

## SENATE MEETING PUBLIC SESSION AGENDA

February 22, 2017  
3:30 – 5:30 PM

Senate Chambers (Room 1079 Charles J McCaffray Hall)

---

### 1.0 **S-201702.01**

#### **Approval of the Agenda †**

Page 1

That the agenda for the February 22, 2017 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-201702.02**

#### **Approval of Senate Minutes**

Page 7

That the minutes of the January 25, 2017 Public Session of Senate be approved as presented.

### 3.0 **Business Arising from Previous Minutes of Senate**

#### 4.0 **President's Report**

Dr. Weeks

#### 5.0 **Report of the Provost**

Dr. Ryan

#### 6.0 **Report of the Registrar**

Ms. McKenzie

#### 7.0 **Question Period**

Dr. Weeks

#### 8.0 **Removal of Motions from the Consent Agenda**

Dr. Weeks

#### 9.0 **Committee Reports**

#### 9.1 **Senate Committee on Academic Affairs (no material)**

Dr. Ryan

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

Page 17

An executive summary from the Department of Anthropology for the proposed motions has been included for information.

- Consent **S-201702.03**  
**Change(s) to the Course Prerequisites - ANTH 606-3**  
Page 18 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the prerequisites for ANTH 606-3 Feminist Perspectives in Anthropology on page 98 of the 2016/2017 graduate calendar, be approved as proposed.  
Effective date: September 2017
- Consent **S-201702.04**  
**Change(s) to the Course Prerequisites - ANTH 611-3**  
Page 20 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the prerequisites for ANTH 611-3 Biological Anthropology on page 98 of the 2016/2017 graduate calendar, be approved as proposed.  
Effective date: September 2017
- Consent **S-201702.05**  
**Change(s) to the Course Prerequisites - ANTH 614-3**  
Page 22 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the prerequisites for ANTH 614-3 Religion, Ideology and Belief Systems on page 98 of the 2016/2017 graduate calendar, be approved as proposed.  
Effective date: September 2017
- Consent **S-201702.06**  
**Change(s) to the Course Prerequisites - ANTH 621-(3-6)**  
Page 24 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the prerequisites for ANTH 621-(3-6) Ethnographic Field Methods on page 99 of the 2016/2017 graduate calendar, be approved as proposed.  
Effective date: September 2017
- Consent **S-201702.07**  
**Change(s) to the Course Prerequisites - ANTH 622-(3-6)**  
Page 26 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the prerequisites for ANTH 622-(3-6) Ethnographic Research Project on page 99 of the 2016/2017 graduate calendar, be approved as proposed.  
Effective date: September 2017
- Consent **S-201702.08**  
**Change(s) to the Course Prerequisites - ANTH 651-3**  
Page 28 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the prerequisites for ANTH 651-3 Traditional Use Studies on page 100 of the 2016/2017 graduate calendar, be approved as proposed.  
Effective date: September 2017
- Page 30 An executive summary from the Department of Global & International Studies for the proposed motions has been included for information.
- Consent **S-201702.09**  
**Change(s) to the Course Title, Course Description and Course Preclusions - INTS 220-3**  
Page 31 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title, course description and course preclusions for INTS 220-3, Globalization and the World's Economies, on page 262 of the 2016/2017 undergraduate calendar, be approved as proposed.  
Effective date: September 2017
- Consent **S-201702.10**  
**Change(s) to the Course Description - INTS 298-3**  
Page 33 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course description for INTS 298-3, Special Topics in Global Studies, on page 264 of the 2016/2017 undergraduate calendar, be approved as proposed.  
Effective date: September 2017

- Consent **S-201702.11**  
**Change(s) to the Course Title and Course Description - INTS 498-(3-6)**  
 Page 35 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for INTS 498-(3-6), Special Topics in Global Studies, on page 266 of the 2016/2017 undergraduate calendar, be approved as proposed.  
 Effective date: September 2017
- Page 37 An executive summary from the School of Nursing for the proposed motions has been included for information.
- Consent **S-201702.12**  
**Changes to the Immunization Section - Northern Collaborative Baccalaureate Nursing Program**  
 Page 38 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the Immunization section under the Northern Collaborative Baccalaureate Nursing Program on page 173 of the 2016/2017 undergraduate calendar, be approved as proposed.  
 Effective date: September 2017
- Consent **S-201702.13**  
**Changes to the Immunizations Section - Admission Requirements for the Post-Diploma Baccalaureate Nursing Program**  
 Page 41 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the Immunizations section under the Admission Requirements for the Post-Diploma Baccalaureate Nursing Program on page 175 of the 2016/2017 undergraduate calendar, be approved as proposed.  
 Effective date: September 2017
- Consent **S-201702.14**  
**Changes to the Immunizations Section - Admission Requirements for the Rural Nursing Certificate Program**  
 Page 44 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the Immunizations section under the Admission Requirements for the Rural Nursing Certificate Program on page 176 of the 2016/2017 undergraduate calendar, be approved as proposed.  
 Effective date: September 2017
- Page 46 A memorandum from the Philosophy Minor Coordinating Committee for the proposed motions has been included for information.
- Regular **S-201702.15**  
**New Course Approval - PHIL 302-3**  
 Page 47 That, on the recommendation of the Senate Committee on Academic Affairs, the new course, PHIL 302-3 Philosophy of Religion, be approved as proposed.  
 Proposed semester of first offering: January 2018
- Regular **S-201702.16**  
**New Course Approval – PHIL 400-3**  
 Page 52 That, on the recommendation of the Senate Committee on Academic Affairs, the new course, PHIL 400-3 Classics in Philosophy, be approved as proposed.  
 Proposed semester of first offering: January 2018
- Regular **S-201702.17**  
**New Course Approval – PHIL 472-3**  
 Page 57 That, on the recommendation of the Senate Committee on Academic Affairs, the new course, PHIL 472-3 Philosophical Research Seminar, be approved as proposed.  
 Proposed semester of first offering: January 2018
- Regular **S-201702.18**  
**Changes to Program Requirements - Philosophy Minor**  
 Page 62 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the Philosophy Minor, on page 178 of the 2016/17 undergraduate calendar, be approved as proposed.  
 Effective date: September 2017

- [Page 66](#) A memorandum from the Department of Political Science for the proposed motions has been included for information.
- Regular **S-201702.19**  
**New Course Approval - POLS 353-3**
- [Page 67](#) That, on the recommendation of the Senate Committee on Academic Affairs, the new course, POLS 353-3 Project Management in Local Government, be approved as proposed.  
Proposed semester of first offering: May 2017
- Consent **S-201702.20**  
**Change to the Course Title - POLS 303-3**
- [Page 72](#) That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course title for POLS 303-3, Democracy and Dictatorship, on page 285 of the 2016/2017 undergraduate calendar, be approved as proposed.  
Effective date: September 2017
- Consent **S-201702.21**  
**Changes to the Preclusion - POLS 327-3**
- [Page 74](#) That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the preclusion for POLS 327-3, Leadership and Ethics in Local Government, on page 285 of the 2016/2017 undergraduate calendar, be approved as proposed.  
Effective date: September 2017
- Consent **S-201702.22**  
**Changes to the Course Description and Prerequisite - POLS 440-3**
- [Page 76](#) That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course description and prerequisite for POLS 440-3, Internship I, on page 287 of the 2016/2017 undergraduate calendar, be approved as proposed.  
Effective date: September 2017
- Consent **S-201702.23**  
**Changes to the Course Description and Prerequisite - POLS 441-3**
- [Page 78](#) That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course description and prerequisite for POLS 441-3, Internship II, on page 287 of the 2016/2017 undergraduate calendar, be approved as proposed.  
Effective date: September 2017
- Consent **S-201702.24**  
**Changes to the Course Description and Prerequisite - POLS 498-3**
- [Page 80](#) That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course description and prerequisite for POLS 498-3, Special Topics in Political Science, on page 287 of the 2016/2017 undergraduate calendar, be approved as proposed.  
Effective date: September 2017
- Consent **S-201702.25**  
**Changes to the Course Description and Prerequisite - POLS 499-3**
- [Page 82](#) That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course description and prerequisite for POLS 499-3, Independent Study, on page 287 of the 2016/2017 undergraduate calendar, be approved as proposed.  
Effective date: September 2017
- Regular **S-201702.26**  
**Changes to the Program Requirements - BSc Natural Resources Management (major in Forest Ecology and Management)**
- [Page 84](#) That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the BSc Natural Resources Management (major in Forest Ecology and Management) and to the BSC Honours – Forest Ecology and Management Degree on pages 158-159, of the 2016/2017 undergraduate calendar, be approved as proposed.  
Effective date: September 2017

- Consent **S-201702.27**  
**Changes to the Course Title, Prerequisites, and Description - FSTY 405-3**  
 Page 88 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title, prerequisites, and description for FSTY 405-3, on page 249 of the 2016/17 undergraduate calendar, be approved as proposed.  
 Effective date: September 2017
- Consent **S-201702.28**  
**Changes to the Course Title and Description - FSTY 605-3**  
 Page 90 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for FSTY 605-3, in the 2016/17 online graduate calendar, be approved as proposed.  
 Effective date: September 2017
- Regular **S-201702.29**  
**Changes to the Program Requirements - Master of Natural Resources and Environmental Studies**  
 Page 92 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the Master of Natural Resources and Environmental Studies on page 80 of the 2016/2017 graduate calendar, be approved as proposed.  
 Effective date: May 2017
- Consent **S-201702.30**  
**Changes to the Course Description - NRES 793-6**  
 Page 98 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the NRES 793-6 Master of Natural Resources and Environmental Studies Non-Thesis Project on page 138 of the 2016/2017 graduate calendar, be approved as proposed.  
 Effective date: May 2017
- Consent **S-201702.31**  
**Change to the Recommended Courses - BIOL 425-3**  
 Page 100 That, on the recommendation of the Senate Committee on Academic Affairs, the change to one of the recommended courses for BIOL 425-3, on page 204 of the 2015/2016 undergraduate calendar, be approved as proposed.  
 Effective date: September 2017
- 9.2 **Senate Committee on Admissions and Degrees** (*no material*) **Dr. Owen**
- 9.3 **Senate Committee on First Nations and Aboriginal Peoples** (*no material*) **Dr. Ryan**
- 9.4 **Senate Committee on Scholarships and Bursaries** **Dr. Owen**
- “For Information” Item:**
- SCSB20170125.03** (approved)  
**Revisions to Future Health Professionals Bursary**  
 Page 102 That the revised Terms and Conditions for the Future Health Professionals Bursary be approved.  
 Effective Date: 2017-2018 Academic Year
- 9.5 **Senate Committee on Nominations** (*no material*) **Dr. Casperson**
- 9.6 **Senate Committee on the University Budget** (*no material*) **Dr. Whitcombe**
- 9.7 **Steering Committee of Senate** **Dr. Weeks**
- “For Approval” Items:**
- Regular **S-201702.32**  
**Changes to the Regular Student Election Date – Senate Handbook**  
 Page 104 That, on the recommendation of the Steering Committee of Senate, be it resolved that, s.3 of the Senate Handbook be amended by removing the word “April” in subsection (g) (iv) and substituting the word “February”.  
 Effective Date: May 1, 2017

Regular

**S-201702.33**

**Changes to the Regular Staff and Faculty Election Date – Senate Handbook**

Page 105

That, on the recommendation of the Steering Committee of Senate, be it resolved that, s.3 of the Senate Handbook be amended by removing the word “March” in subsection (g) (v) and substituting the word “February”.

Effective Date: May 1, 2017

Page 106

The tentative Senate and Board nomination and election timeline for 2018 is included in the meeting package for information.

**9.8 Students as Partners (Ad Hoc Committee)**

**Ms. Blanding**

Page 107

A report from the Students as Partners Ad Hoc Committee is included in the meeting package.

Page 112

The Students as Partners: Considerations for UNBC Report officially received by Senate on December 14, 2016 is included in the meeting package for information.

**10.0 Information**

**10.1 Sexual Violence Steering Committee**

**Dr. Wilson**

Sexual Violence Policy - Update on Consultation Process

11.0

**S-201702.34**

**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.

12.0

**Other Business** *(no material)*

13.0

**S-201702.35**

**Move to In Camera Session**

That the meeting move In Camera.

14.0

**S-201702.40**

**Adjournment**

That the Senate meeting be adjourned.



**MEMORANDUM**  
**COLLEGE OF ARTS, SOCIAL AND HEALTH SCIENCES**  
***Department of ANTHROPOLOGY***

TO: Blanca Schorcht, Dean of CASHS  
FROM: Michel Bouchard, Chair, Department of Anthropology  
DATE: February 17, 2017  
RE: **EXECUTIVE SUMMARY – SENATE MOTIONS**

---

The Department of Anthropology proposes motions to CASHS as follows:

1. Motion for ANTH 606 delete recommended: GNDR 710
2. Motion for ANTH 611 delete prerequisite: ANTH 200
3. Motion for ANTH 614 delete prerequisite: prior course(s) in sociocultural anthropology
4. Motion for ANTH 621 delete prerequisite: ANTH 101, ANTH 210
5. Motion for ANTH 622 add: permission of the instructor
6. Motion for ANTH 651 delete ANTH 101 or FNST 100

This will provide consistency and will not discourage graduate students from taking Anthropology graduate courses. We also hope that we will encourage a much wider participation of students from across both CASHS and potentially CSAM.

Motion Number (assigned by  
Steering Committee of Senate): S-201702.03

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the changes to the prerequisites for ANTH 606-3 Feminist Perspectives in Anthropology on page 98 of the 2016/2017 graduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

This will provide consistency and will not discourage graduate students from taking Anthropology graduate courses.

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

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

ANTH 606-3 Feminist Perspectives in Anthropology This course will survey and critique selected theoretical approaches and ethnographies to examine key areas of interest and debate in the field of feminist anthropology. This course will draw from the political ideology in feminism concerned with critical examination of gender relations and cross cultural anthropological study.

*Prerequisites:* Permission of the instructor

*Recommended:* GNDR 710-3

*Precluded:* ANTH 406-3

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

ANTH 606-3 Feminist Perspectives in Anthropology This course ~~will~~ surveys and critiques selected theoretical approaches and ethnographies to examine key areas of interest and debate in the field of feminist anthropology. This course ~~will draw~~ s from the political ideology in feminism concerned with critical examination of gender relations and cross-cultural anthropological study.

*Prerequisites:* Permission of the instructor

~~*Recommended:* GNDR 710-3~~

*Precluded:* ANTH 406-3

6. **Authorization:**

**Program / Academic / Administrative Unit:** Department of Anthropology

**College:** College of Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2016.12.15.03**

**College Council Approval Date:** December 15, 2016

**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:**

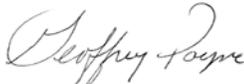
**Motion No.:** SCAAF201701.03

**Moved by:** M. Dale

**Seconded by:** I. Hartley

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): **S-201702.04**

---

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the changes to the prerequisites for ANTH 611-3 Biological Anthropology on page 98 of the 2016/2017 graduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

This will provide consistency and will not discourage graduate students from taking Anthropology graduate courses.

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

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

ANTH 611-3 Biological Anthropology This course is a problem-oriented and project-based seminar in which a selected topic, or topics, in biological anthropology is examined. Credit is available for both ANTH 411-3 (3-6) and ANTH 611-3, provided the topic is substantially different between offerings.

*Prerequisites:* ANTH 200-3 or permission of the instructor

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

ANTH 611-3 Biological Anthropology This course is a problem-oriented and project-based seminar in which examining a selected topic, or topics, in biological anthropology ~~is examined~~. Credit is available for both ANTH 411- ~~3~~(3-6) and ANTH 611-3, provided the topic is substantially different between offerings.

*Prerequisites:* ~~ANTH 200-3 or permission~~ Permission of the instructor

6. **Authorization:**

**Program / Academic / Administrative Unit:** Department of Anthropology

**College:** College of Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2016.12.15.03

College Council Approval Date: December 15, 2016

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.:** SCAAF201701.04

**Moved by:** M. Dale

**Seconded by:** I. Hartley

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.05

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the changes to the prerequisites for ANTH 614-3 Religion, Ideology and Belief Systems on page 98 of the 2016/2017 graduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

This will provide consistency and will not discourage graduate students from taking Anthropology graduate courses.

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

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

ANTH 614-3 Religion, Ideology, and Belief Systems A review of anthropological approaches to religion, ideology and belief systems with comparative examples from several cultures.

*Prerequisites:* prior course(s) in sociocultural anthropology or permission of the instructor

*Precluded:* ANTH 414-3

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

ANTH 614-3 Religion, Ideology, and Belief Systems This course provides a A review of anthropological approaches to religion, ideology and belief systems with using comparative examples from several cultures.

*Prerequisites:* ~~prior course(s) in sociocultural anthropology or permission~~ Permission of the instructor

*Precluded:* ANTH 414-3

6. **Authorization:**

**Program / Academic / Administrative Unit:** Department of Anthropology

**College:** College of Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2016.12.15.03**

**College Council Approval Date:** December 15, 2016

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

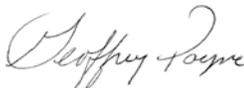
**Motion No.:** SCAAF201701.05

**Moved by:** M. Dale

**Seconded by:** I. Hartley

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.06

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the changes to the prerequisites for ANTH 621-(3-6) Ethnographic Field Methods on page 99 of the 2016/2017 graduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

This will provide consistency and will not discourage graduate students from taking Anthropology graduate courses.

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

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

ANTH 621-(3-6) Ethnographic Field Methods A project-based seminar in which students will actualize field methods in ethnographic research, in addition to closely examining questions of ethical research and community participation in ethnographic research. This course consists of at least three weeks of classroom instruction in a field location and will emphasize the actualization of conventional ethnographic methods and procedures in an actual field setting. Students will be expected to participate in a larger field project and to gain direct experience in field methods while being sensitized to the requirements of ethical research and community involvement in ethnography.

*Prerequisites:* ANTH 101-3, ANTH 210-2

*Precluded:* ANTH 421-(3-6)

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

ANTH 621-(3-6) Ethnographic Field Methods A This course is a project-based seminar in which students ~~will~~ actualize field methods in ethnographic research, in addition to closely examining questions of ethical research and community participation in ethnographic research. This course consists of at least three weeks of classroom instruction in a field location and ~~will~~ emphasizes the actualization of conventional ethnographic methods and procedures in ~~an actual a~~ field setting. Students ~~will be~~ are expected to participate in a larger field project and to gain direct experience in field methods while being sensitized to the requirements of ethical research and community involvement in ethnography. Credit may be available for ANTH 421-(3-6) and ANTH 621-(3-6) if the subject matter and course location differ substantially.

*Prerequisites:* ANTH 101-3, ANTH 210-2 Permission of the instructor

*Precluded:* ANTH 421 (3-6)

6. **Authorization:**

**Program / Academic / Administrative Unit:** Department of Anthropology

**College:** College of Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2016.12.15.03**

**College Council Approval Date:** December 15, 2016

**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.:** SCAAF201701.06

**Moved by:** M. Dale

**Seconded by:** I. Hartley

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.07

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the changes to the prerequisites for ANTH 622-(3-6) Ethnographic Research Project on page 99 of the 2016/2017 graduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

This will provide consistency and will not discourage graduate students from taking Anthropology graduate courses.

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

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

ANTH 622-(3-6) Ethnographic Research Project A project-based course in which students shall examine and compare selected aspects of cultures and peoples before integrating this acquired knowledge to design and carry out a major research project arising from the field experience. The ethnographic material covered shall be appropriate to the field school's locality and/or general research topic.

*Precluded:* ANTH 422-(3-6)

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

ANTH 622-(3-6) Ethnographic Research Project A This is a project-based course in which students ~~shall~~ examine and compare selected aspects of cultures and peoples before integrating this acquired knowledge to design and carry out a major research project arising from the field experience. The ethnographic material covered shall be appropriate to the field school's locality and/or general research topic. Credit may be available for ANTH 422-(3-6) and ANTH 622-(3-6) if the subject matter and course location differ substantially.

*Prerequisites: Permission of the instructor*

*Precluded: ANTH 422 (3-6)*

6. **Authorization:**

**College:** College of Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2016.12.15.03**

**College Council Approval Date:** December 15, 2016

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:**

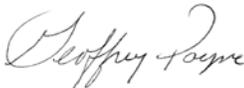
**Motion No.:** SCAAF201701.07

**Moved by:** M. Dale

**Seconded by:** I. Hartley

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.08

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the changes to the prerequisites for ANTH 651-3 Traditional Use Studies on page 100 of the 2016/2017 graduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

This will provide consistency and will not discourage graduate students from taking Anthropology graduate courses.

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

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

ANTH 651-3 Traditional Use Studies An advanced seminar on traditional use studies, their use, application, and development. The seminar will examine the origins and development of this field, review case studies and recent applications, and contemporary policies.

*Prerequisites:* ANTH 101-3 or FNST 100-3 or permission of instructor

*Precluded:* ANTH 451-3, FNST 451-3, FNST 651-3

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

ANTH 651-3 Traditional Use Studies ~~An~~ This course is an advanced seminar on traditional use studies, their use, application, and development. The seminar ~~will~~ examines the origins and development of this field, ~~reviews~~ case studies and recent applications, and analyzes contemporary policies.

*Prerequisites:* ~~ANTH 101-3 or FNST 100-3 or permission~~ Permission of instructor

*Precluded:* ANTH 451-3, FNST 451-3, FNST 651-3

6. **Authorization:**

**Program / Academic / Administrative Unit:** Department of Anthropology

**College:** College of Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2016.12.15.03**

**College Council Approval Date:** December 15, 2016

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.:** SCAAF201701.08

**Moved by:** M. Dale

**Seconded by:** I. Hartley

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

**MEMO**

**From: Ken Wilkening, Chair, Department of Global & International Studies**

**Date: 20 January 2017**

**Re: Changes to INTS 220, 298, 498**

---

Three proposed course revisions are being submitted to address issues that have come up since our department implemented its switch to our new undergraduate Global & International Studies curriculum in 2014.

The change to INTS 220 is to align it with a recently created course by the Department of Economics, ECON 220.

The main change to INTS 298 and 498 is to make clear to students that they can take these courses twice with no restrictions (i.e., without permission of instructor or permission of chair); however, if they are taken three or more times, then permission of chair is required. Discussions took place with the Registrar's Office to make sure the software can handle this type of requirement. It can.

Motion Number (assigned by  
Steering Committee of Senate): S-201702.09

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the course title, course description and course preclusions for INTS 220-3, Globalization and the World's Economies, on page 262 of the 2016/2017 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

This proposal is part of several course revisions that address issues that have come up since we implemented our overhaul to the new undergraduate Global & International Studies curriculum in 2014. There are three proposed changes to this course, INTS 220, are:

- 1) to update the course title,
- 2) to update the course description,
- 3) to add ECON 220 as a precluded course.

When our department made its curriculum overhaul in 2014, the new course INTS 220 was intended to be paired (cross listed) with an identical course in Economics. However, the Economics department did not complete the creation of their ECON 220 until last year (2016). When they created the course, they changed the title and description somewhat from that of the original INTS 220 course. Hence, the sole purpose of the changes in this proposal is to align the title and description with that for the recently created ECON 220 course, and to add ECON 220 as a precluded (cross listed) course.

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

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

INTS 220-3 Globalization and the World's Economies

This course is an examination of 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 global powers such as Brazil, Russia, India and China.

*Prerequisites:* None

*Preclusions:* ECON 120-3

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

INTS 220-3 ~~Globalization and the World's Economies~~ Global Economic Shifts

This course ~~is an examination~~ examines of 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

Preclusions: ECON 120-3; ECON 220-3

6. **Authorization:**

**Program / Academic / Administrative Unit:** Global and International Studies

**College:** Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2016.12.15.04**

**College Council Approval Date:** December 15, 2016

**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.:** SCAAF201701.09

**Moved by:** T. Whitcombe

**Seconded by:** T. Summerville

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-01702.10

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the course description for INTS 298-3, Special Topics in Global Studies, on page 264 of the 2016/2017 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

This proposal is part of several course revisions that address issues that have come up since we implemented our overhaul to the new undergraduate Global & International Studies curriculum in 2014.

The two changes to this course, INTS 298, are:

- 1) to elaborate the description, and
- 2) to add language that makes clear to students that they may take the course more than once if the topic and title of each course is different, but that they need permission of chair if taken three or more times.

(1) The “s” in “issue” was added to reflect that the ‘examination and analysis’ in the course may be of a combination of issues, not necessarily one issue. And wording was added to indicate that this course is intended to be one of great flexibility to address ‘hot’ topics in our rapidly changing world.

(2) We would like to afford students the opportunity to take the course multiple times. Our 298 special topics courses are designed to be of interest to the entire UNBC student community, not just majors. Each course will be unique in topic and title, with the exception of when the exact same course is offered more than once.

Students can take the course *twice* with no prerequisite of “permission of instructor” or “permission of chair”. If a 298 topic proves to be highly popular with a high enrolment, it will be a significant burden on the instructor and/or chair to sign off for each student interested in taking the course, let alone to try to verify in each individual case if the student has taken a similar course before.

However, if a student seeks to register for INTS 298 for a third or more times, permission of chair is required. Our department has worked with the Registrar’s Office to ensure that the software can catch such situations.

To prevent issues of course duplication, the department will ensure that 298 course topics are distinct and clearly differentiated in title and description.

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

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

INTS 298-3 Special Topics in Global Studies

This course is a detailed examination and analysis of a contemporary issue in global studies.

*Prerequisites:* None

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

INTS 298-3 Special Topics in Global Studies

This course is a detailed examination and analysis of a contemporary issues in global studies. It is designed to address timely topics in a rapidly changing world. This course may be repeated to a maximum of 6 credit hours if the material is substantially different. To register in subsequent distinct course offerings in excess of 6 credit hours, permission of the Program Chair is required.

Prerequisites: None

6. **Authorization:**

**Program / Academic / Administrative Unit:** Global and International Studies

**College:** Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2016.12.15.04**

**College Council Approval Date:** December 15, 2016

**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.:** SCAAF201701.10

**Moved by:** T. Whitcombe

**Seconded by:** E. Searle

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.11

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the course title and course description for INTS 498-(3-6), Special Topics in Global Studies, on page 266 of the 2016/2017 undergraduate calendar, be approved as proposed.

1. **Effective date:** February 22, 2017

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

This proposal is part of several course revisions that address issues that have come up since we implemented our overhaul to the new undergraduate Global & International Studies curriculum in 2014. The three changes to this course, INTS 498, are:

- 1) to add an “s” to the word “issue”,
- 2) to remove the credit designation “3-6”, and
- 3) to add language that makes clear to students that they may take the course more than once if the topic and title of each course is different, but that they need permission of chair if taken three or more times.

(1) The “s” in “issue” was added to reflect that the ‘examination and analysis’ in the course may be of a combination of issues, not necessarily one issue.

(2) This course is to be offered only for 3 credits; the designation “3-6” can be interpreted to imply that the course could be offered for anywhere between 3 to 6 credits.

(3) Unlike INTS 298, this course is oriented primarily to our majors but similar to 298 can be taken more than twice. Students can take INTS 498 **twice** with no prerequisite of “permission of instructor” or “permission of chair”. However, if a student seeks to register for INTS 498 for a third or more times, permission of chair is required. Our department has worked with the Registrar’s Office to ensure that the software can catch such situations. To prevent issues of course duplication, the department will ensure that 498 course topics are distinct and clearly differentiated in title and description.

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

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

INTS 498-(3-6) Special Topics in Global Studies This is a detailed examination of a contemporary issue in global studies.

*Prerequisites:* INTS 100-3, INTS 210-3, and 60 credit hours, or permission of the instructor

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

INTS 498-~~(3-6)~~ Special Topics in Global Studies

This course is a detailed examination and analysis of a contemporary issues in global studies. ~~It may be retaken any number of times, provided all course topics and titles are distinct.~~ This course may be



## Executive Summary, Immunization Motions – School of Nursing

The three motions are in response to updates to the Immunization forms that are required for undergraduate nursing programs. The School of Nursing is changing to a generic calendar entry regarding immunizations due to the fact that recommended immunizations are frequently being updated by Provincial and Federal health agencies, e.g. BC Centre for Disease Control. Any updates will be reflected on the required immunization forms, rather than in the calendar.

- 1) Changes to the Immunization and CPR Certification section under the Northern Collaborative Baccalaureate Nursing Program: a generic entry, with removal of 'Admissions Office at the...', as each collaborating institution has a different location to which forms are to be submitted. This location will be identified on the form issued by the institution.
- 2) Changes to the Immunizations section under the Admission Requirements for the Post-Diploma Baccalaureate Nursing Program: a generic entry, under an added 'Immunization' subtitle, shown under the Admission Requirements.
- 3) Changes to the Immunizations section under the Admission Requirements for the Rural Nursing Certificate Program: a generic entry, under an added 'Immunization' subtitle, shown under the Admission Requirements.

Motion Number (assigned by  
Steering Committee of Senate): S-201702.12

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the Immunization section under the Northern Collaborative Baccalaureate Nursing Program on page 173 of the 2016/2017 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2017
2. **Rationale for the proposed revisions:** Changing to a generic calendar entry due to the recommended immunizations that are constantly being updated by Provincial and Federal health agencies, e.g. BC Centre for Disease Control.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

#### Immunization and CPR Certification

All students accepted into the NCBNP are sent documentation and information regarding immunization policies. Once accepted into the Program, all students must submit:

- A record of immunization status. The following immunizations are strongly recommended and the current status of each is to be submitted:
  - Diphtheria, tetanus, poliomyelitis, measles, mumps, rubella, hepatitis B and varicella.
  - A Mantoux test (PPD) for tuberculosis.
  - Meningococcal C conjugate for those born on or after January 1, 1988.
  - Yearly Influenza vaccine. Submission deadline to be announced annually based on release date of vaccine.Completed immunization forms must be submitted to the Admissions Office at the institution the student is currently attending prior to Sept 30 in the first year of attendance. Failure to do so may result in the student not being allowed to practice in the clinical setting.
- Documentation of CPR certification, level C, which must be successfully maintained throughout the program. Proof of CPR certification (and re-certification, as needed) must be submitted prior to commencement of classes.
- CPR must be recertified every two years regardless of expiry date on the card.

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

### Immunization and CPR Certification

All students accepted into the NCBNP are sent documentation and information regarding immunization policies. Once accepted into the Program, all students must submit the following:

- A record of immunization status and any annual vaccination requirements, such as Influenza, based on release date of vaccine. ~~The following immunizations are strongly recommended and the current status of each is to be submitted:~~
  - ~~Diphtheria, tetanus, poliomyelitis, measles, mumps, rubella, hepatitis B and varicella.~~
  - ~~A Mantoux test (PPD) for tuberculosis.~~
  - ~~Meningococcal C conjugate for those born on or after January 1, 1988.~~
  - ~~Yearly Influenza vaccine. Submission deadline to be announced annually based on release date of vaccine.~~
- A ~~C~~ completed immunization forms must be submitted to the Admissions Office at the institution the student is currently attending prior to Sept 30 in the first year of attendance. Students entering the Program in Year 2 or above must submit the completed immunization form before the first week of classes in September. Failure to do so may result in the student not being allowed to practice in the clinical setting.
- Documentation of CPR certification, level C, which must be successfully maintained throughout the program. Proof of CPR certification (and ~~re-certification~~, recertification as needed) must be submitted prior to commencement of classes.
- CPR must be recertified every two years regardless of expiry date on the card.

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.2017.01.19.03

**College Council Approval Date:** January 19, 2017

**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.:** SCAAF201702.03

**Moved by:** T. Whitcombe

**Seconded by:** E. Jensen

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.13

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the Immunizations section under the Admission Requirements for the Post-Diploma Baccalaureate Nursing Program on page 175 of the 2016/2017 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2017
2. **Rationale for the proposed revisions:** Addition of subtitle, and changing to a generic calendar entry due to the recommended immunizations that are constantly being updated by Provincial and Federal health agencies, e.g. BC Centre for Disease Control.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

### Admission Requirements

Applicants must:

- meet UNBC admission requirements
- submit official transcript(s) from diploma program
- provide evidence of active and continuing registration as a nurse in British Columbia. Annual documentation of current, practising CRNBC licensure is required while enrolled in the program.

Once accepted to the Post-Diploma Baccalaureate Nursing Program, all students must complete and submit specified immunization forms prior to commencing a course with a clinical component. Failure to do so may result in the student not being allowed to practice in the clinical setting. Current status for the following immunizations is strongly recommended: diphtheria, tetanus, poliomyelitis, measles, mumps, rubella, hepatitis B and varicella. A Mantoux test (PPD) for tuberculosis is also strongly recommended.

In order to meet the graduation requirements for the BScN, the post-RN student must successfully complete the following courses:

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

## Admission Requirements

Applicants must:

- meet UNBC admission requirements
- submit official transcript(s) from diploma program
- provide evidence of active and continuing registration as a nurse in British Columbia. Annual documentation of current, practising CRNBC licensure is required while enrolled in the program.

## Immunization

Once accepted to the Post-Diploma Baccalaureate Nursing Program, all students must complete and submit the specified immunization forms prior to commencing a course with a clinical component. Failure to do so may result in the student not being allowed to practice in the clinical setting. ~~Current status for the following immunizations is strongly recommended: diphtheria, tetanus, poliomyelitis, measles, mumps, rubella, hepatitis B and varicella. A Mantoux test (PPD) for tuberculosis is also strongly recommended.~~

In order to meet the graduation requirements for the BScN, the post-RN student must successfully complete the following courses:

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

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

**College:** College of Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2017.01.19.03**

**College Council Approval Date:** January 19, 2017

**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.:** SCAAF201702.04

**Moved by:** T. Whitcombe

**Seconded by:** E. Jensen

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.14

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the Immunizations section under the Admission Requirements for the Rural Nursing Certificate Program on page 176 of the 2016/2017 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2017
2. **Rationale for the proposed revisions:** Addition of subtitle, and changing to a generic calendar entry due to the recommended immunizations that are constantly being updated by Provincial and Federal health agencies, e.g. BC Centre for Disease Control.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

### Admission Requirements

Applicants must:

- meet UNBC admission requirements
- submit official transcript(s) from degree or diploma program
- provide evidence of active and continuing registration as a nurse in British Columbia. Annual documentation of current, practicing CRNBC licensure is required while enrolled in the program.

Once accepted to the Rural Nursing Certificate Program, all students must complete and submit specified immunization forms prior to commencing a course with a clinical component. Failure to do so may result in the student not being allowed to practice in the clinical setting. Current status for the following immunizations is strongly recommended: diphtheria, tetanus, poliomyelitis, measles, mumps, rubella, hepatitis B and varicella. A Mantoux test (PPD) for tuberculosis is also strongly recommended.

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

### Admission Requirements

Applicants must:

- meet UNBC admission requirements
- submit official transcript(s) from degree or diploma program
- provide evidence of active and continuing registration as a nurse

in British Columbia. Annual documentation of current, practicing CRNBC licensure is required while enrolled in the program.

## **Immunization**

Once accepted to the Rural Nursing Certificate Program, all students must complete and submit the specified immunization forms prior to commencing a course with a clinical component. Failure to do so may result in the student not being allowed to practice in the clinical setting. ~~Current status for the following immunizations is strongly recommended: diphtheria, tetanus, poliomyelitis, measles, mumps, rubella, hepatitis B and varicella. A Mantoux test (PPD) for tuberculosis is also strongly recommended.~~

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

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

**College:** College of Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2017.01.19.03**

**College Council Approval Date:** January 19, 2017

**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.:** SCAAF201702.05

**Moved by:** T. Whitcombe

**Seconded by:** E. Jensen

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

# MEMORANDUM

*Philosophy Minor Coordinating Committee  
University of Northern BC  
Ph: (250) 960-6668/Fax: (250) 960-5545*

**TO:** Dr. Blanca Schorcht, Dean, College of Arts, Sciences and Health Sciences  
**FROM:** Dr. Boris DeWiel, Chair of the Philosophy Minor Coordinating Committee  
**DATE:** December 21, 2016  
**RE:** Summary of PHIL motions

---

The Philosophy Minor Coordinating Committee proposes the following motions:

- three new courses:
  - PHIL 302-3 Philosophy of Religion, which will be taught in biannual rotation with an existing course, PHIL 202-3 Comparative Religion
  - PHIL 400-3 Classics in Philosophy, which will be cross-listed with an existing course, POLS 400-3 Classics in Political Philosophy
  - PHIL 472-3 Seminar on Philosophical Research, which will be cross-listed with an existing course, POLS 472-3 Seminar in Political Philosophy
- revisions to the Philosophy Minor to add the courses above and additional courses based on consultations with department Chairs, and changes to the number of courses students may count toward the requirements of their major

Motion Number (assigned by  
Steering Committee of Senate): S-201702.15

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**NEW COURSE APPROVAL MOTION FORM**

**Motion:** That the new course, PHIL 302-3 Philosophy of Religion, be approved as proposed:

**A. Description of the Course**

This course covers the major topics in the philosophy of religion.

**1. Proposed semester of first offering:**

January 2018

**2. Academic Program:**

Philosophy Minor Coordinating Committee

**3. Course Subject, Number, and Credit hours:**

PHIL 302-3

**4. Course Title:**

Philosophy of Religion

**5. Goal(s) of Course:**

The goal of the course is to provide students with an overview of approaches and issues in the philosophy of religion.

**6. Calendar Course Description:**

This course examines religion from a philosophical perspective using classical and modern texts. Topics include the nature of religion, faith and reason, arguments for the existence of God and responses to them, and the relationship between religion and morality. Additional topics may include the relationship between religion and science, and non-Western philosophies of religion.

**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) 0

9. Prerequisites (taken prior): PHIL 202 or upper-division standing or permission of the instructor

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

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

12. Preclusions: none

13. Course Equivalencies: none

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

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

16. Proposed text / readings:

Steven M. Cahn. *Exploring Philosophy of Religion: An Introductory Anthology*, 2<sup>nd</sup> edn. Oxford: Oxford University Press, 2016.

Michael Peterson. *Philosophy of Religion: Selected Readings*, 5<sup>th</sup> edn. Oxford: Oxford University Press, 2014.

**B. Significance Within Academic Program**

1. Anticipated enrolment 40

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

3. Required for: Major: \_\_\_\_\_ Minor: \_\_\_\_\_ Other: \_\_\_\_\_

4. Elective in: Major: \_\_\_\_\_ Minor: Philosophy Other: \_\_\_\_\_

5. Course required by another major/minor: none

6. Course required or recommended by an accrediting agency: none
7. Toward what degrees will the course be accepted for credit? all UNBC undergraduate degrees
8. What other courses are being proposed within the Program this year? PHIL 400, PHIL 472
9. What courses are being deleted from the Program this year? none

### C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: none
2. Is a preclusion required? Yes \_\_\_\_\_ 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? Yes n/a No n/a
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; the course will be taught in alteration with an existing course, PHIL 202
  - ii. Space (classroom, laboratory, storage, etc.): none
  - iii. Library Holdings: form submitted
  - 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).*

2. **Other Information:** none

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

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

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

2. **College Council Motion Number(s):** Omnibus Motion: CASHSCC.2017.01.19.06

3. **College Council Approval Date(s):** January 19, 2017

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.:** SCAAF201702.06

**Moved by:** I. Hartley

**Seconded by:** T. Summerville

**Committee Decision:** CARRIED as amended.

**Approved by SCAAF:**  February 8, 2017   
**Date**

  
**Chair's Signature**

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

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

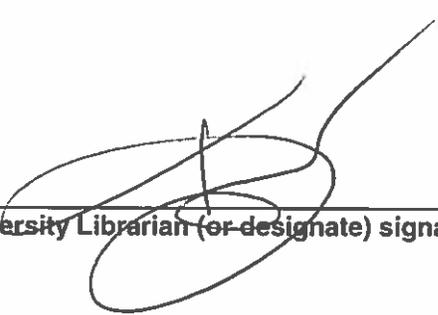
**PROPOSED NEW COURSE:** PHIL 302-3 Philosophy of Religion

**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

14 Dec 2016  
\_\_\_\_\_  
Date

Motion Number (assigned by  
Steering Committee of Senate): S-201702.16

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**NEW COURSE APPROVAL MOTION FORM**

**Motion:** That the new course, PHIL 400-3 Classics in Philosophy, be approved as proposed:

**A. Description of the Course**

This course is a seminar in which a classical work in philosophy is read and discussed in detail. Students submit written analyses of each week's assigned reading.

**1. Proposed semester of first offering:**

January 2018

**2. Academic Program:**

Philosophy Minor Coordinating Committee

**3. Course Subject, Number, and Credit hours:**

PHIL 400-3

**4. Course Title:**

Classics in Philosophy

**5. Goal(s) of Course:**

This course gives the students the opportunity to read, discuss and write about a classic work in philosophy.

**6. Calendar Course Description:**

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

**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) 0

9. Prerequisites (taken prior): PHIL 205-3, POLS 270-3, PHIL 305-3 or POLS 370-3, or permission of the instructor

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

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

12. Preclusions: POLS 400

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:**

Varies yearly.

**B. Significance Within Academic Program**

1. Anticipated enrolment 10

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

3. Required for: Major: \_\_\_\_\_ Minor: \_\_\_\_\_ Other: \_\_\_\_\_

4. Elective in: Major: \_\_\_\_\_ Minor: Philosophy Other: \_\_\_\_\_

5. Course required by another major/minor: none

6. Course required or recommended by an accrediting agency: none
7. Toward what degrees will the course be accepted for credit? all UNBC undergraduate degrees
8. What other courses are being proposed within the Program this year? PHIL 302, PHIL 472
9. What courses are being deleted from the Program this year? none

### C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: POLS 400; the courses will be cross-listed when content is appropriate
2. Is a preclusion required? Yes  No
3. If there is an overlap, and no preclusion is required, please explain why not: n/a; it will have a preclusion
4. Has this overlap been discussed with the Program concerned? Yes  No
5. In offering this course, will UNBC require facilities or staff at other institutions?  
Yes  No

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?  
Yes  No

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

### D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.
  - i. College Staffing: none: the course will be taught in conjunction with an existing course, POLS 400-3 Classics in Political Philosophy
  - ii. Space (classroom, laboratory, storage, etc.): POLS 400 may require a slightly larger room
  - iii. Library Holdings: form submitted
  - 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:** none  
3. **Attachment Pages (in addition to required “Library Holdings” Form):**  0  pages

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

1. **College(s):** Arts, Social and Health Sciences  
2. **College Council Motion Number(s):** Omnibus Motion: CASHSCC.2017.01.19.06  
3. **College Council Approval Date(s):** January 19, 2017  
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.:** SCAAF201702.07  
**Moved by:** T. Summerville **Seconded by:** E. Jensen  
**Committee Decision:** CARRIED as amended.

**Approved by SCAAF:** February 8, 2017   
**Date** **Chair’s Signature**

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

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

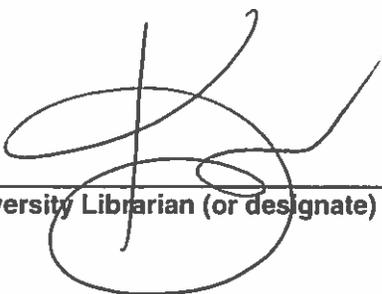
**PROPOSED NEW COURSE:** PHIL 400-3 Classics in Philosophy

**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**

14 DEC 2016  
**Date**

Motion Number (assigned by  
Steering Committee of Senate): S-201702.17

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**NEW COURSE APPROVAL MOTION FORM**

**Motion:** That the new course, PHIL 472-3 Philosophical Research Seminar, be approved as follows:

**A. Description of the Course**

This course is a seminar in which students learn to conduct and complete an advanced research project in philosophy.

**1. Proposed semester of first offering:**

January 2018

**2. Academic Program:**

Philosophy Minor Coordinating Committee

**3. Course Subject, Number, and Credit hours:**

PHIL 472-3

**4. Course Title:**

Philosophy Research Seminar

**5. Goal(s) of Course:**

This course gives the students the opportunity to plan and conduct a philosophy research project. Each week students will meet to give seminar presentations on their progress to date.

**6. Calendar Course Description:**

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

**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) 0

9. Prerequisites (taken prior): PHIL 205-3, POLS 270-3, PHIL 305-3 or POLS 370-3, or permission of the instructor

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

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

12. Preclusions: POLS 472

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:**

Varies yearly.

**B. Significance Within Academic Program**

1. Anticipated enrolment 10

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

3. Required for: Major: \_\_\_\_\_ Minor: \_\_\_\_\_ Other: \_\_\_\_\_

4. Elective in: Major: \_\_\_\_\_ Minor: Philosophy Other: \_\_\_\_\_

5. Course required by another major/minor: none

6. Course required or recommended by an accrediting agency: none
7. Toward what degrees will the course be accepted for credit? all UNBC undergraduate degrees
8. What other courses are being proposed within the Program this year? PHIL 302, PHIL 400
9. What courses are being deleted from the Program this year? none

### C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: POLS 472; the courses will be cross-listed
2. Is a preclusion required? Yes   X   No
3. If there is an overlap, and no preclusion is required, please explain why not: n/a; it will have a preclusion
4. Has this overlap been discussed with the Program concerned? Yes   X   No
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: the course will be taught in conjunction with an existing course, POLS 472-3 Seminar in Political Philosophy
  - ii. Space (classroom, laboratory, storage, etc.): POLS 472 may require a slightly larger room
  - iii. Library Holdings: form submitted
  - 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:** none  
3. **Attachment Pages (in addition to required “Library Holdings” Form):**  0  pages

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

1. **College(s):** Arts, Social and Health Sciences  
2. **College Council Motion Number(s):** Omnibus Motion: CASHSCC.2017.01.19.06  
3. **College Council Approval Date(s):** January 19, 2017  
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.:** SCAAF201702.08

**Moved by:** B. Owen

**Seconded by:** H. Empey

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

**Approved by SCAAF:**  February 8, 2017   
**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:** PHIL 472-3 Philosophy Research Seminar

**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**

\_\_\_\_\_  
**Date**

14 Dec 2016

Motion Number (assigned by  
Steering Committee of Senate): S-201702.18

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the program requirements for the Philosophy Minor, on page 178 of the 2016/17 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

The changes to the required and optional courses bring the minor up to date with current course offerings. Some new optional courses have been added following consultations with the relevant Department Chairs. The increase to the number of credits that may be counted towards students' majors will provide greater flexibility for students. Other UNBC Minors that allow four courses (12 credits) or more to be counted in this way include the Minors in General Business, Management Information Systems, Chemistry, Economics, International Development Studies, Mathematics, Statistics and Physics.

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 Philosophy**

A minor in philosophy requires students to take PHIL 205-3 and PHIL 305-3 or POLS 370-3 in addition to 12 credit hours chosen from courses listed below for a total of 18 credit hours. A total of 12 credit hours must be at the 300 or 400 level.

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

#### **Required**

PHIL 205-3 Introduction to the History of Philosophy

PHIL 305-3 History of Philosophy: Early Modernity to Post-Modernity

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

One of:

ENGL 200-3 Gender and Literary Theory

PHIL 200-3 Critical Thinking

PHIL 201-3 Philosophy of Science

PHIL 202-3 Comparative Religion

PHIL 210-3 Philosophy of Mind

or PSYC 202-3 Philosophy of Mind

POLS 270-3 Political Philosophy: Antiquity to Early Modernity

Three of:

COMM 332-3 Business and Professional Ethics  
ENGL 300-3 Theory  
FNST 303-3 First Nations Religion and Philosophy  
FNST 304-3 Indigenous Environmental Philosophy  
HIST 300-3 Historiography: The Nature of the Historical Discipline  
PHIL 325-3 Moral Philosophy  
    or POLS 317-3 Moral Philosophy  
WMST 311-3 History of Feminism  
ANTH 401-3 Anthropological Perspectives on Inequality  
ANTH 405-3 Landscapes, Place and Culture  
ANTH 406-3 Feminist Perspectives in Anthropology  
ENGL 400-3 Contemporary Theory  
ENVS 414-3 Environmental and Professional Ethics  
POLS 400-(3-6) Classics in Political Philosophy  
POLS 472-3 Seminar in Political Philosophy  
WMST 411-3 Contemporary Feminist Theories

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

**Minor in Philosophy**

A minor in philosophy requires students to take PHIL 205-3 or POLS 270-3 and PHIL 305-3 or POLS 370-3 in addition to 12 credit hours chosen from courses listed below for a total of 18 credit hours. ~~A total of~~ At least 12 credit hours must be at the 300 or 400 level.

A maximum of ~~two~~ four courses (~~6~~ 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 Philosophy.

**Required**

PHIL 205-3 Introduction to the History of Philosophy  
    or POLS 270-3 Political Philosophy: Antiquity to Early Modernity  
PHIL 305-3 History of Philosophy: Early Modernity to Post-Modernity  
    or POLS 370-3 Political Philosophy: Early Modernity to Post-Modernity

One Four of the following:

ANTH 401-3 Anthropological Perspectives on Inequality  
ANTH 405-3 Landscapes, Place and Culture  
ANTH 406-3 Feminist Perspectives in Anthropology  
COMM 332-3 Business and Professional Ethics  
CPSC 141-3 Discrete Computational Mathematics  
ENGL 200-3 Gender and Literary Theory  
ENGL 300-3 Theory  
ENGL 400-3 Contemporary Theory  
ENVS 414-3 Environmental and Professional Ethics  
FNST 303-3 First Nations Religion and Philosophy  
FNST 304-3 Indigenous Environmental Philosophy  
HIST 300-3 Historiography: The Nature of the Historical Discipline

HIST 311-3 History of Feminism  
or WMST 311-3 History of Feminism  
MATH 224-3 Foundations of Modern Mathematics  
PHIL 200-3 Critical Thinking  
PHIL 201-3 Philosophy of Science  
PHIL 202-3 Comparative Religion  
PHIL 210-3 Philosophy of Mind  
or PSYC 202-3 Philosophy of Mind  
~~POLS 270-3 Political Philosophy: Antiquity to Early Modernity~~

Three of:

~~COMM 332-3 Business and Professional Ethics~~  
~~ENGL 300-3 Theory~~  
~~FNST 303-3 First Nations Religion and Philosophy~~  
~~FNST 304-3 Indigneous Indigenous Environmental Philosophy~~  
~~HIST 300-3 Historiography: The Nature of the Historical Discipline~~  
PHIL 302-3 Philosophy of Religion  
PHIL 325-3 Moral Philosophy  
or POLS 317-3 Moral Philosophy  
WMST 311-3 History of Feminism  
~~ANTH 401-3 Anthropological Perspectives on Inequality~~  
~~ANTH 405-3 Landscapes, Place and Culture~~  
~~ANTH 406-3 Feminist Perspectives in Anthropology~~  
~~ENGL 400-3 Contemporary Theory~~  
PHIL 400-3 Classics in Philosophy  
PHIL 472-3 Philosophy Research Seminar  
POLS 372-3 Theories of Justice  
POLS 413-3 Democracy and Diversity  
POLS 427-3 Ethics and Public Affairs  
~~ENVS 414-3 Environmental and Professional Ethics~~  
~~POLS 400-3 (3-6) Classics in Political Philosophy~~  
~~POLS 472-3 Seminar in Political Philosophy~~  
~~WMST 411-3 Contemporary Feminist Theories~~

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

**Program / Academic / Administrative Unit:** Philosophy Minor Coordinating Committee

**College:** Arts, Social and Health Sciences

**College Council Motion Number:** CASHSCC.2017.01.19.07

**College Council Approval Date:** January 19, 2017

**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.:** SCAAF201702.09

**Moved by:** B. Owen

**Seconded by:** S. Chen

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

For recommendation to   ✓  , or information of            Senate.

# MEMORANDUM

*Department of Political Science  
University of Northern BC  
Ph: (250) 960-6668/Fax: (250) 960-5545*

**TO:** Dr. Blanca Schorcht, Dean, College of Arts, Sciences and Health Sciences  
**FROM:** Dr. Boris DeWiel, Chair of Political Science  
**DATE:** December 21, 2016  
**RE:** Summary of POLS motions

---

The Department of Political Science proposes the following motions:

- the creation of a new course, POLS 353-3 Project Management in Local Government, to be taught biannually on a cost-recovery basis in summer semesters
- minor revisions to the following courses:
  - change to the course title for POLS 303-3, from Democracy and Dictatorship to Democracy and Democratization
  - removal of an outdated preclusion for POLS 327-3 Leadership and Ethics in Local Government
  - change to the preclusion for POLS 440-3 Internship I to allow 3<sup>rd</sup> year students to enrol with permission of the Chair
  - change to the preclusion for POLS 441-3 Internship II to allow 3<sup>rd</sup> year students to enrol with permission of the Chair and revision to the course description to allow a second unique internship
  - change to the preclusion for POLS 498-3 Special Topics in Political Science to allow 3<sup>rd</sup> year students to enrol with permission of the Chair
  - change to the preclusion for POLS 499-3 Independent Study to allow 3<sup>rd</sup> year students to enrol with permission of the Chair

Motion Number (assigned by  
Steering Committee of Senate): S-201702.19

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**NEW COURSE APPROVAL MOTION FORM**

**Motion:** That the new course, POLS 353-3 Project Management in Local Government, be approved as proposed:

**A. Description of the Course**

This course will teach students how to plan, implement and manage projects in and for municipal and local governments.

**1. Proposed semester of first offering:**

May 2017

**2. Academic Program:**

Political Science

**3. Course Subject, Number, and Credit hours:**

POLS 353-3

**4. Course Title:**

Project Management in Local Government

**5. Goal(s) of Course:**

The goal of the course is to provide students with the knowledge and tools to plan and manage projects in a local and municipal government setting.

**6. Calendar Course Description:**

This course teaches students how to plan, implement and manage projects in and for municipal and local governments. Students are taught how to design project plans and how to bring complex projects to fruition. Skills learned by students include scheduling, budgeting, communication, personnel management and the management of change.

**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) 0

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: 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:

Richard Luecke. *Managing Projects Large and Small*. Boston: Harvard Business School Press, 2004

## B. Significance Within Academic Program

1. Anticipated enrolment 15

2. If there is a proposed enrolment limit, state the limit and explain: 25 for online delivery

3. Required for: Major: \_\_\_\_\_ 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: none
7. Toward what degrees will the course be accepted for credit? all UNBC undergraduate 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

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: n/a
4. Has this overlap been discussed with the Program concerned? Yes n/a No n/a
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; the course will normally be delivered as cost-recovery in summer
  - ii. Space (classroom, laboratory, storage, etc.): none (web delivery)
  - iii. Library Holdings: form submitted
  - iv. Computer (time, hardware, software): network time and support for web delivery

### 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:** none  
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(s):** Arts, Social and Health Sciences
2. **College Council Motion Number(s):** CASHSCC.2017.01.19.04
3. **College Council Approval Date(s):** January 19, 2017
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.:** SCAAF201702.10

**Moved by:** E. Jensen

**Seconded by:** T. Summerville

**Committee Decision:** CARRIED as amended.

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair’s Signature**

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

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

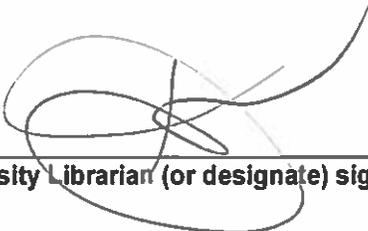
**PROPOSED NEW COURSE:** POLS 353-3 Project Management in Local Government

**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**

14/Dec/2016  
\_\_\_\_\_  
**Date**

Motion Number (assigned by  
Steering Committee of Senate): S-201702.20

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change to the course title for POLS 303-3, Democracy and Dictatorship, on page 285 of the 2016/2017 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

The revised title better reflects the course content as it has evolved in recent years.

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

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

POLS 303-3 Democracy and Dictatorship

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

*Prerequisites:* Upper-division standing

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

POLS 303-3 Democracy and ~~Dictatorship~~ Democratization

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

*Prerequisites:* Upper-division standing

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

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

**College:** Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2017.01.19.05**

**College Council Approval Date:** January 19, 2017

**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.:** SCAAF201702.11

**Moved by:** L. Haslett

**Seconded by:** S. Chen

**Committee Decision:** CARRIED

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.21

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the preclusion for POLS 327-3, Leadership and Ethics in Local Government, on page 285 of the 2016/2017 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

This course was revised in a 2011 Senate motion to change the course description. Our motion at that time did not include the removal of the preclusion as it should have done. The content of the two courses no longer overlaps significantly.

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

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

POLS 327-3 Leadership and Ethics in Local Government

This course examines the principles and practices of ethical leadership with a particular focus on local government.

*Precluded:* COMM 332-3

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

POLS 327-3 Leadership and Ethics in Local Government

This course examines the principles and practices of ethical leadership with a particular focus on local government.

*Precluded:* COMM 332-3

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

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

**College:** Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion:** CASHSCC.2017.01.19.05

**College Council Approval Date:** January 19, 2017

**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.:** SCAAF201702.12

**Moved by:** L. Haslett

**Seconded by:** S. Chen

**Committee Decision:** CARRIED as amended.

**Approved by SCAAF:**  February 8, 2017   
**Date**

  
**Chair's Signature**

For recommendation to  ✓ , or information of   Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-201702.22

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change to the course description and prerequisite for POLS 440-3, Internship I, on page 287 of the 2016/2017 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

As currently worded, the prerequisite does not allow the Chair to override the fourth-year standing requirement in special cases. This motion gives the Chair the discretion to grant permission when warranted for special third-year students or when the internship is appropriate to third-year and fourth-year students. The goal is to provide additional flexibility for students and the department. The change to the course description adds additional information but does not alter the nature of the course. These changes promote the UNBC goal of expanding opportunities for experiential learning.

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

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

POLS 440-3 Internship I

Students with proposals relating to possible credit for an internship arrangement should consult the Program advisor well in advance.

*Prerequisites:* restricted to fourth year students and by permission of the Department Chair

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

POLS 440-3 Internship I

An internship allows students to receive credit while gaining practical experience in a professional workplace under the guidance of a workplace supervisor and a UNBC instructor. Students with proposals relating to possible credit for an internship arrangement should consult the Program advisor Department Chair well in advance.

*Prerequisites:* ~~restricted to fourth year students~~ Upper-division standing and by permission of the Department Chair

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

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

**College:** Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2017.01.19.05**

**College Council Approval Date:** January 19, 2017

**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.:** SCAAF201702.13

**Moved by:** L. Haslett

**Seconded by:** S. Chen

**Committee Decision:** CARRIED

**Approved by SCAAF:** February 8, 2017

**Date**



**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.23

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change to the course description and prerequisite for POLS 441-3, Internship II, on page 287 of the 2016/2017 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

As currently worded, the prerequisite does not allow the Chair to override the fourth-year standing requirement in special cases. This motion gives the Chair the discretion to grant permission when warranted for special third-year students or when the internship is appropriate to third-year and fourth-year students. The change to the course description adds information but also allows students to begin a new internship rather than just extending an existing one. The goal in both cases is to provide additional flexibility for students and the department. The motion also supports the UNBC goal of providing improved opportunities for experiential learning.

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

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

POLS 441-3 Internship II

Continuing Internship

*Prerequisites:* restricted to fourth year students and by permission of the Department Chair

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

POLS 441-3 Internship II

~~Continuing Internship~~ This course allows students to continue an internship begun in POLS 440-3 or to begin a new internship. Students with proposals for a continuation or for a new internship should consult the Department Chair well in advance.

*Prerequisites:* ~~restricted to fourth-year students~~ Upper-division standing and by permission of the Department Chair

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

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

**College:** Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2017.01.19.05**

**College Council Approval Date:** January 19, 2017

**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.:** SCAAF201702.14

**Moved by:** L. Haslett **Seconded by:** S. Chen

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.24

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change to the course description and prerequisite for POLS 498-3, Special Topics in Political Science, on page 287 of the 2016/2017 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

This motion brings the wording into conformity with similar courses.

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

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

POLS 498-3 Special Topics in Political Science

The content of this course varies according to instructor and student requests. This course may be repeated up to a maximum of 6 credit hours with permission of the Department Chair.

*Prerequisites:* 90 credit hours and permission of the Department Chair

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

POLS 498-3 Special Topics in Political Science

The content of this course varies according to the instructor and ~~student requests~~ the needs of students.

This course may be repeated up to a maximum of 6 credit hours with permission of the Department Chair.

*Prerequisites:* Upper-division standing ~~90 credit hours~~ and permission of the Department Chair

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

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

**College:** Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2017.01.19.05**

**College Council Approval Date:** January 19, 2017

**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.:** SCAAF201702.15

**Moved by:** L. Haslett

**Seconded by:** S. Chen

**Committee Decision:** CARRIED

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.25

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change to the course description and prerequisite for POLS 499-3, Independent Study, on page 287 of the 2016/2017 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

As currently worded, the prerequisite does not allow the Chair to override the fourth-year standing requirement in special cases. This motion gives the Chair the discretion to grant permission when warranted for special third-year students or when the course content is appropriate to third-year and fourth-year students. The goal is to provide additional flexibility for students and the department.

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

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

POLS 499-3 Independent Study

The content of this course will vary according to the instructor and student requests.

*Prerequisites:* restricted to fourth year and graduate students and by permission of the Department Chair

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

POLS 499-3 Independent Study

The content of this course ~~will vary~~ varies according to the instructor and ~~student requests.~~ the needs of students.

*Prerequisites:* ~~restricted to fourth year students~~ Upper-division standing and by permission of the Department Chair

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

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

**College:** Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2017.01.19.05**

**College Council Approval Date:** January 19, 2017

**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.:** SCAAF201702.16

**Moved by:** L. Haslett

**Seconded by:** S. Chen

**Committee Decision:** CARRIED

**Approved by SCAAF:** February 8, 2017

**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 program requirements for the BSc Natural Resources Management (major in Forest Ecology and Management) and to the BSC Honours – Forest Ecology and Management Degree on pages 158-159, of the 2016/2017 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2017
2. **Rationale for the proposed revisions:** Updates and revisions to an existing, but optional and rarely offered course (FSTY 405) have now made the course highly relevant to forest management, so we wish to add that course as a required. Two courses are being deleted from required courses due to lack of relevancy in current content (COMM 230 and its pre-requisite COMM 100), and COMM 230 (Organizational Behaviour) is being replaced by a course in Natural Resources, Environmental Issues, and Public Engagement (ENVS 326) which is better suited for Forest Ecology and Management Majors.
3. **Implications of the changes for other programs, etc., if applicable:** small reduction in enrolments in Comm courses and increase in enrolment in ENVS 326.
4. **Reproduction of current Calendar entry for the item to be revised:**

Major in Forest Ecology and Management

Undergraduate students are required to take a total of 96 credit hours of program core courses in addition to a qualified minor as outlined below. The minimum requirement for completion of a Bachelor of Science with a major in Forest Ecology and Management is 123 credit hours.

Program Requirements

Lower-Division Requirement

**100 Level**

BIOL 103-3	Introductory Biology I
BIOL 123-1	Introductory Biology I Laboratory
BIOL 104-3	Introductory Biology II
BIOL 124-1	Introductory Biology II Laboratory
CHEM 100-3	General Chemistry I
CHEM 101-3	General Chemistry II
CHEM 120-1	General Chemistry Lab I
CHEM 121-1	General Chemistry Lab II
COMM 100-3	Introduction to Canadian Business

ECON 100-3	Microeconomics
MATH 152-3	Calculus for Non-majors
NREM 100-3*	Field Skills
NREM 101-3	Introduction to Natural Resources Management and Conservation
NRES 100-3	Communications in Natural Resources and Environmental Studies

\*Note: Applications for exemption from NREM 100-3 must be made within the first year of study in any Natural Resource Management major.

### 200 Level

BIOL 201-3	Ecology
COMM 230-3	Organizational Behaviour
ENSC 201-3	Weather and Climate
FSTY 201-3	Forest Plant Systems
FSTY 205-3	Introduction to Soil Science
FSTY 207-1	Terrestrial Ecological Classification
FSTY 209-4	Forest Biology and Silvics
GEOG 205-3	Cartography and Geomatics
	or GEOG 300-3 Geographic Information Systems
GEOG 210-3	Geomorphology
STAT 240-3	Basic Statistics
NREM 203-3	Resource Inventories and Measurements

## Upper-Division Requirement

### 300 Level

FSTY 305-4	Silviculture
FSTY 307-3	Disturbance Ecology and Forest Health
FSTY 317-1	Forest Disturbance Agents
FSTY 310-3	Forest Economics
	or NREM 306-3 Society, Policy and Administration
NREM 303-3	First Nations' Approaches to Resource Management
NREM 333-3	Field Applications in Resource Management

### 400 Level

FSTY 408-3	Forest Practices and Management
NREM 400-4	Natural Resources Planning
NREM 411-3	Environmental and Professional Ethics
NRES 421-1	Professional Writing
and NRES 422-2	Undergraduate Report
or NRES 430-6	Undergraduate Thesis

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

### Major in Forest Ecology and Management

Undergraduate students are required to take a total of 96 credit hours of program core courses in addition to a qualified minor as outlined below. The minimum requirement for completion of a Bachelor of Science with a major in Forest Ecology and Management is 123 credit hours.

## Program Requirements

### Lower-Division Requirement

#### 100 Level

BIOL 103-3	Introductory Biology I
<u>BIOL 104-3</u>	<u>Introductory Biology II</u>
BIOL 123-1	Introductory Biology I Laboratory
<del>BIOL 104-3</del>	<del>Introductory Biology II</del>
BIOL 124-1	Introductory Biology II Laboratory
CHEM 100-3	General Chemistry I
CHEM 101-3	General Chemistry II
CHEM 120-1	General Chemistry Lab I
CHEM 121-1	General Chemistry Lab II
<del>COMM 100-3</del>	<del>Introduction to Canadian Business</del>
ECON 100-3	Microeconomics
MATH 152-3	Calculus for Non-majors
NREM 100-3*	Field Skills
NREM 101-3	Introduction to Natural Resources Management and Conservation
NRES 100-3	Communications in Natural Resources and Environmental Studies

\*Note: Applications for exemption from NREM 100-3 must be made within the first year of study in any Natural Resource Management major.

#### 200 Level

BIOL 201-3	Ecology
<del>COMM 230-3</del>	<del>Organizational Behaviour</del>
ENSC 201-3	Weather and Climate
FSTY 201-3	Forest Plant Systems
FSTY 205-3	Introduction to Soil Science
FSTY 207-1	Terrestrial Ecological Classification
FSTY 209-4	Forest Biology and Silvics
GEOG 205-3	Cartography and Geomatics or GEOG 300-3 Geographic Information Systems
GEOG 210-3	Geomorphology
<u>NREM 203-3</u>	<u>Resource Inventories and Measurements</u>
STAT 240-3	Basic Statistics
<del>NREM 203-3</del>	<del>Resource Inventories and Measurements</del>

### Upper-Division Requirement

#### 300 Level

<u>ENVS 326-3</u>	<u>Natural Resources, Environmental Issues and Public Engagement</u>
FSTY 305-4	Silviculture
FSTY 307-3	Disturbance Ecology and Forest Health
FSTY 317-1	Forest Disturbance Agents
FSTY 310-3	Forest Economics or NREM 306-3 Society, Policy and Administration
NREM 303-3	First Nations' Approaches to Resource Management

NREM 333-3 Field Applications in Resource Management

**400 Level**

FSTY 405-3 Forest Ecosystem Modelling  
FSTY 408-3 Forest Practices and Management  
NREM 400-4 Natural Resources Planning  
NREM 411-3 Environmental and Professional Ethics

NRES 421-1 Professional Writing and NRES 422-2 Undergraduate Report  
and ~~NRES 422-2 Undergraduate Report~~  
or NRES 430-6 Undergraduate Thesis

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

**Program / Academic / Administrative Unit:** Ecosystem Science and Management  
**College:** CSAM

**College Council Motion Number:** CSAMCC 2017:01:12:03

**College Council Approval Date:** January 12, 2017

**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.:** SCAAF201702.17

**Moved by:** E. Jensen **Seconded by:** I. Hartley

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

**Approved by SCAAF:**  February 8, 2017   
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.27

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:**

“That the changes to the course title, prerequisites, and description for FSTY 405-3, on page 249 of the 2016/17 undergraduate calendar, be approved as proposed.”

1. **Effective date:** September 2017

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

The proposed change to the course title of FSTY 405 is intended to better reflect the current course content, and to remove the inferred narrow scope of the course.

The proposed changes to the course description are intended to better reflect the current content of this course, and to identify that the course will be valuable, and of interest, to broader range of students. Previous iterations of this course have been more narrowly focused on traditional growth and yield forest models. Reflecting changes in the forestry sector, and the needs of Forestry students, the course has evolved to encompass a broader range of quantitative forestry tools, while still maintaining a forest growth and yield model component.

The proposed changes to the course prerequisites are intended to better align the prerequisites with the current course content, and to identify that the skills and theory students get from BIOL 325-3 are suitable surrogates for relevant material learned in FSTY 305-4.

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

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

FSTY 405-3 Forest Growth and Yield

This course explores factors influencing forest yields, traditional prediction methods, and growth and yield simulation. The course also explores stand dynamics, quantitative implications of management treatments and environmental limitations to tree and stand growth.

Prerequisites: NREM 203-3, MATH 152-3, STAT 240-3 and FSTY 305-4

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

FSTY 405-3 ~~Forest Growth and Yield~~ Forest Ecosystem Modelling

~~This course explores factors influencing forest yields, traditional prediction methods, and growth and yield simulation. The course also explores stand dynamics, quantitative implications of management treatments~~

~~and environmental limitations to tree and stand growth.~~

This course introduces students to a range of quantitative models that form the basis of modern forest management and conservation. This course includes an overview of models to evaluate forest dynamics from the scale of individual trees up to forested landscapes; models used to assess and manage forests and their ecosystem services; and models for strategic forest planning.

Prerequisites: NREM 203-3, MATH 152-3, STAT 240-3 and FSTY 305-4, or BIOL 325-3, or permission of the instructor

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

**Program / Academic / Administrative Unit:** Ecosystem Science and Management

**College:** CSAM

**College Council Motion Number:** CSAMCC Consent 2017:01:12:04

**College Council Approval Date:** January 12, 2017

**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.:** SCAAF201702.18

**Moved by:** S. Chen

**Seconded by:** I. Hartley

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

**Approved by SCAAF:** February 8, 2017  
**Date**

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

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.28

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:**

“That the changes to the course title and description for FSTY 605-3, in the 2016/17 online graduate calendar, be approved as proposed.”

1. **Effective date:** September 2017

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

The proposed change to the course title of FSTY 605 is intended to better reflect the current course content, and to remove the inferred narrow scope of the course.

The proposed changes to the course description are intended to better reflect the current content of this course, and to identify that the course will be valuable, and of interest, to broader range of students. Previous iterations of this course have been more narrowly focused on traditional growth and yield forest models. Reflecting changes in the forestry sector, and the needs of Forestry students, the course has evolved to encompass a broader range of quantitative forestry tools, while still maintaining a forest growth and yield model component.

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

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

FSTY 605 Forest Growth and Yield

This course explores factors influencing forest yields, traditional prediction methods, and growth and yield simulation. The course also explores stand dynamics, quantitative implications of management treatments and environmental limitations to tree and stand growth.

Precludes: FSTY-405

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

FSTY 605 ~~Forest Growth and Yield~~ Forest Ecosystem Modelling

~~This course explores factors influencing forest yields, traditional prediction methods, and growth and yield simulation. The course also explores stand dynamics, quantitative implications of management treatments and environmental limitations to tree and stand growth.~~

This course introduces students to a range of quantitative models that form the basis of modern forest management and conservation. This course includes an overview of models to evaluate forest dynamics from the scale of individual trees up to forested landscapes; models used to assess and manage forests and their ecosystem services; and models for strategic forest planning.

Precludes: FSTY-405

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

**Program / Academic / Administrative Unit:** Ecosystem Science and Management

**College:** CSAM

**College Council Motion Number:** CSAMCC Consent 2017:01:12:04

**College Council Approval Date:** January 12, 2017

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** none

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** none

**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.:** SCAAF201702.19

**Moved by:** S. Chen

**Seconded by:** I. Hartley

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.29

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the program requirements for the Master of Natural Resources and Environmental Studies on page 80 of the 2016/2017 graduate calendar, be approved as proposed.

1. **Effective date:** May 2017
2. **Rationale for the proposed revisions:** The purpose of this motion is to clean up language in the degree requirements to be similar for project versus thesis options. Also, it was unclear if the project was defended in a manner similar to a thesis; this is now clear in that it will be defended as a thesis as outlined in Section 4.5 of the Graduate Calendar (Page 28).
3. **Implications of the changes for other programs, etc., if applicable:** none
4. **Reproduction of current Calendar entry for the item to be revised:**

The Master of Natural Resources and Environmental Studies (MNRES) is designed to integrate the complementary aspects of resource and environmental issues. It focuses on an interdisciplinary approach to melding traditional science with social science perspectives, and resource planning and management. This degree is designed to attract students from a diverse range of backgrounds and aspirations, who share an interest in looking beyond traditional disciplinary boundaries.

The MNRES degree is one Master's degree route within the Natural Resources and Environmental Studies Graduate Program (the others are a MA and a MSc). The MNRES is the only one of the three that fully embraces the interdisciplinary philosophy of the Faculty. There are three factors that determine whether a student pursues the MNRES degree: 1) student's background; 2) elective courses undertaken at UNBC and 3) thesis topic. Depending on individualized learning objectives, the MNRES degree allows flexibility in choosing a research emphasis in the social, planned or natural environments from an interdisciplinary perspective.

All students must complete Graduate Colloquia (NRES 701-.5 twice) during their course of studies, take a course in integrated resource management (NRES 703-3), complete NRES 700-3 and complete a research methods course approved by their supervisor and the Chair of the NRES Graduate Program. These required courses provide students with an informed, integrated base for understanding multi-faceted resource and environmental issues. Elective courses provide students with the opportunity to pursue their specialized interests within an interdisciplinary context. The MNRES degree also requires the completion of an independent research thesis (NRES 792-12) or non-thesis project (NRES 793-6).

#### **Thesis Option**

Students pursuing the MNRES thesis route must write and defend an independent research thesis (NRES 792-12) which incorporates research design and implementation addressing an integrated research problem. Candidates must complete a minimum of 3 elective credit hours at the graduate level (i.e., at or above the 600 level) that emphasize an integrated approach to natural resource issues. A maximum of 3

credit hours from independent studies can be counted towards the elective requirement. Specific details of course work are determined by the research area chosen by each student. The supervisory committee will ensure the appropriate selection of elective courses, and may require a student to complete more than 3 credit hours if weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

### **Summary of Thesis Option**

Core Courses	7 credit hours
Methods Course	3 credit hours
Elective Courses	3 credit hours
MNRES Thesis	12 credit hours
Total Required	25 credit hours

### **Non-Thesis Project Option**

The non-thesis project option is designed primarily for students who wish to enhance their professional career skills. Students pursuing this option must complete a project (NRES 793-6)—an extended position paper, report, or plan—that addresses a major problem or issue relevant to the field of natural resources and environmental studies. Candidates must complete a minimum of 9 credit hours of approved elective courses at graduate level (i.e., at or above the 600 level) that result in a broad, well-informed and integrated exposure to natural resources and environmental issues. A maximum of 3 credit hours from independent studies can be counted towards the elective requirement. The supervisory committee will ensure appropriate elective course selection, and may require a student to complete more than 9 credit hours if weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

### **Summary of Project Option**

Core Courses	7 credit hours
Methods Course	3 credit hours
Elective Courses	9 credit hours
MNRES Project	6 credit hours
Total Required	25 credit hours

### **Recommended Progression**

The normal time for completion of the MNRES is two academic years. While this is the recommended timeline, it may be adjusted at the discretion of the supervisory committee to suit a particular student's research and program needs.

Research in Natural Resources and Environmental Studies (NRES 700-3) is offered annually in the September Semester. Students normally enrol in this course in Year I of their program. This timing allows students to pursue their area of specialization with a methods course or elective courses during the September Semester in order to develop an interest-specific framework within which to pose methodological questions for the thesis proposal.

The Graduate Colloquia (NRES 701-.5 taken twice) is offered during the September and January Semesters. Electives, the required methods course, and Integrated Resource Management (NRES 703-3) may be taken at any time during Years I and II. The sequencing of courses is determined by the student in discussion with the supervisory committee.

Over the September and January Semesters of Year I, the student, under the direction of the supervisory committee, develops a thesis or project proposal. By the end of the second semester, the student should have successfully defended the thesis or project proposal to the supervisory committee, allowing the student to undertake the collection of data during the summer of Year I. The student is expected to have

successfully defended the thesis by the end of Year II.

## **Admission, Regulations and Committee Structures**

### **Admission Requirements**

In addition to the admission application requirements outlined in Section 1.0 of the Graduate Academic Calendar, acceptance to the MNRES program will be contingent upon the prospective student finding a member of the faculty to serve as her/his supervisor. Applicants must also provide a completed Continuing Teaching Assistantship Application and a completed Funding Worksheet. Both forms are included with the application material for this program. Normally, at least two of the three letters of recommendation, exclusive of any letter provided by an intended supervisor, must be from individuals who are able to comment on the applicant's academic and research potential.

Application deadlines are found in this calendar under "Semester Dates" or online at: [www.unbc.ca/calendar/graduate](http://www.unbc.ca/calendar/graduate), also under "Semester Dates." The Natural Resources and Environmental Studies MNRES Program accepts students for the September, January, and May Semesters.

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

### **Transfer Students**

On the recommendation of the program concerned, the Dean of Graduate Programs may accept courses taken at other institutions for credit toward a UNBC graduate program.

### **Normal Time Required for Completion**

Normally, the degree should be completed in two years. Part-time students may take longer to complete the degree depending on their personal circumstances, and the nature of their research involvement.

### **Committee Structure**

Students will be advised by a supervisory committee consisting of at least three members, including the academic supervisor who will serve as the chair of the committee. At least one of the committee members must be from outside of the student's program. The committee will be struck during the student's first term of study.

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

The Master of Natural Resources and Environmental Studies (MNRES) is designed to integrate the complementary aspects of resource and environmental issues. It focuses on an interdisciplinary approach to melding traditional science with social science perspectives, and resource planning and management. This degree is designed to attract students ~~from~~ with a diverse range of backgrounds and aspirations, who share an interest in looking beyond traditional disciplinary boundaries.

The MNRES degree is one Master's degree route within the Natural Resources and Environmental Studies Graduate Program (the others are an MA and an MSc). The MNRES is the only one of the three degrees that fully embraces the interdisciplinary philosophy of the ~~F~~faculty. There are three factors that determine whether a student pursues the MNRES degree: 1) student's background; 2) elective courses undertaken at UNBC; and 3) thesis topic. Depending on individualized learning objectives, the MNRES degree allows flexibility in choosing a research emphasis in the social, planned or natural environments from an interdisciplinary perspective.

All students must complete Graduate Colloquia (NRES 701-~~5~~5) ~~twice~~ during their course of studies, take a

course in integrated resource management (NRES 703-3), complete NRES 700-3 and complete a research methods course approved by their supervisor and the Chair of the NRES Graduate Program. These required courses provide students with an informed, integrated base for understanding multi-faceted resource and environmental issues. Elective courses provide students with the opportunity to pursue their specialized interests within an interdisciplinary context. The MNRES degree also requires the completion of an independent research thesis (NRES 792-12) or ~~non-thesis~~ project (NRES 793-6).

### Thesis Option

Students pursuing the MNRES thesis route must write and defend an independent research thesis (NRES 792-12) which incorporates research design and implementation addressing an integrated research problem. Candidates must complete a minimum of 3 elective credit hours at the graduate level (i.e., at or above the 600 level) that emphasize an integrated approach to natural resource issues. A maximum of 3 credit hours from independent studies can be counted towards the elective requirement. Specific details of course work are determined by the research area chosen by each student. The supervisory committee will ensure the appropriate selection of elective courses, and may require a student to complete more than 3 credit hours if weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

### Summary of Thesis Option

Core Courses	19 credit hours
<u>NRES 700-3 Research in Natural Resources and Environmental Studies</u>	
<u>NRES 701-.5 Graduate Colloquia (taken twice)</u>	
<u>NRES 703-3 Integrated Resource Management</u>	
<u>NRES 792-12 Master of Natural Resources and Environmental Studies Thesis</u>	
Methods Course	3 credit hours
Elective Courses	3 credit hours
MNRES Thesis	12 credit hours
<b>Total Required</b>	<b>25 credit hours</b>

### ~~Non-Thesis Project Option~~

The ~~non-thesis~~ project option is designed primarily for students who wish to enhance their professional career skills. Students pursuing this option must complete a project (NRES 793-6)—an extended position paper, report, or plan—that addresses a major problem or issue relevant to the field of natural resources and environmental studies. Candidates must complete a minimum of 9 credit hours of approved elective courses at graduate level (i.e., at or above the 600 level) that result in a broad, well-informed and integrated exposure to natural resources and environmental issues. A maximum of 3 credit hours from independent studies can be counted towards the elective requirement. The supervisory committee will ensure appropriate elective course selection, and may require a student to complete more than 9 credit hours if weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

Students are required to pass an evaluation of the project set by the supervisory committee.

### Summary of Project Option

Core Courses	13 credit hours
<u>NRES 700-3 Research in Natural Resources and Environmental Studies</u>	
<u>NRES 701-.5 Graduate Colloquia (taken twice)</u>	
<u>NRES 703-3 Integrated Resource Management</u>	
<u>NRES 793-6 Master of Natural Resources and Environmental Studies Non-Thesis Project</u>	
Methods Course	3 credit hours
Elective Courses	9 credit hours
MNRES Project	6 credit hours

## **Total Required**

**25 credit hours**

## **Recommended Progression**

The normal time for completion of the MNRES is two academic years. While ~~this~~ two years is the recommended timeline, it may be adjusted at the discretion of the supervisory committee to suit a particular student's research and program needs.

Research in Natural Resources and Environmental Studies (NRES 700-3) is offered annually in the September Semester. Students normally enrol in this course in Year I of their program. This timing allows students to pursue their area of specialization with a methods course or elective courses during the September Semester in order to develop an interest-specific framework within which to pose methodological questions for the thesis proposal.

The Graduate Colloquia (NRES 701-.5) taken twice) is offered during the September and January Semesters. Electives, the required methods course, and Integrated Resource Management (NRES 703-3) may be taken at any time during Years I and II. The sequencing of courses is determined by the student in discussion with the supervisory committee. Over the September and January Semesters of Year I, the student, under the direction of the supervisory committee, develops a thesis or project proposal. By the end of the second semester, the student should have successfully defended the thesis or project proposal to the supervisory committee, allowing the student to undertake the collection of data during the summer of Year I. The student is expected to have successfully defended the thesis by the end of Year II.

## **Admission, Regulations and Committee Structures**

### **Admission Requirements**

In addition to the admission application requirements outlined in Section 1.0 of the Graduate Academic Calendar, acceptance to the MNRES program ~~will be~~ is contingent upon the prospective student finding a member of the faculty to serve as her/his supervisor. Applicants must also provide a completed ~~Continuing-Teaching Assistantship~~ Application and a completed Funding Worksheet. Both forms are included with the application material for this program. Normally, at least two of the three letters of recommendation, exclusive of any letter provided by an intended supervisor, must be from individuals who are able to comment on the applicant's academic and research potential.

Application deadlines are found in this calendar under "Semester Dates" or online at: [www.unbc.ca/calendar/graduate](http://www.unbc.ca/calendar/graduate), also under "Semester Dates." The Natural Resources and Environmental Studies MNRES Program accepts students for the September, January, and May Semesters.

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

### **Transfer Students**

On the recommendation of the program ~~concerned~~, the Dean of Graduate Programs may accept courses taken at other institutions for credit toward a UNBC graduate program.

### **Normal Time Required for Completion**

Normally, the degree should be completed in two years. Part-time students may take longer to complete the degree depending on their personal circumstances, and the nature of their research involvement.

### **Committee Structure**

Students ~~will be~~ are advised by a supervisory committee consisting of at least three members, including

the academic supervisor who ~~will~~ serves as the chair of the committee. At least one of the committee members must be from outside of the student's program. The committee ~~will be~~ is struck during the student's first term of study.

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

**Program / Academic / Administrative Unit:** NRES Graduate Program Committee  
CSAM NRES 2016:10:25:04

**College:** College Science and Management

**College Council Motion Number:** CSAMCC Consent 2017:01:12:04

**College Council Approval Date:** January 12, 2017

**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:**   #   pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF201702.20

**Moved by:** S. Chen **Seconded by:** E. Jensen

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201702.30

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the NRES 793-6 Master of Natural Resources and Environmental Studies Non-Thesis Project on page 138 of the 2016/2017 graduate calendar, be approved as proposed.

1. **Effective date:** May 2017
2. **Rationale for the proposed revisions:** This motion clarifies that the project in the MNRES degree is defended under the same rules as a thesis would be defended. This was not clear previously, since other graduate programs have different manners to evaluate the project, i.e. MCPMS is based on an evaluation by the committee. For student in the MNRES degree program, the project will be defended.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

**NRES 793-6 Master of Natural Resources and Environmental Studies Non-Thesis Project.** The MNRES non-thesis project is an extended position paper, report, plan or program that addresses a major problem or issue relevant to the field of natural resources and environmental studies. The development of the project requires the application of original thought to the problem or issue under investigation, and the framing of that problem within the broader context of natural resources and the environment. The non-thesis project does not require the development of a research design or research methodology, and need not involve the collection of original data. Required for graduation in the Master of Natural Resources and Environmental Studies Non-Thesis option.

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

**NRES 793-6 Master of Natural Resources and Environmental Studies ~~Non-Thesis~~ Project.** The MNRES ~~non-thesis~~ project is an extended position paper, report, plan or program that addresses a major problem or issue relevant to the field of natural resources and environmental studies. The project development of ~~the project~~ requires the application of original thought to the problem or issue under investigation, and the framing of that problem within the broader context of natural resources and the environment. The ~~non-thesis~~ project does not require the development of a research design or research methodology, and need not involve the collection of original data. Students are required to pass an evaluation of the project set by the supervisory committee as this course is Required for graduation in the Master of Natural Resources and Environmental Studies ~~Non-Thesis~~ project option.

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

**Program / Academic / Administrative Unit:** NRES Graduate Program  
CSAM NRES 2016:10:25:05

**College:** College of Science and Management

**College Council Motion Number:** CSAMCC Consent 2017:01:12:04

College Council Approval Date: January 12, 2017

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.:** SCAAF201702.21

**Moved by:** T. Summerville

**Seconded by:** E. Searle

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

**Approved by SCAAF:** February 8, 2017  
**Date**

  
**Chair's Signature**

For recommendation to   ✓  , or information of            Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-201702.31

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change to one of the recommended courses for BIOL 425-3, on page 204 of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2017
2. **Rationale for the proposed revisions:** This is a housekeeping change. CHEM 308-3 has had its name changed to BCMB 308-3. The content of the recommended course remains the same. There was also a typo in the course description.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

**BIOL 425-3 Applied Genetics and Biotechnology** Introduction to advanced genetic laboratory techniques and processes. Lectures will cover applications of genetic techniques and biotechnology as well as ethics issues regarding the use of these technologies. Specific topics will include: animal forensics, recombinant and transgenic theory, genomics/bioinformatics, biotechnology and molecular ecology.

*Prerequisites:* BIOL 311-3

*Recommended:* CHEM 308-3 and BIOL 423-3

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

**BIOL 425-3 Applied Genetics and Biotechnology** This course provides an introduction to advanced genetic laboratory techniques and processes. Lectures ~~will~~ cover applications of genetic techniques and biotechnology as well as ~~ethics~~ ethical issues regarding the use of these technologies. Specific topics ~~will~~ include: animal forensics, recombinant and transgenic theory, ~~genomics/bioinformatics~~ genomics/bioinformatics, biotechnology and molecular ecology.

*Prerequisites:* BIOL 311-3

*Recommended:* ~~CHEM~~ BCMB 308-3 and BIOL 423-3

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:** CSAMCC Consent 2017:01:12:04

**College Council Approval Date:** January 12, 2017

**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.:** SCAAF201702.22

**Moved by:** T. Whitcombe

**Seconded by:** E. Jensen

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

**Approved by SCAAF:** February 8, 2017

**Date**



**Chair's Signature**

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



Motion Number (assigned by SCS): SCSB20170125.03

**SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)**

**PROPOSED MOTION**

**Motion:** That the revised Terms and Conditions for the Future Health Professionals Bursary be approved.

**Effective Date:** 2017-2018 Academic Year

**Rationale:** To revise the Future Health Professionals Bursary commencing the 2017-2018 Academic Year with revisions to the Awards Guide Description/Intent, Criteria, and Note sections as follows:

**Awards Guide Description/Intent:** This bursary has been established for high school graduates of schools within NMP Trust communities who come from low socioeconomic backgrounds. In addition to financial support for undergraduate course work leading to a health professional program offered at UNBC, award winners will also have access to support from identified mentors from their intended program or healthcare profession.

**Criteria:** Students from low socioeconomic backgrounds are eligible. Low socioeconomic status is defined as having an average gross family income (as reported on line 260 of parental and personal tax returns) that falls below the Statistics Canada before tax 'low income cut off' for the past three years. Academic record will also be taken into account.

**Note:** Applicants must complete the on-line UNBC awards application including the financial need and career goals sections. The career goals section must include: a stated intent to enter a health professions program, what program the applicant is interested in pursuing, why they are interested in that program and how they hope to achieve their goal, in 200 words or more. Applicants must submit high school and post-secondary transcripts, if applicable. Applicants must submit three (3) letters of reference and provide a copy of the previous three years' parental/personal income tax assessment(s).

**Proposed By:** Jennifer Hicke, Administrator - Development Awards

**Office of University Advancement Contact:** Jennifer Hicke, Administrator - Development Awards

**Faculty/Academic Department:** N/A

**Date:** January 25, 2017

**TO BE COMPLETED AFTER SCSB MEETING**

**Brief Summary of Committee Debate:** The Committee discussed the revisions to the Bursary and the issue of promoting it to eligible students. It was noted that this award should be monitored to track its success and to ensure the proper UNBC supports are there for recipients.

**Motion No.:** SCSB20170125.03

**Moved by:** Olasanmi

**Seconded by:** Erasmus

**Committee Decision:** CARRIED

**Attachments:** 1 Page

**Approved by SCSB:** January 25, 2017  
Date

  
Chair's Signature

**For Information of Senate.**

## **AWARDS GUIDE INFORMATION:**

**Award Category:** General

**Award Name:** Future Health Professionals Bursary

**Awards Guide Description/Intent:** This bursary has been established for high school graduates of schools within NMP Trust communities who come from low socioeconomic backgrounds. In addition to financial support for undergraduate course work leading to a health professional program offered at UNBC, award winners will also have access to support from identified mentors from their intended program or healthcare profession.

**Donor:** Northern Medical Programs Trust

**Value:** Up to \$10,000

**Number:** One

**Award Type:** Bursary

**Eligibility:** Available to a full-time student who has applied to and been accepted into their undergraduate degree program of choice for study at UNBC independently. Applicants must intend to apply for a post-graduate health professional program offered at or in partnership with UNBC. Applicants must be graduates of a high school within a Northern Medical Programs Trust community.

**Criteria:** Students from low socioeconomic backgrounds are eligible. Low socioeconomic status is defined as having an average gross family income (as reported on line 260 of parental and personal tax returns) that falls below the Statistics Canada before tax 'low income cut off' for the past three years. Academic record will also be taken into account.

**Conditions:** This award is renewable for up to three (3) additional years based on the student maintaining good academic standing and a minimum cumulative GPA of 3.33 (77%) throughout their undergraduate studies (at the discretion of the Selection Committee).

**Note:** Applicants must complete the on-line UNBC awards application including the financial need and career goals sections. The career goals section must include: a stated intent to enter a health professions program, what program the applicant is interested in pursuing, why they are interested in that program and how they hope to achieve their goal, in 200 words or more. Applicants must submit high school and post-secondary transcripts, if applicable. Applicants must submit three (3) letters of reference and provide a copy of the previous three years' parental/personal income tax assessment(s).

**Effective Date:** Established 2016

**Recipient Selection:** Senate Committee on Scholarships and Bursaries on recommendation by a Committee comprised of: The Associate Vice-President, Northern Medical Program; a faculty member of the Northern Medical Program selected by the Associate Vice-President, Northern Medical Program; a faculty member of the College of Science and Management, selected by the College Dean; and a faculty member of the College of Arts, Social and Health Sciences, selected by the College Dean.



Motion Number (assigned by SCS): S-201702.32

**STEERING COMMITTEE OF SENATE (SCS)**

**PROPOSED MOTION**

**Motion:** That, on the recommendation of the Steering Committee of Senate  
be it resolved that, s.3 of the Senate Handbook be amended by removing the  
word "**April**" in subsection (g) (iv) and substituting the word "**February**"

**Effective Date:** May 1, 2017

**Proposed by:** Erik Searle, member of the Students as Partners Ad Hoc Committee.

The Senate Committee on Nominations also reviewed and approved the motion  
(SCN201702.0301) on February 8, 2017.

**Faculty / Academic Department:** N/A  
**Implications for Other Programs / Faculties:** None

**Rationale:** To allow newly elected Student Senators to have the opportunity to attend  
Senate as observers and to shadow outgoing Student Senators before  
assuming office on the 1st of April, thus improving the onboarding process.

**Faculty Council / Committee Motion:** N/A                      **Date:** N/A

**Date:** January 17, 2017

<b>TO BE COMPLETED AFTER SCS MEETING</b>	
<b>Brief Summary of Committee Debate:</b>	
<b>Motion No.:</b> SCS201702.03	
<b>Moved by:</b> K. Keen	<b>Seconded by:</b> W. Fellers
<b>Committee Decision:</b> CARRIED as amended.	<b>Attachments:</b> 0 pages
<b>Approved by SCS:</b> <u>February 15, 2017</u>	
<b>Date</b>	<b>Chair's Signature</b>
<b>For recommendation to <input checked="" type="checkbox"/>, or information of _____ Senate.</b>	



Motion Number (assigned by SCS): S-201702.33

**STEERING COMMITTEE OF SENATE (SCS)**

**PROPOSED MOTION**

**Motion:** That, on the recommendation of the on the Steering Committee of Senate  
be it resolved that, s.3 of the Senate Handbook be amended by removing the  
word "**March**" in subsection (g) (v) and substituting the word "**February**".

**Effective Date:** May 1, 2017

**Proposed by:** David Casperson. Chair of the SCN

The motion (SCN201702.0302) was proposed and approved at the SCN meeting on  
February 8, 2017.

**Faculty / Academic Department:** N/A  
**Implications for Other Programs / Faculties:** None

**Rationale:** It has been requested that the election dates for Student Senators change to  
February. This motion is to align the faculty and staff election date with the  
student election date.

**Faculty Council / Committee Motion:** N/A                      **Date:** N/A  
**Date:** February 8, 2017

**TO BE COMPLETED AFTER SCS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCS201702.04

**Moved by:** K. Keen

**Seconded by:** E. Ezedebego

**Committee Decision:** CARRIED as amended.

**Attachments:** 0 pages

**Approved by SCS:** February 15, 2017  
**Date**

**Chair's Signature**

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

## **Proposed - Senate & Board Nomination and Election Timeline - 2018**

Wednesday Jan 3<sup>rd</sup> – start of classes - call for nominations (ALL - Student Senators - Student Board Members - Faculty Representatives to Senate and Board).

Minimum 2 week nomination period (*per past practice*) - ends Wednesday Jan 17<sup>th</sup>

The Act requires that nomination papers are received by the Registrar at least 4 weeks prior to the election.

During that 4 week period:

- Eligibility of candidates is determined (\*add/ drop date January 17)
- Lists of Eligible Voters generated
- Ballots are prepared

**\*Mid-semester break – Feb 13-17 – can't hold election this week**

**Election Day(s): Thursday February 22<sup>nd</sup> - & Friday February 23<sup>rd</sup>**

Wednesday February 28<sup>th</sup> – *Regular meeting of Senate (newly elected Senators to attend as observers)*

Wednesday March 28<sup>th</sup> – *Regular Meeting of Senate (newly elected Senators to attend as observers)*

Sunday April 01 – *newly elected Senators take office*

Wednesday April 25<sup>th</sup> – *first Senate meeting for newly elected Senators*

## Report to Senate from ad hoc Committee on Students-as-Partners

**February 22, 2017**

Committee composition:

Senator Amy Blanding, Graduate student rep (Chair)

Senator Erik Searle, Undergraduate student rep

Senator Echioma Ezedebego, Undergraduate student rep

Senator Hunter Lowe, Undergraduate student rep

Senator David Casperson, CSAM rep

Senator Tracy Summerville, CASHs rep

Arctica Cunningham, NUGSS appointee

Trina Johnson, NBCGSS appointee

Dr. Heather Smith, Director Centre for Teaching, Learning and Technology

Brenda Slomka, Assistant Director Student Affairs

### Mandate and Overview

In the December 2016 meeting of Senate, at the recommendation of UNBC President Daniel Weeks, Dr. Heather Smith provided a report titled “Students as Partners Report: Considerations for UNBC” to the UNBC Senate. An Ad Hoc Committee on Students as Partners was created with the membership listed above. Arising from the Ad Hoc Committee meetings are the following initial series of recommendations. Based on feedback and discussions in Senate, the ad hoc committee will meet to discuss bringing forward formal motions.

The recommendations from the committee are highlighted below, and follow from the recommendations made in the original report which can be found as Appendix A.

### *General Recommendations*

Recommendation 1 (p.7 of report): If the students as partners approach is complimentary to the practices and programming at UNBC, and in some instances it clearly is, it would be worthwhile to broaden this environmental scan to determine where more of these practices are taking place.

### **Committee Recommendation A**

- We recommend that the Centre for Teaching, Learning and Technology be asked to complete an environmental scan to determine exemplars of practices that are built on the principles of “students- as-partners” at UNBC. The outcome of this project is to open a dialogue about what is already being done at UNBC and to elucidate the principles upon which the philosophy of students- as-partners is built and practiced. We suggest that the CTLT complete a project similar to the UNBC Exemplars project. For more information about the Exemplar’s project, go to: <http://www.unbc.ca/centre-for->

[teaching-and-learning/services](#) . We suggest a timeline of completion by the September Senate.

- Based on the outcomes of the exemplars project, we recommend that a facilitated session on students- as-partners be held in each of the governing bodies on campus, including but not limited to Senate, Senate Committees and the Board of Governors, to share the principles upon which the philosophy of students- as-partners is built and practiced. The outcome of these sessions is to ensure that the students- as-partners model is integrated into the governing structures of the university.

#### *Recommendations Related to Student Involvement in Academic Planning*

Recommendation 1 (p.8 of report): Based on the values articulated above, in particular inclusivity and reciprocity, and consistent with the idea of 'partnership', it is recommended that we compensate the students participating in the academic planning process.

*and*

Recommendation 2 (p.9 of report): Based on the values articulated above and acknowledging the student concerns about power differentials in Academic Planning Action Groups, I recommend that we have a facilitated session in advance of the first meetings of the Academic Planning Action Groups. This facilitated session will highlight the students as partners approach and discuss strategies for inclusive planning and meeting practices.

#### **Committee Recommendation B**

- We believe that there was a lost opportunity to meet the objectives of this recommendation. We suggest that in the future, when students are invited to be part of a decision-making or planning process, that a facilitator be hired to encourage dialogue about how safe spaces can be created for collaborative processes. If we are to take *students as partners* seriously we must first look at the culture of the institution to identify the barriers and challenges that students face when they participate in meetings where there is a clear power dynamic. We must aim to make student participation meaningful and inclusive despite the (perceived or real) hierarchy that exists among the different actors in the conversation.

#### *Recommendations Related to Students as Partners in Governance*

Recommendation 1 (p.9 of report): The options articulated above for student compensation can address immediate needs. However, two of the options above should be considered for further development: the student governance variation of the Undergraduate Research Experience and the Student Leadership course.

*and*

Recommendation 2 (p.9 of report): Discussions have taken place on a bursary for student leaders. Some form of bursary or a program such as the one identified above that is modeled after the URE should be designed. We should find ways to more robustly support our student leaders (and again I understand student leaders broadly).

and

Recommendation 3 (p.9 of report): New and innovative practices to acknowledge the work of students involved in governance should be created.

### **Committee Recommendation C**

#### Short-term

- **C.1:** A Leadership course has been developed for the 2017 Winter semester. We recommend maintaining this course as a pilot for the next three to four semesters, and then fully developing the course with its own prefix. We suggest LEAD 498 and LEAD 698. We suggest that a discussion should be had as to whether the courses should be graded or pass / fail. Graduate students would need to agree with their supervisor (and committee) whether or not the course can be used for their degree requirements. The courses should be offered with a tuition waiver and at the invitation of the University President.
- **C.2:** We recommend creating a Dean's List for Leadership to recognize students who go above and beyond to make the UNBC experience more valuable for their peers and the community. We recommend Senate task the Senate Committee on Honorary Degrees and Other Forms of Special Recognition (SCHDSR) with defining a set of criteria for what leadership means at UNBC. Keeping within the framework that leadership is a process not a position, we do not want to be giving students awards for laundry lists of positions held, but for the positive effect they have had.
  - For examples of similar Dean's lists at other institutions:  
<http://www.artsci.utoronto.ca/current/scholarships/dean-s-student-leadership-award>  
<http://students.arts.ubc.ca/involvement/deans-reception-for-graduating-student-leaders/>
  - We recommend that once per calendar year, an open call for nominations go out to the entire UNBC community. Students may be nominated by any member of the UNBC community including but not limited to faculty, staff, administrators, and other students. We recommend that the nomination package should be a simple one page document outlining the positive influence that the nominee has had on UNBC while in leadership roles over the past year. We then recommend that Senate once again task the SCHDSR with reviewing the nominations and determining who should receive Dean's List recognition. We recommend that there not be a minimum or maximum number of students who can receive this recognition in a given year, but that each nomination is judged on its own merit based on the defined criteria.

#### Long-term

- **C.3:** The Undergraduate Research Experience funds students to support extracurricular research out of the Office of Graduate Programs. We recommend that a similar model be explored to fund extracurricular leadership at UNBC.

- **C.4:** We recommend UNBC move from strictly academic transcripts to a co-curricular transcript model. As seen in these examples from other Canadian universities:  
<https://studentlife.uoguelph.ca/experience/student-achievement/co-curricular-transcript>  
<http://cct.acadiau.ca/cct.html.html>  
<http://umanitoba.ca/student/studentlife/ccr.html>
  - However, we recommend that at UNBC the co-curricular transcript and the academic transcript be two equal sections of a single document to highlight the breadth of learning done by students while at UNBC, both in and out of the classroom.
  - This will be a significant process over a number of years, so we recommend that Senate create a standing committee on co-curricular transcripts to review the way that it is done at other institutions, and work towards implementation at UNBC.

Recommendation 4 (p.9 of report): Processes and practices in the UNBC Senate should be revised in light of the concerns expressed by student leaders.

*and*

Recommendation 5 (p. 10 of report): Review the onboarding process to Senate.

*and*

Recommendation 6 (p.10 of report): Design and implement a peer-mentoring program for students new to university governance.

#### **Committee Recommendation D**

- We recommend that the university governing bodies regularly host facilitated discussions about partnership, power and culture at UNBC, as well as facilitated discussions about the process and protocol of Senate governance, to better inform and engage with both student and faculty Senators alike. Therefore we recommend:
  - Hosting a Senate seminar series with topics such as: Roberts Rules 101, University Act 101, etc. in Spring of 2017
  - Adding a discussion on the “Health of Senate” to “Other Business” at the March Senate meeting
  - Hosting a comprehensive, process-centered orientation for all new Senators (faculty and student) before the April Senate meeting.
  - Hosting an informal meet-and-greet of all Senators at the beginning of each term
  - Add student society presidents as non-voting members of Senate.

Appendix A: Students as Partners Report: Considerations for UNBC

October 20, 2016

# Students as Partners: Considerations for UNBC

Dr. Heather A. Smith

Director, UNBC Centre for Teaching, Learning and Technology

October 20, 2016

Dear Dr. Weeks,

In the August meeting of the UNBC Senate it was indicated that I would write a report in response to concerns raised by student leaders regarding student participation in the UNBC Academic Planning process.

Please find below a report based on the model of students as partners. The model is described below. You will also find broad recommendations related to the model, recommendations related to addressing the immediate concerns identified by student leaders, and recommendations that focus on possible longer term initiatives.

The recommendations below are a starting point for robust and rich conversation with students and with each other. We have been provided with an important opportunity to discuss students as partners and in particular, students as partners in governance.

Respectfully submitted,

A handwritten signature in black ink that reads "Heather Smith". The signature is written in a cursive, flowing style.

Heather Smith

## Introduction

In the introduction to a special section of *Teaching and Learning Inquiry*, Roselynn Verwoord reflects on the role of students as co-inquirers and co-creators in the scholarship of teaching and learning and reminds us that not only are “students integral to all dimensions of improving teaching and learning” (Werder, Pope-Ruark and Verwoord, 2016: 2) but that students are central to all that we are as a university. If we are to ‘walk the talk’ on the notion of student centred, an important starting point is to step away from traditional notions of students as deficits, remind ourselves that students are “complex, substantial human beings who arrive in class with diverse cultures, they have languages, interests, feelings, experiences and perceptions”(Shor, 1992: 32) and to move towards processes and practices that embrace the ethos of students-as-partners.

Student leaders at UNBC have provided us with the opportunity to think deeply and carefully about how we engage, include, support, and partner with students in the academic planning process, university governance and more broadly, university processes, practices and policies.

In August 2016, NBCGSS President Trina Johnson and NUGSS President Arctica Cunningham submitted a letter to President Daniel Weeks and the UNBC Senate. The focus of the letter was on the ways and means of including students in the academic planning process. Noting the multiple demands facing students, they raised concerns related to the time commitment to sit on the committees, the timeline for committee work, and lack of compensation for student work. A per diem for student work was suggested. They also raised the issue of the stress and pressure for students on the committees as students are faced with navigating the hierarchies embedded in the committees.

On September 12, 2016, and as a follow up, NUGSS President Arctica Cunningham presented a “NUGSS Position Paper” to the senior leadership. In that position paper Ms. Cunningham identified the difficulties faced in recruiting students to the committees and provided three possible solutions:

1. Offer a per diem or honourarium to each student. Staying in line with the wages UNBC offers Research Assistants, we feel it would be fair to base the payment on a rate of \$11 per hour, working out to approximately \$880 total payment to each student (\$11 per hour, 5 hours per week and 16 weeks of work).
2. Offer a tuition waiver for one three-credit course, to reduce the financial burden on students, who must reduce their availability for their part-time or full-time job commitments that they rely on to pay for their education, in order to sit on a committee.
3. Create a three-credit Leadership course, tuition-free, to recognize the professional development students will gain from their experience working with a committee as well as the time commitment of the committee work, which is approximately equivalent to the time required to complete an undergraduate course.

In response to the initial concerns articulated by the student leaders, UNBC President Dr. Daniel Weeks indicated at the August Senate meeting that research was being done by the Director of the CTLT to highlight opportunities to address the concerns raised by the student leaders.

To that end, I have begun a review of the literature related to students as partners, have had discussions about the students as partners approach and its relationship to governance with some of the leading scholars, and I have had initial conversations with some, but not all, of the student leaders.

This report represents my research findings and discussions to date. The report provides a set of recommendations for how to move forward to address both the immediate concerns of the students and the longer-term options for further incorporation of the students as partners ethos into the UNBC culture.

It is important to note that these recommendations are based on my own perspective as Director of the UNBC CTLT and do not represent university wide policy.

## **Introduction to the Students as Partners Approach**

The students as partners and the student voice literature is vast (See for example: Bovill, Cook-Sather, and Felten, 2011; Healey, Flint, & Harrington, 2014; Marquis et al 2016; Seale 2010; Seale 2014).

Key themes in the literature include:

- “Embed processes of partnership with and between students throughout HE (higher education) practice and policy” including “institutional governance, quality assurance, research strategies, community engagement, extra-curricular activities” and of course teaching and learning (Healey et al 2016: 1-2).
- “Partnership is a way of doing things, rather than an outcome itself” (Healey et al 2016: 2) – it is an ethos (NUS 2013).
- Partnership is about building practices that provide for equitable roles (Werder, Pope-Raurk and Verwoord: 1) and provides for co-creation.
- “Partnership may not be possible, or indeed appropriate, in all learning and teaching contexts” (Healey et al 2016: 8).
- Partnership is not easy and it requires that all participants (students, faculty and administrators) commit to the partnership in ways that will disrupt traditional hierarchies and which emphasize the student voice (Kehler, Verwoord, Smith 2016; Bovill 2014).
- Partnership is values based.

The values that should inform a partnership model include (Healey et al 2014: 14-15):

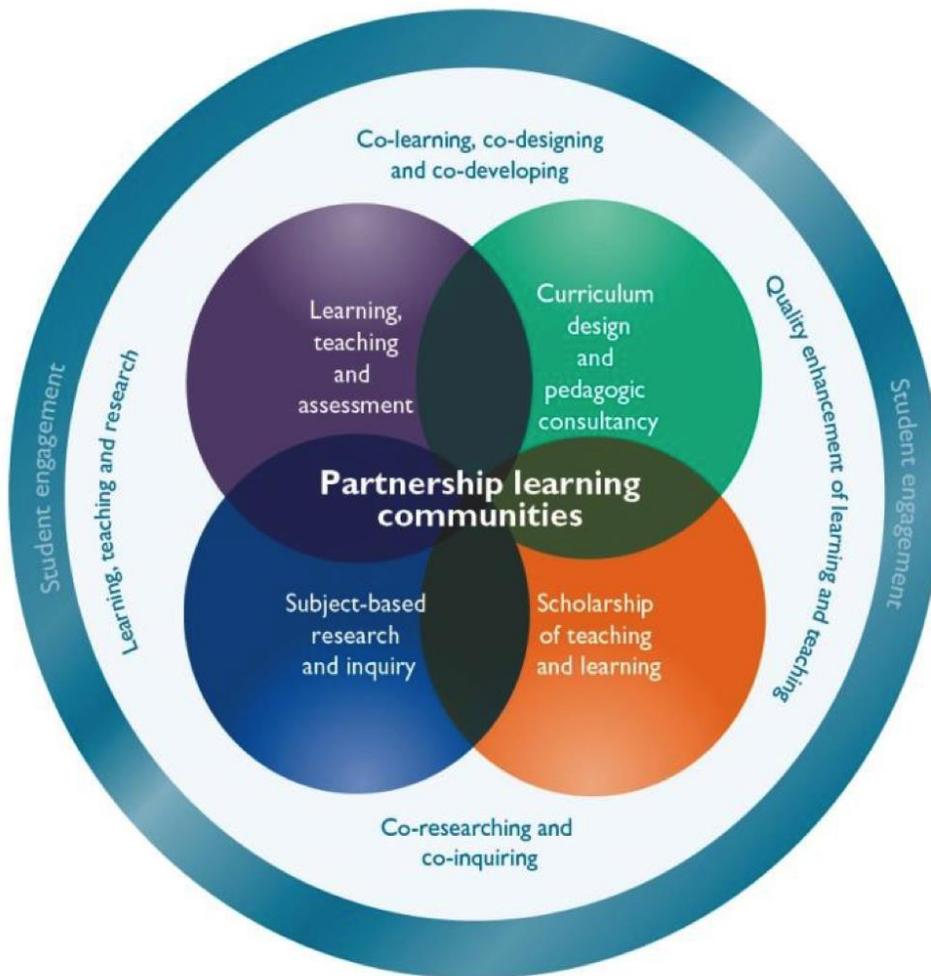
- Authenticity – all parties have a meaningful rationale for investing in partnership, and are honest about what they can contribute and the parameters of partnership;
- Inclusivity – partnership embraces the different talents, perspectives and experiences that all parties bring, and there are no barriers (structural or cultural) that prevent potential partners getting involved;
- Reciprocity – all parties have an interest in, and stand to benefit from, working and/or learning in partnership;
- Empowerment – power is distributed appropriately and all parties are encouraged to constructively challenge ways of working and learning that may reinforce existing inequalities;
- Trust – all parties take time to get to know each other, engage in open and honest dialogue and are confident they will be treated with respect and fairness;
- Challenge – all parties are encouraged to constructively critique and challenge practices, structures and approaches that undermine partnership, and are enabled to take risks to develop new ways of working and learning;
- Community – all parties feel a sense of belonging and are valued fully for the unique contribution they make;
- Responsibility – all parties share collective responsibility for the aims of the partnership, and individual responsibility for the contribution they make<sup>1</sup>.

In terms of teaching and learning, Healey et al (2014; 2016) identify four overlapping areas for potential partnership: learning, teaching and assessment; subject-based research and inquiry; scholarship of teaching and learning; curriculum design and pedagogic consultancy. Figure 1, below, illustrates the assumed relationships between the four areas.

Figure 1: Students as partners model from Healey et al 2014.

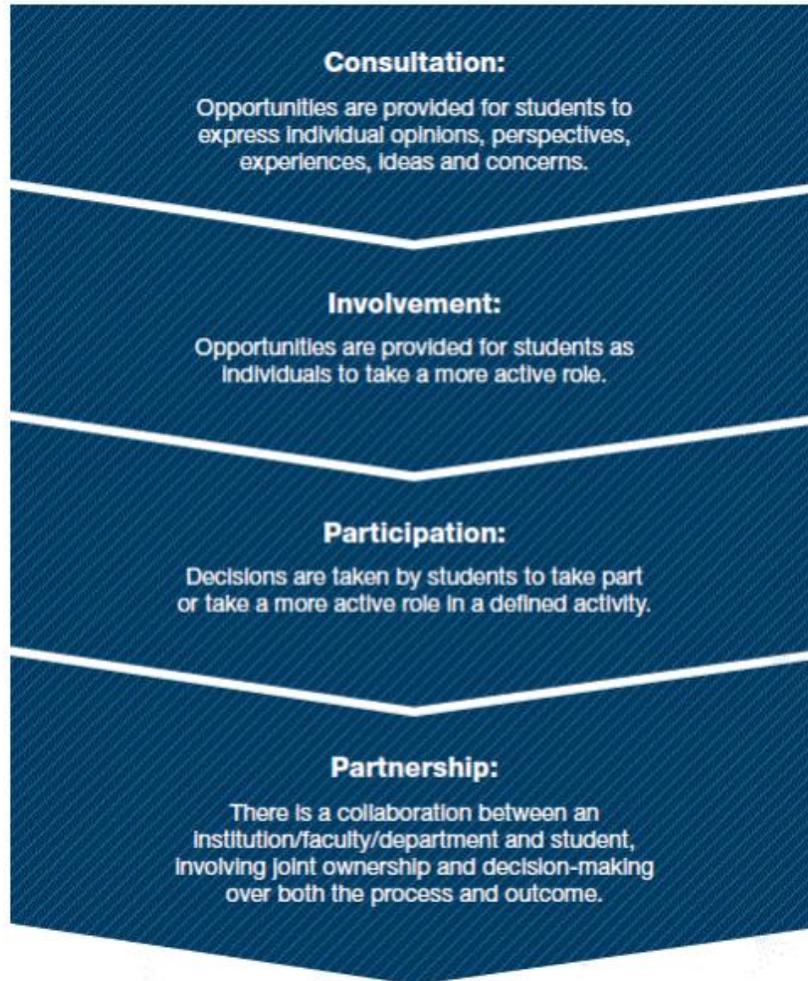
---

<sup>1</sup> A more recent version of the values articulated by the Higher Education Academy and Healey et al 2016 includes courage, plurality, honesty, and doesn't include community and challenge. See Healey et al 2016 and Healey et al 2014 for the comparison.



Finally, “partnership as a process of student engagement is complementary to other forms of student engagement” (Healey et al 2014: 16). Partnership, however, should not be equated with consultation, involvement or participation. These are all different processes. This sentiment is captured in the image below (Figure 2).

Figure 2 (Healey et al 2014: 16)



With this background in mind, I now turn to the UNBC context. I will begin with a short discussion of relationship of the Healey et al model to UNBC and show that we are engaged, in some areas, in practices that are consistent with the ethos of students as partners. I will then turn to the issues raised by the students in the context of the academic planning process and governance more broadly.

### **Students as Partners in the UNBC Context**

If we consider the four overlapping areas of teaching and learning identified above by Healey et al and consider them with the UNBC context in mind, I believe we can argue that there are practices and initiatives that are broadly consistent with the values that underpin the model. This is not a complete scan of practices, programs and initiatives at UNBC. Further work needs to be done in this area.

Learning, teaching and assessment: In the literature this part of the model would include practices such as peer learning and peer assessment (Healey et al 2016).

At UNBC, we have a host of examples of peer learning and peer assessment in teaching, learning and student engagement.

- The Peer Support Network housed at the First Nation Centre “is a community of caring student volunteers who provide support to other students on campus” (Gagnon In correspondence 2016). Peer mentors contribute to and facilitate significant portions of the First Year Connections Program.
- The supplemental instruction offered at the Academic Success Centre is also premised on peer based learning.
- Peer feedback and assessment is an integral part of the IASK Program.

Subject-based research and inquiry: The emphasis in this area tends to be on research undertaken outside the curriculum.

At UNBC, the exemplary example of students as partners research and inquiry outside the curriculum is the Undergraduate Research Experience.

Scholarship of teaching and learning: The focus in this area is on the inclusion of students as partners in the scholarship of teaching and learning or the creation of programs such as the Undergraduate Learning and Teaching Research Internship at the University of Western Australia (See University of Western Australia 2016).

At UNBC we do not have a clear sense of the degree to which faculty and staff are engaged in SOTL. As Director of the CTLT, I have written and presented with students and former students about teaching and learning (Smith 2012; Verwoord, Kehler, Smith 2016).

Curriculum design and pedagogic consultancy: The focus in this area is on student involvement in curriculum design and pedagogy consultants for faculty (See for example Cook Sather 2009; 2010).

At UNBC we have no institution wide initiatives that include students in curriculum design in an ongoing way and we do not have pedagogic consultancy. We do have instances of students and faculty co-designing curriculum for individual classes. The extent to which this takes place is unknown given the often isolated way in which we engage in our teaching.

Based on the assessment above, the following recommendations are made:

## **General Recommendation:**

**Recommendation 1:** *If the students as partners approach is complimentary to the practices and programming at UNBC, and in some instances it clearly is, it would be worthwhile to broaden this environmental scan to determine where more of these practices are taking place.*

As noted in Healey et al (2016), the model can be used as a framework for engagement. The students as partners approach is consistent with the work on high impact educational practices and thus can be used to enhance student retention.

This recommendation can be undertaken by the Director of the CTLT.

## Recommendations Related to Student Involvement in Academic Planning:

**Recommendation 1:** *Based on the values articulated above, in particular inclusivity and reciprocity, and consistent with the idea of 'partnership', it is recommended that we compensate the students participating in the academic planning process.*

Student leaders have been clear about their concerns and their concerns are consistent with research on student participation in university governance (Planas et al, 2013). They have articulated a variety of options in terms of compensation.

Furthermore, we have programs such as the URE which funds extracurricular research and we raise funds and provide a variety of supports for student athletes. Students involved in the academic planning process can be similarly compensated for their contributions to UNBC.

There are a number of options in terms of compensation. Arctica Cunningham has provided three options. Along those lines, and consistent with Arctica Cunningham's recommendations, I suggest we pursue **one** of the following options:

- A. For all students involved in the Academic Planning process, we use the guidelines of the Undergraduate Research Experience and modify them to fit in the context of governance. This means students get paid for up to 100 hours of work at 15\$/hr. There is a requirement of the students to share their reflections on the process and that those reflections can be included in UNBC publications and media. A faculty member or Director of the CTLT would support them in their work. This program builds on the principles of the students as partners approach. This would not be for credit.
- B. For the students involved in the Academic Planning process, we create a three-credit leadership course for which they receive a tuition waiver. There are many options in terms of how this course might be designed. I understand that Dr. Tracy Summerville maybe be undertaking the task to design such a course.
- C. Provide students involved in the Academic Planning process with a tuition waiver.

**Recommendation 2:** *Based on the values articulated above and acknowledging the student concerns about power differentials in Academic Planning Action Groups, I recommend that we have a facilitated session in advance of the first meetings of the Academic Planning Action Groups. This facilitated session will highlight the students as partners approach and discuss strategies for inclusive planning and meeting practices.*

## **Recommendations Related to Students as Partners in Governance:**

The issues raised by student leaders can inspire us to reflect on governance practices and processes more generally. The willingness of the students to share their insights with us can foster learning for us all. With this in mind, I make the following recommendations:

**Recommendation 1:** *The options articulated above for student compensation can address immediate needs. However, two of the options above should be considered for further development: the student governance variation of the Undergraduate Research Experience and the Student Leadership course.*

As argued above, we have extra-curricular funding for research and we have various types of support for student athletes. I believe we can and should create a program like the URE available to students involved in university governance.

Going forward, I recommend that the Student Leadership course be linked in some way with the LEAD Program delivered by Student Life. I also recommend that it be for credit. In terms of assumptions regarding ‘leadership’ I recommend that we adopt an understanding of leadership that is broad and inclusive and that will appeal to a range of students from student government to student clubs such as WUSC. This approach recognizes diversity in our student population.

**Recommendation 2:** *Discussions have taken place on a bursary for student leaders. Some form of bursary or a program such as the one identified above that is modeled after the URE should be designed. We should find ways to more robustly support our student leaders (and again I understand student leaders broadly).*

**Recommendation 3:** *New and innovative practices to acknowledge the work of students involved in governance should be created.*

I believe there are many possible options to acknowledge the work of students involved in governance. For example, just as we have celebrations to recognize the students who have been involved in the URE, so too should we acknowledge and celebrate student leaders in governance. There may also be different ways to profile the work of student leaders on our website.

**Recommendation 4:** *Processes and practices in the UNBC Senate should be revised in light of the concerns expressed by student leaders.*

Student leaders have indicated that they feel disrespected and disregarded in Senate. This is not acceptable. If we value the student voice we need to ‘walk the talk’. Possible options to address these concerns include: add a student report to the UNBC Senate agenda. The report would follow those of the President and Vice Presidents. One student leader has proposed that there be a student vice chair. Finally, different means of including all Senators in thoughtful and reasonable discussions need to be considered. There was Senate meeting in the last year that was done in a round table format and that kind of process ensures higher levels of engagement and more respectful and safe spaces.

**Recommendation 5:** *Review the onboarding process to Senate.*

Is the onboarding process assessed? Is the onboarding session designed to be interactive? Do we have a sense of how the students feel about the onboarding process? If students feel that they are insufficiently prepared for the Senate experience, are there ways we can support them to feel more prepared?

**Recommendation 6:** *Design and implement a peer-mentoring program for students new to university governance.*

One option to support student leaders new to university governance would be to design and implement a peer-mentoring program. This program should be designed and implemented in ways that are consistent with the students as partners model.

**Recommendation 7:** *Where possible, we should create student advisory committees for our respective units, across the university.*

This option may be taxing for students and demanding on the time of administrators but increased opportunities for university administrators to engage with students will enhance our understanding of how we can serve, retain and learn from our student community. Agendas should be negotiated collaboratively and meetings could be run in non-traditional ways thus providing more space for the student voice.

**Recommendation 8:** *Engage in a student as partners research project related to governance.*

It is clear to me from my conversations with student leaders that they often feel that their voices are unheard. The voices of student leaders give us profound insights into the processes and practices at UNBC. We can be leaders in work on students as partners in governance as there is minimal literature in this area. I will work in partnership with interested students (and some have already indicated their interest to me) to design and implement a research project related to students as partners in governance at UNBC. This research can provide us with further ideas for the future of UNBC.

**Recommendation 9:** *Engage in ongoing conversations with student leaders.*

Partnership takes time. If we are to build more robust partnerships with student leaders we need to commit to some process of ongoing conversations with student leaders. Consistent with the student voice literature (Seale, 2010: 998) we focus on “asking questions about student experiences; seeing and understanding the student experience; reflecting on implications for practices; hearing or listening to previously inaudible or ignored voices”.

## **Concluding Comments**

I want to conclude by again acknowledging the very fine work that is already taking place at UNBC – work that is informed by the ethos of students as partners. Across the university, faculty, staff and students work together every day to enhance the student experience. This is to be celebrated.

The concerns expressed by student leaders in their communication with Senate and with President Weeks provide us with a wonderful opportunity to learn from their experiences, to rethink some of our practices and policies and to engage in work that will enrich us all. Authentically listening to the students and working with them to build practices that provide safe, respectful and transformative learning, teaching and governance spaces can only be of benefit to UNBC. Working with students as our partners will help us all be better leaders and teachers.

Bovill, Catherine, Alison Cook-Sather, and Peter Felten (2011). “Changing participants in pedagogical planning: Students as co-creators of teaching approaches, course design and curricula” *International Journal for Academic Development*, 16(2), 133-145.

Bovill, Catherine (2014) “An investigation of co-created curricula within higher education in the UK, Ireland and the USA” *Innovations in Education and Teaching International*, Vol. 51, No. 1, 15–25, <http://dx.doi.org/10.1080/14703297.2013.770264>

Cook-Sather, Alison (2010). “Students as Learners and Teachers: Taking Responsibility, Transforming Education, and Redefining Accountability” in *Curriculum Inquiry* 40, 4 (September), 555-575 available at:  
[http://repository.brynmawr.edu/cgi/viewcontent.cgi?article=1010&context=edu\\_pubs](http://repository.brynmawr.edu/cgi/viewcontent.cgi?article=1010&context=edu_pubs)

Cook-Sather Alison (2009) “I am not afraid to listen: Prospective Teachers Learning From Students” *Theory into Practice* 48: 176-183.

Healey, Mick, Abbi Flint and Kathy Harrington (2016). “Students as Partners: Reflections on a Conceptual Model”. *Teaching & Learning Inquiry*, 4(2), 1-13.  
doi:<http://dx.doi.org/10.20343/10.20343/teachlearninqu.4.2.3>

Healey, Mick, Abbi Flint, and Kathy Harrington (2014). *Engagement through partnership: Students as partners in learning and teaching in higher education*. York: HE Academy. Available at:  
[https://www.heacademy.ac.uk/system/files/resources/engagement\\_through\\_partnership.pdf](https://www.heacademy.ac.uk/system/files/resources/engagement_through_partnership.pdf)

Marquis, Elizabeth, Varun Puri, Stephanie Wan, Arshad Ahmad, Lori Goff, Kris Knorr, Ianitza Vassileva and Jason Woo (2016). “Navigating the threshold of student–staff partnerships: a case study from an Ontario teaching and learning institute”, *International Journal for Academic Development*, 21:1, 4-15, DOI: 10.1080/1360144X.2015.1113538

National Union of Students (2013). “A Manifesto for Partnership” Available at:  
<http://www.nus.org.uk/PageFiles/12238/A%20Manifesto%20for%20Partnership.pdf>

Planas, Anna, Pere Soler, Judit Fullana, Maria Pallisera and Montserrat Vila (2013), “Student participation in university governance: the opinions of professors and students” in *Studies in Higher Education*, Vol. 38, No. 4, 571– 583,  
<http://dx.doi.org/10.1080/03075079.2011.586996>

Seale, Jane (2010). “Doing Student Voice Work in Higher Education: An Exploration of the Value of Participatory Methods” *British Educational Research Journal* 36, 6,: 995-1015

Seale, Jane, Suanne Gibson, Joanna Haynes & Alice Potter (2015). "Power and resistance: Reflections on the rhetoric and reality of using participatory methods to promote student voice and engagement in higher education", *Journal of Further and Higher Education*, 39:4, 534-552, DOI: 10.1080/0309877X.2014.938264

Shor, Ira (1992). *Empowering Education*, (Chicago: University of Chicago Press).

Smith, Heather, Courtney Caldwell, Heather M. Carson, Charelle Gribbling, Kaleigh Milinazzo, Emily-Anne Therrien, Leslie Warner , (2012). "Doing it Differently: Creation of an Art Gallery" *International Studies Perspectives*, 13:3 (August), 307-320.

University of Western Australia (2016) "The undergraduate learning and teaching research internship scheme" Available at:  
<http://www.student.uwa.edu.au/learning/resources/ultris>

Verwoord, Roselynn, Angela Kehler and Heather Smith (2016), "Power and Voice: A Critical Analysis of the Students as Partners Literature", presented at the Annual Meeting of the International Society for the Scholarship of Teaching and Learning, October.

Werder, Carmen, Rebecca Pope-Ruark, and Roselynn Verwoord (2016) "Students as Co-Inquirers (Special Section Guest Editors' Introduction)". *Teaching & Learning Inquiry*, v. 4, n. 2, p. 1-3, (September). Available at:  
<<http://tlijournal.com/tli/index.php/TLI/article/view/112/91>>.