

SENATE MEETING OPEN SESSION AGENDA

June 22, 2022
3:30 – 5:30 PM
Senate Chambers and Zoom

1.0 Acknowledgement of Territory

2.0 S-202206.01

Approval of the Agenda †

Page 1 That the agenda for the June 22, 2022 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: Micro Credentials (20 minutes)
Nicole Neufeld, Manager, Continuing Studies

4.0 Approval of the Minutes

S-202205.02

Approval of the Minutes

Page 7 That the Minutes for the April 27, 2022 Open Session of Senate be approved as presented.

S-202206.02

Approval of the Minutes

Page 46 That the Minutes for the May 25, 2022 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) **Mitchell Nielsen**

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-202206.03

Approval of Motions on the Consent Agenda

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

11.0 Committee Reports

11.1 Senate Committee on Appeals

Klassen-Ross

11.2 Senate Committee on Academic Affairs

Dale

For Approval Items:

Page 64 **Interdisciplinary Studies Graduate Program Summary**

Page 65 **S-202206.04**

New Program Approval – PhD in Interdisciplinary Studies

That on the recommendation of the Senate Committee on Academic Affairs, the new PhD in Interdisciplinary Studies be approved as proposed.

Regular **Proposed semester of first offering:** September 2023

Page 75 **S-202206.05**

New Course Approval

That on the recommendation of the Senate Committee on Academic Affairs, the new course IDIS 804-3 Graduate Seminar in Interdisciplinary Studies be approved as follows:

Regular **Proposed Semester of First Offering:** January 2024

Page 81 **S0202206.06**

New Course Approval

That on the recommendation of the Senate Committee on Academic Affairs, the new course IDIS 899-12 PhD Dissertation be approved as follows:

Regular **Proposed Semester of First Offering:** September 2023

Page 87 **S-202206.07**

Change(s) to Program Requirements – BA Honours - History

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the BA Honours – History, on page 145 of the 2021/2022 undergraduate calendar, be approved as proposed.

Regular **Effective date:** September 2022

Page 90 **S-202206.08**

New Course Approval

That on the recommendation of the Senate Committee on Academic Affairs, the new course POLS 377-3 Politics of Climate Change be approved as follows :

Regular **Proposed Semester of First Offering:** January 2023

Page 98 **S-202206.09**

Change(s) to Course Prerequisite – ECON 311

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course prerequisite for ECON 311 Intermediate Macroeconomic Theory Concepts, on page 205 of the 2021/2022 undergraduate calendar, be approved as proposed.

Consent **Effective date:** September 2022

Page 100 **S-202206.10**

Change(s) to Program Regulations and Requirements – School of Education

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the School of Education program regulations and requirements on pages 86-93 of the 2021-2022 undergraduate calendar, be approved as proposed.

Regular **Effective date:** September 2022

Page 123 **S-202206.11**

Change(s) to Course Description – EDUC 400

That on the recommendation of the Senate Committee on Academic Affairs, the change to the course description for EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy, on page 210 of the 2021-2022 undergraduate calendar (PDF), be approved as proposed.

Consent **Effective date:** January 2023

Page 125 **Overview from the BSW Design Committee – Recommendations to School of Social Work**

Page 128 **S-202206.12**

Change(s) to Course Title, Description and Credit Hours – SOCW 300

That on the recommendation of the Senate Committee on Academic Affairs, the change to the course title, course description, and credit hours for SOCW 300-3 Social Work Communication Skills, on page 269 of the 2021-2022 undergraduate calendar, be approved as proposed.

Consent **Effective date:** September 2023

Page 130 **S-202206.13**

Change(s) to Course Description– SOCW 401

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for SOCW 401-3 Northern/Remote Social Work Practice, as listed in the online undergraduate calendar, be approved as proposed.

Consent **Effective date:** September 2022

Page 132 **S-202206.14**

Change(s) to Course Description– SOCW 402

That on the recommendation of the Senate Committee on Academic Affairs, the change to the course description for SOCW 402-15 Social Work Field Education II, as listed in the online undergraduate calendar, be approved as proposed.

Consent **Effective date:** September 2024

Page 134 **S-202206.15**

Change(s) to Course Title and Description– SOCW 426

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for SOCW 426-3 Current Issues in Child Welfare Practice, on page 271 of the 2021-2022 undergraduate calendar, be approved as proposed.

Consent **Effective date:** September 2023

Page 136 **S-202206.16**

Change(s) to Course Title and Description– SOCW 441

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for SOCW 441-3 Social Work and Substance Abuse, on page 271 of the 2021-2022 undergraduate calendar, be approved as proposed.

Consent **Effective date:** September 2022

Page 138 **S-202206.17**

Change(s) to Course Title – SOCW 443

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title for SOCW 443-3 Medical Social Work, on page 271 of the 2021-2022 undergraduate calendar, be approved as proposed.

Consent **Effective date:** September 2022

Page 140 **S-202206.18**

Change(s) to Course Title and Description– SOCW 456

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for SOCW 456-3 Indigenous Family Caring Systems, on page 272 of the 2021-2022 undergraduate calendar, be approved as proposed.

Consent **Effective date:** September 2023

Page 142 **S-202206.19**

Deletion of the Child Welfare Certificate

That on the recommendation of the Senate Committee on Academic Affairs, the Child Welfare Certificate, on page 177 of the 2021-2022 undergraduate calendar, be deleted.

Regular **Effective date:** September 2022

Page 145 **S-202206.20**

Deletion of the BSW: Child Welfare Specialization and BSW: Indigenous Specialization (for the Senate Regular Agenda)

That on the recommendation of the Senate Committee on Academic Affairs, the BSW: Child Welfare Specialization and BSW: Indigenous Specialization, on page 176 of the 2021-2022 undergraduate calendar, be deleted

Regular **Effective date:** September 2023

Page 150 **S-202206.21**

Course Deletions – SOCW 452 (for the Senate Consent Agenda)

That on the recommendation of the Senate Committee on Academic Affairs, the following course be deleted from the undergraduate academic calendar: SOCW 452-3 Social Work/Crisis Intervention.

Consent **Effective date:** September 2022

Page 152 **S-202206.22**

New Course Approval – ENGR 421 (for the Senate Regular Agenda)

That on the recommendation of the Senate Committee on Academic Affairs, the new course ENGR 421-3 Ecological Engineering and Design be approved as follows:

Regular **Proposed semester of first offering:** September 2022

Page 157 **S-202206.23**

New Course Approval – ENGR 621 (for the Senate Regular Agenda)

That on the recommendation of the Senate Committee on Academic Affairs, the new course ENGR 621-3 Ecological Engineering and Design be approved as follows:

Regular **Proposed semester of first offering:** September 2022

Page 162 **S-202206.24**

Change(s) to Undergraduate Calendar – Civil Engineering Program Requirements (for the Senate Consent Agenda)

That on the recommendation of the Senate Committee on Academic Affairs, the change to the Humanities or Social Sciences electives description for the Civil Engineering Degree Program Requirements on page 101 of the 2021/2022 undergraduate calendar, be approved as proposed.

Consent **Effective date:** September 2022

Page 164 **S-202206.25**

Change(s) to Course Title and Description – CIVE 260 (for the Senate Consent Agenda)

That on the recommendation of the Senate Committee on Academic Affairs, the change to the name and course description for CIVE 260-4 Soil Mechanics I on page 101, 102 and 193 of the 2021/2022 undergraduate calendar, be approved as proposed.

Consent **Effective date:** September 2022

Page 167 **S-202206.26**

Change(s) to Course Description – CIVE 320 (for the Senate Consent Agenda)

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for CIVE 320-3 Structural Analysis I, on page 193 of the 2021/2022 undergraduate calendar, be approved as proposed.

Consent **Effective date:** January 2022

Page 169 **S-202206.27**

Change(s) to Course Title and Description – CIVE 360 (for the Senate Consent Agenda)

That on the recommendation of the Senate Committee on Academic Affairs, the change to the name and course description for CIVE 360-4 Soil Mechanics II on pages 101 and 194 of the 2021/2022 undergraduate calendar, be approved as proposed.

Consent **Effective date:** September 2022

Page 172 **S-202206.28**

Change(s) to Course Number – ENVE 355 (for the Senate Consent Agenda)

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course number for ENVE 355-3 Engineering Hydrology, on page 101 and 222 of the 2021/22 undergraduate calendar, be approved as proposed.

Consent **Effective date:** September 2022

11.3 Steering Committee of Senate

Payne

11.4 Senate Committee on Nominations

Zogas

Regular

S-202206.30

Recommendation of Senate Committee Members to Senate

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

Effective date: June 22, 2022

For Approval Items:

SENATE COMMITTEE POSITION TO BE FILLED

(except as otherwise noted, all terms begin immediately)

CANDIDATE

For Information Items:

Senate Committee Vacancies

Steering Committee of Senate

Student Senator (08/31/2022)

Lay Senator (03/31/2024)

Senate Committee on Curriculum and Calendar

Faculty Senator (03/31/2023)

Senate Committee on Nominations

Faculty Senator (03/31/2023)

Lay Senator (03/31/2024)

Senate Committee on Admissions and Degrees

Graduate Student (08/31/2022)

Undergraduate Student (08/31/2022)

Senate Committee on Academic Affairs

Faculty Member (03/31/2023)

Student Senator (08/31/2022)

Senate Committee on Indigenous Initiatives

Indigenous Undergraduate Student (08/31/2022)

Senate Committee on the University Budget

Graduate Student (08/31/2022)

Student Senators elected by acclamation to Senate for positions beginning September 1, 2022:

Student Senator – Faculty of Business and Economics	Caden Walsh	8/31/2023
Student Senator – Faculty of Environment	Vacant	8/31/2023
Student Senator – Faculty of Human and Health Sciences	Siffith Chaudhary	8/31/2023
Student Senator – Faculty of Indigenous Studies, Social Sciences and Humanities	Niraksh Mihirkumar Shah	8/31/2023
Student Senator – Faculty of Science and Engineering	Barbara Durau	8/31/2023
Graduate Student Senator at Large	Jhoan Chavez Suazo	8/31/2023
Graduate Student Senator at Large	Vacant	8/31/2023
Undergraduate Student Senator at Large	Kacie Kong	8/31/2023
Undergraduate Student Senator at Large	Sloane Zogas	8/31/2023

11.5 Senate Committee on Curriculum and Calendar Mitchell Nielsen

11.6 Senate Committee on Admissions and Degrees Mitchell Nielsen

For Approval Items:

Page 175 S-202206.31

Change(s) to Graduate Calendar - Admission Requirements

That the change to graduate admission requirements on page 22 and 23 in the 2021/2022 print or PDF calendar accessible on the UNBC web page be approved as proposed.

Regular

Effective date: September 2022

11.7 Senate Committee on First Nations and Aboriginal Peoples

11.8 Senate Committee on Honorary Degrees and Special Forms of Recognition Payne

11.9 Senate Committee on Scholarships and Bursaries Lewis

11.10 Senate Committee on University Budget Gehloff

12.0 Information

Page 178 12.1 The Centre for Teaching, Learning and Technology Report

13.0 Other Business

14.0 S-202206.32 (10 minutes)

Move to the Closed Session

That the meeting move to Close Session.

15.0 S-202206.

Adjournment

That the Senate meeting be adjourned.

**Interdisciplinary Studies Graduate Program
Summary for Proposed Motion
March 17, 2022**

This motion proposes the creation of a PhD in Interdisciplinary Studies. It is being brought forward through the Interdisciplinary Studies Graduate Program.

1. A new Academic Program Proposal – PhD in Interdisciplinary Studies

This proposed degree program is an essential part of the evolution of UNBC as a research intensive university. In order to recruit and retain faculty and students of high quality in an increasingly competitive environment, it is essential that UNBC demonstrate that it can offer a complete spectrum of graduate training in a variety of disciplines, including the humanities and social sciences.

This proposal has been shared for feedback to the other faculty councils at UNBC over the past month.

Note that, as a new PhD program at UNBC, this doctoral program will need to fulfill all of the processes and requirements put forward by the provincial government's post-secondary Degree Quality Assurance Branch (DQAB). This process moves forward after the university's processes are complete. There will, therefore, be considerably more detailed information and paperwork at this stage.

Forthcoming Motions Associated with the Program

2. A new Course Proposal – IDIS 804-3 Graduate Seminar in Interdisciplinary Studies, to be cross listed with IDIS 704-3
3. A new Course Proposal – IDIS 890-12 PhD Dissertation

Motion Number (assigned by
Steering Committee of Senate): S-202206.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW ACADEMIC PROGRAM PROPOSAL

Motion: That the new **PhD in Interdisciplinary Studies** be approved as proposed.

A. General Information

Program Title: PhD, Interdisciplinary Studies

Program Objectives: Upon completion of the doctoral program, the student will:

1. Work effectively with researchers across a variety of disciplines.
2. Critically review, appraise, and synthesize research literature, research proposals, and reports.
3. Demonstrate a strong base in research methods relevant to their own fields of inquiry.
4. Demonstrate competency in oral, written, and electronic modes of communication using scholarly and technical formats.

Credential upon Completion of the Program: Doctor of Philosophy, Interdisciplinary Studies

Program Offering the Degree: Interdisciplinary Studies Program

Proposed Start Date: September 2023

Suggested Institutional Priority: Imperative. This proposed degree program is an essential part of the evolution of UNBC as a research intensive university. In order to recruit and retain faculty and students of high quality in an increasingly competitive environment, it is essential that UNBC demonstrate it can offer a wide spectrum of graduate training. This doctoral program at UNBC includes potential students from the arts, social sciences, and humanities as well as the sciences.

Relationship of Proposed Program to the Mandate of the Institution: UNBC's Mission Statement, "To inspire leaders for tomorrow by influencing the world today," resonates with understandings of interdisciplinarity. The Interdisciplinary Studies Graduate Program recognizes that not all advances in knowledge or creativity take place within a single established discipline. The PhD Program in Interdisciplinary Studies will include topics that may cross several strategic research directions including those disciplines which already draw on inherent interdisciplinarity such as Indigenous Studies, Women's and Gender Studies, and Northern and Metis Studies. It thus fits explicitly with one of UNBC's core values of Inclusivity and Diversity.

Implications for the Cooperative Education Option: Not Applicable.

B. Program Description The PhD in Interdisciplinary Studies offers students the opportunity to develop an advanced level of understanding and training across two or more disciplines. It integrates information, data, techniques, perspectives, concepts and/or theories from two or more disciplines to advance understanding in a particular area. The program emphasizes integrated learning, critical thinking, and creative problem solving.

Students are expected to acquire a familiarity with the scope of disciplines which contribute to their area of study while developing expertise in their specific field of research. Graduates from this program will be able to work constructively and show leadership within the increasingly complex multidisciplinary frameworks that are evolving across academia and professional practice.

General Calendar Description: The Interdisciplinary Studies (IDIS) program covers the scope of multiple disciplines, enabling faculty from other graduate programs to participate in this program. Therefore, all faculty members who hold PhDs are eligible to be supervisors in the IDIS Graduate Program. Please see the complete faculty listing.

Not all advances in knowledge, or in creativity, take place within established disciplines. In fact, innovative thinking and creativity may be unleashed by diminishing, bridging, or deliberately removing the boundaries between disciplines.

The PhD in Interdisciplinary Studies is specifically designed to enable students to pursue advanced intellectual development outside the constraints of traditional disciplines. Students may work across disciplines in the Humanities and Social Sciences, or across the Physical and Life Sciences, or both. Applicants interested in interdisciplinary studies should consult the Chair of the IDIS Program directly for advice on which option would be most appropriate to their research interests, and on how to tailor a course of study appropriate to their interests.

Applicants may undertake an Interdisciplinary Studies PhD Program under the following circumstances:

- The applicant has a well-conceived idea of any courses needed for the IDIS Program and of a dissertation topic that the applicant wishes to pursue.
- The intellectual rationale of the dissertation must be truly interdisciplinary; that is, it must draw from at least two of the university programs described in the UNBC Graduate Calendar.

Students in the Program must complete the following requirements:

- A required 12-credit hour dissertation, completed to the satisfaction of their committee.
- A required mandatory interdisciplinary seminar: IDIS 804-3 Graduate Seminar in Interdisciplinary Studies.
- 9 credit hours in elective courses relevant to their area of study as determined by their supervisory committee. Students may be required, at the discretion of their supervisory committee, to take additional courses within their area of concentration.

Students in the IDIS PhD Program must pass three separate checks on their academic progress towards a PhD: a comprehensive examination, a defence of the dissertation proposal, and a defence of the dissertation. The comprehensive examination is tailored to ensure an interdisciplinary aptitude, and tests the student's knowledge of the general areas related to their topic of study and/or disciplines of the dissertation. This knowledge comes from reading lists which the student compiles in consultation with their supervisor and, where appropriate, their supervisory committee. The dissertation proposal defence is tailored to ensure students have a good grasp of their area of concentration, and it therefore examines the level of knowledge within the student's area of concentration. Upon successfully passing both the comprehensive examination and the dissertation proposal defence, students are granted candidate status, and embark upon the dissertation work under the supervision of their faculty advisor. Following completion of the research, candidates must defend their dissertation before an examination committee.

Admission Requirements

Students are normally expected to hold a Master's degree from an accredited post-secondary institution.

Normally, applicants must hold a cumulative GPA of 3.33 (B+), to be calculated over the last 30 credits of graded academic work.

Admission deadlines are found in this calendar under “Semester Dates” online at:

www.unbc.ca/calendar/graduate. The PhD Program in Interdisciplinary Studies accepts students for the September, January, and May semesters.

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

Students seeking admission to the PhD Program in Interdisciplinary Studies should apply directly to the Office of the Registrar.

Steps to Take in Arranging a PhD in the Interdisciplinary Graduate Program

It is the applicant’s responsibility to provide a one-page research statement. To assist in the preparation of the needed documentation for the application, applicants should follow the steps below.

1. Determine that you meet the graduate admission requirements at the University of Northern British Columbia by reviewing the admission requirements in the calendar. See Graduate Admissions and Regulations.
2. Determine that your research topic is interdisciplinary in nature.
3. Consult the graduate advisors from the academic units relevant to your proposal to obtain specific information on course requirements and prerequisites.
4. Prepare a one-page research statement to give to potential supervisors (for assistance see the section on Guidelines for Preparing a Research Proposal, presented below).
5. Select/confirm a potential supervisor using the faculty listings in the University Calendar as well as the individual program websites. Arrange meetings or contact supervisors by telephone or email. (Do not send inquiries to every faculty member in a program. Choose the appropriate contacts.)
6. Program willingness to participate in your academic program is required, necessitating signatures on the Interdisciplinary Graduate Program Proposal Coversheet as follows:
 - a. Student signs form and gives it to the Supervisor who then obtains signatures from the Supervisor’s Chair, IDIS Program Chair, and the Dean.
7. Submit your completed Application for Admission and the Interdisciplinary Graduate Program Proposal Coversheet, along with your research statement, to the Graduate Studies Office, Office of the Registrar.
8. Arrange for official transcripts and three academic reference letters to be sent directly to the Graduate Studies Office.

Guidelines for Preparing a Research Proposal for the PhD Program in Interdisciplinary Studies

In this one-page statement, you must identify the topic and the supervisor for your program of study. You must also explain why/how the proposal requires an interdisciplinary approach.

The guidelines that follow are designed to assist you in preparing a properly documented application. You should put together an outline of your ideas, so that you can share this with potential supervisors. Once you have the agreement of a potential supervisor, you can seek their assistance in refining and completing the application.

Research Statement

1. Please specify the working title of your research. This should describe the topic and its key elements (eg. Time period, place, texts/authors, etc.).

2. Provide a statement of your research question(s) or research objective(s). The statement should be a clear, brief description of the topic area, with emphasis on the particular issue to be investigated. Make sure to define terms and use language accessible to a non-specialist audience.
3. Identify what makes your research interdisciplinary.
4. Consider the potential members of your proposed supervisory committee and the relevant expertise that they will bring to the project.

Any faculty member at UNBC who holds a PhD may supervise students in the PhD Program in Interdisciplinary Studies.

Recommended Progression

First Year: Graduate Interdisciplinary Seminar, Elective Graduate Courses

Second Year: Comprehensive Examination, Defence of Dissertation Proposal

Students may select elective graduate courses from relevant course offerings within UNBC programs, or from other accredited graduate programs at other post-secondary institutions. In addition, students normally conduct some exploratory research in their area of concentration.

After completion of their course work, PhD students take a comprehensive examination exam consisting of written and oral components. The general part of the exam should demonstrate the student's ability to synthesize and extrapolate from core interdisciplinary materials. The speciality part of the exam assesses the student's background knowledge and familiarity with the theory and methodology associated with their dissertation topic.

Once course work is complete, students work towards finalizing a dissertation proposal, which should demonstrate academic rigour and ideally be of publishable quality. Students are expected to present the dissertation proposal before their committee, and to demonstrate their knowledge within their area of concentration. Normally, this defence is scheduled either at the end of the third semester or at the beginning of the fourth semester of study.

Third to Fifth Year: Dissertation

Upon successful completion of course work, and the successful completion of the qualifying exam and the defence of the dissertation proposal, the student is officially designated as a PhD candidate, and proceeds to full time work on the dissertation under the direct supervision of the supervisor and any other designated committee members. Once the dissertation proposal has been approved by the committee, any major changes made to the dissertation proposal require further approval of the committee.

Under normal circumstances, students are expected to complete their research and the writing of the dissertation within three years of becoming a doctoral candidate.

Curriculum:

IDIS 804-3	Graduate Seminar in Interdisciplinary Studies	3 Credit Hours
IDIS 899-12	PhD Dissertation	12 Credit Hours
Elective Courses		<u>9 Credit Hours</u>
Total Required		24 Credit Hours

Specialties within Program: Not Applicable

Related Programs at Other Institutions: This program is similar to individualized interdisciplinary PhD programs at the University of British Columbia, the University of Victoria, and Simon Fraser University. All of these programs are research intensive with an emphasis on the development of research skills across two or more disciplines. None of these doctoral programs have prescribed courses beyond the PhD dissertation. At each of these institutions, recommended or required courses are set for each individual student by the student’s supervisory committee, and they vary in terms of credit hours. There are no minimum required credit hours.

The PhD Program in Interdisciplinary Studies proposed here will offer the option of a substantial online component for completing the degree, with reasonable residency requirements to permit participation in interdisciplinary activities. It is specifically designed to make the program accessible not only to students in the conventional graduate stream but also professionals seeking further academic training. The intent of the program is to engage areas of study across the disciplines at UNBC.

Articulation Arrangement: Not applicable.

Consultations with Other Institutions: TBD. As the PhD Program in Interdisciplinary Studies is a doctoral program, it will need to go through a full review by the Degree Quality Assurance Branch of the Ministry of Advanced Education. It is at this stage of the proposal that consultations with other institutions will take place.

C. Need for Program Projected enrolment is approximately six (6) new students per year once the program is established. There is currently a backlog of prospective local students in masters’ programs and professional programs who have indicated an interest in pursuing this academic program. The program may also appeal to international students from a variety of disciplinary backgrounds. It is anticipated that this may create higher intake numbers, likely in the second year of the program, given the timeline for the program’s commencement. The table provided below summarizes enrolment projections, allowing for attrition and graduation.

Enrolment Projections:

	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
2022	6	6	6	3	2
2023		10	10	10	6
2024			6	6	6
2025				6	6
2026					6
Total	6 FTE	16 FTE	22 FTE	25 FTE	26 FTE

Cultural, Social and Economic Needs: The need for researchers and educators and other professionals to work across multiple disciplines is being driven by the evolution of complex governmental and other agencies and organizations, as well as academic institutions.

Labour Market Demands: The need for researchers to work across disciplines to address complex issues is being driven by the evolution of various agencies, including health agencies and social service agencies across Canada. Moreover, in two studies of labour market demands in Canada (“Expectations and Labour Market Outcomes of Doctoral Graduates from Canadian Universities” in 2005 and “Profile and Labour

Market Outcomes of Doctoral Graduates from Ontario Universities” in 2020) the authors note that Canada lags behind other countries in the production of doctoral degrees. Despite widespread anecdotal discussions to the contrary, Morgan Millar (“Interdisciplinary Research and the Early Career: The Effect of Interdisciplinary Dissertation Research on Career Placement Productivity of Doctoral Graduates in the Sciences” in 2013) notes that graduates of interdisciplinary doctoral programs are in fact 26% more likely to be employed in academia than other graduates.

The labour market demands studies also indicate that in other parts of the world, a high number of doctorates are employed in the private sector and that this number is also increasing in Canada. The 2020 report notes that one third of doctoral graduates are employed in the private sector in professional, educational, scientific, and technical services, and that these graduates frequently begin their study with the intention of private sector employment.

The increased focus on interdisciplinary research has also recently lead to the launch of a new pilot Interdisciplinary Peer Review Committee in May of 2021 in a collaboration among Canada’s Tri-Council funding agencies. These include the Social Sciences and Humanities Research Council of Canada (SSHRC), the Canadian Institutes of Health Research (CIHR), and the National Sciences and Engineering Research Council of Canada (NSERC). The shift to more interdisciplinary research, and its implications, is also outlined in a 2017 article by Universities Canada in 2017 with the title “The Future is Interdisciplinary.”

Links to the articles mentioned above may be found here:

- <https://fgs.athabascau.ca/docs/ExectationsLabourMarketOutcomes-2011.pdf>
- https://heqco.ca/wp-content/uploads/2020/03/LabourMarketOutcomesDoctoral_ENG.pdf
- <https://www.sciencedirect.com/science/article/abs/pii/S0048733313000401?via%3Dihub>
- https://www.sshrc-crsh.gc.ca/news_room-salle_de_presse/latest_news-nouvelles_recentes/2021/pilot_committee_interdisciplinary_research-comite_pilote_recherche_interdisciplinaire-eng.aspx
- <https://www.univcan.ca/media-room/media-releases/the-future-is-interdisciplinary/>

Other Benefits: UNBC has historically faced challenges in attracting qualified faculty in certain disciplines. In consultations with various department chairs, two areas that particularly face these challenges in attracting and retaining qualified faculty include the Department of First Nations Studies, and the School of Nursing. Interest in the PhD program in IDIS is strong in these two departments, who view the development of this degree as a potential benefit to their programs and their ability to recruit and retain faculty. In the case of Nursing, the UNBC program that attracts potential Nursing faculty is the PhD in Health Sciences, and this program is not always the most appropriate fit for the Nursing faculty who are subsequently required. For example, there is strong interest in Nursing faculty who also have a solid background in First Nations Studies and Indigenous cultural competencies. The same may be true in other professional programs at UNBC such as Education and Social Work. UNBC has made a strong commitment to Indigenization and the PhD in Interdisciplinary Studies has the potential to enhance that commitment in a real way.

D. Faculty All faculty members at UNBC who hold a PhD may supervise students in the PhD Program in Interdisciplinary Studies.

Faculty list: See above. No new Faculty positions are required. A faculty list of those who are explicitly interested in working with the IDIS PhD Program is in process.

Expected Teaching Loads: The broad structure of this program means that the teaching load specific to the program, that is the required interdisciplinary seminar (IDIS 804-3 Graduate Seminar in Interdisciplinary Studies) will not add any teaching work load beyond the direct supervisory role for the graduate students in the program. Content specific course work for individual students will largely involve programs that already

exist or that may be accessed through inter-institutional agreements such as, for example, the Western Deans Agreement. In terms of UNBC graduate courses, the individualized nature of the IDIS PhD Program will likely mean the addition of one or two students to existing graduate courses at the university.

Research Funding: Broad interdisciplinary faculty engagement with this program creates a strong funding base that engages the full spectrum of research funding sources. Part of the criteria for approval of a student's program of study towards this degree is the presentation of assurances from the supervisor that sufficient resources can be identified to complete the course of study.

E. Program Delivery

Distance Learning Components: Access to web-based courses already on the books

Class Size and Structure: Seminar, 6-10 students

Experiential Learning: Not applicable

F. Program Resources

Administrative Requirements: The program will be administered by the Interdisciplinary Studies Oversight Committee, organized through the Interdisciplinary Studies Graduate Program, which has membership to include representation broadly from across the UNBC community that contributes to the degree.

Operating Requirements: None

Capital Requirements: None

Start-up Costs: Not applicable

Special Resource Requirements: Students will share supervisor's lab space, equipment, and so on as required.

G. Library Resource Requirements (See attached form)

H. Evaluation

Academic Quality of Program: Consultations have taken place with various stakeholders during the development phase of the Program, including Program Chairs and faculty from across the university.

Methods of Internal Institutional Review: The PhD in Interdisciplinary Studies degree program will be part of the regular University reviews as authorized by established policies at UNBC.

Relevant External Program Experts: The PhD in Interdisciplinary Studies degree program does not require ongoing program experts given that it does not relate to professional regulatory requirements.

I. Miscellaneous The PhD in Interdisciplinary Studies degree program offers students significant choice through engaging in learning opportunities that follow students own research interests.

Special Features:

Attachment Pages (in addition to required Library Form): 0 pages

J. Authorization

Faculty: Indigenous Studies, Social Sciences and Humanities

SCCC Reviewed: November 15, 2021

College Council Motion Number: FISSSHFC.2022.03.17.08

College Council Approval Date: March 17, 2022

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202204.18

Moved by: K. Stranack

Seconded by: L.. Troc

Committee Decision: CARRIED

Approved by SCAAF: April 13, 2022
Date

Chair's Signature

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

Library Resource Requirements Form
(to be submitted with SCAAF New Academic Program Proposal Motion Form)

NEW ACADEMIC PROGRAM PROPOSAL: PhD in Interdisciplinary Studies

G. Library Resource Requirements (to be completed by Librarians)
(Insert material as appropriate)

1. Space Requirements:

a) holdings:

None. As our collection development is primarily electronic, there is no foreseen impact on space.

b) study / work:

None, at present. However, the Library is planning to create a Research Commons, an interdisciplinary space for graduate students to study, collaborate, and develop essential research skills. While not planned for the explicit purpose of supporting this program, this space would support and benefit students in the Interdisciplinary Studies PhD program.

2. Library Administrative Support Requirements:

None, at present. However, if the program does meet the enrolment projection of up to 26 FTE, this is likely to impact librarians' ability to support these students. Supporting graduate students takes a considerable amount of time and resources, including the provision of specialized research workshops, one-on-one research consultations, supporting research software (NVivo, Zotero) and working with students to acquire the resources they need. In future, the impact to workload would need to be reassessed.

3. Capital Requirements (other than new course-specific):

None, at present. However, students and new faculty teaching in this program may require the acquisition of tools for research that we currently don't have – i.e. equipment in the Research Commons for digital humanities work. This will need to be reassessed in future.

4. Holdings Requirements (List all new courses that carry new holdings requirements, and include total cost):

None, at present. However, as we do not know the specific research areas of students and new faculty in

this program, we cannot determine the holdings requirements. At present, we have a collection supporting the current programs, but there may be specialized areas that are not covered by our current holdings. While we do have services like interlibrary loan, which can mitigate the impact of gaps in our collection, we cannot wholesale rely on interlibrary loan to support our graduate students and faculty. If needs for additional resources arise, we will reassess and determine how the program can financially support the Library in acquiring the necessary material.



University Librarian (or designate) signature

16-05-2022

Date

Motion Number (assigned by
Steering Committee of Senate): S-202206.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course IDIS 804-3 Graduate Seminar in Interdisciplinary Studies be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** January 2024
2. **Academic Program:** Interdisciplinary Studies Graduate Program
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** IDIS 804-3
4. **Course Title:** Graduate Seminar in Interdisciplinary Studies
5. **Goal(s) of Course:**

Students will acquire essential knowledge in topic areas and methodologies employed in interdisciplinary studies.

6. Calendar Course Description:

The weekly seminar course allows students to investigate and present ideas and results pertaining to current research in interdisciplinary studies. The offerings may include presentations of current literature, research methodology, and topics related to the student's own research. Students participate in discussions and critique works. All IDIS students must successfully complete this seminar course once during their program of studies. Students are required to attend and participate in all seminar sessions to obtain credit for the course.

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 #

Seminar 3

Laboratory #

Other (please specify) _____

9. Prerequisites (taken prior): N/A

10. Prerequisites with concurrency (taken prior or simultaneously): N/A

11. Co-requisites (must be taken simultaneously): N/A

12. Preclusions: IDIS 704

13. Course Equivalencies: None

14. Grade Mode: PASS/FAIL

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

16. Proposed text / readings: N/A

B. Significance Within Academic Program

1. Anticipated enrolment 6

2. If there is a proposed enrolment limit, state the limit and explain: 12 (12 is a pedagogically appropriate size)

3. Required for: Major: _____ Minor: _____
Other: PhD Interdisciplinary Studies

4. Elective in: Major: N/A Minor: N/A Other: N/A

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: N/A

7. Toward what degrees will the course be accepted for credit? PhD Interdisciplinary Studies

8. What other courses are being proposed within the Program this year? IDIS 899-12 PhD Dissertation

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? Yes 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? INP

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: N/A

ii. Space (classroom, laboratory, storage, etc.): N/A

iii. Library Holdings: See attached form

iv. Computer (time, hardware, software): N/A

E. Additional Attached Materials None

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:**

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

G. Authorization

SCCC Review Date: April 25, 2022

Faculty: Indigenous Studies, Social Sciences and Humanities

Faculty Council Motion Number(s): FISSSHFC.2022.05.19.05

Faculty Council Approval Date(s): May 19, 2022

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED BY RECORDING SECRETARY AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202206.05

Moved by: R. Camp

Seconded by: K. Rennie

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022
Date

Chair's Signature

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

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

PROPOSED NEW COURSE: IDIS 804-3 Graduate Seminar in Interdisciplinary Studies

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?

Yes, at present. However, as we do not know the specific research areas of students and new faculty in program, we cannot determine the holdings requirements. At present, we have a collection supporting the current programs, but there may be specialized areas that are not covered by our current holdings. While we do have services like interlibrary loan, which can mitigate the impact of gaps in our collection, we cannot wholesale rely on interlibrary loan to support our graduate students and faculty. If needs for additional resources arise, we will reassess and determine how the program can financially support the Library in acquiring the necessary material.

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



University Librarian (or designate) signature

 May 2, 2022
Date

Motion Number (assigned by
Steering Committee of Senate): S-202206.06

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course IDIS 899-12 PhD Dissertation be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2023
2. **Academic Program:** Interdisciplinary Studies Graduate Program
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** IDIS 899-12
4. **Course Title:** PhD Dissertation
5. **Goal(s) of Course:**

Upon successful completion of course work, and the successful completion of the comprehensive examination and the defense of dissertation proposal, the student is officially designated as a PhD candidate, and proceeds to full-time work on the dissertation under the direct guidance of the supervisor and other designated committee members.

6. Calendar Course Description:

The doctoral dissertation must emphasize the candidate's original research or provide an original investigation, interpretation, or synthesis of existing research.

7. **Credit Hours:** 12 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? Yes No

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:
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: N/A
 - ii. Space (classroom, laboratory, storage, etc.): N/A
 - iii. Library Holdings: None See attached form
 - iv. Computer (time, hardware, software): N/A

E. Additional Attached Materials None

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

PROPOSED NEW COURSE: IDIS 899-12 PhD Dissertation

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

a) Are current library holdings adequate? Yes x No

Yes, at present. However, as we do not know the specific research areas of students and new faculty in program, we cannot determine the holdings requirements. At present, we have a collection supporting the current programs, but there may be specialized areas that are not covered by our current holdings. While we do have services like interlibrary loan, which can mitigate the impact of gaps in our collection, we cannot wholesale rely on interlibrary loan to support our graduate students and faculty. If needs for additional resources arise, we will reassess and determine how the program can financially support the Library in acquiring the necessary material.

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

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



University Librarian (or designate) signature

May 2, 2022

Date

Motion Number (assigned by
Steering Committee of Senate): S-202206.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program requirements for the BA Honours – History, on page 145 of the 2021/2022 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2022

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

The proposed changes are to clarify the course requirements for the BA Honours program in History. At present, students have 12 sufficient credit hours of required Honours courses but the department has 15 sufficient credit hours (5 courses) that are designated for Honours students. This revision will ensure all Honours students complete the same five Honours designated courses to fulfill their 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:**

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;
- 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.

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

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;
- 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~~ the requirements for the major including 54 credit hours for the History BA Program and 15 credit hours of additional history courses, listed below, designed for Honours students. ~~for a total of 66 credit hours as a component of an undergraduate degree totaling 120 credit hours.~~

- HIST 500-3 Honours Historiography: Contemporary Theories and Methods
- HIST 501-3 Honours Directed Readings
- HIST 505-6 Honours Thesis
- HIST 545-3 Historical Methods and Approaches

In addition to the above requirements, students need to ensure they have sufficient credit hours of elective work (including those for Academic Breadth) to total a minimum of 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.

6. **Authorization:**

SCCC Review Date: April 25, 2022

Program / Academic / Administrative Unit: Department of History

Faculty: Indigenous Studies, Social Sciences and Humanities

Faculty Council Motion Number: FISSSHFC.2022.05.19.04

Faculty Council Approval Date: May 19, 2022

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.: SCAAF202206.04

Moved by: L. Troc

Seconded by: P. Kumar

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022
Date

Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202206.08

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course POLS 377-3 Politics of Climate Change be approved as follows

A. Description of the Course

1. **Proposed semester of first offering:** January 2023
2. **Academic Program:** Department of Political Science
3. **Course Subject, Number*, and Credit hours (e.g., CHEM 210-3):** POLS 377-3
4. **Course Title:** Politics of Climate Change
5. **Goal(s) of Course:**

To help students understand how politics can both help and hinder efforts to address the impacts of climate change. To help students envision innovative but realistic political strategies that can contribute to effective climate change action in Canada and internationally.

6. Calendar Course Description:

This course introduces students to some of the most intractable political obstacles impeding efforts to address the global climate emergency, and investigates creative political strategies for navigating those obstacles at the local, national, and global levels. Topics include the domestic drivers of national climate change policies; realpolitik and national self interest in international climate negotiations; inequality and the burdens of climate change adaptation; climate politics as a source of conflict; partisan polarization; the rise of illiberal populism; and the political psychology of climate passivity and climate change denial.

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

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

Yes* No X

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

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

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 3

Seminar #

Laboratory #

Other (please specify) _____

9. Prerequisites (taken prior): Upper-division standing or permission from the 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: (if none, please state "none")

P. G. Bain et al.: 2021. "Promoting pro-environmental action in climate change deniers," *Nature Climate Change*

R. J. Brulle et al. 2012. "Shifting public opinion on climate change: an empirical assessment of factors influencing concern over climate change in the U.S., 2002–2010," *Climatic Change* 114:169–188.

Harriet Bulkeley and Kristine Kern. 2006. "Local Government and the Governing of Climate Change in Germany and the UK," *Urban Studies* 43(12): 2237-2259.

Zeynep Clulow. 2019. "Democracy, electoral systems and emissions: explaining when and why democratization promotes mitigation," *Climate Policy* 19(2): 244-257.

Ann Dale, et. al. 2019. "Meeting the climate change challenge: local government climate action in British Columbia, Canada," *Climate Policy*, DOI: 10.1080/14693062.2019.1651244.

Per G. Fredriksson and Daniel L. Millimet. 2004. "Electoral rules and environmental policy," *Economic Letters* 84(2): 237-244.

Anthony Giddens. 2011. *The Politics of Climate Change*, 2nd. Edition. Cambridge: Polity Press.

- Kelly Sims Gallagher and Xiaowei Xuan. 2019. *Titans of the Climate: Explaining Policy Process in the United States and China*. MIT Press.
- Kathryn Harrison and Lisa McIntosh Sundstrom. 2007. "The Comparative Politics of Climate Change." *Global Environmental Politics* 7(4): 1–18.
- Mark Romeo Hoffarth and Gordon Hodson. 2016. "Green on the outside, red on the inside: Perceived environmentalist threat as a factor explaining political polarization of climate change," *Journal of Environmental Psychology* 45: 40-49.
- J. Hovi, D. F. Sprinz & A. Underdal. 2009. "Implementing long-term climate policy: time inconsistency, domestic politics, international anarchy," *Global Environmental Politics* 9(3): 20-39.
- Mark Jaccard. 2014. "I Wish This Changed Everything," *Literary Review of Canada*.
<https://reviewcanada.ca/magazine/2014/11/i-wish-this-changed-everything/>
- David Karol, 2019. *Red, Green, and Blue: The Partisan Divide on Environmental Issues*. Cambridge University Press.
- Robert Keohane. "The global politics of climate change: Challenge for political science". *Political Studies*. January (2015).
- Jim Krane. 2020. "Climate action versus inaction: balancing the costs for Gulf energy exporters," *British Journal of Middle Eastern Studies* 47(1) Special Issue: Revisiting Rentierism: The Changing Political Economy of Resource-Dependent States in the Gulf and Arabian Peninsula.
- Oliver Krange, et al. 2021. "Don't confuse me with facts"—how right wing populism affects trust in agencies advocating anthropogenic climate change as a reality," *Humanities and Social Sciences Communications* 8.
<https://www.nature.com/articles/s41599-021-00930-7>
- Bobo Lo. 2021. "The Adaptation Game—Russia and Climate Change," *Russie.Nei.Visions*, No. 121, Ifri, March 2021.
- Naomi Klein. 2011. "Climate vs. Capitalism". *The Nation*."
- Naomi Klein. 2015. *This Changes Everything: Capitalism vs. The Climate*. Simon and Schuster.
- Mark Maslin. *Climate Change. A Very Short Introduction*, 4th edition. New York: Oxford University Press, 2021.
- Elinor Ostrom. 2010. "Polycentric Systems for Coping with Collective Action and Global Environmental Change." *Global Environmental Change* 20(4): 550–57.
- Katharina Rietig. 2016. "The Power of Strategy: Environmental NGO Influence in International Climate Negotiations," *Global Governance* 22: 269-288.
- Li-Chin Sem. 2020. "Low-carbon energy in the Gulf: Upending the rentier state?" *Energy Research & Social Science* 70. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7513915/pdf/main.pdf>
- Lisa Williams. 2014. "China's climate change policies: actors and drivers," Lowy Institute.
<https://www.files.ethz.ch/isn/182715/chinas-climate-change-policies.pdf>

B. Significance Within Academic Program

1. Anticipated enrolment 20
2. If there is a proposed enrolment limit, state the limit and explain: N/A
3. Required for: Major: _____ Minor: _____ Other: _____
4. Elective in: Major: X Minor: X Other: _____
5. Course required by another major/minor: N/A
6. Course required or recommended by an accrediting agency: No
7. Toward what degrees will the course be accepted for credit? All UNBC degrees
8. What other courses are being proposed within the Program this year?
POLs 321-3, POLs 416-3, POLs 616-3
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:
2. Is a preclusion required? Yes _____ No X
3. If there is an overlap, and no preclusion is required, please explain why not:
4. Has this overlap been discussed with the Program concerned? Yes X No _____

I consulted with the respective Chairs of Environmental Planning, Environmental Studies, International Studies, and Geography about the *potential* for overlap with existing courses in their programs. The Chairs of Geography (in consultation with the chair of the GEOG BA Curriculum Committee) and Environmental Planning expressed enthusiasm about the course and advised me that there was no overlap with any of their existing course offerings. The chairs of Environmental Studies and International Studies were also enthusiastic about the course but asked me to consult further with faculty in their program teaching courses on environmental topics. Accordingly, I consulted with Dr. Sinead Earley, the instructor of ENVS 431 (Global Environmental Policy: Energy & Climate) and ENVS 230 (Introduction to Environmental Policy), and we both agreed that our courses are largely complementary. I also consulted with Dr. Tristan Pearce, the instructor of ENVS 225 (Global Environmental Change: Science & Policy)/INTS 225 (Global Environmental Challenge: Sustainability) and we also concluded that our courses are complementary.

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

Yes _____ No X

If yes, please describe requirements:

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

Yes _____ No X

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

D. Resources required

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

- i. College Staffing: None
- ii. Space (classroom, laboratory, storage, etc.): Classroom
- iii. Library Holdings: See attached form
- iv. Computer (time, hardware, software): None

E. Additional Attached Materials

F. Other Considerations

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

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

2. **Other Information:** Climate change is one of the most pressing political challenges of our time. Currently our program does not offer a course on the politics of climate change, so this course fills a critical gap in our curriculum.

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

G. Authorization

SCCC Review Date: March 21, 2022

Program / Academic / Administrative Unit: Department of Political Science

Faculty: Indigenous Studies, Social Sciences and Humanities

Faculty Council Motion Number(s): FISSSHFC.2022.05.19.07

Faculty Council Approval Date(s): May 19, 2022

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

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

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

PROPOSED NEW COURSE: POLS 377-3, Politics of Climate Change

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

a) Are current library holdings adequate? Yes x No

Available resources are sufficient, but faculty are encouraged to contact their liaison librarian if additional resources are required.

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

15 February 2022

Date

Motion Number (assigned by
Steering Committee of Senate): S-202206.09

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course prerequisite for ECON 311 Intermediate Macroeconomic Theory Concepts, on page 205 of the 2021/2022 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2022

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

To improve the students experience by having a better understanding of math

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

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

ECON 311-3 Intermediate Macroeconomic Theory Concepts and methods of analysis of macroeconomic variables: consumption, investment, government and foreign trade. Classical and Keynesian models compared; analysis of economic statics and dynamics.

Prerequisites: ECON 100-3 and ECON 101-3, or permission of the instructor

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

ECON 311-3 Intermediate Macroeconomic Theory This course covers ~~C~~concepts and methods of analysis of macroeconomic variables; such as consumption, investment, government, and foreign trade. This course includes a discussion of ~~C~~classical and Keynesian models as well as the~~e~~compared; analysis of economic statics and dynamics.

Prerequisites: ECON 100-3 ~~and~~, ECON 101-3, and MATH 100-3 or MATH 152-3, or permission of the instructor

6. **Authorization:**

SCCC Review Date: April 25, 2022

Program / Academic / Administrative Unit: Economics

Faculty: Business and Economics

Faculty Council Motion Number: FBEFC 2022.05.19.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the School of Education program regulations and requirements on pages 86-93 of the 2021-2022 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2022

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

As part of continuous quality improvement, the School of Education has reviewed its programs pages in depth, to identify areas which needed updating, language change, and content change to reflect current practice. As we are now well into the second year of our renewed BEd program, several aspects of our calendar pages did not reflect changes made to support this new program. As well, we want to ensure that there is clear language for students on their opportunities should they need to take a leave of absence, or when they have withdrawn from the program and want to return. Finally, we have restructured where aspects of our regulations and requirements are placed, to ensure that it is clear when they apply to either all or specific programs that we offer.

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

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

School of Education (BEd Program)

Tina Fraser, Professor
Andrew Kitchenham, Professor
Lantana Usman, Associate Professor
Catherine Whalen, Associate Professor
Hartley Banack, Assistant Professor
Christine Ho Youngusband, Assistant Professor
Bonnie Fuller, Instructor
Glen Thielmann, Lecturer
Gretchen Vogelsang, Lecturer

Website: www.unbc.ca/education

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

The Bachelor of Education (BEd) program is based on a signature pedagogy focused on People, Place and Land. Philosophically, constructivist principles underpin the BEd program. The BEd program model reflects current professional thinking and research that optimizes the mapping between educational theory and

classroom practices. The program emphasizes such learner-centered strategies as inquiry-based learning, inclusion of diverse learners' perspectives the development of caring and respectful learning communities, and reflective practices. Particular emphasis is placed on the integration of Literacy and Numeracy skills across the K-12 curricula.

Throughout the BEd program, teacher candidates have opportunities to develop an understanding of disciplinary areas focused on children's levels of cognitive and social development. As a cohort, they question, explore, focus, and reflect on how and why topics like Aboriginal and Indigenous education or Truth and Reconciliation have an impact on teaching and learning practices and approaches. Teacher candidates plan and practice ways of integrating pedagogical excellence and practice in one of two streams: the Elementary Years or the Secondary Years. Individually, they have opportunities to develop their professional voices as educators and leaders. They experience authentic engagement through continuous in situ inquiry with Aboriginal and Indigenous Ways of Knowing and Doing. The BEd program provides teacher candidates with the coursework and classroom experience to prepare them to be qualified teachers. Upon successful completion of the program, graduates are recommended to the Ministry of Education for professional certification required for employment in the British Columbia (BC) public school system.

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

BEd Degree Elementary Years (Grades K-7) Stream

The Elementary Years stream prepares teacher candidates to work with the unique learning needs of children who are beginning their school years. Successful applicants to the Elementary Years stream join a cohort of teacher candidates that normally begin and finish their program together.

Admission Requirements

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

- (a) an acceptable three- or four-year Bachelor's degree of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC school system and must include 30 senior level credit hours, or
- (b) a minimum of 90 credit hours of undergraduate coursework of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC school system and must include 30 senior level credit hours, of which 12 credit hours must be at the 300 or 400 level.

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

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

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

- normally be selected from Anthropology, First Nations Studies, Geography, History, Northern Studies, or Political Science courses that contain significant Canadian content (upon review, credit hours from other disciplines may be recognized as meeting the Canadian content requirement);
- Submission of the completed application forms including the Experience with Children and Youth Statement (résumé format), three Confidential Reference Forms, and the Personal Statement.

Note: Applicants who do not meet the requirements in items 1-4 above but who otherwise meet the admission requirements may be admitted conditionally to the BEd program with the approval of the Chair if they have completed a minimum of 12 credit hours of the required coursework. Applicants admitted conditionally to the program under this section must complete the requirements prior to commencement of their BEd program.

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)

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-Portfolio¹
EDUC 421-3 Assessment and Motivation
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology¹
EDUC 490-(3, 4) Formative Practicum

Year 2 Courses

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio¹
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology¹
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-Portfolio¹
EDUC 421-3 Assessment and Motivation
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology¹

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-Portfolio¹
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology¹
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.

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)
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

BEd Degree Secondary Years (Grades 8-12) Stream

The Secondary Years stream prepares individuals to teach in grades 8 through 12 in specialty areas. Successful applicants to the Secondary Years stream join a cohort group of teacher candidates that normally begin and finish their program together.

Admission Requirements

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

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

- Geography
 - History
 - Mathematics
 - Physics
 - Social Studies²;
7. Submission of the completed application forms including the Experience with Children and Youth statement, three Confidential Reference Forms, and the Personal Statement.

Notes:

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

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

- 3 credit hours of Canadian Studies
- 3 credit hours of Geography
- 3 credit hours of History
- 15 credit hours of one or a combination of the following:
 - Anthropology
 - Economics
 - Geography
 - History
 - Political Science
 - Sociology
- Applicants who wish to make substitutions to the above list may submit course syllabi in the areas of Canadian Studies, Cultural Studies, Asian Studies, Gender and Women's Studies, Indigenous Studies, Religious Studies (of a non-doctrinal nature), Classical Studies, Urban Studies, or Environmental Sciences.

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

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

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)

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 1²

or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science Part 1²
EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities Part 2²
or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science Part 2²
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-Portfolio¹
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: Epistemology¹
EDUC 490-(3, 4) Formative Practicum

Year 2 Courses

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio¹
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology¹
EDUC 491-6 Summative Practicum

Notes:

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 EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science.

Access Initiative

The UNBC School of Education has initiated a program designed to give access to individuals who are members of groups in our society which have historically been under-represented in the teaching profession in British Columbia. In order to achieve this objective, we encourage applicants who have confronted identifiable barriers to post-secondary education to apply under the Access Initiative. All applicants for the UNBC Bachelor of Education Program must submit a Personal Statement. Applicants who wish to apply under the Access Initiative may identify themselves in their Personal Statement Form to be considered under the Access Initiative.

Criminal Records Review

In addition to the admission application requirements outlined above, applications are required to undergo a criminal record review and provide evidence of this prior to being considered for admission. Refer to Undergraduate Regulations and Policies (Academic Regulation 20) in this Calendar.

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

((No changes to this section so has not been duplicated – section currently is listed on pages 89-91 of the 2021-2022 Undergraduate Calendar))

Diploma and BEd Academic Regulations

Upon successful completion of all academic coursework with a Pass (B+), teacher candidates are recommended to the Ministry of Education for professional certification.

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

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

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

A teacher candidate may appeal if not satisfied with the outcome of that process (see Appeals Process in the Academic Regulations under Undergraduate Regulations and Policies at the beginning of the Calendar). Teacher candidates are not allowed to use graduate-level (500 or higher) courses from the Education Program, or any other program to meet degree requirements.

Students who plan to do coursework at other institutions are required to seek prior approval from the Office of the Registrar and the Chair of Education if they wish such courses to be credited toward a BEd degree at UNBC.

Diploma and BEd Teaching Practicum Regulations

Placements

All arrangements for school placements are made through the School of Education.

The School of Education reserves the right to approve or disapprove any school placement for teacher candidates, to place teacher candidates in schools, and to change any placement assigned to a teacher candidate. The teacher candidate must be informed in writing of the reasons for any required change in placement. UNBC bears no responsibility for the costs associated with a change in placement.

The School of Education is responsible for seeking a sufficient number of school placements to serve the needs of all enrolled teacher candidates. A teacher candidate may be required to withdraw from a Classroom Practice and Seminar course if none of the available schools accepts that particular teacher candidate.

The dates of the practica are made known to the teacher candidates at the beginning of each term. Placement locations are made available as soon as possible after classes have begun.

Expenses

Teacher candidates taking the Classroom Practice and Seminar courses must be prepared to travel to any regional school district. In order to do such travel, teacher candidates should budget for transportation costs as well as other expenses that may be incurred during practica. Practica may be arranged in other selected districts.

Teacher candidates must successfully complete all course requirements in each block to be eligible for the summative practicum in Block Five. These requirements include the completion of core assignments designed to link theory and practice.

Disclosure

The School of Education Program reserves the right to provide information to the principal of a school about a particular teacher candidate in a practicum placement whenever it is deemed necessary for the principal to have the information in order to carry out duties as a principal. The School of Education must inform the principal if concerns have been raised within the Education Program or in a previous practicum placement

about a more than usual potential for a negative impact on the quality of the learning and/or working in the classroom and/or school as a result of the presence of the candidate teacher. Whenever there is a notification to the principal, the Chair or designate must inform the teacher candidate in writing of the reasons for the concerns.

Expectations

The expectations of teacher candidates during practica are published and distributed to all teacher candidates, Practice Evaluators and Coaching Teachers at the start of each term. Regular attendance during practica is required. Teacher candidates are required to notify the school, the Practice Evaluator, the Coaching Teacher, and the Practicum Placement Coordinator whenever classroom experience appointments cannot be kept. Teacher candidates are disbarred from the practicum course if they have more than three unexcused absences.

Professional Ethics

All teacher candidates in the program placed in schools for classroom experience are subject to the provisions of the Schools Act, School Regulations, the British Columbia Teachers' Federation (BCTF) Code of Ethics, the Professional Standards of BC Educators, and any school regulation and/or code of behaviour applicable to teachers and staff.

Denial and Withdrawal

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

Teacher candidates seeking voluntary withdrawal from a practicum placement, whether permanent or temporary, must notify the Practicum Placement Coordinator in writing at least one week in advance of the commencement of the classroom placement. Failure to give appropriate notice of withdrawal during a practicum placement, without consultation and approval of the Practicum Placement Coordinator, and/or BEd Coordinator, will result in a requirement to withdrawal from UNBC's Education Program.

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

Request for Re-admission

Teacher candidates who have withdrawn for any reason from a practicum course, or who wish to re-enter, or re-take, the course must submit a written request for re-admission to the Chair for the School of Education. Re-admission is not guaranteed.

A teacher candidate may request and be granted re-admission to practicum courses only once except in cases where there are dire circumstances beyond the teacher candidate's control as set out in the UNBC Conditions of Academic Standing (Academic Regulation 49). Teacher candidates will only be re-admitted to a practicum course when, in the opinion of those responsible for the supervision of the previous attempt, there is evidence of significant progress toward meeting the outcomes for the practicum placement.

Part-Time Students in the BEd Program

The Bachelor of Education program at UNBC is a full-time study program. However, under exceptional circumstances (i.e., family, personal, or health reasons), teacher candidates may request to continue the

program on a part-time basis. The request must be submitted in writing to the Chair of the School of Education and approved by the Dean of the Faculty of Human and Health Sciences. A change to part-time status is not guaranteed.

BEd Graduation Requirements

To be eligible for a Bachelor of Education degree the teacher candidate must earn a Pass (B+) in all Education courses.

Note:

All teachers, administrators and supervisors employed in the province's Kindergarten to Grade 12 public school system must have a valid BC Ministry of Education teaching certificate. This requirement includes full time, part time and teacher-on-call positions. Graduates choosing to work in a BC public school must apply to the BC Ministry of Education and provide required documentation and payment of fees.

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

School of Education (BEd Program)

Tina Fraser, Professor
Margo Greenwood, Professor
Andrew Kitchenham, Professor
Lantana Usman, ~~Associate~~ Professor
Catherine Whalen, Associate Professor
Hartley Banack, Assistant Professor
Christine Ho Youngusband, Assistant Professor
David Litz, Assistant Professor
Bonnie Fuller, Senior Instructor
Susan Johnston, Lecturer
Glen Thielmann, Lecturer
Gretchen Vogelsang, Lecturer

Website: www.unbc.ca/education

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

The Bachelor of Education (BEd) program is based on a signature pedagogy focused on People, Place and Land. Philosophically, constructivist principles underpin the BEd program. The BEd program model reflects current professional thinking and research that optimizes the mapping between educational theory and classroom practices. The program emphasizes such learner-centered strategies as inquiry-based learning, inclusion of diverse learners' perspectives, the development of caring and respectful learning communities, and reflective practices. Particular emphasis is placed on the integration of literacy and numeracy skills across the K-12 curricula.

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

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

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

Academic Regulations

Teacher candidates must receive a Pass in all courses within a Block in order to continue to the next Block. Teacher candidates are not able to progress in their program until they successfully repeat a course for which they received a Fail.

Teacher candidates are required to withdraw from their BEd program if they have two instances of not meeting the minimum passing grade requirement.

EDUC 405 and EDUC 446 are interwoven, multi-semester courses that are aligned with courses taken across the entire Bachelor of Education program and cannot be repeated. Teacher candidates who receive a Fail in one of the interwoven course(s) EDUC 405 and/or EDUC 446 are required to withdraw from the program. Grades are assigned in these courses in either Block 5 or Block 6 of the program.

Teacher candidates must successfully complete all course requirements in each Block prior to the last Block of the program to be eligible for the summative practicum EDUC 491.

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

Students who plan to do coursework at other institutions are required to seek prior approval from the Office of the Registrar and the Chair of the School of Education if they wish such courses to be credited toward a BEd degree at UNBC.

Notice of Concern

The School of Education works closely with the teacher candidate, Coaching Teachers, Practice Evaluators, and placement partners (school districts and independent schools) when concerns arise during practicum. If a teacher candidate is not meeting expectations during a practicum placement, they may receive a Notice of Concern from the Chair, or designate, of the School of Education. A Notice of Concern outlines the area(s) of concern in relation to how a teacher candidate is not currently meeting the Professional Standards of BC Educators and what action on the part of the teacher candidate is necessary to meet those concerns within a given timeline.

Leave of Absence

Teacher candidates wanting to take a Leave of Absence must apply, in writing, to the Chair of the School of Education. Upon approval, students are eligible for up to a one-year Leave of Absence, during which they remain active UNBC students. If a Leave of Absence extends past one-year, teacher candidates may lose standing as UNBC students and may have to re-apply to the university. When teacher candidates intend to return to the program, they must indicate their intention in writing to the Chair who advises on next steps to facilitate their return.

Withdrawal from the Program

The School of Education reserves the right to require any teacher candidate to withdraw from the program

based on criteria such as academic performance, professional fitness, or professional conduct.

Teacher candidates who voluntarily withdraw from the School of Education must notify the Chair of the School of Education in writing. Failure to notify the Chair may impact consideration for re-admission.

Request for Re-Admission

Teacher candidates who have withdrawn for any reason and wish to re-enter the program must submit a written request for re-admission to the Chair of the School of Education. Re-admission is not guaranteed. Teacher candidates are not allowed to use graduate-level (500 or higher) courses from the Education Program, or any other program, to meet degree requirements.

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

A teacher candidate may appeal if not satisfied with the outcome of that process (see Appeals Process in the Academic Regulations under Undergraduate Regulations and Policies at the beginning of the Calendar).

Part-Time Students in the BEd Program

The Bachelor of Education program at UNBC is a full-time study program. However, under exceptional circumstances (i.e., family, personal, or health reasons), teacher candidates may request to continue the program on a part-time basis. The request must be submitted in writing to the Chair of the School of Education and approved by the Dean of the Faculty of Human and Health Sciences. A change to part-time status is not guaranteed.

Teaching Practicum Regulations

Placements

All arrangements for school placements are made through the School of Education.

Through our signature pedagogy of People, Place and Land, the School of Education is focused on northern, rural, and Indigenous experiences and opportunities within northern British Columbia. Practicum placements are arranged within northern British Columbia.

The School of Education reserves the right to approve or disapprove any school placement for teacher candidates, to place teacher candidates in schools, and to change any placement assigned to a teacher candidate. The teacher candidate must be informed in writing of the reasons for any required change in placement. UNBC bears no responsibility for the costs associated with a change in placement.

The School of Education is responsible for seeking a sufficient number of school placements to serve the needs of all enrolled teacher candidates. A teacher candidate may be required to withdraw from a practicum course if none of the available schools accepts that particular teacher candidate.

The dates of the practica are made known to the teacher candidates at the beginning of each term. Placement locations are made available as soon as possible after classes have begun.

Expenses

Teacher candidates taking practicum courses must be prepared to travel to any regional school district or independent school. In order to do such travel, teacher candidates should budget for transportation and/or accommodation costs, as well as other expenses that may be incurred during practica.

Teacher candidates in the Regional BEd Program are expected to travel for two one-week intensive sessions, one in each of Block 3 and Block 4 of their program. Teacher candidates should budget for transportation and accommodation costs for these sessions.

Disclosure

The School of Education works closely with school districts and independent schools (placement partners) in determining placement opportunities for teacher candidates and in supporting teacher candidates during their practicum placements. The School of Education is in constant communication with placement partner representatives before, during, and after practicum placements to ensure that teacher candidates are supported.

As part of this work, the School of Education may share the following details about the teacher candidate with placement partners: strengths and weaknesses, any support needed to achieve the Professional Standards of BC Educators, failed courses or withdrawal from program or practicum, and any Notice(s) of Concern from practicum.

As part of the partnership between the School of Education and placement partners during practicum, the School of Education reserves the right to provide information to a school principal of a teacher candidate's progress in the program or any Notice of Concern. If there are any concerns with a teacher candidate's progress while placed at a school, the school principal will inform the Coaching Teacher, teacher candidate, and the School of Education of these concerns. This communication protocol is to support the teacher candidate and K-12 students whom the teacher candidate is working with during the practicum experience.

Expectations

The expectations of teacher candidates during practica are published and distributed to all teacher candidates, Practice Evaluators, and Coaching Teachers at the start of each term. Regular attendance during practica is required. Teacher candidates are required to notify the school, the Practice Evaluator, the Coaching Teacher, and the Practicum Placement Coordinator whenever classroom experience appointments cannot be kept. Teacher candidates are debarred from the practicum course if they have more than three unexcused absences.

Professional Ethics

All teacher candidates in the program placed in schools for classroom experience are subject to the provisions of the Schools Act, the Professional Standards of BC Educators, School Regulations, the British Columbia Teachers' Federation (BCTF) Code of Ethics, and any school regulation and/or code of behaviour applicable to teachers and staff.

Denial and Withdrawal of Practica

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

Teacher candidates seeking voluntary withdrawal from a practicum placement, whether permanent or temporary, must notify the Chair or designate in writing at least one week in advance of the commencement of the classroom school placement. Failure to give appropriate notice of withdrawal during a practicum placement, without consultation and approval of the Chair or designate, results in a requirement to withdraw from UNBC's School of Education Program.

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

Request for Re-admission to Practica

Teacher candidates who have withdrawn for any reason from a practicum course, or who wish to re-enter, or re-take, the course must submit a written request for re-admission to the Chair for the School of Education. Re-admission is not guaranteed.

A teacher candidate may request and be granted re-admission to practicum courses only once except in cases where there are dire circumstances beyond the teacher candidate's control as set out in the UNBC Conditions of Academic Standing (Academic Regulation 49).

Teacher candidates may be re-admitted to a practicum course when, in the opinion of those responsible for the supervision of the previous attempt, there is evidence of significant progress toward meeting the outcomes for the practicum placement.

BEd Degree Elementary Years (Grades K-7) Stream

The Elementary Years stream prepares teacher candidates to work with the unique learning needs of children who are beginning their school years. Successful applicants to the Elementary Years stream join a cohort of teacher candidates that normally begin and finish their program together.

To be eligible for a Bachelor of Education degree the teacher candidate must earn a Pass (B+) in all Education courses.

Upon successful completion of all academic coursework for the Bachelor of Education, teacher candidates are recommended by the Chair of the School of Education to the Ministry of Education for professional certification. Graduates choosing to work in a BC public school must apply to the BC Ministry of Education and provide required documentation and payment of fees.

Admission Requirements

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

- (a) an acceptable three- or four-year Bachelor's degree of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC school system and must include 30 senior level credit hours, or
- (b) a minimum of 90 credit hours of undergraduate coursework of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC school system and must include 30 senior level credit hours, of which 12 credit hours must be at the 300 or 400 level.

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

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

1. Successful completion, with a C+ average, of 6 credit hours of acceptable English literature and composition at any level (one of the following: (a) 3 credit hours of English literature and 3 credit

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

Note: Applicants who do not meet the requirements in items 1-4 above but who otherwise meet the admission requirements may be admitted conditionally to the BEd program with the approval of the Chair if they have completed a minimum of 12 credit hours of the required coursework. Applicants admitted conditionally to the program under this section must complete the requirements prior to commencement of their BEd program.

Access Initiative

The UNBC School of Education has initiated a program designed to give access to individuals who are members of groups in our society which have historically been under-represented in the teaching profession in British Columbia. In order to achieve this objective, we encourage applicants who have confronted identifiable barriers to post-secondary education to apply under the Access Initiative. All applicants for the UNBC Bachelor of Education Program must submit a Personal Statement. Applicants who wish to apply under the Access Initiative may identify themselves in their Personal Statement Form to be considered under the Access Initiative.

Criminal Records Review

In addition to the admission application requirements outlined above, applications are required to undergo a criminal record review and provide evidence of this as part of their admission requirements. Refer to Undergraduate Regulations and Policies (Academic Regulation 20) in this Calendar.

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)

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-Portfolio¹
EDUC 421-3 Assessment and Motivation
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology¹
EDUC 490-(3, 4) Formative Practicum

Year 2 Courses

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio¹
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology¹
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-Portfolio¹
EDUC 421-3 Assessment and Motivation
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology¹

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-Portfolio¹
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology¹
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.

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)
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

BEd Degree Secondary Years (Grades 8-12) Stream

The Secondary Years stream prepares individuals to teach in grades 8 through 12 in specialty areas. Successful applicants to the Secondary Years stream join a cohort group of teacher candidates that normally begin and finish their program together.

Admission Requirements

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

also be met:

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

Notes:

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

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

- 3 credit hours of Canadian Studies
- 3 credit hours of Geography
- 3 credit hours of History
- 15 credit hours of one or a combination of the following:
 - Anthropology
 - Economics
 - Geography
 - History
 - Political Science
 - Sociology
- Applicants who wish to make substitutions to the above list may submit course syllabi in the areas of Canadian Studies, Cultural Studies, Asian Studies, Gender and Women's Studies, Indigenous Studies, Religious Studies (of a non-doctrinal nature), Classical Studies, Urban Studies, or Environmental Sciences.

Approval of teachable areas is required from both the British Columbia Ministry of Education—Teacher

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

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

Access Initiative

The UNBC School of Education has initiated a program designed to give access to individuals who are members of groups in our society which have historically been under-represented in the teaching profession in British Columbia. In order to achieve this objective, we encourage applicants who have confronted identifiable barriers to post-secondary education to apply under the Access Initiative. All applicants for the UNBC Bachelor of Education Program must submit a Personal Statement. Applicants who wish to apply under the Access Initiative may identify themselves in their Personal Statement Form to be considered under the Access Initiative.

Criminal Records Review

In addition to the admission application requirements outlined above, applications are required to undergo a criminal record review and provide evidence of this as part of their admission requirements. Refer to Undergraduate Regulations and Policies (Academic Regulation 20) in this Calendar.

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.

To be eligible for a Bachelor of Education degree the teacher candidate must earn a Pass (B+) in all Education courses.

Upon successful completion of all academic coursework for the Bachelor of Education, teacher candidates are recommended by the Chair of the School of Education to the Ministry of Education for professional certification. Graduates choosing to work in a BC public school must apply to the BC Ministry of Education and provide required documentation and payment of fees.

Secondary Years Stream (Grades 8-12)

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 1²
or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science Part 1²
EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities Part 2²
or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science Part 2²
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-Portfolio¹
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: Epistemology¹
EDUC 490-(3, 4) Formative Practicum

Year 2 Courses

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio¹
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology¹
EDUC 491-6 Summative Practicum

Notes:

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 EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science.

Access Initiative

The UNBC School of Education has initiated a program designed to give access to individuals who are members of groups in our society which have historically been under-represented in the teaching profession in British Columbia. In order to achieve this objective, we encourage applicants who have confronted identifiable barriers to post-secondary education to apply under the Access Initiative. All applicants for the UNBC Bachelor of Education Program must submit a Personal Statement. Applicants who wish to apply under the Access Initiative may identify themselves in their Personal Statement Form to be considered under the Access Initiative.

Criminal Records Review

In addition to the admission application requirements outlined above, applications are required to undergo a criminal record review and provide evidence of this prior to being considered for admission. Refer to Undergraduate Regulations and Policies (Academic Regulation 20) in this Calendar.

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

((No changes to this section so has not been duplicated – section currently is listed on pages 89-91 of the 2021-2022 Undergraduate Calendar))

Diploma and BEd Academic Regulations

Upon successful completion of all academic coursework with a Pass (B+), teacher candidates are recommended to the Ministry of Education for professional certification.

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

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

~~exceed three hours of scheduled classes in one term.~~

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

~~A teacher candidate may appeal if not satisfied with the outcome of that process (see Appeals Process in the Academic Regulations under Undergraduate Regulations and Policies at the beginning of the Calendar). Teacher candidates are not allowed to use graduate-level (500 or higher) courses from the Education Program, or any other program to meet degree requirements.~~

~~Students who plan to do coursework at other institutions are required to seek prior approval from the Office of the Registrar and the Chair of Education if they wish such courses to be credited toward a BEd degree at UNBC.~~

Diploma and BEd Teaching Practicum Regulations

Placements

~~All arrangements for school placements are made through the School of Education.~~

~~The School of Education reserves the right to approve or disapprove any school placement for teacher candidates, to place teacher candidates in schools, and to change any placement assigned to a teacher candidate. The teacher candidate must be informed in writing of the reasons for any required change in placement. UNBC bears no responsibility for the costs associated with a change in placement.~~

~~The School of Education is responsible for seeking a sufficient number of school placements to serve the needs of all enrolled teacher candidates. A teacher candidate may be required to withdraw from a Classroom Practice and Seminar course if none of the available schools accepts that particular teacher candidate.~~

~~The dates of the practica are made known to the teacher candidates at the beginning of each term. Placement locations are made available as soon as possible after classes have begun.~~

Expenses

~~Teacher candidates taking the Classroom Practice and Seminar courses must be prepared to travel to any regional school district. In order to do such travel, teacher candidates should budget for transportation costs as well as other expenses that may be incurred during practica. Practica may be arranged in other selected districts.~~

~~Teacher candidates must successfully complete all course requirements in each block to be eligible for the summative practicum in Block Five. These requirements include the completion of core assignments designed to link theory and practice.~~

Disclosure

~~The School of Education Program reserves the right to provide information to the principal of a school about a particular teacher candidate in a practicum placement whenever it is deemed necessary for the principal to have the information in order to carry out duties as a principal. The School of Education must inform the principal if concerns have been raised within the Education Program or in a previous practicum placement about a more than usual potential for a negative impact on the quality of the learning and/or working in the classroom and/or school as a result of the presence of the candidate teacher. Whenever there is a notification to the principal, the Chair or designate must inform the teacher candidate in writing of the reasons for the concerns.~~

Expectations

The expectations of teacher candidates during practica are published and distributed to all teacher candidates, Practice Evaluators and Coaching Teachers at the start of each term. Regular attendance during practica is required. Teacher candidates are required to notify the school, the Practice Evaluator, the Coaching Teacher, and the Practicum Placement Coordinator whenever classroom experience appointments cannot be kept. Teacher candidates are disbarred from the practicum course if they have more than three unexcused absences.

Professional Ethics

All teacher candidates in the program placed in schools for classroom experience are subject to the provisions of the Schools Act, School Regulations, the British Columbia Teachers' Federation (BCTF) Code of Ethics, the Professional Standards of BC Educators, and any school regulation and/or code of behaviour applicable to teachers and staff.

Denial and Withdrawal

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

Teacher candidates seeking voluntary withdrawal from a practicum placement, whether permanent or temporary, must notify the Practicum Placement Coordinator in writing at least one week in advance of the commencement of the classroom placement. Failure to give appropriate notice of withdrawal during a practicum placement, without consultation and approval of the Practicum Placement Coordinator, and/or BEd Coordinator, will result in a requirement to withdrawal from UNBC's Education Program.

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

Request for Re-admission

Teacher candidates who have withdrawn for any reason from a practicum course, or who wish to re-enter, or re-take, the course must submit a written request for re-admission to the Chair for the School of Education. Re-admission is not guaranteed.

A teacher candidate may request and be granted re-admission to practicum courses only once except in cases where there are dire circumstances beyond the teacher candidate's control as set out in the UNBC Conditions of Academic Standing (Academic Regulation 49). Teacher candidates will only be re-admitted to a practicum course when, in the opinion of those responsible for the supervision of the previous attempt, there is evidence of significant progress toward meeting the outcomes for the practicum placement.

Part-Time Students in the BEd Program

The Bachelor of Education program at UNBC is a full-time study program. However, under exceptional circumstances (i.e., family, personal, or health reasons), teacher candidates may request to continue the program on a part-time basis. The request must be submitted in writing to the Chair of the School of Education and approved by the Dean of the Faculty of Human and Health Sciences. A change to part-time status is not guaranteed.

BEd Graduation Requirements

To be eligible for a Bachelor of Education degree the teacher candidate must earn a Pass (B+) in all

Motion Number (assigned by
Steering Committee of Senate): S-202206.11

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course description for EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy, on page 210 of the 2021-2022 undergraduate calendar (PDF), be approved as proposed.

1. **Effective date:** January 2023
2. **Rationale for the proposed revisions:** The BEd program has a full course dedicated to career education (EDUC 401-3) and is not necessary as a focus of the EDUC 400-6 course. The addition of 'physical and health education' is to emphasize importance of this curricular area in relation to the overall 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:**

EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy This course introduces teacher candidates to alternate ways for students in the classroom to demonstrate learning through personal aptitudes, values and beliefs. Teacher candidates explore a variety of skill sets involving curricular integration and enactment through fine arts, music, health, physical education, drama, dance, performance and imagery. Teacher candidates develop representations of knowledge and skill sets through emergent and early language literacy, numeracy, wellness, sustainable health, and career education. Graded on a PASS/FAIL basis.

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

EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy This course introduces teacher candidates to alternate ways for students in the classroom to demonstrate learning through personal aptitudes, values₂ and beliefs. Teacher candidates explore a variety of skill sets involving curricular integration and enactment through fine arts, music, health, physical education, drama, dance, performance₁ and imagery. Teacher candidates develop representations of knowledge and skill sets through emergent and early language literacy, numeracy, wellness, sustainable health, and ~~career~~physical and health education. Graded on a PASS/FAIL basis.

6. **Authorization:**

SCCC Review Date: April 25, 2022

Program / Academic / Administrative Unit: School of Education

Faculty: Human and Health Sciences

Faculty Council Motion Number: FHHSFC.2022.05.19.03

Overview of BSW Design Committee's Work

In April 2021, the School of Social Work undertook a redesign of their Bachelor of Social Work curriculum. The redesign work began with a full-day retreat for the School of Social Work, which took place on April 29, 2021. The retreat, led by Dr. Susan Crichton, focused on developing a signature pedagogy for the School of Social Work and introducing program members to the Design Thinking Process, which laid the groundwork for the renewal process.

Following the retreat, the BSW Design Committee was struck. The BSW Design Committee was chaired by external consultant, Dr. Crichton; membership consists of Jonathan Alschech, Susan Burke, Lisa Kyle, Tammy Pearson and Joanna Pierce. Administrative support for the process was provided by Megan Caldwell, Administrative Manager, Faculty of Human and Health Sciences. The BSW Design Committee developed and worked within a framework of ten design principles, which represented the restraints guiding the redesign work (see Appendix 1).

Overall, the BSW Design Committee met 13 times between May 2021 and March 2022 (see Appendix 2) to further develop a signature pedagogy, to review current and future learning outcomes, to discuss program strengths and weaknesses, to consider feedback from external partners, to review elective options within the program, and to overall provide a recommendation for a renewed curriculum to the School of Social Work. In three of these sessions, the other faculty members were invited to participate in design charrettes to provide feedback on the design progress to date.

On March 28, 2022, by request of regional faculty, a meeting was held with to specifically consider the implications of the redesigned program for regional delivery. Interim Dean Ronald Camp II and Trevor Smith, Senior Academic Budget and Planning Officer were also in attendance to be updated on the work of the BSW Design Committee and to provide institutional perspective on regional delivery expectations. The meeting resulted in a fulsome conversation and consultation on implications for changes to regional delivery (e.g., aligning program delivery in the regions with Prince George program delivery), and the Dean affirmed his positive support for the redesigned program and full-time regional delivery.

At the March 30, 2022 meeting of the Social Work Community Advisory Council, Dr. Pierce was able to share the proposed program redesign with community partners and stakeholders. Positive feedback was received across the board to the recommendations, including moving to full-time regional delivery, increasing the lab skills component, and better integrating content from the Child Welfare and Indigenous Specializations across the entire BSW program.

What follows is the BSW Design Committee's program renewal recommendations to the School of Social Work on its redesigned program. The BSW Design Committee presents these recommendations as one package, although the formal Senate motions will encapsulate many pieces. Supporting materials are provided in the attached appendices.

The School of Social Work is asked to consider the following motion at its meeting on April 14, 2022:

That the renewed Bachelor of Social Work program be approved as recommended by the BSW Design Committee in the attached BSW Design Committee Program Renewal Recommendations.

A series of associated SCAAF motions are included as part of the overall recommendation of the BSW Design Committee – the full list and motions are attached in Appendix 3.

BSW Design Committee Program Renewal Recommendations

1. That the School of Social Work adopts a signature pedagogy of ‘Northern – Community Based – Social Justice – Indigenous – Critical and Creative Thinking – Connection Through Relationship’, to be visually represented in an image agreed upon by the program.
2. That the renewed BSW program structure and delivery schedule follow the format presented in the BSW Program Wireframe (Appendix 4). In addition to the structured 51 credit hours of coursework presented in the wireframe, students will select up to 9 additional credit hours (12 credit hours if they enter the program with previous credit for SOCW 421-3 Human Growth and Development) from 400-level elective courses (see Appendix 5).
3. That SOCW 300-3 Social Work Communication Skills is increased from 3 to 6 credit hours to allow for a more robust lab skills component of the course. This increase will reduce the additional credit hour requirements for 400-level Social Work courses from 12 credit hours to 9 credit hours. See Appendix 6 for a description of the enhanced lab. As well, the BSW Design Committee recommends that the title for this course be changed to Introduction to Counselling and Assessment Skills, as proposed in the attached SCAAF motion.
4. That the BSW program include a digital professional portfolio that is introduced in SOCW 300-6 Introduction to Counselling and Assessment Skills, integrated throughout the program with the additional of select assignments from each course into the portfolio, and concludes in SOCW 402-15 Social Work Field Education II when the full portfolio is completed. A recommended change to the course description for SOCW 402-15 Social Work Field Education II reflects the conclusion of the portfolio project in this course, as proposed in the attached SCAAF motion. See Appendix 7 for a description of the portfolio project.
5. That the Child Welfare Specialization and Indigenous Specialization options be removed from the program. Students can still choose to focus in these former specialization areas through their 400-level coursework options, however the specializations will no longer appear on students’ transcripts.
6. That SOCW 422-3 Child Welfare Practice be deleted, and content from that course be embedded within SOCW 426-3 Current Issues in Child Welfare Practice, with course description changes as proposed in the attached SCAAF motion.
7. That SOCW 457-3 Individual and Community Wellness for Indigenous Peoples be deleted, and content from that course be embedded within SOCW 420-3 Family/Child Welfare Policy, SOCW 426-3 Current Issues in Child Welfare Practice and SOCW 456-3 Indigenous Family Caring Systems, with course title and description changes as proposed in the attached SCAAF motions.
8. That SOCW 442-3 Social Work with Victims of Abuse and SOCW 450-3 Social Work and Family Practice be combined into one course following approval of the committee’s recommendations and in collaboration with those who regularly teach these courses. (Note: *This is a recommendation and not part of the current Senate package; this change will be passed through Senate once course redesign has happened.*)
9. That SOCW 449-3 Gender and Sexuality and SOCW 452-3 Social Work/Crisis Intervention be deleted, with content from these courses being embedded across other existing courses.

10. That the changes as proposed in the attached SCAAF motions for the following courses be made (see Appendix 3):
 - a. SOCW 300-3 Social Work Communication Skills (title, description, credit hours)
 - b. SOCW 401-3 Northern/Remote Social Work Practice (description)
 - c. SOCW 402-15 Social Work Field Education II (description)
 - d. SOCW 426-3 Current Issues in Child Welfare Practice (description)
 - e. SOCW 441-3 Social Work and Substance Abuse (title and description)
 - f. SOCW 443-3 Medical Social Work (title)
 - g. SOCW 456-3 Indigenous Family Caring Systems (title and description)

11. That the School of Social Work strike a BSW Renewed Program Implementation Group as an ad-hoc committee to oversee the implementation of the renewed BSW program, including:
 - a. to ensure that learning objectives from deleted courses are addressed elsewhere in the program;
 - b. to review and set clear learning objectives for all BSW courses, in consultation with all program members, to be used for all courses going forward;
 - c. to update the BSW Program Wireframe with the final learning objectives and to identify learning that is done in each course that is applicable in practicum experiences on the wireframe;
 - d. to ensure that the new portfolio project is taken up in all BSW courses;
 - e. to ensure recommendations from the committee not currently included in the Senate package are completed and moved forward; and,
 - f. to provide oversight to the accreditation and Degree Quality and Assurance Board processes.

List of Appendices

1. BSW Design Principles
2. List of BSW Design Committee Meeting Dates
3. List of Included SCAAF Motions
4. Renewed BSW Program Wireframe
5. Renewed BSW Elective Offerings
6. SOCW 300 Skills Lab Description
7. Portfolio Project Description

Motion Number (assigned by
Steering Committee of Senate): S-202206.12

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course title, course description, and credit hours for SOCW 300-3 Social Work Communication Skills, on page 269 of the 2021-2022 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2023
2. **Rationale for the proposed revisions:** As part of its BSW curriculum redesign, the School of Social Work is increasing the credit hours for this course from 3 to 6 credit hours in order to increase the time that is spent in the skills laboratory. As well, the course title and course description are being changed to more accurately reflect the course content.
3. **Implications of the changes for other programs, etc., if applicable:** N/A
4. **Reproduction of current Calendar entry for the item to be revised:**

SOCW 300-3 Social Work Communication Skills This is an introductory course that aims to increase skills and analysis in the diverse cultural settings that are appropriate to social work among Indigenous and remote, northern and rural communities. Learning to recognize the contradictions in people's experiences and to maximize the possibilities, resources and strengths in their lives are critical aspects of a social worker's practice. This course emphasizes the integration of interpersonal and analytical skills. Students learn effective helping strategies within a structural framework that acknowledges the influence of class, race and gender in shaping personal and social well-being. This course includes a skills laboratory.

Prerequisites: Enrollment is limited to students admitted to the School of Social Work

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

SOCW 300-36 Social Work Communication Introduction to Counselling and Assessment Skills This is an introductory course that aims to increase skills and analysis in the diverse cultural settings that are appropriate to social work among Indigenous and remote, northern, and rural communities. Learning to recognize the contradictions in people's experiences and to maximize the possibilities, resources and strengths in their lives are critical aspects of a social worker's practice. This course emphasizes the integration of interpersonal and analytical skills. Students learn effective helping strategies within a structural framework that acknowledges the influence of class, race, and gender in shaping personal and social well-being. This course includes a skills laboratory.

Prerequisites: Enrollment is limited to students admitted to the School of Social Work

6. **Authorization:**

SCCC Review Date: April 25, 2022

Program / Academic / Administrative Unit: School of Social Work

Faculty: Faculty of Human and Health Sciences

Faculty Council Motion Number: FHHSFC.2022.05.19.05

Faculty Council Approval Date: May 19, 2022

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: 20 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202206.11 -17 (Omnibus Motion)

Moved by: T. Whitcombe **Seconded by:** R. Camp

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022 _____
Date **Chair's Signature**

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

Motion Number (assigned by
Steering Committee of Senate): S-202206.13

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for SOCW 401-3 Northern/Remote Social Work Practice, as listed in the online undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2022
2. **Rationale for the proposed revisions:** The proposed changes update language to be more reflective of current social work practice.
3. **Implications of the changes for other programs, etc., if applicable:** N/A
4. **Reproduction of current Calendar entry for the item to be revised:**

SOCW 401-3 Northern/Remote Social Work Practice

Northern and Remote Social Work Practice builds on the structural approach examined in SOCW 301-3. Critical generalist practice is explored within the context of current and emerging client populations and practice. The course aims to develop a critical awareness/analysis of aspects of social work in northern and remote communities.

Prerequisites: All 100, 200, and 300 level required courses in Social Work

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

SOCW 401-3 Northern/Remote Social Work Practice

Northern and Remote Social Work Practice builds on the structural approach examined in SOCW 301-3. Critical generalist practice is explored within ~~the~~ a place-based context of current and emerging client populations ~~and practice~~. The course aims to develop a critical awareness/analysis of aspects of social work in northern and remote communities, including environmental and ecological sustainability.

Prerequisites: All 100~~,~~, 200~~,~~, and 300~~-~~level required courses in Social Work

6. **Authorization:**

SCCC Review Date: April 25, 2022

Program / Academic / Administrative Unit: School of Social Work

Faculty: Faculty of Human and Health Sciences

Faculty Council Motion Number: FHHSFC.2022.05.19.05

Faculty Council Approval Date: May 19, 2022

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: 20 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202206.11 -17 (Omnibus Motion)

Moved by: T. Whitcombe **Seconded by:** R. Camp

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022 _____
Date **Chair's Signature**

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

Motion Number (assigned by
Steering Committee of Senate): S-202206.14

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course description for SOCW 402-15 Social Work Field Education II, as listed in the online undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** As part of its BSW curriculum redesign, the School of Social Work is adding a portfolio project to which students will contribute throughout their BSW program, and which is completed in their final course.
3. **Implications of the changes for other programs, etc., if applicable:** N/A
4. **Reproduction of current Calendar entry for the item to be revised:**

SOCW 402-15 Social Work Field Education II This field placement requires students to perform in a social work role or organizational setting five days per week throughout the term. Field education provides undergraduate students with an opportunity to enhance and refine their social work skills. As much as possible, the assigned field education setting broadly matches the particular type of social work experience that the student wishes to pursue. The course includes three one-day seminars as part of the field education placement.

Prerequisites: All upper division requirements in Social Work; enrollment is limited to students admitted to the School of Social Work

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

SOCW 402-15 Social Work Field Education II This field placement requires students to perform in a social work role or organizational setting five days per week throughout the term. Field education provides undergraduate students with an opportunity to enhance and refine their social work skills. As much as possible, the assigned field education setting broadly matches the particular type of social work experience that the student wishes to pursue. The course includes three one-day seminars as part of the field education placement. This course includes a portfolio constructed across students' 3rd and 4th years of studies.

Prerequisites: All upper-division requirements in Social Work; enrollment is limited to students admitted to the School of Social Work

6. **Authorization:**

SCCC Review Date: April 25, 2022

Program / Academic / Administrative Unit: School of Social Work

Faculty: Human and Health Sciences

Faculty Council Motion Number: FHHSFC.2022.05.19.05

Faculty Council Approval Date: May 19, 2022

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: 20 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202206.11 -17 (Omnibus Motion)

Moved by: T. Whitcombe **Seconded by:** R. Camp

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022 _____
Date **Chair's Signature**

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

Motion Number (assigned by
Steering Committee of Senate): S-202206.15

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and course description for SOCW 426-3 Current Issues in Child Welfare Practice, on page 271 of the 2021-2022 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2023
2. **Rationale for the proposed revisions:** As part of its BSW curriculum redesign, the School of Social Work is removing the Child Welfare Specialization and restructuring how content related to child welfare is reflected throughout the program. The changes presented here to SOCW 426 brings in content from SOCW 422 and SOCW 457, which will be deleted.
3. **Implications of the changes for other programs, etc., if applicable:** N/A
4. **Reproduction of current Calendar entry for the item to be revised:**

SOCW 426-3 Current Issues in Child Welfare Practice This course highlights topical child welfare issues, and current trends in child welfare practice, examines different methods of intervention and attempts to link changes in the economic circumstances of families to the social wellbeing and healthy family functioning.

Prerequisites: Upper-division standing or permission of the Social Work Chair

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

SOCW 426-3 Current Issues in Child Welfare Practice This course facilitates the knowledge and skill development relevant to current policy and social practice in highlights topical-child welfare settings. issues, and current trends in child welfare practice, examines different methods of intervention and attempts to link changes in the economic circumstances of families to the social wellbeing and healthy family functioning. Contemporary western and Indigenous social work practices with children and families are analyzed and critically reflected upon. Various forms of child maltreatment and the responsibilities performed by child welfare workers, and effective interventions for engaging with families and children at risk are explored.

Prerequisites: Upper-division standing or permission of the Social Work Chair

6. **Authorization:**

SCCC Review Date: April 25, 2022

Program / Academic / Administrative Unit: School of Social Work

Faculty: Human and Health Sciences

Faculty Council Motion Number: FHHSFC.2022.05.19.05
Faculty Council Approval Date: May 19, 2022

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: 20 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202206.11 -17 (Omnibus Motion)

Moved by: T. Whitcombe **Seconded by:** R. Camp

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022 _____
Date **Chair's Signature**

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

Motion Number (assigned by
Steering Committee of Senate): S-202206.16

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and course description for SOCW 441-3 Social Work and Substance Abuse, on page 271 of the 2021-2022 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2022
2. **Rationale for the proposed revisions:** The proposed changes update language to be more reflective of current social work practice.
3. **Implications of the changes for other programs, etc., if applicable:** N/A
4. **Reproduction of current Calendar entry for the item to be revised:**

SOCW 441-3 Social Work and Substance Abuse Social Work and Substance Abuse examines alcohol and other drugs in terms of their effects on individuals, families and society. It also looks at different roles of social workers and human service workers in helping people deal with and understand alcohol and drug abuse.

Prerequisites: Upper-division standing or permission of the Social Work Chair

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

SOCW 441-3 Social Work and Substance Abuse ~~Use Social Work and Substance Abuse~~ This course examines alcohol and other drugs in terms of their effects on individuals, families and society. It also looks at different roles of social workers and human service workers in helping people deal with and understand alcohol and drug abuse.

Prerequisites: Upper-division standing or permission of the Social Work Chair

6. **Authorization:**

SCCC Review Date: April 25, 2022

Program / Academic / Administrative Unit: School of Social Work

Faculty: Human and Health Sciences

Faculty Council Motion Number: FHHSFC.2022.05.19.05

Faculty Council Approval Date: May 19, 2022

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: 20 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202206.11 -17 (Omnibus Motion)

Moved by: T. Whitcombe **Seconded by:** R. Camp

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022 _____
Date **Chair's Signature**

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

Motion Number (assigned by
Steering Committee of Senate): S-202206.17

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title for SOCW 443-3 Medical Social Work, on page 271 of the 2021-2022 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2022
2. **Rationale for the proposed revisions:** The proposed course title change updates language to be more reflective of current social work practice.
3. **Implications of the changes for other programs, etc., if applicable:** N/A
4. **Reproduction of current Calendar entry for the item to be revised:**

SOCW 443-3 Medical Social Work Focuses on the knowledge, attitudes and skills workers need to practice effectively in health care settings. Case studies will be used to demonstrate different methods of intervention in this context.

Prerequisites: Upper-division standing or permission of the Social Work Chair

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

SOCW 443-3 ~~Medical Social Work~~ and Health Care This course fFocuses on the knowledge, attitudes and skills workers need to practice effectively in health care settings. Case studies ~~will be~~ are used to demonstrate different methods of intervention in this context.

Prerequisites: Upper-division standing or permission of the Social Work Chair

6. **Authorization:**

SCCC Review Date: April 25, 2022

Program / Academic / Administrative Unit: School of Social Work

Faculty: Human and Health Sciences

Faculty Council Motion Number: FHHSFC.2022.05.19.05

Faculty Council Approval Date: May 19, 2022

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: 20 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202206.11 -17 (Omnibus Motion)

Moved by: T. Whitcombe **Seconded by:** R. Camp

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022 _____
Date **Chair's Signature**

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

Motion Number (assigned by
Steering Committee of Senate): S-202206.18

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and course description for SOCW 456-3 Indigenous Family Caring Systems, on page 272 of the 2021-2022 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2023
2. **Rationale for the proposed revisions:** As part of its BSW curriculum redesign, the School of Social Work is removing the Indigenous Specialization and restructuring how content related to Indigenous Peoples is reflected throughout the program. The changes presented here to SOCW 456 brings in content from SOCW 457, which will be deleted.
3. **Implications of the changes for other programs, etc., if applicable:** N/A
4. **Reproduction of current Calendar entry for the item to be revised:**

SOCW 456-3 Indigenous Family Caring Systems This course develops an understanding of family caring systems from an Indigenous perspective. Topics explored include Indigenous world views, traditional roles of family members, the role that historical events have played in the development and current social realities of Indigenous peoples and the role that social workers can play in family wellness. Contemporary social work practices with Indigenous children and families are analyzed and critically reflected upon, with a particular emphasis on future directions in Indigenous child and family welfare.

Prerequisites: Upper-division standing or permission of the Social Work Chair

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

SOCW 456-3 Indigenous Family Caring Systems Wellness: Individuals, Families, and Communities This course develops an understanding of family caring systems from an Indigenous wellness perspective. Topics explored include Indigenous world-views; the impact of colonialism on the current, traditional roles of family members, the role that historical events have played in the development and current social realities of Indigenous peoples; and Indigenous perspectives on wellness, traditional family systems, and community. ~~and the role that social workers can play in family wellness.~~ Contemporary social work practices with Indigenous children and families are analyzed and is critically reflected upon, with a particular emphasis on future directions in Indigenous child and family welfare. including an emphasis on self-care.

Prerequisites: Upper-division standing or permission of the Social Work Chair

6. **Authorization:**

SCCC Review Date: April 25, 2022

Program / Academic / Administrative Unit: School of Social Work

Faculty: Human and Health Sciences

Faculty Council Motion Number: FHHSFC.2022.05.19.05

Faculty Council Approval Date: May 19, 2022

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: 20 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202206.11 -17 (Omnibus Motion)

Moved by: T. Whitcombe **Seconded by:** R. Camp

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022 _____
Date **Chair's Signature**

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

Motion Number (assigned by
Steering Committee of Senate): S-202206.19

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the Child Welfare Certificate, on page 177 of the 2021-2022 undergraduate calendar, be deleted.

1. **Effective date:** September 2022
2. **Rationale for the proposed revisions:** The Child Welfare Certificate is no longer actively being offered; it was designed to meet the needs of external stakeholders and is no longer necessary. Therefore, the School of Social Work would like to remove it from the calendar.
3. **Implications of the changes for other programs, etc., if applicable:** N/A
4. **Reproduction of current Calendar entry for the item to be revised:**

Child Welfare Certificate

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

Students will be required to undergo a criminal records search prior to being admitted. Refer to Academic Regulation 20.

A maximum of 6 credit hours may be transferred from courses taken in the UNBC Bachelor of Social Work Program, or from other recognized institutions into the Certificate program.

Standards of Professional Conduct

All students are expected to abide by professional standards as set forth by the Canadian Association for Social Work Education (CASWE) and the relevant Social Work Codes of Ethics. Violation of professional standards may result in suspension or dismissal from the program or the education institution.

Qualification for a Certificate

To fulfill the requirements of graduation, the student must:

- attain a minimum cumulative GPA of 2.33 (C+) on courses for credit towards the Certificate
- complete all course requirements for the Certificate

Certificate Requirements

SOCW 401-3	Northern and Remote Social Work
SOCW 422-3	Child Welfare Practice
SOCW 426-3	Current Issues on Child Welfare Practice
SOCW 439-3	Social Work/Law and the Justice System
SOCW 499-3	Directed Readings

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

Child Welfare Certificate

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

~~Students will be required to undergo a criminal records search prior to being admitted. Refer to Academic Regulation 20.~~

~~A maximum of 6 credit hours may be transferred from courses taken in the UNBC Bachelor of Social Work Program, or from other recognized institutions into the Certificate program.~~

Standards of Professional Conduct

~~All students are expected to abide by professional standards as set forth by the Canadian Association for Social Work Education (CASWE) and the relevant Social Work Codes of Ethics. Violation of professional standards may result in suspension or dismissal from the program or the education institution.~~

Qualification for a Certificate

~~To fulfill the requirements of graduation, the student must:~~

- ~~• attain a minimum cumulative GPA of 2.33 (C+) on courses for credit towards the Certificate~~
- ~~• complete all course requirements for the Certificate~~

Certificate Requirements

SOCW 401-3	Northern and Remote Social Work
SOCW 422-3	Child Welfare Practice
SOCW 426-3	Current Issues on Child Welfare Practice
SOCW 439-3	Social Work/Law and the Justice System
SOCW 499-3	Directed Readings

6. **Authorization:**

SCCC Review Date: April 25, 2022

Program / Academic / Administrative Unit: School of Social Work

Faculty: Human and Health Sciences

Faculty Council Motion Number: FHHSFC.2022.05.19.05

Faculty Council Approval Date: May 19, 2022

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.: SCAAF202206.18 -19 (Omnibus Motion)

Moved by: R. Camp **Seconded by:** T. Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022 _____
Date **Chair's Signature**

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

Motion Number (assigned by
Steering Committee of Senate): S-202206.20

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the BSW: Child Welfare Specialization and BSW: Indigenous Specialization, on page 176 of the 2021-2022 undergraduate calendar, be deleted.

1. **Effective date:** September 2023

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

The School of Social Work has undertaken a curriculum redesign process for its BSW program. As part of its redesign, the program is removing the Child Welfare and Indigenous Specializations. Students can still focus on these areas of interest through course selection, however the specializations will not be specifically offered nor appear on transcripts going forward.

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

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

BSW: Child Welfare Specialization

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

Students must meet all prerequisites for entry into the UNBC BSW program and must be accepted into the program. The fourth-year practicum takes place in a child welfare setting or an Indigenous child welfare Agency.

The Child Welfare Specialization is designed to provide a Social Work degree that prepares students for social work practice in all child and family serving agencies.

Program Requirements

SOCW 300-3	Communication Skills in Social Work Practice
SOCW 301-3	Critical Social Work Practice
SOCW 302-6	Social Work Field Education I
SOCW 310-3	Social Work and Indigenous Peoples
SOCW 320-3	Critical Social Policy
SOCW 330-3	Social Work Research, Policy and Practice
SOCW 336-3	Social Work Philosophy and Ethics
SOCW 401-3	Northern and Remote Social Work Practice
SOCW 402-15	Social Work Field Education II
SOCW 420-3	Family/Child Welfare Policy
SOCW 421-3	Human Growth and Development

SOCW 422-3 Child Welfare Practice
SOCW 426-3 Current Issues in Child Welfare Practice
SOCW 439-3 Social Work/Law and the Justice System

Select one (1) Social Work Elective from the Approved List.

Elective Requirement

Electives at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours.

BSW: Indigenous Specialization

The Indigenous Specialization provides a program of study that prepares students for practice with Indigenous peoples while also satisfying the general practice criteria required for BSW accreditation and for designation as a Registered Social Worker (RSW). Students must meet all prerequisites for entry into the UNBC BSW program and must be accepted into the program. The fourth-year practicum takes place in an Indigenous setting.

Program Requirements

SOCW 300-3 Social Work Communication Skills
SOCW 301-3 Critical Social Work Practice
SOCW 302-6 Social Work Field Education I
SOCW 310-3 Social Work and Indigenous Peoples
SOCW 320-3 Critical Social Policy
SOCW 330-3 Social Work Research, Policy and Practice
SOCW 336-3 Social Work Philosophy and Ethics
SOCW 401-3 Northern and Remote Social Work Practice
SOCW 402-15 Social Work Field Education II
SOCW 420-3 Family/Child Welfare Policy
SOCW 421-3 Human Growth and Development
SOCW 455-3 Indigenous Governance and Social Policy
SOCW 456-3 Indigenous Family Caring Systems
SOCW 457-3 Individual and Community Wellness for Indigenous peoples

Select one Social Work elective from the approved List.

Elective Requirement

An elective at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours.

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

~~BSW: Child Welfare Specialization~~

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

~~Students must meet all prerequisites for entry into the UNBC BSW program and must be accepted into the program. The fourth-year practicum takes place in a child welfare setting or an Indigenous child welfare Agency.~~

The Child Welfare Specialization is designed to provide a Social Work degree that prepares students for social work practice in all child and family serving agencies.

Program Requirements

~~SOCW 300-3 Communication Skills in Social Work Practice~~
~~SOCW 301-3 Critical Social Work Practice~~
~~SOCW 302-6 Social Work Field Education I~~
~~SOCW 310-3 Social Work and Indigenous Peoples~~
~~SOCW 320-3 Critical Social Policy~~
~~SOCW 330-3 Social Work Research, Policy and Practice~~
~~SOCW 336-3 Social Work Philosophy and Ethics~~
~~SOCW 401-3 Northern and Remote Social Work Practice~~
~~SOCW 402-15 Social Work Field Education II~~
~~SOCW 420-3 Family/Child Welfare Policy~~
~~SOCW 421-3 Human Growth and Development~~
~~SOCW 422-3 Child Welfare Practice~~
~~SOCW 426-3 Current Issues in Child Welfare Practice~~
~~SOCW 439-3 Social Work/Law and the Justice System~~

Select one (1) Social Work Elective from the Approved List.

Elective Requirement

Electives at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours.

BSW: Indigenous Specialization

The Indigenous Specialization provides a program of study that prepares students for practice with Indigenous peoples while also satisfying the general practice criteria required for BSW accreditation and for designation as a Registered Social Worker (RSW). Students must meet all prerequisites for entry into the UNBC BSW program and must be accepted into the program. The fourth-year practicum takes place in an Indigenous setting.

Program Requirements

~~SOCW 300-3 Social Work Communication Skills~~
~~SOCW 301-3 Critical Social Work Practice~~
~~SOCW 302-6 Social Work Field Education I~~
~~SOCW 310-3 Social Work and Indigenous Peoples~~
~~SOCW 320-3 Critical Social Policy~~
~~SOCW 330-3 Social Work Research, Policy and Practice~~
~~SOCW 336-3 Social Work Philosophy and Ethics~~
~~SOCW 401-3 Northern and Remote Social Work Practice~~
~~SOCW 402-15 Social Work Field Education II~~
~~SOCW 420-3 Family/Child Welfare Policy~~
~~SOCW 421-3 Human Growth and Development~~
~~SOCW 455-3 Indigenous Governance and Social Policy~~
~~SOCW 456-3 Indigenous Family Caring Systems~~
~~SOCW 457-3 Individual and Community Wellness for Indigenous peoples~~

Select one Social Work elective from the approved List.

Elective Requirement

~~An elective at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours.~~

6. Authorization:

SCCC Review Date: April 25, 2022

Program / Academic / Administrative Unit: School of Social Work

Faculty: Human and Health Sciences

Faculty Council Motion Number: FHHSFC.2022.05.19.05

Faculty Council Approval Date: May 19, 2022

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: 20 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202206.18 -19 (Omnibus Motion)

Moved by: R. Camp **Seconded by:** T. Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022 _____
Date **Chair's Signature**

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

Motion Number (assigned by
Steering Committee of Senate): S-202206.21

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the following course be deleted from the undergraduate academic calendar:
SOCW 452-3 Social Work/Crisis Intervention.

Effective Date: September 2022

Rationale: The School of Social Work has undertaken a curriculum redesign process for its BSW program. As part of the redesign some courses are being removed from the program as content is embedded in other Social Work courses.

Motion proposed by: Dr. Joanna Pierce

Academic Program: Bachelor of Social Work | April 14, 2022

Implications for Other Programs / Faculties? Yes; Program Chairs have been contacted by Dr. Pierce to be informed that these courses will no longer be offered by the School of Social Work.

SOCW 457-3 Individual and Community Wellness for Indigenous Peoples is a current elective option for the Major in First Nations Studies and the Major in Public Administration and Community Development, including the Area of Specialization in Aboriginal Community Development.

SOCW 449-3 Gender and Sexuality is a current elective option for the Joint Major in First Nations Studies and Women's Studies (BA), the Joint Major in History and Women's Studies (BA), the Joint Major in Political Science and Women's Studies (BA), and the Major in Women's Studies.

SCCC Review Date: April 25, 2022

Faculty: Faculty of Human and Health Sciences

Faculty Council / Committee Motion Number: FHHSFC.2022.05.19.05

Faculty Council / Committee Approval Date: May 19, 2022

Attachment Pages (if applicable): 20 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202206.20

Moved by: R. Camp

Seconded by: R. Budde

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022
Date

Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202206.22

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENGR 421-3 Ecological Engineering and Design be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2022
2. **Academic Program:** BAsC in Civil Engineering and BAsC in Environmental Engineering
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENGR 421-3
4. **Course Title:** Ecological Engineering and Design
5. **Goal(s) of Course:**

General objective

- Apply the theoretical principles of ecological engineering, including environmental engineering processes, sustainable principles of engineering and the ecology and economy of technology to design sustainable and resilient nature-based systems for socioecological systems.

Specific objectives

- Understand the impact of human activities in the degradation and regeneration of their ecosystems and associated functions and services.
- Apply the concepts of environmental and ecological engineering to understand how nature-based solutions can help regenerate ecosystem functions and services in the built environment.
- Design at the conceptual level nature-based solutions for the provision of sustainable and resilience-building urban services, which are informed by the site-specific socioecological context.

6. Calendar Course Description:

This course introduces fundamental principles of ecological engineering and their application to understand and assess issues related to the provision of basic urban services through nature-based solutions. Topics include the role of ecosystem services in urban processes; socio-ecological systems; sustainable and low-impact urban development; resilience-building capacities; gray, green, and blue-green infrastructure; on-site (distributed) technologies; ecological and regenerative technologies; and design for site-specific contexts.

7. Credit Hours: 3

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

Yes _____ No x

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

8. Contact Hours (per week):

Lecture 3

Seminar _____

Laboratory _____

Other (please specify) _____

9. Prerequisites (taken prior): ENGR 217-3; ENGR 300-3 or equivalent or permission of the instructor

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

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

12. Preclusions: ENGR 621-3

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:

Book 1: Kangas, P. (Ed.). (2003). Ecological engineering: principles and practice. CRC Press, is available on-line; Book 2 Jørgensen, S. E. (Ed.). (2009). Applications in ecological engineering. Academic Press, it will need to be purchased or see if the library can get it online. Scientific journal articles are available on-line.

B. Significance Within Academic Program

1. Anticipated enrolment up to 20 in 2022 up to 40 in 2025

2. If there is a proposed enrolment limit, state the limit and explain: None

3. Required for: Major: None

4. Elective in: Major: BASc in Civil Engineering and BASc in Environmental Engineering

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: This course is not specifically required, but its contents include Engineering Science and Engineering Design, which can contribute to the program meeting the minimum AUs required by the Canadian Engineering Accreditation Board.

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

BASc in Civil and BASc in Environmental Engineering

8. **What other courses are being proposed within the Program this year?** Multiple, see other motions
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:** ENGR 621-3
2. **Is a preclusion required?** Yes No
3. **If there is an overlap, and no preclusion is required, please explain why not:** not applicable
4. **Has this overlap been discussed with the Program concerned?** Yes No
5. **In offering this course, will UNBC require facilities or staff at other institutions?**

Yes No

If yes, please describe requirements: not applicable

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

Yes 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.):**
- iii. **Library Holdings:** See attached form
- iv. **Computer (time, hardware, software):** None

E. Additional Attached Materials None

F. Other Considerations

1. **First Nations Content*:** Yes* 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.

Library Holdings Form

(to be submitted with SCAAF New Course Approval Motion Form) **PROPOSED**

NEW COURSE: ENGR 421-3 / ENGR 621-3

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

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

Jørgensen, S. E. (Ed.). (2009). Applications in ecological engineering. Academic Press.
\$110 USD

<https://www.elsevier.com/books/applications-in-ecological-engineering/jorgensen/978-0-444-53448-4>

Some additional monographs would be valuable to support this course, including the textbook noted above.

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

The existing allocation for engineering in the Acquisitions Budget is sufficient to cover these purchases.



University Librarian (or designate) signature

April 5, 2022

Date

Motion Number (assigned by
Steering Committee of Senate): S-202206.23

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENGR 621-3 Ecological Engineering and Design be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2022
2. **Academic Program:** MASc
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENGR 621-3
4. **Course Title:** Ecological Engineering and Design
5. **Goal(s) of Course:**

General objective

- Apply the theoretical principles of ecological engineering, including environmental engineering processes, sustainable principles of engineering and the ecology and economy of technology to design an experimental set up of a sustainable and resilient nature-based solution for a given socioecological system.

Specific objectives

- Understand the impact of human activities in the degradation and regeneration of their ecosystems and associated functions and services.
- Apply the concepts of environmental and ecological engineering to understand how nature-based solutions can help regenerate ecosystem functions and services in the built environment.
- Design an experimental set-up to understand nature-based solutions for the provision of sustainable and resilience-building urban services, which are informed by the site-specific socioecological context.

6. Calendar Course Description:

This advanced course introduces fundamental principles of ecological engineering and their application to understand and assess issues related to the provision of basic urban services through nature-based solutions. Topics include the role of ecosystem services in urban processes; socio-ecological systems; sustainable and low-impact urban development; resilience-building capacities; gray, green, and blue-green infrastructure; on-site (distributed) technologies; nature-based and regenerative technologies; and design for site-specific contexts.

7. Credit Hours: 3

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

Yes _____ No x

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

8. Contact Hours (per week):

Lecture 3

Seminar _____

Laboratory _____

Other (please specify) _____

9. Prerequisites (taken prior): Enrollment in the MASc in Engineering program at UNBC or permission of the instructor

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

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

12. Preclusions: ENGR 421-3

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:

Book 1: Ecological engineering: principles and practice. CRC Press, **Book 2.** Living in the Labyrinth of technology, University of Toronto Press *are available on-line*; and **Book 3** Jørgensen, S. E. (Ed.). (2009). Applications in ecological engineering. Academic Press, *it will need to be purchased or see if the library can get it online.* Scientific journal articles are available on-line.

B. Significance Within Academic Program

1. Anticipated enrolment up to 5 in 2022 up to 10 in 2025

2. If there is a proposed enrolment limit, state the limit and explain: None

3. Required for: Major: None

4. Elective in: Major: None

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency:

In engineering, this is not applicable to a graduate course.

7. Toward what degrees will the course be accepted for credit? MASc

8. What other courses are being proposed within the Program this year? Multiple, see other motions
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: ENGR 421-3
2. Is a preclusion required? Yes No
3. If there is an overlap, and no preclusion is required, please explain why not: not applicable
4. Has this overlap been discussed with the Program concerned? Yes No
5. In offering this course, will UNBC require facilities or staff at other institutions?
Yes No

If yes, please describe requirements: not applicable

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?
Yes 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.): Regular classroom space for lectures
 - iii: Library Holdings: See attached form
 - iv. Computer (time, hardware, software): None

E. Additional Attached Materials None

F. Other Considerations

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

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

2. Other Information: None

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

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

SCCC Review Date: April 25, 2022

Faculty: Science and Engineering

College Council Motion Number(s): FSE FC 2022: 05:05:05

College Council Approval Date(s): May 5, 2022

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.: SCAAF202206.21 - .22 (Omnibus Motion)

Moved by: K. Rennie **Seconded by:** T. Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022 _____
Date **Chair's Signature**

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

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

NEW COURSE: ENGR 421-3 / ENGR 621-3

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

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

Jørgensen, S. E. (Ed.). (2009). Applications in ecological engineering. Academic Press.
\$110 USD
<https://www.elsevier.com/books/applications-in-ecological-engineering/jorgensen/978-0-444-53448-4>

Some additional monographs would be valuable to support this course, including the textbook noted above.

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

The existing allocation for engineering in the Acquisitions Budget is sufficient to cover these purchases.



University Librarian (or designate) signature

April 5, 2022

Date

Motion Number (assigned by
Steering Committee of Senate): S-202206.24

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the Humanities or Social Sciences electives description for the Civil Engineering Degree Program Requirements on page 101 of the 2021/2022 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2022
2. **Rationale for the proposed revisions:** Clearer understanding of required credit hours.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Humanities or Social Sciences electives:
3 credit hours of the following:

ENPL 305-3 Environmental Impact Assessment
ENVS 230-3 Introduction to Environmental Policy
ENVS 414-3 Environmental and Professional Ethics
FNST 304-3 Indigenous Environmental Philosophy
GEOG 202-3 Resources, Economies, and Sustainability
NREM 303-3 Aboriginal Perspectives on Land and Resource Management
NREM 306-3 Society, Policy and Administration
POLS 100-3 Contemporary Political Issues

3 credit hours of Humanities and Social Sciences courses with subject matter that deals with the central issues, methodologies, and thought processes of the Humanities and Social Sciences (for example, any ANTH, ENGL, ENVS, FNST, HIST, INTS, NORS, PHIL, POLS, or WMST course that does not principally impart language skills or statistics). GEOG and ENPL courses may qualify with the approval of the Chair

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

Humanities or Social Sciences electives:
3 credit hours of the following:

ENPL 305-3 Environmental Impact Assessment
ENVS 230-3 Introduction to Environmental Policy
ENVS 414-3 Environmental and Professional Ethics
FNST 304-3 Indigenous Environmental Philosophy
GEOG 202-3 Resources, Economies, and Sustainability
NREM 303-3 Aboriginal Perspectives on Land and Resource Management
NREM 306-3 Society, Policy and Administration

Motion Number (assigned by
Steering Committee of Senate): S-202206.25

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the name and course description for CIVE 260-4 Soil Mechanics I on page 101, 102 and 193 of the 2021/2022 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2022
2. **Rationale for the proposed revisions:** Update to represent current course offering.
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 101]

Second Year (Semesters 3 & 4)

CIVE 241-4 Civil Engineering Materials
CIVE 260-4 Soil Mechanics I
ENGR 211-3 Engineering Communication
ENGR 217-3 Engineering Design II
ENGR 221-3 Thermodynamics and Heat Transfer
ENGR 240-4 Mechanics of Materials II
ENGR 250-3 Engineering Tools III
ENGR 254-4 Fluid Mechanics I
ENGR 270-3 Surveying
MATH 200-3 Calculus III
MATH 230-3 Linear Differential Equations and Boundary Value Problems
STAT 371-3 Probability and Statistics for Scientists and Engineers

3 credit hours chosen from the lists of electives

[Page 102]

Third Year (Semesters 5 & 6)

CIVE 260-4 Soil Mechanics I
ENGR 300-3 Sustainable Principles of Engineering
ENGR 353-3 Hydrology and Open Channel Flow
ENGR 354-3 Fluid Mechanics II
ENGR 358-4 Waste and Wastewater Systems
ENGR 380-3 Engineering Economics
ENVE 310-3 Environmental Engineering Processes
ENVE 317-3 Engineering Design III: Municipal Engineering

ENVE 318-3 Environmental Engineering Measurement Lab
ENVE 351-4 Groundwater Flow and Contaminant Transport
6 credit hours chosen from the lists of electives

[Page 193]

CIVE 260-4 Soil Mechanics I This course provides students with a theoretical and practical understanding of soil properties. Topics include but are not limited to the following: physical properties of soils; classification; capillarity and permeability; seepage; filter criteria; geostatic stresses; consolidation; and slope stability.

Prerequisites: Admission to an Engineering program; ENGR 130-4; MATH 220-3; PHYS 110-4

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

[Page 101]

Second Year (Semesters 3 & and 4)

CIVE 241-4 Civil Engineering Materials
CIVE 260-4 Soil Mechanics †
ENGR 211-3 Engineering Communication
ENGR 217-3 Engineering Design II
ENGR 221-3 Thermodynamics and Heat Transfer
ENGR 240-4 Mechanics of Materials II
ENGR 250-3 Engineering Tools III
ENGR 254-4 Fluid Mechanics I
ENGR 270-3 Surveying
MATH 200-3 Calculus III
MATH 230-3 Linear Differential Equations and Boundary Value Problems
STAT 371-3 Probability and Statistics for Scientists and Engineers

3 credit hours chosen from the lists of electives

[Page 102]

Third Year (Semesters 5 & and 6)

CIVE 260-4 Soil Mechanics †
ENGR 300-3 Sustainable Principles of Engineering
ENGR 353-3 Hydrology and Open Channel Flow
ENGR 354-3 Fluid Mechanics II
ENGR 358-4 Waste and Wastewater Systems
ENGR 380-3 Engineering Economics
ENVE 310-3 Environmental Engineering Processes
ENVE 317-3 Engineering Design III: Municipal Engineering
ENVE 318-3 Environmental Engineering Measurement Lab
ENVE 351-4 Groundwater Flow and Contaminant Transport
6 credit hours chosen from the lists of electives

CIVE 260-4 Soil Mechanics I This course provides students with a theoretical and practical understanding of soil mechanics, principles, and properties. Topics include, but are not limited to, the following: physical properties of soils; classification; capillary soil compaction and permeability; seepage; stresses in soils; filter criteria; geostatic stresses; and consolidation; and slope stability.

Prerequisites: Admission to an Engineering program; ENGR 130-4; MATH 220-3; PHYS 110-4

6. Authorization:

Program / Academic / Administrative Unit: School of Engineering

SCCC Reviewed: November 15, 2021

Faculty: Science and Engineering

Faculty Council Motion Number: FSE FC 2021: 09:12:04

Faculty Council Approval Date: December 9, 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 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202206.23 - .26 (Omnibus Motion)

Moved by: T. Whitcombe **Seconded by:** R. Camp

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022 **Date** _____ **Chair's Signature**

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

Motion Number (assigned by
Steering Committee of Senate): S-202206.26

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description for CIVE 320-3 Structural Analysis I, on page 193 of the 2021/2022 undergraduate calendar, be approved as proposed.

1. **Effective date:** January 2022
2. **Rationale for the proposed revisions:** Some of the topics mentioned in the course description are too advanced for an introductory class.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

CIVE 320-3 Structural Analysis I

This course introduces forms of structural analysis including but not limited to the following: indeterminate structural analysis; approximate analysis of structures; calculation of displacements using virtual work; flexibility (force) method; stiffness method for frames; moment distribution method; and P-delta and geometric stiffness, buckling of columns and frames.

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

CIVE 320-3 Structural Analysis I

This course introduces ~~forms~~ theory and application of structural analysis with concepts including, but not limited to, ~~the following:~~ analysis of statically determinate structures such as trusses, beams, frames, cables, and arches; influence lines and moving loads; ~~indeterminate structural analysis; approximate analysis of structures; and~~ calculation of displacements using virtual work; flexibility (force) method; stiffness method for frames; moment distribution method; and P-delta and geometric stiffness, buckling of columns and frames. This course also includes an introduction to the analysis of indeterminate structures using force methods, and an introduction to displacement methods using slope-deflection and moment distribution.

6. **Authorization:**

Program / Academic / Administrative Unit: School of Engineering

SCCC Reviewed: November 15, 2021

Faculty: Science and Engineering

Faculty Council Motion Number: FSE FC 2021: 09:12:05

Faculty Council Approval Date: December 9, 2021

Motion Number (assigned by
Steering Committee of Senate): S-202206.27

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the name and course description for CIVE 360-4 Soil Mechanics II on pages 101 and 194 of the 2021/2022 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2022
2. **Rationale for the proposed revisions:** To better represent what is being taught. The nature of this course is more on geotechnical engineering investigation and analysis.
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 101]

Third Year (Semesters 5 & 6)

CIVE 320-3	Structural Analysis I
CIVE 321-3	Structural Analysis II
CIVE 340-3	Structural Design I
CIVE 341-3	Structural Design II
CIVE 360-4	Soil Mechanics II
CIVE 370-3	Transportations Systems
CIVE 372-3	Construction Management
ENGR 300-3	Sustainable Principles of Engineering
ENGR 353-3	Hydrology and Open Channel Flow
ENGR 358-4	Water and Wastewater Systems
ENGR 380-3	Engineering Economics

3 credit hours chosen from the lists of electives

[PAGE 194]

CIVE 360-4 Soil Mechanics II This course continues the study of soil mechanics begun in CIVE 260. Topics include but are not limited to the following: concept of failure and failure theories; Mohr-Coulomb failure criterion; shear resistance between soil particles; shear testing methods; pore pressure parameters; shear strength of non-cohesive and cohesive soils; types of stability analysis; flow of water in embankments/dams and natural slopes; engineering in permafrost; and geo-environmental engineering.

Prerequisites: Admission to an Engineering program and CIVE 260-4

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

[PAGE 101]

Third Year (Semesters 5 & and 6)

CIVE 320-3	Structural Analysis I
CIVE 321-3	Structural Analysis II
CIVE 340-3	Structural Design I
CIVE 341-3	Structural Design II
CIVE 360-4	Soil Mechanics I <u>Geotechnical Engineering</u>
CIVE 370-3	Transportations Systems
CIVE 372-3	Construction Management
ENGR 300-3	Sustainable Principles of Engineering
ENGR 353-3	Hydrology and Open Channel Flow
ENGR 358-4	Water and Wastewater Systems
ENGR 380-3	Engineering Economics
3 credit hours chosen from the lists of electives	

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CIVE 360-4 Soil Mechanics II Geotechnical Engineering This course builds on the understanding of CIVE 260-4 Soil Mechanics, utilizing soil properties for engineering analysis of various geotechnical problems. Topics include, but are not limited to, the following: shear strength of soil, subsurface exploration; ground improvement; slope stability; lateral earth pressure; retaining walls and braced cuts; shallow foundations; bearing capacity; and pile foundations/drill shafts. ~~continues the study of soil mechanics begun in CIVE 260. Topics include but are not limited to the following: concept of failure and failure theories; Mohr-Coulomb failure criterion; shear resistance between soil particles; shear testing methods; pore pressure parameters; shear strength of non-cohesive and cohesive soils; types of stability analysis; flow of water in embankments/dams and natural slopes; engineering in permafrost; and geo-environmental engineering.~~

Prerequisites: Admission to an Engineering program and CIVE 260-4

6. **Authorization:**

Program / Academic / Administrative Unit: School of Engineering

SCCC Reviewed: November 15, 2021

Faculty: Science and Engineering

Faculty Council Motion Number: FSE FC 2021: 09:12:06

Faculty Council Approval Date: December 9, 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**

Motion Number (assigned by
Steering Committee of Senate): S-202206.28

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course number for ENVE 355-3 Engineering Hydrology, on page 101 and 222 of the 2021/22 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2022
2. **Rationale for the proposed revisions:**
Correction from original entry. This was always meant to be ENVE 455-3 and it is listed as such already on page 102 of the academic calendar. This change makes the course number consistent throughout the academic calendar.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

[Page 101]

Environmental Engineering electives:
3 or 6 credit hours of the following:

ENGR 354-3 Fluid Mechanics II
ENGR 412-3 Engineering Business & Project Management
ENVE 355-3 Engineering Hydrology
ENVE 462-3 Geo-Environmental Engineering

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ENVE 355-3 Engineering Hydrology This course explores hydrologic processes. Topics include but are not limited to the following: weather; precipitation; infiltration; evaporation; snowmelt; runoff generation; hydrograph analysis; reservoir and channel routing; statistical methods and design floods; and hydrologic modelling.

Prerequisites: Admission to an Engineering program and ENGR 353-3

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

[Page 101]

Environmental Engineering electives:
3 or 6 credit hours of the following:

ENGR 354-3 Fluid Mechanics II
ENGR 412-3 Engineering Business & Project Management
ENVE ~~34~~55-3 Engineering Hydrology
ENVE 462-3 Geo-Environmental Engineering

[Page 222]

ENVE ~~34~~55-3 Engineering Hydrology This course explores hydrologic processes. Topics include, but are not limited to, the following: weather; precipitation; infiltration; evaporation; snowmelt; runoff generation; hydrograph analysis; reservoir and channel routing; statistical methods and design floods; and hydrologic modelling.

Prerequisites: Admission to an Engineering program and ENGR 353-3

6. **Authorization:**

Program / Academic / Administrative Unit: School of Engineering

SCCC Reviewed: November 15, 2021

Faculty: Science and Engineering

Faculty Council Motion Number: **FSE FC 2021: 09:12:07**

Faculty Council Approval Date: December 9, 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 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202206.23 - .26 (Omnibus Motion)

Moved by: T. Whitcombe **Seconded by:** R. Camp

Committee Decision: CARRIED

Approved by SCAAF: June 8, 2022 _____
Date **Chair's Signature**

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

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to graduate admission requirements on page 22 and 23 in the 2021/2022 print or PDF calendar accessible on the UNBC web page be approved as proposed.

1. **Effective date:** September 2022

2. **Rationale for the proposed revisions:** This motion removes the procedure for converting international GPAs to a UNBC scale. Additionally, the restriction that coursework used in a GPA calculation cannot subsequently be used as transfer credit is removed. Criteria for exceptional admission below a 3.00 GPA has been revised for clarity. A new category for admission has been added to provide programs the discretion to determine admissibility on the basis of performance in directly related upper level coursework. This will support holistic admission review and provide necessary flexibility for programs in adjudicating admissions.

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

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

1.3 Admission to Master's Degrees

1.3.1 In general, an acceptable academic standing will be a four-year (120 credit hours) Baccalaureate degree (or equivalent) from a recognized institution.

1.3.2 Grade point average of at least 3.00 (B) in the work of the last 60 credit hours (approximately the last two years). A Baccalaureate degree is required for entry. The minimum GPA of 3.00 (B) is based on the UNBC 4.33 scale. The GPA from sending institutions will be assessed and converted to the UNBC scale when being considered for admission. If the applicant has a Master's or PhD, the GPA is assessed on the complete degree. Note: Higher entrance standards than those outlined in this section may be set by individual programs. Courses used in the calculation of the admission grade point average cannot be used as credit toward a graduate degree program.

1.3.3 A faculty member who wishes to supervise an applicant who has a four-year (120 credit hours) Baccalaureate degree (or equivalent) that does not meet the GPA requirements stated above and who obtains the recommendation of the appropriate program must have approval from the Dean who admits the applicant. The applicant must have significant formal training and relevant professional experience to offset such GPA deficiencies.

1.3.4 Evidence is required, in the form of three letters of reference that are submitted directly to the Office of the Registrar from qualified referees, of the student's ability to undertake advanced work in the area of interest.

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

1.3 Admission to Master's Degrees

~~1.3.1 In general, an acceptable academic standing will be a four-year (120 credit hours) Baccalaureate degree (or equivalent) from a recognized institution.~~

~~1.3.2 Grade point average of at least 3.00 (B) in the work of the last 60 credit hours (approximately the last two years). A Baccalaureate degree is required for entry. The minimum GPA of 3.00 (B) is based on the UNBC 4.33 scale. The GPA from sending institutions will be assessed and converted to the UNBC scale when being considered for admission. If the applicant has a Master's or PhD, the GPA is assessed on the complete degree. **Note: Higher entrance standards than those outlined in this section may be set by individual programs.** Courses used in the calculation of the admission grade point average cannot be used as credit toward a graduate degree program.~~

1.3.1 In general, applicants to a Master's degree program must hold a four-year Baccalaureate degree (or equivalent) from a recognized institution, with a Cumulative GPA equivalent to at least 3.00 (B) at UNBC. For applicants with a credential from an institution in Canada, the Cumulative GPA is calculated on the last 60 credits completed. Specific minimum admission requirements for graduates with credentials completed at an institution outside of Canada are determined by country and are listed on the Graduate Admissions website: <https://www2.unbc.ca/apply/graduate/international-admission-requirements>. **Higher entrance standards than those outlined in this section may be set by individual programs.**

1.3.2 In exceptional situations and at the discretion of the program, an applicant's admissibility may be adjudicated on the basis of performance in at least 12 credits of upper-level coursework directly related to the intended field of study.

~~1.3.3 A faculty member who wishes to supervise an applicant who has a four-year (120 credit hours) Baccalaureate degree (or equivalent) that does not meet the GPA requirements stated above and who obtains the recommendation of the appropriate program must have approval from the Dean who admits the applicant. The applicant must have significant formal training and relevant professional experience to offset such GPA deficiencies.~~

1.3.3 A program may recommend admission for an applicant who has a four-year Baccalaureate degree (or equivalent) who does not meet the minimum GPA requirement for the program if the applicant demonstrates sufficient relevant experience and expertise to offset GPA deficiencies. Exceptional admission must have approval by the Dean.

1.3.4 Evidence is required, in the form of three letters of reference that are submitted directly to the Office of the Registrar from qualified referees, of the student's ability to undertake advanced work in the area of interest.

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

SCCC Review Date: April 25, 2022

Program / Academic / Administrative Unit: not applicable

College: All Faculties

College Council Motion Number: FSE: FSEFC.2022.05.5.06
FHHS: FHHSFC.2022.04.21.0
FISSHS: FISSHFC.2022.05.19.08
FBE: FBEFC 2022.05.19.06
FE: E-vote

College Council Approval Date: FSE: May 6, 2022
FHHS: April 21, 2022
FISSHS: May 19, 2022
FBE: May 19, 2022
FE: May 31, 2022

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

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

7. Other Information

Attachment Pages: #0 _____ pages





CTLT

The Centre for Teaching, Learning, and Technology

Monthly Report

June-July 2022

FLO Friday: Using Alternative Assessments to Balance Technology, Academic Integrity, and Stress Management Goals via BC Campus

June 17, 2022 | 11:00 a.m. - 12:00 p.m.

This FLO Friday workshop will describe the interplay between technology, stress, and academic fraud and help you identify alternative assessments that can minimize student stress, improve student engagement, and protect academic integrity. Join provincial colleagues in this discussion.

Sign-up [here](#) via BC campus!

Upcoming Workshops

- **“Portfolios as Assessments for Students”** by Dr. Christine Ho Younghusband - **June 1st**
@ 1:30 pm via Zoom
<https://unbc.zoom.us/j/62630973606?pwd=NjBzd1p2TlBYdHNRS0JsZXlSbkxOZz09>
- **“Teaching Dossiers for Tenure/Promotion and PARs (Performance Activity Report)”** by Dr. Bill Owen – **June 20th** @ 10:00 am via Zoom

<https://unbc.zoom.us/j/62968870935?pwd=a21LL1Fzci9SV3RzTm95SVNYZmh6QT09>

Keep the following future workshops topics on your radar:

- Indigenizing Curriculum
- Moodle Workshops with Dr. Stephanie Hellyer
- Kaltura Meetings Workshops
- EDI and Accessibility: Multi-access Learning with Chrissy Ingram in August
- Instructional Skills Workshop in planning for June and September

Lecture Capture Lending Library

Considering lecture capture or hybrid learning? See our lending library for your webcam, microphone, or USB hub needs. Email ctl@unbc.ca to arrange sign out.

Summer Courses

The Summer 2022 semesters are here! If you require any assistance with <https://learn.unbc.ca> or have any questions concerning assignments, gradebook setup, online exams, Kaltura Meetings web conferencing, or course design, please reach out to your CTLT Instructional Designer or email ctl@unbc.ca.

Other News

<https://moodle.unbc.ca>



As you have heard already, the CTLT will be transitioning our learning management system from the Blackboard software to the Moodle software. Do not worry! CTLT faculty will be migrating all your courses from the Blackboard software for you and will be facilitating many workshops and personal help sessions to assist you with this change.

For those eager to learn and get an early look at this new software, please drop us an email ctlc@unbc.ca. Furthermore Grant Potter is available to attend Faculty Council, Chair, or Dean meetings to give a run-down of how the new program works.

Watch for the new, updated instructor's guide and faculty handbook this summer! Or general videos via <https://moodle.org> from the software's site.

Contact Information

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<https://www2.unbc.ca/centre-teaching-and-learning/newsletters>