and Resource Geography  
GEOG 403-3 First Nations and Indigenous Geographies  
GEOG 416-3 Mountains  
GEOG 420-3 Environmental Justice

21 additional credit hours of upper-division courses in any subject.

## Elective and Academic Breadth

Elective course hours as necessary to ensure completion of a minimum of 120 credit hours, including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

6. **Authorization:**

**Program / Academic / Administrative Unit:** Anthropology

**SCCC Reviewed:** February 22, 2021

**College:** CASHS/CSAM

**College Council Motion Number:** CSAMCC 2021: 03:11:07

**College Council Approval Date:** March 11, 2021

**College Council Motion Number:** CASHSCC.2021.03.18.03

**College Council Approval Date:** March 18, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:**

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

7. **Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202104.24

**Moved by:** L. Troc

**Seconded by:** A. Sommerfeld

**Committee Decision:** CARRIED

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRTD    
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202104.26

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the program requirements for the BA Geography, on pages 130-131 (in the PDF accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** GEOG 416-3 Mountains was originally created as a physical geography offering, but has since been adapted to include content relevant to students of human geography. The calendar change offers students greater choice in fulfilling upper division degree requirements.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

#### Geography Program (BA)

##### Major in Geography

This degree provides students with comprehensive training in the study of human geography, emphasizing the cultural, social, economic, and political connections between people and their environments. We offer courses that give students the conceptual and methodological means to make sense of the places and spaces they occupy and to understand how these relate to the rest of the world. Particular emphasis is on issues of community development, social justice, environmental equity, and population health in northern environments as a starting point for understanding the dynamics of place-making in a global context.

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

#### Program Requirements

##### Lower-Division Requirement

###### 100 Level

GEOG 101-3 Planet Earth

GEOG 102-3 Earth from Above

###### 200 Level

GEOG 200-3 British Columbia: People and Places



GEOG 203-3 Canada: Places, Cultures and Identities  
GEOG 204-3 Introduction to GIS  
GEOG 210-3 Introduction to Earth Science  
STAT 240-3 Basic Statistics  
or ECON 205-3 Statistics for Business and the Social Sciences

Four of the following:

GEOG 202-3 Resources, Economies and Sustainability  
GEOG 205-3 Cartography and Geomatics  
GEOG 206-3 Social Geography  
GEOG 209-3 Migration and Development  
GEOG 211-3 Natural Hazards: Human and Environmental Dimensions  
GEOG 220-3 World Regions: Latin America and the Caribbean  
GEOG 222-3 World Regions: Russia  
GEOG 298-3 Special Topics

### **Upper-Division Requirement**

#### **300 Level**

ENPL 319-3 Social Research Methods  
or GEOG 324-3 Community-Based Research

Five of the following:

GEOG 300-3 Intermediate GIS  
GEOG 301-3 Cultural Geography  
GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making  
GEOG 306-3 Critical Development Geographies  
GEOG 307-3 Changing Arctic: Human and Environmental Systems  
GEOG 308-3 Health Geography  
GEOG 333-3 Geography Field School

#### **400 Level**

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

Five of the following:

GEOG 357-3 Introduction to Remote Sensing  
GEOG 401-3 Tenure, Conflict, and Resource Geography  
GEOG 403-3 First Nations and Indigenous Geographies  
GEOG 413-3 Advanced GIS  
GEOG 420-3 Environmental Justice  
GEOG 424-3 Northern Communities  
GEOG 426-3 Geographies of Culture, Rights and Power  
GEOG 498-(1-3) Special Topics  
GEOG 499-(3-6) Independent Studies

## **Elective and Academic Breadth**

Elective credit hours as necessary to ensure completion of a minimum of 120 credit hours, of which 24 credit hours in any subject must be at the 300 or 400 level including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

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

## **Geography Program (BA)**

### **Major in Geography**

This degree provides students with comprehensive training in the study of human geography, emphasizing the cultural, social, economic, and political connections between people and their environments. We offer courses that give students the conceptual and methodological means to make sense of the places and spaces they occupy and to understand how these relate to the rest of the world. Particular emphasis is on issues of community development, social justice, environmental equity, and population health in northern environments as a starting point for understanding the dynamics of place-making in a global context.

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

### **Program Requirements**

#### **Lower-Division Requirement**

##### **100 Level**

GEOG 101-3 Planet Earth  
GEOG 102-3 Earth from Above

##### **200 Level**

GEOG 200-3 British Columbia: People and Places  
GEOG 203-3 Canada: Places, Cultures and Identities  
GEOG 204-3 Introduction to GIS  
GEOG 210-3 Introduction to Earth Science  
STAT 240-3 Basic Statistics  
or ECON 205-3 Statistics for Business and the Social Sciences

Four of the following:

GEOG 202-3 Resources, Economies and Sustainability  
GEOG 205-3 Cartography and Geomatics  
GEOG 206-3 Social Geography  
GEOG 209-3 Migration and Development  
GEOG 211-3 Natural Hazards: Human and Environmental Dimensions  
GEOG 220-3 World Regions: Latin America and the Caribbean

GEOG 222-3 World Regions: Russia  
GEOG 298-3 Special Topics

### **Upper-Division Requirement**

#### **300 Level**

ENPL 319-3 Social Research Methods  
or GEOG 324-3 Community-Based Research

Five of the following:

GEOG 300-3 Intermediate GIS  
GEOG 301-3 Cultural Geography  
GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making  
GEOG 306-3 Critical Development Geographies  
GEOG 307-3 Changing Arctic: Human and Environmental Systems  
GEOG 308-3 Health Geography  
GEOG 333-3 Geography Field School

#### **400 Level**

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

Five of the following:

GEOG 357-3 Introduction to Remote Sensing  
GEOG 401-3 Tenure, Conflict, and Resource Geography  
GEOG 403-3 First Nations and Indigenous Geographies  
GEOG 413-3 Advanced GIS  
GEOG 416-3 Mountains  
GEOG 420-3 Environmental Justice  
GEOG 424-3 Northern Communities  
GEOG 426-3 Geographies of Culture, Rights and Power  
GEOG 498-(1-3) Special Topics  
GEOG 499-(3-6) Independent Studies

#### **Elective and Academic Breadth**

Elective credit hours as necessary to ensure completion of a minimum of 120 credit hours, of which 24 credit hours in any subject must be at the 300 or 400 level including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

6. **Authorization:**

**Program / Academic / Administrative Unit:** Geography

**SCCC Reviewed:** February 22, 2021

**College:** CSAM

**College Council Motion Number:** CSAMCC 2021: 03:11:08

**College Council Approval Date:** March 11, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:**

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

7. **Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.25

**Moved by:** L. Troc

**Seconded by:** A. Sommerfeld

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRTD Date    
**Chair's Signature**

**For recommendation to**   ✓  , **or information of** \_\_\_\_\_ **Senate.**

Motion Number (assigned by  
Steering Committee of Senate): S-202104.27

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change to the program requirements for the Joint Major in Geography and Political Science, on pages 131 (in the PDF accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** GEOG 416-3 Mountains was originally created as a physical geography offering, but has since been adapted to include content relevant to students of human geography and other social sciences. The calendar change offers students greater choice in fulfilling upper division degree requirements.
3. **Implications of the changes for other programs, etc., if applicable:** None.
4. **Reproduction of current Calendar entry for the item to be revised:**

#### Joint Major in Geography and Political Science

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

#### Program Requirements

##### Lower-Division Requirement

GEOG 101-3 Planet Earth  
or GEOG 102-3 Earth from Above  
POLS 100-3 Contemporary Political Issues  
POLS 200-3 Canadian Government and Politics  
POLS 202-3 Canada in Comparative Perspective  
POLS 230-3 International Relations  
POLS 270-3 Political Philosophy: Antiquity to Early Modernity

Four of the following:

GEOG 200-3 British Columbia: People and Places  
GEOG 202-3 Resources, Economies, and Sustainability  
GEOG 203-3 Canada: Places, Cultures and Identities  
GEOG 204-3 Introduction to GIS  
GEOG 206-3 Social Geography  
GEOG 209-3 Migration and Development  
GEOG 211-3 Natural Hazards: Human and Environmental Dimensions

GEOG 220-3 World Regions: Latin America and the Caribbean  
GEOG 222-3 World Regions: Russia  
GEOG 298-3 Special Topics

### **Upper-Division Requirement**

POLS 303-3 Democracy and Democratization  
POLS 320-3 Canadian Politics and Policy  
POLS 370-3 Political Philosophy: Early Modernity to Post-Modernity

Four of the following:

GEOG 301-3 Cultural Geography  
GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making  
GEOG 306-3 Critical Development Geographies  
GEOG 307-3 Changing Arctic: Human and Environmental Systems  
GEOG 308-3 Health Geography  
GEOG 324-3 Community-Based Research  
GEOG 333-3 Geography Field School

Three of the following:

GEOG 401-3 Tenure, Conflict, and Resource Geography  
GEOG 403-3 First Nations and Indigenous Geographies  
GEOG 420-3 Environmental Justice  
GEOG 424-3 Northern Communities  
GEOG 426-3 Geographies of Culture, Rights and Power

Three additional credit hours of POLS courses at the 300 level.

Nine additional credit hours of POLS courses at the 400 level.

### **Elective and Academic Breadth**

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

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

#### **Joint Major in Geography and Political Science**

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

### **Program Requirements**

#### **Lower-Division Requirement**

GEOG 101-3 Planet Earth  
or GEOG 102-3 Earth from Above  
POLs 100-3 Contemporary Political Issues  
POLs 200-3 Canadian Government and Politics  
POLs 202-3 Canada in Comparative Perspective  
POLs 230-3 International Relations  
POLs 270-3 Political Philosophy: Antiquity to Early Modernity

Four of the following:

GEOG 200-3 British Columbia: People and Places  
GEOG 202-3 Resources, Economies, and Sustainability  
GEOG 203-3 Canada: Places, Cultures and Identities  
GEOG 204-3 Introduction to GIS  
GEOG 206-3 Social Geography  
GEOG 209-3 Migration and Development  
GEOG 211-3 Natural Hazards: Human and Environmental Dimensions  
GEOG 220-3 World Regions: Latin America and the Caribbean  
GEOG 222-3 World Regions: Russia  
GEOG 298-3 Special Topics

### **Upper-Division Requirement**

POLs 303-3 Democracy and Democratization  
POLs 320-3 Canadian Politics and Policy  
POLs 370-3 Political Philosophy: Early Modernity to Post-Modernity

Four of the following:

GEOG 301-3 Cultural Geography  
GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making  
GEOG 306-3 Critical Development Geographies  
GEOG 307-3 Changing Arctic: Human and Environmental Systems  
GEOG 308-3 Health Geography  
GEOG 324-3 Community-Based Research  
GEOG 333-3 Geography Field School

Three of the following:

GEOG 401-3 Tenure, Conflict, and Resource Geography  
GEOG 403-3 First Nations and Indigenous Geographies  
GEOG 416-3 Mountains  
GEOG 420-3 Environmental Justice  
GEOG 424-3 Northern Communities  
GEOG 426-3 Geographies of Culture, Rights and Power

Three additional credit hours of POLS courses at the 300 level.

Nine additional credit hours of POLS courses at the 400 level.

**Elective and Academic Breadth**

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

**6. Authorization:**

**Program / Academic / Administrative Unit:** Geography

**SCCC Reviewed:** February 22, 2021

**College:** CSAM

**College Council Motion Number:** CSAMCC 2021: 03:11:09

**College Council Approval Date:** March 11, 2021

**College Council Motion Number:** FISSSHFC2021.04.15.03

**College Council Approval Date:** April 15, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:**

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

**7. Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.26

**Moved by:** L. Troc

**Seconded by:** A. Sommerfeld

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRTD Date    
**Chair's Signature**

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



Motion Number (assigned by  
Steering Committee of Senate): S-202104.28

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change to the program requirements for the Minor in Human Geography, on pages 136-137 (in the PDF accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** GEOG 416-3 Mountains was originally created as a physical geography offering, but has since been adapted to include content relevant to students of human geography. The calendar change offers students greater choice in fulfilling upper division requirements of the minor in human geography.
3. **Implications of the changes for other programs, etc., if applicable:** None.
4. **Reproduction of current Calendar entry for the item to be revised:**

#### **Minor in Human Geography**

The aim of the minor is to show a level of competence in a theme, field or program direction that students feel would be beneficial to their career and which would be ancillary to the major. By designating this group of courses as a minor the students is able to demonstrate a level of proficiency in that field.

The minor in Human Geography is designed to provide students with the following:

1. an introduction to the basics of Human Geography;
2. a well-rounded introduction to several of the key sub-fields of Human Geography; and;
3. the chance to explore at least one facet of Human Geography of special interest to the student at the 400 level.

A maximum of two courses (6 credit hours) at or above the 200 level used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in Human Geography.

The minimum requirement for completion of a minor in Human Geography is 18 credit hours, including 12 upper-division credit hours.

#### **Requirements**

Two of the following:

- GEOG 101-3 Planet Earth
- GEOG 102-3 Earth from Above

GEOG 200-3 British Columbia: People and Places  
GEOG 202-3 Resources, Economies and Sustainability  
GEOG 203-3 Canada: Places, Cultures and Identities  
GEOG 204-3 Introduction to GIS GEOG 206-3 Social Geography  
GEOG 209-3 Migration and Development  
GEOG 211-3 Natural Hazards: Human and Environmental Dimensions  
GEOG 220-3 World Regions: Latin America and the Caribbean  
GEOG 222-3 World Regions: Russia  
GEOG 298-3 Special Topics

Three of the following:

GEOG 301-3 Cultural Geography  
GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making  
GEOG 306-3 Critical Development Geographies  
GEOG 307-3 Changing Arctic: Human and Environmental Systems  
GEOG 308-3 Health Geography  
GEOG 324-3 Community-Based Research  
GEOG 333-3 Geography Field School

One of the following:

GEOG 401-3 Tenure, Conflict, and Resource Geography  
GEOG 403-3 First Nations and Indigenous Geographies  
GEOG 420-3 Environmental Justice  
GEOG 424-3 Northern Communities  
GEOG 426-3 Geographies of Culture, Rights and Power

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

**Minor in Human Geography**

The aim of the minor is to show a level of competence in a theme, field or program direction that students feel would be beneficial to their career and which would be ancillary to the major. By designating this group of courses as a minor the students is are able to demonstrate a level of proficiency in that field.

The minor in Human Geography is designed to provide students with the following:

1. an introduction to the basics of ~~H~~human ~~G~~geography;
2. a well-rounded introduction to several of the key sub-fields of ~~H~~human ~~G~~geography; and;
3. the chance to explore at least one facet of ~~H~~human ~~G~~geography of special interest to the student at the 400 level.

A maximum of two courses (6 credit hours) at or above the 200 level used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in Human Geography.

The minimum requirement for completion of a minor in Human Geography is 18 credit hours, including 12 upper-division credit hours.

## Requirements

Two of the following:

- GEOG 101-3 Planet Earth
- GEOG 102-3 Earth from Above
- GEOG 200-3 British Columbia: People and Places
- GEOG 202-3 Resources, Economies and Sustainability
- GEOG 203-3 Canada: Places, Cultures and Identities
- GEOG 204-3 Introduction to GIS GEOG 206-3 Social Geography
- GEOG 209-3 Migration and Development
- GEOG 211-3 Natural Hazards: Human and Environmental Dimensions
- GEOG 220-3 World Regions: Latin America and the Caribbean
- GEOG 222-3 World Regions: Russia
- GEOG 298-3 Special Topics

Three of the following:

- GEOG 301-3 Cultural Geography
- GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making
- GEOG 306-3 Critical Development Geographies
- GEOG 307-3 Changing Arctic: Human and Environmental Systems
- GEOG 308-3 Health Geography
- GEOG 324-3 Community-Based Research
- GEOG 333-3 Geography Field School

One of the following:

- GEOG 401-3 Tenure, Conflict, and Resource Geography
- GEOG 403-3 First Nations and Indigenous Geographies
- GEOG 416-3 Mountains
- GEOG 420-3 Environmental Justice
- GEOG 424-3 Northern Communities
- GEOG 426-3 Geographies of Culture, Rights and Power

### 6. Authorization:

**Program / Academic / Administrative Unit:** Geography

**SCCC Reviewed:** February 22, 2021

**College:** CSAM

**College Council Motion Number:** CSAMCC 2021: 03:11:10

**College Council Approval Date:** March 11, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:**

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**



Motion Number (assigned by  
Steering Committee of Senate): S-202104.29

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change(s) to the course description for IENG 611-3 Introduction to Wood as a Building Material, on page 111 of the 2020/21 Graduate Calendar be approved as proposed.

1. **Effective date:** April 1, 2021

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

Based on feedback from faculty, revisions to the course description are required to clearly recognize the content and intent of the course.

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

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

IENG 611-3 Introduction to Wood as a Building Material

This course provides an overview of wood as a construction material and the recent history of wood and timber construction and examines the mechanical properties of wood. It covers a variety of traditional and modern applications including recent product developments by exploring the design and construction of iconic wood structures. Field trip(s) are required.

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

IENG 611-3 Introduction to Wood as a Building Material

~~This course provides an overview of wood as a construction material and the recent history of wood and timber construction and examines the mechanical properties of wood. It covers a variety of traditional and modern applications including recent product developments by exploring the design and construction of iconic wood structures. Field trip(s) are required.~~

This course provides an overview of using wood as a building material. The course first examines the macro- and microscopic structures of wood, chemical compositions, physical and mechanical properties, and then covers a variety of structural wood-based products by exploring the manufacturing process, characteristics, mechanical properties and application in modern wood structures. The course also briefly introduces wood technologies related to the use of wood in building, fire properties and durability of wood.

6. **Authorization:**

**Program / Academic / Administrative Unit:** MEng Integrated Wood Design

**SCCC Reviewed:** February 22, 2021

**College:** Science and Management

**College Council Motion Number:** CSAMCC 2021: 03:11:11

**College Council Approval Date:** March 11, 2021

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

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

**7. Other Information**

**Attachment Pages:**   0  

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.28

**Moved by:** A. Sommerfeld

**Seconded by:** L. Troc

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRTD Date    
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202104.30

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change(s) to the pre-requisites for IENG 613-3 Wood Design I, on page 111 of the 2020/21 Graduate Calendar be approved as proposed.

1. **Effective date:** April 1, 2021

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

Based on feedback from faculty, revisions to the course pre-requisites are required to match changes made to the curriculum and course calendar.

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

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

IENG 613-3 Wood Design I

This course focuses on the design of timber structural elements and connections. Topics include the behavior and design of bending, tension and compression members made of solid timber or glue-laminated timber and the complete suite of contemporary connectors and connector systems. Students design and analyze various structural components and design, build, test and analyze a connection assembly.

Prerequisites: IENG 611-3, or by permission of the Program Chair

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

IENG 613-3 Wood Design I

This course focuses on the design of timber structural elements and connections. Topics include the behaviour and design of bending, tension and compression members made of solid timber or glue-laminated timber and the complete suite of contemporary connectors and connector systems. Students design and analyze various structural components and design, build, test and analyze a connection assembly.

Prerequisites: ~~IENG 611-3, or by permission of the Program Chair~~

6. **Authorization:**

**Program / Academic / Administrative Unit:** MEng Integrated Wood Design

**SCCC Reviewed:** February 22, 2021

**College:** Science and Management

**College Council Motion Number:** CSAM CC 2021: 03:11:12

**College Council Approval Date:** March 11, 2021





Motion Number (assigned by  
Steering Committee of Senate): S-202104.31

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change(s) to the pre-requisites for IENG 614-3 Building Science I, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

1. **Effective date:** April 1, 2021

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

Based on feedback from faculty, revisions to the course pre-requisites are required to match requested changes to the curriculum and course calendar.

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

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

IENG 614-3 Building Science I

This course focuses on the fundamentals of acoustic design and sound separation, it also addresses absorbing and reducing the transfer of sound in wooden or composite buildings and mitigating other sources of vibration. The basics of fire dynamics, the principles of fire protection, and the behavior of wood buildings during fire are explored. Light and electromagnetic fields in buildings are also studied. Prerequisites: IENG 611-3, or by permission of the Program Chair

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

IENG 614-3 Building Science I

This course focuses on the fundamentals of acoustic design and sound separation. It also addresses absorbing and reducing the transfer of sound in wooden or composite buildings and mitigating other sources of vibration. The basics of fire dynamics, the principles of fire protection, and the behavior of wood buildings during fire are explored. Light and electromagnetic fields in buildings are also studied. Prerequisites: ~~IENG 611-3, or by permission of the Program Chair~~

6. **Authorization:**

**Program / Academic / Administrative Unit:** MEng Integrated Wood Design

**SCCC Reviewed:** February 22, 2021

**College:** Science and Management

**College Council Motion Number:** CSAMCC 2021: 03:11:13

**College Council Approval Date:** March 11, 2021

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

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

7. Other Information

Attachment Pages:   0  

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.30

**Moved by:** A. Sommerfeld

**Seconded by:** L. Troc

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRTD Date    
**Chair's Signature**

For recommendation to   ✓  , or information of            Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-202104.32

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change(s) to the pre-requisites and course description for IENG 719-3 Special Topics I, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

1. **Effective date:** April 1, 2021

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

Based on feedback from faculty, revisions to the course description pre-requisites are required to match requested changes to the curriculum, course calendar and course content.

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

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

IENG 719-3 Special Topics I

This course focuses on recent developments in the Canadian and/or international wood construction industry. Topics vary and explore recent trends, methods or new products and approaches in the industry. Field trips are required.

Prerequisites: IENG 611-3, or by permission of the Program Chair

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

IENG 719-3 Special Topics I

~~This course focuses on recent developments in the Canadian and/or international wood construction industry. Topics vary and explore recent trends, methods or new products and approaches in the industry. Field trips are required.~~ This course focuses on industry-specific topics, including Computer-Aided Design (CAD) and Computer-Aided Manufacturing (CAM), with a strong emphasis on their role in Building Information Modeling (BIM) as they relate to wood engineering. New emerging trends of parametric design are also explored and further investigated for their role in state-of-the-art mass-timber projects. The roles interoperability and data exchange and sharing have for the industry are discussed within the BIM context.

Prerequisites: IENG 611-3, or by permission of the Program Chair

6. **Authorization:**

**Program / Academic / Administrative Unit:** MEng Integrated Wood Design

**SCCC Reviewed:** February 22, 2021

**College:** Science and Management

**College Council Motion Number:** CSAMCC 2021: 03:11:14

**College Council Approval Date:** March 11, 2021

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

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

**7. Other Information**

**Attachment Pages:**   0  

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.31

**Moved by:** A. Sommerfeld

**Seconded by:** L. Troc

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

*MRT Date*  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202104.33

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change(s) to the pre-requisites for IENG 724-3 Building Science II, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

1. **Effective date:** April 1, 2021

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

Based on feedback from faculty, revisions to the course pre-requisites are required to match requested changes to the curriculum and course calendar.

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

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

IENG 724-3 Building Science II

This course addresses the fundamentals in building envelopes of building physics, thermal performance including thermal bridges, and hydrodynamic processes. Students examine airtightness and convection-based influences along with durability of building envelopes. The principles and details of energy-efficient design, specifically on wood buildings, are applied.

Prerequisites: IENG 614-3, or by permission of the Program Chair

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

IENG 724-3 Building Science II

This course addresses the fundamentals ~~in building envelopes of building physics~~ of building physics in building envelopes, thermal performance including thermal bridges, and hydrodynamic processes.

Students examine airtightness and convection-based influences along with durability of building envelopes. The principles and details of energy-efficient design, specifically ~~on~~ for wood buildings, are applied.

Prerequisites: ~~IENG 614-3, or by permission of the Program Chair~~

6. **Authorization:**

**Program / Academic / Administrative Unit:** MEng Integrated Wood Design

**SCCC Reviewed:** February 22, 2021

**College:** Science and Management

**College Council Motion Number:** CSAMCC 2021: 03:11:15

**College Council Approval Date:** March 11, 2021

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

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

7. Other Information

Attachment Pages:   0

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.32

**Moved by:** A. Sommerfeld

**Seconded by:** L. Troc

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRTD    
**Chair's Signature**

For recommendation to   ✓  , or information of            Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-202104.34

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change(s) to the pre-requisites and course description for IENG 727-3 Wood Processing, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

1. **Effective date:** April 1, 2021

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

Based on feedback from faculty, revisions to the course description pre-requisites are required to match requested changes to the curriculum, course calendar and course content.

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

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

IENG 727-3 Wood Processing

This course introduces students to state-of-the-art fabrication technology such as CNC machines and industrial robots including tooling options. Students learn the basics of plant layout, conduct a feasibility study and create plant layouts which could be used to manufacture a structure to the highest standards and efficiency.

Prerequisites: IENG 611-3 and IENG 615-3, or permission by the Program Chair

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

IENG 727-3 Wood Processing

~~This course introduces students to state-of-the-art fabrication technology such as CNC machines and industrial robots including tooling options. Students learn the basics of plant layout, conduct a feasibility study and create plant layouts which could be used to manufacture a structure to the highest standards and efficiency.~~ This course introduces students to prefabrication. Topics cover state-of-the-art fabrication technology including CNC-machines and industrial robots, tooling options, material handling, and process flow. Students learn the basics of Design for Manufacture and Assemble (DfMA) including machine interfacing, machining strategies, and how design decisions influence the ability to assemble and manufacture a structure to the highest standards and efficiency.

Prerequisites: IENG 611-3 and ~~IENG 615-3~~, or permission by the Program Chair

6. **Authorization:**

**Program / Academic / Administrative Unit:** MEng Integrated Wood Design

**SCCC Reviewed:** February 22, 2021

**College:** Science and Management

**College Council Motion Number:** CSAMCC 2021: 03:11:16

**College Council Approval Date:** March 11, 2021

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

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

7. **Other Information**

**Attachment Pages:**   0  

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.33

**Moved by:** A. Sommerfeld

**Seconded by:** L. Troc

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

  *MRTD*    
**Chair's Signature**

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



Motion Number (assigned by  
Steering Committee of Senate): S-202104.35

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change(s) to the pre-requisites for IENG 729-3 Special Topics II, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

1. **Effective date:** April 1, 2021

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

Based on feedback from faculty, revisions to the course pre-requisites are required to match requested changes to the curriculum and course calendar.

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

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

IENG 729-3 Special Topics II

This course introduces structural systems and their applications in wood structures. Analyses of structural systems for a range of static and dynamic loadings are presented. Code provisions relevant to practical applications are discussed.

Prerequisites: IENG 611-3, or by permission of the Program Chair

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

IENG 729-3 Special Topics II

This course introduces structural systems and their applications in wood structures. Analyses of structural systems for a range of static and dynamic loadings are presented. Code provisions relevant to practical applications are discussed.

~~Prerequisites: IENG 611-3, or by permission of the Program Chair~~

6. **Authorization:**

**Program / Academic / Administrative Unit:** MEng Integrated Wood Design

**SCCC Reviewed:** February 22, 2021

**College:** Science and Management

**College Council Motion Number:** CSAMCC 2021: 03:11:17

**College Council Approval Date:** March 11, 2021

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

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

7. Other Information

Attachment Pages:   0  

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.33

**Moved by:** A. Sommerfeld

**Seconded by:** L. Troc

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRTD    
**Chair's Signature**

For recommendation to   ✓  , or information of            Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-202104.36

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change(s) to the course description and pre-requisites for IENG 738-3 Analysis, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

1. **Effective date:** April 1, 2021

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

Based on feedback from faculty, revisions to the course description and pre-requisites are required to match requested changes to the curriculum and course calendar and course content.

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

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

IENG 738-3 Analysis

In this course, students learn the analysis of one or more aspects of wood or hybrid structures including the following: structural design; specific modern wood based, composite or hybrid materials; envelope design; building science; and sustainable design. The analysis focuses on environmental impact and energy efficiency. Students present the results of this analysis in the form of a case study.

Prerequisites: IENG 611-3, or by permission of the Program Chair

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

IENG 738-3 Analysis

~~In this course, students learn the analysis of one or more aspects of wood or hybrid structures including the following: structural design; specific modern wood based, composite or hybrid materials; envelope design; building science; and sustainable design. The analysis focuses on environmental impact and energy efficiency. Students present the results of this analysis in the form of a case study. Prerequisites: IENG 611-3, or by permission of the Program Chair~~

This course first reviews the basics of matrix structure analysis including bar, 2D truss, beam, and 2D frame elements, and then introduces the fundamental concepts of finite element analysis (FEA) including domain discretization, element types, system matrix assembly, and numerical solution techniques.

Application of FEA to conduct structural analysis is covered using commercial software, including both static and dynamic analysis. Case studies focus on wood structures. Computational design and digital fabrication are introduced through guest lectures and additional materials.

Prerequisites: IENG 613-3, or by permission of the Program Chair

6. **Authorization:**

**Program / Academic / Administrative Unit:** MEng Integrated Wood Design

**SCCC Reviewed:** February 22, 2021

**College:** Science and Management

**College Council Motion Number:** CSAMCC 2021: 03:11:18

**College Council Approval Date:** March 11, 2021

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

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

7. **Other Information**

**Attachment Pages:**   0  

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.34

**Moved by:** A. Sommerfeld

**Seconded by:** L. Troc

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRTD    
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202104.37

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the Integrated Wood Design program requirements of the 2021 graduate calendar, be approved as proposed.

1. **Effective date:** March 1, 2021
2. **Rationale for the proposed revisions:** Based on feedback from faculty, industry partners and the current cohort of students in the MEng program, revisions to the program are required to provide a better learning experience. The program's current hybrid model with two courses in parallel was not beneficial to student learning; therefore, we plan to return to a pure block model with one course at a time. To align the MEng with other programs and make it more attractive to students, IENG 612-3, IENG 615-3 and IENG 739-3 will not be offered in 2021/22. The number of credits of the MEng, Integrated Wood Design Program will decrease by 9 from a total of 48 to 39.
3. **Implications of the changes for other programs, etc., if applicable:** NONE
4. **Reproduction of current Calendar entry for the item to be revised:**

#### Requirements

IENG 611-3 Introduction to Wood as a Building Material  
IENG 612-3 Project Design 1  
IENG 613-3 Wood Design 1  
IENG 614-3 Building Science 1  
IENG 615-3 Wood Science  
IENG 626-3 Sustainable Design 1  
IENG 719-3 Special Topics 1  
IENG 723-3 Wood Design 2  
IENG 724-3 Building Science 2  
IENG 727-3 Wood Processing  
IENG 729-3 Special Topics 2  
IENG 731-9 Project Design 3  
IENG 738-3 Analysis  
IENG 739-3 Special Topics 3

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

#### Requirements

IENG 611-3 Introduction to Wood as a Building Material  
~~IENG 612-3 Project Design 1~~  
IENG 613-3 Wood Design 1  
IENG 614-3 Building Science 1  
~~IENG 615-3 Wood Science~~

IENG 626-3 Sustainable Design 1  
IENG 719-3 Special Topics 1  
IENG 723-3 Wood Design 2  
IENG 724-3 Building Science 2  
IENG 727-3 Wood Processing  
IENG 729-3 Special Topics 2  
IENG 731-9 Project Design 3  
IENG 738-3 Analysis  
~~IENG 739-3 Special Topics 3~~

6. **Authorization:**

**Program / Academic / Administrative Unit:** MEng Integrated Wood Design

**SCCC Reviewed:** February 22, 2021

**College:** Science and Management

**College Council Motion Number:** CSAMCC 2021: 03:11:19

**College Council Approval Date:** March 11, 2021

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

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

7. **Other Information**

**Attachment Pages:**   0  

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202104.35

**Moved by:** A. Sommerfeld

**Seconded by:** L. Troc

**Committee Decision:**

**Approved by SCAAF:**   April 14, 2021    
**Date**

  MRTD Date    
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202104.38

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change(s) to COMM 354: Precluding CPSC 354 for COMM 354, on page 197 (in the print or PDF calendar accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** CPSC 354 precludes COMM 354 but not the other way around. To ensure that students in computer science cannot take COMM 354 after taking CPSC 354, we must preclude CPSC 354 from COMM 354.
3. **Implications of the changes for other programs, etc., if applicable:** This ensures that students in computer science will not be able to take the same class twice.
4. **Reproduction of current Calendar entry for the item to be revised:**

COMM 354-3 Introduction to Business Intelligence

Business intelligence involves conversion of mass data into effectively communicated information through visual, interactive media that enables evidence-based strategic decision making. Course topics include: data extract-transform-load (ETL); data quality; master data management (MDM); data warehouse models; conformance; star/snowflake dimensional models; online transaction processing (OLTP); online analytical processing (OLAP); effective data visualization (lead/lag key performance indicators, scorecards, dashboards, reports); governance; success/failure factors; and emerging trends. The students apply the concepts in a term project using leading technologies and business intelligence tools.

Prerequisites: COMM 351-3 or CPSC 324-3 or CPSC 351-3

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

COMM 354-3 Introduction to Business Intelligence

Business intelligence involves conversion of mass data into effectively communicated information through visual, interactive media that enables evidence-based strategic decision-making. Course topics include: data extract-transform-load (ETL); data quality; master data management (MDM); data warehouse models; conformance; star/snowflake dimensional models; online transaction processing (OLTP); online analytical processing (OLAP); effective data visualization (lead/lag key performance indicators, scorecards, dashboards, reports); governance; success/failure factors; and emerging trends. The students apply the concepts in a term project using leading technologies and business intelligence tools.

Prerequisites: COMM 351-3 or CPSC 324-3 or CPSC 351-3

Precluded: CPSC 354-3

6. **Authorization:**

**Program / Academic / Administrative Unit:** School of Business

**SCCC Reviewed:** February 22, 2021

**College:** CSAM

**College Council Motion Number:** CSAMCC 2021: 03:11:20

**College Council Approval Date:** March 11, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.36

**Moved by:** K. Rennie

**Seconded by:** A. Sommerfeld

**Committee Decision:** CARRIED

**Approved by SCAAF:** April 14, 2021  
**Date**

MRTD  
**Chair's Signature**

**For recommendation to** ✓ **, or information of** \_\_\_\_\_ **Senate.**



Motion Number (assigned by  
Steering Committee of Senate): S-202104.39

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change(s) to General Business Major elective requirements: Changing the number of majors that General Business Majors can have access to for electives, on page 67 (in the print or PDF calendar accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021

2. **Rationale for the proposed revisions:** The revisions are to ensure that all General Business Majors have access to the different courses available to all business majors.

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

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

Twelve credit hours selected from any of the other four majors or from the following (with no more than six credit hours in any one major area):

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

Twelve credit hours selected from ~~any of the other four~~ any Commerce major or from the following (with no more than ~~six~~ 6 credit hours in any one major area):

6. **Authorization:**

**Program / Academic / Administrative Unit:** School of Business

**SCCC Reviewed:** February 22, 2021

**College:** CSAM

**College Council Motion Number:** CSAMCC 2021: 03:11:21

**College Council Approval Date:** March 11, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

7. **Other Information**

**Attachment Pages:** 0 pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** Omnibus SCAAF202104.37

**Moved by:** K. Rennie

**Seconded by:** A. Sommerfeld

**Committee Decision:** CARRIED

**Approved by SCAAF:** April 14, 2021  
**Date**

*MRTD*  
**Chair's Signature**

For recommendation to ✓, or information of \_\_\_\_\_ Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-202104.40

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED MOTION

**Motion:** That the Research Space Allocation Policy be approved as proposed.

**Effective Date:** July 1, 2021

**Rationale:** Research space is an important university asset and is critical to the success of UNBC researchers and students. The current University Office, Research and Storage space policy is out of date (2008) and jurisdiction of space allocation under that policy is to the Deans. This has never worked well due to lack of allocation principles and transparent procedures research space requests often languished. Research space allocation under the 2008 policy will become more difficult with the move to 5 faculties. Research space at UNBC is a pan-institutional asset and is not divided along Faculty lines. Therefore, with the approval of the University Space Allocation Committee, the decision was made to create a separate policy for research space allocation. The intent of the policy and associated procedures, is to have a clear and transparent process and guiding principles for allocation of research space that is under a single approving authority.

This policy and associated procedures were developed with the assistance of a research space advisory group, and were sent in draft form to the university community for feedback and suggested changes. The policy and procedures have since been placed into the new template for all university policies.

**Motion proposed by:** Kathy Lewis, Acting VP Research and Innovation

**Academic Program:** not applicable

**Implications for Other Programs / Faculties?** Yes – this policy will have direct bearing on research space allocated to faculty. It will not affect degree programs or organizational units.

**College:** not applicable

**College Council / Committee Motion Number:**

**College Council / Committee Approval Date:**

**Attachment Pages (if applicable):** 3 pages Procedures attached for information only.

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202104.38

**Moved by:** K. Rennie

**Seconded by:** C. Whalen

**Committee Decision:** CARRIED

*MRT Done*

**Approved by SCAAF:** April 14, 2021  
**Date**

**Chair's Signature**

**For recommendation to** ✓, **or information of** \_\_\_\_\_ **Senate.**

# Policy

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## RESEARCH SPACE ALLOCATION

**Number:**

**Classification:** Research and Innovation

**Approving Authority:** Board of Governors,  
on the recommendation of Senate

**Designated Executive Officer:** Vice  
President, Research and Innovation

**Effective Date:**

**Supersedes:** N/A

**Date of Last Review/Revision:** March 2021

**Mandated Review Date:** March 2028

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**Associated Procedures:** Research Space Allocation Procedures

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## 1.0 BACKGROUND

Research space is an institutional asset, and is critical to fulfill UNBC's mission and mandate. It must be managed strategically and thoughtfully, like other UNBC assets. Research space must be used efficiently, effectively, and equitably, especially as demand for research space grows, and costs to maintain space increase. Research at UNBC is diverse and space must be available to those who need it regardless of discipline.

## 2.0 PURPOSE

The purpose of this policy, and associated procedures, is to provide clear principles and criteria that guide research space allocation and use of research space. It is intended to optimize the use of research space, and to expedite requests for research space. It also describes the means by which research space is made available at UNBC, and the procedures used to allocate and track research space.

## 3.0 PRINCIPLES

UNBC strongly encourages and promotes the sharing of research space and facilities among research programs with similar needs. Research space allocation procedures and decisions are to be transparent and equitable. Active research programs should be provided space that supports the type of research being undertaken, and is of appropriate scale to the needs.

## 4.0 SCOPE

- 4.1 This policy applies to University of Northern BC space that has research as the primary function, including space at regional campuses. This includes labs, observation rooms, research offices, graduate student offices, recording rooms, space that supports research activities such as meetings and interviews, space dedicated to scholarly activities in the arts, outdoor compounds, and storage. It also includes space for research facilities/infrastructure and research institutes.
- 4.2 This policy applies to faculty and staff of the UNBC, including retired faculty with Adjunct or Professor Emeritus status.

- 4.3 This policy does not apply to the Donald Rix Northern Health Sciences Centre (building 9), as space in that building is allocated by the Division of Medical Sciences.

## 5.0 DEFINITIONS

- 5.1 **Research space** means space that is dedicated to the pursuit of scholarly activities by all members of the Faculty Association, graduate or undergraduate students, and staff.
- 5.2 **Assigned space** means space that is specifically assigned to one or more researchers or students for a specified time period.
- 5.3 **Shared space** means space that is assigned to a group of researchers. This includes collaborative group space and individual assignments based on compatible uses.
- 5.4 **Common space** means space that is available for any researcher to use on an occasional or periodic basis, and is connected with a booking system.
- 5.5 **Blended space** means space that is used for both teaching and research, typically for project-based courses and undergraduate and graduate research.

## 6.0 POLICY

- 6.1 All Research Space is under the control and management of the Vice President, Research and Innovation.
- 6.2 Research Space is to be used and managed for the benefit of the University's research purpose. The Vice President, Research and Innovation reserves the right to use or reallocate research space as required for the University's needs.
- 6.3 The Vice President, Research and Innovation considers the following when making decisions about research space allocation:
- 6.3.1 the type of research being undertaken and the space needed to support the research program;
  - 6.3.2 the type of space needed to store equipment, samples, files and other critical research material safely and securely regardless of the current research activity;
  - 6.3.3 the allocation of shared research space whenever possible to maximize the equitable use of space despite ebbs and flows in individual research programs;

- 6.3.4 the spatial concentration of research programs whenever possible to support mentoring, cohort development and other synergies;
- 6.3.5 the type of research space assigned matches the intended use of space;
- 6.3.3 the length of time an application has been unresolved;
- 6.3.4 the application is unreasonable or a workable solution cannot be found;
- 6.4 All faculty who conduct research should have access to common space to support research-related meetings, participant engagement, and stakeholder consultations, and to enable ramp up of their research programs.
- 6.5 To ensure optimal use, research space is subject to reassessment and reallocation by the Vice-President, Research and Innovation if space is consistently underutilized and a greater need arises.

## 7.0 REPORTING

N/A

## 8.0 AUTHORITIES AND OFFICERS

The authorities and officers for this policy are as follows:

Approving Authority: Board of Governors, on recommendation from Senate

Designated Executive Officer: Vice President, Research and Innovation

Procedural Authority: Vice President, Research and Innovation

Procedural Officer: Director, Office of Research and Innovation

## 9.0 RELEVANT LEGISLATION

N/A

## 10.0 RELATED POLICIES AND OTHER ASSOCIATED DOCUMENTS

Office, Research and Storage Space Policy

Retired Faculty – Access to Services and Resources Procedures



# Procedures

## RESEARCH SPACE ALLOCATION

**Number:**

**Classification:** Research and Innovation

**Procedural Authority:** Vice President,  
Research and Innovation

**Procedural Officer:** Director, Office of  
Research and Innovation

**Effective Date:**

**Supersedes:** N/A

**Date of Last Review/Revision:** March 2021

**Mandated Review Date:** March 2028

**Parent Policy:** Research Space Allocation Policy

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## 1.0 PURPOSE

The purpose of these procedures is to provide clear principles and criteria that guide research space allocation and use of research space. It is intended to optimize the use of research space and expedite requests for research space. It also describes the means by which research space is made available at UNBC, and the procedures used to allocate and track research space.

## 2.0 PROCEDURES

### 2.1 Application and Assignment of Research Space

- 2.1.1 Requests for research space are made by completing the *Space Allocation Request Form* in Romeo (<https://www.unbc.ca/research/romeo>), and submitting it to the Office of Research and Innovation.
- 2.1.2 Statements of Agreement – Research space is a critical asset and must be managed accordingly. Applicants must agree to the following two statements in order for their request to be considered.
  - a. Space assignments are not permanent, are periodically reviewed, and reassignment of space may occur.
  - b. UNBC safety rules and guidelines must be followed by all users of the assigned space. These include, but are not limited to, the following:
    - i. Rules regarding lab coats, Personal Protective Equipment and other requirements found at <https://www.unbc.ca/safety>;
    - ii. Prompt response to safety issues identified during inspections; and
    - iii. No coverings on windows that block view into labs and other research spaces unless formally requested and approved by the Office of Research and Innovation.
- 2.1.3 The Office of Research and Innovation reviews research space applications and available space. The Vice President Research and Innovation makes decisions on research space allocation based on the following criteria in order of importance. Allocations may include shared space.
  - a. Opportunities for collaborative use of shared space;
  - b. Appropriateness of the type of requested space for the described needs;
  - c. Evidence of research funding, community in-kind support, or research partnerships;
  - d. Likelihood of imminent research activity based on grant applications, book proposals and other scholarly proposals;

- e. Numbers of graduate students, post docs, undergraduate research assistants and other research personnel being supervised by the applicant; and
  - f. Expected discipline-specific research outputs by the applicant.
- 2.1.4 If suitable space is available, the Vice President, Research and Innovation submits the recommended space assignment to the University Space Allocation Committee for consideration. Any concerns brought forward are considered by the VPRI and modifications to the assignment made if necessary and if possible. If there are no concerns the University Space Committee approves the assignment, and the assignment is sent to applicants by email.
- 2.1.5 Applicants are responsible for reviewing the space for suitability. Applicants can either accept the space or indicate why the space is not suitable by return email.
- 2.1.6 If no options are available, or none of the options presented are accepted by the applicant, the application remains in a pool of unresolved applications. The Office of Research and Innovation revisits the pool of unresolved applications at least every 4 months, and whenever changes in space occur.
- 2.1.7 For applications that present difficult challenges, or for which there is no ideal solution, the Office of Research consults with the researcher/applicant, Facilities, the University Space Committee, and/or the Deans to identify workable options. Applications may be declined if they are unreasonable, or if a workable solution cannot be found.
- 2.1.8 Once a space allocation has been accepted by a researcher, the allocation is uploaded to the university space database by the Office of Research and Innovation.
- 2.2 Appeals of Research Space Allocation Decisions
- Researchers who disagree with a research space allocation decision may appeal to the University Space Allocation Committee, by writing to the Space Allocation Committee with rationale for the disagreement.
- 2.3 Research Space Administration and Review
- 2.3.1 The researcher(s) who are assigned space are responsible for providing required desks and other furniture and facilities. When possible, spare desks and other furniture stored at Distribution

Services may be repurposed, and the Facilities department may be able to assist with furniture moves.

- 2.3.2 Researchers who are assigned shared space are responsible for development of agreements regarding use of equipment in the shared space.
- 2.3.3 Researchers who no longer require the assigned space notify the Office of Research and Innovation that the space is available for reallocation.
- 2.3.4 The Office of Research and Innovation conducts informal surveys, normally every three years, with the intent of improving research space allocation policy and procedures, and reallocation of research space when needed.

FOR INFORMATION

Motion Number (assigned by  
Steering Committee of Senate): S-202104.41

**STEERING COMMITTEE OF SENATE**

**PROPOSED MOTION**

**Motion:** That the Terms of Reference for the Senate Committee on Academic Affairs and subsequently the Senate Handbook be approved.

**Effective Date:** Upon approval of Senate

**Rationale:** Under the 5 Faculty Structure, the Regional Representatives from Senate have been removed from the Senate Membership. To ensure regional representation on SCAAf, SCAAf has redefined their Regional Representative as any faculty, student or employee member from the regional campuses in Fort St. John, Terrace and Quesnel or Affiliated Institutions (Wilp Wilxo'oskwhl Nusga'a).

**Motion proposed by:** Senate Committee on Academic Affairs and Steering Committee of Senate

**Academic Program:** Not applicable

**Implications for Other Programs / Faculties?** None

**College:** Not applicable

**College Council / Committee Motion Number:** N/A

**College Council / Committee Approval Date:** N/A

**Attachment Pages (if applicable):**  2  pages

**TO BE COMPLETED AFTER SCS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCS202104.03

**Moved by:** S. Zogas

**Seconded by:** C. Ho Younghusband

**Committee Decision:** CARRIED

**Attachments:** 2

**Approved by SCS:** April 21, 2021  
**Date**

*MRTD*  
**Chair's Signature**

**For recommendation to**  ✓ , **or information of** \_\_\_\_\_ **Senate.**

## SENATE COMMITTEE ON ACADEMIC AFFAIRS (SCAAf)

### Terms of Reference:

- To be responsible for advising Senate on academic planning at UNBC.
- To consider and make recommendations to Senate on new undergraduate and graduate programs and major modifications to existing undergraduate and graduate programs.
- To consider and make recommendations to Senate on course additions or deletions.
- To consider and make recommendations to Senate on new and revised Undergraduate and Graduate Academic Regulations.
- To review periodically the activities of the Centre for Teaching, Learning and Technology and make recommendations on the Centre to Senate and to address any other Senate related teaching matter.
- To be responsible for the development and implementation of a program review process, and to make recommendations to Senate relating to the outcome of reviews.
- To review, for approval or recommendation as appropriate, affiliation agreements with other institutions.
- To advise Senate on matters of importance to the regional nature of UNBC and to inform the University community, through Senate, of the regional mandate of the institution.
- To facilitate and maintain relationships with other post-secondary institutions within Canada.
- To advise Senate on inter-institutional arrangements within Canada, with the exception of the protocol and affiliation agreements between UNBC and First Nations and Aboriginal communities and educational institutions for which responsibility is assigned to the Senate Committee on First Nations and Aboriginal Peoples (SCFNAP).
- To review and make recommendations to Senate on existing undergraduate and graduate programs for purposes of assessment and possible expansion, curtailment, or discontinuance.
- To recommend to Senate graduate courses which are cross-listed with undergraduate courses.
- To advise on enrolment management issues.
- To consider and advise Senate on matters relating to the internationalization of the University community.
- To facilitate the development of academic agreements between UNBC and various international partners.
- To review and advise Senate on current international agreements and exchanges and make recommendations regarding their renewal.
- To approve, in exceptional and extraordinary circumstances, external international proposals; and to report to Senate as soon as practicable such approvals and the justification for them.
- To review from time to time the operation of the Library, for report to Senate.
- To establish policies regarding the conservation of heritage objects and collections that are owned by or in the possession of the university or any of its faculties, divisions, departments or other agencies.
- To advise Senate on all matters concerning undergraduate and graduate research and research policy at the University
- To recommend to Senate the establishment of Research Chairs

### Membership:

President (*ex officio*)  
Provost (Chair)  
Vice President, Research (Vice Chair)  
Vice Provost, Indigenous Initiatives  
University Librarian  
Three Faculty Deans  
Four Faculty Senators  
Four Faculty Members (all who may be Senators), including:

a) Two Faculty Members (representing the two Faculties not currently represented by the sitting Deans on the committee)

\*Ideally, from the eight faculty positions there will be faculty representation from each of the five Faculties, professional programs and the regions.

Students (all who may be Senators), including:

- a) Graduate Student
- b) Graduate Student
- c) Undergraduate Student
- d) Undergraduate Student

One Lay Senator

One Regional Representative (any faculty, student or employee member from the regional campuses in Fort St. John, Terrace and Quesnel or Affiliated Institutions)

Director, Business Services and Continuing Studies

Director, International Education

Director, Centre for Teaching, Learning and Technology

Secretary of Senate (non-voting)

<b>Chair:</b>	Provost
<b>Committee and Recording Secretary:</b>	Governance Officer
<b>Quorum:</b>	Majority, including at least two students
<b>Reporting Month:</b>	September
<b>Sub-Committees:</b>	SCAAf Art Acquisition Subcommittee



Motion Number (assigned by SCS): S-202104.42

**STEERING COMMITTEE OF SENATE**

**PROPOSED MOTION**

**Motion:** That the Policy on University Policies and Procedures be approved as proposed.

**Effective Date:** Upon the approval of the Board of Governors

**Proposed by:** President

**Rationale:** The purpose of this policy is to define and set standards for University Policies and Procedures, including the following: a consistent approach to create new and amend existing University Policies and Procedures; establish a procedure to develop, review, approve, amend and repeal University Policies and Procedures in a consistent, collaborative and coordinated manner; and establish the requirement for their periodic review.

- Attachments:** *Policy on University Policies and Procedures* – for approval
- Procedures on University Policies and Procedures* – for information
- Policy Template – for information
- Procedures Template – for information
- University Policies and Procedures Development and Review Checklist – for information
- University Policies and Procedures Style Handbook – for information

**TO BE COMPLETED AFTER SCS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCS202104.03

**Moved by:** C. Ho Younghusband      **Seconded by:** L. Parent

**Committee Decision:** CARRIED      **Attachments:** 2

**Approved by SCS:** April 21, 202      MRTD  
**Date**      **Chair's Signature**

**For recommendation to** ✓ **, or information of** \_\_\_\_\_ **Senate.**



# Policy

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## UNIVERSITY POLICIES AND PROCEDURES

**Number:**  
**Classification:** Governance  
**Approving Authority:** Board of Governors, on the recommendation of Senate  
**Designated Executive Officer:** President  
**Effective Date:**  
**Supersedes:** N/A  
**Date of Last Review/Revision:** March 2021  
**Mandated Review Date:** March 2028

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**Associated Procedures:** Procedures on University Policies and Procedures

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## 1.0 BACKGROUND

University Policies establish the rules by which the University has decided to govern its affairs. University policies assign roles and responsibilities, provide guidance for the actions of members of the University Community, contribute to openness and transparency, facilitate operational continuity and consistency of decision-making, and reduce institutional risk. To be effective, University policies and their related procedures must comply with applicable law, be current, practical and useful, and readily accessible.

## 2.0 PURPOSE

The purpose of this policy is to define and set standards for University Policies and Procedures, including the following: a consistent approach to create new and amend existing University Policies and Procedures; establish a procedure to develop, review, approve, amend and repeal University Policies and Procedures in a consistent, collaborative and coordinated manner; and establish the requirement for their periodic review.

## 3.0 SCOPE

- 3.1 This policy applies to all University Policies and Procedures as defined in sections 5.1 and 5.2 and to all members of the University Community who play a role in their development, approval, maintenance, review, amendment, and repeal.
- 3.2 This policy does not apply to Unit Policies, which provide direction or respond to an issue within a specific academic or administrative unit.

## 4.0 DEFINITIONS

4.1 **University Policy** is defined by *all* of the following criteria:

- 4.1.1 It is a principle-based statement to be followed in carrying out the activities of the university;
- 4.1.2 It has broad application throughout the university and is binding on members of the university community; and

4.1.3 The subject matter is such that it requires Board of Governors, Senate, presidential or vice-presidential review, and approval for policy issuance and revision.

4.2 **Procedure** is a process or set of steps to be followed in order to give effect to a University Policy.

## 5.0 POLICY

### 5.1 General

5.1.1 A University Policy should promote governance, management practices, and behavior consistent with the university's core principles; advance the university's mission; comply with applicable laws and regulations; promote operational efficiencies; and/or reduce institutional risk.

5.1.2 University Policies must be developed, approved, amended, reviewed, or repealed pursuant to this Policy.

5.1.3 University Policies must be current, compliant with applicable law, and consistent with other related legal and policy authorities.

5.1.4 University Policies must be made publicly accessible electronically the University's Policy website and are normally linked electronically to the associated University Procedure.

### 5.2 Roles and Responsibilities

5.2.1. A University Policy specifies

- i. an Approving Authority, which is the individual or body responsible for final approval of a University Policy, substantive changes to a University Policy, and repealing a University Policy. Approving Authorities include:
  - a. the Board of Governors, which approves University Policies relating to the management, administration and control of the property, revenue, business, and affairs of the university pursuant to section 27 of the *University Act*;
  - b. the Senate, which approves University Policies relating to the academic governance of the university, pursuant to Section 37 of the *University Act*;
  - c. the Senate and Board of Governors;

- d. the President, who approves University Policies in their capacity as Chief Executive Officer of the university, pursuant to sections 59-63 of the *University Act*;
  - e. the President acting on authority delegated by the Board of Governors or the Senate; or
  - f. a Vice-President acting on authority delegated by the Board of Governors, the Senate, or the President
- ii. a Designated Executive Officer, who is the President or Vice-President designated to be responsible and accountable for the:
    - a. development, implementation, maintenance, and review of a University Policy;
    - b. initiating the repeal of a University Policy;
    - c. education of members of the university community about a University Policy;
    - c. promotion and monitoring of compliance with a University Policy; and
    - d. development of a new University Policy within the scope of their authority or portfolio
  - iii. a Procedural Authority: the individual or body responsible for the approval of Procedures established under a University Policy and any amendments to them; and
  - iv. a Procedural Officer: the individual or body responsible for the development and recommendation of the Procedures established under a University Policy and any amendments to them.

5.2.2 A Vice-President will normally be named as the Designated Executive Officer for a University Policy within the scope of their authority or portfolio.

- i. If a University Policy is within the scope of authority or the portfolio of more than one Vice-President, multiple Designated Executive Officers may be named.
- ii. The President will normally be named the Designated Executive Officer for a University Policy that is institutional in nature and transcends Vice-Presidential portfolios.

5.2.3 The Designated Executive Officer for a University Policy may also be specified as the Procedural Authority or the Procedural Officer or both.

5.2.4 Members of the university community are responsible for familiarizing themselves with and complying with University Policies and Procedures.

- 5.2.5 Individuals in senior administrative and management positions are responsible for making a reasonable effort to ensure that members of the university community in their areas and units are informed of University Policies and Procedures that govern their activities.
- 5.2.6 The Office of University Governance is the official repository for University Policies and maintain records of delegations of authority by Approving Authorities that occur under this policy.
- 5.2.7 The Office of University Governance may make editorial changes to a University Policy or Procedures, provided that such changes do not substantively affect the University Policy or Procedures. Editorial changes are subject to approval by:
- i. the Designated Executive Officer, in the case of editorial changes to a University Policy; or
  - ii. the Procedural Authority, in the case of editorial changes to Procedures.

### 5.3 Format

A University Policy will be classified and presented in the format prescribed by the *Procedures Relating to the Policy on University Policies and Procedures*.

### 5.4 Procedures

5.4.1 Procedures associated with a University Policy may be developed subsequent to the establishment of the University Policy.

5.4.2 The Approving Authority for a University Policy has the authority to specify:

- i. the Procedural Authority; and
- ii. the Procedural Officer.

### 5.5 Effective Date

5.5.1 A University Policy becomes operational and enforceable upon approval or at a later date specified by the Approving Authority.

5.5.2 Procedures associated with a University Policy become operational and enforceable upon approval or at a later date specified by the Procedural Authority.

### 5.6 Review

5.6.1 A University Policy must undergo a substantive review every seven years, but may be reviewed at any time as needed.

5.6.2 Procedures associated with a University Policy must be reviewed when the University Policy is reviewed, but may be reviewed at any time as needed.

#### 5.7 Other Policies and Agreements

5.7.1 Faculties and other academic and administrative units may establish local unit policies and procedures, but such policies may not contradict University Policies.

5.7.2 Where a University Policy or Procedures conflict with any existing collective agreement between the university and its faculty or staff, the provisions of the agreement prevail.

## 6.0 REPORTING

The President reports annually to the Board of Governors and the Senate on University Policies developed and reviewed during the year and the action taken or recommended.

## 7.0 AUTHORITIES AND OFFICERS

The authorities and officers for this policy are as follows:

Approving Authority: Board of Governors, on the recommendation of Senate

Designated Executive Officer: President

Procedural Authority: President

Procedural Officer: Office of University Governance Lead

## 8.0 RELEVANT LEGISLATION

[University Act](#), RSBC 1996 C 468

## 9.0 RELATED POLICIES AND OTHER ASSOCIATED DOCUMENTS

The templates that must be used for a University Policy and University Procedures are:

9.1 UNBC Policy Template

9.2 UNBC Procedures Template

Other associated documents include:

9.3 University Policies and Procedures Development and Review Checklist

9.4 University Policies and Procedures Style Handbook

# Procedures

## UNIVERSITY POLICIES AND PROCEDURES

**Number:**  
**Classification:** Governance  
**Procedural Authority:** President  
**Procedural Officer:** Office of University Governance Lead  
**Effective Date:**  
**Supersedes:** N/A  
**Date of Last Review/Revision:** March 2021  
**Mandated Review Date:** March 2028

**Parent Policy:** Policy on University Policies and Procedures

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## 1.0 PURPOSE

The purpose of these procedures is to describe the steps by which University Policies and Procedures are developed, reviewed, amended, repealed and approved. These steps are guided by the University's governance requirements.

## 2.0 PROCEDURES

### 2.1 Development and Revision of University Policies

- 2.1.1 Individuals, bodies or groups who perceive the need for the development of a new University Policy or the revision of an existing University Policy should consult the proposed (for a new University Policy) or named (for an existing University Policy) Designated Executive Officer, who decides whether to develop or review the University Policy.
- 2.1.2 When a Designated Executive Officer decides to begin the development or revision of a University Policy, he or she notifies the Office of University Governance Lead.
- 2.1.3 The Designated Executive Officer assigns an individual or team to carry out the development or review of a University Policy, which may include the following steps:
  - i. identify pertinent legislation and policy;
  - ii. collect and analyze pertinent information;
  - iii. determine, in conjunction with the Office of University Governance Lead, who ought to be consulted and conduct these consultations as appropriate;
  - iv. draft a preliminary University Policy and associated Procedures, if any, that meet the criteria set out in the *Policy on University Policies and Procedures* using the prescribed format and revise the draft as necessary during the consultation process;
  - v. revise the draft as necessary and submit to the Designated Executive Officer for review;
  - vii. make the draft available to the university community through the Office of University Governance policy website for comment, if appropriate; and
  - viii. finalize the draft and submit the final draft to the Designated Executive Officer so that he or she may recommend it for approval.

2.1.4 The Designated Executive Officer submits the final draft to the Office of University Governance Lead, who submits the proposed new or revised University Policy and associated Procedures, if any, for approval to the appropriate Approving Authority.

## 2.2 Development and Revision of Procedures Associated with University Policies

2.2.1 Procedures may be developed or reviewed simultaneously with a University Policy.

2.2.2 When Procedures are developed simultaneously with the development or review of a University Policy, the process in sections 2.1.3 and 2.1.4 are followed.

2.2.3 When Procedures are developed or reviewed after a University Policy has been approved, the Procedural Officer assigns an individual or team to:

- i. draft Procedures;
- ii. conduct consultations as appropriate and revise the draft as necessary during the consultation process; and
- iii. submit the final draft of the Procedures to the Procedural Officer so that they may recommend it for approval.

2.2.4 The Procedural Officer submits the final draft to the Office of University Governance Lead, who submits the proposed new or revised Procedures to the Procedural Authority for approval.

## 2.3 Approved University Policies and Procedures

2.3.1 Once a University Policy and associated Procedures, if any, have been approved, the Office of University Governance:

- i. maintains a record of the current, enforceable version of the University Policy and Procedures;
- ii. publishes copies of the University Policy and Procedures and makes them accessible to the University community; and
- iii. maintains a record of the initial approval of a University Policy and Procedures and of all subsequent substantive and editorial changes.

2.3.2 The Designated Executive Officer communicates the approval of new or revised University Policies and associated Procedures as appropriate.

## 2.4 Repeal of University Policies and Procedures

- 2.4.1 A University Policy or Procedures may be repealed at any time, subject to approval by:
- i. the Approving Authority, in the case of a University Policy; or
  - ii. the Procedural Authority, in the case of a Procedure.

## 2.5 Mandated Periodic Review of University Policies and Procedures

- 2.5.1 The Office of University Governance Lead sets a cyclical schedule for the mandated review of all University Policies and Procedures.
- i. The Office of University Governance Lead advises a Designated Executive Officer of the schedule for mandated review of a particular University Policy.
  - ii. The Office of University Governance Lead advises a Procedural Authority of the schedule for mandated review of a particular Procedure.
  - iii. In cases where a University Policy undergoes substantive review outside the regular review cycle, the mandated review date should normally be re-set at the standard number of years following the review.
- 2.5.2 The Designated Executive Officer for a University Policy:
- i. initiates and directs the mandated reviews according to the steps set out in these Procedures;
  - ii. recommends revisions when warranted; and
  - iii. reports to the President, through the Office of University Governance Lead, on the outcomes of the review.

## 2.6 Standard Format and Components of University Policies and Procedures

- 2.6.1 The standard components for University Policies include the following:
- i. The Heading, which includes:
    - a. the UNBC logo
    - b. policy title
    - c. number
    - d. classification
    - e. approving authority (E.g. Board, Board of the recommendation of Senate, Senate)
    - f. designated executive officer
    - g. effective date (the date when the policy or revised policy comes into force)

- h. the effective date of the previous version which is superseded by the new version
- i. date of last editorial change
- j. mandated review date (the date by which the mandated review must be completed)
- k. the number and title of the policy's corresponding procedures
- ii. Background (optional)
- iii. Policy Purpose
- iv. Principles (optional)
- iv. Scope
- v. Definitions (optional)
- vi. Policy (a clear and concise statement of the policy. This section should not include Procedures)
- vii. Reporting
- viii. Authorities and Officers (A list of all authorities and officer for the Policy)
  - a. Approving Authority
  - b. Designated Executive Officer
  - c. Procedural Authority
  - d. Procedural Officer
- ix. Relevant Legislation (optional)
- x. Related Policies and Other Associated Documents (optional)

2.6.2 The standard components for University Procedures include the following:

- i. The Heading, which includes:
  - a. the UNBC logo
  - b. procedures title
  - c. number
  - d. classification
  - e. procedural authority
  - f. procedural officer
  - g. effective date (the date when the policy or revised policy comes into force)
  - h. the effective date of the previous version which is superseded by the new version
  - i. date of last editorial change
  - j. mandated review date (the date by which the mandated review must be completed)
  - k. the number and title of the policy's corresponding procedures

## 2.7 Identification System

2.7.1 The University Policy and Procedures identification system categorizes the documents according to subject matter and uses a combination of letters and numbers.

2.7.2 University Policies and Procedures are categorized as follows:

Code	Categories
AS	Academic and Students
AD	Administration
BP	Buildings and Properties
ER	External Relations
FM	Financial Management
HR	Human Resources
GV	Governance
IM	Information Management
RI	Research and Innovation
SS	Safety and Security

2.7.3 Each Policy number contains an alpha code composed of two letters indicating the category, and a digit (whole number) assigned to each Policy in a specific category in chronological order based on the date the Policy was created, from oldest to most recent.

2.7.4 Each Procedure document number corresponds to the parent policy number and contains an alpha code composed of two letters indicating the category, and a digit (parent policy number + assigned decimal number).

2.7.5 When a parent policy is not apparent, the Procedures document is assigned an alpha code composed of two letters indicating the category, a digit (whole number + decimal number) in a specific category in chronological order based on the date the Procedures were created, from oldest to most recent.

2.7.6 The Office of University Governance Lead assigns the Policy and Procedures numbers.

# Policy

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INSERT POLICY TITLE

Number:  
 Classification:  
 Approving Authority:  
 Designated Executive Officer:  
 Effective Date:  
 Supersedes:  
 Date of Last Review/Revision:  
 Mandated Review Date:

---

**Associated Procedures:** [Insert the number and title of the policy’s corresponding procedures].

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## 1.0 BACKGROUND

[Discretionary]

## 2.0 PURPOSE

[Required]

## 3.0 PRINCIPLES

[Discretionary]

## 4.0 SCOPE

[Required] This policy applies to [Insert parties and place(s)]

## 5.0 DEFINITIONS

[Required]

## 6.0 POLICY

[Required]

## 7.0 REPORTING

[Required if relevant. For example, annual reporting to Board of Governors or to external bodies.]

## 8.0 AUTHORITIES AND OFFICERS

[Required] The authorities and officers for this policy are as follows:

Approving Authority:

Designated Executive Officer:

Procedural Authority:

Procedural Officer:

## 9.0 RELEVANT LEGISLATION

[Required if relevant]

## 10.0 RELATED POLICIES AND OTHER ASSOCIATED DOCUMENTS

[Required if relevant]

FOR INFORMATION



# Procedures

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INSERT PROCEDURES  
TITLE

Number:  
Classification:  
Procedural Authority:  
Procedural Officer:  
Effective Date:  
Supersedes:  
Date of Last Review/Revision:  
Mandated Review Date:

---

**Parent Policy:** [Insert the number and title of the procedures corresponding policy].

---

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## 1.0 PURPOSE

[Required]

## 2.0 PROCEDURES

[Required]

FOR INFORMATION

# University Policies and Procedures Development and Review Checklist

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## 1.0 PURPOSE

This checklist is meant to support individuals developing and reviewing University policies and procedures. The intention of the checklist is to provide considerations rather than requirements for the development and review of university policies and procedures. The questions below may not apply to every policy and procedure document.

Please ensure you submit this form along with your draft policy or procedures to the Office of University Governance once you are ready to move your document(s) forward for approval. If you have not checked-off a particular question, please explain why.

For further details on drafting and editing University policies and procedures, please refer to UNBC's Policy on University Policies and Procedures, Procedures on University Policies and Procedures and the University Policy and Procedures Style Handbook.

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## 2.0 INITIATION OR REVISION OF POLICIES AND PROCEDURES

- Is the document required or is the issue better resolved through other means such as improved communication, an educational campaign, or a memorandum?
  - Are the resources, knowledge, and expertise available to develop a policy on this issue?
  - Is there an existing policy or procedure document with the same or a similar intent?
  - Has the requisite Approving Authority been identified? Is the Approving Authority, Designated Executive Officer, and/or Procedural Authority aware of the intention to develop or revise this document?
  - Have policies or procedures from similar institutions been reviewed for comparison?
  - Have plans been made on how the policy or procedures will be implemented and who will be responsible for implementing?
  - Have plans been made on how the policy or procedures will be communicated to the university community and any applicable external organizations?
-

### 3.0 REVIEWING DRAFT POLICY OR PROCEDURES

- Is the purpose of the policy or procedures clearly established in the document?
- Is the document written in a manner that can be understood by a wide audience?
- Have related university policies and procedures and other governing documents been reviewed to ensure the draft policy or procedures align with existing documents?
- If there are policies or procedures that are interrelated, are appropriate references included to the related documents and is it clear when each policy or procedures document applies?
- Does the policy or procedure document accurately reflect current and best practices?
- Has applicable legislation been identified and reviewed to ensure that the draft policy or procedures are in accordance?
- Are key terms in the policy or procedures adequately defined?
- Is the use of terminology consistent in the draft policy/procedures and across related policies/procedures?
- Is it clear to whom and what the policy or procedures apply?
- Does the document employ gender neutral and inclusive language?
- Does the language used in the draft document follow the University Policy and Procedures Style Handbook?
- Have all procedures been separated from the policy?
- Have all references in the draft policy or procedures been verified to ensure accuracy and currency?
- Does the draft policy or procedures employ the standardized University Policy Template or University Procedures Template?

---

### 4.0 CONSULTATIONS

- Have experts in the subject area been consulted?
- Have all stakeholders and departments been identified who may be impacted by the terms of the draft policy?

- Have stakeholders been consulted and had an opportunity to provide input and feedback on the draft policy?
  - Have proposed major practice changes been discussed with stakeholders and affected academic and administrative units so that they are aware of the implications of any potential change?
  - Has consultation occurred with the Designated Executive Officer and Office of University Governance Lead?
- 

## **5.0 POLICY APPROVAL**

- Has the designated executive officer approved moving forward with the approval of the policy?
  - Has the appropriate memo or motion form for the requisite approving authority been completed (please speak to the Office of University Governance about the appropriate forms)?
- 

## **6.0 PROCEDURES APPROVAL**

- Has the appropriate memo form or motion form for the requisite Procedural Authority been completed (please speak to the Office of University Governance about the appropriate forms)?
- 

## **7.0 REPEALING POLICIES AND PROCEDURES**

- If an existing policy or procedures document is no longer relevant, contact the Office of University Governance and recommend that the document be repealed.

# University Policies and Procedures Style Handbook

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## 1.0 INTRODUCTION

The University Policies and Procedures Style Handbook provides uniform standards for drafting University Policies and Procedures. Please refer to this Handbook if you are drafting a new University Policy or Procedure Document, or revising an existing one.

In addition to this Handbook, you must use the University Policy and Procedures Templates, which include headings, sections, and other required elements.

This document is meant to guide your drafting. Drafters may depart from this Handbook, in consultation with the Office of University Governance, if there is a principled reason. The Office of University Governance Lead must approve any deviation from the Policy on University Policies and Procedures or Procedures on University Policies and Procedures.

If you have any feedback or questions about this Handbook, please email [policy@unbc.ca](mailto:policy@unbc.ca).

## 2.0 POLICIES VS. PROCEDURES

**University Policies** are principle-based statements that must be followed in carrying out the activities of the university. They have a broad application throughout the university and are binding on members of the university community. Policy subject matter is such that it requires Board of Governors, Senate, presidential or vice-presidential review and approval for policy issuance and revision.

**University Procedures** are the details, processes or set of steps to be followed in order to give effect to a University Policy.

### 3.0 ORGANIZATION

- Ensure that the Policy's title is clear and concise, and accurately describes the subject(s) addressed. Write policy titles in **BOLD ALL CAPS**.
- Check that the policy's classification is correct.
- Check that the policy has the proper Authorities and Officers assigned to it (refer to the [University Act](#) and the Policy on University Policies and Procedures).
  - ▶ Is the level of the Authorities and Officers correct for the document's subject matter?
  - ▶ Is there a proper delegation of authority, if applicable?
  - ▶ If you are unsure about the appropriate Authorities or Officers, please contact the Office of University Governance Lead.
- Check the Mandated Review date. Some policies and procedures may have a mandated review period of less than seven years, which should be explicitly stated in the document.
- The Effective Date, Supersedes, Date of Last Review/Revision, and Mandated Review dates include the month and year only, and not the day, unless it is necessary to include the day (for example, there is a legislated effective date or review period).
- For Policies, the Associated Procedures section lists the Procedures that are enacted under the Policy. No other documents (appendices, guidelines, forms, etc.) are included here unless they are in the form of a Procedure.
- For Procedures, the Parent Policy section lists the Policy that enacts the Procedures. No other documents (appendices, guidelines, forms, etc.) are included here unless they are in the form of a Policy.
- Under the "Definitions" section (if using), begin with the sentence "For the purposes of this policy or these procedures, the following definitions apply."
- Defined terms are written with the first letter of each word capitalized and the rest of the letters written in lower case. **Bold** and underline the defined terms.
- When defined terms are used in the rest of the policy, they are written in with the first letter of each word capitalized and the rest of the letters written in lower case.

### 4.0 CONTENT

- Ensure that the purpose of the Policy and Procedures are clearly stated.
- Ensure that definitions are clear, concise, and consistent. Definitions only contain the meanings of words, and must not include policy statements. Define terms that:
  - ▶ require clarification;

- ▶ could be interpreted as something other than what is intended;
  - ▶ have special meanings;
  - ▶ may be unfamiliar to the intended audience; and/or
  - ▶ are technical.
- Ensure the policy or procedures reflect current practice.
  - Ensure that the policy clearly sets out the relevant responsibilities, including which position or unit/office is responsible for managing each of the actions that the policy requires.
  - Ensure that the policy or procedures comply with applicable laws, and with other university policies. Do not re-state the law when drafting a policy.
  - Keep the policy as brief as possible. An average policy is between one and four pages in length. Detailed or complex information is best included in the associated procedures or as an appendix.
  - Consider the audience when deciding what information is essential.
  - Where possible, prefer general statements over naming specific items. To list is to limit.

## 5.0 FORMATTING

- If the DOCUMENT is in draft form, include a “DRAFT” watermark on the document. Remove it from the final copy of the document once it is approved.
- The document footer includes the following:
  - ▶ the document number, aligned to the left-hand side of the page (assigned by the Office of University Governance once approved).
  - ▶ the date the document is approved (updated by the Office of University Governance once approved), aligned to the middle of the page
  - ▶ if the document is in draft form, the document version number aligned to the middle of the page
  - ▶ the page number, aligned to the right-hand side of the page.
- Set document margins to:

Top:	0.5”	Bottom:	0.38”
Left:	0.75”	Right:	1.0”
- Use Arial 16 point font for the Policy title and headings.
- Use Arial 12 point font for all text.
- Use single line spacing.



- Use 12 pt. spacing between paragraphs.
- Use 12 pt. spacing between list elements.
- Use one space between a period and the next sentence.
- Start each Section with the section number and name, indent the text so that the text begins in a straight line under the section title.
- For the first, second, and third level subsections, use tabs 0.5” apart from each other. Use the “hanging” indentation setting so that text lines start in the same place (in Microsoft Word, click: Paragraph, and select “Hanging” from the Indentation: Special drop- down box). Hanging indentation is 0.5”. For the fourth level subsection, use a tab that is 2.5” apart from the third level subsection. Use the following numbering convention:
  - ▶ Sections: 1.00, 2.00, 3.00...
  - ▶ First level subsections: 1.1, 1.2, 1.3...
  - ▶ Second level subsection: 1.1.1, 1.1.2, 1.1.3...
  - ▶ Third level subsection: i, ii, iii...
  - ▶ Fourth level subsection: a, b, c...
- Align text to the left, with a ragged right margin. Do not use “justified” text (evenly distributed between the left and right margins).
- Use navigation headings / bookmarks to make hyperlinking and document organization easier.
- Use the “Format Painter” function to transfer a numbering scheme from one paragraph to another. This can solve some issues with Microsoft Word not properly formatting the paragraph numbers, and is particularly useful when making subsections.
- Use numbered lists to break down thick sections of text into sub-points.
  - ▶ End each list item with a semicolon (;), except for the final item which ends with a period.
  - ▶ Do not use bulleted lists, as it is cumbersome to refer to individual bullets.
- Insert hyperlinks to other policies and procedures, including hyperlinks to specific pages of a document. Include hyperlinks to external documents where relevant (E.g. legislation).
- Use the “Insert Cross-reference” function when referring to other sections of the same document. When paragraph numbers change, cross-references can easily be kept up to date by selecting all document text (Ctrl + A) and hitting the F9 key (Update Fields).
- Use the “Paragraph>Line and Page Breaks>Keep with next” command to fix orphaned headers and other undesired page breaks.

## **6.0 SENTENCE AND SECTION STRUCTURE**

- Each section usually has one main idea. Avoid “walls of text” wherever possible by breaking

up longer sections into multiple subsections.

- Use single idea sentences and avoid complex sentence structures.
- Use the active voice whenever possible.
- The passive voice may be used where the performer is unknown, irrelevant, obvious, or less important than the action being performed.
- Passive voice may also be used when the recipient is the main topic of the sentence, rather than the action.
- Do not use the passive voice to be obscure or non-committal about who is responsible for something.
- Use present tense when possible. Avoid using the future tense.
- Check for run-on sentences. If any are found, break them up into multiple sentences or use a numbered list.
- References to other policies or procedures are written as follows: Name of Policy/Procedures (Document # with a hyperlink to the policy or procedures document)

## **7.0 SPELLING, GRAMMAR AND WORD CHOICE**

- Write in plain language. Avoid technical terms, jargon, and Latin – use everyday English equivalents.
- Proofread for spelling and grammar. Spell checking software is useful, but it does not detect every error.
- Use Canadian English spellings.
- Use gender-neutral and inclusive language.
  - ▶ It is okay to use the singular third-person “they” or “their” as a gender-neutral pronoun.
- Use consistent language and terminology throughout the policy and procedures. Avoid terms that have multiple meanings or that may be easily confused or misinterpreted.
  - ▶ If inconsistency in language or terminology is unavoidable, differentiate between these words in the definition section, if the policy requires using both of them.
- Use the Oxford (serial) comma when listing three or more things in series – e.g. “One, two, and three.”
- When referring to the University of Northern British Columbia, write “University.”

- Use the formalized spellings of words rather than abbreviations (E.g. Vice-President, Finance and Administration”, rather than “VPFA”).
- When a long title is mentioned multiple times, include a shortened version in round brackets following the first mention of the title. For all subsequent mentions, use the abbreviated title.
  - ▶ E.g. the Technical Policy Review Committee (the Committee)
- Avoid using “shall.” Use “must” instead.
- Avoid using “should”. Compliance with policies and procedures is mandatory.
- Avoid using contact information that may change, such as a person’s name, phone number, room number, or email address. Where possible, use office names rather than position titles (E.g. “Office of Research and Innovation” rather than “Director, Research and Innovation”).

## 8.0 LEGISLATION

- When first mentioning a piece of legislation, use the legislation’s full name in italics (E.g. *University Act*). You may include a non-italicized acronym in brackets following the legislation’s title, e.g. *Freedom of Information and Protection of Privacy Act* (FIPPA).
- If you use an acronym, then for each subsequent reference to this legislation you may use the non-italicized acronym instead of the full title.
- Include section numbers if appropriate, using the abbreviation “s.” (E.g. *University Act*, s. 61).
- When listing legislation in the “Relevant Legislation” section, use the full title and citation (e.g. *University Act*, RSBC 1996 c 468) and hyperlink to the full text of the legislation.
- When hyperlinking to legislation, link to the current version of the legislation on BCLaws (for BC legislation) or Justice Laws (for Federal legislation).



Motion Number (assigned by SCS): \_\_\_\_\_

**SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)**

**PROPOSED MOTION**

**Motion:** That the revised Terms and Conditions for the Coastal GasLink Indigenous Community Development Award be approved.

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

**Rationale:** To revise the Coastal GasLink Indigenous Community Development Award commencing the 2020-2021 Academic Year.

**Proposed By:** Emmy Blouin, Development Officer – Donor Relations

**Advancement Contact:** Emmy Blouin, Development Officer – Donor Relations

**Faculty/Academic Department:** N/A

**Date:** November 13, 2020

**TO BE COMPLETED AFTER SCSB MEETING**

**Brief Summary of Committee Debate:** The SCSB referred the motion to the Senate Committee on First Nations & Aboriginal Peoples (SCFNAP) for input. SCFNAP met three (3) times as noted in the attached SCFNAP Summary, and approved the original motion. It is now returning to SCSB for final discussion. The motion was approved with some abstentions.

**Motion No.:** SCSB20201125.04

**Moved by:** Bankole

**Seconded by:** Lewis

**Committee Decision:** CARRIED (Abstentions)

**Attachments:** 3 Pages

**Approved by SCSB:** March 24, 2021

Bert Annear, Interim SCSB Chair

:  
Date

Chair's Signature

**Referred to SCFNAP:** Nov 25, 2020.  
**For information of Senate.**

## **AWARDS GUIDE INFORMATION:**

**Award Category:** General

**Award Name:** Coastal GasLink Indigenous Community Development Award

**Awards Guide Description/Intent:** This award has been established to assist Indigenous students to realize their educational ambitions and thereby contribute to the capacity of their communities.

**Donor:** Coastal GasLink

**Value:** \$3,000

**Number:** Ten ~~in 2020/21, ten in 2021/22, and ten in 2022/23, and ten in 2023/24~~

**Award Type:** Award

**Eligibility:** Available to a full-time or part-time undergraduate or graduate student from any of the following Indigenous communities: Haisla, Kitselas, Witset, Wet'suwet'en First Nation, Skin Tyee, Nee Tahi Buhn, Cheslatta, Yekooche, Burns Lake (Ts'il Kaz Koh), Stelat'en, Nak'azdli Whut'en, Nadleh Whut'en, Saik'uz, Lheidli T'enneh, McLeod Lake, West Moberly, Halfway River, Blueberry River, Doig River, and Saulteau, ~~Fort Nelson First Nation, Kelly Lake Cree Nation, Kelly Lake Metis Settlement, Lake Babine Nation, Lax Kw'alaams Band, Melakatala First Nation, Metis Nation of BC, Nazko First Nation, Prophet River First Nation, Tl'azt'en Nation.~~

Indigenous students may be eligible to request funding to cover costs associated with living expenses (broadly defined as housing, transportation, childcare, tutoring, technology, etc.) based upon personal circumstances and demonstrated financial need.

~~First preference will be given to students enrolled in one of the following: Environmental and Sustainability Studies (BA), First Nations Studies (BA), Global and International Studies (BA), Northern Studies (BA), Public Administration and Community Development (BA), Community and Population Health: Aboriginal and Rural Health (BHSc), Conservation Science and Practice (BSc), Wildlife and Fisheries (BSc), First Nations Planning (BPI), Natural Resources Planning (BPI), Northern and Rural Community Planning (BPI), Indigenous Specialization (BSW), Northern Medical Program (MD), Bachelor of Science in Nursing (BScN), Northern Collaborative Baccalaureate Nursing (BScN), Post-Diploma Baccalaureate Nursing (BScN) or other Health Sciences Programs.~~

**Criteria:** Demonstrated financial need and satisfactory academic standing.

**Effective Date:** Established 2020

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



Motion Number (assigned by SCS): \_\_\_\_\_

**SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)**

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the Pacific Blue Cross Health Sciences Award be approved.

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

**Rationale:** To activate the Pacific Blue Cross Health Sciences Award commencing the 2021-2022 Academic Year.

**Proposed By:** Emmy Blouin, Development Officer – Donor Relations

**Advancement Contact:** Emmy Blouin, Development Officer – Donor Relations

**Faculty/Academic Department:** N/A

**Date:** March 10, 2021

**TO BE COMPLETED AFTER SCSB MEETING**

**Brief Summary of Committee Debate:** The Committee endorsed the motion.

**Motion No.:** SCSB20210324.03

**Moved by:** Owen

**Seconded by:** Lewis

**Committee Decision:** CARRIED

**Attachments:** 1 Page

**Approved by SCSB:** March 24, 2021



**Date**

**Chair's Signature**

**For information of Senate.**

**AWARDS GUIDE INFORMATION:**

**Award Category:** General

**Award Name:** Pacific Blue Cross Health Sciences Award

**Awards Guide Description/Intent:** Pacific Blue Cross is BC's #1 Health Benefits Provider, servicing coverage to 1 in 3 British Columbians. Their approach to social responsibility was established in collaboration with their employees and the community to ensure community needs are met. As part of that commitment to health care and higher education, Pacific Blue Cross has created an endowed award to support health science students at UNBC.

**Donor:** Pacific Blue Cross Health Foundation

**Value:** \$1,000

**Number:** One

**Award Type:** Award

**Eligibility:** Available to a full-time undergraduate student enrolled in the Health Sciences (BHSc) program. First preference will be given to a First Nations student who is a resident of Northern British Columbia.

**Criteria:** Demonstrated financial need and academic proficiency.

**Effective Date:** Endowed 2021

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



Motion Number (assigned by SCS): \_\_\_\_\_

**SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)**

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the Somani Family Equity, Diversity and Inclusion Scholarship be approved.

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

**Rationale:** To activate the Somani Family Equity, Diversity and Inclusion Scholarship commencing the 2021-2022 Academic Year.

**Proposed By:** Emmy Blouin, Development Officer – Donor Relations

**Advancement Contact:** Emmy Blouin, Development Officer – Donor Relations

**Faculty/Academic Department:** N/A

**Date:** January 18, 2021

**TO BE COMPLETED AFTER SCSB MEETING**

**Brief Summary of Committee Debate:** The Committee endorsed the motion.

**Motion No.:** SCSB20210127.05

**Moved by:** Owen

**Seconded by:** Budde

**Committee Decision:** CARRIED

**Attachments:** 1 Page

**Approved by SCSB:** January 27, 2021  
**Date**

**Acting Chair:** Ian Hartley  
**Chair's Signature**

- For Review by SCFNAP
- For information of Senate.



## **AWARDS GUIDE INFORMATION:**

**Award Category:** Entrance

**Award Name:** Somani Family Equity, Diversity and Inclusion Scholarship

**Awards Guide Description/Intent:** The notion of accepting diversity and differences as strengths and nurturing compassion is pivotal for peace, prosperity and societal development, which resonates well and aligns with UNBC's motto "En Cha Huná". Integrating equity, diversity and inclusion (EDI) is critical for achieving UNBC's long-term aspirations and its ambitious and inspiring vision to transform the lives of communities through excellence, inclusivity, and compassion. To support the EDI efforts at UNBC, the Somani Family has established an extendable EDI scholarship for students from the First Nations, Métis or Inuit groups, visible minorities, and other underrepresented groups.

**Donor:** Tajuddaula Sadruddin Somani and Family represented through Rahim Somani

**Value:** \$1,000

**Number:** One in 2021/22, one in 2022/23, one in 2023/24, one in 2024/25 and one in 2025/26

**Award Type:** Scholarship

**Eligibility:** Available to a full-time undergraduate student who is First Nations, Indigenous, Person of Colour, visible minority, or identifies as an underrepresented group.

**Criteria:** Academic excellence and Demonstrated financial need

**Effective Date:** Established 2021

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



Motion Number (assigned by SCS): \_\_\_\_\_

**SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)**

**PROPOSED MOTION**

**Motion:** That the SCSB 2020-2021 Annual Report be approved.

**Effective Date:** March 2021

**Rationale:** The annual report is due to be submitted to Senate in April.

**Proposed By:** Linda Fehr, Coordinator – Awards & Financial Aid

**External Relations Contact:** N/A

**Faculty / Academic Department:** N/A

**Date:** March 15, 2021

**TO BE COMPLETED AFTER SCSB MEETING**

**Brief Summary of Committee Debate:** The Committee endorsed the Annual Report.

**Motion No.:** SCSB20210324.05

**Moved by:** Blouin

**Seconded by:** Owen

**Committee Decision:** CARRIED

**Attachments:** 3 Pages

**Approved by SCSB:** March 24, 2021

**Date**

**Chair's Signature**

**For information of Senate.**

# Senate Committee on Scholarships and Bursaries

## Annual Report to Senate

March 24, 2021

### OVERVIEW

Since the last annual report in March of 2020 the Senate Committee on Scholarships and Bursaries has met ten (10) times. During this time, and on behalf of Senate, the Committee has completed the following administrative tasks:

- Recommended to Senate the 2020/2021 general scholarships and bursaries fund expenditures
- Ratified nominations of 2020/2021 awards recipients
- Reviewed and approved twenty-one Terms and Conditions for newly established awards
- Approved seventeen revisions to Terms and Conditions for existing awards
- Reviewed ten student requests for scholarship deferrals/reinstatements

### STATISTICAL SUMMARY – 2020/2021

<b>Award Type</b>	<b>Number</b>	<b>Value</b>
Donor-Directed	644	\$1,542,194.00
UNBC General Fund (not including waivers)	134	\$ 433,762.50
UNBC Scholars Waivers	143	\$ 693,734.50
Graduate Tuition Waivers	71	\$ 291,928.09
Athletic Tuition Waivers	39	\$ 195,044.99
Provincial/Youth in Care Tuition Waivers	10	\$ 47,727.23
School District 57 Waivers (matching)	5	\$ 7,000.00
Canada 150th Anniv. Intn'l Scholarship Waivers	39	\$ 55,000.00
<b>Totals</b>	<b>*1085</b>	<b>\$3,266,391.31 **</b>

\* 13% **decrease** in number from 2020/2021  
\*\* 7% **decrease** in value from 2020/2021

**Notes:** 2020/2021 marks the first time in history that UNBC has experienced a decrease in the number and value of awards. Decreases are largely attributed to: a) a reduction in the General Fund Budget for the 2020/2021 fiscal year; b) the discontinuation and/or reduction of some tuition waiver programs {Canada 150<sup>th</sup> Anniversary International Scholarship Waivers, Three and Six credit tuition waivers, Academic Excellence Waivers, Master's Tuition Waivers} and c) and increase in the number of award deferral requests and student withdrawals due to the COVID 19 pandemic.

<b>Student Data</b>	<b>Number</b>
Self-declared Female Recipients	690
Self-declared Male Recipients	395
Self-declared Aboriginal Recipients	75
Northern Residents	703
Undergraduate Entrance Recipients	261
General Awards Recipients	176 (all student types)
In-Course Undergraduate Award Recipients	468
Graduate Award Recipients (includes only UNBC-administered awards)	173
NMP/PT Award Recipients	7
Number of individual recipients (awards)	191 (students who received one or more awards)

<b>Award Category</b>	<b>Number</b>	<b>Value</b>	<b>Median Value</b>
Needs-based Awards	302	\$ 468,489.46	\$1,000
Merit-based Awards	773	\$2,797,901.85	\$2,500

### **NEW DONOR-NAMED AWARDS ESTABLISHED IN 2020/2021**

<b>Name of Award</b>	<b>Number</b>	<b>Value/Award</b>	<b>Total</b>
Timberwolves Student Athlete Society Athletic Award	1	\$ 500	\$ 500
Timberwolves Student Athlete Society Award	1	\$ 500	\$ 500
UNBC Men's' Soccer Alumni Award	1	\$1,000	\$ 1,000
UNBC Mental Health Champions Award	2	\$ 500	\$ 1,000
Mr. Berry Bursary	2	\$1,000	\$ 2,000
Gorton Family Award	2	\$5,000	\$10,000
Gorton Family Education Award	1	\$2,000	\$ 2,000
Gorton Family Rural Education Award	2	\$5,000	\$10,000
College Heights Veterinary Clinic Ltd. Award	1	\$1,000	\$ 1,000
Anytime Fitness Prince George Award	1	\$1,000	\$ 1,000
Shanda Rojas Legacy Bursary	1	\$1,000	\$ 1,000
George J. Somerwill and Rosio Godomar Scholarship	2	\$2,000	\$ 4,000
Allan & Susan MacDonald Athlete Award	5	\$1,000	\$ 5,000
Bonnie Walberg Memorial Award	1	\$2,000	\$ 2,000
Somani Family Scholarship	1	\$1,000	\$ 1,000
Tajuddaula Sadruddin Somani Award of Academic Exc.	1	\$1,000	\$ 1,000
Willows Bursary	1	\$1,000	\$ 1,000
Allan & Susan MacDonald OT/PT Award	5	\$1,000	\$ 5,000
Northern BC Nursing Scholarship	1	\$1,500	\$ 1,500
Yvette and Dollard Bock Health Scholarship	1	\$4,500	\$ 4,500
Minerva BC Foundation Scholarship for Women	1	\$1,250	\$ 1,250
<b>TOTALS</b>	<b>34</b>	<b>\$34,750</b>	<b>\$56,250</b>

### **UNAWARDED DONOR-NAMED SCHOLARSHIPS AND BURSARIES 2020/2021**

<b>Name Of Award</b>	<b>Reason</b>	<b>Total Value</b>	<b># Times Not Awarded (past Five Years)</b>
Aldyen Hamber Women's Studies Fellowship	Program specific	\$1,000	1
CUPE Local 379 Annual Bursary ( 1 of 2)	Specific Criteria	\$1,000	1

Computer Science Entrance Award (2 of 10)	Program/Year Specific	\$2,000	2
Fort St. James Scholarship	Donor did not nominate	\$ 500	0
George W. Baldwin QC Graduate Scholarship	Program Specific	\$3,000	2
Houston Scholarship	Donor did not nominate	\$1,250	0
Nordic Sport Leadership Award	Specific criteria – nominee did not attend	\$1,000	0
Prince George Alzheimer’s Society Graduate Scholarship	Specific Criteria	\$1,000	2
Prince George Filipino Canadian Society Scholarship	No applicants	\$ 500	0
Prkachin Award to Support Advanced Study in Psychology	Program Specific	\$1,250	2
Provincial Chapter IODE Bursary for Mature Entry (2)	No applicants	\$2,000	0
Radloff Scholarship (1 of 2)	Specific Criteria	\$1,000	0
S.M. Blair Family Foundation Scholarship (1 of 2)	No applicants (Science Fairs)	\$2,000	1
Simons Foundation Bursaries for Lone Parents (1 of 2)	Enrollment in UNBC Day Care	\$1,000	5
Sophie Thomas Bursary	Donor did not nominate	\$1,000	2
Aldyen Family Women’s Studies Bursary	Program Specific	\$1,500	3
Ausenco Scholarship	Specific Criteria	\$1,500	0
Canfor Annual Award (1 of 4)	No eligible applicants	\$3,500	0
Nechako Chapter No. 40 Order of the Eastern Star Bursary	Membership specific – no applicants	\$ 900	3
NMPT Rural Nursing Award	Program Specific – no applicants	\$1,500	1
Northern Nations Community Award	Program Specific – no applicants	\$2,500	1
Ricci Dalton Award (1 of 2)	Program Specific- no eligible applicants	\$ 500	2
Tom Dennett Scholarship	Transfer student from Langara – no applicants	\$1,000	3
Van Adrichem Undergraduate Summer Research Bursary	No applicants	\$2,000	3
Van Adrichem Family Nisga’a Leadership Award	No applicants	\$ 500	2
William Dow Ferry Graduate Fellowship	Program Specific	\$5,000	0
<b>Totals</b>	<b>28 awards*</b>	<b>\$39,900**</b>	

\*Percentage of *number* of available awards not awarded in 2020/2021: 2.5%

\*\*Percentage of *value* of available awards not awarded in 2020/2021: 1.2%