

**SENATE MEETING
PUBLIC SESSION
MINUTES**

April 26, 2017
3:30 – 5:30 PM

Senate Chambers (Room 1079 Charles J McCaffray Hall)

Present: B. Annear (Secretary of Senate), A. Aravind, S. Barton, S. Beeler, A. Blanding, R. Chowdhury, D. Casperson, M. Dale, B. Deo, L. Dohler, M. Erickson, H. Empey, L. Haslett, K. Hirsh-Person, S. Hogan, S. Horianopoulos, K. Howitt (Recording Secretary), N. Huynh, E. Jensen, A. Larsen, M. Mandy, H. Massingham, B. Menounos, G. Nixon, D. Nyce, A. Palmer, G. Payne, M. Prevost, R. Robinson, D. Ryan, A. Saenz, D. Weeks (Chair), D. Wessell Lightfoot, C. Whalen, R. Wheate, T. Whitcombe

Regrets: M. Bouchard, D. Erasmus, W. Fellers, L. Handfield, J. Moore, M. Murphy, B. Schorcht, T. Summerville

Absent: A. Clay, M. Peterson, A. Stroet

The meeting commenced at 3:33 p.m. The Chair welcomed new Senators, and welcomed the University Registrar and Secretary of Senate to his first in-person meeting of Senate and Senator Menounos to his first Senate meeting as the Vice-Chair.

1.0 S-201704.01

Approval of the Agenda

Blanding

That the agenda for the April 26, 2017 Public Session of Senate be approved as presented.

CARRIED

2.0 S-201704.02

Approval of Senate Minutes

Blanding

That the minutes of the March 22, 2017 Public Session of Senate be approved as presented.

CARRIED

3.0 Business Arising from Previous Minutes of Senate

3.1 The Health of Senate (30 minutes)

Blanding

Senator Blanding introduced the topic and noted collegiality, process and efficiency as topics of interest. She requested a timestamp for the discussion, and suggested Senate considers timestamps for discussions and presentations in the future.

Summary of points raised are as follows:

- good practice for assemblies to review their own processes and to consider ways to improve
 - timestamps suggested for some discussions and respect for time important generally – SCS should address the issue of timing of meetings
 - clarity of protocol and process, and consistency with protocol and process
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- important to be mindful of power dynamics and hierarchy
- Question Period should be focused on questions and answers - follow up comments/questions could be restricted
- suggestion made that perhaps Lay Senators, Regional Senators, and Student Senators could be asked specifically at the beginning of Question Period if they have any questions
- important to arrange agenda items meaningfully so discussion can happen
- ensure presentation material is out to Senators ahead of time – at least 48 hours in advance
- impact and preferences discussed with respect to use of formal or informal titles in addressing fellow senators
- a workshop on Robert’s Rules of Order and How to Chair meetings will be offered in the fall for Board members and Senators need for broader participation of all senators in discussions
- it is helpful for people participating in the meeting via teleconference if people say their name before they speak

Action item: President to raise the issues of: timestamps on discussions, timing of agenda, and the structure of Question Period with the SCS.

4.0 President’s Report

Dr. Weeks

The President reported Mr. Roy Stewart and Mr. Fredy Peccerelli will receive Honorary Degrees at the May 26, 2017 UNBC Convocation. Mr. Peccerelli will be at the University by May 24, 2017 and Dr. Nolin is trying to organize a public lecture on his work with the Guatemalan Forensic Anthropology Foundation. There will also be a screening of the film “*Finding Oscar*” on the evening on May 25th in the CANFOR Theatre.

The Provost Selection Committee met with the search consultants. The search consultants are developing advertising/search materials and will also be doing an outreach to the community to ask a series of questions about the desired attributes of the next Provost. The committee will meet again on April 28, 2017.

5.0 Report of the Provost

Dr. Ryan

The Provost reported that the 2017/2018 Budget was approved by the Board and there will be a meeting with some of the senior leaders to begin the next stage of implementation.

Summer semester FTEs are up by 25 % and the fall semester FTEs are up by 76 % compared to the same time last year. Applications are up by about 16 %, admissions are up by about 10%; and the total registrations are up by about 149%. The Provost noted that registration opened earlier this year, and that, in part is impacting the early numbers

The Academic Planning Groups are on target to make a presentation to Senate in May. The Groups have combined their recommendations into one document and are revising and editing. There will be additional opportunities for engagement once the edits are complete. After Senate and UNBC community feedback is incorporated, a further presentation to Senate is planned for the June meeting.

6.0 Report of the Registrar

Mr. Annear

The University Registrar will be meeting with the student societies to discuss a *Dean’s List* proposal. A proposal will be brought to Senate.

The University Registrar is also researching options for co-curricular transcripts. On May 1, 2017, people from across the campus have been invited to look at the *Visual Schedule Builder* which is intended to improve the student side of the time tabling process. On May 8, 2017, the Provost will lead broader UNBC discussions on options for scheduling.

7.0 Question Period

No questions were submitted in advance of the Senate meeting. The Chair called for questions from the floor.

A Senator questioned the brevity of the Senate Minutes and indicated that, after an absence it was

difficult to understand what had happened at Senate.

The University Secretary noted that the formal minutes are meant to be a record of action items and decisions only, and that the brief summaries of points raised are only included in the minutes because of the requirement in the Senate Handbook. An audio recording is kept until the minutes are approved.

A Senator asked how the Vice Provost Student Recruitment's duties, as assigned in the Graduate Calendar specifically, are being handled.

The Provost noted that, in the interim, while the Vice-Provost position is vacant, and until the Academic Planning Groups complete their work, some individuals are reporting to the Provost, and some to the University Registrar. The Vice President, Research and Graduate Programs is reviewing admissions files and signing-off.

A Senator asked for an update on the status of the Respect in the Workplace Policy

The President indicated he would enquire and report back to the Senator.

A Senator asked whether anything prevented Senate from recording meetings and making them public?

There was a brief discussion of past practice and pros and cons of transcriptional minutes or recordings. The issue of the overall size of bulk the Senate meeting packages was also raised.

Action item: The President will raise the issue of recording meetings, and the issue of the overall content of the Senate Meeting packages with the SCS for discussion and for recommendations.

A Senator asked if the Provost could provide Senate with a spreadsheet showing progress with external reviews. This would also help in preparation for the DQAB review in 2020.

The Provost and President agreed and indicated this could be done.

Action item: Information on progress of external reviews will be posted to the Senate website in a spreadsheet format.

A Senator asked for the expected number of FTEs for the September 2017 semester.

The President noted it is still difficult to say, but the goal is to increase enrollment by 5% each year over the next several years and early numbers indicate the University is on track to meet that goal this fall.

A Senator referred to a report titled "*How Are We Doing*" which deals with First Nations education and the dissolution of School District 57's Aboriginal Education Board (AEB). The Senator asked whether the University would support the reinstatement of the AEB, and whether the University and/or Senate could show support for the Tribal Chief of the Carrier Sekani Tribal Council who has indicated support for the re-instatement of the AEB?

The Senior Advisor to the President on Aboriginal Relations noted movement and ongoing discussion about the AEB. The University did have a prominent voice at the regular meetings of that Board and the Senior Advisor felt that the University should show support.

A Senator asked if Senate's proposals for changes to the selection committee procedures for Senior Academic Administrator Appointments were considered by the Board.

The University Secretary reported that the proposals were taken to the Human Resources Committee of the Board in March. The University Secretary was tasked with re-drafting the selection committee procedures and those revised procedures will be taken to the Human Resources Committee at their June meeting. Any approved revisions will be brought back to Senate.

8.0 Removal of Motions from the Consent Agenda

Dr. Weeks

No motions were removed from the Consent Agenda.

9.0 Committee Reports

9.1 Senate Committee on Academic Affairs

Dr. Ryan

“For Approval” Items:

An executive summary from the School of Education re: BEd Program changes was included for information.

Motions S-201704.03 to S-201704.10 and motions S-201704.12 to S-201704.19 were dealt with as an omnibus motion.

S-201704.03

Changes to Program Description - Bachelor of Education Program

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change to the program description of the Bachelor of Education program in the PDF calendar accessible on the UNBC web page at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2017/2018 undergraduate calendar be approved as proposed.

Effective date: September 2017

CARRIED

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

School of Education (BEd Program)

~~Andrew Kitchenham, Professor, and Chair, MEd Special Education
Coordinator and MEd MDL Coordinator~~

~~Bryan Hartman, Professor~~

~~Tina Fraser, Associate Professor, BEd Coordinator and~~

~~Aboriginal / Indigenous Education Coordinator~~

~~Corinne Koehn, Associate Professor, and MEd Counselling Coordinator~~

Margo Greenwood, Professor

~~Edward Harrison, Assistant Professor, and BEd Coordinator – Northwest Region~~

~~William Hay, Lecturer~~

Deborah Koehn, Lecturer

~~Alexander Lautensach, Associate Professor~~

~~Peter MacMillan, Associate Professor~~

~~Verna Lynn McDonald, Associate Professor~~

~~Gregory Nixon, Associate Professor~~

~~Linda O’Neill, Associate Professor, and MEd Counselling Coordinator (Regional)~~

~~Lantana Usman, Associate Professor and MEd Coordinator~~

~~Edward Harrison, Assistant Professor, and~~

~~BEd Coordinator – Northwest Region~~

~~Dennis Procter, Assistant Professor~~

~~John Sherry, Assistant Professor~~

~~Catherine Whalen, Assistant Professor~~

~~William Hay, Lecturer~~

Carol Fedyk, Practicum Placement Coordinator, BEd Advisor (Prince George)

Cathy Macintosh-Lambright, Practicum Placement Coordinator (Terrace) - Northwest Region Lynn Turner

Website: www.unbc.ca/education

UNBC’s Bachelor of Education degree (BEd) program and Bachelor of Education degree completion program are offered at the Prince George and Terrace campuses. At the Prince George campus, the BEd program offers both

the Elementary Years (Grades K-7), and Secondary Years (Grades 8-12) streams. At the Terrace campus, only the Elementary Years ~~Stream~~ is offered. The BEd degree is a two-year program that consists of ~~73~~ up to 67 credit hours in Education course work of which ~~20~~ 16 credit hours is classroom experience. The BEd degree completion program is available only to applicants who have completed a UNBC Education Diploma in a First Nations Language and Culture and consists of an additional ~~53~~ 50 credit hours of Education course work of which ~~17~~ 13 credit hours is classroom experience. All Education courses within the BEd degree program and the BEd degree completion program are required; ~~there~~ There are no elective courses offered.

Subject to the admission requirements for the Elementary Years stream (Grades K-7), students may apply to enter the BEd Elementary Years program stream with, as described in the Admission Requirements, one of the following: (a) an acceptable three- or four-year bachelor's degree or (b) a minimum 90 credit hours of undergraduate course work or (c) a UNBC Education Diploma in a First Nations Language and Culture (minimum 92 credit hours). Students applying for admission under item (c) will be admitted to the BEd Elementary Years degree completion program and must complete, prior to graduation, the required Education courses not taken as part of the Education Diploma program and sufficient additional credit hours in a teachable field to attain a minimum 150 credit hours of combined academic, Education Diploma and BEd course work. Upon completion of the two-year BEd program or the two-year BEd degree completion program, students graduate with a Bachelor of Education degree.

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

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

The Elementary Years and Secondary Years ~~programs~~ streams in Prince George begin in September of each year. The Elementary Years program in Terrace begins in September of each odd-numbered year. The application deadline for all Education programs is March 15 of the year in which students intend to begin their program. Students needing advice about the application process or about admission requirements are encouraged to contact either the Student Recruitment and Advising Centre or the ~~School Experience Office~~ Practicum Placement Coordinator/BEd Advisor in the School of Education. Students who are interested in applying to the BEd program at the Terrace campus may also contact the Northwest Regional campus for information.

Elementary Years (Grades K-7)

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

Admission Requirements

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

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

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

Transfer credit for course work 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~~ 3 credit hours in Mathematics (not including Statistics).
3. ~~Three~~ 3 credit hours in a laboratory science. Laboratory science credit hours are normally selected from Biology, Chemistry, Physical Geography, or Physics.
4. ~~Three~~ 3 credit hours of Canadian History or 3 credit hours of Canadian Geography plus 3 credit hours of Canadian Studies (this course must contain significant Canadian content). Credit hours will normally be selected from Anthropology, First Nations Studies, Geography, History, Northern Studies, or Political Science courses that contain significant Canadian content (upon review, credit hours from other disciplines may be recognized as meeting the Canadian content requirement).
5. Submission of the completed application forms including the Experience with Children and Youth statement (resumé format), three Confidential Reference Forms, and the Personal Statement.

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

Program Requirements

Elementary Years Stream (K-7) (Prince George campus)

~~The Entry route to this stream requires completion of ,~~ with 60 credit hours of acceptable undergraduate course work in a teachable field, via ~~one of~~ (a) an acceptable three- or four-year Bachelor's degree or (b) a minimum 90 credit hours of acceptable course work: _

Year 1: First Semester

~~EDUC 313-1 Interpersonal Communication~~
EDUC 333-2 Learning, Development & Motivation
EDUC 336-4 Learning and Diversity: Inclusive Classrooms/ Learning Disabilities
EDUC 340-2 Curriculum Development Models
EDUC 346-2 Introduction to Aboriginal/Indigenous Education
EDUC 356-2 Language & and Literacy: Development (EY)
EDUC 376-2 Numeracy: Math Concepts (EY)
EDUC 380-3 Foundations of Education
~~EDUC 395-1 Professional Issues: Legal & Ethical~~
EDUC 390-3 Classroom Practice & and Seminar I

Year 1: Second Semester

EDUC 341-2 Principles of Inquiry-Based Instruction
EDUC 342-2 Social Dynamics of Classrooms
EDUC 351-2 Curriculum & and Instruction: Second Language (EY)
EDUC 357-~~3~~ 4 Language & and Literacy: Reading & 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 Classroom Practice & and Seminar II

Year 2: First Semester (Effective September 2018)

~~EDUC 406-3~~ EDUC 407-4 Curriculum & and Instruction: Fine Arts/Physical and Health Education (EY)
EDUC 413-2 Interpersonal Counselling Skills (EY and SY)

EDUC 421-3 Classroom Assessment Practices
EDUC 431-3 Educational Technology
~~EDUC 435-2 Learning & Diversity: Inclusive Classrooms~~
EDUC 446-2 Aboriginal/Indigenous Education: Epistemology
EDUC 456-2 Language & Literacy: Across the Curriculum (EY)
EDUC 490-4 Classroom Practice & Seminar III

Year 2: Second Semester (Effective September 2018)

~~EDUC 413-1 Counselling Skills (EY)~~
~~EDUC 436-2 Learning & Diversity: Learning Disabilities~~
~~EDUC 457-2 Language & Literacy: Oral & Written Genres (EY)~~
~~EDUC 489-2 Curriculum & Instruction: Physical Education (EY)~~
~~EDUC 495-1 Professional Issues: Portfolios~~
EDUC 491-4 6 Classroom Practice & Seminar IV

Elementary Years (K-7) (Northwest campus)

Year 1: First Semester

EDUC 313-1 Interpersonal Communication
EDUC 333-2 Learning Development and Motivation
EDUC 340-2 Curriculum Development Models
EDUC 346-2 Introduction to Aboriginal Education
EDUC 356-2 Language and Literacy: Development (EY)
EDUC 376-2 Numeracy: Math Concepts (EY)
EDUC 380-3 Foundations of Education
EDUC 390-3 Classroom Practice & Seminar I

Year 1: Second Semester

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

Year 2: First Semester

EDUC 406-3 Curriculum and Instruction: Fine Arts (EY)
EDUC 421-3 Classroom Assessment Practices
EDUC 431-3 Educational Technology
EDUC 435-2 Learning and Diversity: Inclusive Classrooms
EDUC 446-2 Aboriginal/Indigenous Education: Epistemology
EDUC 456-2 Language and Literacy: Across the Curriculum (EY)
EDUC 490-4 Classroom Practice and Seminar III

Year 2: Second Semester

EDUC 436-2 Learning & Diversity: Learning Disabilities
EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (EY)
EDUC 489-2 Curriculum & Instruction: Physical Education (EY)
EDUC 491-6 Classroom Practice and Seminar IV

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

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

Year 1: First Semester

~~EDUC 313-1 Interpersonal Communication~~
EDUC 336-4 Learning and Diversity: Inclusive Classrooms/ Learning Disabilities
EDUC 340-2 Curriculum Development Models
EDUC 376-2 Numeracy: Math Concepts (EY)
~~EDUC 395-1 Professional Issues: Legal & Ethical~~
EDUC 396-2 Reflective Seminar
ELECTIVE 1-3 Academic course in a teachable area
ELECTIVE 2-3 Academic course in a teachable area

Year 1: Second Semester

EDUC 357-3 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 Classroom Practice & and Seminar II
ELECTIVE 3-3 Academic course in a teachable area

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

Year 2: First Semester

~~EDUC 406-3~~ 407-4 Curriculum & Instruction: Fine Arts/Physical and Health Education (EY)
EDUC 413-2 Interpersonal Counselling Skills
EDUC 421-3 Classroom Assessment Practices
EDUC 431-3 Educational Technology
EDUC 446-2 Aboriginal/Indigenous Education: Epistemology
EDUC 456-2 Language & Literacy: Across the Curriculum (EY)
EDUC 490-4 Classroom Practice & and Seminar III

Year 2: Second Semester

~~EDUC 413-1~~ 2 Counselling Skills (EY)
~~EDUC 436-2 Learning & Diversity: Learning Disabilities~~
~~EDUC 457-2 Language & Literacy: Oral & Written Genres (EY)~~
~~EDUC 489-2 Curriculum & Instruction: Physical Education (EY)~~
~~EDUC 495-1 Professional Issues: Portfolios~~
EDUC 491-~~40~~ 6 Classroom Practice & Seminar IV

Secondary Years (Grades 8-12)

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

Admission Requirements

Applicants to the Secondary Years program stream must have completed, ~~(with a minimum GPA of 2.33 (C+) on the most recent 60 credit hours of university credit hours completed),~~ a four-year Bachelor of Arts, Bachelor of Science, or Bachelor of Commerce degree (120 credit hours) or the equivalent (i.e., a three-year Bachelor's degree with a teachable major plus 30 additional approved university credit hours) with a minimum of 90 credit hours in Arts, Science, or Business Administration or in other teachable fields relevant to teaching in the BC School system. The remaining credit hours may come from any discipline.

In addition to the entry 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. One of the following:
 - a. One teachable major and one teachable minor, or
 - b. Two ~~(2)~~ teachable minors, or
 - c. One teachable major.
3. Submission of the completed application forms that include the Experience with Children and Youth statement (resumé format), three Confidential Reference Forms, and the Personal Statement.

Note: Applicants who do not meet the English requirement in item 1 above but who otherwise meet the admission requirements may be admitted provisionally to the BEd program with the approval of the Chair. Applicants admitted provisionally to the program under this section will not be recommended to the ~~BC Ministry of Education – Teacher Regulation Branch~~ BC Ministry of Education, Teacher Regulation Branch for certification until they successfully complete the English requirements.

Program Requirements

Secondary Years (Grades 8-12)

Year 1: First Semester

~~EDUC 313-1 Interpersonal Communication~~
 EDUC 333-2 Learning Development and Motivation
~~EDUC 336-4 Learning and Diversity: Inclusive Classrooms/ Learning Disabilities~~
 EDUC 340-2 Curriculum Development Models
 EDUC 346-2 Introduction to Aboriginal/Indigenous Education
~~EDUC 360-4 Curriculum and Instruction: Introduction (SY)~~
 EDUC 380-3 Foundations of Education
~~EDUC 395-1 Professional Issues: Legal & Ethical~~
~~EDUC 360-4 Curriculum & Instruction: Introduction (SY)~~
 EDUC 390-3 Classroom Practice & and Seminar I

Year 1: Second Semester

~~EDUC 342-2 Social Dynamics of Classrooms~~
 EDUC 341-2 Principles of Inquiry-Based Instruction
 EDUC 342-2 Social Dynamics of Classrooms
~~EDUC 345-4~~ ~~EDUC 345-3~~ Language & and Literacy Across the Curriculum
 EDUC 370-3 Numeracy Across the Curriculum (SY)
 EDUC 361-4 Curriculum & and Instruction: II: (Humanities & Social Sciences)
 or EDUC 372-4 Curriculum & and Instruction: II: (Math, Computer & Sciences)
 or EDUC 315-4 Curriculum & and Instruction: II: (Business & Career Education)

EDUC 391-3 Classroom Practice & and Seminar II

Year 2: First Semester

~~EDUC 413-2 Interpersonal Counselling Skills~~
 EDUC 421-3 Classroom Assessment Practices
 EDUC 431-3 Educational Technology
 EDUC 435-2 Language & and Diversity: Inclusive Classrooms
 EDUC 446-2 Aboriginal/Indigenous Education: Epistemology II
 EDUC 460-5 Curriculum & and Instruction: III: (Humanities & and Social Sciences)
 or EDUC 471-5 Curriculum & and Instruction: III: (Math, Computer & and Sciences)
 or EDUC 414-5 Curriculum & and Instruction: III: (Business & and Career Education)
 EDUC 490-4 Classroom Practice & and Seminar III

Year 2: Second Semester

~~EDUC 434-3 Counselling Skills~~
~~EDUC 436-2 Learning & Diversity: Learning Disabilities~~
~~EDUC 495-1 Professional Issues: Portfolios~~
~~EDUC 461-2 Curriculum & Instruction IV: Humanities & Social Sciences~~
 or ~~EDUC 472-3 Curriculum & Instruction IV: Math, Computer & Sciences~~

Secondary Teachable Major and Minor Requirements

The following is a list of teachable majors and minors that have been approved by the Ministry of ~~Education~~ Education, Teacher Regulation Branch (TRB), are widely taught in British Columbia secondary schools, and that can be completed at the University of Northern British Columbia (graduates of equivalent programs at other recognized universities are also eligible for consideration to the program). In order for applicants to be eligible for the Secondary ~~Years program~~ streams of the Bachelor of Education Program; they must meet the requirements for one teachable major, a teachable major and minor, or two teachable minors from the following list:

Subject area	Major	Minor
Biology	x	x
Business Education	x	x
Chemistry	x	x
Computer Science	x	x
English	x	x
First Nations Studies		x
General Science	x	x
Geography	x	x
History	x	x
Mathematics	x	x
Physics	x	x
Social Studies	x	x

Applicants to the Bachelor of Education program should recognize that the credit levels for the teachable majors and minors meet the ~~BC Ministry of Education—Teacher Regulation Branch~~ BC Ministry of Education, Teacher Regulation Branch accreditation requirements, and may not be equivalent to the formal requirements for a UNBC major or minor. Applicants should refer to the appropriate section of the UNBC Calendar in order to ensure that they are meeting all of the course work required to successfully complete UNBC degree requirements.

A teachable minor normally consists of ~~eighteen (18)~~ credit hours of upper-division courses (numbered 300 or 400 and taken in the third and fourth year of study), in addition to required lower-division courses.

A teachable major normally consists of ~~thirty (30)~~ credit hours of upper-division courses (numbered 300 or 400 and taken in the third and fourth year of study), in addition to required lower-division courses.

Biology Major and Minor

Bachelor of Education applicants to the Secondary ~~Years program~~ stream planning to meet the Biology teachable minor requirement must have completed a minimum of 6 credit hours of introductory (100-level) course work in each of Biology, Chemistry (at least one course with a lab component), Mathematics (at least one course, but preferably two courses, in calculus), and Physics (at least one course with a lab component). Applicants must also complete an additional 6 to 12 credit hours of study in Biology at the lower division, and 18 credit hours of upper-division course work in Biology. The course work must include both lecture and laboratory studies.

Applicants planning to meet the Biology teachable major requirement must complete an additional 12 credit hours of upper-division course work in biology.

Business Education Major and Minor

Bachelor of Education applicants to the Secondary ~~Years program~~ stream planning to meet the Business Education teachable minor requirement must complete a minimum of 18 upper-division credit hours of specialized courses in ~~a~~Accounting, ~~m~~Marketing, ~~e~~Commercial Law, and ~~m~~Management Information Systems in addition to introductory (100-level) courses in Computer Science, Economics, and Mathematics.

Applicants planning to meet the Business Education teachable major requirement must complete an additional 12 credit hours of upper-division course work in ~~a~~Accounting, ~~f~~Finance, ~~m~~Marketing, and ~~m~~Management Information Systems.

Chemistry Major and Minor

Bachelor of Education applicants to the Secondary ~~Years program~~ Stream planning to meet the Chemistry teachable minor requirement must have completed a minimum of 6 credit hours of introductory (100-level) course work in each of Biology, Chemistry (at least one course with a lab component), Mathematics (at least one course, but preferably two courses, in calculus), and Physics (at least one course with a lab component). Applicants must also complete an additional 6 to 12 credit hours of study in Chemistry at the lower division, and 18 credit hours of upper-division course work in Chemistry. The course work must include both lecture and laboratory studies.

Applicants planning to meet the Chemistry teachable major requirement must complete an additional 12 credit hours of upper-division course work in Chemistry.

Computer Science Major and Minor

Bachelor of Education applicants to the Secondary ~~Years program~~ stream planning to meet the Computer Science teachable minor requirement must complete a basic lower division course load in computer programming, computer structures, and ~~Mathematics~~ in addition to 18 credit hours of upper-division Computer Science course work covering advanced programming, systems design, and programming languages.

Applicants planning to meet the Computer Science teachable major requirement must complete an additional 12 credit hours of study in upper-division Computer Science course work.

English Major and Minor

Bachelor of Education applicants to the Secondary ~~Years program~~ stream planning to meet the English teachable minor requirement must complete a basic lower-division course load that focuses on English literature and composition in addition to 24 credit hours of upper-division English courses including 6 credit hours from each of the following: English literature, pre-twentieth century literature, and contemporary literature. Applicants are also strongly encouraged to complete courses in both ~~in~~ Canadian literature and Shakespeare.

Applicants planning to meet the English teachable major requirement must complete an additional 6 credit hours of upper-division course work in English.

First Nations Minor

Bachelor of Education applicants to the Secondary ~~Years program~~ stream planning to meet the First Nations teachable minor requirement must complete a basic lower-division course load that focuses on general First Nations studies, First Nations language, and First Nations culture courses in addition to 18 credit hours of upper-division First Nations Studies or related approved courses (related course work may come from Anthropology or History).

General Science Majors and Minors

Teachable areas that can be included within the General Sciences major and minor include Biology, Chemistry, Environmental Sciences, and Physics.

Bachelor of Education applicants to the Secondary ~~Years program~~ stream planning to meet the General Sciences teachable minor requirement must complete 6 credit hours of study in introductory (100-level) course work in each of Biology, Chemistry (at least one course with a lab component), Mathematics (at least one course, but preferably two courses, in calculus), and Physics (at least one course with a lab component). Applicants must also complete a minimum of 6 credit hours of upper-division study in three of the four teachable areas: Biology, Chemistry, Environmental Sciences, and Physics.

Applicants planning to meet the teachable major requirement in General Sciences must complete an additional 12 upper-division credit hours ~~or of~~ course work from the four teachable areas: Biology, Chemistry, Environmental Sciences, and Physics.

Geography Major and Minor

Applicants to the Geography major or minor programs must include courses from both cultural and physical geography within their program, as well as course work in regional and environmental studies.

Bachelor of Education applicants to the Secondary Years program stream planning to meet the Geography teachable minor requirement must complete a minimum of 6 credit hours of introductory (100-level) or survey courses in each of Geography, History, and a social science.

Applicants must also complete a minimum of an additional 6 credit hours of lower-division geography course work and 18 credit hours of upper-division geography. A minimum of 6 credit hours must have a significant Canadian content.

Applicants planning to meet the Geography teachable major requirement must complete an additional 12 credit hours of upper-division course work in geography.

History Major and Minor

Applicants to the History major or minor programs must include both Canadian and European history course work within their program, as well as the history of any region other than Canada or Europe.

Bachelor of Education applicants to the Secondary Years program stream planning to meet the History teachable minor requirement must complete a minimum of 6 credit hours of introductory (100-level) or survey courses in each of Geography, History, and a social science.

Applicants must also complete a minimum of an additional 6 credit hours of lower-division history course work and 18 credit hours of upper-division history. A minimum of 6 credit hours must have a significant Canadian content.

Applicants planning to meet the History teachable major requirement must complete an additional 12 credit hours of upper-division work in history.

Mathematics Major and Minor

Bachelor of Education applicants to the Secondary Years program planning to meet the Mathematics teachable minor requirement must complete a minimum of 30 credit hours of study of which at least 18 credit hours must be at the upper-division level. The upper-division credit hours must include at least one course in three of the following areas: algebra, calculus, probability and statistics, geometry, and number theory.

Applicants planning to meet the Mathematics teachable major requirement must complete an additional 12 credit hours of upper-division Mathematics course work in the above-listed disciplines areas.

Physics Major and Minor

Bachelor of Education applicants to the Secondary Stream Years stream planning to meet the Physics teachable minor requirement must have completed a minimum of 6 credit hours of introductory (100-level) course work in each of Biology, Chemistry (at least one course with a lab component), Mathematics (at least one course, but preferably two courses, in calculus), and Physics (at least one course with a lab component). Applicants must also complete an additional 6 to 12 credit hours of study in Physics at the lower division, and 18 credit hours of upper-division course work in Physics. The course work must demonstrate both lecture and laboratory studies.

Applicants planning to meet the Physics teachable major requirement must complete an additional 12 credit hours of upper-division course work in Physics.

Social Studies Majors and Minors

Teachable areas that can be included within the Social Studies major and minor include Geography, History and acceptable Social Sciences (Anthropology, Economics, Environmental Studies, First Nations Studies, International Studies, Northern Studies, Political Science, Sociology, and Women's Studies).

Bachelor of Education applicants to the Secondary Years program stream planning to meet the Social Studies teachable minor requirement must have completed a minimum of 12 upper-division credit hours in a social science teaching area (including Anthropology, Economics, Environmental Studies, First Nations Studies, International Studies, Northern Studies, Political Science, Sociology, and Women's Studies) acceptable in British Columbia secondary schools.

In addition, applicants must meet the minimum requirements for Geography (9 credit hours of which 3 credit hours must be at the upper-division level, 3 credit hours must be Canadian Geography, and 3 credit hours can be at any

level), and History (18 credit hours of which 6 credit hours must be at the upper-division level, 3 credit hours must be in Canadian history, 3 credit hours must be in European history, 3 credit hours must be in a region other than Canada or Europe, and 3 credit hours can be at any level).

Applicants planning to meet the Social Studies teachable major requirements must complete an additional 15 credit hours at the upper-division level course work (3 credit hours must be in geography, 3 credit hours must be in history, and 6 credit hours must be in the social sciences, and 3 credit hours can be in history, geography, or the social sciences).

Access Initiative

The ~~UNBC School of Education Program at UNBC~~ 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's teacher education program~~ 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.

Admission Decisions

Applications for admission can be obtained from either the Office of the Registrar, or from the School of Education. For further information concerning the application process, please contact either the Office of the Registrar or the School of Education.

Admissions rankings are determined by a combination of GPA, experience with children, a personal statement, and letters of reference.

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

The Education Diploma in a First Nations Language and Culture is a minimum 92 credit hour teacher education program that prepares individuals to teach an approved First Nations language and culture at the Elementary Years level.

This program of study has been developed in partnership with the Language Authority for each First Nation. This model reflects the current thinking about building on the rich linguistic and cultural heritage of students to optimize the match between educational theory, children's level of cognitive and social development, and the particular First Nations language and culture. Successful completion of this program of study will lead to a recommendation to the ~~BC Ministry of Education – Teacher Regulation Branch~~ BC Ministry of Education, Teacher Regulation Branch that a Developmental Standard Term Certificate in the specific First Nations Language and Culture be granted. The Education Diploma in a First Nations Language and Culture is designed to educate teachers to combine pedagogical excellence across disciplinary areas with a learner-centered approach to practice. Philosophically, the program is designed around constructivist principles, ~~and~~ ~~it~~ It emphasizes approaches to practice such as inquiry-based learning, strategies for instruction, integration of language and culture across the curriculum, inclusion of diverse learners and perspectives, and the development of caring and respectful practice. Programs of study leading to recommendation for this teaching credential are available for Gitksan Language and Culture, Nisga'a Language and Culture, Ts'msyen Language and Culture, and Dakelh / Carrier Language and Culture. The Education Diploma in a First Nations Language and Culture (Gitksan) has been developed in partnership with the Siwiixo'osxwim Wilnatahl Gitxsanix Society. The Education Diploma in a First Nations Language and Culture (Nisga'a) has been developed in partnership with the Nisga'a Language Authority of Wilp Wilxo'oskwil Nisga'a (WWN), and is offered at the WWN campus. The Education Diploma in a First Nations Language and Culture (Ts'msyen Sm'algyax) has been developed in partnership with the Ts'msyen Sm'algyax Language Authority and is offered at the Prince Rupert campus. The Education Diploma in a First Nations Language and Culture (Dakelh / Carrier) has been developed in partnership with the College of New Caledonia and with the Dakelh / Carrier Linguistic Society (Fort St. James) and the Lake Babine Education Authority (Burns Lake) and is offered in Fort St. James and Burns Lake respectively.

Admission Requirements

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

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

Criminal Records Review

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

Program Requirements

First Nations Studies Credit Hours

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

Language (33 credit hours):

A First Nations Language: Levels 1-4 in ~~Gitksanimx~~ Gitksanimx or Nisga’a:

~~FNST 131-3;~~ A First Nations Language: Level 1

~~FNST 132-3;~~ A First Nations Language: Level 2

~~FNST 231-3;~~ A First Nations Language: Level 3

~~FNST 232-3);~~ A First Nations Language: Level 4

or Gitksanimx

~~FNST 143-3;~~ Gitksanimx: Level 1

~~FNST 144-3;~~ Gitksanimx: Level 2

~~FNST 243-3;~~ Gitksanimx: Level 3

~~FNST 244-3);~~ Gitksanimx Level 4

or Nisga’a:

~~FNST 139-3;~~ Nisga’a Language: Level 1

~~FNST 140-3;~~ Nisga’a Language: Level 2

~~FNST 239-3;~~ Nisga’a Language: Level 3

~~FNST 240-3);~~ Nisga’a Language: Level 4

or Levels 1-4 in Sm’algyax:

~~FNST 137-3;~~ Tsimshian Language(Sm’algyax): Level 1

~~FNST 138-3;~~ Tsimshian Language(Sm’algyax): Level 2

~~FNST 237-3;~~ Tsimshian Language(Sm’algyax): Level 3

~~FNST 238-3);~~ Tsimshian Language(Sm’algyax): Level 4

or Levels 1-4 in Dakelh / Carrier

~~FNST 133-3;~~ Dakelh/ Carrier Language: Level 1

~~FNST 134-3;~~ Dakelh/ Carrier Language: Level 2

~~FNST 233-3;~~ Dakelh/ Carrier Language: Level 3

~~FNST 234-3);~~ Dakelh/ Carrier Language: Level 4

or Levels 1-4 in Tsilhqot’in:

[FNST 145: Tsilhqot'in Language: Level 1](#)
[FNST 146: Tsilhqot'in Language: Level 2](#)
[FNST 245: Tsilhqot'in Language: Level 3](#)
[FNST 246: Tsilhqot'in Language: Level 4](#)

and

[FNST 223-3: First Nations Language Immersion*](#)
[FNST 321-3: First Nations Advanced Composition and Conversation, Level 1](#)
[FNST 322-3: First Nations Advanced Composition and Conversation, Level 2](#)
[FNST 324-3: Advanced First Nations Language Immersion*](#)
[FNST 325-3: First Nations Language Mentoring*](#)
[FNST 421-3: First Nations Song and Poetry](#)
[FNST 422-3: First Nations Speeches and Stories](#) (Gitksanimx, Nisga'a, Sm'algyax or Dakelh / Carrier)

Linguistics (9 credit hours):

[FNST 220-3: Introduction to Linguistics](#)
[FNST 320-3: The Structure of a First Nations Language](#)
[FNST 420-3: Developing Language Materials](#)

Culture Studies (9 credit hours):

[FNST 161-3: A First Nations Culture: Level 1](#)

or Gitksan:

[FNST 173-3: Gitksan Culture: Level 1](#)

or Nisga'a:

[FNST 169-3: Nisga'a Culture: Level 1](#)

or Sm'algyax:

[FNST 167-3: Tsimshian Culture: Level 1](#)

or Dakelh / Carrier:

[FNST 164-3: Dakelh/ Carrier Culture Level 2](#)

[FNST 162-3: A First Nations Culture: Level 2](#)

or Gitksan:

[FNST 174-3: Gitksan Culture: Level 1](#)

or Nisga'a:

[FNST 170-3: Nisga'a Culture: Level 2](#)

or Ts'msyen:

[FNST 168-3: Tsimshian Culture: Level 2](#)

or Dakelh / Carrier:

[FNST 164-3: Dakelh/ Carrier Culture Level 2](#)

[FNST 217-3: Contemporary Challenges Facing Aboriginal Communities](#)

General Academic Coursework

The required general academic coursework of 18 credit hours can be met with the following courses (some of these credit hours may be completed as part of the Diploma in First Nations Language):

3 credit hours English Composition-Suggested: ENGL 170-3 or equivalent

3 credit hours English Literature-Suggested: ENGL 103-3, ENG 120-3, ENGL 210-3, ENGL 260-3 or equivalent

3 credit hours Mathematics- (Suggested: MATH 190-4 or equivalent)

3 credit hours Lab Sciences- (Suggested: BIOL 103-3 and BIOL 123-1, or BIOL 110-3 and BIOL 111-1, or equivalent)

6 credit hours of Canadian Studies, ~~(3 credit hours History and 3 credit hours Geography recommended)~~
including 3 credit hours of Canadian History or Canadian Geography plus 3 credit hours of Canadian Studies
(Suggested: ~~FNST 100-3, FNST 350-3, GEOG 200-3, GEOG 203-3, HIST 210-3, HIST 211-3, HIST 302-3~~ or equivalent)

Professional Education Coursework (Gitksanimx and Nisga'a)

~~EDUC 380-3 Foundations of Education~~

EDUC 333-2 Learning, Development and Motivation

EDUC 336-4 Learning and Diversity: Inclusive Classrooms/Learning Disabilities

EDUC 341-2 Principles of Inquiry-Based Instruction

EDUC 342-2 Social Dynamics of Classrooms

EDUC 351-2 Curriculum and Instruction: Second Language

EDUC 356-2 Language and Literacy Development

EDUC 380-3 Foundations of Education

EDUC 446-2 Aboriginal Education: Epistemology

~~EDUC 435-2 Learning and Diversity: Inclusive Classrooms~~

EDUC 390-3 Classroom Practice and Seminar 1

EDUC 391-3 Classroom Practice and Seminar 2

Diploma and BEd Academic Regulations

For the purpose of determining eligibility for recommending a teacher candidate for certification by the Ministry of Education, Teacher Regulation Branch, the minimum requirements include successful completion of the Education program with a C+ on each Education course taken while enrolled in the Program. Courses for which a grade of lower than a C+ was received must be repeated.

The School of Education Program reserves the right at any time to require any teacher candidate to withdraw from UNBC if it believes on consideration of academic, professional fitness or professional conduct that the student is unsuitable for the teaching profession. Unsatisfactory performance in any aspect of the program may be considered reason to require a teacher candidate to withdraw from the Program.

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 will normally be re-admitted on probationary status.

Appeals should first be submitted to the BEd Admissions and Standards Committee. If a teacher candidate is not satisfied with the outcome of that process, ~~he/she the candidate~~ may then file an appeal with UNBC's Senate Committee on Academic Appeals (see "Appeals Process" Academic Regulation 50 under Regulations and Policies). Teacher candidates are not allowed to use 500, or higher, level courses from the Education Program, or any other program to meet degree requirements.

Students who plan to undertake work 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

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

Teacher candidates taking the Classroom Practice **& and** Seminar courses must be prepared to travel to any regional school district. In order to do ~~this such travel~~, teacher candidates should budget for transportation costs. Practica may be arranged in other selected districts. ~~Beyond budgeting for transportation, Extra expenses will be involved and~~ teacher candidates should budget for other expenses that may be incurred during practica accordingly.

Teacher candidates must successfully complete all first-year courses before they will be allowed to proceed to second-year courses and commence their second-year field placements. These requirements include the completion of core assignments designed to link theory and practice.

The UNBC's School of Education Program 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 Program 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 & Seminar course if none of the available schools will accept that particular teacher candidate.

The UNBC's School of Education Program reserves the right to provide information to the principal of a school for a practicum placement for a particular teacher candidate where it is deemed necessary for the principal to have the information in order to carry out his/her 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. The Chair or designate must inform the teacher candidate in writing of the reasons for the concerns giving rise to such notification to the principal.

The dates of the practica will be made known to the teacher candidates at the beginning of each term. Placement locations will be made available as soon as possible after classes have begun. The expectations of teacher candidates during the practica will be published and distributed to all teacher candidates, ~~Faculty Advisors/~~ Practicum Supervisors, and ~~Co-operating~~ Cooperating Teachers at the start of each year in the ~~course outlines for the Classroom Practice & Seminar courses~~ Teacher Candidate Handbook. Regular attendance during the practica is required. Teacher candidates are required to notify the school whenever classroom experience appointments cannot be kept and also inform the Chair or designate and the their Faculty Advisor/Practicum Supervisor. Teacher candidates will be disbarred from the Classroom Practice & Seminar course if they have more than three unexcused absences.

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

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

Denial and Withdrawal

Teacher candidates will be denied the practica placement if their preparatory course work is considered to be unsatisfactory (e.g., below C+ work, or incomplete work) by the ~~BEd Co-ordinator~~ 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 ~~BEd Co-ordinator~~ Chair or designate (based on written assessments by ~~the Faculty Advisor/Practicum Supervisor and/or Co-operating~~ Cooperating Teacher).

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

Teacher candidates who have withdrawn for any reason from a Classroom Practice & Seminar course, or who wish to re-enter, or re-take, the course must apply to the BEd Admissions and Standards Committee Chair for re-admission to the course. Teacher candidates should not assume that re-admission would automatically be granted. The number of times a teacher candidate can be re-admitted to Classroom Practice & Seminar courses is limited to once except in cases where there are dire circumstances beyond the teacher ~~candidates'~~ candidate's control as set out in the UNBC "Conditions of Academic Standing" (Academic Regulation 49). Teacher

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

Part-Time Students in the BEd Program

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

BEd Graduation Requirements

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

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

S-201704.04

Course Deletion - EDUC 395-1

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of the course name, number, and description of EDUC 395-1, on page 225 (in the print or PDF calendar accessible on the UNBC web page) of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2017

CARRIED

S-201704.05

Course Deletion - EDUC 415-3

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of the course name, number, and description of EDUC 415-3, on page 225 (in the print or PDF calendar accessible on the UNBC web page) of the 2018/2019 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED

S-201704.06

Course Deletion - EDUC 434-3

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of the course name, number, and description of EDUC 434-3, on page 226 (in the print or PDF calendar accessible on the UNBC web page) of the 2018/2019 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED

S-201704.07

Course Deletion - EDUC 457-2

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of the course name, number, and description of EDUC 457-2, on page 226 (in the print or PDF calendar accessible on the UNBC web page) of the 2018/2019 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED

S-201704.08

Course Deletion - EDUC 461-2

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of the course name, number, and description of EDUC 461-2, on page 226 (in the print or PDF calendar accessible on the UNBC web page) of the 2018/2019 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED

S-201704.09

Course Deletion – EDUC 472-2

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of the course name, number, and description of EDUC 472-2, on page 226 (in the print or PDF calendar accessible on the UNBC web page) of the 2018/2019 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED

S-201704.10

Course Deletion - EDUC 495-1

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of the course name, number, and description of EDUC 495-1, on page 227 (in the print or PDF calendar accessible on the UNBC web page) of the 2018/2019 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED

S-201704.11

Change(s) to the Course Description - EDUC 341-2

Casperson

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description for EDUC 341-2 on page 223 (in the print or PDF calendar accessible on the UNBC web page) of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2017

CARRIED

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

EDUC 341-2 Principles of Inquiry-Based Instruction

This course embeds learning about theoretical foundations and practical applications of instructional psychology within the context of elementary and secondary school settings. ~~The course will address: contemporary theories of learning, models of memory and cognition, learning strategies, teaching effectiveness, instructional planning, classroom processes, teaching to accommodate individual differences, and the cultural psychology of education.~~ The course is based on a model of professional inquiry to explore some of the contemporary theories that support student learning. It requires teacher candidates to explore inquiry-based learning within an adult context which leads student-based inquiry learning in their classrooms.

S-201704.12

New Course Approval - EDUC 336-4

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 336-4 Learning and Diversity: Inclusive Classrooms/ Learning Disabilities for the Bachelor of Education Elementary and Secondary programs in the PDF calendar accessible on the UNBC web page, course description at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2017/2018 undergraduate calendar be approved as proposed.

Proposed semester of first offering: September 2017

CARRIED

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

This course addresses individual differences and inclusion based on the premise that all students have individual differences in their experiences, skills, knowledge, perspectives and cultural beliefs. Curricular materials and instruction must be selected, designed, and adapted to include all learners. Additionally, it explores the theoretical bases of multicultural education policies and practices, learning disabilities; and strategies for assessment, instruction, and coordination of resources to support learners with learning disabilities across developmental levels. This course introduces the characteristics and educational implications of Fetal Alcohol Syndrome Disorder, Autism, ADHD, ESL, etc., and explores practical instructional approaches.

Prerequisites (taken prior): None

Prerequisites with concurrency (taken prior or simultaneously): None

Co-requisites (must be taken simultaneously): None

Preclusions: None

S-201704.13

New Course Approval - EDUC 358-3

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 358-3 Language and Literacy: Reading, Writing, and Inquiry Content for the Terrace-based Bachelor of Education Elementary program in the PDF calendar accessible on the UNBC web page, course description at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2017/2018 undergraduate calendar be approved as proposed.

Proposed semester of first offering: September 2017

CARRIED

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

This course provides current models of early years reading and writing as well as content inquiry processes. It also includes assessment tools for reading, writing, and spelling. Students experience planning instruction in these areas. Adaptions and extensions in instruction and assessment across diverse learners are explored and shared.

Prerequisites (taken prior): None

Prerequisites with concurrency (taken prior or simultaneously): None

Co-requisites (must be taken simultaneously): None

Preclusions: None

S-201704.14

New Course Approval – EDUC 407-4

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 407-4 Curriculum and Instruction: Fine Arts/Physical and Health Education (EY) for the Prince George Bachelor of Education Elementary program in the PDF calendar accessible on the UNBC web page, course description at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2018/2019 undergraduate calendar be approved as proposed.

Proposed semester of first offering: September 2018

CARRIED

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

This course is an introduction to the role of music, visual arts, dance, drama, and physical and health education in teaching and learning during the elementary years. It includes a focus on appreciating the arts of our diverse communities and understanding children’s expressive development. It also considers practical approaches to teaching fine arts and physical and health education. Additionally, it provides the foundational and instructional basis for planning and implementing physical and health education programs in the elementary years.

Prerequisites (taken prior): None

Prerequisites with concurrency (taken prior or simultaneously): None

Co-requisites (must be taken simultaneously): None

Preclusions: None

S-201704.15

New Course Approval - EDUC 441-3

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (EY) for the Terrace-based Bachelor of Education Elementary program in the PDF calendar accessible on the UNBC web page, course description at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2018/2019 undergraduate calendar be approved as proposed.

Proposed semester of first offering: September 2018

CARRIED

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

This integrated course focuses on community-based and locally-based project development. Children’s fiction, non-fiction and other materials are used across academic subjects and developmental areas to plan classroom projects, produce a professional portfolio, and explore the role of the classroom teacher in collegial work.

Prerequisites (taken prior): None

Prerequisites with concurrency (taken prior or simultaneously): None

Co-requisites (must be taken simultaneously): None

Preclusions: None

S-201704.16

Changes to the Course Credit Hours - EDUC 345-4

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course credit hours for EDUC 345-4 Language and Literacy Across the Curriculum for the Bachelor of Education Secondary program in the PDF calendar accessible on the UNBC web page, course description at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2017/2018 undergraduate calendar be approved as proposed.

Effective date: September 2017

CARRIED

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

EDUC 345-3 Language & Literacy Across the Curriculum In this course, Senior Years students ~~will~~ study the role of language as a medium of teaching and learning, and develop approaches to integrating spoken and written language across subject areas to enhance learning. The course includes a substantive focus on English as a Second Language/English as a Second Dialect. Other topics include: the nature of language, classroom discourse, narratives, and journals, the construction of meaning, writing and cognition, and diverse oral and literate traditions. The course includes a focus on strategies for integrating language within specific subject areas.

S-201704.17

Changes to the Course Credit Hours - EDUC 357-3

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course credit hours for EDUC 357-3 Language and Literacy: Reading and Writing (EY) for the Prince George Bachelor of Education Elementary program in the PDF calendar accessible on the UNBC web page, course description at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2017/2018 undergraduate calendar be approved as proposed.

Effective date: September 2017

CARRIED

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

EDUC 357- 4 Language & and Literacy: Reading & and Writing (EY) This course examines the theoretical ~~Theoretical~~ models of reading, spelling, and writing processes during the early years. It ~~will~~ also includes practical skills and experience in assessing reading, writing, and spelling, planning instruction in these areas, using curricular and other resources, ~~for teaching,~~ and adapting ~~reading, spelling, and writing~~ instruction for diverse learners.

Prerequisites: EDUC 356-2

S-201704.18

Changes to the Course Description and Course Credit Hours - EDUC 413-2

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description and course credits for EDUC 413-2, on page 225 (in the print or PDF calendar accessible on the UNBC web page) of the 2018/2019 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED

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

EDUC 413-4 EDUC 413-2 Interpersonal Counselling Skills (EY and SY) This course is Aan introduction to the role of the classroom teacher related to collegial work with counsellors, support personnel, school-based

teams, and families. Topics include: working with parents, working with the school-based team, understanding the role of the school counsellor, communicating with teaching assistants, and accessing resources; ~~as well as and teaching career and personal planning from K-8 Career Education K-12.~~

S-201704.19

Changes to the Course Credit Hours - EDUC 491-10

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course credit hours for EDUC 491-10 Classroom Practice and Seminar IV for the Bachelor of Education Elementary and Secondary programs in the PDF calendar accessible on the UNBC web page at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2018/2019 undergraduate calendar be approved as proposed.

Effective date: September 2018

CARRIED

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

EDUC 491-106 Classroom Practice and Seminar IV ~~This course is a full-time~~ ~~Full-time~~ ten week supervised practicum in a school, ~~along with~~ It includes weekly seminars with team members that address ~~addressing~~ ongoing practice issues such as: practical skills, case management, reflection, problem-solving, accessing resources, professional issues, teacher research, and portfolio development. This course is graded ~~Graded~~ on a Pass/Fail basis.

Prerequisites: EDUC 490-4

Pre- or Co-requisite: Secondary Years: One of EDUC 415-2, 461-2, or 472-2; Elementary Years: EDUC ~~457-2~~ ~~407-4~~ and ~~489-2~~ 456-2

S-201704.20

Change(s) to the Course Description - FNST 305-3

Casperson

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description for FNST 305-3 on page 245 PDF calendar accessible on the UNBC web page of the 2016/2017 undergraduate calendar, be approved as proposed.

Effective date: January 2018

CARRIED

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

~~This course examines sources for the development of the discipline. The theoretical approaches of major contributors to the discipline are examined in the context of theory in allied disciplines such as anthropology, literature and cultural studies.~~

This seminar course engages students in a specified topic area relevant to the discipline of First Nations Studies. Contemporary scholarly literature is used to support the seminar topic and students' learning through discussion.

S-201704.21

Changes to the Course Title and Course Description - NREM 303-3

Casperson

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for NREM 303-3 (First Nations Approaches to Resource Management) on page 271 of the 2016/2017 undergraduate calendar, be approved as proposed.

Effective date: September 2017

CARRIED

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

NREM 303-3 First Nations' Approaches to Aboriginal Perspectives on Land and Resource Management
This course examines Aboriginal cultural perspectives Cultural and operational approaches to components of land and resource management by First Nations peoples. Relationships to conventional forest management practices. including existing and emerging realities about Aboriginal rights, title and consultation.

S-201704.22

Approval of the Exchange Agreement between University of Northern British Columbia and VIA University College, Denmark

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the motion to approve the Exchange Agreement between University of Northern British Columbia and VIA University College, Denmark be approved as proposed.

Effective Date: Upon approval of the Senate

CARRIED

9.2 Senate Committee on Admissions and Degrees

Dr. Ryan

"For Approval" Item:

S-201704.23

Change(s) to the Calendar Regarding Graduate English Language Requirements

Hogan

That, on the recommendation of the Senate Committee on Admissions and Degrees, the change(s) to the calendar regarding English requirements for Graduates be approved as proposed.

Effective date: May 2017

CARRIED

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

English is the primary language of instruction and communication at UNBC. Consequently, it is expected that an applicant be able to demonstrate an acceptable level of proficiency in the use of English in order to receive and participate in classroom instruction and discussion as well as to complete written assignments.

Applicants whose first language is not English, regardless of citizenship or country of origin, must submit evidence of English language proficiency prior to admission. French-speaking Canadians and Canadian First Nations language speakers are exempted from this requirement.

Students who have completed a degree program entirely in the English Language at a recognized institution from a country approved by UNBC where English is an official language may be exempted from this requirement. A listing of English Language Proficiency test exempt countries is maintained by the Office of the Registrar. ~~Applicants from countries not on the waiver list who have completed their four year undergraduate degree entirely in the English language may request a waiver of the English Language Proficiency Requirement. The Office of the Registrar and the Vice Provost Student Recruitment or designate, in consultation with programs, will assess each waiver and supporting documentation. Waivers are not guaranteed. The decision of the Office of the Registrar and the Vice Provost Student Recruitment or designate will be final. It is recommended that applicants for whom English is not their primary language submit an accepted English Language Proficiency test score.~~

Acceptable evidence of English language proficiency may be any one of the following:

- TOEFL (Test of English as a Foreign Language) score of **88 90** or higher in the internet-based test, with not less than 20 in any of the Reading, Listening, Writing or Speaking components; or equivalent other TOEFL score. UNBC's institutional TOEFL code is 0320.
- IELTS (International English Language Testing System) **Academic** score of at least 6.5 overall, with not less than 6.0 in any of the four modules.
- **CAEL (Canadian Academic English Language Assessment) or the CAEL CE: overall 70, with no subtest below 60.**
- **CELP (Canadian English Language Proficiency Index Program)**
CELPIT-A (Academic Reading and Writing): 4H
CELL (Listening): 4H
CELTOP (Speaking): 4H
- **MELAB (Michigan English Language Assessment Battery): 85 final score, with 3 in the speaking test**
- **PTE (Pearson Test of English - Academic): 65 overall score, with a score of not less than 60 in reading, writing, listening, and speaking**
- ~~Comparable results in any other internationally recognized English Language Assessment test considered as equivalent to TOEFL or IELTS.~~
- A final grade of 3.00 (B) or better in both UNBC English Language Studies' 50 and 170, obtained prior to application for Graduate admission.
- A final grade of 3.00 (B) or better in an articulated BCCAT EAP 4 program, prior to application for Graduate admissions.

In order to be considered valid, ~~these scores~~ **results** must be sent directly from the testing agency/institution to the Office of the Registrar. Scores are valid for a period of two years.

Some graduate programs may require higher English Language proficiency scores. Please consult the Program section of the calendar for additional requirements.

The University of Northern British Columbia reserves the right to consider, in addition to test scores, any factors that it considers appropriate in making a final determination of the English language proficiency of an applicant.

9.3 Senate Committee on First Nations and Aboriginal Peoples Dr. Ryan

None

9.4 Senate Committee on Scholarships and Bursaries Dr. Ryan

"For Information" Item:

SCSB20170322.04 (approved)
2016/2017 Annual SCSB Report
 That the 2016/2017 Annual SCSB Report be approved.
 Effective Date: 2016-2017 Academic Year

A Senator asked if the \$2.5/2.6 million in the Merit-based Awards is up or down relative to previous years. He also asked about the overall trend.

Action item: The President will get back to the Senator with a more accurate number.

“For Approval” Item:**S-201704.24****Recommendation of Senate Committee Members to Senate**

Casperson

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: Immediately upon approval by Senate

SENATE COMMITTEE POSITION TO BE FILLED
(except as otherwise noted, all terms begin immediately)

CANDIDATE**Steering Committee of Senate DC/BM**

Faculty Senator (03/31/2020)
 Student Senator (03/31/2018)
 Lay Senator (03/31/2020)

Dr. Margot Mandy
 Ms. Amy Blanding
 Mr. Allan Stroet

Further nominations were sought from the floor, and there being none, the motion was CARRIED.

Senate Committee on Nominations

Student Senator (03/31/2018)
 Faculty Senator (03/31/2020)

Mr. Seamus Hogan
 Dr. Michael Murphy

Further nominations were sought from the floor, and there being none, the motion was CARRIED.

Senate Committee on Academic Appeals

Graduate Student Senator (03/31/2018)
 Undergraduate Student Senator (03/31/2018)
 Student Senator (Aboriginal if possible) (03/31/2018)

Ms. Kristen Hirsh-Pearson
 Ms. Ana Saenz
 Ms. Marion Erickson

Further nominations were sought from the floor, and there being none, the motion was CARRIED.

Senate Committee on Admissions and Degrees

Faculty Member — CASHS (03/31/2018)
 Undergraduate Student (03/31/2018)

Dr. Gregory Nixon
 Mr. Gregory Hues

Further nominations were sought from the floor, and there being none, the motion was CARRIED.

Senate Committee on Academic Affairs

Graduate Student — CSAM (03/31/2018)
 Undergraduate Student — CASHS (03/31/2018)
 Undergraduate Student — CSAM (03/31/2018)

Mr. Richard Foo
 Ms. Lauren Dohler
 Ms. Alicia Rich

Further nominations were sought from the floor, and there being none, the motion was CARRIED.

SCAAF Art Acquisition Subcommittee

Faculty Member knowledgeable in archaeology,
visual arts, archives or heritage conservation (03/31/2020)

Dr. Sarah De Leeuw

Further nominations were sought from the floor, and there being none, the motion was
CARRIED.

SCAAF Subcommittee on Academic Scheduling

Undergraduate student (03/31/2018)
Graduate student (03/31/2018)

Ms. Yetunde Oni
Mr. Seamus Hogan

Further nominations were sought from the floor, and there being none, the motion was
CARRIED.

Senate Committee on First Nations and Aboriginal Peoples

Faculty Member — CASHS (03/31/2020)
Full-Time Aboriginal Student (03/31/2018)

Dr. Tina Fraser
Ms. Marion Erickson

Further nominations were sought from the floor, and there being none, the motion was
CARRIED.

Senate Committee on Honorary Degrees and Other Forms of Special Recognition

Student Senator (03/31/2018)

Ms. Kristen Hirsh-Pearson

Further nominations were sought from the floor, and there being none, the motion was
CARRIED.

Senate Committee on Scholarships and Bursaries

Faculty Senator — CSAM (03/31/2020)
Graduate Student (03/31/2018)
Undergraduate Student (03/31/2018)
Student Senator (03/31/2018)
Lay Senator (03/31/2020)

Dr. Reza Chowdhury
Ms. Aishat Oguntola
Mr. Steven Horianopoulos
Ms. Hailey Massingham
Ms. Andrea Palmer

Further nominations were sought from the floor, and there being none , the motion was
CARRIED.

Senate Committee on the University Budget

Faculty Senator — CSAM (03/31/2018)
Graduate Student (03/31/2018)
Undergraduate Student (03/31/2018)
Student Senator (03/31/2018)

Ms. Wendy Fellers
Dr. Kyrke Gaudreau
Mr. Emilio Caputo
Mr. Aaron Larsen

Further nominations were sought from the floor, and there being none, the motion was
CARRIED.

Senate Committee on Student Discipline Appeals

Undergraduate Student (03/31/2018)

Ms. Hailey Massingham

Further nominations were sought from the floor, and there being none, the motion was
CARRIED.

“For Information” Items:

Faculty Senators elected by acclamation to Senate for positions beginning April 1, 2017:

Faculty Member — CASHS (03/31/2020)	Dr. Sylvia Barton
Faculty Member — CASHS (03/31/2018)	Ms. Ngoc Huynh
Faculty Member — CASHS (03/31/2020)	Dr. Michael Murphy
Faculty Member — CASHS (03/31/2020)	Dr. Dana Wessell Lightfoot
Faculty Member — CSAM (03/31/2020)	Dr. David Casperson
Faculty Member — CSAM (03/31/2020)	Dr. Reza Chowdhury
Faculty Member — CSAM (03/31/2020)	Dr. Margot Mandy
Faculty Member — CSAM (03/31/2020)	Dr. Roger Wheate
Faculty Member at Large (03/31/2020)	Dr. Balbinder Deo

Student Senators elected to Senate for positions beginning April 1, 2017:

Student — Undergraduate (03/31/2018)	Ms. Lauren Dohler
Student — Undergraduate (03/31/2018)	Ms. Marion Erickson
Student — Undergraduate (03/31/2018)	Mr. Steven Horianopoulos
Student — Undergraduate (03/31/2018)	Mr. Aaron Larsen
Student — Undergraduate (03/31/2018)	Ms. Hailey Massingham
Student — Undergraduate (03/31/2018)	Ms. Ana Saenz
Student — Graduate (03/31/2018)	Ms. Amy Blanding
Student — Graduate (03/31/2018)	Ms. Kristen Hirsh-Person
Student — Graduate (03/31/2018)	Mr. Seamus Hogan

SCAAF Subcommittee on Academic Scheduling

Professional Program Faculty Rep (appointed by Provost) (03/31/2020)	Dr. Glen Schmidt
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SCAAF Subcommittee on Curriculum and Calendar

Faculty Senator, designate of Dean of CSAM	Dr. Margot Mandy
Faculty Senator, designate of Vice President, Research and Graduate Programs	Dr. Tracy Summerville

9.6 Steering Committee of Senate

Dr. Weeks

S-201704.25

Changes to the Senate Handbook - Regulations Covering Voting for Elections to the Senate
Casperson

That, on the recommendation of the Steering Committee of Senate, sections 3 (g) (x) and 3 (g) (xi) under Regulations Covering Voting for Elections to the Senate from the Senate Handbook be amended as proposed.

Effective Date: Upon the approval of Senate
CARRIED

S-201704.26

Changes to the Senate Handbook – Addition of the Presidents of NUGSS and NBCGSS as Non-Voting Members of Senate

Blanding

That, on the recommendation of the Steering Committee of Senate, the Senate Handbook be amended as follows:

By replacing the Note at the end of the Membership list in s.1 with:

Note: Senior University Administrators and Other Representatives not otherwise elected or appointed to Senate shall be regarded as fully participating non-voting members of Senate.

By adding 3(e) (xii):

"Other Representatives not otherwise elected or appointed to Senate includes the following positions: President of NUGSS and President of NBCGSS.

And, by replacing s. 3(x)(ii) with:

In addition to the members and officers of Senate, the Senior University Administrators and Other Representatives as provided for in s. 3(e) (ix) and (xii), will be invited to attend the closed session of Senate.

Effective Date: On approval of Senate

CARRIED

S-201704.27

Changes to the Senate Handbook – Addition of the Senior Advisor to the President on Aboriginal Relations as a Non-Voting Member of Senate

Dale

That, on the recommendation of the Steering Committee of Senate, the Senate Handbook be amended as follows:

By replacing 3(e) (xii) with:

"Other Representatives not otherwise elected or appointed to Senate includes the following positions: President of NUGSS, President of NBCGSS and the Senior Advisor to the President on Aboriginal Relations.

Effective Date: On approval of Senate

CARRIED

“For Approval” Items:**S-201704.28****Survey to Determine Scheduling Conflicts Impacting the Timely Completion of Degrees**

Mandy

That, on the recommendation of the Senate ad hoc committee on Students as Partners, Senate task the President to task the Registrar to conduct a survey to determine the actual number of students - undergraduate and graduate - who are currently or who have in the past experienced scheduling conflicts impacting the timely completion of their degrees. Results to be presented at the November meeting of Senate.

Effective Date: Upon the approval of Senate

Amendment

Weeks

That “Senate task the President to task the Registrar to conduct a survey...” be changed to “Senate task the President to task the Registrar to gather the appropriate data...”

CARRIED as amended.

10.0 Information**10.1 Strategic Research Plan****Dr. Payne**

A draft of UNBC’s Strategic Research Plan was included in the meeting package for information.

The Vice President Research and Graduate Programs brought forward the Strategic Research Plan to Senate for information, and he noted the work of a Task Force which had looked at the Plan and provided input over the past year. Feedback was also sought University-wide and was incorporated into the document. It was also sent to SCAAF for information and discussion. The Plan is meant to fluid, always open for discussion and review

A Senator asked how the Strategic Research Plan aligns with the Academic Plan.

The Vice President Research and Graduate Programs indicated that the Strategic Research Plan and the Academic Plan, as it is unfolding, seem to align well; they are meant to be integrated and complimentary.

A Senator referred to a section of the Research Plan at page 171 of the Senate public session meeting package, which suggests there will be sufficient support services. The Senator asked whether there would be an examination of support for research computing?

The Vice President Research and Graduate Programs indicated that there would be as it is an integral support service.

A Senator asked why the Strategic Research Plan was being brought to Senate for information and not for approval. .

The Vice President Research and Graduate Programs indicated that he and the Governance Officer, Ms. Howitt, had reviewed the practice at other research intensive universities in BC. In some cases the Strategic Research Plan was presented for approval and at others, not. The intention is not to circumvent the input of Senate, and reiterated that the Plan was taken to SCAAF and entire University community.

Action item: The President indicated that the question of whether or not the Strategic Research Plan should be approved by Senate could be taken to the SCC

A Senator asked how the Strategic Research Plan could align with the Academic Plan when the Academic Plan is not yet complete and has not yet been brought to Senate. He questioned how

how new areas could emerge if we continually go back to the same four areas of academic excellence and research.

The Vice President Research and Graduate Programs responded that the Plan is broad enough to allow new areas to emerge.

A Senator asked where the School of Education fits into the Strategic Research Plan.

The President stated no Strategic Research Plan is meant to cover off every individual research area. That does not mean that the research is not important to the University.

A Senator asked about the Research Performance Indicators are, and whether they will be used to look at the University as a whole or to look at how individual faculty members are performing.

The Vice President Research and Graduate Programs noted that the metrics allow the Office of Research to know if more support is required in certain areas. They are not meant to be punitive.

10.2 Senior Advisor to the President on Aboriginal Relations –
Update on Initiatives and Engagements

Dr. Robinson

The Senior Advisor to the President on Aboriginal Relations reported on her role and activities:

- She serves on a Senior Leadership Forum and Senior Indigenous Leadership forum called ILEAD, with other representatives of public post-secondary institutes in BC. UNBC is facing many of the same challenges and opportunities as other BC post-secondary institutions regarding indigenization and reconciliation.
- Since the beginning, for UNBC, First Nations' priorities have been one of the major pillars UNBC has many courses that include indigenous content. She has discussed mandatory First Nations course requirements with her colleagues, and this is not something that is unanimously supported for a number of reasons.
- She reported on provincial and Ministry of Advanced Education initiatives.
- Dean Schorcht, Dr. Wilson, and Ms. Reynolds will be reporting on some of the initiatives being done primarily at UNBC.
- She is frequently asked to give talks on reconciliation in Prince George and beyond and is finding that there is a strong desire to know more about Aboriginal history in Canada and about what is being done at UNBC.

A Senator asked if the Senior Advisor had further comments on the dissolution of School Board 57's Aboriginal Education Board, as discussed earlier in the meeting.

The Senior Advisor provided further background and there was additional discussion on this matter.

Action item: The President asked the Senior Advisor to the President on Aboriginal Relations to consider for him, if and how the University should respond. The President will bring back to Senate the Senior Advisor's advice and recommendation.

11.0 S-201704.29
Approval of Motions on the Consent Agenda

Dr. Weeks

Casperson

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

CARRIED

12.0 Other Business

None

13.0 **S-201704.30**
Move to In Camera Session
Blanding
That the meeting move In Camera.
CARRIED

14.0 **S-201704.34**
Adjournment
Blanding
That the Senate meeting be adjourned.
CARRIED

The meeting ended at 5:52 p.m.