

**SENATE MEETING
PUBLIC SESSION
MINUTES**

June 26, 2019

3:30 – 5:30 PM

Senate Chambers (Room 1079 Charles J McCaffray Hall)

Present: R. Budde, D. Casperson, B. Daigle (designate for the President), B. Deo, D. Desai, Z. Fleck, E. Fredeen, P. Harding (non-voting), L. Haslett, K. Hirsh-Pearson (*Vice-Chair*), C. Hofsink, H. Holler-Busch, S. Horianopoulos, C. Ho Youngusband, P. Jackson, E. Jensen, G. Keeler, T. Klassen-Ross, E. Korkmaz, M. Mandy, B. McGill, H. McVea (non-voting), C. Meroniuk, A. Muñoz Gómez, M. Murphy, A. Palmer, A. Parent (Recording Secretary), L. Parent, S. Rader (non-voting), K. Read (Acting Secretary of Senate), D. Ryan, S. Sakshi, H. Sanford (University Secretary), T. Tannert, T. Tribe (non-voting), N. Turner, S. Wagner, C. Whalen, R. Wheate,

Regrets: B. Annear (Secretary of Senate), S. Barton, A. Constantin, M. Dale, I. Hartley, A. Kranz, C. Lawrence, D. Nyce, G. Payne, M. Peterson, L. Roldan-Flores (non-voting), L. Roodenburg, A. Sommerfeld (non-voting), C. Ramsay, D. Weeks (*Chair*), J. Wimmers-Klick, P. Winwood (non-voting),

The meeting commenced at 3:30 p.m. The Vice Chair, Senator Hirsh-Pearson was Chair.

1.0 Acknowledgement of Territory

Senator Holler-Busch acknowledged that the Senate meeting was taking place on the traditional unceded territory of the Lheidli T'enneh Nation.

The Chair welcomed new Senator Bill McGill as Interim University Librarian. The Chair acknowledged Barb Daigle, Interim VP, Finance, People and Business as designate/Acting Officer for the President and Kimberly Read, Associate Registrar, Records & Systems as Acting Registrar and Secretary of Senate.

The Chair presented the Student Leadership Awards to recipients in attendance.

**2.0 S-201906.01
Approval of the Agenda**

Mandy

That the agenda for the June 26, 2019 Public Session of Senate be approved as presented.

Amendment

Jackson

That the following motion be added to the agenda under item 4.1 Business arising.

S-201906.23

Change(s) to Program Description – Natural Resources Management (BSc Program)

That the BSc Natural Resources Management, major in Outdoor Recreation and Conservation, and the BSc Honours in Outdoor Recreation and Conservation on pages 151-153 of the PDF calendar accessible on the UNBC web page for 2019/2020 be deleted.

Effective date: September 2019

CARRIED as amended.

**3.0 S-201906.02
Approval of Senate Minutes**

Ryan

That the minutes of the May 22, 2019 Public Session of Senate be approved as presented.

CARRIED

4.0 Business Arising

4.1 Walk In Motion

Ecosystem Science and Management Chair introduced this motion. The new BSc Conservation Science and Practice was approved by the Ministry of Advanced Education and will commence on Sept. 2019. One of the majors under that degree, the major in Wildland Recreation and Conservation, replaces the BSc Natural Resources Management, major in Outdoor Recreation and Conservation. Therefore, the NRM degree and that major need to be deleted from the calendar.

Students in progress are able to continue their degree or been given the option to move programs.

S-201906.26

Change(s) to Program Description – Natural Resources Management (BSc Program)

That the BSc Natural Resources Management, major in Outdoor Recreation and Conservation, and the BSc Honours in Outdoor Recreation and Conservation on pages 151-153 of the PDF calendar accessible on the UNBC web page for 2019/2020 be deleted.

Effective date: September 2019

CARRIED

4.1 Senate Standing Advisory Committee on the Integrity and Awarding of Degrees

Ryan

S-201906.03

That, on the recommendation of the Steering Committee of Senate, the terms of reference for the Senate Standing Advisory Committee on the Integrity and Awarding of Degrees be approved as proposed.

Effective Date: Upon the approval of Senate

Correspondence from Jill Mitchell Nielsen, Manager Graduate Programs attached as Appendix 1.

Amendment 1

Casperson

That section 1.1 be changed to “Five ~~tenured Senior UNBC Professors~~ Faculty Members (non-Senators), one nominated by each Faculty, appointed by Senate. ~~A Senior Faculty Member is defined as a tenured Professor.”~~

CARRIED

Amendment 2

Holler-Busch

That an alumni representative be added to the committee by adding the following as section 1.2 and 1.3. One alumni representative (non-Senators) nominated by the Alumni Council, appointed by Senate.

CARRIED

The Provost expressed concern of adding a committee member that is not employed by the University and that in doing so this may limit and/or restrict what can be brought to the committee and defeat the purpose. If this motion were to pass, the University would seek legal advice to determine what information could be shared with the committee.

Senator Holler-Busch explained her rationale for adding this person to the committee, as an individual to represent the best interest of students.

The Provost indicated that students are represented on any committees making decisions; including Senate, and that the intent of this committee is to be an advisory committee.

Senator Casperson commented in support of this amendment.

The University Secretary indicated that the legal advice that would be requesting would be “have we created a process that would withstand judicial review”.

The difference between this position and that of a Student representative on the Board of Governors is that in the case of the Board we have legislative authority to have a student on the Board.

Amendment 3

Casperson

That section 3.4 be changed to “ In all such cases, the Committee is advisory to the Provost and Senate, and has no authority or scope to investigate, adjudicate or substitute academic judgement, nor to interfere in any way in an investigation or the legitimate exercise of authority.”

CARRIED

Concerns were expressed regarding section 3.4 and the authority and scope of the committee.

Motion to postpone

Whalen

That motion S-201906.03 be postponed until the August 2019 Senate meeting. CARRIED

4.2 Update on Notices for Public Presentations by candidates for Senior Academic Searches

Sanford

The University Secretary reported that an effort would be made to ensure student Senators are provided with notices for Public Presentations for Senior Academic Searches. In addition, all presentation notices will be posted on the Provost website and a link will be included in Senate Packages.

5.0 President’s Report

None.

6.0 Report of the Provost (10 minutes)

Ryan

The Provost reported that he had not yet met with library staff and stakeholders to review the needs of the Library. Once this meeting has taken place, he will update Senate on the timeline for hiring a University Librarian and when a search is expected to begin.

The Provost reported on program announcements, including, the expansion of the Physical and Occupational Therapy program in the north, a joint initiative with UBC; and the expansion of the Nursing program in the Northeast. This program is expected to be up and running by September 2020. Additional funding has been announced for Co-Op programs and UNBC will be moving forward with a proposal for this funding.

The Provost reported on the enrollment numbers for summer and fall. For the summer, current domestic FTEs are up 2.8%, International FTEs up 92%. For the fall, current domestic FTEs remain even, though headcounts are up and International FTEs up 26%. For the fall, total applications are up 12%, admissions are up 11% and registrations are up 2.3%.

The next step in the Academic Restructuring process will be to populate the search committees for the Vice Provost and five Deans. These appointments will be made in accordance with the new hiring procedures approved by Senate and the Board of Governors this year. Among the appointments are six tenured or tenure-track Faculty Members to be elected by and from among Faculty Members. The Office of the University Secretariat will work the Faculties to facilitate these nominations and elections.

The Provost provided updates on current DQAB submissions.

1. BA with a Joint Major in Geography and Political Science – In May, UNBC submitted the structure of the proposed joint degree to DQAB to determine if UNBC was required to submit a proposal for DQAB and Minster approval. DQAB determined that UNBC does not need to submit a proposal for DQAB and

Minister approval since the joint major is based on two existing degrees. The joint major will be offered to students starting in September 2019.

2. BComm in Management Information Systems – A proposal was submitted to the Ministry at the beginning of May and is currently under the 30 day Peer Review until June 29th. UNBC will respond to any questions or comments other institutions submit during this time. After the 30 day Peer Review, the proposal will be reviewed at a DQAB meeting. DQAB will decide at that meeting if they approve of the major and put forth a recommendation for the Minister to approve the new major.
3. MA in Interdisciplinary Studies with a specialization in Métis and Canadian Studies – UNBC submitted a *Determination of a New Degree Program* form for DQAB to determine if UNBC needs to submit a proposal for DQAB and Minister approval at their meeting on June 17.

The Provost reported from the Senate Committee in First Nations and Aboriginal Peoples (SCFNAP). This committee will be looking at the First Nations terminology used at UNBC and elsewhere to provide some information to programs in helping them to better understand and use First Nations terminology. Senator Muñoz Gómez indicated his support for this initiative as it a subject that is actively discussed in the Librarian Community. He expressed an interest in being included in these discussions and the decision-making process.

Correspondence was received from 13 Alumni/Students with concerns regarding the graduation process. This letter was circulated to Steering Committee. Due to the confidential nature of the letter, it will be referred to the Senate Standing Advisory Committee once the committee has been approved.

7.0 Report of the Registrar (3 minutes)

Read

The Acting Registrar informed Senate that UNBC has successfully moved its undergraduate application process online with Education Planner BC. Plans to move the graduate application process are planned for later this summer.

The Office of the Registrar and IT are also working to update our current Scheduling Software in late July. Some changes to the scheduling process will be taking place this fall with better communication and a public production schedule.

8.0 Question Period (10 minutes)

8.1 Written questions submitted in advance

8.1.1 Question from Student Senator Nico Turner:

The registrar mentioned software upgrades. Are there any plans to let graduate students register for courses online, similar to how undergraduates can? I understand the graduate registration system requires the supervisor to sign off, but that can easily be handled electronically if the right systems are in place.

Yes, there are plans for graduate student registration to go online. The Office of the Registrar is aiming for April 2020. This transition is a difficult one because we currently do not have the functionality in our Student Information System, our current courses are not set-up sufficiently and we have overly complicated approval processes. The Office of the Registrar and the Office of Graduate Programs have met and are working to rebuild our systems and processes.

8.2 Questions from the floor

An update was requested on current vacancies, including the Vice Provost, Indigenous Initiative, the University Librarian and the Chief Information Officer.

The Provost indicated that all positions remain vacant. He will be meeting with stakeholders to discuss how best to move forward.

A question was asked about the use of Search Firms and their cost.

The Interim VP, Finance, People and Business indicated that costs can vary greatly and the an RFP process is used in their hiring. Search firms are committed to delivering an outcome and are only paid when a successful candidate is found.

9.0 **S-201906.04**
Approval of Motions on the Consent Agenda

Hirsh-Pearson

Casperson

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

CARRIED

10.0 **Committee Reports**
10.1 Senate Committee on Academic Affairs (10 minutes)

Ryan

“For Approval” Items:

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]):

S-201906.05
Change(s) to Program Requirements – Bachelor of Education: Secondary Years

Murphy

That, on the recommendation of the Senate Committee on Academic Affairs, the change to the program requirements for the Bachelor of Education: Secondary Years, on page 91 of the 2018/2019 Undergraduate Calendar, be approved as proposed.

Effective date: September 2019

CARRIED

Year 2: First Semester

EDUC 413-2 Interpersonal Counselling Skills

~~EDUC 414-5 Curriculum and Instruction: III (Business and Career Education)~~

~~or EDUC 460-5 Curriculum and Instruction: III (Humanities and Social Sciences)~~

~~or EDUC 471-5 Curriculum and Instruction: III (Math, Computer and Sciences)~~

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

S-201906.06
Change(s) to Course Prerequisites – EDUC 491

Casperson

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course prerequisites for EDUC 491, on page 219 of the 2018/2019 Undergraduate Calendar, be approved as proposed.

Effective date: September 2019

CARRIED (consent)

~~EDUC 491-4~~ **6 Classroom Practice and Seminar IV**

This course is a full-time, ten-week supervised practicum in a school. It includes weekly seminars with team members that address 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 on a Pass/Fail basis. ~~** the credit value of this course changes to 6 credit hours effective September 2018~~

~~** 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 and 489-2

~~**Effective September 2018 Pre- or Co-requisite: Secondary Years: One of EDUC 445-2, 461-2, or 472-2 414-5, 460-5, or 471-5; Elementary Years: EDUC 407-4 and 456-2~~

Motions S-201906.07 to S-201906.09 were dealt with as an omnibus motion.

S-201906.07

New Course – ENGL 770

Horianopoulos

That, on the recommendation of the Senate Committee on Academic Affairs, the new course ENGL 770-12 Major Research Paper/Creative Project be approved as proposed.

Effective date: September 2019

CARRIED

In this course, English MA students choosing the course-based MA path complete a 25-30-page (7500-8500-word) research paper or a comparable creative project. Although the major paper or creative project is not as extensive as a thesis or creative thesis, it offers students the experience of extended research or creative work.

S-201906.08

Change(s) to Program Requirements – English (MA program)

Horianopoulos

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the English (MA program), on pages 59-60 of the 2018/2019 graduate calendar be approved as proposed.

Effective date: September 2019

CARRIED

The Master of Arts degree in English is ~~a two-year program, available on a full-time or part-time basis, involving course work and the mandatory completion of a graduate thesis.~~ Students may choose a course-based MA option (plus ENGL 770) or the coursework and graduate thesis option. Upon admission into the English MA program, each student ~~will be~~ is assigned a supervisor, who ~~will work~~ works closely with the student to monitor ~~his or her~~ their program of study and progress. In consultation with supervisors and supervisory committee members, each student ~~will choose~~ chooses courses designed to complement and inform the proposed ~~thesis~~ research area, completing most of the course work during the first year of the program. The second year ~~will be~~ is devoted primarily to the production of the thesis- or, in the case of the course-based MA, to the completion of coursework and the major research paper.

Admission

Applicants to the UNBC English MA program must follow the admission requirements outlined in Section 1.0 of the Graduate Academic Calendar. Entrance to the MA is competitive; only applicants with a record of excellence ~~will be~~ are admitted. Therefore, applicants must provide the following information with their applications:

- a senior-level undergraduate research paper as a writing sample;
- undergraduate transcripts;
- strong letters of academic recommendation;
- strong letter of intent;
- evidence of interest in the MA's areas of research specialization (Literature, Culture, Place);
- the name of the faculty member who is willing to supervise their thesis work or major research paper (if possible).

Application deadlines are found in this calendar under "Semester Dates" or online at www.unbc.ca/calendar/graduate, also under "Semester Dates." The English MA Program accepts students for the September Semester.

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

Requirements

The course of study is composed of a minimum of 30 credit hours ~~of work~~.

THESIS-BASED MA

~~For the coursework and thesis option, First, students are required to complete five graduate courses totaling (15 credit hours) plus ENGL 799-15: MA Thesis, including Students are required to take ENGL 690-3: Bibliography, the mandatory course in research methodologies; ENGL 700-3, the mandatory course in Literature, Culture and Place; and three elective courses. In the required courses, students have the opportunity to engage in close intellectual dialogue and debate with fellow graduate students and professors, thereby cultivating the productive collegial relationships crucial to the development of a dynamic graduate student culture. With the exception of ENGL 699-3 (Advanced Independent Study in Literature, which faculty members supervise on an individual basis), all courses are offered as seminar courses. The three elective courses conform to pedagogical models followed by all 600-level courses listed in the UNBC Graduate Calendar. Second, Students are required to produce both a detailed thesis proposal and bibliography at the beginning of their second year of study, and to defend, in a formal oral examination, a 15 credit-hour thesis of approximately 100 pages in length.~~

Creative Writing Thesis Option

~~Although UNBC does not offer degrees in Creative Writing, the English Program will offer a limited number of MA candidates the opportunity to complete a 15 credit-hour creative thesis in lieu of an academic thesis. Successful applicants who wish to pursue this option will be admitted on the same basis and will fulfill the same course and thesis requirements as other English MA candidates. Permission to undertake a creative thesis will be at the discretion of the department, and will require that students submit proposals along with a substantial portfolio of previous creative work, e.g., published writing, 8-10 pages of original poetry, 20-25 pages of prose (i.e., a short story or novel excerpt), a dramatic script or screenplay, or a combination of these genres. The proposal should outline the form, scope, and subject matter of the Creative Writing thesis. In addition, students must demonstrate some critical and theoretical awareness of the approach they plan to take for the creative thesis; and, for applicants admitted to the program, the finished thesis will include an introduction of no fewer than 15 pages delineating this critical and theoretical awareness. Because of the high standards expected for the creative project and the Department's limited faculty resources in the area of creative writing, a limited number of students will be permitted to undertake this alternative. Students should therefore note that admission to the MA program in English does not guarantee permission to write a creative thesis.~~

Required Courses for MA with Thesis

ENGL 690-3 Bibliography
ENGL 700-3 Studies in Literature, Culture and Place
ENGL 799-15 MA Thesis

Required Thesis

ENGL 799-15 MA Thesis

Plus 9 credit hours of elective courses at the 600 level.

Elective Courses

The supervisory committee ensures the appropriate selection of elective courses. All English graduate courses approved by Senate should be considered as potential electives.

Creative Writing Thesis Option

Although UNBC does not offer degrees in Creative Writing, the English Department offers a limited number of MA candidates the opportunity to complete a 15 credit-hour creative thesis in lieu of an academic thesis. Successful applicants who wish to pursue this option are admitted on the same basis and fulfill the same course and thesis requirements as other English Thesis-based MA candidates. Permission to undertake a creative thesis is at the discretion of the Department, and requires that students submit proposals along with a substantial portfolio of previous creative work (e.g., 8-10 pages of original poetry or 20-25 pages of prose such as a short story or novel excerpt, or a dramatic script or screenplay, or a combination of these genres). The proposal should outline the form, scope, and subject matter of the Creative Writing thesis. In addition, students must demonstrate some critical and theoretical awareness of the approach they plan to take for the creative thesis. The finished thesis includes an introduction of no fewer than 15 pages delineating this critical and theoretical awareness. Because of the high standards expected for the creative project and the Department's limited faculty resources in the area of creative writing, a limited number of students are permitted to undertake this alternative. Students should therefore note that admission to the MA program in English does not guarantee permission to write a creative thesis.

COURSE BASED-MA

Course-based MA students take six graduate courses (18 credit hours), plus ENGL 770-12: Major Research Paper/Creative Project (12 credit hours). In the required courses, students have the opportunity to engage in close intellectual dialogue and debate with fellow graduate students and professors, thereby cultivating the productive collegial relationships crucial to a dynamic graduate student culture. With the exception of ENGL 699-3 (Advanced Independent Study in Literature, which faculty members supervise on an individual basis), all courses are offered as seminar courses. The major paper or major creative project in ENGL 770 is graded by the student's supervisor.

Required Courses for Course-Based MA

ENGL 690-3 Bibliography
ENGL 700-3 Studies in Literature, Culture and Place
ENGL 770-12 Major Research Paper/Creative Project

Plus 12 credit hours of electives at the 600 level.

The supervisor ensures the appropriate selection of elective courses. All English graduate courses approved by Senate should be considered as potential electives.

S-201906.09

Change(s) to Program Requirements – Joint Major English/History

Horianopoulos

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the Joint Major in English/History on page 101 in the print version of the 2018/19 undergraduate calendar be approved as proposed.

Effective date: September 2019

CARRIED

Joint Major in English/History

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

Program Requirements

One of the following theory courses:

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

AND

Lower-Division Requirement

ENGL 211-3 Survey of English Literature
ENGL 212-3 Survey of English Literature II
HIST 190-3 World History to 1550
HIST 191-3 World History since 1550

One of the following:

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

One of:

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

Two of the following:

ENGL 210-3 Women and Literature: A Survey
ENGL 280-3 Shakespeare
ENGL 281-3 Introduction to Renaissance Literature
ENGL 282-3 Introduction to Restoration and 18th Century Literature
ENGL 283-3 Introduction to Romantic Literature
ENGL 284-3 Introduction to Victorian Literature
ENGL 285-3 Modern British Literature
~~ENGL 381-3 Renaissance Literature~~
~~ENGL 382-3 Restoration and 18th Century Literature~~
~~ENGL 383-3 Romantic Literature~~
~~ENGL 384-3 Victorian Literature~~
ENGL 386-3 19th Century Literature in the United States

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

Upper-Division Requirement

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

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

Two of the following:

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

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

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

WMST 304-3 Contemporary Women's Writing in an International Frame
WMST 309-3 Gender and Film
WMST 306-3 Indigenous Women: Perspectives
WMST 311-3 History of Feminist Theories
WMST 401-3 Cultural Studies: Gender, Race and Representation
WMST 411-3 Contemporary Feminist Theories

Elective and Academic Breadth

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

S-201906.10

Change(s) to Course Co-requisites – PSCY 322

Casperson

That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course co-requisite, for PSYC 322-3 Positive Psychology, on page 277 (in the print or PDF calendar accessible on the UNBC web page) of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2019

CARRIED (consent)

PSYC 322-3 Positive Psychology This course provides an introduction to the field of positive psychology, or the study of human potential, human strengths, and well-being. Emphasis is on the history, theories, and research findings of “first-wave positive psychology.” Which focused on positive emotions, motivation, and character strengths leading to happiness.

Prerequisites: PSYC 215-3 and a total of 30 credit hours successfully completed

Prerequisite or co-requisite: PSYC 212 or PSYC 221

S-201906.11

Change(s) to Course Co-requisites – PSCY 422

Casperson

That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course co-requisite, for PSYC 422-3 Advanced Positive Psychology, on page 278 (in the print or PDF calendar accessible on the UNBC web page) of the 2019/2020 undergraduate calendar, be approved as proposed.

Effective date: September 2019

CARRIED (consent)

PSYC 422-3 Advanced Positive Psychology This course deals with contemporary issues in the field of psychology. Emphasis is on the research under the umbrella of “second-wave positive psychology,” which focuses on how individuals flourish and make meaning through desirable and undesirable experiences.

Prerequisites: PSYC 315-3 ~~4~~, ~~PSYC 316-4~~ and PSYC 322-3

S-201906.12

Course Deletion – NURS 303

Casperson

That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of NURS 303-3 Nutrition (course description on page 267 of the 2018/2019 PDF undergraduate calendar) be approved as proposed.

Effective date: September 2019

CARRIED (consent)

~~**NURS 303-3 Nutrition** This course reviews nutrient requirements across the life span and physiological connections of diet to health and disease. Therapeutic aspects of parenteral nutrition (total and peripheral) and special diets in disease states are covered.~~

~~*Prerequisites:* None; admission for non-nursing students by permission of the instructor~~

~~*Precluded:* NURS 206-3, ANTH 311-3, HHSC 311-3~~

S-201906.13

Change (s) to Program Requirements – Nursing Program

Casperson

That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of NURS 303-3 from

the course option list in the requirements for the Post-Diploma Baccalaureate Nursing Program,
Effective date: September 2019

CARRIED (consent)

A minimum of 9 credit hours selected from the following:

ANTH 201-3	Medical Anthropology
ANTH 213-3	Peoples and Cultures
COMM 230-3	Organizational Behaviour
HHSC 311-3	Nutrition
HHSC 473-3	Health Promotion
NURS 303-3	Nutrition
or HHSC 311-3	Nutrition
NURS 412-3	Women and Health
NURS 452-6	Chronic Disease Management, Palliative Care and Wound Care
NURS 453-3	Nursing Practice with Older Persons
NURS 454-6	Perinatal Care
NURS 455-6	Foundations in Emergency and Trauma Nursing
NURS 456-3	Mental Health and Addictions
NURS 457-3	Living and Working in a Rural Community
NURS 458-6	Remote Nursing Certified Practice

Motions S-201906.14 to S-201906.16 were dealt with as an omnibus motion.

S-201906.14

Change(s) to Program Description – Master of Social Work

Haslett

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the wording around Indigenous-content courses on pages 90-92 and 140-143 of the 2018/19 graduate calendar, be approved as proposed.

Effective date: September 2019

CARRIED

The Master of Social Work program is available on a full- or part-time basis, and can be completed ~~through a~~ by thesis or practicum ~~route~~. The MSW builds on the BSW by offering students an integrated research/policy/practice concentration in one of the key thematic areas: social work in northern and remote areas; First Nations Indigenous peoples; women and the human services; and community practice and research. The aim of the MSW is to provide students with advanced social work research, policy, and practice skills. It is designed to enable students to pursue independent studies that will help them undertake a variety of responsibilities in management, policy formulation, program consultation, planning, advanced social work, clinical practice, and research within the human services.

~~The MSW consists of a practicum or thesis option, and clusters of courses that provide for a research/policy/practice concentration in one of the key focus areas: social work in northern and remote areas, First Nations Indigenous peoples, women and the human services, and community practice and research.~~

Requirements

Thesis students must take the following required courses:

SOCW 602-3 ~~First Nations Indigenous Peoples~~: Advanced Social Work Practice
SOCW 609-3 Advanced Quantitative Research
HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences
SOCW 704-3 MSW Integrative Seminar
SOCW 700-12 MSW Thesis

Practicum students must take the following required courses:

SOCW 602-3 ~~First Nations Indigenous Peoples~~: Advanced Social Work Practice
SOCW 609-3 Advanced Quantitative Research

HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences
SOCW 704-3 MSW Integrative Seminar
SOCW 732-9 MSW Practicum II

Electives

SOCW 604-3* Directed Readings
SOCW 610-3 Wellness: Alternate Approaches
SOCW 613-3 Clinical Social Work Practice
SOCW 615-3 Multi-Cultural Social Work Practice
SOCW 620-3 Policy Making/Human Services
SOCW 621-3 Comparative Welfare Analysis
SOCW 640-3 Social Work Supervision and Leadership
SOCW 651-3 Legal Issues for Women
SOCW 670-3 ~~Aboriginal~~ Indigenous Peoples in Canada: Past/Present/Future
SOCW 671-3 Reflections on Practice: Indigenous Child/Youth Mental Health
SOCW 672-3 Social Work/Counselling Skills with Indigenous Children/Youth
SOCW 673-3 Mental Illness and Addictions Among Indigenous Children/Youth
SOCW 674-3 Crisis Work with Indigenous Children/Youth: Restoring Balance
SOCW 675-3 Community-based Prevention with Indigenous Peoples: Creating Balance
SOCW 698-3 Special Topics
SOCW 701-3 Research Practicum

~~Aboriginal~~ Indigenous Child and Youth Mental Health Graduate Certificate

The Certificate is designed for students who seek to practice in the area of ~~Aboriginal~~ Indigenous child and youth mental health in northern and remote communities, with a focus on working with children and youth who are experiencing significant mental health issues or who are at high risk. ~~In particular, this Certificate will provides the education and skills necessary to work with children and youth who are experiencing significant mental health issues or are at high risk.~~
The certificate consists of 18 credit hours of 600-level course work.

Admission

The ~~Aboriginal~~ Indigenous Child and Youth Mental Health Graduate Certificate program is open to Bachelor of Social Work and Bachelor of Child and Youth Care graduates. Those with related Bachelor-level degrees may also be eligible to apply, subject to the approval of the Chair of the School of Social Work. Those with a Master of Social Work or related Master's-level degree are also eligible to apply.

Required Courses

SOCW 670-3 ~~Aboriginal~~ Indigenous Peoples in Canada: Past/Present/Future
SOCW 671-3 Reflections on Practice: Indigenous Child/Youth Mental Health
SOCW 672-3 Social Work/Counselling Skills with Indigenous Children/Youth
SOCW 673-3 Mental Illness and Addictions Among Indigenous Children/Youth
SOCW 674-3 Crisis Work with Indigenous Children/Youth: Restoring Balance
SOCW 675-3 Community-based Prevention with Indigenous Peoples: Creating Balance

SOCW 601-3 Current Issues in Northern/Remote Social Work ~~Current issues in Northern and Remote Social Work Policy and Practice~~ This course unravels, explores and analyzes the linkages between community issues, personal presenting problems, and global, national and regional historical, economic and social developments. It focuses on public issues and personal problems as they affect different demographic groups and ~~First Nations~~ Indigenous populations that live in the central and interior of British Columbia. This course ~~aims to~~ examines the formulation of changes in social work practice and policy that gives a greater voice to the consumers of welfare and the social and personal services of the welfare state.

SOCW 602-3 ~~First Nations Indigenous Peoples: Advanced Social Work Practice~~ ~~First Nations: Advanced Social Work Practice~~ This course investigates conceptual, policy and practice issues that ~~will~~ help professionals in the human services develop an appropriate role for social work in Indigenous cultures. Government and legal processes, values, economic factors, policies and practices ~~will be~~ are examined. The course examines issues such as racism, the position of women and children in relation to reserve, town and city life, autonomy, integration, underdevelopment and the transfer of social services to ~~First Nations Indigenous peoples. will be~~ are addressed.

SOCW 603-3 Women: Policy/Practice Issues ~~Women and Human Services: Critical Issues in Policy and Practice~~ This interdisciplinary course explores the historical nature of the role of women and women's struggles in Canada with particular focus on the role of women in northern, remote and ~~First Nation~~ Indigenous communities. The exploration also includes a review of feminist perspectives and the meaning and application of feminist practice for social work in the areas of policy, research, counselling and direct service. ~~The course draws on interdisciplinary knowledge and will provide the opportunity to analyze and debate the social and political forces which have shaped the condition of women in social work in particular and in human services generally.~~ While gender relations are the focus, they ~~will be~~ are analyzed as they intersect with issues such as race, class, ability, sexual orientation, and aging, ~~and so on.~~

SOCW 630-3 Communication Skills This is an introductory course that aims to increase skills and analysis in the diverse cultural settings that are appropriate to social work among ~~First Nations Indigenous peoples~~ and remote, northern and rural communities. Learning to recognize the contradictions in people's experiences and to maximize the possibilities, resources and strengths in their lives are critical aspects of a social worker's practice. This course emphasizes the ~~on~~ integration of interpersonal and analytical skills. ~~in learning~~ Students learn effective helping strategies within a structural framework that acknowledges the influence of class, race and gender in shaping personal and social well-being. This course includes a ~~S~~skills ~~L~~laboratory.

SOCW 631-3 Critical Social Work Practice This course critically examines the historical origins, values, methods and applications of various social work practice approaches. With an emphasis on structural, feminist, and ~~First Nation~~ Indigenous social work strategies, the ~~focus~~ course includes the application of these approaches to women, minority groups, ~~First Nations Indigenous peoples,~~ and residents of northern and remote communities. These approaches will be are contrasted with other models of social work practice including general systems theory, ecological theory, and case management.

SOCW 634-3 Social Work Research/Policy/Practice This course introduces research methods and analysis techniques that are used to examine issues in the policy and practice of social work and social welfare. It reviews qualitative and quantitative approaches with an emphasis on community needs research, participatory research and the development of interview schedules and questionnaires. The methods examined in this course will be linked to substantive policy and practice issues that reflect the economic, social and personal circumstances of people and communities in northern, remote and ~~First Nation~~ Indigenous communities.

SOCW 637-3 Advanced Practice This course is designed for graduate students who have worked in social work practice settings but who do not have formal social work training. The historical and cultural development of social work practice models is surveyed with emphasis on contemporary models of practice such as constructivism, anti-oppressive practice, ~~constructivism~~, feminist practice, ~~First Nations Indigenous~~ practice approaches, and structural practice. Key components of practice such as assessment, intervention planning, advocacy, organizing, recording, confidentiality, evaluation, case management, interdisciplinarity and termination are studied.

SOCW 670-3 ~~Aboriginal~~ Indigenous Peoples in Canada: Past/Present/Future This course examines the history of ~~Aboriginal~~ Indigenous peoples in Canada and its current and future impacts on ~~Aboriginal~~ Indigenous children and youth. A particular focus is on the importance and knowledge of traditional family systems, parental attachment, and evolving methods and practices. Discussions also include managing personal issues in professional practice, self-care and the intersection of ~~Aboriginal~~ Indigenous and Western frameworks for physical and mental health.

SOCW 671-3 Reflections on Practice: Indigenous Children/Youth Mental Health This course provides an opportunity to reflect on practice. The course surveys the historical and cultural development of social work practice, emphasizing contemporary models such as anti-oppressive practice, constructivism, and feminist practice. The students study assessment, intervention, planning, advocacy, organizing, recording, confidentiality, evaluation, case management, interdisciplinary environments, and termination.

SOCW 672-3 Social Work/Counselling Skills with Indigenous Children/Youth This course examines practice and intervention skills for working with ~~Aboriginal~~ Indigenous children and youth. Topics ~~discussed~~ include: basic issues of child development; communication skills that are effective in working with younger people; and specific therapeutic assessments and interventions. The importance of balancing the relationship between ~~w~~Western and traditional treatment and intervention approaches is also explored.

SOCW 673-3 Mental Health and Addictions among Indigenous Children/Youth This course focuses on common types of mental illness with an overview of substance misuse and addictions. Students are introduced to structural elements impacting mental health such as poverty, racism, and isolation, ~~as well as in addition to~~ biological, traumatic, attachment, and familial factors. ~~The~~ Epidemiological and etiological related mental illness among ~~Aboriginal~~ Indigenous children and youth ~~are~~ is examined. Pharmacological interventions are ~~also examined~~ considered.

SOCW 674-3 Crisis Work ~~With~~ with Indigenous Children/Youth: Restoring Balance This course examines the nature and types of crisis situations faced by children and youth, with special attention to ~~Aboriginal~~ Indigenous children and youth. Basic crisis intervention skills aimed at the restoration of balance are identified. ~~and aimed at the restoration of balance~~. There is a particular focus on suicide, including assessment of suicide lethality, intervention skills, skills for working with survivors, cluster suicide and suicide epidemics, and prevention work. The course addresses other trauma or crisis work, critical incident debriefing with children and youth, and individual, family and community risk and protective factors.

SOCW 675-3 Community-Based Prevention with Indigenous Peoples: Creating Balance This course examines community-based prevention strategies and risk reduction as it applies to child and youth mental health; and highlights the role and restoration of traditional activities that promote wellness for ~~Aboriginal~~ Indigenous children and youth. Interventions and practical application of prevention strategies in relation to suicide, parenting, disability, and other issues are addressed. The course emphasizes approaches to identifying and building on existing community programs and community strengths.

S-201906.15

Change(s) to Program Description – BSW

Haslett

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the wording around Indigenous-content courses on pages 109, 123, 133, 134, 180-182, and 284-287 of the 2018/19 undergraduate calendar, be approved as proposed.

Effective date: September 2019

CARRIED

Social Work (BSW Program)

- Child Welfare Specialization
- ~~First Nations~~ Indigenous Specialization

The Bachelor of Social Work at UNBC is designed to prepare students for beginning-level generalized social work practice with individuals, families, groups and communities. The program's orientation places emphasis on Social Work in northern and remote areas, ~~First Nations~~ Indigenous peoples, women and the human services, and community practice and research. Analyses of class, gender and race relations are considered central to the School of Social Work. As mandated by its accrediting body, the Canadian Association for Social Work Education (CASWE), and the relevant Social Work Codes of Ethics, Social Work at UNBC provides a professional program that ~~advocates for justice and equality, and equips prepares graduates with the intellectual, analytical, practical and professional skills needed to advocate for justice~~

and equality and to promote beneficial change.

Program Requirements

300 Level

SOCW 300-3 Social Work Communication Skills
SOCW 301-3 Critical Social Work Practice
SOCW 302-6 Social Work Field Education I
SOCW 310-3 ~~First Nations Social Work Issues~~ Social Work and Indigenous Peoples
SOCW 320-3 Critical Social Policy
SOCW 330-3 Social Work Research/Policy/Practice
SOCW 336-3 Social Work Philosophy and Ethics

SOCW 452-3 Social Work/Crisis Intervention
SOCW 453-3 Social Work Practice and Spirituality
SOCW 454-3 Disability Issues
SOCW 455-3 ~~First Nations~~ Indigenous Governance and Social Policy
SOCW 456-3 Indigenous Family Caring Systems
SOCW 457-3 Individual and Community Wellness for Indigenous peoples
SOCW 498-(3-6) Special Topics
SOCW 499-3 Directed Readings

Students must meet all prerequisites for entry into the UNBC BSW program and must be accepted into the program. The fourth-year practicum takes place in a child welfare setting or a First Nations an Indigenous child welfare Agency. ~~Completion of the specialization is noted on the student's graduating transcript. Note: This specialization is distinct from "Areas of Specialization" within a major as set out in Academic Regulation 24 (Minor, Areas of Specialization and Areas of Focus).~~

Program Requirement

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

BSW: ~~First Nations~~ Indigenous Specialization

The ~~First Nations~~ Indigenous Specialization provides a program of ~~study studies~~ that prepares students for practice with ~~First Nations~~ Indigenous peoples, while also satisfying the general practice criteria required for BSW accreditation and for designation as a Registered Social Worker (RSW).

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

~~Completion of the specialization is noted on the student's transcript. Note: This Specialization is distinct from "Areas of Specialization" within a major as set out in Academic Regulation 24 (Minors, Areas of Specialization and Areas of Focus).~~

Program Requirement

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

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

SOCW 301-3 Critical Social Work Practice This course critically examines the historical origins, values, methods and applications of various social work practice approaches. With an emphasis on structural, feminist, and ~~First Nation~~ Indigenous social work strategies, the ~~focus~~ course includes the application of these approaches to women, minority groups, ~~First Nations Indigenous peoples,~~ and residents of northern and remote communities. These approaches will be ~~are~~ contrasted with other models of social work practice including general systems theory, ecological theory, and case management.

SOCW 310-3 ~~First Nations Social Work Issues~~ Social Work and Indigenous Peoples This course examines methods of developing an anti-racist social work practice in the context of ~~First Nations experience~~ Indigenous peoples' experiences. Particular emphasis is placed on understanding emerging models and structures within ~~First Nations Indigenous~~ communities. The course explores the ~~development of these models is explored within a context of and analyzes~~ the impact of the colonial experience. Students are introduced to alternative methods, including some of the healing strategies and organizational structures in ~~First Nations Indigenous~~ communities.

SOCW 330-3 Social Work Research/Policy/Practice ~~Social Work Research, Policy and Practice~~ This course introduces research methods and analysis techniques that are used to examine issues in the policy and practice of social work and social welfare. It reviews qualitative and quantitative approaches with an emphasis on community needs research, participatory research and the development of interview schedules and questionnaires. The methods examined in this course will be linked to substantive policy and practice issues that reflect the economic, social and personal circumstances of people and communities in northern, remote and ~~First Nation~~ Indigenous communities.

SOCW 420-3 Family/Child Welfare Policy ~~Family and Child Welfare Policy~~ This course focuses particularly on feminist and ~~First Nations Indigenous~~ critiques of child welfare policy and social work intervention. It critically examines assumptions in family and child welfare policy including notions of family, substitute care, conceptions about violence and neglect, and the implications of child and welfare policy for social work practice in northern communities.

SOCW 439-3 Social Work/Law and the Justice System This course examines various areas of the Canadian legal system: constitutional documents and conventions, the court system, ~~the~~ provincial legislative powers, rights of ~~Aboriginal Peoples~~ Indigenous peoples, the Charter of Rights and Freedoms, and provincial legislation. ~~(such as Adoption Act; Child, Family and Community Service Act; Child, Youth and Family Advocacy Act, Family Relations Act, etc).~~ It also examines the practice of ~~S~~social ~~W~~work in court settings. ~~Specifically, it~~ The course provides a basic understanding of the rights and interests of children, rules of evidence, and the roles of various interveners. Court writing skills ~~will be~~ are introduced and court visits ~~will be~~ are arranged.

SOCW 448-3 Inequality and Income Security ~~Poverty, Inequality and Income Security~~ This course examines the changing

landscape of Canadian social policy and its implications for poverty, income inequality and income security. It reviews the evolution and devolution of major Canadian income security policies with a special focus on British Columbia. The implications of these changes on poverty and income inequality are examined for ~~the people that~~ who live and work in northern British Columbia. ~~This is done by looking~~ This course looks at changes in poverty and income inequality for specific groups ~~that including~~ single mothers, First Nations-Indigenous peoples, women, men, the unemployed and underemployed, the elderly, and those dependent on public assistance.

SOCW 455-3 ~~First Nations Indigenous~~ Governance and Social Policy Family values and standards of ~~First Nations Indigenous peoples~~ form the basis of the study ~~on of First Nations Indigenous~~ policy development and its relationship to self-governance for ~~First Nations Indigenous~~ Communities. Topics ~~explored~~ include: self-determination from a ~~First Nations an Indigenous~~ perspective, its impact on Canadian ~~Ssocial Ppolicy~~, and ~~along with~~ the necessity to address ~~Cchild and Ffamily~~ social needs ~~into with regard~~ to self-governance and planning. The course focuses on examples within British Columbia communities. ~~Additionally, The course explores the importance of how the need for social work practitioners need to become skilled advocates aimed at who influenceing policy and laws affecting First Nations Indigenous peoples and family systems.~~

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

SOCW 457-3 Individual and Community Wellness ~~for Indigenous Peoples~~ This course develops an understanding of the role that wellness plays in the life of ~~Aboriginal/First Nations Indigenous~~ individuals and communities. Topics explored include: the definition of healing and wellness; the role that historical events have played in the development and current socio-economic situation of ~~First Nations Indigenous peoples~~; and the role that social workers can play in the future development of health and wellness of ~~First Nations Indigenous~~ individuals and communities. ~~As well, the issue of Self-care and self-management for First Nations people Indigenous peoples and the social workers who may work in high stress situations is are~~ explored.

S-201906.16

Change(s) to Course Title – BSW

Haslett

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course titles for, SOCW 455-3 First Nations Governance and Social Policy, SOCW 456-3 Family Caring Systems, SOCW 457-3 Individual and Community Wellness on page 287 and all other mentions of the course title in the 2018/2019 undergraduate calendar, be approved as proposed.

Effective date: September 2019

CARRIED

SOCW 455-3 ~~First Nations Indigenous~~ Governance and Social Policy Family values and standards of ~~First Nations Indigenous peoples~~ form the basis of the study ~~on of First Nations Indigenous~~ policy development and its relationship to self-governance for ~~First Nations Indigenous~~ Communities. Topics ~~explored~~ include: self-determination from a ~~First Nations an Indigenous~~ perspective, its impact on Canadian ~~Ssocial Ppolicy~~, and ~~along with~~ the necessity to address ~~Cchild and Ffamily~~ social needs ~~into with regard~~ to self-governance and planning. The course focuses on examples within British Columbia communities. ~~Additionally, The course explores the importance of how the need for social work practitioners need to become skilled advocates aimed at who influenceing policy and laws affecting First Nations Indigenous peoples and family systems.~~

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

SOCW 457-3 Individual and Community Wellness ~~for Indigenous Peoples~~ This course develops an understanding of

the role that wellness plays in the life of ~~Aboriginal/First Nations~~ Indigenous individuals and communities. Topics explored include: the definition of healing and wellness; the role that historical events have played in the development and current socio-economic situation of ~~First Nations~~ Indigenous peoples; and the role that social workers can play in the future development of health and wellness of ~~First Nations~~ Indigenous individuals and communities. ~~As well, the issue of Self-care and self-management for First Nations people~~ Indigenous peoples and the social workers who may work in high stress situations ~~is~~ are explored.

S-201906.17

Change(s) to Program Description - BSc Wildlife and Fisheries

Fredeen

That, on the recommendation of the Senate Committee on Academic Affairs, the addition of BIOL 409 (Conservation of Aquatic Systems) as one of the optional courses in the Wildlife and Fisheries degree (online version: <https://www.unbc.ca/calendar/undergraduate/wildlife-and-fisheries-bsc-program>), be approved as proposed.

Effective date: September 2019

CARRIED

Wildlife and Fisheries (BSc Program)

Kathy Lewis, Professor and Chair Annie

Booth, Professor

Philip Burton, Professor Mark

Dale, Professor Russell

Dawson, Professor

Michael Gillingham, Professor

Dezene Huber, Professor Chris

Johnson, Professor

Staffan Lindgren, Professor Emeritus

Eduardo Martins, Assistant Professor

Hugues Massicotte, Professor

Bill McGill, Professor

Ken Otter, Professor

Katherine Parker, Professor, and Ian McTaggart Cowan Muskwa Kechika Research Professor Mark

Shrimpton, Professor

Ché Elkin, Associate Professor, and FRBC/Slocan Mixed Wood Ecology Chair (Ecosystem Science and Management)

Scott Green, Associate Professor Brent Murray, Associate Professor

Oscar Venter, Associate Professor, and Forest Renewal BC Endowed Chair in Growth and Yield and Forest Valuations

Lisa Poirier, Assistant Professor Jenia

Blair, Senior Lab Instructor

Saphida Migabo, Senior Lab Instructor Roy

Rea, Senior Lab Instructor

Susan Grainger, Adjunct Professor

Doug Heard, Adjunct Professor Michael

Jull, Adjunct Professor

Website: www.unbc.ca/wildlife-fisheries

The BSc in Wildlife and Fisheries provides students with a solid foundation in wildlife and fisheries biology, with considerable indoor and outdoor laboratory experience. It exposes students to an integrated approach to resource issues that confront today's professionals. The combination of theoretical and applied ecology with practical labs and exercises in the Wildlife and Fisheries degree gives students the background to pursue post-graduate studies and public- and private-sector employment in the wildlife or fisheries professions as well as post-graduate studies. Students completing all courses in the Wildlife and Fisheries degree meet the education requirements for eligibility as a Registered Professional Biologist (RPBio) in BC.

~~Undergraduate~~ Students are required to take 21 Biology and Natural Resources Management courses (65-66 credit hours). Of these, ~~14 courses~~ 42 credit hours must be at the upper-division level.

The minimum requirement for completion of a Bachelor of Science in Wildlife and Fisheries is 123 credit hours.

Program Requirements Lower-

Division Requirement 100 Level

BIOL 103-3	Introductory Biology I
BIOL 104-3	Introductory Biology II
BIOL 123-1	Introductory Biology I Laboratory
BIOL 124-1	Introductory Biology II Laboratory
CHEM 100-3	General Chemistry I
CHEM 101-3	General Chemistry II
CHEM 120-1	General Chemistry Lab I
CHEM 121-1	General Chemistry Lab II
MATH 152-3	Calculus for Non-majors
NREM 100-3*	Field Skills
NREM 101-3	Introduction to Natural Resources Management and Conservation
NRES 100-3	Communications in Natural Resources and Environmental Studies
or ENGL 170-3	Writing and Communication Skills
<u>PHYS 100-4</u>	<u>Introduction to Physics I</u>
or <u>PHYS 115-4</u>	General Introduction to Physics
PHYS 100-4	Introduction to Physics I

***Note: Applications for exemption from NREM 100-3 must be made within the first year of study in this degree.**

200 Level

BIOL 201-3	Ecology
BIOL 210-3	Genetics
CHEM 220-3	Organic and Biochemistry
FSTY 201-3	Forest Plant Systems
or BIOL 301-3	Systematic Botany
FSTY 205-3	Introduction to Soil Science
FSTY 207-1	Terrestrial Ecological Classification
NREM 204-3	Introduction to Wildlife and Fisheries
STAT 240-3	Basic Statistics

Two of the following:

BIOL 202-3	Invertebrate Zoology
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BIOL 204-3 Plant Biology
GEOG 210-3 Introduction to Earth Science
 NREM 210-4 Integrated Resource Management
~~GEOG 210-3 Introduction to Earth Science~~

Upper-Division Requirement

300 Level

BIOL 302-3 Limnology
 BIOL 307-3 Ichthyology and Herpetology
 BIOL 308-3 Ornithology and Mammalogy
 BIOL 315-3 Animal Diseases and Parasites
 BIOL 325-3 Ecological Analyses
 ENPL 305-3 Environmental Impact Assessment
 or ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement
 or [ENVS 414-3](#) Environmental and Professional Ethics
 GEOG 300-3 Geographic Information Systems
 NREM 303-3 Aboriginal Perspectives on Land and First Nations' Approaches to Resource Management
 or NREM 306-3 Society, Policy and Administration

400 Level

BIOL 402-3 Aquatic Plants
 or BIOL 404-3 Plant Ecology
 BIOL 406-3 Fish Ecology
 BIOL 410-3 Population and Community Ecology
 BIOL 411-3 Conservation Biology
 BIOL 412-3 Wildlife Ecology
 BIOL 413-3 Wildlife Management
 BIOL 414-3 Fisheries Management
 NREM 400-4 Natural Resources Planning
 or NREM 333-3 Field Applications in Resource Management
 or NREM 410-3 Watershed Management
 or [BIOL 409-3 Conservation of Aquatic Ecosystems](#)

S-201906.18

Change(s) to Course Title, Description and Corequisite – MATH 335

Casperson

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title, course description and course corequisite, for Math 335-3 Numerical Analysis, on page 261 of the 2018/2019 undergraduate calendar, be approved as proposed.

Effective date: September 2019

CARRIED

MATH 335-3 Numerical Analysis-I Introduction to Numerical Methods

An introduction to the theory and application of numerical approximation techniques. Topics to be examined include number systems, error sources and analysis, solution of nonlinear equations, solution of systems of linear equations, interpolation and approximation, and numerical differentiation and integration. Programming exercises will be given, and there may be some use of commercial software. May be counted as a computer science course by computer science majors.

This course introduces basic theory and application of numerical methods for solving fundamental computational problems in science and engineering. Topics include: floating point numbers and error analysis; root finding; interpolation; numerical differentiation and integration; numerical methods for ordinary differential equations; and numerical methods for solving linear systems. This course involves programming and mathematical analysis of numerical methods.

Prerequisites: MATH 101-3, MATH 220-3, and
CPSC 100-4 (or equivalent programming experience with instructor's permission)

Corequisites: MATH 230-3 (this corequisite may be waived with instructor's permission)

Precluded: MATH 330-3

S-201906.19

Degree Program Reviews – Policy

Fredeen

That, on the recommendation of the Senate Committee on Academic Affairs, the Degree Program Reviews Policy be approved as proposed.

Effective date: July 2019

CARRIED

Additional materials provided for review with the Draft Policy included:

Degree Program Reviews Procedures

Degree Program(s) Self-Study Template

External Review Committee Terms of Reference Template

External Review of Degree Program(s) Report

Responses to the External Review of Degree Program(s) Report, Action Plan and Progress Reports

Current External Reviews of Academic Units: A reference Guide (January 11, 2011)

Senator Jackson proposed amendment to the Procedures Section 4.3.

The Provost and Vice President, Academic appoints the members of the External Review Committee. The committee is normally composed of faculty members of variable gender identity primarily from Canadian universities. The Provost and Vice President, Academic, in consultation with the Dean and/or Chair, appoints an ~~internal~~ internal faculty member from the University community who is a member of the committee and has the background and experience to provides the review committee with contextual advice about the environment and operations of UNBC but not be involved in the authoring of the report.

10.2 Steering Committee of Senate (verbal)

K. Hirsh-Pearson

The Steering Committee is planning on bringing back presentations to the agenda starting in fall 2019. Any suggestions can be forwarded to the Steering Committee.

Further discussions on the revisions and principles of the Senate Handbook are being planned for the August Senate meeting.

10.3 Senate Committee on Nominations (5 minutes)

Dr. Casperson

“For Information” Items:

SCAAF SUBCOMMITTEE ON ACADEMIC SCHEDULING

Professional Program Faculty Rep (appointed by the Provost) (03/31/2020)

Vacant

CASHS Faculty Rep (appointed by Dean of CASHS) (03/31/2020)

Vacant

SENATE COMMITTEE ON ACADEMIC APPEALS

Lay Senator (03/31/2021)

Vacant

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

Faculty Member — CASHS (03/31/2021)

Vacant

Faculty Member (03/31/2022)

Vacant

SENATE COMMITTEE ON ACADEMIC AFFAIRS

Faculty Senator (03/31/2021)

Vacant

Faculty Member – Professional Programs (03/31/2021)

Vacant

Regional Senator (03/31/2021)

Vacant

SENATE COMMITTEE ON FIRST NATIONS AND ABORIGINAL PEOPLES

Aboriginal Regional Senator or Aboriginal Lay Senator (03/31/2020)

Vacant

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES

Faculty Senator — CASHS (03/31/2021)

Vacant

Faculty Senator — CSAM (03/31/2020)

Vacant

SENATE COMMITTEE ON STUDENT DISCIPLINE APPEALS

First Nations Student (08/31/2020)

Vacant

Administrative Staff Member (03/31/2022)

Vacant

SENATE COMMITTEE ON UNIVERSITY BUDGET

Exempt Staff Representative, appointed by the Exempt Group

Vacant

10.4 Senate Committee on Academic Appeals

No report.

10.5 Senate Committee on Curriculum and Calendar

No report.

10.6 Senate Committee on Admissions and Degrees

“For Approval” Items:

S-201906.20

Change(s) to Admission Requirements – Bachelor of Education

Murphy

That, on the recommendation of the Senate Committee on Admissions and Degrees, the changes to the admission requirements of the Bachelor of Education: Secondary Years program on pages 90 to 93 of the 2018/2019 Undergraduate Calendar be approved as proposed.

Effective date: September 2019

CARRIED

Secondary Years (Grades 8-12)

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

applicants to the Secondary Years stream ~~will be~~ are 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 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. 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 for certification until they successfully complete the English requirements.~~

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

The following requirements must also be met:

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

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

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

- 3 credit hours of Canadian Studies
- 3 credit hours of Geography
- 3 credit hours of History
- 15 credit hours of one or a combination of the following:
 - Anthropology
 - Economics
 - Geography
 - History
 - Political Science
 - Sociology
 - Coursework in the areas of Canadian Studies, Cultural Studies, Asian Studies, Gender and Women's Studies, Indigenous Studies, Religious Studies (of a non-doctrinal nature), Classical Studies, Urban Studies, or Environmental Sciences may be considered upon examination of the course syllabi. Approval must be sought from both the British Columbia Ministry of Education—Teacher Regulation Branch, and the UNBC School of Education.

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

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

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

Program Requirements

Secondary Years (Grades 8-12)

Year 1: First Semester

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 Education
EDUC 360-4 Curriculum and Instruction: Introduction (SY)
EDUC 380-3 Foundations of Education
EDUC 390-3 Classroom Practice and Seminar I

Year 1: Second Semester

EDUC 315-4 Curriculum and Instruction: II (Business & Career Education)
or EDUC 361-4 Curriculum and Instruction: II (Humanities & Social Sciences)
or EDUC 372-4 Curriculum and Instruction: II (Math, Computer & Sciences)
EDUC 341-2 Principles of Inquiry-Based Instruction
EDUC 342-2 Social Dynamics of Classrooms
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 414-5 Curriculum and Instruction: III (Business and Career Education)

~~or EDUC 460-5 Curriculum and Instruction: III (Humanities and Social Sciences)
or EDUC 471-5 Curriculum and Instruction: III (Math, Computer and Sciences)~~

~~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 491-6 Classroom Practice and Seminar IV~~

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, 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 stream 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 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 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 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 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 stream planning to meet the Business Education teachable minor requirement must complete a minimum of 18 upper division credit hours of specialized courses in Accounting, Marketing, Commercial Law, and 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 Accounting, Finance, Marketing, and Management Information Systems.

Chemistry Major and Minor

Bachelor of Education applicants to the Secondary Years 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 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 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 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 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 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 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 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 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 stream 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 areas.

Physics Major and Minor

Bachelor of Education applicants to the Secondary 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 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).

S-201906.21

Change(s) to Calendar – NCBNP

Haslett

That the changes to the admission section of the NCBNP (revised in Senate motion S-201903.37 from page 165 of the 2018/2019 PDF undergraduate calendar), be approved as proposed.

Effective date: September 2019

CARRIED

Applicants must meet the following criteria:

- ~~meet~~ UNBC admission requirements with a minimum 70% average; and
- ~~have completed~~ completion of the equivalent of the following BC secondary school courses with a minimum 70% in each course:
 - one of Foundations of Mathematics 11, Pre-calculus 11, or Principles of Math 11
 - Chemistry 11
 - one of English Studies 12, English 12 or English First Peoples 12;
- ~~have completed~~ completion of the equivalent of Anatomy and Physiology 12 or Biology 12 with a minimum 73% within ~~5~~ five years prior to the semester of admission to the NCBNP.

10.7 Senate Committee on First Nations and Aboriginal Peoples

Ryan

No report.

10.8 Senate Committee on Honourary Degrees and Special Forms of Recognition

Hirsh-Pearson

No report.

10.9 Senate Committee on Scholarships and Bursaries

Hirsh-Pearson

For Information” Items:

SCSB 20190508.03 *(approved)*

New BCOGC Indigenous Knowledge Research Grant

That the new Terms and Conditions for the BCOGC Indigenous Knowledge Research Grant be approved.

Effective Date: 2019-2020 Academic Year

Senator Mandy asked that this motion be referred back to the committee for clarification on why it is called a Research Grant instead of a Research Scholarship or Bursary. It was felt that this might create confusion for students.

This motion also, should be referred to the Senate Committee on First Nations and Aboriginal Peoples for feedback.

Senator Paneena asked if it could be clarified how a student receives this award, as it is not clear from the description.

SCSB 20190508.04 *(approved)*

New Brian Brownridge Memorial Award

That the new Terms and Conditions for the Brian Brownridge Memorial Bursary be approved.

Effective Date: 2019-2020 Academic Year

SCSB 20190508.05 *(approved)*

New Jack and Betty Meilgaard Award

That the new Terms and Conditions for the Jack and Betty Meilgaard Award be approved.

Effective Date: 2019-2020 Academic Year

SCSB 20190508.06 *(approved)*

New Jan Galvin Bursary

That the new Terms and Conditions for the Jan Galvin Bursary be approved.

Effective Date: 2019-2020 Academic Year

SCSB 20190508.07 *(approved)*

New Northern Nations Community Award

That the new Terms and Conditions for the Northern Nations Community Award be approved.

Effective Date: 2019-2020 Academic Year

SCSB 20190508.08 *(approved)*

New UNBC Engineering Bursary

That the new Terms and Conditions for the UNBC Engineering Bursary be approved.

Effective Date: 2019-2020 Academic Year

SCSB 20190508.09 (approved)

New UNBC Engineering Scholarship

That the new Terms and Conditions for the UNBC Engineering Scholarship be approved.

Effective Date: 2019-2020 Academic Year

SCSB 20190508.10

Revised Dunkley Lumber Ltd. Bursary

That the revised Terms and Conditions for the Dunkley Lumber Ltd. Bursary be approved.

Effective Date: 2019-2020 Academic Year

SCSB 20190508.11 (approved)

Revised Dunkley Lumber Ltd. Scholarship

That the revised Terms and Conditions for the Dunkley Lumber Ltd. Scholarship be approved.

Effective Date: 2019-2020 Academic Year

SCSB 20190508.12 (approved)

Revised Jane Layhew Nursing Bursary

That the revised Terms and Conditions for the Jane Layhew Nursing Bursary be approved.

Effective Date: 2019-2020 Academic Year

SCSB 20190508.13 (approved)

Revised Jim and Noreen Rustad Bursary

That the revised Terms and Conditions for the Jim and Noreen Rustad Bursary be approved.

Effective Date: 2019-2020 Academic Year

SCSB 20190508.14 (approved)

Revised Novak Bros. Contracting Ltd. Bursary

That the revised Terms and Conditions for the Novak Bros. Contracting Ltd. Bursary be approved.

Effective Date: 2019-2020 Academic Year

SCSB 20190508.15 (approved)

Revised Novak Bros. Contracting Ltd. Scholarship

That the revised Terms and Conditions for the Novak Bros. Contracting Ltd. Scholarship be approved.

Effective Date: 2019-2020 Academic Year

SCSB 20190508.16 (approved)

Revised UNBC Chemistry Club Award for Excellence in Chemistry

That the revised Terms and Conditions for the UNBC Chemistry Club Award for Excellence in Chemistry be approved with a name change to UNBC Chemistry and Biochemistry Club Award.

Effective Date: 2019-2020 Academic Year

10.10 Senate Committee on University Budget

No report.

10.11 Senate Committee on Student Discipline Appeals

No report.

11.0 Information

11.1 Report of Harassment and Discrimination at UNBC dated May 1, 2019 was included in the meeting package.

12.0 Other Business

None.

13.0 S-201906.22 (10 minutes)

Move to In Camera Session

Casperson

That the meeting move In Camera

CARRIED

- 14.0** **S-201906.27**
Adjournment
Horianopoulos
That the Senate meeting be adjourned.

CARRIED

The meeting adjourned at 5:28 p.m.