

**SENATE MEETING
PUBLIC SESSION
AGENDA**

January 27, 2016
3:30 – 5:30 PM

Senate Chambers (Room 1079 Administration Building)

1.0 S-201601.01

Approval of the Agenda †

Page 1 That the agenda for the January 27, 2016 Public Session of Senate be approved as presented.

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

2.0 S-201601.02

Approval of Senate Minutes

Page 8 That the minutes of the December 9, 2015 Public Session of Senate be approved as presented.

3.0 Business Arising from Previous Minutes of Senate

3.1 Senate Committee on Academic Affairs

Dr. Ryan

“For Approval” Items:

Regular

S-201511.05

Approval of the Recommendations made within the document “Developing a New Academic Plan – Phase I”

Page 22

That, on the recommendation of the Senate Committee on Academic Affairs, Senate approve the Recommendations made within the document “Developing a New Academic Plan – Phase I”
Effective Date: Upon Approval by Senate

4.0 President’s Report

Dr. Weeks

5.0 Report of the Provost

Dr. Ryan

6.0 Report of the Registrar

Mr. Hanschen

7.0 Question Period

Dr. Weeks

8.0 Removal of Motions from the Consent Agenda

Dr. Weeks

9.0 Committee Reports

“For Approval” Items:

- Consent **S-201601.03**
Changes to Course Description - MATH 115-3 Precalculus
 Page 69 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description for (MATH 115-3, Precalculus) on the UNBC web page of the 2015/2016 undergraduate calendar, be approved as proposed.
 Effective date: January 2016
- Page 71 Rationale from the Department of Economics for changes to the graduate program has been included for information.
- Page 72 Rationale Department of Economics for the changes to the undergraduate programs has been included for information.
- Regular **S-201601.04**
Changes to the Development Economics (MA Program)
 Page 73 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the program requirements for the Development Economics (MA Program), on page 51 (in the print calendar accessible on the UNBC web page) of the 2015/2016 graduate calendar, be approved as proposed.
 Effective date: September 2016
- Regular **S-201601.05**
Changes to the Major in Economics
 Page 78 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the program requirements for a Major in Economics on page 86 (in the print calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.
 Effective date: September 2016
- Regular **S-201601.06**
Changes to the Minor in Economics
 Page 82 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the program requirements for a Minor in Economics, on page 88 (in the print calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.
 Effective date: September 2016
- Regular **S-201601.07**
Changes to the Joint Major in Economics/Global and International Studies
 Page 85 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the program requirements for a Joint Major in Economics/Global and International Studies, on page 86 - 87 (in the print calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.
 Effective Date: September 2016
- Regular **S-201601.08**
Changes to the BSC Joint Major in Economics/Mathematics
 Page 89 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the program requirements for a BSC (Joint Major in Economics/Mathematics), on page 87 and 88 (in the print calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.
 Effective date: September 2016
- Regular **S-201601.09**
Changes to the Joint Major in Economics/Political Science
 Page 94 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the program requirements for a Joint Major in Economics/Political Science, on page 87 (in the print calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.
 Effective date: September 2016

- Consent **S-201601.10**
Changes to Course Number and Title – ECON 120-3
Page 97 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the Course number and title for ECON 120-3 Globalization and the World's Economics, on page 219 (in the print and PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: September 2016
- Consent **S-201601.11**
Changes to Course Title - ECON 205
Page 99 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course title ECON 205 – Statistics for the Social and Management Sciences, on page 219 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: September 2016
- Consent **S-201601.12**
Changes to Course Title - ECON 407
Page 101 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course title for ECON 407, Economy of Northern BC, on page 220 (in the print and PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: September 2016
- Regular **S-201601.13**
Changes to Course Requirements - ECON 451
Page 103 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course requirements for ECON 451, Advanced Microeconomic, on page 221 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: September 2016
- Regular **S-201601.14**
Course Deletion - ECON 202-3
Page 105 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of ECON 202-3 History of Economic, on page 219 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: September 2016
- Regular **S-201601.15**
Course Deletion - ECON 203-3
Page 107 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of ECON 203-3 Canadian Economic History, on page 219 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: September 2016
- Regular **S-201601.16**
Course Deletion - ECON 452-3
Page 109 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of ECON 452-3 Advanced Macroeconomic Theory, on page 221 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: September 2016
- Regular **S-201601.17**
Course Deletion - ECON 453-3
Page 111 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of ECON 453-3 Advanced Econometrics, on page 221 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: September 2016

- Regular **S-201601.18**
New Course Approval - ECON 651-3
Page 113 That, on the recommendation of the Senate Committee on Academic Affairs, the new course ECON 651-3 Microeconomic Theory and Applications be approved as proposed.
Proposed semester of first offering: September 2016
- Regular **S-201601.19**
New Course Approval - ECON 700-0.5
Page 118 That, on the recommendation of the Senate Committee on Academic Affairs, the new course ECON 700-0.5 Graduate Colloquia be approved as follows.
Proposed semester of first offering: September 2016
- Regular **S-201601.20**
New Course Approval - ECON 204-3
Page 123 That, on the recommendation of the Senate Committee on Academic Affairs, the new course ECON 204-3 Contemporary Economic Issues be approved as follows.
Proposed semester of first offering: September 2016
- Regular **S-201601.21**
New Course Approval - ECON 350-3
Page 128 That, on the recommendation of the Senate Committee on Academic Affairs, the new course ECON 350-3 Managerial Economics be approved as proposed.
Proposed semester of first offering: September 2016
- Regular **S-201601.22**
New Course Approval - ECON 412-3
Page 133 That, on the recommendation of the Senate Committee on Academic Affairs, the new course ECON 412-3 Applying Economics in the Community be approved as proposed.
Proposed semester of first offering: September 2016
- Page 138 An executive summary for the following changes to Education has been included for information.
- Regular **S-201601.23**
Changes to the Multidisciplinary Leadership Program
Page 139 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the Multidisciplinary Leadership program course requirements requiring Educ-601-3 Educational Research Design and Methodology be added as a required course and a choice of either Educ 602-4 Quantitative Research Design and Data Analysis or Educ 610-4 Qualitative Analysis in Education as required courses on page 58 of the print Graduate Calendar and on the PDF 2015/2016 graduate calendar on the UNBC webpage be approved as proposed.
Effective date: May 2016
- Regular **S-201601.24**
Changes to the Multidisciplinary Leadership Program
Page 141 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the Multidisciplinary Leadership program course requirements include EDUC 655-3 (Collaboration, Communication and Community: Leaders as Community Builders) and EDUC 656-3 (Instructional Leadership) as required courses on page 58 of the print Graduate Calendar and on the PDF 2015/2016 graduate calendar on the UNBC webpage be approved as proposed.
Effective date: May 2016
- Regular **S-201601.25**
Changes to Calendar Description - Counselling, Multidisciplinary Leadership, and Special Education
Page 144 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the Admissions and Requirements sections of the Calendar be revised to reflect recent changes to the three specializations (Counselling, Multidisciplinary Leadership, and Special Education) as outlined on page 55 of the print Graduate Calendar and on the PDF 2015/2016 graduate calendar on the UNBC webpage be approved as proposed.
Effective date: May 2016

Page 147 An executive summary for the School of Nursing proposed calendar entry revision has been included for information.

Consent **S-201601.26**

Changes to Course Title and Course Description - NURS 455-(6, 8)

Page 148 That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course title and course description for NURS 455-(6, 8) Critical Care, Emergency and Trauma on page 275 of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: September 2016

Consent **S-201601.27**

Changes to Course Title - NURS 455-(6, 8) in the Northern Collaborative Baccalaureate Nursing Program

Page 150 That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course title for NURS 455-(6, 8) Critical Care, Emergency and Trauma in the Northern Collaborative Baccalaureate Nursing Program requirements on page 172 of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: September 2016
CARRIED.

Consent **S-201601.28**

Changes to Course Title - NURS 455-(6, 8) in the Post-Diploma Baccalaureate Nursing Program

Page 153 That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course title for NURS 455-(6, 8) Critical Care, Emergency and Trauma in the Post-Diploma Baccalaureate Nursing program requirements on page 173 of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: September 2016

Consent **S-201601.29**

Changes to Course Title - NURS 455-(6, 8) in the Rural Nursing Certificate Program

Page 157 That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course title for NURS 455-(6, 8) Critical Care, Emergency and Trauma in the Rural Nursing Certificate Program requirements on page 174 of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: September 2016

Regular **S-201601.30**

Changes to Degree Requirements and Description - Minor in Biology and Conservation

Page 159 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the degree requirements and description for the Minor in Biology and Conservation, on page 67 of the 2015/16 undergraduate calendar, be approved as proposed.
Effective date: September 2016

Regular **S-201601.31**

Changes to Degree Requirements and Description - Minor in Biology

Page 163 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the degree requirements and description for the Minor in Biology, on page 67 of the 2015/16 undergraduate calendar, be approved as proposed.
Effective date: September 2016
CARRIED, with editorial revisions as recommended by the SCCC.

Page 167 Background information on the Environmental Engineering Program (Joint with UBC) has been included for information.

Regular **S-201601.32**

Changes to Program Requirements - BASc Environmental Engineering

Page 169 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the BASc – Environmental Engineering, on page 107 of the 2015/16 undergraduate calendar, be approved as proposed.
Effective date: September 2016

Regular **S-201601.33**
Change to Course Title/Prefix - ENSC 210-3
Page 172 That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course title/prefix for ENSC 210-3, on page 235 of the 2015/2016 undergraduate calendar, to ENGR 210-3 be approved as proposed.
Effective date: Sept. 2016

Regular **S-201601.34**
Change to Course Title/Prefix - ENSC 350-3
Page 174 That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course title/prefix for ENSC 350-3, on page 236 of the 2015/2016 undergraduate calendar, to ENGR 350-3 be approved as proposed.
Effective date: Sept. 2016

Regular **S-201601.35**
Change to Course Title/Prefix - ENSC 451-3
Page 176 That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course title/prefix for ENSC 451-3, on page 237 of the 2015/2016 undergraduate calendar, to ENGR 451-3 be approved as proposed.
Effective date: Sept. 2016

Regular **S-201601.36**
New Course Approval - ENGR 110-3
Page 178 That, on the recommendation of the Senate Committee on Academic Affairs, the new course ENGR 110-3 (Technical Writing) be approved as follows.
Proposed semester of first offering: Fall 2016

Regular **S-201601.37**
New Course Approval - ENGR 217-3
Page 183 That, on the recommendation of the Senate Committee on Academic Affairs, the new course ENGR 217-3 (Engineering Design II) be approved as follows.
Proposed semester of first offering: Winter 2017

Regular **S-201601.38**
New Course Approval - ENGR 220-3
Page 188 That, on the recommendation of the Senate Committee on Academic Affairs, the new course ENGR 220-3 (Engineering Chemistry) be approved as follows.
Proposed semester of first offering: Fall 2016

Regular **S-201601.39**
New Course Approval - HIST 335-3
Page 193 That, on the recommendation of the Senate Committee on Academic Affairs, the new course HIST 335-3 Global History of Public Health be approved as proposed.
Proposed semester of first offering: January 2017

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

9.3 Senate Committee on Scholarships and Bursaries Dr. Owen

“For Information” Items:

SCSB20151125.03
Revised Definition of “Health Sciences”
Page 198 That the revised definition of “Health Sciences” be approved.
Effective Date: 2016-2017 Academic Year

SCSB20151125.04
Revision to the London Drugs Scholarship
Page 201 That the revised Terms and Conditions for the London Drugs Scholarship be approved.
Effective Date: 2016-2017 Academic Year

SCSB20151209.03

Northern First Nations Health Partnership Committee Health & Wellness Awards

Page 203

That the new Terms and Conditions for the Northern First Nations Health Partnership Committee Health & Wellness Awards be approved.

Effective Date: 2016-2017 Academic Year

SCSB20151209.04

Reuben Horwitz Memorial Bursary

Page 206

That the new Terms and Conditions for the Reuben Horwitz Memorial Bursary be approved.

Effective Date: 2016-2017 Academic Year

9.4 Senate Committee on Nominations (SCN)

Dr. David Casperson

9.5 Senate Committee on the University Budget

Dr. Whitcombe

9.6 Steering Committee of Senate

Dr. Weeks

Regular

S-201601.40

Revision to Senate Handbook — Senior University Administrators

Page 208

That, on the recommendation of the Steering Committee of Senate, the list of Senior University Administrators in the Senate Handbook [Section 3(e)(ix)] be revised to reflect the inclusion of the position of the University Secretary, as follows.

Effective Date: Immediately upon approval by Senate

10.0 S-201601.41

Approval of Motions on the Consent Agenda

Dr. Weeks

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

11.0 Other Business

“For Information” Item:

11.1 Annual Report

Page 210

2014/15 Annual Report to Senate from the College of Arts, Social and Health Sciences

12.0 Information (no material)

13.0 S-201601.42

Move to In Camera Session

That the meeting move In Camera.

14.0 S-201601.46

Adjournment

That the Senate meeting be adjourned.

Motion Number (assigned by
Steering Committee of Senate): S-201511.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That, on the recommendation of the Senate Committee on Academic Affairs, Senate approve the Recommendations made within the document “Developing a New Academic Plan – Phase I”

Effective Date: Upon Approval by Senate

Rationale: In June of 2015, the Vice-President Academic & Provost initiated the development of a new Academic Plan that is to be created in two phases. The first phase, which has reached completion, includes a series of recommendations that are designed to create a planning framework for Phase II of the planning process. This framework is our “road map” to guide the development of our new Academic Plan. Phase II of the academic planning process will begin upon approval by Senate of the Phase I recommendations that are included within the attached document.

Motion proposed by: Dr. Dan Ryan, Chair – Senate Committee on Academic Affairs

Academic Program: Not Applicable

Implications for Other Programs / Faculties? Yes

College: Not Applicable

College Council / Committee Motion Number: Not Applicable

College Council / Committee Approval Date: Not Applicable

Attachment Pages (if applicable): 46 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF20151116.03

Moved by: M. Dale

Seconded by: K. Smith

Committee Decision: CARRIED as amended.

Approved by SCAAF: November 16, 2015

Date



Chair’s Signature

For recommendation to ✓, or information of _____ Senate.



DEVELOPING A NEW ACADEMIC PLAN – PHASE I “PLANNING FRAMEWORK”

JANUARY 18, 2016

DRAFT

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Towards Developing A New Academic Plan

1. Introduction

In its first 25 years of existence, the University of Northern British Columbia has emerged as a national leader; a research-intensive University that excels in its teaching and service to the communities it serves. Our students and faculty are actively researching and learning about sustainable resource development, energy production and export, health-care delivery, climate change, First Nations communities and cultures, international trade, economic development, biodiversity, food security, and more. These complex issues are important for Canada and the world, and UNBC is uniquely positioned in the heart of where these conversations are taking place.

UNBC enters its second quarter century having achieved significant national recognition. It was recently named the #1 University in its category in the annual Maclean's Magazine university rankings. With a student population of approximately 4,000 and an alumni community almost 12,000 strong, UNBC is helping transform Northern BC – we are creating graduates who are the leaders, entrepreneurs, health care workers, teachers and all manner of professionals who are reshaping this critical part of the province.

Now is the time to prepare for our next quarter century. We face some challenges, including a declining student population and decreasing resources. Therefore, it is critical we identify strengths and priorities in order to take advantage of the opportunities available in our vast region and begin now to plan for a sustainable future. We must maintain and enhance UNBC's reputation not only as an institution of distinction, but as a distinct institution of higher learning, research, teaching, and student experience.

2. UNBC Community Engagement – Overview of Process

A robust, UNBC community engagement plan was developed and implemented to ensure that everyone in the UNBC community who wished to be involved could be meaningfully involved. A number of groups were identified who needed to be specifically engaged: faculty, CUPE staff, exempt staff, Graduate students, Undergraduate students, all levels of UNBC administration, post-doctoral fellows, research managers, research associates and both governance bodies (Board of Governors and Senate). It was determined that students, staff and faculty at all regional campuses (Quesnel, Terrace, Prince Rupert, Fort St. John and the Wilp Wilxo'oskwahl Nisga'a (WWNI)) would specifically be engaged face-to-face on their campuses.

To ensure that people could fully participate, a number of different engagement techniques were utilized. Seven Prince George campus graffiti wall engagements were organized; some open sessions, and others specifically for the groups mentioned above. Every member of the UNBC community had opportunities to participate in graffiti walls on the Mission, Mandate, Values and Goal statements. A graffiti wall event was held in each regional campus. In addition, faculty, CUPE, exempt staff and administrators had opportunities to provide feedback via e-mail or hard copy responses.

To begin the overall engagement strategy, we involved the community around the subject of UNBC's various Mission, Mandate, Values and Goal statements, as this was a subject on which all members of the UNBC community could offer feedback. In addition, two engagement sessions were held to collect ideas around the Collaborative Team subjects: Student Experience and Pedagogy, Academic Structure, Enrollment Initiatives, and Academic Administrative Organization Structure. These employed a combination of graffiti walls, dotmocracies, and mental maps to elicit ideas.

Additionally the collaborative teams utilized surveys to target populations on a variety of questions. Each Collaborative Team sent out preliminary surveys to test their questions employing randomly selected members of the UNBC community, followed by a larger round of surveys to the community as a whole. The data from all of the surveys, along with relevant materials from the engagement around Mission, Mandate, Values and Goals, were utilized by the collaborative teams in preparing their overarching recommendations.

The overall engagements and surveys were envisioned as an iterative process: all raw data collected has been made available to the UNBC community for review and evaluation. All draft recommendations have also been returned as drafts for review by the community through various targeted meetings (President's Executive Council, President's Council, joint College Council meeting) and a graffiti wall open to all members of the community.

One of the areas identified to include in the external community engagement for UNBC Academic Planning are the Aboriginal communities and Nations within the UNBC region. Due to the scope and time requirements needed to achieve this, discussions with Aboriginal communities about the Mission, Mandate, Values and Goals for UNBC has already begun. To date, visits with the Northwest, Central,

and South Central communities have been initiated and as the Academic Planning process moves forward more completely in Phase II, visits to Aboriginal communities with Nation representatives will continue. These important and necessary engagements will make marked contributions to the future planning of UNBC for the region, communities, and people the institution serves.

The APC strived to ensure that all members of the UNBC community wishing to participate have had the opportunity to participate.

3. Phase I “Planning Framework”

In June of 2015, our Provost initiated the development of a new Academic Plan to be created in two phases. The first phase, now complete, included a review of previous UNBC Academic Plans, and engagement with the UNBC community to create a planning framework. This framework is our “plan to plan” or “road map” to guide the development of our new Academic Plan. It also recognizes that research is an important component of our Academic Mission and thus implies it is included in the Academic Planning process. Additionally, the refreshing of the Strategic Research Framework will dovetail with Phase II of the Academic Plan as part of the University’s integrated planning.

During Phase I, the Academic Planning Committee (APC) engaged with the institutional community. We sought and received extensive input on process and best-planning practices from all sectors: faculty, staff, students, community members from Prince George, from the Regions, and from Aboriginal groups. This input and the resulting recommendations will inform and guide the substantive planning activities in Phase II.

In brief, the APC identified two necessary core components for success in Phase II:

1. Recognition that the Phase I action planning groups were assembled with functionality as the key consideration, to accomplish necessary background work. During Phase II, the action planning groups established by the Senate Committee on Academic Affairs (SCAAF) will need to reflect a more integrated selection process that ensures full and rich consideration of both general and specific proposals.
2. All sub committees tasked with developing components of the Plan in Phase II, must be guided by the voice of the community throughout the planning process.

The following are the overarching recommendations to Senate in the establishment of Phase II:

Recommendation 1:

The Academic Planning Committee recommends that Senate adopt the following core principles in the creation of the UNBC Academic Plan.

R1.1 Adopting and exemplifying the core principles:

- ***En cha huná***
At the core of UNBC is our motto “*En cha huná*” – “everything lives” or “respect for all forms of life” - which speaks to the relationships of people and recognizes dignity and respect for all (ourselves and our community);
- **Respect**
UNBC strives to be a respectful working and learning environment for all members of the University community and beyond;
- **Diversity**
UNBC serves the North, which includes a diversity of people, cultures, learning styles,

and places. We embrace this diversity and support it by seeking out opportunities to serve all Northern communities, and by expanding our awareness, acceptance and inclusiveness of Indigenization, Aboriginal cultures and communities, our rural communities, and our global community;

- **Student experience**

UNBC provides an environment in which students, Undergraduate and Graduate, have opportunities to learn from top rated faculty in excellent programs, engaging in experiential learning within a global perspective;

- **Innovation and research**

Innovation and research drives our University. We strive to provide an environment that promotes and celebrates innovation that is vibrant, cutting-edge, curiosity driven and contributes to important research;

- **Quality of teaching, research, student support and service**

UNBC strives to be the best in teaching, research and service and to differentiate ourselves from other institutions based on these core values;

- **Internationalization**

UNBC embraces diversity by celebrating and welcoming the international community; this facilitates the growth of our students, faculty and staff, and helps to bring a true global perspective to the North; and

- **Sustainability**

UNBC is a leader in sustainability.

Recommendation 2:

That Senate directs SCAAF to establish appropriate action planning groups by January 27, 2016. These action planning groups consist of elected and appointed representatives with due consideration to the skills and knowledge required to complete the task.

R2.1 Task the action planning groups:

- to develop actionable recommendations and measures of success that provide guidance to the UNBC community, administration, faculty and staff to fulfill the UNBC Academic planning process and create a long-term sustainable future for the University;
- to mobilize interest and expertise from the University community;
- to work towards a draft report by September 2016 in which all recommendations by the action planning groups have been considered for their budget impact in order to inform the 2017/18 budget;

- to prepare Action Plans that:
 - are considerate of and informed by the community input and data;
 - are concise with definite goals and priorities that are achievable and support the Academic Mission of UNBC;
 - clearly document objectives and actionable outcomes with measurable standards for success;
 - identify timelines, future needs, define short- and longer-term institutional academic priorities, and develop a strategic plan for implementing and supporting the UNBC Academic Plan;

R.2.2 Establish the need for the action planning groups to report to SCAAF on a monthly basis on progress and meeting milestones, beginning with a draft Terms of Reference for each committee and the proposed work plan, for presentation in the first month;

- SCAAF to report to Senate at each meeting on the progress toward meeting identified milestones;

R.2.3 Clarify the need to continue to deliver transparent information and communications that:

- engage the UNBC community and its Regions through continuous access to information, updates and reports;
- invite the UNBC community and its Regions to provide feedback throughout the development of the Phase II Academic Plan;
- continue to communicate on a regular basis on progress to the UNBC community through multiple channels, including the APC SharePoint site;

R2.4 The action planning groups need to collaborate and determine the priority sequence of planning and timelines in discussions with SCAAF;

R2.5 The action planning groups should draw on the data from Phase I consultation but also identify gaps where further consultation is required;

R2.6 The need to develop actionable recommendations, based on input from all phases of the Academic Planning process, consisting of academic priorities and measures of success for approval by Senate; and

R2.7 The need to identify resources (people, finances and data) that are required to complete the planning within the established timeframe. These resources could include research assistants, analysts, project manager, IT support, etc.

4. UNBC Academic Planning Committee Report Recommendations

The following recommendations reflect common and recurrent themes that the committee heard during consultation with the University community. The committee believes that our findings and recommendations derived from the feedback data represent the voice of constituents who chose to participate in Phase I data gathering.

4.1. Academic Structure Collaborative Team

Scope:

The Academic Structure of UNBC is complex, in part because it exists at a number of levels. There are academic departments, such as English and Chemistry, and academic programs such as Integrated Analytical Skills and Knowledge (IASK) and Biochemistry and Molecular Biology. Additionally many programs do not map neatly onto departments. The overall academic and administrative organizational structure has significant impact on the delivery of programs to students for faculty, staff, and students alike.

Consultation:

We have engaged in a number of activities including a pre-test survey to randomly selected faculty and staff members, a broader survey to everyone at UNBC, consultations with various groups, and through the public engagement sessions conducted on campus and throughout the Regions.

What we heard:

The UNBC community engagement sessions provided a number of important points for consideration. A synopsis of the major themes regarding academic structure is as follows:

- the need for clarity of academic structure in order to best present and promote UNBC as an organization to the world and to support faculty, staff and students;
- identifying the appropriate degree of change necessary to meet our commitment to quality;
- the importance of addressing confusion between formal academic structure and academic administrative organizational structure;
- the need to address the prevalence in the present model of many smaller units;
- the need to address a lack of intersection between research / teaching interests;
- the need to integrate the Northern Medical Program in a meaningful way into the overall academic structure;

- the need to integrate the regional campuses and programs into the academic structure more fully and meaningfully;
- the importance of the integration of teaching and research across programmatic boundaries as exemplified by the original founding faculties;
- the importance of cultivating interdisciplinarity that differentiates UNBC from other institutions, as originally envisaged;
- the importance of integrating professional programs (e.g. Business, Education, Nursing, Social Work) in recognition of their unique needs and attributes; and
- the need for a logical, functional academic structure that can promote programs/degrees in order to attract and retain students.

Recommendations:

Given what the Academic Structure Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC community engagement sessions and surveys (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation 3:

That Senate consider the Academic Structure of UNBC with respect to the college, program, and academic unit or department level, and determine if changes to the present structure are warranted; that Senate direct SCAAF to create a working group to implement Recommendation 3, and that the working group be charged with the tasks as follows:-

- R3.1** Assess what is and what is not currently working in the Academic structure and determine whether further investigation into alternative models is required:
- Create an inventory of academic structures and/or models of comparator institutions;
- R3.2** Work in collaboration with the Academic Administrative Organization Collaborative Team in order to accommodate intersecting teaching and research priorities; and
- R3.3** Through University-wide consultation, construct possible models for Academic Structure to be used as the basis for further dialogue.

Relevant Materials:

1. APPENDIX A: Report of Sub-Committee of the SCAAF Extraordinary Meeting (Sept 2014)

<https://our.unbc.ca/sites/IntegratedPlanning/iup/ layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/OtherReports/2014%20September%20SCAAF%20Extraordinary%20Meeting%20Package.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FOtherReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1>

2. APPENDIX B: UNBC Community Engagement Feedback (Phase I) Summary

<https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ASWG/ layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ASWG/Shared%20Documents/2015%20October%2023%20Academic%20Structure%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FASWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1>

4.2. Enrolment Initiatives Collaborative Team

Scope:

The Enrolment Initiatives Collaborative Team addressed the issue of enrolment planning which includes recruitment, retention and completion. We understand enrolment to be a multifaceted and complex task that addresses the full range of student participation at the University from prospects to alumni.

Consultation:

The consultation was conducted using the following methods:

- Multiple survey questionnaires that were distributed to the University community; and
- A number of graffiti wall engagements to collect feedback from Undergraduate students, Graduate students, faculty, and staff.

What we heard:

Our approach yielded results on the profile of the student population and the following themes emerged from our community engagement:

- the majority of respondents felt the University should increase its student population at both the Undergraduate and Graduate level, and particularly our regional presence;
- the importance of not only recruiting new students but retaining students through degree completion;
- the importance of addressing issues of degree completion both in terms of numbers and time relative to our current record which is below national norms;
- that when considering the international market, the importance of being cognizant of issues such as visa applications which can often make it difficult to attract good students, particularly at the Graduate level;
- the need to address our admission processes, which are perceived to be both slow and cumbersome, particularly at the Graduate level;
- the need to address a sense of isolation and a lack of support for students, staff, and faculty at regional campuses;
- the need to review the University's marketing plan to suit our diverse population;
- the importance of recognizing the unique needs of Undergraduate, Graduate, and other diverse student groups; and
- the need for more instructional options to enhance degree completion.

Recommendations:

Given what the Enrolment Initiatives Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC community engagement sessions (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation 4:

That UNBC develops an enrolment plan as a document to be updated periodically taking into account strategies for recruitment, retention and completion. This plan will be part of the overall of the overall University Academic Plan but will need to be updated annually to reflect changing circumstances. That Senate direct SCAAF to create a working group to implement Recommendation 4; and that the working group be charged to:

R4.1 Identify the key stakeholders responsible for implementing, maintaining and reporting on an enrolment plan;

R4.2 Provide historical and current data on issues related to enrolments, including existing patterns in courses and degrees (both majors and minors):

- Create an institution-wide searchable database of historical enrolments and develop appropriate analytical summaries from which Senate will be able to make recommendations to the Board of Governors regarding our student profile (e.g. domestic, international, Aboriginal, regional, Undergraduate and Graduate enrolments);
- Develop and utilize this database and statistical modeling to manage current data and future enrolments and set appropriate admission levels;
- Develop such models to allow an effective ongoing enrolment and marketing plan;
- Develop better metrics for regional and international students;

R4.3 Evaluate all stages of enrolment – recruitment, retention and completion – within the institution (in its broadest sense) and determine the efficacy of present strategies;

R4.4 Assist academic units in managing their teaching resources to better align course offerings with enrolment demands and targets and to meet student expectations;

R4.5 Develop processes by which measurements of both retention and completion can be made within degree programs;

R4.6 Create regular reports on the effectiveness of the all of the University's enrolment strategies:

- recruitment of new students at both Undergraduate and Graduate level;
- recruitment of international, of regional, and of Aboriginal students;
- retention of students at all levels and throughout the University;
- completion of students within their degree programs;
- building and maintaining relationships with Alumni; and

R4.7 Explore how the recommendations of any enrolment plan could be appropriately funded.

Relevant Materials:

1. APPENDIX A: UNBC Community Engagement Feedback

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/EPWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/EPWG/Shared%20Documents/2015%20October%2023%20Enrolment%20Initiatives%20Collaborative%20Team%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FEPWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

2. APPENDIX B: Hanover Report 2008 - 2010

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/StudentReports/2015%20May%20Student%20Pathways%20Analysis%20-%20University%20of%20Northern%20British%20Columbia.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FStudentReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/StudentReports/2015%20August%20Student%20Pathways%20Cohort%20Analysis%20-%20University%20of%20Northern%20British%20Columbia.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FStudentReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

4.3. Faculty Renewal and Development Collaborative Team

Scope:

The term Faculty is used here to denote all the groups covered under the UNBC Faculty Agreement. The Faculty Renewal and Development Collaborative Team worked to understand issues of Faculty renewal, development, replacement and retention at UNBC. Here, the term renewal refers to the replacement of faculty that have retired from or left UNBC, but also speaks to the rejuvenation and reinvigoration of faculty members.

Consultation:

The consultation was conducted using the following methods:

- A review of UNBC's internal documents;
- A survey of strategies used by selected universities (e.g. Memorial, Lakehead, SFU) and some companies (e.g. Apple, Google, Facebook) to develop and replace faculty / employees; and
- A survey questionnaire that was distributed first to a pre-test group and subsequently in a modified form to all current faculty at UNBC.

What we heard:

The responses received through the review process and in the survey feedback identified a number of issues related to Faculty Renewal and Development:

- the need to address concerns that faculty might have in engaging in the wider Academic Planning processes;
- the need to recognize the contribution that faculty have made in creating the success of the University to date, and to reassure faculty that current faculty will be retained if the configuration of the University changes in implementing the Academic Plan;
- the need to develop an organizational structure that supports and promotes the development of our faculty in the areas of teaching, research and leadership;
- the need to address concerns related to the amount of teaching done by sessional versus appointed faculty;
- the need for renewal planning (with regard to retirements) that supports the overall UNBC Academic Plan, and have this updated regularly as the plan evolves;
- the need to ensure smooth transitions and mentoring opportunities between retiring and replacement faculty members;
- the various supports for development that are currently offered to faculty are spread over many units and can be difficult for faculty to discover or keep track of;

- the need to find ways to support “wellness” and work-life balance initiatives for faculty; and
- the need to provide more health and wellness opportunities for faculty.

Recommendations:

Given what the Faculty Renewal and Development Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC surveys (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation 5:

That ongoing faculty development be given high priority as part of the overall University Plan and the UNBC integrated planning process; **and that Senate direct SCAAF to create a working group to implement Recommendation 5.** To facilitate this recommendation, any plan going forward should include a consideration of these strategies for responding to the themes that emerged from the consultation:

- R5.1** Create an institutional community in which faculty can feel respected and secure;
- R5.2** Conduct an environmental scan detailing the current faculty complement and how it is utilized for the teaching, scholarship and service needs of the University;
- R5.3** Understand current faculty workload across the institution, and consider how and where this might be modified;
- R5.4** Address concerns regarding reliance on non-tenure [and non-tenure track](#) employed faculty;
- R5.5** Create structures to have more transparency about future directions for faculty hiring;
- R5.6** Create a transparent plan for future direction in faculty replacement and hiring trends as a living document to give strategic direction to administrators, faculty and the community;
- R5.7** Examine models for supporting faculty in career progression, in all the areas of faculty work;
- R5.8** Develop an ongoing training structure for career progression in pedagogy, scholarship and leadership as an integral part of supporting faculty in achieving their personal goals as well as the goals of the University; and
- R5.9** Align University administrative functions to better support faculty needs.

Relevant Materials:

1. APPENDIX A: UNBC Faculty Renewal and Development Collaborative Team Survey Feedback Summary

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/2015%20October%2023%20Faculty%20Renewal%20and%20Development%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

4.4. Student Experience & Pedagogy Collaborative Team

Scope:

Student experience was holistically defined to include both classroom and student life issues. With the understanding that students are an essential part of UNBC as an institution of higher learning, the student experience must be a major focus in the new Academic Plan. Student experience at UNBC necessarily includes pedagogy: What are UNBC students learning and how are they learning it?

Consultation:

The Student Experience & Pedagogy Collaborative Team engaged the UNBC community using a variety of methods during August/September 2015:

- A survey questionnaire that was distributed to the Provost's Committee on Pedagogical Practices (PCPP);
- A number of graffiti wall engagements to collect feedback from Undergraduate students, Graduate students, faculty, staff and parents; and
- A number of informal one-on-one discussions with colleagues (both with members of the PCPP and more broadly).

What we heard:

The following themes emerged during our community engagement:

- the importance of the first-year experience (e.g. Orientation, IASK);
- the crucial role that experiential learning, co-op and service learning should play at UNBC;
- the importance of excellence in teaching and recognition thereof;
- the necessity of community-building;
- the need to include Graduate students and their experiences in our assessments;
- the need for flexible scheduling options;
- the need for support for innovative use of technology in the classroom along with recognition and discussion of faculty technology needs;
- the need to connect students, faculty and staff through leadership and mentorship opportunities;
- the importance of accessibility to education, to student grants, to professional development opportunities;
- the need to practice scholarly-informed teaching;
- the need for appropriate space that addresses different forms or types of teaching and learning (e.g. campus life); and
- the need to engage supports outside the classroom to enhance the learning experience (e.g. Orientation, Academic Success Centre, Access Resource Centre, etc.).

Recommendations:

Given what the Student Experience and Pedagogy Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC community engagement sessions and surveys (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation at Senate

That Senate direct SCAAF to create a working group to implement Recommendations 6, 7 and 8; and the working group be charged to:

Recommendation 6:

That UNBC develops an integrated plan for learning informed by previous work done at UNBC regarding scholarship, of teaching and learning.

- R6.1** Develop options for flexible scheduling that provides opportunities for learning inside and outside the classroom;
- R6.2** Evaluate the design of campus spaces for purposeful and effective learning, and prepare a space optimization report in concert with Phase II of the Academic Planning process;
- R6.3** Determine capacity to embed the full suite of student services (e.g. Academic Success Centre, Access Resource Centre, embedded librarian) into the classroom;
- R6.4** Examine options for effective, innovative and coherent use of technology; and
- R6.5** Model evidence-based decision-making and incorporation of existing research into the planning process (or planning document) and to ensure the wider dissemination of this material across the University (e.g. National Survey of Student Engagement (NSSE) Report).

Recommendation 7:

That the Academic Plan contains recommendations regarding the assessment and adoption of Graduate and Undergraduate high impact teaching and learning practices, including a plan for their implementation. The plan should include, but not be limited to the following high impact practices:

- R7.1** Undergraduate ~~and Graduate~~ research experience;
- R7.2** Graduate research experience;
- R7.3** Experiential learning, co-op and service learning;

- R7.4 First Year experience;
- R7.5 [International student experience](#);
- R7.6 Mentoring, student leadership and peer support;
- R7.7 Undergraduate and Graduate professional skills development;
- R7.8 Indigenous and Aboriginal pedagogies and ways of knowing;
- R7.9 Expanded support of learning options at local, regional, national and global levels;
- R7.10 Promotion of high impact practices that support student retention efforts; and
- R7.11 Identification and coordination of current practices and integration of existing groups addressing student experience and pedagogical issues (e.g. PCPP).

Recommendation 8:

That the Academic Plan holistically addresses academic, social and personal development and well-being for students, faculty and staff with a focus on community and capacity building.

- R8.1 Include whole-of-University and whole-of-student perspectives (faculty, students and staff - inside and outside the classroom);
- R8.2 Ensure that the academic support for students, faculty and staff be an integral part of the Academic Plan, and be equitably distributed across the Regions;
- R8.3 Ensure that the student support initiatives increase both physical and virtual accessibility in Prince George and in the Regions;
- R8.4 Ensure that during Phase II, the Academic Planning process undertakes an assessment of UNBC's recognition and support of teaching relative to comparator institutions;
- R8.5 Ensure that the Academic Planning process considers spatial constraints and options for living and learning;
- R8.6 Develop an Academic Plan that ensures as an integral goal the employment of good communication strategies regarding academic, social and personal development of faculty, students, alumni and staff; and
- R8.7 Build a common understanding and unity in diversity.

Relevant Materials:

1. APPENDIX A: Community Engagement data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/PWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/PWG/Shared%20Documents/2015%20October%2023%20Student%20Experience%20and%20Pedagogy%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FPWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

2. APPENDIX B: NSSE Report

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/FacultyReports/2014%20NSSE%20FSSE%20Report.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FFacultyReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

3. APPENDIX C: High impact practices link

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/FacultyReports/2008%20High%20Impact%20Educational%20Practices.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FFacultyReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

4. APPENDIX D: PCPP Survey executive summary

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/FacultyReports/2014%20December%20Provost%27s%20Committee%20on%20Pedagogical%20Practices%20Survey%20Results.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FFacultyReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

4.5. Academic Administrative Organization Collaborative Team

Scope:

The Academic Administrative Organization (AAO) Collaborative Team was established to focus on the activities delivered by the administrative units that are under the purview of the Vice-President Academic and Provost and that are in place to provide support to the students and academic units of the University (*refer to Appendix A – Academic Administrative Organization Organizational Chart*).

This Committee began as the Administrative Support and Organization Collaborative Team; however, the members of the team felt this did not reflect the intent of the committee and subsequently changed the name to the Academic Administrative Organization Collaborative Team.

Consultation:

The AAO engaged with the Deans and Directors who report to the Vice-President Academic & Provost through a series of survey questions about their units. The team used the information gathered to illustrate the current academic administrative organization of the University through organizational charts, including diagrams of the University's current Senate and Senate Committee structure (*refer to Appendix A - Academic Administrative Organization Organizational Chart and Appendix B – UNBC Senate and Senate Committee Structure Diagrams*).

The AAO Team also participated in the University-wide academic planning engagement sessions to gather feedback on the University community's perceptions of our current academic administrative organization, to elicit feedback from all of our constituencies, and to identify gaps that may be considered in our current organizational structure.

What we heard:

A number of themes arose during the consultation process with the University community:

- the need to develop an organizational structure that supports and promotes the development of our faculty in both teaching and research;
- the need to provide central points of contact and enhanced services for our students;
- the need to develop, support and integrate employees into the academic structure in order to ensure collaborative approaches to services;
- the need to build an organizational structure that promotes open, inclusive and timely communication and decision making at all levels;
- the need to examine a variety of models of academic advising and / or academic support for their fit within the University's structure;

- the need to have better accessibility to data to make informed decisions for planning, research and marketing at all levels;
- the strengthening (or rebuilding) of the relationship and communication between all levels; and
- the need to re-establish an effective co-op program with the introduction of courses relevant to employers' needs and enhanced career services for our students.

Recommendations:

Given what the Academic Administrative Organization Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC community engagement sessions and surveys (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation 9:

That UNBC determine the appropriate Academic Administrative Organization that must be in place to support the goals of a comprehensive UNBC Academic Plan.

R9.1 Create an open and transparent process to develop an academic administrative structure;

R9.2 Ensure the right positions are in the right place at the right time to achieve the goals of a UNBC Academic Plan;

R9.3 Ensure any plan put in place for the Academic / Administrative structure enhances and provides appropriate support for our students;

R9.4 Evaluate the Academic governance structures (e.g. Senate committees, College Councils) to determine whether the current structure is appropriate to achieve the goals of a UNBC Academic Plan in an efficient and effective manner; and

R9.5 Use University-agreed-upon metrics within an Academic Plan to measure the effectiveness of organizational realignment.

Relevant Materials:

1. APPENDIX A: UNBC Academic Administrative Organization Organizational Charts

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/UNBCReports/2014%20-%202015%20Draft%20UNBC%20Org%20Charts%20-%20Currently%20under%20Review.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FUNBCReports%2FForms%2FAllItems%2Easpx%3F%26%26p%5FSortBehavior%3D0%26p%5FFileLeafRef%3D2014%2520Initiatives%2520Prince%2520George%2520Workforce%2520Intelligence%2520Study%2520Final%2520ReportV2%252epdf%26%26PageFirstRow%3D1%26%26View%3D%7B813E19A5%2D343C%2D4BA9%2DA5FF%2D5E55D3AE66E5%7D&DefaultItemOpen=1&DefaultItemOpen=1

2. APPENDIX B: UNBC Senate & Senate Committee Structure Diagrams

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/OtherReports/2015%20UNBC%20Senate%20and%20Senate%20Committees.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FOtherReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/OtherReports/2015%20Diagram%20-%20UNBC%20Senate%20and%20Senate%20Committees.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FOtherReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

3. APPENDIX C: UNBC Community Engagement Feedback Summary

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Meeting%20Packages/Academic%20Administrative%20Organization%20Structure%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

5. Phase II “Action in Planning”

Phase II will review the breadth of input from the community and the recommendations that are the result of Phase I, as well as obtain additional information as required and develop Academic priorities with actionable goals and measures of success. These will guide UNBC’s activities in subsequent years, while supporting a successful second quarter century and a long-term sustainable future.

6. Plan Accountability

Planning accountability is the responsibility of all University members who are involved in the planning process and delivering the outcomes. Buy-in from the UNBC community is and continues to be critical to the development and successful implementation of the next Academic Plan. In particular, the need to ensure the transparency of process and engagement of the UNBC community in Phase II continues.

7. Plan Approval

The Academic Plan priorities, actionable recommendations and measurable outcomes are the responsibility of Senate. The financial/budgetary responsibility is the responsibility of the Board of Governors.

8. Next Steps – Integrated University Planning Process

While this document deals mostly with the strategic plan for our academic endeavors, the plan will become the overarching strategy for the next phase of integrating the Administrative Plan and Research Plan. In other words, the Administrative and Research Plans will respond to the Academic Plan and become part of the long-term unified approach to UNBC's sustainability in the future. This integrated planning process will inform the budget process in 2016/17 and beyond.

It is critical that we move forward and focus on building and leading the cultural change over time. We invite the UNBC community to participate in the Academic Planning process and implementation of decisions that will help create a sustainable environment in which the University can continue to excel.

9. Academic Planning Phase I Acknowledgements

It is important to acknowledge and celebrate the hard work and significant effort that was expended by the Academic Planning Committee:

- Bill Krane, Vice-President Academic and Provost
- Dan Ryan, Acting Vice-President Academic and Provost
- Greg Condon, Chief Information Officer
- Mark Dale, Dean, Regional Programs
- Tina Fraser, Associate Professor, EDUC (CASHS)
- Erik Jensen, Acting Dean, College of Science and Management
- Troy Hanschen, University Registrar
- Angela Kehler, Northern Undergraduate Student Society
- Bill Owen, Vice-Provost, Student Engagement
- Andrea Palmer, UNBC Alumni
- Geoff Payne, Interim Vice-President Research
- Jessy Rajan, President, Graduate Student Society
- Roy Rea, Senior Lab Instructor, Ecosystem Science and Management, College of Science and Management
- Rheanna Robinson, Senior Advisor to the President
- Blanca Schorcht, Dean, College of Arts, Social and Health Sciences
- Heather Smith, Director, Centre for Teaching, Learning and Technology
- Kevin Smith, Dean, Graduate Programs
- Shannon Wagner, Professor, School of Health Sciences
- Todd Whitcombe, Associate Professor, Chemistry, Environmental Science, and Environmental Engineering
- Allan Wilson, University Librarian

Contributing Members:

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- Matt Wood, Manager Communications and Media Relations
- Provost's Committee on Pedagogical Practices

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Annie Booth, Professor, ENVS (CSAM)

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Brenda Sitter, Executive Assistant, Vice-President Academic and Provost

Appendix 1 Academic Planning Committee (APC) Terms of Reference

The Academic Planning Committee Terms of Reference are located in the Academic Planning Committee SharePoint site:

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?source=/sites/IntegratedPlanning/academicplanning/Shared%20Documents/2015%20July%2028%20Terms%20of%20Reference%20-%20Academic%20Planning%20Committee%20version%202.2.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 2 Academic Planning Committee Phase I and II High Level Timeline

The Academic Planning Process High Level Timeline is located in Academic Planning Committee SharePoint site:

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?source=/sites/IntegratedPlanning/academicplanning/Shared%20Documents/2015%20July%2028%20Academic%20Planning%20Process%20High%20Level%20Time%20Line%20Final%20v1.4.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 3 Academic Planning Committee Detailed Phase I Schedule

The detailed Phase I Schedule of the Academic Planning Committee deliverables, presentations and UNBC community engagements are located in the Academic Planning Committee SharePoint site:

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Shared%20Documents/2015%20October%2019%20Calendar%20style%20timeline%201.10.xlsx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 4 Academic Planning Committee Background Reports and Documentation

The following list of reports and documentation provided the Academic Planning Committee with a comprehensive database of work that had already been completed since 1988. This background information is available to the University of Northern British Columbia's community for current and future planning. It will continue to be updated as new reports become available.

<https://our.unbc.ca/sites/IntegratedPlanning/iup/SitePages/Home.aspx>

Appendix 5 Academic Structure Collaborative Team

Terms of Reference

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ASWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ASWG/Shared%20Documents/2015%20July%2028%20Terms%20of%20Reference%20-%20Academic%20Structure%20Collaborative%20Team%20Final%201.3.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FASWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Draft Survey Questions – Test Group

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ASWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ASWG/Shared%20Documents/2015%20August%2027%20Draft%20Academic%20Structure%20Collaborative%20Team%20Draft%20Questions%20Survey%201.1.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FASWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Final Survey Questions – UNBC Community

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ASWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ASWG/Shared%20Documents/September%202015%20Academic%20Structure%20Collaborative%20Team%20Final%20Survey%20Questions.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FASWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Survey Results – Raw Data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Meeting%20Packages/Academic%20Structure%20Collaborative%20Team%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 6 Enrolment Initiatives Collaborative Team

Terms of Reference

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/EPWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/EPWG/Shared%20Documents/Enrolment%20Initiative%20Questions%20for%20Initial%20Engagement%20August%202021,%202015.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FEPWG%2FSitePages%2FHome%2Easpx%3FInitialTabId%3DRibbon%252EDocument%26VisibilityContext%3DWSSTabPersistence&DefaultItemOpen=1&DefaultItemOpen=1

Draft Survey Questions – Test Group

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/EPWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/EPWG/Shared%20Documents/Enrolment%20Initiative%20Questions%20for%20Initial%20Engagement%20August%202021,%202015.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FEPWG%2FSitePages%2FHome%2Easpx%3FInitialTabId%3DRibbon%252EDocument%26VisibilityContext%3DWSSTabPersistence&DefaultItemOpen=1&DefaultItemOpen=1

Survey Results – Raw Data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Meeting%20Packages/Enrolment%20Initiatives%20Collaborative%20Team%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 7 Faculty Renewal and Development Collaborative Team

Terms of Reference

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/Terms%20of%20Reference%20-%20Faculty%20Renewal%20and%20Development%20Collaborative%20Team%20Final%20v%201.5.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Draft Survey Questions – Test Group

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/2015%20September%2013%20Email%20Communciations%20Final%20Questions%20for%20Faculty%20Renewal%20and%20Development%20Initial%20Engagement%20Process%20v%201.1.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Final Survey Questions – UNBC Community

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/2015%20September%2013%20Faculty%20Renewal%20and%20Development%20Collaborative%20Team%20Final%20Survey%20Questions.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Survey Results – Raw Data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/2015%20October%2023%20Faculty%20Renewal%20and%20Development%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 8 Student Experience and Pedagogy

Terms of Reference

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/PWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/PWG/Shared%20Documents/Terms%20of%20Reference%20-%20Student%20Experience%20and%20Pedagogy%20Collaborative%20Team%20Final%202.0.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FPWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Final Survey Questions – UNBC Community

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/PWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/PWG/Shared%20Documents/2015%20August%2028%20Student%20Experience%20and%20Pedagogy%20Collaborative%20Team%20Survey%20Questions.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FPWG%2FShared%2520Documents%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Survey Results – Raw Data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/PWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/PWG/Shared%20Documents/2015%20October%2023%20Student%20Experience%20and%20Pedagogy%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FPWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 9 Academic Administrative Organization Collaborative Team

Terms of Reference

[https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/ layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/2015%20July%2028%20Terms%20of%20Reference%20-%20Academic-Administrative%20Organization%20Collaborative%20Team%20\(Final%20v%203\).docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1](https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/ layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/2015%20July%2028%20Terms%20of%20Reference%20-%20Academic-Administrative%20Organization%20Collaborative%20Team%20(Final%20v%203).docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1)

Draft Survey Questions – Test Group

<https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/ layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/August%20202015%20Academic%20Administrative%20Organization%20Collaborative%20Team%20Draft%20Questions.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1>

Final Survey Questions – Test Group

<https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/ layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/2015%20September%20Academic%20Administrative%20Organization%20Ven%20Diagram%20for%20Public%20Engagement.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1>

Survey Results – Raw Data

<https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/ layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/2015%20October%2025%20Academic%20Administrative%20Organization%20Structure%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1>

Appendix 10 UNBC Community Engagement Process

A summary of the UNBC Community Engagement sessions follows:

- August 24, 2015 (1-3 pm) - CUPE Graffiti Wall
- August 25, 2015 (1-3 pm) – Faculty/Post-Doctoral Fellows/Research Managers Graffiti Wall
- August 26, 2015 (9-11 am) – CUPE Graffiti Wall
- September 1, 2015 (1-3 pm) – Exempt/Administration Graffiti Wall
- September 2, 2015 (1-3 pm) – CUPE/Faculty/Post-Doctoral Fellows/Research Managers/Exempt Graffiti Wall
- September 3, 2015 (9-11 am) – Faculty Graffiti Wall
- September 8, 2015 (11 – 1 pm) – Student Orientation Graffiti Wall
- September 9, 2015 (1-3 pm) – Student Graffiti Wall
- September 11, 2015 (7:45 – 8 am) – Board of Governors Modified Graffiti Wall (Travel to Fort St. John)
- September 11, 2015 (12 – 1:30 pm) – UNBC/Northern Lights College Campus
- September 16, 2015 (3:30 – 5 pm) – Extraordinary Senate Engagement Graffiti Wall
- September 17, 2015 (2:30 – 4 pm) – CUPE/Faculty/Post-Doctoral Fellows/Research Managers/Exempt Graffiti Wall
- September 21, 2015 (9-11 am) - CUPE/Faculty/Post-Doctoral Fellows/Research Managers/Exempt Graffiti Wall
- September 21, 2015 (12 – 1 pm) – Northern Medical Student Graffiti Wall
- September 23, 2015 (9 – 10 am) – North Cariboo Community College Graffiti Wall
- September 24, 2015 (11 am – 1 pm) – UNBC Prince Rupert Campus/Northwest Community College
- September 25, 2015 (11:30 am – 1:30 pm) – UNBC Terrace Campus/Northwest Community College
- September 28, 2015 (9:30 – 11:30 am) – New Aiyansh WWN Graffiti Wall
- October 30, 2015 (11 – 1 pm) - CUPE/Faculty/Post-Doctoral Fellows/Research Managers/Exempt World Cafe – Phase I Draft Report

What we heard:

Members of the UNBC community indicated their preferred choice of sharing feedback is in an open environment (e.g. Graffiti Wall, World Café).

A summary of the total number of unique participants follows:

| Open UNBC Community engagement sessions | Summary of unique participants |
|---|--------------------------------|
| UNBC Prince George - Mission, Mandate, Values and Goals and APC Collaborative Team Questions | 218 |
| UNBC Quesnel, Prince Rupert, Terrace, Fort St. John and Wilp Wilxo'oskwhl Nisga'a (WWNI) - Mission, Mandate, Values and Goals and | 86 |

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| APC Collaborative Team Questions | |
|----------------------------------|--|

The following surveys were circulated via email to the UNBC Community and posted to the Academic Planning Website and SharePoint Site for general accessibility. In addition, the surveys were sent to specific UNBC Community members for response.

| Surveys | Summary of unique responses received |
|---|--------------------------------------|
| UNBC Mission, Mandate Values and Goals Survey | 27 |
| Academic Structure Collaborative Team Survey | 33 |
| Faculty Renewal and Development Collaborative Team Survey Distributed via email to Tenure and Tenure-Track Faculty, Librarians and SLIs (approximately 79). | 27 |
| Academic Administrative Collaborative Team Survey Distributed via email to Administrative Academic Leads of units reporting directly to the Vice-President Academic and Provost (e.g. Student Success Centre, Information Technology and Services) | 11 |
| Enrolment Initiatives Collaborative Team Survey Distributed via email to the Office of the Registrar and the Student Recruitment and Conversion Advisory Committee (approximately 39) | 9 |
| Student Experience and Pedagogy Survey Distributed via email to the Provost's Committee on Pedagogical Practices (approximately 70) | 37 |

Mission, Mandate, Values and Goals – UNBC Community Responses (Raw Data)

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Meeting%20Packages/October%2023%202015%20Draft%20UNBC%20Community%20Responses%20-%20Consolidated%20Mission%20Vision%20Values%20Version%201.1.pdf&action=default&Source=http%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Mission, Mandate, Values and Goals – UNBC Community Statements

| Mission, Vision, Values and Goals Statements |  |
|---|---|
| <p>Question 1: We excel in our teaching, our research and our service as well as in the management of the university. We are innovative in all of these efforts. We aspire to the highest standards in all that we do. (Value)</p> <p>UNBC champions intellectual freedom, academic inquiry, learning for its own sake, access to information, learning through applied learning initiatives and the development of new knowledge. (Value)</p> <p>Is this still who we are at UNBC? Why?</p> | |
| <p>Question 2: UNBC aspires to intellectual and moral leadership in society. This is a role, which the university must earn through the rigorous development of its ideas, through the integrity of its actions, through the trust merited by its officials, through the effectiveness of the services it provides, and through the institutional respect, it commands within the community. (Value)</p> <p>Is this still who we are at UNBC? Why?</p> | |
| <p>Question 3: The mission of the University of Northern British Columbia is to provide excellent academic programs and services for its undergraduate, professional, and graduate students so that they are prepared for roles that will improve the quality of life for the peoples of Northern British Columbia, the rest of the province, Canada, and beyond. The university's core academic values of excellence, inclusiveness, curiosity and creativity, and responsiveness underpin its mission. (Mission-AVI)</p> <p>To be a student-centered, research-intensive university uniquely Northern and personal in character, responsive to the region it serves, of national and international acclaim. (Vision)</p> <p>Is the still who we are at UNBC? Why?</p> | |
| <p>Question 4: We will develop our community of graduate students and postdoctoral fellows. (Mission)</p> <p>Is this still who we are at UNBC? Why?</p> | |
| <p>Question 5: UNBC's program and course offerings are based on the needs and preferences of students, the community and society. (Values)</p> <p>Students will be provided an educational environment marked by its student centeredness, relevance, and pedagogy that optimizes learning. (Mission – AVI)</p> | |

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| <p>Is this still who we are at UNBC? Why?</p> | |
| <p>Question 6: Teaching excellence is a critical factor in effective student learning and in the transmission of knowledge to the next generation. The quality of the teaching and learning environment is essential to the continuing strength and growth of UNBC. Excellence in teaching requires a university environment that fosters and facilitates teaching and acknowledges and rewards success. (Value)</p> <p>Is this still who we are at UNBC? Why?</p> | |
| <p>Question 7: We value our community. We care passionately for the people that make up the UNBC community. We aspire to sustain our culture of mutual respect. We strive to engage students, faculty and staff in all aspects of university life. (Value)</p> <p>The university is committed to promoting and increasing diversity among its students, staff, and faculty...UNBC is also committed to ensuring fairness in matters relating to gender and social equity, particularly with respect to academic opportunity. (Value)</p> <p>Is this still who we are at UNBC? Why?</p> | |
| <p>Question 8: What are we missing? What should be added?</p> | |
| <p>Question 9: We are an active community of scholars, diverse in interests and outstanding in achievement. Creating knowledge and applying it to the needs of our communities are equally important. (Mission)</p> <p>Knowledge creation is central to the mission and mandate of a university. Excellence in knowledge creation requires a university environment that fosters and facilitates research and scholarship and appropriately acknowledges and rewards success. (Value)</p> <p>Is this still who we are at UNBC? Why?</p> | |
| <p>Question 10: We exercise good governance in the management of the university. In our practices, we are effective, transparent and compassionate. (Value)</p> <p>UNBC is also committed to exemplary standards in service quality, operating effectiveness and public accountability. (Value)</p> <p>Is this still who we are at UNBC? Why?</p> | |
| <p>Question 11: As Canada's Green University, to be a leader in renewable energy. (Goal)</p> <p>Is this still who we are at UNBC? Why?</p> | |
| <p>Question 12: We will strengthen our support to our alumni around the world. We engage</p> | |

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| <p>alumni in meaningful ways, informing them of university affairs. (Mission)</p> <p>Is this still who we are at UNBC? Why?</p> | DRAFT |
| <p>Question 13: “We support the success of our researchers. We provide the best possible infrastructure and support for our researchers. (Mission)</p> <p>Success in research is integral to the personal and professional satisfaction of being part of a research-intensive university. (Mission)</p> <p>Is this still who we are at UNBC? Why?</p> | |
| <p>Question 14: The University of Northern British Columbia is unique in its northern and regional mandate. It is a university “in and for the north” and it is committed to serve the needs of northern people and significantly amongst northern people, First Nations people. (Vision)</p> <p>In particular, the university is committed to providing regional students with a standard of educational and student services equivalent to that of its central campus. (Value)</p> <p>Is this still who we are at UNBC? Why?</p> | |
| <p>Question 15 Assist in the transition of the northern economy. Support the economic, cultural, social and environmental evolution of the north. (Mission)</p> <p>We are relevant to northern British Columbia and other like regions in the world. (Value)</p> <p>We value the contribution of indigenous peoples in British Columbia and around the world. (Value)</p> <p>Is this still who we are at UNBC? Why?</p> | |
| <p>Question 16: Building on our successes, we will be among the best in the following areas: Environment and Natural Resources; First Nations and Indigenous Issues, Health, and Quality of Life; Northern community Sustainability and Development. (Mission)</p> <p>Is this still who we are at UNBC? Why?</p> | |
| <p>Question 17 UNBC Faculty/Staff: How does being a regional campus affect your UNBC experience?</p> | |
| <p>Question 18: Students: How does being a regional campus affect your UNBC experience?</p> | |
| <p>Question 19 How do we best engage with our regional campuses at UNBC? What would work for you?</p> | |

| | |
|---|--|
| Question 20 What do you want from your UNBC experience? | |
| Question 21: How do we best engage with our UNBC students? What would work for you? | |
| Question 22: How does being at a regional campus affect UNBC experience? | |

DRAFT FOR SENATE

Motion Number (assigned by
Steering Committee of Senate): S-201601.03

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description for (MATH 115-3, Precalculus) on the UNBC web page of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** January 2016
2. **Rationale for the proposed revisions:** To increase the prerequisite grade. Students need a better understanding of the prerequisite material than provided by 50%.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

This course examines algebraic manipulation, solutions of algebraic equations, functions, inverses, graphing, and analytic geometry. It is not open to students with credit in Principles of Math 12, Precalculus 12, MATH 100, MATH 105, MATH 150, MATH 152 or equivalents except by permission of the Chair.

Prerequisites: Principles of Math 11 (50%) or Pre-calculus 11 (50%)

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

This course examines algebraic manipulation, solutions of algebraic equations, functions, inverses, graphing, and analytic geometry. It is not open to students with credit in Principles of Math 12, Precalculus 12, MATH 100, MATH 105, MATH 150, MATH 152 or equivalents except by permission of the Chair.

Prerequisites: Principles of Math 11 minimum grade (60%) or Pre-calculus 11 minimum grade (60%).

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

Program / Academic / Administrative Unit: Department of Mathematics & Statistics

College: CSAM

College Council Motion Number: CSAMCC CONSENT 2015:11:12:03

College Council Approval Date: November 12, 2015

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

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

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201512.14

Moved by: K. Smith

Seconded by: D. Wessel Lightfoot

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date



Chair's Signature

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

Graduate

The MA Development Economics program currently has a thesis and a project option. A new coursework only option will now be offered. It will be based on a minimum of 25 credit hours (the same as the revised project option) and will become the default program of study. Students wishing to undertake a thesis or project will make special application to enter either of these programs of study. The rationale for this change is (i) to reduce the time to completion; (ii) to enable enrollments to increase by substantially relaxing the supervisory constraints; and (iii) to provide students with greater opportunities to add complementary courses in their areas of interest outside of Economics to their programs of study.

The requirements for the coursework only program are consistent with other specialized and directly comparable Master's programs such as the M.A. in Environmental, Resource and Development Economics at the University of Winnipeg and the Master of Development Economics at Dalhousie University.

In order to ensure that students in the coursework only program are exposed to current research practice, a new required course ECON 700-0.5 Graduate Colloquia will be introduced and will be taken twice by all students.

Economics Curriculum Changes: Summary

Undergraduate

The undergraduate curriculum has been revised to provide a more applied and policy focus and, in this way, to differentiate it from other Economics programs offered in the Province. The new focus, and distinctive curriculum, will enable the program to more effectively market itself to students. The aim is to enable students to apply their curiosity and creativity to real world issues.

The applied and policy focus will differentiate the UNBC program from others where UBC has recently rebranded Vancouver School of Economics has introduced a new Bachelor of International Economics, SFU highlights in 5 credit hour core micro and macro theory courses and UVic offers both BA and BSc versions of its degrees.

The new focus will be achieved by:

1. The elimination of some 200 level Economics requirements (and courses) and their replacement by choices from courses all of which have an applied and/or policy focus. This will include the addition of a new course, ECON 204 - Contemporary Economic Issues and is likely to have an appeal to students and programs beyond Economics Majors;
2. The 200 level Economics courses plus a new requirement for an additional 200 level non-Economics course will serve as pathways enabling students to have the opportunity to introduce an element of self-directed curriculum design into their Major at the upper level based on a solid lower level foundation. This approach will also serve to integrate the Economics program more fully into university-wide offerings;
3. Streamlining of upper level Economics courses to reflect applied/policy focus;
4. Introduction of new 400 level capstone experiential learning course, ECON 412 – Applying Economics in the Community. The aim of this course will be to enable students to work on a class project with a local organization or business. Service learning can be an important component in understanding how to apply classroom learning to real world situations.
5. 3 new courses (Econ 204, 350, 412) have been added to the calendar and 4 existing courses (Econ 202, 203, 452 and 453) have been eliminated.

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the program requirements for the Development Economics (MA Program), on page 51 (in the print calendar accessible on the UNBC web page) of the 2015/2016 graduate calendar, be approved as proposed.

1. **Effective date:** September 2016

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

The MA Development Economics program currently has a thesis and a project option. A new coursework option will now be offered. It will be based on 25 credit hours (the same as the revised project option) and will become the default program of study. Students wishing to undertake a thesis or project will make special application to enter either of these programs of study. The rationale for this change is (i) to reduce the time to completion; (ii) to enable enrollments to increase by substantially relaxing the supervisory constraints; and (iii) to provide students with greater opportunities to add complementary courses in their areas of interest outside of Economics to their programs of study.

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

Some students may choose to take elective courses from other programs.

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

Development Economics (MA Program)

Baotai Wang, Professor and Chair
Paul Bowles, Professor
Fiona MacPhail, Professor
Jalil Safaei Boroojeny, Professor
Karima Fredj, Associate Professor
Bryan Bogdanski, Adjunct Professor

Website: www.unbc.ca/economics/graduate-programs

Economic development remains a critical issue for more than three quarters of the world's population who reside in countries classified as "low income" or "middle income." The causes and consequences of economic development remain contested issues. This academic program considers the changing global, regional and national contexts for economic development; the policy lessons that can be learned from comparative studies; and the tools required to enable development economists to contribute to the development process.

Economic development cannot be studied in isolation from other dimensions of development.

An understanding of poverty, for example, requires not only economic analysis but also an understanding of the insights provided by other social and health sciences. The training of a development economist must therefore expose students to interdisciplinary approaches to development.

The Master of Arts degree in Development Economics is available on a full-time or part-time basis, involving coursework and the mandatory completion of a graduate project or thesis. Upon admission into the Development Economics MA program, each student will be assigned a supervisor, who will work closely with the students to monitor their program of study and progress. In consultation with the supervisor, students will choose courses designed to complement and inform their areas of interest.

Admission Requirements

Applicants to the UNBC Development Economics MA program must follow the admission requirements outlined in Section 1.0 of the UNBC Graduate Academic Calendar. Applicants normally should have a four-year undergraduate degree that is equivalent to a UNBC degree in Economics. In addition to these requirements, applicants must also provide a sample of written work (usually a senior-level undergraduate essay or research paper) as part of their application.

Entrance to the MA will be competitive: only applicants with a record of excellence in undergraduate work, strong letters of academic recommendation, and strong letters of intent will be considered. In their letters of intent, applicants should demonstrate evidence of interest in the MA's areas of specialization (Development Economics).

Application deadlines are found in this calendar under "Semester Dates," or online at www.unbc.ca/calendar/graduate, also under "Semester Dates." The Development Economics MA Program accepts students for the September and January 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 total of 24 credit hours of work for the project option and a minimum of 27 credit hours of work for the thesis option. All students are required to complete 5 courses totaling 15 credit hours. Additionally, students must choose between one of two options:

(i) to produce a detailed project proposal with bibliography and to defend, in a formal oral examination, a 9 credit hour project of a maximum of 50 pages in length

or

(ii) a detailed thesis proposal and to defend, in a formal oral examination, a 12 credit hour thesis of a maximum of 75 pages.

In addition, any student who does not, at the time of entry to the program, have a course in advanced microeconomics and/or econometrics at the undergraduate level will be required to take ECON 451-3 (Advanced Microeconomics) and/or ECON 312-3 (Econometrics) as part of their graduate degree program in order to meet graduate requirements. A minimum grade of B is required in such a course.

Required Courses

ECON 601-3 The Global Economy
ECON 604-3 Poverty, Inequality and Development
ECON 710-3 Macroeconomic Policy for Development
ECON 712-3 Applied Econometrics

Required Research

ECON 798-9 MA Project or
ECON 799-12 MA Thesis

Elective Course

The elective course is normally selected from graduate level Economics courses offered at UNBC and must be approved by the supervisor.

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

Development Economics (MA Program)

Baotai Wang, Professor and Chair
Paul Bowles, Professor
Fiona MacPhail, Professor
Jalil Safaei Boroojeny, Professor
Karima Fredj, Associate Professor
Bryan Bogdanski, Adjunct Professor

Website: www.unbc.ca/economics/graduate-programs

Economic development remains a critical issue for more than three quarters of the world's population who reside in countries classified as "low income" or "middle income." The causes and consequences of economic development remain contested issues. This academic program considers the changing global, regional and national contexts for economic development; the policy lessons that can be learned from comparative studies; and the tools required to enable development economists to contribute to the development process.

Economic development cannot be studied in isolation from other dimensions of development.

An understanding of poverty, for example, requires not only economic analysis but also an understanding of the insights provided by other social and health sciences. The training of a development economist must therefore expose students to interdisciplinary approaches to development.

The Master of Arts degree in Development Economics is available on a full-time or part-time basis, involving coursework and, where chosen and approved, ~~the mandatory~~ completion of a graduate project or thesis. Upon admission into the Development Economics MA program, each student will be assigned a supervisor, who will work closely with the students to monitor their program of study and progress. In consultation with the supervisor, students will choose courses designed to complement and inform their areas of interest.

Admission Requirements

Applicants to the UNBC Development Economics MA program must follow the admission requirements outlined in Section 1.0 of the UNBC Graduate Academic Calendar. Applicants normally should have a four-year undergraduate degree that is equivalent to a UNBC degree in Economics. In addition to these requirements, applicants must also provide a sample of written work (usually a senior-level undergraduate essay or research paper) as part of their application.

Entrance to the MA will be competitive: only applicants with a record of excellence in undergraduate work, strong letters of academic recommendation, and strong letters of intent will be considered. In their letters of intent, applicants should demonstrate evidence of interest in the MA's areas of specialization (Development Economics).

Application deadlines are found in ~~this the~~ calendar under "Semester Dates," ~~or online at~~ www.unbc.ca/calendar/graduate, ~~also under~~ "Semester Dates." The Development Economics MA Program accepts students for the September ~~and or~~ January ~~S~~ 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 ~~total of 25 credit hours of work~~ for the coursework only option and project options and a minimum of 28 credit hours of work for the thesis option. ~~All students are required to complete 5 courses totaling 15 credit hours. Students in the coursework-only option are required to complete 8 eight courses totaling 24 credit hours plus ECON 700. Additionally, Students must may, At the time of application or after successfully completing 12 credit hours, students may choose between one of two other options:~~

- (i) To produce a detailed project proposal with bibliography and to defend, in a formal oral examination, a 9-credit-hour project of a maximum of 50 pages in length and to complete an additional 3 credit hours of course work

Or

- (ii) to produce a detailed thesis proposal and to defend, in a formal oral examination, a 12-credit-hour thesis of a maximum of 75 pages.

Students choosing option (i) or (ii) must obtain the support of a supervisor and of the Program Chair.

In addition, any student who does not, at the time of entry to the program, have a course in ~~advanced microeconomics and/or econometrics~~ at the undergraduate level will be required to take ~~ECON 451-3 (Advanced Microeconomics) and/or~~ ECON 312-3 (Econometrics) as part of their graduate degree program in order to meet graduate requirements. A minimum grade of B is required in such a course.

Required Courses

~~ECON 601-3 The Global Economy and Development~~
~~ECON 604-3 Poverty, Inequality and Development~~
~~ECON 651-3 Microeconomic Theory and Applications~~
~~ECON 710-3 Macroeconomic Policy for Development~~
~~ECON 712-3 Applied Econometrics~~
ECON 700-0.5 Graduate Colloquia. All students must complete Graduate Colloquia ECON 700-0.5 twice during their course of study.

Additional requirements are based upon the option followed:

Coursework Program

9 Credit hours of Elective Courses:
At least one of:

ECON 610-3 Health Economics
ECON 611-3 Cost-Benefit Analysis
ECON 625-3 Trade and the Environment
ECON 635-3 Financial Economics and Quantitative Methods

Students may take up to two of their elective courses from other graduate programs with the permission of Chair of Economics.

Required Research

Project option:

One elective course normally chosen from Economics courses and
ECON 798-9 MA Economics Project or

Thesis option:

ECON 799-12 MA Master's Thesis

Elective Course

The elective course is normally selected from graduate level Economics courses offered at UNBC and must be approved by the supervisor.

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

Program / Academic / Administrative Unit: Economics

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2015.12.17.04

College Council Approval Date: December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state "not applicable")

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state "not applicable")

7. Other Information

Attachment Pages: # pages (fill in number of pages, or indicate "0" if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.03

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201601.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the program requirements for a Major in Economics on page 86 (in the print calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016

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

The undergraduate curriculum has been revised to provide a more applied and policy focus and, in this way, to differentiate it from other Economics programs offered in the Province. The new focus, and distinctive curriculum, will enable the program to more effectively market itself to students. The aim is to enable students to apply their curiosity and creativity to real world issues.

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

Courses from other programs will be included in the new curriculum. Some courses will be deleted, one of which will affect another program. Consultation has taken place with the Chairs of: Business, Environmental Planning, First Nations, Global and International Studies, Math and Computer Science, Political Science. All have been supportive of the proposed changes.

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

Major in Economics

Undergraduate students are required to take 17 Economics courses (51 credit hours). Of these, 12 courses (36 credit hours) are at the upper-division level.

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

Program Requirements

Lower-Division Requirement

100 Level

ECON 100-3 Microeconomics
ECON 101-3 Macroeconomics
COMM 100-3 Introduction to Canadian Business
or POLS 100-3 Contemporary Political Issues
or INTS 101-3 Canada and the World
MATH 150-3 Finite Mathematics for Business and Economics
or MATH 220-3 Linear Algebra

MATH 100-3 Calculus I
or MATH 152-3 Calculus for Non-majors

200 Level
ECON 202-3 History of Economic Thought
ECON 203-3 Canadian Economic History
ECON 205-3 Statistics for the Social and Management Sciences

Upper-Division Requirements

300 and 400 Level
ECON 310-3 Intermediate Microeconomic Theory
ECON 311-3 Intermediate Macroeconomic Theory
ECON 312-3 Introduction to Econometrics
Twenty-seven credit hours of 300 or 400 level Economics.

*Students wishing to pursue graduate studies in Economics are strongly advised to take ECON 320-3 (Introduction to Mathematical Economics) and ECON 451-3 (Advanced Microeconomic Theory) and/or ECON 452-3 (Advanced Macroeconomic Theory).

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

Major in Economics

Undergraduate students are required to take ~~47~~ 15 Economics courses (~~54~~ 45 credit hours). Of these, ~~42~~ 10 courses (~~36~~ 30 credit hours) are at the upper-division level.

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

Program Requirements

Lower-Division Requirement

100 Level
ECON 100-3 Microeconomics
ECON 101-3 Macroeconomics
~~COMM 100-3 Introduction to Canadian Business~~
~~or POLS 100-3 Contemporary Political Issues~~
~~or INTS 101-3 Canada and the World~~
MATH 150-3 Finite Mathematics for Business and Economics
or MATH 220-3 Linear Algebra
MATH 100-3 Calculus I
or MATH 152-3 Calculus for Non-majors

One of:

COMM 100-3 Introduction to Canadian Business
CPSC 110-3 Introduction to Computer Systems and Programming
ENPL 104-3 Introduction to Planning
FNST 100-3 The Aboriginal Peoples of Canada
INTS 100-3 Introduction to Global Studies

POLS 100-3 Contemporary Political Issues

200 Level

~~ECON 202-3 History of Economic Thought~~
~~ECON 203-3 Canadian Economic History~~
ECON 205-3 Statistics for Business and the Social Sciences

Two of:

ECON 204-3 Contemporary Economic Issues
ECON 206-3 Methods of Economic Evaluation
ECON 210-3 Introduction to Health Economics and Policy
ECON 220-3 Global Economic Shifts

One of:

COMM 210-3 Financial Accounting
COMM 220-3 Financial Management I
COMM 230-3 Organizational Behaviour
COMM 240-3 Introduction to Marketing

POLS 200-3 Canadian Government and Policies
POLS 202-3 Canada in Comparative Perspective
POLS 255-3 Introduction to Law in Canada

INTS 210-3 Globalizations
INTS 225-3 Global Environmental Change Challenge: Sustainability

CPSC 250-3 Applied Business Computer Computing

FNST 249-3 Aboriginal Resource Planning

ENPL 206-3 Planning Analysis and Techniques

Upper-Division Requirements

300 and 400 Level

ECON 310-3 Intermediate Microeconomic Theory
ECON 311-3 Intermediate Macroeconomic Theory
ECON 312-3 Introduction to Econometrics
ECON 412-3 Applying Economics in the Community
Or ECON 440-3 Internship

Eighteen 18 credit hours of upper-division Economics and six 6 credit hours of upper-level applied and/or policy-oriented courses from any discipline (including Economics) and approve approval by the Chair.

~~Twenty seven credit hours of 300 or 400 level Economics.~~

~~*Note: Students wishing to pursue graduate studies in Economics are strongly advised to take ECON 320-3 (Introduction to Mathematical Economics) and ECON 451-3 (Advanced Microeconomic Theory) and/or ECON 452-3 (Advanced Macroeconomic Theory).~~

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

Program / Academic / Administrative Unit: (if applicable, or state "not applicable")

College(s): Arts, Social and Health Sciences

College Council Motion Number(s): Omnibus Motion: CASHSCC.2015.12.17.03

College Council Approval Date(s): December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state "not applicable")

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state "not applicable")

7. Other Information

Attachment Pages: # pages (fill in number of pages, or indicate "0" if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.07

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

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

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the program requirements for a Minor in Economics, on page 88 (in the print calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016

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

The undergraduate curriculum has been revised to provide a more applied and policy focus and, in this way, to differentiate it from other Economics programs offered in the Province. The new focus, and distinctive curriculum, will enable the program to more effectively market itself to students. The aim is to enable students to apply their curiosity and creativity to real world issues.

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

None

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

Minor in Economics

The minor in Economics requires the completion of 24 credit hours.
Students must complete:

ECON 100-3 Microeconomics
ECON 101-3 Macroeconomics

Two of:
ECON 202-3 History of Economic Thought
ECON 203-3 Canadian Economic History
ECON 205-3 Statistics for the Social and Management
Sciences

Twelve credit hours of 300 or 400 level Economics courses.

A maximum of 4 courses (12 credit hours) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in Economics.

Alternative courses may be substituted for the above with written permission of the Department Chair and Dean.

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

“~~striketrough~~”:

The minor in Economics requires the completion of 24 credit hours.
Students must complete:

ECON 100-3 Microeconomics
ECON 101-3 Macroeconomics

Two of:

~~ECON 202-3 History of Economic Thought~~
~~ECON 203-3 Canadian Economic History~~
~~ECON 205-3 Statistics for the Social and Management Sciences~~

ECON 204-3 Contemporary Economic Issues
ECON 205-3 Statistics for Business and the Social Sciences
ECON 206-3 Methods of Economic Evaluation
ECON 210-3 Introduction to Health Economics and Policy
ECON 220-3 Global Economic Shifts

~~Twelve~~ 12 credit hours of 300- or 400-level Economics courses.

A maximum of 4 four courses (12 credit hours) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in Economics.

Alternative courses may be substituted for the above with written permission of the ~~Department~~ Chair of Economics and Dean.

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

Program / Academic / Administrative Unit: (if applicable, or state “not applicable”)

College(s): Arts, Social and Health Science

College Council Motion Number(s): Omnibus Motion: CASHSCC.2015.12.17.03

College Council Approval Date(s): December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state “not applicable”)

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state “not applicable”)

7. Other Information

Attachment Pages: # pages (fill in number of pages, or indicate “0” if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.08

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016

Date



Chair's Signature

For recommendation to , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201601.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the program requirements for a Joint Major in Economics/Global and International Studies, on page 86 - 87 (in the print calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective Date: September 2016**

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

The undergraduate curriculum has been revised to provide a more applied and policy focus and, in this way, to differentiate it from other Economics programs offered in the Province. The new focus, and distinctive curriculum, will enable the program to more effectively market itself to students. The aim is to enable students to apply their curiosity and creativity to real world issues.

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

Consultation has taken place with the Chair of Global and International Studies. He is supportive of the proposed changes.

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

Joint Major in Economics/Global and International Studies

Joint majors are designed for students interested in combining two related fields of study. They normally involve a specific set of course requirements selected to provide solid specialization in each of the two fields. The graduation requirements for a joint major can normally be met in four years of study.

Curriculum

The minimum requirement for completion of a Bachelor of Arts with a joint major in Economics and Global and International Studies is 120 credit hours.

Lower-Division Requirement

ECON 100-3 Microeconomics
ECON 101-3 Macroeconomics
ECON 120-3 Globalization and the World's Economies
ECON 202-3 History of Economic Thought
or ECON 203-3 Canadian Economic History

ECON 205-3 Statistics for the Social and Management Sciences
INTS 100-3 Introduction to Global Studies
INTS 210-3 Globalizations

Upper-Division Requirement*

ECON 308-3 International Economic Relations
ECON 310-3 Intermediate Microeconomic Theory
ECON 311-3 Intermediate Macroeconomic Theory
ECON 321-3 Economics of Developing Countries
INTS 310-3 Origins and Evolution of Our Globalizing World

Fifteen (15) additional credit hours of 300 or 400-level Global and International Studies courses. Six (6) additional credit hours of 300 or 400-level Economics courses.

* Students must ensure that all prerequisites are fulfilled prior to registering in any courses. Note that MATH 152 is a prerequisite for ECON 310.

Language and Regional Studies Requirement

One of:
GEOG 220-3 World Regions: Latin America and the Caribbean
GEOG 222-3 World Regions: Russia
HIST 281-3 Republican Latin America
INTS 200-3 Contemporary Russia
INTS 202-3 Contemporary United States
INTS 203-3 Contemporary Japan
INTS 204-3 Contemporary China
INTS 240-3 Contemporary Circumpolar North

Twelve (12) credit hours of Global and International Studies language courses. At least two courses must be in one language.

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 credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

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

Joint Major in Economics/Global and International Studies

Joint majors are designed for students interested in a combination of ~~combining~~ two related fields of study. ~~They A~~ Joint major normally involves a specific set of course requirements selected to provide a solid specialization in each of the two fields. The graduation requirements for a joint major can normally be met in four years of study. Curriculum—The minimum requirement for completion of a Bachelor of Arts with a joint major in Economics and Global and International Studies is 120 credit hours.

Program Requirements

Lower-Division Requirement

~~ECON 100-3 Microeconomics~~
~~ECON 101-3 Macroeconomics~~
~~ECON 120-3 Globalization and the World's Economies~~
~~ECON 202-3 History of Economic Thought~~
~~or ECON 203-3 Canadian Economic History~~
~~ECON 204-3 Contemporary Economic Issues or~~
~~_____ or ECON 206-3 Methods of Economic Evaluation or~~
~~_____ or ECON 210-3 Introduction to Health Economics and Policy~~
~~ECON 205-3 Statistics for Business and the Social Sciences~~
~~INTS 100-3 Introduction to Global Studies~~
~~INTS 210-3 Globalizations~~
~~ECON 220-3 Global Economic Shifts~~
~~ECON 220-3 Global Economic Shifts~~
~~INTS 100-3 Introduction to Global Studies~~
~~INTS 210-3 Globalizations~~

Upper-Division Requirement*

~~ECON 308-3 International Economic Relations~~
~~ECON 310-3 Intermediate Microeconomic Theory or~~
~~_____ or ECON 350-3 Managerial Economics~~
~~ECON 311-3 Intermediate Macroeconomic Theory~~
~~ECON 321-3 Economics of Developing Countries~~
~~INTS 310-3 Origins and Evolution of Our Globalizing World~~

Two of:

~~ECON 308-3 International Economic Relations~~
~~ECON 321-3 Economics of Developing Countries~~
~~ECON 401-3 Global Economy and Development~~
~~ECON 404-3 Poverty, Inequality and Development~~

~~INTS 310-3 Origins and Evolution of Our Globalizing World~~

Fifteen (~~15~~) additional credit hours of 300- or 400-level Global and International Studies courses.

Six (~~6~~) additional credit hours of 300- or 400-level Economics courses.

* Students must ensure that all prerequisites are fulfilled prior to registering in any courses. Note that MATH 152 is a prerequisite for ECON 310.

Language and Regional Studies Requirement

One of:

~~GEOG 220-3 World Regions: Latin America and the Caribbean~~
~~GEOG 222-3 World Regions: Russia~~
~~HIST 281-3 Republican Latin America~~
~~INTS 200-3 Contemporary Russia~~
~~INTS 202-3 Contemporary United States~~
~~INTS 203-3 Contemporary Japan~~
~~INTS 204-3 Contemporary China~~
~~INTS 240-3 Contemporary Circumpolar North~~

Twelve (~~12~~) credit hours of Global and International Studies language courses. At least two courses must be in one language.

Elective and Academic Breadth

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

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

Program / Academic / Administrative Unit: (if applicable, or state “not applicable”)

College(s): Arts, Social and Health Sciences

College Council Motion Number(s): Omnibus Motion: CASHSCC.2015.12.17.03

College Council Approval Date(s): December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state “not applicable”)

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state “not applicable”)

7. Other Information

Attachment Pages: # pages (fill in number of pages, or indicate “0” if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.04

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

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

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the program requirements for a BSC (Joint Major in Economics/Mathematics), on page 87 and 88 (in the print calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016

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

The undergraduate curriculum has been revised to provide a more applied and policy focus and, in this way, to differentiate it from other Economics programs offered in the Province. The new focus, and distinctive curriculum, will enable the program to more effectively market itself to students. The aim is to enable students to apply their curiosity and creativity to real world issues.

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

Consultation has taken place with the Chair of Mathematics. He is supportive of the proposed changes.

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

Joint Major in Economics/ Mathematics

The minimum requirement for completion of a Bachelor of Science with a Joint Major in Economics and Mathematics is 121 credit hours.

MATH 342-3 (Biostatistics) may not be used for credit towards any Mathematics major, minor or joint major.

MATH 150-3 (Finite Mathematics for Business and Economics) may not be used for credit towards any Mathematics major or joint major.

Program Requirements

Literacy Requirement

One of:

ENGL 170-3 Writing and Communication Skills

ENGL 270-3 Expository Writing

Economic Requirements

ECON 100-3 Microeconomics

ECON 101-3 Macroeconomics

ECON 202-3 History of Economic Thought

ECON 203-3 Canadian Economic History

ECON 205-3 Statistics for Social and Management Science

ECON 310-3 Intermediate Microeconomic Theory

ECON 311-3 Intermediate Macroeconomic Theory
ECON 312-3 Introduction to Econometrics
ECON 320-3 Introduction to Mathematical Economics

One of the following three courses:

ECON 451-3 Advanced Microeconomic Theory
ECON 452-3 Advanced Macroeconomic Theory
ECON 453-3 Advanced Econometrics

Twelve additional credit hours of 300 or 400 level Economics.

Mathematics Requirements

MATH 100-3 Calculus I
or MATH 105-3 Enriched Calculus
MATH 101-3 Calculus II
MATH 200-3 Calculus III
MATH 201-3 Introduction to Complex Analysis
MATH 220-3 Linear Algebra
MATH 224-3 Foundations of Modern Mathematics
MATH 230-3 Linear Differential Equations and Boundary Value Problems
MATH 320-3 Survey of Algebra
or MATH 302-3 Theory of Metric Spaces
STAT 371-3 Probability and Statistics for Scientists and Engineers

Six additional credit hours of 300 or 400 level Mathematics
(STAT 372-3 is strongly recommended); and
Six additional credit hours of 400 level Mathematics.

Program Requirements

CPSC 100-4 Computer Programming I

Elective and Academic Breadth

Elective credit hours as necessary to ensure completion of a minimum of 121 credit hours including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

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

Joint Major in Economics/ Mathematics

The minimum requirement for completion of a Bachelor of Science with a Joint Major in Economics and Mathematics is 121 credit hours.

MATH 342-3 (Biostatistics) may not be used for credit towards any Mathematics major, minor or joint major.

MATH 150-3 (Finite Mathematics for Business and Economics) may not be used for credit towards any Mathematics major or joint major

Note: Students enrolling in any Mathematics courses with prerequisites are required to have completed all prerequisite courses for that course with a “C-” or better, or have permission to enroll from the Program Chair of Economics.

Program Requirements

Literacy Requirement

One of:

ENGL 170-3 Writing and Communication Skills
ENGL 270-3 Expository Writing

Economics Requirements

ECON 100-3 Microeconomics
ECON 101-3 Macroeconomics

~~ECON 202-3 History of Economic Thought~~
~~ECON 203-3 Canadian Economic History~~
~~ECON 205-3 Statistics for Social and Management Science~~
~~ECON 310-3 Intermediate Microeconomic Theory~~
~~ECON 311-3 Intermediate Macroeconomic Theory~~
~~ECON 312-3 Introduction to Econometrics~~
~~ECON 320-3 Introduction to Mathematical Economics~~

One of the following three courses:

~~ECON 451-3 Advanced Microeconomic Theory~~
~~ECON 452-3 Advanced Macroeconomic Theory~~
~~ECON 453-3 Advanced Econometrics~~

Two of:

ECON 204-3 Contemporary Economic Issues
ECON 206-3 Methods of Economic Evaluation or
ECON 210-3 Introduction to Health Economics and Policy
ECON 220-3 Global Economic Shifts

And:

ECON 205-3 Statistics for Business and the Social Sciences
ECON 310-3 Intermediate Microeconomic Theory
ECON 311-3 Intermediate Macroeconomic Theory
ECON 312-3 Introduction to Econometrics
ECON 320-3 Introduction to Mathematical Economics

ECON 451-3 Advanced Microeconomic Theory

One of the following three courses:

~~ECON 451-3 Advanced Microeconomic Theory~~
~~ECON 452-3 Advanced Macroeconomic Theory~~
~~ECON 453-3 Advanced Econometrics~~

Twelve additional credit hours of 300- or 400-level Economics.

Mathematics Requirements

MATH 100-3 Calculus I
or MATH 105-3 Enriched Calculus
MATH 101-3 Calculus II
MATH 200-3 Calculus III
MATH 201-3 Introduction to Complex Analysis
MATH 220-3 Linear Algebra
MATH 224-3 Foundations of Modern Mathematics
MATH 230-3 Linear Differential Equations and Boundary Value Problems
MATH 320-3 Survey of Algebra
or MATH 302-3 ~~Theory of Metric Spaces~~ Introductory Mathematical Analysis
STAT 371-3 Probability and Statistics for Scientists and Engineers

Six additional credit hours of 300- or 400-level Mathematics (STAT 372-3 is strongly recommended); ~~and~~

Six additional credit hours of 400-level Mathematics.

Program Requirements

CPSC 100-4 Computer Programming I

Elective and Academic Breadth

Elective credit hours as necessary to ensure completion of a minimum of 121 credit hours including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15)

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

Program / Academic / Administrative Unit: (if applicable, or state “not applicable”)

College(s): Arts, Social and Health Sciences

College Council Motion Number(s): Omnibus Motion: CASHSCC.2015.12.17.03

College Council Approval Date(s): December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state “not applicable”)

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state “not applicable”)

7. Other Information

Attachment Pages: # pages (fill in number of pages, or indicate “0” if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.05

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.



Approved by SCAAF: January 6, 2016
Date

Chair's Signature

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

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the program requirements for a Joint Major in Economics/Political Science, on page 87 (in the print calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date** **September 2016**

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

The undergraduate curriculum has been revised to provide a more applied and policy focus and, in this way, to differentiate it from other Economics programs offered in the Province. The new focus, and distinctive curriculum, will enable the program to more effectively market itself to students. The aim is to enable students to apply their curiosity and creativity to real world issues.

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

Consultation has taken place with the Chair of Political Science. He is supportive of the proposed changes.

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

Joint Major in Economics/Political Science

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

Program Requirements

Lower-Division Requirement

ECON 100-3 Microeconomics
ECON 101-3 Macroeconomics
ECON 202-3 History of Economic Thought
ECON 203-3 Canadian Economic History
ECON 205-3 Statistics for Business and the Social Sciences
POLS 100-3 Contemporary Political Issues
POLS 200-3 Canadian Government and Politics
POLS 202-3 Canada in Comparative Perspective
POLS 270-3 Political Philosophy: Antiquity to Early Modernity
POLS 290-3 Research and Writing for Political Science

Upper-Division Requirement

ECON 310-3 Intermediate Microeconomic Theory
ECON 311-3 Intermediate Macroeconomic Theory
POLS 303-3 Democracy and Dictatorship
POLS 320-3 Canadian Politics and Policy
POLS 370-3 Political Philosophy: Early Modernity to Post-Modernity

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

Elective and Academic Breadth

Elective credit hours as necessary to ensure completion of a minimum of 120 credit hours including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

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

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

Program Requirements

Lower-Division Requirement

ECON 100-3 Microeconomics
ECON 101-3 Macroeconomics
~~ECON 202-3 History of Economic Thought~~
~~ECON 203-3 Canadian Economic History~~
~~ECON 205-3 Statistics for the Social and Management Science~~
~~POLS 100-3 Contemporary Political Issues~~
~~POLS 200-3 Canadian Government and Politics~~
~~POLS 202-3 Canada in Comparative Perspective~~
~~POLS 270-3 Political Philosophy: Antiquity to Early Modernity~~
~~POLS 290-3 Research and Writing for Political Science~~

ECON 205-3 Statistics for the Social and Management Sciences

Two of:

ECON 204-3 Contemporary Economic Issues
ECON 206-3 Methods of Economic Evaluation or
ECON 210-3 Introduction to Health Economics and Policy
ECON 220-3 Global Economic Shifts

POLS 100-3 Contemporary Political Issues
POLS 200-3 Canadian Government and Politics
POLS 202-3 Canada in Comparative Perspective
POLS 270-3 Political Philosophy: ~~Plato to Locke~~ Antiquity to Early Modernity
POLS 290-3 Research and Writing for Political Science

Upper-Division Requirement

ECON 310-3 Intermediate Microeconomic Theory or
ECON 350-3 Managerial Economics
ECON 311-3 Intermediate Macroeconomic Theory
POLS 303-3 Democracy and Dictatorship
POLS 320-3 Canadian Politics and Policy

POLS 370-3 Political Philosophy: Early Modernity to Post-Modernity

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

Elective and Academic Breadth

Elective credit hours as necessary to ensure completion of a minimum of 120 credit hours including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

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

Program / Academic / Administrative Unit: (if applicable, or state “not applicable”)

College(s): Arts, Social and Health Sciences

College Council Motion Number(s): Omnibus Motion: CASHSCC.2015.12.17.03

College Council Approval Date(s): December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state “not applicable”)

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state “not applicable”)

7. Other Information

Attachment Pages: # pages (fill in number of pages, or indicate “0” if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.06

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016

Date



Chair’s Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201601.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the Course number and title for ECON 120-3 Globalization and the World's Economics, on page 219 (in the print and PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** Change of number to provide consistency with other program changes. Change of name to better capture course content.
3. **Implications of the changes for other programs, etc., if applicable:** None (apart from numbering/name changes where course required. Only the case for INST and notice already provided)
4. **Reproduction of current Calendar entry for the item to be revised:**

ECON 120-3 Globalization and the World's Economies This course examines the shifting spatial dynamics of the world economy. Trends in world production, trade, and investment over the past 200 years are analyzed and the reasons for these shifts discussed. Contemporary dimensions of globalization are identified with a focus on examining the rise and re-emergence of new global powers such as Brazil, Russia, India and China.

Prerequisites: None

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

~~ECON 120-3, Globalization and the World's Economies~~ ECON 220-3, Global Economic Shifts This course examines the shifting spatial dynamics of the world economy. Trends in ~~world~~ global production, trade, and investment over the past 200 years are analyzed and the reasons for these shifts discussed. Contemporary dimensions of globalization are identified with a focus on examining the rise and re-emergence of new global powers such as Brazil, Russia, India and China.

Prerequisites: None

Precluded: ECON 120-3

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

Program / Academic / Administrative Unit: (if applicable, or state “not applicable”)

College(s): Arts, Social and Health Sciences

College Council Motion Number(s): Omnibus Motion: CASHSCC.2015.12.17.03

College Council Approval Date(s): December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state “not applicable”)

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state “not applicable”)

7. Other Information

Attachment Pages: # pages (fill in number of pages, or indicate “0” if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.09

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201601.11

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course title ECON 205 – Statistics for the Social and Management Sciences, on page 219 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** Provide more accurate description of course content and align with UNBC program names.
3. **Implications of the changes for other programs, etc., if applicable:** None. (Note: Chair of Business informed of change and it was welcomed).
4. **Reproduction of current Calendar entry for the item to be revised**

ECON 205-3 Statistics for the Social and Management Sciences An introduction to the principles and applications of statistics relevant to the social and management sciences, with emphasis on making inferences based on observed data. Topics covered include descriptive statistics, probability, random variables, decision theory, estimation, hypothesis testing, statistical software.

Prerequisites: None

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

~~ECON 205-3 Statistics for the Social and Management Sciences~~ Statistics for Business and the Social Sciences. This course is an introduction to the principles and applications of statistics relevant to Bbusiness and the social and management sciences, with emphasis on making inferences based on observed data. Topics covered include descriptive statistics, probability, random variables, decision theory, estimation, hypothesis testing, and statistical software.

Prerequisites: None

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

Program / Academic / Administrative Unit: (if applicable, or state “not applicable”)

College(s): Arts, Social and Health Sciences

College Council Motion Number(s): Omnibus Motion: CASHSCC.2015.12.17.03

College Council Approval Date(s): December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state "not applicable")

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state "not applicable")

7. Other Information

Attachment Pages: # pages (fill in number of pages, or indicate "0" if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.10

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201601.12

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course title for ECON 407, Economy of Northern BC, on page 220 (in the print and PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** Change of number will make course consistent with numbering of other ECON courses and change of course title better reflects course content.
3. **Implications of the changes for other programs, etc., if applicable:**

Will be included as an option for requirements for B.Comm degree. Already discussed with Business Program.

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

ECON 407-3 The Economy of Northern BC A comparison of the economic characteristics of Northern BC with other Canadian regions. An examination of regional development and growth concepts and theories. An evaluation of past and present regional economic development programs and initiatives taken by various levels of government.

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

Precluded: ECON 307-3

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

~~ECON 407-3~~ ECON 307-3, Northern BC in the Global Economy ~~The Economy of Northern BC~~ This course compares ~~comparison~~ of the economic characteristics of Northern BC with other Canadian regions. ~~An examination of Regional development and growth concepts and theories in the context of global economic integration is examined.~~ An evaluation of Past and present regional economic development programs and initiatives taken by various levels of government are analyzed and contemporary resource projects discussed.

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

Precluded: ECON 407-3

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

Program / Academic / Administrative Unit: Economics

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2015.12.17.03

College Council Approval Date: December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state "not applicable")

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state "not applicable")

7. Other Information

Attachment Pages: # pages (fill in number of pages, or indicate "0" if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.11

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201601.13

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course requirements for ECON 451, Advanced Microeconomic, on page 221 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** Deletion of prerequisite that is no longer deemed necessary.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

ECON 451-3 Advanced Microeconomic Theory Selected topics in microeconomics.

Prerequisites: ECON 310-3, ECON 311-3, ECON 312-3 or permission of the instructor

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

ECON 451-3 Advanced Microeconomic Theory This course examines ~~S~~selected topics in microeconomics.

Prerequisites: ECON 310-3, ECON 311-3, ~~ECON 312-3~~ or permission of the instructor

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

Program / Academic / Administrative Unit: (if applicable, or state "not applicable")

College(s): Arts, Social and Health Sciences

College Council Motion Number(s): Omnibus Motion: CASHSCC.2015.12.17.03

College Council Approval Date(s): December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state "not applicable")

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state "not applicable")

7. Other Information

Attachment Pages: # pages (fill in number of pages, or indicate "0" if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.12

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201601.14

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of ECON 202-3 History of Economic, on page 219 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016

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

As part of a curriculum revision, this course will no longer be offered.

3. **Implications of the changes for other programs, etc., if applicable:** The course will be replaced with another option in the Economics Major, Economics Minor and Econ/Ints, Econ/Math, Econ/Polis Joint Majors, Ints/Polis joint major and Philosophy minor. Chairs of all affected programs have been informed.

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

ECON 202-3 History of Economic Thought The development of economic analysis from the 18th to 20th century. Selections from the writings of Smith, Ricardo, Mill, Marx and Keynes.

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

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

Course Deletion

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

Program / Academic / Administrative Unit: Economics

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2015.12.17.03

College Council Approval Date: December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state "not applicable")

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state "not applicable")

7. Other Information

Attachment Pages: # pages (fill in number of pages, or indicate "0" if there are no attachments)

THE MOTION FORM IS NOW COMPLETE — PLEASE DISREGARD THE BLOCK BELOW

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.13

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED.



Approved by SCAAF: January 6, 2016
Date

Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201601.15

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of ECON 203-3 Canadian Economic History, on page 219 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016

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

As part of a curriculum revision, this course will no longer be offered.

3. **Implications of the changes for other programs, etc., if applicable:** The course will be replaced with another option in the Economics Major, Economics Minor and Econ/Ints, Econ/Math, Econ/Pols Joint Majors. The Public Administration and Community Development Major will also be affected. Chairs of all affected programs have been informed.

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

ECON 203-3 Canadian Economic History Theories of development, regional differences, First Nations in Canadian economic development.

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

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

Course Deletion

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

Program / Academic / Administrative Unit: Economics

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2015.12.17.03

College Council Approval Date: December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state "not applicable")

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state "not applicable")

7. Other Information

Attachment Pages: # pages (fill in number of pages, or indicate "0" if there are no attachments)

THE MOTION FORM IS NOW COMPLETE — PLEASE DISREGARD THE BLOCK BELOW

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.14

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED.



Approved by SCAAF: January 6, 2016
Date

Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201601.16

SENATE COMMITTEE ON ACADEMIC AFFAIRS
PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of ECON 452-3 Advanced Macroeconomic Theory, on page 221 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016

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

As part of a curriculum revision, this course will no longer be offered.

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

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

ECON 452-3 Advanced Macroeconomic Theory Selected topics in macroeconomics.

Prerequisites: ECON 310-3, ECON 311-3, ECON 312-3 or permission of the instructor

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

Course Deletion

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

Program / Academic / Administrative Unit: (if applicable, or state “not applicable”)

College(s): Arts, Social and Health Sciences

College Council Motion Number(s): Omnibus Motion: CASHSCC.2015.12.17.03

College Council Approval Date(s): December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state “not applicable”)

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state “not applicable”)

7. **Other Information**

Attachment Pages: # pages (fill in number of pages, or indicate "0" if there are no attachments)

THE MOTION FORM IS NOW COMPLETE — PLEASE DISREGARD THE BLOCK BELOW

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.15

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED.

Approved by SCAAF: January 6, 2016
Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201601.17

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of ECON 453-3 Advanced Econometrics, on page 221 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016

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

As part of a curriculum revision, this course will no longer be offered.

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

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

ECON 453-3 Advanced Econometrics Selected topics in econometrics.

Prerequisites: ECON 310-3, ECON 311-3, ECON 312-3 or permission of the instructor

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

Course Deletion

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

Program / Academic / Administrative Unit: (if applicable, or state “not applicable”)

College(s): Arts, Social and Health Sciences

College Council Motion Number(s): Omnibus Motion: CASHSCC.2015.12.17.03

College Council Approval Date(s): December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state “not applicable”)

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state “not applicable”)

7. **Other Information**

Attachment Pages: # pages (fill in number of pages, or indicate "0" if there are no attachments)

THE MOTION FORM IS NOW COMPLETE — PLEASE DISREGARD THE BLOCK BELOW

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.16

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED.

Approved by SCAAF: January 6, 2016
Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201601.18

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ECON 651-3 Microeconomic Theory and Applications be approved as proposed:

A. Description of the Course

1. **Proposed semester of first offering:** September 2016
2. **Academic Program:** Economics
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ECON 651-3
4. **Course Title:** Microeconomic Theory and Applications
5. **Goal(s) of Course:** To provide students with a knowledge of microeconomic theory and an ability to apply it to solve selected problems.
6. **Calendar Course Description:**

This course provides an understanding of microeconomics at an advanced level. The emphasis is on understanding microeconomic theory and its applications to selected issues.

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

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

Yes* No X

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

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

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

Variable credit is denoted by the following examples:

9. What courses are being deleted from the Program this year? ECON 202-3, ECON 203-3, ECON 452-3, ECON 453-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: None
2. Is a preclusion required? Yes _____ No X
3. If there is an overlap, and no preclusion is required, please explain why not:
4. Has this overlap been discussed with the Program concerned? Yes X No X
5. In offering this course, will UNBC require facilities or staff at other institutions?
Yes _____ No X
If yes, please describe requirements:
6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?
Yes _____ No X
If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.
 - i. College Staffing: none
 - ii. Space (classroom, laboratory, storage, etc.): none
 - iii. Library Holdings: See attached form
 - iv. Computer (time, hardware, software): none

E. Additional Attached Materials

F. Other Considerations

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

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

2. Other Information:

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

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

1. College(s): Arts, Social and Health Sciences
2. College Council Motion Number(s): Omnibus Motion: CASHSCC.2015.12.17.03
3. College Council Approval Date(s): December 17, 2015
4. Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state "not applicable")
5. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state "not applicable")

PLEASE COMPLETE THE "NEW COURSE APPROVAL MOTION FORM CHECKLIST" AND THE "LIBRARY HOLDINGS" FORM ACCESSIBLE ON THE SENATE WEB PAGE AND THE MOTION FORM IS NOW READY FOR SUBMISSION — PLEASE DISREGARD THE BLOCK BELOW

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.17

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

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

PROPOSED NEW COURSE: ECON 651-3 – Microeconomic Theory and Applications

This course provides an understanding of microeconomics at an advanced level. The emphasis is on understanding microeconomic theory and its applications to selected issues.

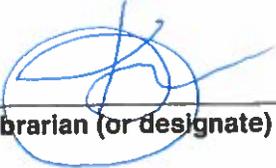
Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes X No

Current library holdings (electronic and print) are adequate to support the course. Required texts (monographs) will be purchased for the proposed course using the regular monograph budget. Faculty are encouraged to make recommendations for purchase.

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

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



University Librarian (or designate) signature

25 Nov 2015

Date

Motion Number (assigned by
Steering Committee of Senate): S-201601.19

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ECON 700-0.5 Graduate Colloquia be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2016
2. **Academic Program:** Economics
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ECON 700-0.5
4. **Course Title:** graduate Colloquia
5. **Goal(s) of Course:** To provide students with access to the latest research on a variety of global issues.
6. **Calendar Course Description:**

Students attend colloquia on a range of research conducted on global issues. Students must register twice in this course. The course is offered during the September and January semesters. This is a PASS/FAIL course.

Credits: 0.500

7. **Credit Hours:** 0.5 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* No

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: 1.0

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

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

8. What other courses are being proposed within the Program this year? ECON 204-3, ECON 412-3, ECON 350-3, ECON 651-3

9. What courses are being deleted from the Program this year? ECON 202-3, ECON 203-3, ECON 452-3, ECON 453-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: None

2. Is a preclusion required? Yes _____ No X

3. If there is an overlap, and no preclusion is required, please explain why not:

4. Has this overlap been discussed with the Program concerned? Yes X No X

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

Yes _____ No X

If yes, please describe requirements:

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

Yes _____ No X

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

D. Resources required

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

i. College Staffing: none

ii. Space (classroom, laboratory, storage, etc.): none

iii: Library Holdings: See attached form

iv. Computer (time, hardware, software): none

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** Possibly No _____

* Whether a new course has First Nations content is to be determined by the relevant College Council(s).

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

2. Other Information:

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

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

1. **College(s):** Arts, Social and Health Sciences
2. **College Council Motion Number(s):** Omnibus Motion: CASHSCC.2015.12.17.03
3. **College Council Approval Date(s):** December 17, 2015
4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** (if applicable, or state "not applicable")
5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** (if applicable, or state "not applicable")

PLEASE COMPLETE THE "NEW COURSE APPROVAL MOTION FORM CHECKLIST" AND THE "LIBRARY HOLDINGS" FORM ACCESSIBLE ON THE SENATE WEB PAGE AND THE MOTION FORM IS NOW READY FOR SUBMISSION — PLEASE DISREGARD THE BLOCK BELOW

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.18

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

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

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

PROPOSED NEW COURSE: ECON 700-3 – Graduate Colloquia

Students attend colloquia on a range of research conducted on global issues. Students must register twice in this course. The course is offered during the September and January semesters. This is a PASS/FAIL course.

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

a) Are current library holdings adequate? Yes X No

Current library holdings (electronic and print) are adequate to support the course. Required texts (monographs) will be purchased for the proposed course using the regular monograph budget. Faculty are encouraged to make recommendations for purchase.

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

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



University Librarian (or designate) signature

25 Nov 2015

Date

Motion Number (assigned by
Steering Committee of Senate): S-201601.20

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ECON 204-3 Contemporary Economic Issues be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2016
2. **Academic Program:** Economics
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ECON 204-3
4. **Course Title:** Contemporary Economic Issues
5. **Goal(s) of Course:** To provide students with an understanding of selected contemporary economic issues. Course content will vary by year.
6. **Calendar Course Description:**

This course provides an introduction to contemporary economic issues. Issues examined will vary by year and may be related to include topics from trade, finance, demographic change, regional economic development, Aboriginal economic development, energy, and various aspects of government policy and behaviour. This course may be repeated to a maximum of 6 credit hours if the material is substantially different.

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

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

Yes* No

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: 6

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture x
Laboratory _____
Seminar _____
Other (please specify) _____

9. Prerequisites (taken prior): None

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

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

12. Preclusions: None

13. Course Equivalencies:

14. Grade Mode: NORMAL (i.e., alpha grade)

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

16. Proposed text / readings: None. Selected readings will vary by year.

B. Significance Within Academic Program Provides an upper level capstone course in Economics

1. Anticipated enrolment 15-20

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: _____ Minor: _____ Other: _____

4. Elective in: Major: Economics Minor: Economics Other: Joint Majors _____

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency:

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

8. What other courses are being proposed within the Program this year? ECON 412-3, ECON 350-3, ECON 651-3

9. What courses are being deleted from the Program this year? ECON 202-3, ECON 203-3, ECON 452-3, ECON 453-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: None

2. Is a preclusion required? Yes _____ No X

3. If there is an overlap, and no preclusion is required, please explain why not:

4. Has this overlap been discussed with the Program concerned? Yes X No X

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

Yes _____ No X

If yes, please describe requirements:

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

Yes _____ No X

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

D. Resources required

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

i. College Staffing: none

ii. Space (classroom, laboratory, storage, etc.): none

iii. Library Holdings: See attached form

iv. Computer (time, hardware, software): none

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** Possibly No _____

* Whether a new course has First Nations content is to be determined by the relevant College Council(s).

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

2. Other Information:

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

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

1. **College(s):** Arts, Social and Health Sciences
2. **College Council Motion Number(s):** Omnibus Motion: CASHSCC.2015.12.17.03
3. **College Council Approval Date(s):** December 17, 2015
4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** (if applicable, or state “not applicable”)
5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** (if applicable, or state “not applicable”)

PLEASE COMPLETE THE “NEW COURSE APPROVAL MOTION FORM CHECKLIST” AND THE “LIBRARY HOLDINGS” FORM ACCESSIBLE ON THE SENATE WEB PAGE AND THE MOTION FORM IS NOW READY FOR SUBMISSION — PLEASE DISREGARD THE BLOCK BELOW

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.19
Moved by: M. Dale **Seconded by:** P. Siakaluk
Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair’s Signature

For recommendation to ✓, or information of _____ Senate.

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

PROPOSED NEW COURSE: ECON 204-3 – Contemporary Economic Issues

This course provides an introduction to contemporary economic issues. Particular schools of thought will be identified and their approaches to contemporary issues examined. Issues examined will vary by year and may include topics from trade, finance, demographic change, regional economic development, Aboriginal economic development, energy, and various aspects of government policy and behaviour. This course may be repeated to a maximum of 6 credit hours if the material is substantially different

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

a) Are current library holdings adequate? Yes X No

Current library holdings (electronic and print) are adequate to support the course. Required texts (monographs) will be purchased for the proposed course using the regular monograph budget. Faculty are encouraged to make recommendations for purchase.

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

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



University Librarian (or designate) signature

25 Nov 2015

Date

Motion Number (assigned by
Steering Committee of Senate): S-201601.21

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ECON 350-3 Managerial Economics be approved as proposed:

A. Description of the Course

1. **Proposed semester of first offering:** September 2016
2. **Academic Program:** Economics
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ECON 350-3
4. **Course Title:** Managerial Economics
5. **Goal(s) of Course:** To provide students with an understanding of how economic principles can be applied to decision-making in organizations.
6. **Calendar Course Description:**

~~Managerial Economics~~ This course is concerned with the application of economic principles and methodologies to key management decisions within organizations. It provides principles to foster the goals of the organization, as well as a better understanding of the external business environment in which an organization operates. Topics may include: demand, production, and cost analysis; market structure and pricing practices; objectives in private and public organizations; regulation and; entrepreneurship.

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

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

Yes* _____ No X

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

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as “3” and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description: “This course may be repeated to a maximum of XX credit hours if the material is substantially different.”

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 3
Laboratory _____
Seminar _____
Other (please specify) _____

9. Prerequisites (taken prior): ECON 100-3 and ECON 101-3

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

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

12. Preclusions: None

13. Course Equivalencies:

14. Grade Mode: NORMAL (i.e., alpha grade)

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

16. Proposed text / readings: Managerial Economics, J. Perloff and J. Brander, Prentice Hall.

B. Significance Within Academic Program Provides an applied microeconomics course useful for Economics Joint Majors and Commerce Majors especially.

1. Anticipated enrolment 140

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: Commerce Minor: _____ Other: _____

4. Elective in: Major: Joint Majors with POLS and INTS Minor: Econ Other: _____

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency:

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

8. What other courses are being proposed within the Program this year? ECON 204-3, ECON 412-3, ECON 651-3

9. What courses are being deleted from the Program this year? ECON 202-3, ECON 203-3, ECON 452-3, ECON 453-3

C. Relation to Other Program Areas Will be included in Business Major (pending approval) and will be of interest to all students interested in understanding the basic economic principles of organizational behaviour.

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

2. Is a preclusion required? Yes _____ No X

3. If there is an overlap, and no preclusion is required, please explain why not:

4. Has this overlap been discussed with the Program concerned? Yes X No X

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

Yes _____ No X

If yes, please describe requirements:

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

Yes _____ No X

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

D. Resources required

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

i. College Staffing: none

ii. Space (classroom, laboratory, storage, etc.): none

iii: Library Holdings: See attached form

iv. Computer (time, hardware, software): none

E. Additional Attached Materials

F. Other Considerations

1. **First Nations Content***: Yes** _____ No X

* *Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

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

2. **Other Information:**

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

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

1. **College(s):** Arts, Social and Health Sciences

2. **College Council Motion Number(s):** Omnibus Motion: CASHSCC.2015.12.17.03

3. **College Council Approval Date(s):** December 17, 2015

4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** (if applicable, or state “not applicable”)

5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** (if applicable, or state “not applicable”)

PLEASE COMPLETE THE “NEW COURSE APPROVAL MOTION FORM CHECKLIST” AND THE “LIBRARY HOLDINGS” FORM ACCESSIBLE ON THE SENATE WEB PAGE AND THE MOTION FORM IS NOW READY FOR SUBMISSION — PLEASE DISREGARD THE BLOCK BELOW

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.20

Moved by: M. Dale

Seconded by: P. Siakaluk

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date



Chair’s Signature

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

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

PROPOSED NEW COURSE: ECON 350-3 – Managerial Economics

Managerial Economics is concerned with the application of economic principles and methodologies to key management decisions within organizations. It provides principles to foster the goals of the organization, as well as a better understanding of the external business environment in which an organization operates. Topics may include demand, production, and cost analysis; market structure and pricing practices; objectives in private and public organizations; regulation; entrepreneurship

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

a) Are current library holdings adequate? Yes X No

Current library holdings (electronic and print) are adequate to support the course. Required texts (monographs) will be purchased for the proposed course using the regular monograph budget. Faculty are encouraged to make recommendations for purchase.

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

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



University Librarian (or designate) signature

25 Nov 2015

Date

Motion Number (assigned by
Steering Committee of Senate): S-201601.22

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ECON 412-3 Applying Economics in the Community be approved as proposed.

A. Description of the Course

1. **Proposed semester of first offering:** September 2016
2. **Academic Program:** Economics
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ECON 412-3
4. **Course Title:** Applying Economics in the Community
5. **Goal(s) of Course:** To provide students with an experiential learning opportunity by applying their knowledge of economics to a problem or question defined by a community organization. Students will develop problem solving skills, research skills, and writing and communication skills in a service learning environment.

6. Calendar Course Description:

~~In this course, This class project will involve~~ students in the application of apply their economics knowledge to a real-world problem or question. Working with a local organization, students will design the methodology to answer the problem or question identified by the organization, engage in collaborative research, and produce a group report. The organization chosen may vary from year to year.

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

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

Yes* No

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

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture _____
Laboratory _____
Seminar 3
Other (please specify) _____

9. Prerequisites (taken prior): ECON 310-3 or ECON 350-3, ECON 311-3 or permission of Chair.

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

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

12. Preclusions: None

13. Course Equivalencies:

14. Grade Mode: NORMAL (i.e., alpha grade)

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

16. Proposed text / readings: None. Selected readings will vary by year.

B. Significance Within Academic Program Provides an upper level capstone course in Economics

1. Anticipated enrolment 6-8

2. If there is a proposed enrolment limit, state the limit and explain: Preference given to Economics Majors. Upper limit of 10 to enable the collaborative objectives of the course to be met.

3. Required for: Major: Economics Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency:

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

8. What other courses are being proposed within the Program this year? ECON 207-3, ECON 350-3, ECON 651-3

9. What courses are being deleted from the Program this year? ECON 202-3, ECON 203-3, ECON 452-3, ECON 453-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: None

2. Is a preclusion required? Yes _____ No X

3. If there is an overlap, and no preclusion is required, please explain why not:

4. Has this overlap been discussed with the Program concerned? Yes X No X

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

Yes _____ No X

If yes, please describe requirements:

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

Yes _____ No X

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

D. Resources required

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

i. College Staffing: none

ii. Space (classroom, laboratory, storage, etc.): none

iii. Library Holdings: See attached form

iv. Computer (time, hardware, software): none

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** _____ No X (but First Nations organizations are potential community partners)

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

PROPOSED NEW COURSE: ECON 412-3 – Applying Economics in the Community

This class project will involve students in the application of their economics knowledge to a real world problem or question. Working with a local organization, students will design the methodology to answer the problem or question identified by the organization, engage in collaborative research, and produce a group report. The organization chosen may vary from year to year.

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

a) Are current library holdings adequate? Yes X No

Current library holdings (electronic and print) are adequate to support the course. Required texts (monographs) will be purchased for the proposed course using the regular monograph budget. Faculty are encouraged to make recommendations for purchase.

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

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



University Librarian (or designate) signature

25 Nov 2015

Date

Executive Summary

These motions serve two purposes. First, I am attempting to clean up confusing or contradictory language that appears in the Calendar. Second, as part of revisions to the MEd in Multidisciplinary Leadership requested internally (by the Graduate Programs and CASHS Dean) and externally (from the Alberta equivalent of DQAB: CQAC), I sent out a survey to 157 email addresses of past graduates (37 responded) and we have, to date, interviewed five past graduates. The survey and interview responses have indicated that the two course-related motions are a step in the right direction.

Motion One: 601 plus students choose to take either 602 or 610

The students were asked in the survey and in the interviews to comment on whether they are in support of the change. A large majority (over 70%) indicated that they were in support and all interviewed participants voiced their support. This change also brings the MDL specialization in line with the Special Education and Counselling specializations that have the same requirement of 601 and then either 602 or 610.

Motion Two: 655 and 656 as mandatory courses

Over 70% of the respondents chose 655 and 656 from a list of potential mandatory course to become mandatory. Should Motion One be passed, these two courses will add to the number of required courses as the removal of 602/610 as BOTH mandatory courses will be reduced from eight to four and the addition of 601, 655, and 656 will provide 19 credits as required courses which will provide a solid foundation in Leadership and Research Methods.

Motion Three: 795/603 language

This motion is meant to clarify the language in the Calendar as few students are required or advised to take either 795 or 603 at the present time.

Additionally, the number of credits to receive the Master of Education in Multidisciplinary Leadership will change from a minimum of 32 credits to a minimum of 31 credits.

Motion Number (assigned by
Steering Committee of Senate): S-201601.23

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the Multidisciplinary Leadership program course requirements requiring Educ-601-3 Educational Research Design and Methodology be added as a required course and a choice of either Educ 602-4 Quantitative Research Design and Data Analysis or Educ 610-4 Qualitative Analysis in Education as required courses on page 58 of the print Graduate Calendar and on the PDF 2015/2016 graduate calendar on the UNBC webpage be approved as proposed.

1. **Effective date:** May 2016

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

The Multidisciplinary (MDL) Program in the School of Education is beginning a review and revision process and the addition of the EDUC-601-3 research methods course as a required course and a choice of either EDUC-602-4 OR EDUC-610 is the first of several changes that could be made to the program. Additionally, this proposed change brings the MDL in line with the Counselling and Special Education specializations that have the same requirement for 601 and the choice of either 602 or 610.

3. **Implications of the changes for other programs, etc., if applicable:** No implications for other programs.

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

Multidisciplinary Leadership students are required to complete four (4) core courses, required focus area courses, and a sufficient number of elective courses to meet the minimum 32 credit graduation requirement, including a comprehensive examination. The number of electives will vary according to the route chosen.

Required Core Courses

EDUC 602-4 Educational Quantitative Research Design and Analysis
EDUC 606-3 Leading for Change
EDUC 609-3 Aboriginal Learners: History, Culture and Ways of Knowing
EDUC 610-4 Qualitative Analysis in Education

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

Multidisciplinary Leadership students are required to complete ~~four (4)~~ five (5) core courses, required focus area courses, and a sufficient number of elective courses to meet the minimum ~~32~~ 31-credit-hour graduation requirement, including a comprehensive examination. The number of electives will vary according to the route chosen.

Required Core Courses

~~EDUC 602-4~~ Educational Quantitative Research Design and Analysis

EDUC 606-3 Leading for Change
EDUC 609-3 Aboriginal Learners: History, Culture and Ways of Knowing
~~EDUC 610-4 Qualitative Analysis in Education~~

EDUC 601-3 Educational Research Design and Methodology

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

EDUC 602-4 Quantitative Research Design and Data Analysis

EDUC 610-4 Qualitative Analysis in Education

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2015.12.17.06

College Council Approval Date: December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 # pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.22

Moved by: G. Payne **Seconded by:** D. Wessel Lightfoot

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

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

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the Multidisciplinary Leadership program course requirements include EDUC 655-3 (Collaboration, Communication and Community: Leaders as Community Builders) and EDUC 656-3 (Instructional Leadership) as required courses on page 58 of the print Graduate Calendar and on the PDF 2015/2016 graduate calendar on the UNBC webpage be approved as proposed.

1. **Effective date:** May 2016

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

The Multidisciplinary (MDL) Program in the School of Education is beginning a review and revision process and the addition of these two courses is the first of several changes that are to be made to the program. In a recent survey of MDL graduates, over 70% of the responding students indicated that these two courses should be mandatory.

3. **Implications of the changes for other programs, etc., if applicable:** No implications for other programs.

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

Multidisciplinary Leadership students are required to complete four (4) core courses, required focus area courses, and a sufficient number of elective courses to meet the minimum 32 credit graduation requirement, including a comprehensive examination. The number of electives will vary according to the route chosen.

Required Core Courses

| | |
|------------|---|
| EDUC 602-4 | Educational Quantitative Research Design and Analysis |
| EDUC 606-3 | Leading for Change |
| EDUC 609-3 | Aboriginal Learners: History, Culture and Ways of Knowing |
| EDUC 610-4 | Qualitative Analysis in Education |

Educational Leadership Focus Area Courses:

| | |
|------------|---|
| EDUC 615-3 | The School Principalship |
| EDUC 616-3 | Policy and Politics in Public Education |
| EDUC 617-3 | Leading for Learning: Teacher Leadership and Principal Preparation |
| EDUC 626-3 | Inclusive Education: Learning for All |
| EDUC 655-3 | Collaboration, Communication and Community: Leaders as Community Builders |
| EDUC 656-3 | Instructional Leadership |

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

Multidisciplinary Leadership students are required to complete ~~four (4)~~ five (5) core courses, required focus area courses, and a sufficient number of elective courses to meet the minimum ~~32~~ 31-credit-hour graduation requirement, including a comprehensive examination. The number of electives will vary according to the route chosen.

Required Core Courses

~~EDUC 602-4 Educational Quantitative Research Design and Analysis~~
EDUC 606-3 Leading for Change
EDUC 609-3 Aboriginal Learners: History, Culture and Ways of Knowing
~~EDUC 610-4 Qualitative Analysis in Education~~
EDUC 655-3 Collaboration, Communication and Community: Leaders as Community Builders
EDUC 656-3 Instructional Leadership

Educational Leadership Focus Area Courses:

EDUC 615-3 The School Principalship
EDUC 616-3 Policy and Politics in Public Education
EDUC 617-3 Leading for Learning: Teacher Leadership and Principal Preparation
EDUC 626-3 Inclusive Education: Learning for All
~~EDUC 655-3 Collaboration, Communication and Community: Leaders as Community Builders~~
~~EDUC 656-3 Instructional Leadership~~

N.B.: A motion that is meant to precede this motion requests that EDUC 601-3 be added as a required course and that student choose either 602-4 or 610-4 with the other offered as a possible elective.

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2015.12.17.06

College Council Approval Date: December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 # _____ pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.23

Moved by: G. Payne **Seconded by:** D. Wessel Lightfoot

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201601.25

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the Admissions and Requirements sections of the Calendar be revised to reflect recent changes to the three specializations (Counselling, Multidisciplinary Leadership, and Special Education) as outlined on page 55 of the print Graduate Calendar and on the PDF 2015/2016 graduate calendar on the UNBC webpage be approved as proposed.

1. **Effective date:** May 2016

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

With recent changes to the Counselling specialization and proposed changes to the Multidisciplinary Leadership specialization as well as the original Special Education specialization, the language is no longer appropriate since students now choose to take 602 or 610 (Admissions section) (and assuming that previously-submitted motions are passed), and also, students in all three specializations may be advised to take EDUC 795-3 if taking the thesis exit rather than "are advised to" (Requirements section). As well there are some obvious typographic errors to be corrected. Lastly, students can be advised to take any number of courses so specifically stating "include EDUC 603-4 (Advanced Educational Research Data Analysis) in their degree program in addition to the required courses" is not necessary.

3. **Implications of the changes for other programs, etc., if applicable:** No implications for other programs.

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

Admission

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

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

Requirements

Provided that such courses have not been associated with the receipt of either a degree or diploma from UNBC or another educational institution, students may apply to the Dean of Graduate Programs for up to six credits for previously completed graduate level course work that is equivalent to that completed in the MEd program. Where equivalent courses have been associated previously with the receipt of either a degree or diploma, students will be permitted to elect alternative courses from the MEd program to satisfy the requirements for the degree.

Students in an MEd Program may take up to six credits of elective course work from UNBC programs other than that in which they are completing their specialization or from other institutions under the Western Deans' Agreement (students require permission of their Academic Supervisor and

the Education Graduate Program Chair). Except under highly unusual circumstances, thesis students will be advised to take the research seminar course, EDUC 795-3. Students completing a thesis may be advised to include EDUC 603-4 (Advanced Educational Research Data Analysis) in their degree program in addition to the required courses.

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

Admission

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

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

Requirements

Provided that such courses have not been associated with the receipt of either a degree or diploma from UNBC or another educational institution, students may apply to the Dean of Graduate Programs for up to six credits for previously completed ~~graduate-level~~ graduate-level course work that is equivalent to that completed in the MEd program. Where equivalent courses have been associated previously with the receipt of either a degree or diploma, students will be permitted to elect alternative courses from the MEd program to satisfy the requirements for the degree.

Students in an MEd Program may take up to ~~six~~ 6 credits hours of elective course work from UNBC programs other than that in which they are completing their specialization or from other institutions under the Western Deans' Agreement (students require permission of their Academic Supervisor and the Education Graduate Program Chair). ~~Except under highly unusual circumstances, Depending on The supervisory committee may advise thesis students will may be advised to take the research seminar course, EDUC 795-3. Students completing a thesis may be advised to include EDUC 603-4 (Advanced Educational Research Data Analysis) in their degree program in addition to the required courses.~~

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2015.12.17.06

College Council Approval Date: December 17, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 # pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.24

Moved by: G. Payne

Seconded by: D. Wessel Lightfoot

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Executive Summary – School of Nursing Proposed Revision of Calendar Entry

Change the title and course description for NURS 455 – (6, 8) Critical Care, Emergency and Trauma, on several pages in the School of Nursing section of the Undergraduate Calendar, to NURS 455 – (6, 8) Foundations in Emergency and Trauma Nursing.

Rationale: At the request of School of Nursing faculty and students, adjust the title and make a minor edit in the course description to clarify and accurately reflect the intent and focus of the course. The current title and course description are misleading as the course does not include critical care (intensive care) content.

Prepared by: Stacey Pickering, Advisor – Rural Nursing Certificate & Post-Diploma Programs

Motion Number (assigned by
Steering Committee of Senate): S-201601.26

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course title and course description for NURS 455-(6, 8) Critical Care, Emergency and Trauma on page 275 of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** To adjust the title and make a minor edit in the course description to clarify and accurately reflect the intent and focus of the course. The current title and course description are misleading as the course does not include critical care (intensive care) content.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 455-(6, 8) Critical Care, Emergency and Trauma This course provides students with the practical evidence-based information, skills and tools necessary to identify clients with critical conditions and to intervene appropriately and effectively within the context and confines of rural nursing practice. The most salient aspects of adult, geriatric and pediatric emergency and critical care encountered in rural practice are examined. The course includes a focused lab experience and a practicum, which are both mandatory. The NCBNP requires the 8 credit hour course. RNCP and Post-Diploma BScN students complete the 6 credit hour course.

Prerequisites: NURS 330-4, or permission of the Chair, School of Nursing for 8 credit hour course

Major Restriction: Rural Nursing Certificate Program or Post-Diploma BScN students, or permission of the Chair, School of Nursing for 6 credit hour course

Recommended: NURS 451-3

Precluded: NURS 417-4

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

NURS 455-(6, 8) ~~Critical Care~~, Foundations in Emergency and Trauma Nursing This course provides students with the practical evidence-based information, skills and tools necessary to identify clients with critical conditions and to intervene appropriately and effectively within the context and confines of rural nursing practice. The most salient aspects of adult, geriatric and pediatric emergency and ~~critical care~~ trauma encountered in rural practice are examined. The course includes a focused lab experience and a practicum, which are both mandatory. The

NCBNP requires the 8-credit-hour course. RNCP and Post-Diploma BScN students complete the 6-credit-hour course.

Prerequisites: NURS 330-4, or permission of the Chair, School of Nursing for 8-credit-hour course

Major Restriction: Rural Nursing Certificate Program or Post-Diploma BScN students, or permission of the Chair, School of Nursing for 6-credit-hour course

Recommended: NURS 451-3

Precluded: NURS 417-4

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

Program / Academic / Administrative Unit: School of Nursing

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2015.12.17.05

College Council Approval Date: December 17, 2015

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

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

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.25

Moved by: P. Siakaluk **Seconded by:** B. Schorcht

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201601.27

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course title for NURS 455-(6, 8) Critical Care, Emergency and Trauma in the Northern Collaborative Baccalaureate Nursing Program requirements on page 172 of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** To adjust the title and make a minor edit in the course description to clarify and accurately reflect the intent and focus of the course. The current title and course description are misleading as the course does not include critical care (intensive care) content.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

At least one of the following areas of clinical focus:

NURS 420-8 Community Health Nursing
or
NURS 422-8 First Nations Health and Nursing
or
NURS 426-8 Acute Care Nursing
or
NURS 432-8 Mental Health Nursing
or
NURS 435-8 Pediatric Nursing
or
NURS 454-8 Perinatal Care
or
NURS 455-8 Critical Care, Emergency and Trauma
or
NURS 461-8 Rural Health and Nursing
or
NURS 497-8 Specialty Focus in Nursing

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

At least one of the following areas of clinical focus:

NURS 420-8 Community Health Nursing
or
NURS 422-8 First Nations Health and Nursing
or
NURS 426-8 Acute Care Nursing
or
NURS 432-8 Mental Health Nursing
or
NURS 435-8 Pediatric Nursing
or
NURS 454-8 Perinatal Care
or
NURS 455-8 ~~Critical Care~~, Foundations in Emergency and Trauma Nursing
or
NURS 461-8 Rural Health and Nursing
or
NURS 497-8 Specialty Focus in Nursing

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

Program / Academic / Administrative Unit: School of Nursing

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2015.12.17.05

College Council Approval Date: December 17, 2015

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

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

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.26

Moved by: P. Siakaluk

Seconded by: B. Schorcht

Committee Decision: CARRIED.



Approved by SCAAF: January 6, 2016
Date

Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201601.28

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course title for NURS 455-(6, 8) Critical Care, Emergency and Trauma in the Post-Diploma Baccalaureate Nursing program requirements on page 173 of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** To adjust the title and make a minor edit in the course description to clarify and accurately reflect the intent and focus of the course. The current title and course description are misleading as the course does not include critical care (intensive care) content.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

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
NURS 301-3 Advanced Pathophysiology
NURS 303-3 Nutrition
or HHSC 311-3 Nutrition
NURS 402-3 Health Promotion
or HHSC 473-3 Health Promotion
NURS 409-3 Pharmacotherapeutics for Nurses
NURS 411-3 Medical Diagnostics for Nurses
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 Critical Care, Emergency and Trauma
NURS 456-3 Mental Health and Addictions
NURS 457-3 Living and Working in a Rural Community
NURS 458-6 Remote Nursing Certified Practice

At least one of the following areas of clinical concentration:

NURS 420-6 Community Health Nursing
or
NURS 422-6 First Nations Health and Nursing
or
NURS 426-6 Acute Care Nursing
or
NURS 428-6 Nursing Management
or
NURS 430-6 Community Continuing Care Nursing
or
NURS 432-6 Mental Health Nursing
or
NURS 435-6 Pediatric Nursing
or
NURS 454-6 Perinatal Care
or
NURS 455-6 Critical Care, Emergency and Trauma
or
NURS 497-6 Specialty Focus in Nursing

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

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
NURS 301-3 Advanced Pathophysiology
NURS 303-3 Nutrition
or HHSC 311-3 Nutrition
NURS 402-3 Health Promotion
or HHSC 473-3 Health Promotion
NURS 409-3 Pharmacotherapeutics for Nurses
NURS 411-3 Medical Diagnostics for Nurses
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 ~~Critical Care~~, 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

At least one of the following areas of clinical concentration:

NURS 420-6 Community Health Nursing
or

NURS 422-6 First Nations Health and Nursing
or
NURS 426-6 Acute Care Nursing
or
NURS 428-6 Nursing Management
or
NURS 430-6 Community Continuing Care Nursing
or
NURS 432-6 Mental Health Nursing
or
NURS 435-6 Pediatric Nursing
or
NURS 454-6 Perinatal Care
or
NURS 455-6 ~~Critical Care~~, Foundations in Emergency and Trauma Nursing
or
NURS 497-6 Specialty Focus in Nursing

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

Program / Academic / Administrative Unit: School of Nursing

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2015.12.17.05

College Council Approval Date: December 17, 2015

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

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

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.27

Moved by: P. Siakaluk

Seconded by: B. Schorcht

Committee Decision: CARRIED.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201601.29

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course title for NURS 455-(6, 8) Critical Care, Emergency and Trauma in the Rural Nursing Certificate Program requirements on page 174 of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** To adjust the title and make a minor edit in the course description to clarify and accurately reflect the intent and focus of the course. The current title and course description are misleading as the course does not include critical care (intensive care) content.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Certificate Requirements

NURS 451-3 Health Assessment and RN First Call
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 Critical Care, Emergency and Trauma
NURS 456-3 Mental Health and Addictions
NURS 457-3 Living and Working in a Rural Community

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

Certificate Requirements

NURS 451-3 Health Assessment and RN First Call
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 ~~Critical Care~~, Foundations in Emergency and Trauma Nursing
NURS 456-3 Mental Health and Addictions
NURS 457-3 Living and Working in a Rural Community

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

Program / Academic / Administrative Unit: School of Nursing

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2015.12.17.05

College Council Approval Date: December 17, 2015

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

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

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.28

Moved by: P. Siakaluk

Seconded by: B. Schorcht

Committee Decision: CARRIED.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201601.30

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the degree requirements and description for the Minor in Biology and Conservation, on page 67 of the 2015/16 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** Evolution is the foundation of all of biology and thus should be part of any biology degree offered at UNBC. We are proposing to require students take BIOL 323-3 (Evolutionary Biology) for completion of this minor.
3. **Implications of the changes for other programs, etc., if applicable:** Consultation with the Biology curriculum committee, the Forest Ecology and Management curriculum committee, the NRM Wildlife and Fisheries curriculum committee, and the Biochemistry and Molecular Biology curriculum committee. No implications were noted.
4. **Reproduction of current Calendar entry for the item to be revised:**

Minor in Biology and Conservation

The minor in Biology and Conservation provides students with a background in ecological principles and techniques associated with the management and conservation of animal and plant populations and communities associated with a range of ecosystems. Upon completion of the minor, students will have a broad background in genetics and evolution, population and community dynamics, ecological analysis, and the key problems and approaches for conserving biological diversity.

The minor in Biology and Conservation requires the completion of a minimum of 27 credit hours of study (plus associated prerequisites). A maximum of two courses (6 credit hours) used to fulfill the requirements for a major, or another minor, may also be used to fulfill requirements for this minor. Forest Ecology and Management Majors will have the following prerequisites as part of the major core requirements. Students from other majors will need to fulfill the prerequisite requirements for this minor.

| | |
|------------|------------------------------------|
| 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 |
| BIOL 201-3 | Ecology |
| STAT 240-3 | Basic Statistics |

Required Courses

| | |
|------------|----------------------------------|
| BIOL 210-3 | Genetics |
| BIOL 325-3 | Ecological Analyses |
| BIOL 410-3 | Population and Community Ecology |
| BIOL 411-3 | Conservation Biology |

Five of the following courses, three of which must be Biology courses:

| | |
|------------|---|
| NREM 204-3 | Introduction to Wildlife and Fisheries |
| BIOL 304-3 | Plants, Society and the Environment |
| BIOL 307-3 | Ichthyology and Herpetology |
| BIOL 308-3 | Ornithology and Mammalogy |
| BIOL 318-3 | Fungi and Lichens |
| BIOL 321-3 | Animal Physiology |
| BIOL 323-3 | Evolutionary Biology |
| BIOL 333-3 | Field School |
| BIOL 350-3 | Ethnobotany |
| BIOL 402-3 | Aquatic Plants |
| BIOL 404-3 | Plant Ecology |
| BIOL 406-3 | Fish Ecology |
| BIOL 412-3 | Wildlife Ecology |
| BIOL 440-3 | Internship |
| ENPL 305-3 | Environmental Impact Assessment |
| ENVS 325-3 | Global Environmental Change: Science and Policy |
| NREM 413-3 | Agroforestry |

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

Minor in Biology and Conservation

The minor in Biology and Conservation provides students with a background in ecological principles and techniques associated with the management and conservation of animal and plant populations and communities associated with a range of ecosystems. Upon completion of the minor, students will have a broad background in genetics and evolution, population and community dynamics, ecological analysis, and the key problems and approaches for conserving biological diversity.

The minor in Biology and Conservation requires the completion of a minimum of 27 credit hours of study (plus associated prerequisites). A maximum of two courses (6 credit hours) used to fulfill the ~~requirements~~ requirements for a major, or another minor, may also be used to fulfill requirements for this minor. Forest Ecology and Management Majors will have the following prerequisites as part of the major core requirements. Students from other majors will need to fulfill the prerequisite requirements for this minor.

| | |
|------------|------------------------------------|
| 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 |
| BIOL 201-3 | Ecology |
| STAT 240-3 | Basic Statistics |

Required Courses

| | |
|------------|----------------------------------|
| BIOL 210-3 | Genetics |
| BIOL 323-3 | Evolutionary Biology |
| BIOL 325-3 | Ecological Analyses |
| BIOL 410-3 | Population and Community Ecology |
| BIOL 411-3 | Conservation Biology |

Five Four of the following courses, ~~three~~ two of which must be Biology courses:

| | |
|-----------------------|--|
| NREM 204-3 | Introduction to Wildlife and Fisheries |
| BIOL 304-3 | Plants, Society and the Environment |
| BIOL 307-3 | Ichthyology and Herpetology |
| BIOL 308-3 | Ornithology and Mammalogy |
| BIOL 318-3 | Fungi and Lichens |
| BIOL 321-3 | Animal Physiology |
| BIOL 323-3 | Evolutionary Biology |
| BIOL 333-3 | Field School |
| BIOL 350-3 | Ethnobotany |
| BIOL 402-3 | Aquatic Plants |
| BIOL 404-3 | Plant Ecology |
| BIOL 406-3 | Fish Ecology |
| BIOL 412-3 | Wildlife Ecology |
| BIOL 440-3 | Internship |
| ENPL 305-3 | Environmental Impact Assessment |
| ENVS 325-3 | Global Environmental Change: Science and Policy |
| NREM 413-3 | Agroforestry |

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

Program / Academic / Administrative Unit: Ecosystem Science and Management

College: College of Science and Management

College Council Motion Number: CSAM CC Consent 2015:12:03:03

College Council Approval Date: December 3, 2015

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

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

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.29

Moved by: P. Siakaluk

Seconded by: A. Kehler

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201601.31

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the degree requirements and description for the Minor in Biology, on page 67 of the 2015/16 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016

2. **Rationale for the proposed revisions:** Evolution is the foundation of all of biology and thus should be part of any biology degree offered at UNBC. We are proposing to require students take BIOL 323-3 (Evolutionary Biology) for completion of this minor, and have adjusted the degree to ensure that they have the prerequisites to do so if they follow a standard progression through the degree. In addition, Ecology (BIOL 201-3) and Genetics (BIOL 210-3) are both vital elements of biological study. In order to require BIOL 323-3, students must take both BIOL 201-3 and BIOL 210-3 as prerequisites. Our proposed changes require both courses. In order to make these changes the number of required upper-division credit hours needed to be reduced, but we feel that the proposed construction of the Minor in Biology better represents the basic foundation of biological studies.

We are also adding BIOL 318-3 (Fungi and Lichens) as it rounds out the organismal course choices available to those taking a Minor in Biology, gives the students more choice in general, and also more closely aligns the Minor in Biology with the course sequencing and overall philosophy of the Major in Biology.

The proposed revised Minor in Biology now contains 29 credit hours. However as with many minors at UNBC it contains an equivalent total of nine courses because BIOL 103-3/BIOL 123-1 and BIOL 104-3/BIOL 124-1 represent unitive lecture and lab components which are normally taken together by students.

3. **Implications of the changes for other programs, etc., if applicable:** Consultation with the Biology curriculum committee, the Forest Ecology and Management curriculum committee, the NRM Wildlife and Fisheries curriculum committee, and the Biochemistry and Molecular Biology curriculum committee. No implications were noted.

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

Minor in Biology

The minor in Biology offers students in other disciplines the opportunity to gain a solid foundation in the diversity of life and biological processes.

The minor in Biology requires the completion of 26 credit hours, of which 12 credit hours must be at the upper division (i.e., 300 or 400 level).

A maximum of four courses (consisting of 100 level courses plus two courses at the 200 level or beyond to a maximum of 14 credit hours) which are used to fulfill requirements for a major or another minor may also be used to fulfill program requirements for a minor in Biology.

Requirements

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

One of:

BIOL 201-3 Ecology
BIOL 210-3 Genetics

One of:

BIOL 202-3 Invertebrate Zoology
BIOL 203-3 Microbiology
BIOL 204-3 Plant Biology

One of:

BIOL 301-3 Systematic Botany
BIOL 307-3 Ichthyology and Herpetology
BIOL 308-3 Ornithology and Mammalogy

One of:

BIOL 304-3 Plants, Society and the Environment
BIOL 311-3 Cell and Molecular Biology
BIOL 321-3 Animal Physiology

Six additional credit hours in Biology at the 300 or 400 level.

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

Minor in Biology

The minor in Biology offers students in other disciplines the opportunity to gain a solid foundation in the diversity of life and biological processes.

The minor in Biology requires the completion of 29 credit hours, of which 12 credit hours must be at the upper division (~~i.e.~~, 300 or 400 level).

A maximum of ~~four courses~~ 14 credit hours (~~consisting of 100 level courses plus two courses at the 200 level or beyond to a maximum of 14 credit hours~~) which are used to fulfill requirements for a major or another minor may also be used to fulfill program requirements for a minor in Biology. These 14 credit hours consist of 8 credit hours at the 100 level plus 6 credit hours at the 200 level or above.

Requirements

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
BIOL 201-3 Ecology
BIOL 210-3 Genetics
BIOL 323-3 Evolutionary Biology

One of:

~~BIOL 201-3 Ecology~~
~~BIOL 210-3 Genetics~~

One of:

BIOL 202-3 Invertebrate Zoology
BIOL 203-3 Microbiology
BIOL 204-3 Plant Biology

One of:

BIOL 301-3 Systematic Botany
BIOL 307-3 Ichthyology and Herpetology
BIOL 308-3 Ornithology and Mammalogy
BIOL 318-3 Fungi and Lichens

One of:

BIOL 304-3 Plants, Society and the Environment
BIOL 311-3 Cell and Molecular Biology
BIOL 321-3 Animal Physiology

~~Six~~ Three additional credit hours in Biology at the 300 or 400 level.

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

Program / Academic / Administrative Unit: Ecosystem Science and Management

College: College of Science and Management

College Council Motion Number: CSAM CC Consent 2015:12:03:03

College Council Approval Date: December 3, 2015

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

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

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.30

Moved by: P. Siakaluk

Seconded by: A. Kehler

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date



Chair's Signature

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

Environmental Engineering (Joint with UBC):

Background:

During the CEAB accreditation visit in Nov. 2014, we had extensive discussions with the External Visitor who indicated one of the major issues he had with the program was a “lack of identity”. He had difficulty both understanding and discerning the Engineering courses within the ENSC program. This designation was a legacy of the way that the program evolved and the early enrolments. However, 10 years on, the program is much more mature with over 140 students at UNBC in the degree and it was realized by the Environmental Engineering Curriculum Committee that the time had come to establish a designation for Engineering. Through extensive consultation, the ENGR prefix was chosen and in restructuring our course offerings (in response to the CEAB report), we used this new designation.

The changes last year were a precursor to the remaining changes as we have tried to role the program through in order to minimize grandfathering students. Some of these are new courses – particularly focusing on “design” – and some of the changes are renaming existing courses. As can be seen by the tables below, there are still changes to be made to the degree program and decisions that will need to be taken. However, none involve re-designating courses or creating new courses beyond those listed. In particular, the courses are intended to respond to the increasing number of students entering the Environmental Engineering program. Intake in 2014 was 54 students and while we admitted over 60 students this year, registration was only 48. In any case, the students in the degree program now represent a distinct and significant stream within the University.

Note in the tables below, under the proposed structure, the courses in italics are the courses still under discussion.

Changes to the degree program are resource neutral as they involve shifting internal teaching loads within the Environmental Engineering and Environmental Science programs. No additional teaching resources are anticipated at this time.

PRESENT STRUCTURE

First and Second Year

| First Term UNBC | Second Term UNBC | Third Term UNBC | Fourth Term UNBC |
|-----------------|-------------------------|-----------------|------------------|
| CHEM 100/120-4 | CHEM 101/121-4 | CHEM 200-3 | BIOL 110-3 |
| CPSC 110-3 | ENSC 150-3 | ENSC 350-3 | CHEM 220-3 |
| ENSC 100-1 | ENSC 151-1 | GEOG 210-3 | ENSC 201-3 |
| MATH 100-3 | MATH 101-3 | MATH 200-3 | ENSC 210-3 |
| NRES 100-3* | Social Science Elective | MATH 220-3 | ENSC 451-3 |
| PHYS 110-4 | PHYS 111-4 | STAT 371-3 | MATH 230-3 |

Credits: 18

18

18

18

* or ENGL 170-3. Note also that the order of courses for NRES 100-3 or ENGL 170-3 and social science electives may be switched.

PROPOSED STRUCTURE

First and Second Year

| First Term UNBC | Second Term UNBC | Third Term UNBC | Fourth Term UNBC |
|-------------------------------|---------------------------------|---------------------------------|--------------------------|
| CHEM 100/120-4 | CHEM 101/121-4 | MATH 200-3 | MATH 230-3 |
| MATH 100-3 | MATH 101-3 | MATH 220-3 | <i>BIOL 110</i> |
| PHYS 110-4 | PHYS 111-4 | STAT 371-3 | ENSC 201-3 or GEOG 205-3 |
| ENGR 117-3 | <i>CPSC 110-3 or CPSC 141-3</i> | <i>GEOG 210-3 or FSTY 205-3</i> | ENGR 217-3 |
| ENGR 151-1 | ENGR 110-3 | ENGR 210-3 | ENGR 250-3 |
| Elective (<i>Biol 103?</i>) | ENGR 152-1 | ENGR 220-3 | ENGR 251-3 |
| Credits: 18 | 18 | 18 | 18 |

Already in place (these changes were made last year and the courses are being offered in 2015/16):

- ENGR 117 – Engineering Design I
- ENGR 151 – Engineering Tools I
- ENGR 152 – Engineering Tools II

Renaming:

- ENGR 210 – Materials and Energy Balance (replacing ENSC 210)
- ENGR 350 – Fluid Mechanics (replacing ENSC 350)
- ENGR 451 – Groundwater Hydrology (replacing ENSC 451)

New courses:

- ENGR 110 – Technical Writing
- ENGR 217 – Engineering Design II
- ENGR 220 – Engineering Chemistry

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program requirements for the BASc – Environmental Engineering, on page 107 of the 2015/16 undergraduate calendar, be approved as proposed

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** The proposed changes to environmental engineering courses are a result of changes brought about by Canadian Engineering Accreditation Board requirements. These include a greater emphasis on engineering design, engineering ethics, team work skills, and engineering communication throughout the curriculum.
3. **Implications of the changes for other programs, etc., if applicable:** Minimum. Environmental Science and other degree programs that utilize ENSC courses will need to modify their calendar entries.
4. **Reproduction of current Calendar entry for the item to be revised:**

Semester 1 and 2 completed at UNBC

| | |
|------------|--|
| 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 |
| CPSC 110-3 | Introduction to Computer Systems and Programming |
| ENSC 100-1 | Introduction to Engineering Seminar |
| ENSC 150-3 | Fundamentals of Environmental Engineering |
| ENSC 151-1 | Engineering Tools |
| MATH 100-3 | Calculus I |
| MATH 101-3 | Calculus II |
| NRES 100-3 | Communications in NRES |
| PHYS 110-4 | Introductory Physics I: Mechanics |
| PHYS 111-4 | Introductory Physics II: Waves and Electricity |

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

Semester 3 and 4 completed at UNBC

| | |
|------------|------------------------------|
| BIOL 110-3 | Introductory Ecology |
| CHEM 200-3 | Physical Chemistry I |
| CHEM 220-3 | Organic and Biochemistry |
| ENSC 201-3 | Weather and Climate |
| ENSC 210-3 | Material and Energy Balances |
| ENSC 350-3 | Fluid Mechanics |
| ENSC 451-3 | Groundwater Hydrology |

| | |
|------------|---|
| GEOG 210-3 | Geomorphology |
| MATH 200-3 | Calculus III |
| MATH 220-3 | Linear Algebra |
| MATH 230-3 | Linear Differential Equations and Boundary Value Problems |
| STAT 371-3 | Probability and Statistics for Scientists and Engineers |

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

Semester 1 and 2 completed at UNBC

| | |
|-----------------------|--|
| 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 |
| CPSC 110-3 | Introduction to Computer Systems and Programming |
| <u>ENGR 110-3</u> | <u>Technical Writing</u> |
| ENGR 117-3 | Engineering Design I |
| ENGR 151-1 | Engineering Tools I |
| ENGR 152-1 | Engineering Tools II |
| MATH 100-3 | Calculus I |
| MATH 101-3 | Calculus II |
| NRES 100-3 | Communications in NRES |
| PHYS 110-4 | Introductory Physics I: Mechanics |
| PHYS 111-4 | Introductory Physics II: Waves and Electricity |

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

Semester 3 and 4 completed at UNBC

| | |
|-----------------------|---|
| BIOL 110-3 | Introductory Ecology |
| CHEM 200-3 | Physical Chemistry I |
| CHEM 220-3 | Organic and Biochemistry |
| ENSC 201-3 | Weather and Climate |
| ENSC 210-3 | Material and Energy Balances |
| ENSC 350-3 | Fluid Mechanics |
| ENSC 451-3 | Groundwater Hydrology |
| <u>ENGR 210-3</u> | <u>Material and Energy Balances</u> |
| <u>ENGR 217-3</u> | <u>Engineering Design II</u> |
| <u>ENGR 220-3</u> | <u>Engineering Chemistry</u> |
| <u>ENGR 350-3</u> | <u>Fluid Mechanics</u> |
| <u>ENGR 451-3</u> | <u>Groundwater Hydrology</u> |
| GEOG 210-3 | Geomorphology |
| MATH 200-3 | Calculus III |
| MATH 220-3 | Linear Algebra |
| MATH 230-3 | Linear Differential Equations and Boundary Value Problems |
| STAT 371-3 | Probability and Statistics for Scientists and Engineers |

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

Program / Academic / Administrative Unit: Environmental Engineering

College: College of Science and Management

College Council Motion Number: CSAM CC Omnibus Motion 2015:12:03:04

College Council Approval Date: December 3, 2015

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

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

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.31

Moved by: I. Hartley **Seconded by:** G. Payne

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201601.33

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course title/prefix for ENSC 210-3, on page 235 of the 2015/2016 undergraduate calendar, to ENGR 210-3 be approved as proposed.

1. **Effective date:** Sept. 2016
2. **Rationale for the proposed revisions:** Designation of the Environmental Engineering programs as "ENGR" to provide consistency as requested by the Canadian Engineering Accreditation Board.
3. **Implications of the changes for other programs, etc., if applicable:**
4. **Reproduction of current Calendar entry for the item to be revised:**

ENSC 210-3 Material and Energy Balances

This course provides an introduction to the analysis of environmental engineering processes using the laws of conservation of mass and energy. Material and energy balances are applied to open and closed systems, non-reacting and reacting systems, and non-steady state systems.

Prerequisites: Admission to the Environmental Engineering Program

Co-requisites: CHEM 200, MATH 200

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

ENSC ENGR 210-3 Material and Energy Balances

This course provides an introduction to the analysis of environmental engineering processes using the laws of conservation of mass and energy. Material and energy balances are applied to open and closed systems, non-reacting and reacting systems, and non-steady state systems

Prerequisites: Admission to the Environmental Engineering Program

Co-requisites: CHEM 200, MATH 200

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

Program / Academic / Administrative Unit: Environmental Engineering

College: College of Science and Management

College Council Motion Number: CSAM CC Omnibus Motion 2015:12:03:04

College Council Approval Date: December 3, 2015

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

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

7. Other Information

Attachment Pages: # pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.32

Moved by: I. Hartley **Seconded by:** G. Payne

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201601.34

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course title/prefix for ENSC 350-3, on page 236 of the 2015/2016 undergraduate calendar, to ENGR 350-3 be approved as proposed.

1. **Effective date:** Sept. 2016
2. **Rationale for the proposed revisions:** Designation of the Environmental Engineering programs as "ENGR" to provide consistency as requested by the Canadian Engineering Accreditation Board.
3. **Implications of the changes for other programs, etc., if applicable:** This change will require a change in other degree programs to recognize the new designation. Subsequent motions will be presented as required. Discussion with the relevant Chairs has occurred.
4. **Reproduction of current Calendar entry for the item to be revised:**

ENSC 350-3 Fluid Mechanics

This course is an introduction to fluid mechanics for environmental science, engineering, physical geography, forestry and wildlife and fisheries students. The course covers the following topics: definition of fluid, fluid properties, variation of pressure in a fluid, hydrostatics forces, buoyancy, dimensional analysis, similarities, kinematics of flow, control volumes, continuity equation, momentum equation, energy equation, and flow in closed conduits.

Prerequisites: MATH 152-3 or both of (MATH 100-3 and MATH 101-3), and PHYS 100-4 or PHYS 110-4

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

ENSC ENGR 350-3 Fluid Mechanics

This course is an introduction to fluid mechanics for environmental science, engineering, physical geography, forestry and wildlife and fisheries students. The course covers the following topics: definition of fluid, fluid properties, variation of pressure in a fluid, hydrostatics forces, buoyancy, dimensional analysis, similarities, kinematics of flow, control volumes, continuity equation, momentum equation, energy equation, and flow in closed conduits.

Prerequisites: MATH 152-3 or both of (MATH 100-3 and MATH 101-3), and PHYS 100-4 or PHYS 110-4

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

Program / Academic / Administrative Unit: Environmental Engineering

College: College of Science and Management

College Council Motion Number: CSAM CC Omnibus Motion 2015:12:03:04

College Council Approval Date: December 3, 2015

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

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

7. Other Information

Attachment Pages: # pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.33

Moved by: I. Hartley **Seconded by:** G. Payne

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201601.35

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course title/prefix for ENSC 451-3, on page 237 of the 2015/2016 undergraduate calendar, to ENGR 451-3 be approved as proposed.

1. **Effective date:** Sept. 2016
2. **Rationale for the proposed revisions:** Designation of the Environmental Engineering programs as "ENGR" to provide consistency as requested by the Canadian Engineering Accreditation Board.
3. **Implications of the changes for other programs, etc., if applicable:** This change will require a change in other degree programs to recognize the new designation. Subsequent motions will be presented as required. Discussion with the relevant Chairs has occurred.
4. **Reproduction of current Calendar entry for the item to be revised:**

ENSC 451-3 Groundwater Hydrology

This course introduces fundamental principles of groundwater flow and their applications to solve problems related to groundwater resources evaluation, development, and management. Topics include the role of groundwater in geological process, the occurrence and movement of groundwater, steady-state and transient well hydraulics, aquifer testing techniques, unsaturated flow theory, and groundwater modelling techniques.

Prerequisites: MATH 100-3 and MATH 101-3, or MATH 152-3, or permission of the instructor
Recommended: ENSC 308-3

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

ENSC ENGR 451-3 Groundwater Hydrology

This course introduces fundamental principles of groundwater flow and their applications to solve problems related to groundwater resources evaluation, development, and management. Topics include: the role of groundwater in geological process; the occurrence and movement of groundwater; steady-state and transient well hydraulics; aquifer testing techniques, unsaturated flow theory, and groundwater modelling techniques.

Prerequisites: MATH 100-3 and MATH 101-3, or MATH 152-3, or permission of the instructor
Recommended: ENSC 308-3

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

Program / Academic / Administrative Unit: Environmental Engineering

College: College of Science and Management

College Council Motion Number: CSAM CC Omnibus Motion 2015:12:03:04

College Council Approval Date: December 3, 2015

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

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

7. Other Information

Attachment Pages: # pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.34

Moved by: I. Hartley **Seconded by:** G. Payne

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date



Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201601.36

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENGR 110-3 (Technical Writing) be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** Fall 2016
2. **Academic Program:** Environmental Engineering
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENGR 110-3
4. **Course Title:** Technical Writing
5. **Goal(s) of Course:** The introduction of technical writing within the Engineering degree program.
6. **Calendar Course Description:**

In this course ~~S~~students ~~will~~ acquire practical experience in engineering technical writing for a range of applications. The emphasis throughout ~~will be~~ is on clarity, precision and consistency. Course content ~~will~~ includes searching and referencing methods using scientific and technical literature, argument development, and document organization. Design scenarios ~~will~~ provide the basis for student exercises.

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

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

Yes* _____ No X

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

8. Contact Hours (per week):

Lecture 3

Seminar 0

Laboratory 0

Other (please specify) _____

9. **Prerequisites (taken prior):** English 12 or equivalent

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

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

12. **Preclusions:** none
13. **Course Equivalencies:** none
14. **Grade Mode:** NORMAL (i.e., alpha grade)
15. **Course to be offered:** each semester _____
 each year _____ X _____
 alternating years _____

16. Proposed text / readings:

Making Sense in Engineering and the Technical Sciences
 by Margot Northey and Jani Jewinski (2009)

Writing for Science and Engineering
 by Heather Silyn-Roberts (2012)

Clear and Concise Communications for Scientists and Engineers
 by James G. Speight and Zalennea K. Chin Yuen Kee (2012)

Effective Writing for Engineers, Managers, Scientists
 by H.J. Tichy and Sylvia Fourdrinier (1988)

Engineered Writing
 by Melba W. Murray and Hugh Hay-Roe (1986)

B. Significance Within Academic Program

1. **Anticipated enrolment** _____ 60 _____
2. **If there is a proposed enrolment limit, state the limit and explain:** _____ # _____
3. **Required for:** Major: Environmental Engineering Minor: _____ Other: _____
4. **Elective in:** Major: _____ Minor: _____ Other: _____
5. **Course required by another major/minor:** none
-

6. **Course required or recommended by an accrediting agency:** Required by CEAB (Canadian Engineering Accreditation Board), for a greater emphasis on technical writing throughout all years of the curriculum.
7. **Toward what degrees will the course be accepted for credit?** Environmental Engineering
8. **What other courses are being proposed within the Program this year?** ENGR 217-3, ENGR 220-3
9. **What courses are being deleted from the Program this year?** CHEM 200-3, CHEM 220-3, NRES100-3 (note: this is only from the Environmental Engineering degree program).

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** Not applicable.
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:**
4. **Has this overlap been discussed with the Program concerned?** Yes _____ No X
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
Yes _____ No X

If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**
Yes X No _____

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

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**
- i. **College Staffing:** No additional resources as workload can be accommodated through internal redistribution of resources.
 - ii. **Space (classroom, laboratory, storage, etc.):** none
 - iii. **Library Holdings:** none.
 - iv. **Computer (time, hardware, software):** none

E. Additional Attached Materials

F. Other Considerations

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

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

2. **Other Information:** The proposed changes complete the restructuring of the first two years of the Environmental Engineering degree program in accordance with our submitted responses to the Canadian Engineering Accreditation Board (new: ENGR 110-3, ENGR 217-3, ENGR 220-3; removed: CHEM 200-3, CHEM 220-3, NRES 100-3). These include a greater emphasis on engineering design, engineering ethics, team work skills, and engineering communication throughout the curriculum. .
3. **Attachment Pages (in addition to required “Library Holdings” Form):** _____ pages

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

1. **College:** College of Science and Management
2. **College Council Motion Number:** CSAM CC 2015:12:03:05
3. **College Council Approval Date:** December 3, 2015
4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** Not applicable
5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** Not applicable.

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.35
Moved by: I. Hartley **Seconded by:** G. Payne
Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

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

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

PROPOSED NEW COURSE: ENGR 110(3) – Technical Writing

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

a) Are current library holdings adequate? Yes No

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

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



University Librarian (or designate) signature

Jan 5/16

Date

Motion Number (assigned by
Steering Committee of Senate): S-201601.37

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENGR 217-3 (Engineering Design II) be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** Winter 2017
2. **Academic Program:** Environmental Engineering
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENGR 217-3
4. **Course Title:** Engineering Design II
5. **Goal(s) of Course:** To enhance engineering design methods, problem solving methods, team work skills, engineering ethics, and engineering communication. This course also introduces students to the practical application of technical writing skills.

6. Calendar Course Description:

This course ~~continues to~~ explores the problem solving skills specific to Environmental Engineering problems while advancing ~~student's~~ students' understanding of the engineering design process. Students ~~will~~ explore project-based design exercises. ~~In particular, t~~This course will also include technical writing skills.

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

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

Yes* No X

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

8. Contact Hours (per week):

Lecture 3

Seminar 0

Laboratory 0

Other (please specify) _____

9. **Prerequisites (taken prior):** ENGR 117-3

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

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

12. Preclusions: none

13. Course Equivalencies: none

14. Grade Mode: NORMAL (i.e., alpha grade)

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

16. Proposed text / readings:

Introduction to Engineering: Modeling and Problem Solving by Jay Brockman (2009)

Thinking Like An Engineer: An Active Learning Approach by Ben L Sill et al (2010)

Engineering Communication from Principles to Practice by Irish and Weiss, 2nd ed. (2013)

B. Significance Within Academic Program

1. Anticipated enrolment 60

2. If there is a proposed enrolment limit, state the limit and explain: #

3. Required for: Major: Environmental Engineering Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor: none

6. Course required or recommended by an accrediting agency: Required by CEAB (Canadian Engineering Accreditation Board), for a greater emphasis in engineering design throughout all years of the curriculum.

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

8. What other courses are being proposed within the Program this year? ENGR 110-3, ENGR 220-3

9. What courses are being deleted from the Program this year? CHEM 200-3, CHEM 220-3, NRES100-3
(note: this is only from the Environmental Engineering degree program).

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: Not applicable.

2. Is a preclusion required? Yes _____ No X

3. If there is an overlap, and no preclusion is required, please explain why not:

4. Has this overlap been discussed with the Program concerned? Yes _____ No X

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

Yes _____ No X

If yes, please describe requirements:

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

Yes X No _____

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

D. Resources required

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

- i. **College Staffing:** No additional resources as workload can be accommodated through internal redistribution of resources.
- ii. **Space (classroom, laboratory, storage, etc.):** to be determined
- iii. **Library Holdings:** none.
- iv. **Computer (time, hardware, software):** none

E. Additional Attached Materials

F. Other Considerations

1. **First Nations Content*:** Yes** _____ No X

* *Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

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

2. **Other Information:** The proposed changes complete the restructuring of the first two years of the Environmental Engineering program in accordance with our submitted responses to the Canadian Engineering Accreditation Board (new: ENGR 110-3, ENGR 217-3, ENGR 220-3; removed: CHEM 200-3, CHEM 220-3, NRES 100-3). These include a greater emphasis on engineering design, engineering ethics, team work skills, and engineering communication throughout the curriculum.

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

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

1. **College:** College of Science and Management

2. **College Council Motion Number:** CSAM CC Omnibus Motion 2015:12:03:04

3. **College Council Approval Date:** December 3, 2015
4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** Not applicable
5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** Not applicable.

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.36

Moved by: I. Hartley

Seconded by: G. Payne

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

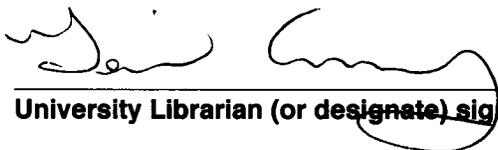
For recommendation to ✓, or information of _____ Senate.

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

PROPOSED NEW COURSE: ENGR 217(3) – Engineering Design II

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

- a) Are current library holdings adequate? Yes No
- b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?
- c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature

Jan 5/16

Date

Motion Number (assigned by
Steering Committee of Senate): S-201601.38

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENGR 220-3 (Engineering Chemistry) be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** Fall 2016
2. **Academic Program:** Environmental Engineering
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENGR 220-3
4. **Course Title:** Engineering Chemistry
5. **Goal(s) of Course:** Provide students with an understanding of the aqueous environment and the chemistry of compounds in naturally occurring systems. The processes involved in an aqueous environment are also explored.
6. **Calendar Course Description:**

This course provides an introduction to the properties and composition of natural waters. ~~This course~~ It explores gas and solid equilibria, pH, redox chemistry, complexation, corrosion treatment, acid rain, ion exchange, colloids and microbial transformations. This course also introduces students to relevant organic chemistry as applicable to environmental engineering.

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

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

Yes* _____ No X

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

Variable credit is denoted by the following examples:

8. Contact Hours (per week):

Lecture 3

Seminar 0

Laboratory 0

Other (please specify) _____

9. Prerequisites (taken prior): none

10. Prerequisites with concurrency (taken prior or simultaneously): ENGR 117-3, CHEM 101-3, CHEM 121-1

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

12. Preclusions: none

13. Course Equivalencies: none

14. Grade Mode: NORMAL (i.e., alpha grade)

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

16. Proposed text / readings:

"Environmental Chemistry" 4th Ed., C. Baird and M. Cann
"Environmental Chemistry" 8th Ed., S.E. Manahan
"Environmental Chemistry" 2nd Ed., Nigel Bunce
"Fundamentals of Environmental Chemistry", 2nd Ed., Manahan
"Principles of Environmental Chemistry", James Girard
"Aquatic Chemistry" 3rd Ed., W. Stumm and J.J. Morgan
"Aquatic Chemistry Concepts", Pankow

B. Significance Within Academic Program

1. Anticipated enrolment 60

2. If there is a proposed enrolment limit, state the limit and explain: #

3. Required for: Major: Environmental Engineering Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor: none

6. **Course required or recommended by an accrediting agency:** Required by CEAB (Canadian Engineering Accreditation Board), for a greater emphasis on engineering chemistry within the curriculum.
7. **Toward what degrees will the course be accepted for credit?** Environmental Engineering
8. **What other courses are being proposed within the Program this year?** ENGR 110-3, ENGR 217-3
9. **What courses are being deleted from the Program this year?** CHEM 200-3, CHEM 220-3, NRES100-3 (note: this is only from the Environmental Engineering degree program).

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** Not applicable.
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:**
4. **Has this overlap been discussed with the Program concerned?** Yes _____ No X
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
Yes _____ No X

If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**
Yes X No _____

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

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**
- i. **College Staffing:** No additional resources as workload can be accommodated through internal redistribution of resources.
 - ii. **Space (classroom, laboratory, storage, etc.):** none
 - iii. **Library Holdings:** none.
 - iv. **Computer (time, hardware, software):** none

E. Additional Attached Materials

F. Other Considerations

1. **First Nations Content*:** Yes** _____ No X

* *Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

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

2. **Other Information:** The proposed changes complete the restructuring of the first two years of the Environmental Engineering degree program in accordance with our submitted responses to the Canadian Engineering Accreditation Board (new: ENGR 110-3, ENGR 217-3, ENGR 220-3; removed: CHEM 200-3, CHEM 220-3, NRES 100-3). These include a greater emphasis on engineering design, engineering ethics, team work skills, and engineering communication throughout the curriculum.
3. **Attachment Pages (in addition to required “Library Holdings” Form):** _____ pages

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

1. **College:** College of Science and Management
2. **College Council Motion Number:** CSAM CC Omnibus Motion 2015:12:03:04
3. **College Council Approval Date:** December 3, 2015
4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** Not applicable
5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** Not applicable.

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201601.37

Moved by: I. Hartley **Seconded by:** G. Payne

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: January 6, 2016
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course HIST 335-3 Global History of Public Health be approved as proposed:

A. Description of the Course

This course explores the history of public health in a global context from the mid-nineteenth century to the present day. It examines how health has played an integral role in the creation of nation-states, debates about morality and reproduction, and ideas about race as well as about indigenous peoples. It also provides students with new perspectives on global history and the connections that transcended the boundaries of individual countries. Focusing in particular on the relationship between health and citizenship, the course asks how health policies have set the boundaries of inclusion and exclusion and how science and medicine have been mobilized to the detriment of groups of people defined by their gender, class, race, or ethnicity.

1. **Proposed semester of first offering:** January 2017
2. **Academic Program:** Department of History
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3)** HIST 335-3
4. **Course Title:** Global History of Public Health
5. **Goal(s) of Course:**
 - 1) A greater understanding of the history of health.
 - 2) A greater understanding of the relationship between health and citizenship.
 - 3) A greater understanding of the connections between local, national, and global history.
 - 4) A greater ability to describe how gender, class, race, and ethnicity have influenced health practices.
 - 5) A greater ability to analyze historiography.
6. **Calendar Course Description:**

This course explores the history of public health in a global context from the mid-nineteenth century to the present day. It examines how health has played an integral role in the creation of nation-states, debates about morality and reproduction, and ideas about race. It also provides students with new perspectives on global history and the connections that transcended the boundaries of individual countries.

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

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

No X

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

8. **Contact Hours (per week):**

Lecture 1.5

Seminar 1.5

Laboratory #

Other (please specify) _____

9. **Prerequisites (taken prior):** None

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

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

12. **Preclusions:** HIST 332-3 Global History of Public Health

13. **Course Equivalencies:** None

14. **Grade Mode:** NORMAL (i.e., alpha grade)

15. **Course to be offered:** each semester
each year
alternating years X

16. **Proposed text / readings:** Syllabus attached.

B. Significance Within Academic Program:

A course that aligns with the research of recently-hired tenure-track faculty member. The position was "world history with a focus on health". It aligns with broader teaching and research objectives at UNBC. School of Health Sciences Undergraduate Curriculum Committee asked the History Department to make the course a permanently health related course so that it could be listed as a recommended elective.

1. **Anticipated enrolment** 22

2. **If there is a proposed enrolment limit, state the limit and explain:** 0

3. **Required for:** Major: Minor: Other:

4. **Elective in:** Major: See "B" Desc Minor: See "B" Desc Other:

5. **Course required by another major/minor:** No

6. **Course required or recommended by an accrediting agency:** No

7. **Toward what degrees will the course be accepted for credit?** All UNBC Degrees
8. **What other courses are being proposed within the Program this year?** None
9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas (Insert information as appropriate, or indicate “none” or “not applicable”; do not leave sections blank)

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**

2. **Is a preclusion required?** No X

3. **If there is an overlap, and no preclusion is required, please explain why not:** N/A

4. **Has this overlap been discussed with the Program concerned?** N/A

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

No X

If yes, please describe requirements:

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

No X

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

D. Resources required

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

i. **College Staffing:** none

ii. **Space (classroom, laboratory, storage, etc.):** none

iii. **Library Holdings:** None. The course assigns journal articles.

iv. **Computer (time, hardware, software):** none

E. Additional Attached Materials Syllabus for course taught in Winter 201501

F. Other Considerations

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

* *Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

There is week on Aboriginal health, and readings on Aboriginal health also appear in a week on race. Aboriginal health was also a topic in a lecture on health and borders that I delivered in 2015. I would estimate that the course is approximately 15% related to Aboriginal content.

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

2. **Other Information:** None

3. **Attachment Pages (in addition to required "Library Holdings" Form):** 8 pages

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

1. **College(s):** Arts, Social and Health Sciences

2. **College Council Motion Number(s):** CASHSCC.2015.11.19.03

4. **College Council Approval Date(s):** November 19, 2015

5. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** SCFNAP201512.03

6. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** December 10, 2015

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201512.04

Moved by: K. Smith

Seconded by: G. Payne

Committee Decision: CARRIED.

Approved by SCAAF: December 2, 2015

Date


Chair's Signature

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

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

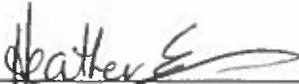
PROPOSED NEW COURSE: HIST 335-3 Global History of Public Health

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

a) Are current library holdings adequate? Yes X No

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

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



University Librarian (or designate) signature

Oct 21/15

Date



Motion Number (assigned by SCS): SCSB20151125.03

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised definition of "Health Sciences" be approved.

Effective Date: 2016-2017 Academic Year

Rationale: The SCSB requested that a revised definition of "Health Sciences" be created that would expand the current definition and include a list of suggested eligible programs as well as a statement that applicants' career/research goals would be taken into consideration.

Proposed By: Linda Fehr, Coordinator – Awards & Financial Aid
Troy Hanschen, University Registrar
Pamela Flagel, Associate Registrar – Enrolment Services

External Relations Contact: N/A

Faculty / Academic Department: Awards & Financial Aid / Office of the Registrar

Date: November 10, 2015

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20151125.03

Moved by: Schorcht

Seconded by: Palmer

Committee Decision: CARRIED

Attachments: 2 Pages

Approved by SCSB: November 25, 2015
Date


Chair's Signature

For information of Senate.

CURRENT HEALTH SCIENCES PROGRAMS DEFINITION

Undergraduate Awards Overview – Health Sciences Programs

- Bachelor of Health Sciences
- Bachelor of Science in Nursing
- Bachelor of Science, Psychology
- Bachelor of Science, Social Work
- Bachelor of Science, Biochemistry and Molecular Biology

Graduate Awards Overview – Health Sciences Programs

- Nursing (MScN: FNP)
- Community / Health Science (MSc)
- Biochemistry (MSc)
- Chemistry (MSc)
- Psychology (MSc)
- Disability Management (MA)
- Education – Counselling (MEd)
- Social Work (MSW)

REVISED HEALTH SCIENCES DEFINITION

Health Sciences

For those awards where "health sciences" is stated in the criteria, ~~the following programs are considered eligible,~~ students who are considering a career in health sciences related fields are encouraged to state their academic/career goals on the appropriate awards application form.

Examples of eligible programs include, but are not limited to:

Undergraduate Programs (Bachelor's Degrees):

Biology
Biochemistry and Molecular Biology
Chemistry
Health Sciences
Nursing
Psychology
Social Work

Graduate Programs (Masters and PhD Degrees):

Biology
Biochemistry
Chemistry
Community/Health Science
Disability Management
Education
Psychology
Social Work



Motion Number (assigned by SCS): SCSB20151125.04

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the London Drugs Scholarship be approved.

Effective Date: 2016-2017 Academic Year

Rationale: To revise the London Drugs Scholarship as follows:

Eligibility: Available to a full or part time undergraduate or graduate student enrolled in a ~~health sciences~~ program who has an interest in pursuing a career in a health sciences field.

Proposed By: Jennifer Hicke, Administrator - Development Awards

External Relations Contact: Jennifer Hicke, Administrator - Development Awards

Faculty/Academic Department: N/A

Date: November 25, 2015

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20151125.04

Moved by: Dale

Seconded by: Schorcht

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: November 25, 2015
Date


Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: London Drugs Scholarship

Awards Guide Description/Intent: Giving back to the community is a corporate philosophy established by the late Tong Louie. In that spirit, London Drugs' corporate contributions are dedicated to health and wellness organizations, medical research, education, and the arts. These awards have been established in celebration of London Drugs' 60th Anniversary, in order to support individuals pursuing an education in the health sciences.

Donor: London Drugs

Value: \$2,000

Number: 2

Award Type: Scholarship

Eligibility: Available to a full or part time undergraduate or graduate student enrolled in a health program who has an interest in pursuing a career in a health sciences field.

Criteria: Academic Excellence and Demonstrated Financial Need

Effective Date: Endowed 2007

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): SCSB20151209.03

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Northern First Nations Health Partnership Committee Health and Wellness Awards be approved.

Effective Date: 2016-2017 Academic Year

Rationale: To activate the Northern First Nations Health Partnership Committee Health and Wellness Awards commencing the 2016-2017 Academic Year.

Proposed By: Jennifer Hicke, Administrator - Development Awards

External Relations Contact: Jennifer Hicke, Administrator - Development Awards

Faculty/Academic Department: N/A

Date: December 9, 2015

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20151209.03

Moved by: Reimer

Seconded by: Jensen

Committee Decision: CARRIED

Attachments: 2 Pages

Approved by SCSB: December 9, 2015
Date


Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Northern First Nations Health Partnership Committee Health and Wellness Award

Awards Guide Description/Intent: The donors are providing these awards to illustrate their commitment to implementing the Northern First Nations Health and Wellness Plan. They work in close partnership to enhance the health and well-being of First Nations and Aboriginal peoples in northern British Columbia and would like to support individuals who are also interested in this goal.

Donor: Aboriginal Health Department of Northern Health and the First Nations Health Authority, Northern Region

Value: \$2,000

Number: One

Award Type: Award

Eligibility: Available to a full time student enrolled in the Northern Medical Program or a graduate student enrolled in a health sciences program. Applicants must be of Aboriginal or First Nations decent.

Criteria: Academic proficiency and demonstrated financial need.

Conditions: Applicants must provide a plan for pursuing a career in a health related field that enhances the health and well-being of First Nations and Aboriginal Peoples.

Effective Date: Established 2015 (This is a one-time award.)

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Northern First Nations Health Partnership Committee Health and Wellness Award

Awards Guide Description/Intent: The donors are providing these awards to illustrate their commitment to implementing the Northern First Nations Health and Wellness Plan. They work in close partnership to enhance the health and well-being of First Nations and Aboriginal peoples in northern British Columbia and would like to support individuals who are also interested in this goal.

Donor: Aboriginal Health Department of Northern Health and the First Nations Health Authority, Northern Region

Value: \$1,000

Number: Two

Award Type: Award

Eligibility: Available to a full time undergraduate student enrolled in his or her 3rd or 4th year of studies in a health sciences program. Applicants must be of Aboriginal or First Nations decent.

Criteria: Demonstrated financial need and satisfactory academic standing.

Conditions: Applicants must provide a plan for pursuing a career in a health related field that enhances the health and well-being of First Nations and Aboriginal Peoples.

Effective Date: Established 2015 (This is a one-time award.)

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Northern First Nations Health Partnership Committee Health and Wellness Award

Awards Guide Description/Intent: The donors are providing these awards to illustrate their commitment to implementing the Northern First Nations Health and Wellness Plan. They work in close partnership to enhance the health and well-being of First Nations and Aboriginal peoples in northern British Columbia and would like to support individuals who are also interested in this goal.

Donor: Aboriginal Health Department of Northern Health and the First Nations Health Authority, Northern Region

Value: \$500

Number: Two

Award Type: Award

Eligibility: Available to a full time undergraduate student enrolled in his or her 1st or 2nd year of studies in a health sciences program. Applicants must be of Aboriginal or First Nations decent.

Criteria: Demonstrated financial need and satisfactory academic standing.

Conditions: Applicants must provide a plan for pursuing a career in a health related field that enhances the health and well-being of First Nations and Aboriginal Peoples.

Effective Date: Established 2015 (This is a one-time award.)

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): SCSB20151209.04

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Reuben Horwitz Memorial Bursary be approved.

Effective Date: 2016-2017 Academic Year

Rationale: To activate the Reuben Horwitz Memorial Bursary commencing the 2016-2017 Academic Year.

Proposed By: Jennifer Hicke, Administrator - Development Awards

External Relations Contact: Jennifer Hicke, Administrator - Development Awards

Faculty/Academic Department: N/A

Date: December 9, 2015

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20151209.04

Moved by: Murphy

Seconded by: Erasmus

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: December 9, 2015
Date


Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Entrance

Award Name: Reuben Horwitz Memorial Bursary

Awards Guide Description/Intent: This award was established in memory of Reuben Horwitz according to the wishes of his wife, Janet. Reuben was an engineer and partner in a general contracting company in Portland, Oregon, where he met and fell in love with Janet. Reuben and Janet were outdoors people who spent much of their leisure time in the mountains of east Oregon camping on horseback. The excitement of the Canadian wilderness drew them to buy 500 acres of property on Stuart Lake, near Fort St. James, which completely shocked their friends and associates. On this property they built a cabin overlooking the lake and lived there full time for 10 years, and just summers for another 30 years or so. They made many friends in the area. Both Reuben and Janet believed that education was the key to opening the doors of life, leading to fulfillment and happiness.

Donor: Janet E. Horwitz

Value: \$3,000

Number: minimum of 2

Award Type: Bursary

Eligibility: Available to a full-time undergraduate student. First preference will be given to residents of Fort St. James. Second preference will be given to students from any high school within the School District 91 Nechako Lakes.

Criteria: Demonstrated financial need and satisfactory academic standing.

Note: This award is renewable for up to three (3) additional years, subject to the recipient maintaining the criteria academic standing for this award.

Effective Date: Endowed 2016

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): S-201601.40

STEERING COMMITTEE OF SENATE (SCS)

PROPOSED MOTION

Motion: That the list of Senior University Administrators in the Senate Handbook [Section 3(e)(ix)] be revised to reflect the inclusion of the position of the University Secretary, as follows:

3 (e) Interpretation of the Definitions in the Senate Handbook

With the exception of the following definitions, the interpretations as specified in Part 1, Section 1 of the *University Act* shall apply:

- (ix) "Senior University Administrators not otherwise elected or appointed to Senate" includes the following officers: Vice President, Administration and Finance; Vice President, External Relations; Vice Provost (Medicine); Vice Provost Student Engagement; Director, Centre for Teaching, Learning and Technology; Director, First Nations Centre; Director, International Education; Chief Information Officer-; University Secretary.

Effective Date: Immediately upon approval by Senate

Proposed by: Troy Hanschen, Secretary of Senate

Faculty / Academic Department: N/A

Implications for Other Programs / Faculties: None

Rationale: The University Secretary is a newly created position, which should be included along with the other Senior University Administrators, as a non-voting member of Senate.

Faculty Council / Committee Motion: N/A **Date:** N/A

Date: January 20, 2016

TO BE COMPLETED AFTER SCS MEETING

Brief Summary of Committee Debate:

Motion No.: SCS201601.03

Moved by: K.Keen

Seconded by: M. Ouellet

Committee Decision: CARRIED

Attachments: 0

Approved by SCS: January 20, 2016
Date


Acting Chair's Signature

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

ANNUAL REPORT TO SENATE
College of Arts, Social and Health Sciences
July 1, 2014 – June 30, 2015

COLLEGE MISSION

Through its teaching, research, and service, the College actively promotes an understanding and appreciation of humanity and the development of human resources in northern British Columbia. The College links northern BC to the world, and the world to northern BC. It is concerned with people, health, culture, and values, and is committed to enhancing opportunities for individuals, building strong, healthier communities, and improving quality of life.

FACULTY AND STAFF

CASHS Dean: Dr. Blanca Schorcht

CASHS Chairs:

Anthropology (A/Chair, Dr. Richard Lazenby)

Health Sciences Programs (Chair, Dr. Shannon Wagner)

Economics (A/Chair, Dr. Paul Bowles)

Education (Chair, Dr. Andrew Kitchenham)

English (A/Chair, Dr. Kristen Guest)

First Nations Studies (Chair, Dr. Ross Hoffman)

IASK Year (Coordinator, Dr. Tracy Summerville)

History (Chair, Dr. Jacqueline Holler)

International Studies (Chair, Dr. Ken Wilkening)

Northern Studies (Coordinator, Dr. Gary Wilson)

Nursing (Chair, Dr. Martha MacLeod)

Political Science (Chair, Dr. Boris DeWiel)

Psychology (Chair, Dr. Cindy Hardy)

Social Work (Chair, Dr. Dawn Hemingway)

Women's Studies (Coordinator, Dr. Jacqueline Holler)

APPOINTMENTS IN CASHS, 1 SEPTEMBER 2014 TO 30 AUGUST 2015

As of September 2014, there are 96 tenured or tenure track faculty in CASHS, 9 SLIs, 14 term appointments, and 9 vacant faculty positions with 2 being back filled. In order to deliver effective academic programs, UNBC also relies upon the hard work of term and part time instructors. Included in the above, 12 faculty members are on sabbatical or administrative leave.

New Tenure-Track Employees

| | | | |
|-------------------|------|---------------------|------------------|
| Agnes Pawlowska | FNST | Assistant Professor | July 1, 2014 |
| Chelsea Pelletier | HHSC | Assistant Professor | December 1, 2014 |
| Ben Bryce | HIST | Assistant Professor | July 1, 2014 |

Promotions – July 1, 2014

| | | | |
|-----------------------|------|---------------------|--------|
| Davina Banner-Lukaris | NURS | Associate Professor | Tenure |
| Michel Bouchard | ANTH | Full Professor | |
| Jalil Safaei | ECON | Full Professor | |
| Gary Wilson | POLS | Full Professor | |

RENEWED TERM EMPLOYEES

| | | | |
|--------------------|------|---------------------|-------------------------------------|
| William Hay | EDUC | Lecturer | July 1, 2014 – June 30, 2017 |
| Tammy Klassen-Ross | HLSC | Instructor 1 | July 1, 2014 – June 30, 2015 |
| Amy Klepetar | NURS | Assistant Professor | September 1, 2014 – August 31, 2017 |
| Alex Lautensach | EDUC | Associate Professor | July 1, 2014 – June 30, 2017 |
| Jason Morris | POLS | Lecturer | July 1, 2014 – June 30, 2017 |
| Greg Nixon | EDUC | Associate Professor | July 1, 2014 – June 30, 2017 |
| Erin Wilson | NURS | Assistant Professor | September 1, 2014 – August 31, 2017 |
| Connie Kaweesi | EDUC | Lecturer | August 20, 2014 – August 19, 2015 |
| Erin Gibson | ANTH | Instructor II | January 1, 2015 – December 31, 2015 |
| Virginia Burns | NURS | Assistant Professor | April 7, 2015 – December 31, 2015 |
| Susan Burke | SOCW | Lecturer | January 1, 2015 – December 31, 2016 |

TERMS ENDING

| | | | |
|--------------|------|------------|--|
| Nathan Smith | HIST | Term Ended | |
|--------------|------|------------|--|

ADJUNCT FACULTY

| | | | |
|-----------------------|------|-------------|--------------------------------------|
| Karyn Sharp | ANTH | Appointment | January 7, 2013 – January 6, 2016 |
| Erin Gibson | ANTH | Appointment | January 7, 2013 – January 6, 2016 |
| Bryan Bogdanski | ECON | Appointment | August 14, 2014 – June 30, 2017 |
| Tina Fraser | FNST | Appointment | April 15, 2012 – April 14, 2015 |
| Earl Henderson | FNST | Appointment | April 15, 2012 – April 14, 2015 |
| Travis Holyk | FNST | Appointment | April 15, 2012 – April 14, 2015 |
| Alyce Johnson | FNST | Appointment | August 1, 2012 – July 31, 2015 |
| Gregory Lowan-Trudeau | FNST | Appointment | July 1, 2013 – June 30, 2016 |
| Nance Mackin | FNST | Appointment | July 1, 2012 – June 30, 2015 |
| Paul Michel | FNST | Appointment | March 1, 2013 – June 30, 2016 |
| Deanna Nyce | FNST | Appointment | February 1, 2013 – December 31, 2015 |
| Cornelis Lettinga | HIST | Appointment | July 1, 2013 – June 30, 2016 |
| Virginia Lettinga | HIST | Appointment | July 1, 2013 – June 30, 2016 |

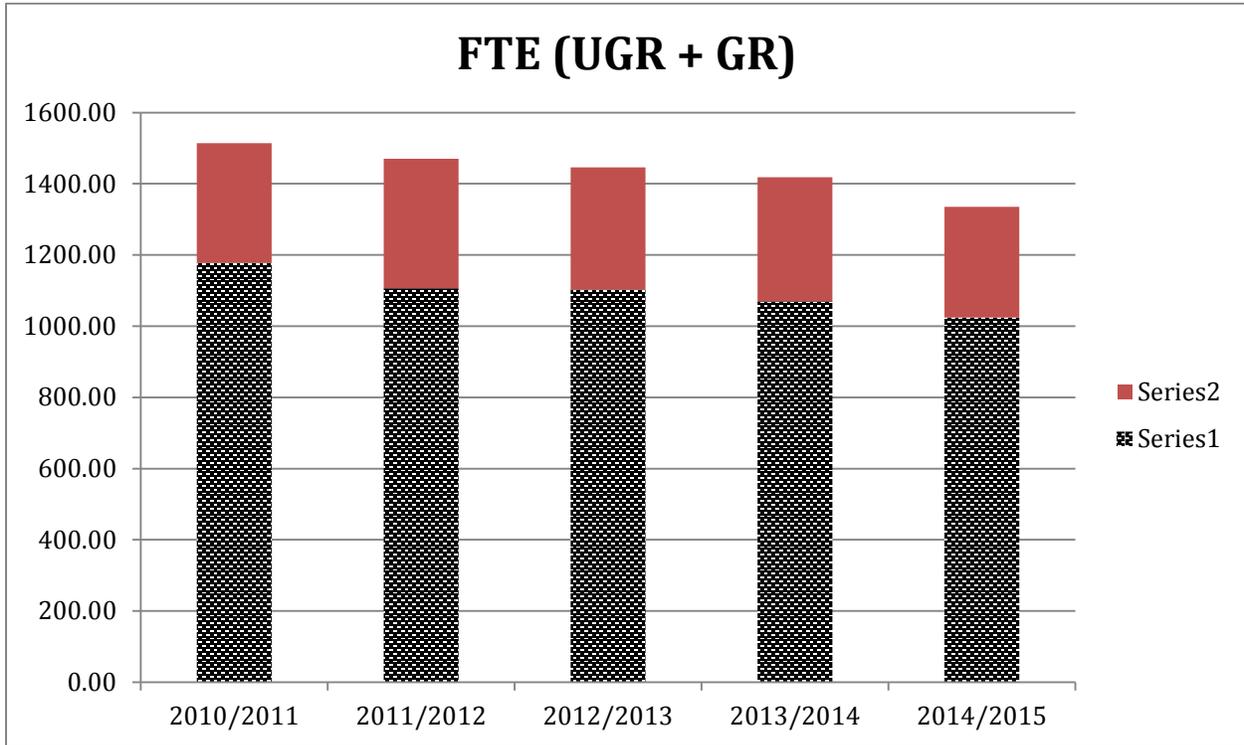
| | | | |
|---------------------|------|----------------|--|
| Nathan Smith | HIST | Appointment | September 1, 2013 – June 30, 2016 |
| Laurie Chan | HLSC | Appointment | September 1, 2013 – December 31, 2016 |
| Anne George | HLSC | Appointment | September 15, 2014 – December 31, 2017 |
| Candida Graham | HLSC | Appointment | July 1, 2014 – June 30, 2015 |
| Josee Lavoie | HLSC | Appointment | January 1, 2014 – December 31, 2015 |
| William Tippet | HLSC | Appointment | July 1, 2013 – June 30, 2016 |
| Arlene Ward | HLSC | Appointment | November 15, 2014 – December 31, 2017 |
| Russ Callaghan | HLSC | Appointment | April 1, 2014 – June 30, 2017 |
| Kui-Hsing Kuo | HLSC | Appointment | April 1, 2014 – June 30, 2017 |
| Thomas Reilly | HLSC | Appointment | July 1, 2014 – June 30, 2015 |
| Anurag Singh | HLSC | Appointment | July 1, 2014 – June 30, 2015 |
| Anna Casas Aguilera | INTS | Appointment | June 9, 2014 – June 30, 2017 |
| Patrick Maher | NORS | Appointment | November 22, 2013 – December 31, 2017 |
| Penny Anguish | NURS | Appointment | February 12, 2014 – December 31, 2016 |
| Janet Baillies | NURS | Re-appointment | March 1, 2014 – December 31, 2016 |
| Jennifer Beaveridge | NURS | Re-appointment | March 1, 2014 – December 31, 2016 |
| Helen Bourque | NURS | Appointment | February 12, 2014 – December 31, 2016 |
| Anne Chisholm | NURS | Re-appointment | July 1, 2014 – June 30, 2017 |
| Gerrit Clements | NURS | Re-appointment | October 1, 2012 – September 30, 2015 |
| Tracey Day | NURS | Appointment | February 12, 2014 – December 31, 2016 |
| Celia Evanson | NURS | Appointment | February 12, 2014 – December 31, 2016 |
| Tina Fraser | NURS | Re-appointment | October 1, 2012 – September 30, 2015 |
| Monica Gregory | NURS | Appointment | February 12, 2014 – December 31, 2016 |
| Rosemary Graham | NURS | Appointment | February 2, 2014 – December 31, 2016 |
| Suzanne Johnston | NURS | Re-appointment | July 1, 2014 – June 30, 2017 |
| Connie Lapadat | NURS | Re-appointment | March 1, 2014 – February 28, 2016 |
| Rose Perrin | NURS | Re-appointment | January 1, 2013 – December 31, 2015 |
| Colleen Regehr | NURS | Appointment | February 2, 2014 – December 31, 2016 |
| Shanda Rojas | NURS | Appointment | February 12, 2014 – December 31, 2016 |
| Denise Tarlier | NURS | Appointment | February 12, 2014 – December 31, 2016 |
| Greg Thomas-Reilly | NURS | Appointment | February 12, 2014 – December 31, 2016 |
| Cathy Ulrich | NURS | Re-appointment | July 1, 2011 – June 30, 2014 |
| Walter Babicz | POLS | Appointment | September 7, 2012 – September 6, 2015 |
| Alberto De Feo | POLS | Appointment | July 1, 2013 – June 30, 2016 |
| Greg Poelzer | POLS | Appointment | July 1, 2013 – June 30, 2016 |
| Josee Lavoie | PSYC | Appointment | January 1, 2014 – December 31, 2015 |
| Paul Madak | PSYC | Appointment | January 1, 2015 – December 31, 2017 |
| Elizabete Rocha | PSYC | Appointment | February 1, 2014 – June 30, 2017 |
| Tammy Klassen Ross | PSYC | Appointment | December 15, 2014 – December 31, 2017 |
| Cherisse Seaton | PSYC | Appointment | July 1, 2013 – June 30, 2016 |

FACULTY WHO HAVE LEFT THE UNIVERSITY

| | | |
|--------------------|-------|-------------------|
| Aijit Ayanandan | ECON | August 31, 2014 |
| Paul Madak | PSYCH | December 31, 2014 |
| Matias Margulis | INTS | December 31, 2014 |
| Willow Brown | EDUC | January 30, 2015 |
| Greg Thomas Reilly | NURS | April 15, 2015 |

CRC CHAIRS

| | | | |
|--------------------|------|---------|--------------------------------------|
| Natalia Loukacheva | POLS | Tier 11 | January 1, 2014 – December 31, 2018 |
| Michael Murphy | POLS | Tier 11 | January 1, 2011 – December 31, 2015 |
| Margot Parkes | HLSC | Tier 11 | October 1, 2009 – September 30, 2014 |



Highlights for the academic year: *(Note that select details have been provided by individual programs.)*

ANTHROPOLOGY

Research

- Dr. Angèle Smith applied for an was successful in receiving the prestigious Trinity Long Room Hub **Visiting Research Fellowship** (Trinity College, Dublin) based on the research proposal “Transforming Identities through Immigrant Integration in Ireland: Multilinguality and Intercultural Spaces”. The pinnacle of the Fellowship is presentation of the public lecture as part of the Trinity Long Room Hub (TLRH) Lecture Series: <https://soundcloud.com/tlrhub/transforming-identities-the-process-and-spaces-of-intercultural-immigrant-engagements-in-ireland>
- Dr. Erin Gibson was awarded a Social Sciences and Humanities Seed Grant \$4000 (December 17, 2014) to support the development of the research project entitled: “Articulating Heritage in a First Nations Landscape: A Community- based Approach.” Student researcher (Danaya Rankin) was hired for the summer 2015 to carry out background research.

- Dr. Farid Rahemtulla received in kind support from the Hakai Institute for the Archaeology Field School, plus a research grant from the Lake Babine Nation Treaty Office for further archaeological research and training in LBN Territory. The value of this support is approximately \$130,000 for 2015.
- Dr. Rahemtulla received a SSHRC Seed Grant for his project, "The origins of shell middens on the central coast of BC," from the Office of the Vice- President of Research.

Publications

- Dr. Bouchard, along with co-authors, signed a book publishing contract to publish a first volume on the history of the French-speaking Canadian and Métis of the United States. This book, *Songs Upon the River*, having being successfully peer-reviewed and revised, is now undergoing edits by the publisher and the expected publishing date will be the summer of 2016.
- Bouchard, Michel and George Bogdan. "From barbarian other to chosen people: the etymology, ideology and evolution of 'nation' at the shifting edge of medieval Western Christendom." *National Identities*. 17(1). pp. 1-23. 2014.
- Bouchard, Michel and Tatiana Podiakova. "Russian Animated Films and Nationalism in the New Millennium: The Phoenix Rising from the Ashes." *Essays on Audience, Adaptation and Consumer Culture*. Edited by Karin Beeler and Stan Beeler. Jefferson, NC: McFarland & Company. pp. 109-132. 2015.
- Gibson, Erin. "Movement, power and place: the biography of a wagon road in a contested First Nations landscape." *Cambridge Archaeological Journal* 25(2), 417-434. (Submitted for peer review) "Remembering tomorrow: wagon roads, identity and the decolonization of a First Nations landscape," in T. Ireland and J. Lydon (eds), *Archaeologies of Memory*, a special themed edition of *Public History Review*.
- Lazenby, Richard. *A Human Voyage, 2nd ed.* Thomson, Toronto Keenleyside, AM and RA Lazenby. (Includes substantive revision of 7 complete and 2 partial chapters, of 16 chapters in total, and a new Appendix). 2015.
- Lazenby, Richard. *Report of Analysis of Human Remains from Binche Keyoh*. Prepared for the Binche Keyoh First Nation. 10 pp. 2015.
- Smith, Angèle and Jeremy Staveley. "Towards an Ethnography of Mobile Tourist Industry Workers in Banff National Park." *Anthropologica, Journal of the Canadian Anthropology Society*. Vol. 56, no. 2. pp. 435-447. 2014.
- Smith, Angèle. "Neoliberal Landscapes of Migration in Ireland: The Space, Management and Experiences of Asylum Seekers in **Movements in Irish Landscapes: Diaspora, Identity, and Globalization at Home and Away**, edited by Diane Sabenacio Nititham-Tunney and Rebecca Boyd. Ashgate Publishing Limited, Farnham, England. pp. 77-90. 2014.
- Smith, Angèle and Krista Voogd. "Young Adults Tourism Workers in Banff Research Instruments 2013." Working Report posted to Employment Related Geographic Mobility Partnership Research Grant Nationwide Basecamp Website. 2014.

Conferences

Faculty in the Anthropology Department attended and presented paper at 11 separate national and international conferences, a significant achievement.

Teaching Achievements

Dr. Erin Gibson taught a new course, Anthropology 298: *The Anthropology of Death and Dying*. (Special Topics in Anthropology). Guest lectures from within and outside the university were integrated into the design of this course.

She also taught a new course for the department Anthropology 380: *Archaeology of the Mediterranean*. (Special Topics in Archaeology)

Dr. Farid Rahemtulla delivered the fifth archaeology field school on Calvert Island and Bella Coola, with support from the Hakai Institute. This year there were 10 students from UNBC and from other institutions in BC and in Alberta. The field school continues to have remarkable success in placing successful participants in employment within the Cultural Resource Management sector in northern BC. We are now close to having 40 field school participants (since 2007) that were successful in securing full time work.

Service

- Dr. Michel Bouchard was elected to the presidency of the Canadian Anthropology Society. He was serving as President-elect (2013-2014) before assuming the role of President in May 2014.
- Dr. Michel Bouchard continues to serve as Member of the Canadian Federation for the Humanities and Social Sciences' (CFHSS) Awards to Scholarly Publications Program (ASPP).
- Dr. Bouchard was elected President of the Cercle des Canadiens Français de Prince George, the regional cultural and community association for French-speakers.
- Dr. Farid Rahemtulla continues to manage the ever-growing artifact repository, and this year we hired an experienced ANTH major (Delaney Prysnuck) to temporarily help with cataloguing and recording of backlogged materials.

Outreach

The Department once again held a series of community presentations as the 'Anthropology in Our Backyards' lecture series. This series was established in 2009, hosting local, national and international speakers. In 2014 - 15 the series featured talks by:

- Dr. Christine Schreyer (Anthropology, UBC-Okanagan): *From British Columbia to Krypton: Anthropology, Language and the Man of Steel*.
- Dr. Hugo Cardoso (Archaeology, SFU): *Were the Dark Ages not as dark or was the Industrial Revolution not as prosperous? A biocultural perspective on differences in child growth between Medieval and early twentieth century Portugal*.
- Dr. Tatiana Nomokonova, (Anthropology, UBC-Okanagan): *People and Seals in the Lake Baikal Region of Eastern Siberia*.
- Dr. Michel Bouchard was invited to give two public talks at Trinity College in London. Dr. Bouchard gave a presentation on the Russian-speaking diaspora in Canada. Dr. Bouchard also gave a public talk to the students of Trinity College on the Francophone communities in Western Canada.
- Dr. Farid Rahemtulla conducted a teaching/research excavation on the Babine River, which was funded by the community. As in previous years, this year the team consisted of half UNBC students and the other half were members of the Lake Babine Nation. This year the LBN members received credit for a special topics course constructed for this purpose.
- Dr. Angèle Smith served as a volunteer in the David Suzuki Blue Dot tour and was invited to serve as a SSHRC Insight Grant application reviewer/ assessor.

Current Students

Barbara Willmer successfully defended her Interdisciplinary Master of Arts with a clear pass. Her thesis: "A Study of Skeletal Trauma, Gender and Testimonio Concerning the 1984 Massacre at Putis, Ayacucho, Peru."

Program Alumni Updates

- Suzanne Mitchell received her PhD from University of Leicester, UK this spring 2015 for her dissertation entitled: *At The Water's Edge: An Integration Of Ethnographic And Archaeological Methods In The Study Of Rock Art In Northern Central British Columbia, Canada.*
 - Pam Tobin is now the Director, Strategy Implementation, First Nations, Inuit and Métis Cancer Control, at the Canadian Partnership Against Cancer, an independent organization funded by the federal government to accelerate action on cancer control for all Canadians, in Toronto.
-

ECONOMICS

Research

Professors Paul Bowles, Fiona MacPhail and Baotai Wang visited Nanjing, China as part of an IDRC funded partnership grant with the Jiangsu Provincial Academy of Social Sciences. Also accompanying them on the research trip was Jingrui Li, a UNBC graduate student in Development Economics. This research focuses on examining China's changing exports. Jingrui's thesis is looking at a related topic.

Current Students

Graduate student, Ananya Bhattacharya, who is studying for an MA in Development Economics, was awarded the prestigious Rosenbluth Internship in Policy Research at the Canadian Centre for Policy Alternatives, BC Office. Ananya spent the summer examining how a First Nation's community is developing solar power.

EDUCATION

Research

- School of Education faculty had eight articles published in the time period covered by this report. Additionally, there were two "in press" articles. Sample journals include the *Journal of US-China Education Review*, *AlterNATIVE: An International Journal of Indigenous Peoples*, and the *Journal of Transformative Learning*.
- School of Education faculty published eight book chapters.
- One School of Education member published a book in 2014-2015.
- School of Education faculty published five papers in conference proceedings.
- School of Education faculty presented 17 papers at 14 different conferences in Canada, the United States, and throughout Europe.
- School of Education faculty published reports for such organizations as Northern Health, WorkSafeBC, and the University of Lethbridge.

Teaching

The School of Education received three nominations for the UNBC Achievement Award. Nominations included the School of Education Chair and two sessional instructors. Additionally, specific faculty members developed 12 new courses at the graduate level.

Service

- Eleven School of Education faculty members served on 14 separate institutional committees. Examples included Senate, Senate Sub-Committees (SCUB; SCON; SCCC: SCAAF), the Provost Search Committee, the Graduate Dean's Advisory Group; and the Green Committee.
- Eight School of Education faculty members served on 12 separate Education committees. These included the Academic Selection Committee, the Master of Education – Special Education Admissions Committee, the Master of Education – Counselling Admissions Committee, the Master of Education – Multidisciplinary Leadership Admissions Committee, the Bachelor of Education Admissions Committee, the Doctoral Program Proposal Committee, the ABCDE Education Roundtable Planning Committee, and the Regional Committee. Additionally, 12 faculty served on Master of Education committees and six served as External members or External Examiner on 16 different Master's level committees outside the School of Education.
- Seven School of Education faculty served on 14 separate committees and service commitments. Examples included Canada Winter Games volunteering, Suwilaawks Literacy Day, Association of BC Deans of Education, External Examiner for doctoral defenses, and delivering over 50 workshops to the greater Prince George community and throughout British Columbia.

Outreach

The primary outreach program in which School of Education faculty were involved was the Community Care Centre. The Centre serves the UNBC community as a low-cost counselling service as well as a practicum site for the Master of Education Counselling students.

Current Students

MEd Counselling student Stephen Bennett received the Governor General's Gold Award, 2015. Stephen was also chosen as the Valedictorian for class of 2015 and made two Conference Presentations based on his thesis research.

Program Alumni Updates

One former MEd Counselling student will have her thesis research published in a peer-reviewed journal, *Journal of Mental Health Counselling* (in press for July 2015 issue). The subject matter of the article is young women's coping experiences with violence in intimate relationships. Additionally, six former graduate students co-published articles with School of Education faculty members.

ENGLISH

The department received confirmation of funding from Canada Council and the VP Research to support Janet Rogers, UNBC Writer in Residence (Sept 2015 – January 2016).

Research

- Karin Beeler and Stan Beeler published a co-edited book, *Children's Film in the Digital Age* and presented papers at the 25th annual Screen Studies conference, "Screening Animals and the Inhuman."
- Karin Beeler and Stan Beeler presented in a panel on fantasy film and television at Prince George's first Northern Fancon, entertainment/fan convention in May 2015.
- Robert Budde published *Dreamland Theatre* (poetry book) which was also shortlisted for a BC Book Prize: the Dorothy Livesay Poetry Award. He received a seed Grant to conduct research for a monograph "The Parahuman" on Haida Gwaii (July 2015). He received \$4300 in Canada Council Literary Reading Grants. He also served as Vice-Chair and Secretary on the Board of Directors of CCWWP.
- Lisa Dickson served as Orator for the 2015 Convocation (CASHS) and was nominated for the Tait Award for Pedagogical Practice (UNBC). She was appointed Acting-Co-ordinator for the IASK Program (2015-16). She has done many presentations on the IASK program throughout the year for UNBC and for the community. She is on the 3M National Teaching Fellowship Council Executive Committee and is the National Adjudicator for the 3M National Student Fellowship. She also serves as an Editorial Board Member for the Society for Teaching and Learning in Higher Education (STLHE).
- Kristen Guest has a teaching edition of *Black Beauty* forthcoming (2015) from Broadview Press.
- Kevin Hutchings received a publishing contract from Ashgate for his book (co-edited with John Miller, a former UNBC Postdoc) *Transatlantic Literary Ecologies: Nature and Culture in the Nineteenth-Century Anglophone Atlantic World*. At the 23rd annual NASSR (North American Society for the Study of Romanticism) conference, entitled "Romanticism and Rights," he presented a paper on a special plenary panel devoted to the topic of Aboriginal Rights. His paper was entitled "Some Romantic-Era Roots of Canada's Residential School System." He also joined the editorial board for Palgrave's newly launched book series on "Animals and Literature."
- Monica Mattfeld published *Performing Horse-Men: Eighteenth-Century Horsemanship and English Masculinity*, two co-edited collections on animals and several articles or chapters in the field of animal studies.
- Maryna Romanets received an institutional SSHRC grant for her postcolonial madness project. Her article for an edited collection on canon subversion was accepted, and she presented at national and international conferences. She was also invited to be an external examiner for a doctoral thesis in Comparative Literature at U of Alberta. She is secretary-treasurer for the Canadian Association of Slavists.

Program Alumni Updates

- English and Women's Studies and Gender Studies co-sponsored a talk by UNBC graduate Liz Albl on Writing for Videogames and working for Ubisoft.

FIRST NATIONS STUDIES

Service

- The department was involved in the planning of the *International Congress of Arctic Arctic Social Sciences (ICASS) VIII* that was held at UNBC from May 22-26, 2014.

Teaching

- The department offered a Cottonwood Dugout Canoe course (FNST 298/301). This was an experiential learning opportunity for undergraduate students to participate in direct instruction with local Lheidli T'enneh Elders Robert and Edith Frederick. Students learned about and engaged with the natural environment through direct contact, traditional storytelling, journaling, and the art of carving out a dugout canoe from a cottonwood tree in the traditional fashion. This was infused with learning about the traditional culture, history and language of the Lheidli T'enneh. This course created a community where students learned not only from the instructors but also from each other.
 - The First Nations Masters Program was re-designed in order to deliver it face-to-face one weekend a month from September to April over a two-year period. All the students in the cohort would take the same required courses, focusing their individual course work and their research on their own particular area of interest. Special Topics courses will be developed based on the expressed interests of the students within the cohort. Two courses will be offered each term and the courses will be delivered in an integrated fashion. The delivery of the courses will be enhanced by the participation of the FNST faculty, allies from other disciplines in the university, community leaders and traditional Knowledge Holders.
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HEALTH SCIENCES

Research

- Margot Parkes was renewed as Canada research chair. She also received grant funding as a co-applicant from the Pacific Institute for Climate Solutions, Real Estate Foundation of BC, the Tackle Environment Enhancement Fund, Canadian Institutes for Health Research, Public Health Agency of Canada, BC Real Estate Foundation Partnering Fund. She published five peer-reviewed journal articles and also supervised UNBC's first Banting postdoctoral Fellowship.
- Luke Harris established the northern BC NIRS lab. He published one peer-reviewed article. He also received a grant from the Northern Medical Program.
- Henry Harder began his first year as LEEF Chair for BC Aboriginal Health Research. He published one peer-reviewed journal article, three peer-reviewed book chapters, one co-edited book, two edited book sections, and one published government report. He also received a grant from the BC real estate foundation.
- Mamdouh Shubair was co-investigator on a grant from PHAC.
- Shannon Wagner published three peer-reviewed articles. She was the applicant or co-applicant on successful grant applications from Public Safety Canada, WorkSafeBC, CIHR, and smaller grants from the Autism Society and UNBC (Seed Grant).
- Henry Harder and Shannon Wagner co-wrote (with Josh Rash) a textbook called *Mental Illness in the Workplace* (Gower Publishing). They were awarded a "Healthier You Award – Mental Health in the Workplace" award

Teaching

- Nine graduate students completed the program;
- Review of undergraduate curriculum completed;
- Broadened the scope of the MSc in Community Health to the MSc in Health Sciences.

Service

- Shannon Wagner served on the UNBC negotiating committee.
- Henry Harder served as a member of the Minister's Advisory Council on Employment and Accessibility.
- Luke Harris served on the Advisory Committee to the Northern BC Health Research Days.
- Margot Parkes continued to serve on, lead, or co-lead several environment focused research groups.

Outreach

- Anne Sommerfeld hosted a lab tour of Grade 5 students. She also did a presentation and a mini-fair table for Project Health 2014 to high school students.

Current Students

- PhD student Virginia Russel was awarded an IMAGINE and a CIHR student award.

HISTORY

Research

- Dana Wessell Lightfoot was inducted as a Member of the College of New Scholars, Artists and Scientists in the Royal Society of Canada.
- Ted Binnema won the Canadian Historical Association's Clio Prize in Northern History for his book, *"Enlightened Zeal": The Hudson's Bay Company and Scientific Networks, 1670 to 1870*.

INTERNATIONAL STUDIES

The major achievement for our department as a whole for 2014-2015 was our name change and undergraduate curriculum overhaul. Our title change from "International Studies" to "Global and International Studies". Our original International Studies Program began life when the university opened in 1994. The curriculum remained basically the same until replaced by a completely new Global Studies curriculum in 2015. The idea of re-orienting our program to Global Studies was first floated in January 2007. We were beginning to feel that the International Studies Program needed updating to reflect significant changes in the state of the world since the early 1990s. It took eight long years before our re-visioning and curriculum overhaul was complete. The new program was approved by the University in November 2014, and is opened to students beginning in September 2015.

Teaching

- Ami Hagiwara received the 2014 UNBC Achievement Award for Teaching.

Current Students

- Michelle Metzger, MA INTS student, received the Canadian Graduate Scholarship from SSHRC.

Program Alumni Updates

- Jillian Merrick (BA Honours International Studies, 2007) was elected to the Prince George City Council in the November 2014 general election. She is both the youngest city councillor and one

of only two elected representatives to have earned a degree at UNBC. The Prince George Citizen recently carried an editorial on her achievements

(<http://www.princegeorgecitizen.com/opinion/editorial/merrick-shaking-council-up-1.2018739>).

- Miriam Matejova (BA Honours International Studies, 2009), who is now a PhD student in Political Science at the University of British Columbia, received the Donald N. Byers Memorial Prize as the highest-ranking Killam Doctoral Scholar of 2014. [INTS Note: The Killam Doctoral Scholarship is “the most prestigious award available to graduate students at UBC”]. Her research centers on global environmental politics associated with climate change impacts and responses. In particular, she is interested in energy and environmental security in the Arctic and Asia Pacific.

NORTHERN STUDIES

Dr. Jim McDonald

The Northern Studies Program was deeply saddened by the passing of our friend and colleague, Dr. Jim McDonald in February 2015. Dr. McDonald was an active member of the Northern Studies Program committee and a leading proponent of northern and Arctic studies in Canada and throughout the circumpolar north through his work with the University of the Arctic and the Association of Canadian Universities for Northern Studies (ACUNS). He will be deeply missed.

Research

- Following the successful hosting of the International Congress of Arctic Social Sciences (ICASS VIII) at UNBC in May 2014, the conference conveners and Northern Studies faculty members, Gary Wilson and Gail Fondahl, produced an edited conference proceedings and obtained a book contract for an edited volume of some of the papers that were presented at the Congress.
- Gail Fondahl and Gary N. Wilson (eds) (2015). *Northern Sustainabilities. Keynote Presentations and Other Highlights from the Eighth International Congress of Arctic Social Sciences (ICASS VIII)*. UNBC, Prince George, May 22-26, 2014.
- Gail Fondahl and Gary N. Wilson (eds). *Northern Sustainabilities: Vulnerability, Resilience and Prosperity in the Circumpolar World*. Forthcoming - Springer Press.
- Dr. Fondahl also co-edited the *Arctic Human Development Report II*, a ground-breaking and comprehensive study of current development issues and trends in the circumpolar north which was published by Norden and the Nordic Council in late 2014.
- Joan Nymand Larsen and Gail Fondahl (eds). *Arctic Human Development Report: Regional Processes and Global Linkages* (Copenhagen: Norden – Nordic Council of Ministers)
- Dr. Wilson co-authored a chapter (with Greg Poelzer) in this volume on “Governance in the Arctic: Political Systems and Geopolitics.”

Teaching

- In February 2015, the Norwegian Centre for International Cooperation in Education (SIU) awarded the University of Northern British Columbia (PI: Gary Wilson) and the University of Nordland in Bodø, Norway (PI: Marit Sundet) a grant of NOK 1,647,400 (\$268,000) for the development of a joint master’s program in International Northern Development (MIND). This joint master’s program will feature a joint foundation course in northern development, joint supervision of master’s theses and a fully funded semester exchange for Canadian and

Norwegian students. The UNBC program will be offered through the Interdisciplinary Studies Program (IDIS) and will commence in September 2016.

- The Northern Studies program continued to offer on-line, joint courses through the University of the Arctic. In the Winter term of 2015, Stephanie Powell-Hellyer taught BCS 332/NORS 332: Contemporary Issues in the Circumpolar World II to students from Canada, Europe and Russia.

Outreach

- In May 2015, the Northern Studies Program, along with various other units on campus, hosted a visiting delegation from the University of Nordland in Norway. The purpose of this visit was to hold a series of meetings with administrators and faculty relating to the above-mentioned Master's in International Northern Development program.

Current Student

- In May 2015, Shaun Cormier graduated with a double major in Northern Studies and International Studies. Shaun is currently working for the Northern Development Initiative Trust (NDIT) as an economic development intern.

NURSING

- Dr. Davina Banner Lukaris was the CASHS recipient of the UNBC Mentorship this year.
- Dr. Lela Zimmer received the College of Registered Nurses of British Columbia Excellence in Nursing Education Award.
- Sessional Instructors and Preceptors, Celia Evanson, Linda Keefe, Leslie Murphy, received the College of Registered Nurses of British Columbia Excellence in Nursing Practice Awards

Research

- Faculty in the School, led by Dr. Lela Zimmer, and coordinated by Dr. Davina Banner-Lukaris in the research support group, published a paper describing the School's practice-driven approach to nursing education.
- The School was host to Fernanda Bothelo, a MITACs GlobalLink Awardee from Brazil, who worked with Dr. Shannon Freeman, a Post Doctoral Fellow, who is based in Nursing.
- Dr. Freeman, who is supervised by Martha MacLeod, received a 3-Year CIHR Post Doctoral Fellowship for her social gerontology research with Northern Health.

Current Students

NCBNP students were the first group of Northern Collaborative Baccalaureate Nursing Program (NCBNP) students who moved from the national entry-to-practice RN exam known as the CRNE exam to the North American RN exam, known as the NCLEX exam.

Program Alumni Updates

- NCBNP Graduate and Preceptor, Lisa Cox, was awarded the College of Registered Nurses of British Columbia Rising Star Award.
- In May 2015, the School hosted an event to celebrate UNBC's 25th anniversary, and to begin to develop our alumni. The *Afternoon of Innovation* celebrated 20 years of achievements in Nursing research, education, and practice innovation and included a poster session, coffee chat

with experts, and guest speakers. The *Evening of Inspiration* celebrated School of Nursing Alumni. The event included dinner, a special presentation by speaker and comedienne Meg Soper, and Alumni Recognition Awards. The Award of Distinction was presented to Tanya Barrett, a NCBNP graduate and Part-Time Instructor, who is a Clinical Nurse Educator in Northern Health. This award recognizes achievements by nursing graduate who has made important lifetime contributions and dedication to health care and the nursing profession. The Rising Star Award was presented to Lauren Irving, a graduate of the NCBNP, and a family nurse practitioner in Prince George. This award recognizes a nursing graduate, who has demonstrated exceptional engagement in professional, academic, civic, or community nursing activities within a relatively short period after graduation. The event was well attended by alumni, current students, faculty and practice partners. The School of Nursing will build on the success of this event with the expectation that there will be an annual Nursing alumni event.

Other

- Dr. Greg Thomas-Reilly, Assistant Professor, was in West Africa in October 2014, to assist with the Ebola Outbreak.

POLITICAL SCIENCE

Research

- Boris DeWiel, "Two Concepts of Violence in the Hardt and Negri 'Empire' Trilogy." In Paromita Chakrabart, Natália De'Carli and Joana Patrício, eds., *Violence in the Contemporary World: An Interdisciplinary Approach*. Oxford: Inter-Disciplinary Press, 2014.
- Natalia Loukacheva was the project leader, author and book editor for a major research project called "Polar Law and Resources" for the Nordic Council of Ministers. This project involved the international cooperation of world-renowned experts and received an award from the Nordic Council of Ministers' highly competitive international Arctic Cooperation program. The resulting book is Natalia Loukacheva, ed. *Polar Law and Resources*. Copenhagen: Nordic Council of Ministers, 2015. ISSN 0908-6692.
- Greg Poelzer and Gary N. Wilson. "Governance in the Arctic: Political Systems and Geopolitics." In Joan Nymand Larsen and Gail Fondahl, eds. *Arctic Human Development Report: Regional Processes and Global Linkages*. Copenhagen: Nordic Council of Ministers, 2014.
- Gail Fondahl and Gary N. Wilson, eds. *Topics in Arctic Social Sciences. Proceedings of the Eighth International Congress of Arctic Social Sciences (ICASS VIII)*. International Arctic Social Sciences Association (IASSA), 2015.

Teaching

Gary Wilson received a grant of \$268,000 from the Norwegian Centre for International Cooperation in Education for the development of a joint Master of Arts program in International Northern Development between the University of Northern British Columbia and the University of Nordland.

Service

- Natalia Loukacheva served as the Associate Editor of the *Arctic Review on Law and Politics* and as a member of the Editorial Board for *The Yearbook of Polar Law*.
- Michael Murphy continued as the Chair of the UNBC Research Ethics Board. He also joined the UNBC Senate. He was also a member of the Editorial Board of *Political Philosophy* for the Wilfrid

Laurier University Press and a member of the College of Reviewers for the SSHRC Canada Research Chairs Program.

- Tracy Summerville continued as a member of the SSHRC Canada Governing Council. She also continued as the editor of the peer-reviewed academic journal, *Canadian Political Science Review*. Provincially, she served as a member of the Intern Selection Committee of the British Columbia Legislative Internship Program. At UNBC, she was the Chair of the 25th Anniversary Committee.

Current Students

Jeff Kormos was awarded:

- \$1500 in research funding from the Northern Scientific Training Program
- up to \$5000 from the UNBC Graduate Student Research Project Award
- a \$5000 scholarship from the Judge William Dow Ferry Fellowship in Political Science

He also **was invited to present his thesis** research at the 2015 ACUNS Student Conference in Calgary and he co-authored a paper with Gary Wilson that was accepted for publishing in the 2016 *Arctic Yearbook*.

PSYCHOLOGY

Research

- **Harder, H.G.**, Wagner, S., & Rash, J. (2014). *Mental Health Issues in the Workplace*. Surrey, Gower Publishing Limited, England.
- Cutcliffe, J.R., Santos, J.C., Links, P.S., Zaheer, J., **Harder, H.G.**, Campbell, F., McCormick, R., Harder, K., Bergmans, Y., and Eynan, R. (2014) (Eds). *Routledge Handbook of Clinical Suicide Research*. London: Routledge.
- **Harder, H.G.**, Holyk, T., Russell, V.L. and Klassen-Ross, T. (In press). Nges Siy (I love you): A Community-Based Youth Suicide Intervention in Northern Central British Columbia. *International Journal of Indigenous Health*.
- Regambal, M.J., Alden, L.E., Wagner, S.L., **Harder, H.G.**, Koch, W.J., Fung, K., and Parsons, C. (2015). Characteristics of the Traumatic Stressors Experienced by Rural First Responders. *Journal of Anxiety Disorders*. Vol. 34, 86-93.
- Williams-Whitt, K., White, M., Wagner, S.L., Schultz, I.Z., Koehn, C., Dionne, C., Koehoorn, M., **Harder, H.G.** Pasca, R., Warje, O., Hsu, V., McGuire, L., Lama, I., Schultz, W., Kube, D., and Hook, A. (2015) Job Demand and Control Interventions: A Stakeholder-Centred Best-Evidence Synthesis of Systematic Reviews on Workplace Disability. *International Journal of Occupational and Environmental Medicine*. Vol. 6(2), 61-78.
- Eynan, R., Bergmans, Y., Antony, J., Cutcliffe, J.R., **Harder, H.G.**, Ambreen, A., Balderson, K. & Links, P.S (2014). The Effects of Suicide Ideation Assessments on Urges to Self-Harm and Suicide. *Crisis: The journal of crisis intervention and suicide prevention*. Vol. 35(2). 123-131.
- Sussman, R., **Lavallee, L. F.** & Gifford, R. (2015). Pro-environmental values matter in competitive but not cooperative commons dilemmas. *The Journal of Social Psychology*. Advance online publication.
- Connell, D., Shapiro, J. R., & **Lavallee, L. F.** (in press). Old-growth forest values: A case study of the ancient cedars of British Columbia. *Society & Natural Resources*.
- Hadjistovropoulos, T., Herr, K., **Prkachin, K.M.**, Craig, K.D., Gibson, S.J., Lukas, A., & Smith, J.H. (2014). Pain assessment in elderly adults with dementia. *Lancet Neurology*, 13, 1216-1227.

- Moffat, M., **Siakaluk, P. D.**, Sidhu, D. M., & Pexman, P. M. (2015). Situated conceptualization and semantic processing: Effects of emotional experience and context availability in semantic categorization and naming tasks. *Psychonomic Bulletin & Review*, 22, 408-419.

Conferences

- Lavallee, L. F. (Chair) (2015, June). *The ways and means of valuing the environment*. Symposium conducted at the 76th meeting of the Canadian Psychological Association. Ottawa, ON.
- Pexman, P. M., Sidhu, D. M., & **Siakaluk, P. D.** (2015). *Embodiment of verb meaning*. In E. F. Risko (Chair), Embodied cognition. Symposium conducted at the 25th Annual Meeting of the Canadian Society for Brain, Behaviour, and Cognitive Science, Ottawa, ON.
- Newcombe, P. I., **Siakaluk, P. D.**, Kumpan, T., Duffels, B., & Pexman, P. M. (2015). *The effects of emotional experience in conceptual processing*. In S. J. Lupker (Chair), Reading words for meaning: Semantics and morphology. Symposium conducted at the 25th Annual Meeting of the Canadian Society for Brain, Behaviour, and Cognitive Science, Ottawa, ON.
- **Siakaluk, P. D.**, Newcombe, P. I., Duffels, B., & Pexman, P. M. (2015). Effects of emotional experience, valence, and arousal in lexical decision. Poster session presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA. November.

Service

- Loraine Lavallee: Service with National Organization: 2014 President Elect (6 years of service as president elect, president, past president) *Canadian Psychological Association*

SOCIAL WORK

Service

- Dr. Glen Schmidt recipient of the 2015 Canadian Association of Social Workers Distinguished Service Award.
- Dr. Si Transken recipient of a 2015 UNBC Service Award

Teaching

- Aboriginal Child and Youth Mental Health Certificate approved through university governance structures to be offered as a Graduate Online Certificate beginning in 2016 – the only such online Certificate in Canada that we are aware of.

Outreach

- Family Support Program, which offers one time financial and other supports to individuals and families who can't find support through existing services, had another successful year. This innovative Program is made available through generous funding from staff at IDL Projects, Inc. with both graduate and undergraduate students from the Schools of Social Work and Business engaged together in experiential learning, in partnership with the Development Office. A new cross-listed course has been initiated for September 2015 in order to engage more students in this exciting undertaking.
- Women North Network/Northern FIRE: the Centre for Women's Health Research at UNBC undertook 3 projects in conjunction with the CHIR-funded Centre for Gender, Mental Health and Social Inequities. The projects engaged both graduate and undergraduate students including 2 recipients of the CIHR Undergraduate Professional Program Student Research Award. In addition

to the direct research components undertaken in partnership with women-serving organizations in Prince George and the Downtown Eastside in Vancouver, engagement took place via displays and workshops during International Women's Day/Week, Take Back the Night, December 6th Memorial and the North Central Exhibition.

Conferences

- With BC Psychogeriatric Association Co-Presidents Professors Dawn Hemingway and Nancy Jokinen co-chairing the planning committee, the Psychogeriatric Association Annual Scientific Conference and AGM will be hosted at the UNBC Prince George campus in April 2016.
- With Dr. Indrani Margolin co-chairing the organizing committee, the UNBC School of Social Work is engaged in planning the North American Spirituality and Social Work conference to take place in Vancouver in June 2016.
- Dr. Nancy Jokinen and Dr. Seth Keller (an American neurologist), both internationally recognized experts in the area of intellectual disabilities and aging, were the invited guest speakers for *The Aging Population Summit* hosted by **Special Olympics Alaska** in Anchorage. Special Olympics Alaska is a leader within the Special Olympics community to address the needs of aging athletes.
- Dr. Jokinen was appointed as an Associate Editor for the *Journal of Policy and Practice in Intellectual Disabilities* published by the International Association for the Scientific Study of Intellectual Disabilities and Wiley Periodicals, Inc.

**Submitted by: Dr. Blanca Schorcht, Dean
College of Arts, Social and Health Sciences
December, 2015**