

SENATE MEETING PUBLIC SESSION AGENDA

April 26, 2017
3:30 – 5:30 PM

Senate Chambers (Room 1079 Charles J McCaffray Hall)

1.0 S-201704.01

Approval of the Agenda †

Page 1

That the agenda for the April 26, 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-201704.02

Approval of Senate Minutes

Page 9

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

3.0 Business Arising from Previous Minutes of Senate

3.1 The Health of Senate (30 minutes)

Ms. Blanding

4.0 President's Report

Dr. Weeks

5.0 Report of the Provost

Dr. Ryan

6.0 Report of the Registrar

Mr. Annear

7.0 Question Period

8.0 Removal of Motions from the Consent Agenda

Dr. Weeks

9.0 Committee Reports

“For Approval” Items:

- Page 68** An executive summary from the School of Education regarding the BEd Program changes has been included for information.
- Regular **S-201704.03**
Changes to Program Description - Bachelor of Education Program
- Page 69** That, on the recommendation of the Senate Committee on Academic Affairs, the change to the program description of the Bachelor of Education program in the PDF calendar accessible on the UNBC web page at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2017/2018 undergraduate calendar be approved as proposed.
 Effective date: September 2017
- Regular **S-201704.04**
Course Deletion - EDUC 395-1
- Page 99** That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of the course name, number, and description of EDUC 395-1, on page 225 (in the print or PDF calendar accessible on the UNBC web page) of the 2017/2018 undergraduate calendar, be approved as proposed.
 Effective date: September 2017
- Regular **S-201704.05**
Course Deletion - EDUC 415-3
- Page 101** That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of the course name, number, and description of EDUC 415-3, on page 225 (in the print or PDF calendar accessible on the UNBC web page) of the 2018/2019 undergraduate calendar, be approved as proposed.
 Effective date: September 2018
- Regular **S-201704.06**
Course Deletion - EDUC 434-3
- Page 103** That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of the course name, number, and description of EDUC 434-3, on page 226 (in the print or PDF calendar accessible on the UNBC web page) of the 2018/2019 undergraduate calendar, be approved as proposed.
 Effective date: September 2018
- Regular **S-201704.07**
Course Deletion - EDUC 457-2
- Page 105** That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of the course name, number, and description of EDUC 457-2, on page 226 (in the print or PDF calendar accessible on the UNBC web page) of the 2018/2019 undergraduate calendar, be approved as proposed.
 Effective date: September 2018
- Regular **S-201704.08**
Course Deletion - EDUC 461-2
- Page 107** That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of the course name, number, and description of EDUC 461-2, on page 226 (in the print or PDF calendar accessible on the UNBC web page) of the 2018/2019 undergraduate calendar, be approved as proposed.
 Effective date: September 2018
- Regular **S-201704.09**
Course Deletion – EDUC 472-2
- Page 109** That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of the course name, number, and description of EDUC 472-2, on page 226 (in the print or PDF calendar accessible on the UNBC web page) of the 2018/2019 undergraduate calendar, be approved as proposed.
 Effective date: September 2018
- Regular **S-201704.10**
Course Deletion - EDUC 495-1
- Page 111** That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of the course name, number, and description of EDUC 495-1, on page 227 (in the print or PDF calendar accessible on the UNBC web page) of the 2018/2019 undergraduate calendar, be approved as proposed.
 Effective date: September 2018

- Consent **S-201704.11**
Change(s) to the Course Description - EDUC 341-2
Page 113 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description for EDUC 341-2 on page 223 (in the print or PDF calendar accessible on the UNBC web page) of the 2017/2018 undergraduate calendar, be approved as proposed.
Effective date: September 2017
- Regular **S-201704.12**
New Course Approval - EDUC 336-4
Page 116 That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 336-4 Learning and Diversity: Inclusive Classrooms/ Learning Disabilities for the Bachelor of Education Elementary and Secondary programs in the PDF calendar accessible on the UNBC web page, course description at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2017/2018 undergraduate calendar be approved as proposed.
Proposed semester of first offering: September 2017
- Regular **S-201704.13**
New Course Approval - EDUC 358-3
Page 122 That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 358-3 Language and Literacy: Reading, Writing, and Inquiry Content for the Terrace-based Bachelor of Education Elementary program in the PDF calendar accessible on the UNBC web page, course description at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2017/2018 undergraduate calendar be approved as proposed.
Proposed semester of first offering: September 2017
- Regular **S-201704.14**
New Course Approval – EDUC 407-4
Page 128 That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 407-4 Curriculum and Instruction: Fine Arts/Physical and Health Education (EY) for the Prince George Bachelor of Education Elementary program in the PDF calendar accessible on the UNBC web page, course description at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2018/2019 undergraduate calendar be approved as proposed.
Proposed semester of first offering: September 2018
- Regular **S-201704.15**
New Course Approval - EDUC 441-3
Page 134 That, on the recommendation of the Senate Committee on Academic Affairs, the new course EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (EY) for the Terrace-based Bachelor of Education Elementary program in the PDF calendar accessible on the UNBC web page, course description at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2018/2019 undergraduate calendar be approved as proposed.
Proposed semester of first offering: September 2018
- Regular **S-201704.16**
Changes to the Course Credit Hours - EDUC 345-4
Page 139 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course credit hours for EDUC 345-4 Language and Literacy Across the Curriculum for the Bachelor of Education Secondary program in the PDF calendar accessible on the UNBC web page, course description at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2017/2018 undergraduate calendar be approved as proposed.
Effective date: September 2017
- Regular **S-201704.17**
Changes to the Course Credit Hours - EDUC 357-3
Page 141 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course credit hours for EDUC 357-3 Language and Literacy: Reading and Writing (EY) for the Prince George Bachelor of Education Elementary program in the PDF calendar accessible on the UNBC web page, course description at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2017/2018 undergraduate calendar be approved as proposed.
Effective date: September 2017

- Regular **S-201704.18**
Changes to the Course Description and Course Credit Hours - EDUC 413-2
 Page 143 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description and course credits for EDUC 413-2, on page 225 (in the print or PDF calendar accessible on the UNBC web page) of the 2018/2019 undergraduate calendar, be approved as proposed.
 Effective date: September 2018
- Regular **S-201704.19**
Changes to the Course Credit Hours - EDUC 491-10
 Page 145 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course credit hours for EDUC 491-10 Classroom Practice and Seminar IV for the Bachelor of Education Elementary and Secondary programs in the PDF calendar accessible on the UNBC web page at <https://ssb.unbc.ca> and program description at <http://www.unbc.ca> of the 2018/2019 undergraduate calendar be approved as proposed.
 Effective date: September 2018
- Consent **S-201704.20**
Change(s) to the Course Description - FNST 305-3
 Page 147 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description for FNST 305-3 on page 245 PDF calendar accessible on the UNBC web page of the 2016/2017 undergraduate calendar, be approved as proposed.
 Effective date: January 2018
- Consent **S-201704.21**
Changes to the Course Title and Course Description - NREM 303-3
 Page 149 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for NREM 303-3 (First Nations Approaches to Resource Management) on page 271 of the 2016/2017 undergraduate calendar, be approved as proposed.
 Effective date: September 2017
- Regular **S-201704.22**
Approval of the Exchange Agreement between University of Northern British Columbia and VIA University College, Denmark
 Page 151 That, on the recommendation of the Senate Committee on Academic Affairs, the motion to approve the Exchange Agreement between University of Northern British Columbia and VIA University College, Denmark be approved as proposed.
 Effective Date: Upon approval of the Senate

9.2 Senate Committee on Admissions and Degrees Dr. Ryan

“For Approval” Item:

- Regular **S-201704.23**
Change(s) to the Calendar Regarding Graduate English Language Requirements
 Page 155 That, on the recommendation of the Senate Committee on Admissions and Degrees, the change(s) to the calendar regarding English requirements for Graduates be approved as proposed.
 Effective date: May 2017

9.3 Senate Committee on First Nations and Aboriginal Peoples (no material) Dr. Ryan

9.4 Senate Committee on Scholarships and Bursaries Dr. Ryan

“For Information” Item:

- SCSB20170322.04** (approved)
2016/2017 Annual SCSB Report
 Page 159 That the 2016/2017 Annual SCSB Report be approved.
 Effective Date: 2016-2017 Academic Year

“For Approval” Item:

Regular

S-201704.24**Recommendation of Senate Committee Members to Senate**

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

Effective date: Immediately upon approval by Senate

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

CANDIDATE**Steering Committee of Senate**

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

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

Senate Committee on Nominations

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

Mr. Seamus Hogan
 Dr. Michael Murphy

Senate Committee on Academic Appeals

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

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

Senate Committee on Admissions and Degrees

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

Dr. Gregory Nixon
 Mr. Gregory Hues

Senate Committee on Academic Affairs

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

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

SCAAF Art Acquisition Subcommittee

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

Dr. Sarah De Leeuw

SCAAF Subcommittee on Academic Scheduling

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

Ms. Yetunde Oni
 Mr. Seamus Hogan

Senate Committee on First Nations and Aboriginal Peoples

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

Dr. Tina Fraser
 Ms. Marion Erickson

Senate Committee on Honorary Degrees and Other Forms of Special Recognition

Student Senator (03/31/2018)

Ms. Kristen Hirsh-Pearson

Senate Committee on Scholarships and Bursaries

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

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

Senate Committee on the University Budget

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

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

Senate Committee on Student Discipline Appeals

Undergraduate Student (03/31/2018)

Ms. Hailey Massingham

“For Information” Items:

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

Faculty Member — CASHS (03/31/2020)
Faculty Member — CASHS (03/31/2018)
Faculty Member — CASHS (03/31/2020)
Faculty Member — CASHS (03/31/2020)
Faculty Member — CSAM (03/31/2020)
Faculty Member at Large (03/31/2020)

Dr. Sylvia Barton
Ms. Ngoc Huynh
Dr. Michael Murphy
Dr. Dana Wessell Lightfoot
Dr. David Casperson
Dr. Reza Chowdhury
Dr. Margot Mandy
Dr. Roger Wheate
Dr. Balbinder Deo

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

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

Ms. Lauren Dohler
Ms. Marion Erickson
Mr. Steven Horianopoulos
Mr. Aaron Larsen
Ms. Hailey Massingham
Ms. Ana Saenz
Ms. Amy Blanding
Ms. Kristen Hirsh-Person
Mr. Seamus Hogan

SCAAF Subcommittee on Academic Scheduling

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

Dr. Glen Schmidt

SCAAF Subcommittee on Curriculum and Calendar

Faculty Senator, designate of Dean of CSAM

Dr. Margot Mandy

Faculty Senator, designate of Vice President,
Research and Graduate Programs

Dr. Tracy Summerville

Regular

S-201704.25**Changes to the Senate Handbook - Regulations Covering Voting for Elections to the Senate**

Page 163

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

Effective Date: Upon the approval of Senate

Regular

S-201704.26**Changes to the Senate Handbook – Addition of the Presidents of NUGSS and NBCGSS as Non-Voting Members of Senate**

Page 165

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

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

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

By adding 3(e) (xii):

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

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

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

Effective Date: On approval of Senate

Regular

S-201704.27**Changes to the Senate Handbook – Addition of the Senior Advisor to the President on Aboriginal Relations as Non-Voting Members of Senate**

Page 167

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

By replacing 3(e) (xii) with:

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

Effective Date: On approval of Senate

9.6 Students as Partners (Ad Hoc Committee)

Ms. Blanding

“For Approval” Items:

Regular

S-201704.28**Survey to Determine Scheduling Conflicts Impacting the Timely Completion of Degrees**

Page 168

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

Effective Date: Upon the approval of Senate

10.0 Information

10.1 Strategic Research Plan

Dr. Payne

Page 169

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

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

Dr. Robinson

11.0 S-201704.29

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-201704.30

Move to In Camera Session

That the meeting move In Camera.

14.0 S-201704.34

Adjournment

That the Senate meeting be adjourned.

SCHOOL OF EDUCATION BED PROGRAM CHANGES

EXECUTIVE SUMMARY

Rationale for Revisions

The Prince George and Terrace Bachelor of Education (Elementary Years and Secondary Years) programs are going through revisions to reduce the number of overall credits from 73 to 65 (Elementary Years in Prince George), 73 to 67 (Elementary Years in Terrace) and from 74 to 62 credits (Secondary Years in Prince George) to become competitive with the other eight teacher education program in BC. As well, the revisions will allow us to be in line with the new BC Ministry of Education curriculum and to remove redundancies in our existing program. As part of the revised programs in Prince George and Terrace, we are revising existing courses, deleting some courses, and creating several new courses.

Revision of Existing Courses

EDUC 341, EDUC 345, EDUC 357, EDUC 413, and EDUC 491 are all revised to include new content and/or to reduce the number of overall credits in the “old” program.

Deletion of Existing Courses

EDUC 395, EDUC 415, EDUC 434, EDUC 457, EDUC 461, EDUC 472, and EDUC 495 are all deleted as they are either no longer needed or their content is subsumed by other courses.

Creation of New Courses

EDUC 336, EDUC 358, EDUC 407, and EDUC 441 are all new courses that present new content in line with the Ministry of Education curriculum or provide local content.

Additional Information

I have also included the overall BEd Program document (next page) that includes ALL the above changes as well as updated language and faculty list to ensure that the Calendar entry is accurate and up to date.

Motion Number (assigned by
Steering Committee of Senate): S-201704.03

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2017
2. **Rationale for the proposed revisions:** The Prince George Bachelor of Education (Elementary and Secondary) and Terrace (Elementary) programs are going through revisions to reduce the number of overall credits from 73 to 65 (Prince George Elementary), 73 to 67 (Terrace Elementary) and 74 to 62 credits (Secondary) to become competitive with the other eight teacher education program in BC. As well, the revisions will allow us to be in line with the new BC Ministry of Education curriculum and to remove redundancies in our existing program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

School of Education (BEducation Program)

Andrew Kitchenham, Professor, and Chair, MEd Special Education
Coordinator and MEd MDL Coordinator
Bryan Hartman, Professor
Tina Fraser, Associate Professor, BEducation Coordinator and
Aboriginal / Indigenous Education Coordinator
Corinne Koehn, Associate Professor, and MEd Counselling Coordinator
Alexander Lautensach, Associate Professor
Peter MacMillan, Associate Professor
Verna Lynn McDonald, Associate Professor
Gregory Nixon, Associate Professor
Linda O'Neill, Associate Professor, and MEd Counselling
Coordinator (Regional)
Lantana Usman, Associate Professor
Edward Harrison, Assistant Professor, and
BEducation Coordinator – Northwest Region
Dennis Procter, Assistant Professor
John Sherry, Assistant Professor
Catherine Whalen, Assistant Professor
William Hay, Lecturer
Practicum Placement Coordinator (Prince George): Carol Fedyk
Practicum Placement Coordinator (Terrace): Lynn Turner

Website: www.unbc.ca/education

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

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

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

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

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

Elementary (Grades K-7)

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

Admission Requirements

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

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

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

Transfer credit for course work relating to the 90 credit hours that have been completed prior to UNBC registration shall not be subject to the ten-year provision in the University Calendar regulation regarding Time Limit for Transfer Credit but shall be determined by the School of Education. In addition to the admission requirements described above, the following requirements must be met (see note following):

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

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

Program Requirements

Elementary (K-7)

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

Year 1: First Semester

EDUC 313-1 Interpersonal Communication
 EDUC 333-2 Learning Development & Motivation
 EDUC 340-2 Curriculum Development Models
 EDUC 346-2 Introduction to Aboriginal Education
 EDUC 356-2 Language & Literacy: Development (E')
 EDUC 376-2 Numeracy: Math Concepts (EY)
 EDUC 380-3 Foundations of Education
 EDUC 395-1 Professional Issues: Legal & Ethical
 EDUC 390-3 Classroom Practice & Seminar I

Year 1: Second Semester

EDUC 341-2 Principles of Instruction
 EDUC 342-2 Social Dynamics of Classrooms
 EDUC 351-2 Curriculum & Instruction: Second Language
 EDUC 357-3 Language & Literacy: Reading & Writing (E')

EDUC 366-2 Curriculum & Instruction: Social Studies (EY)
EDUC 377-2 Numeracy: Instructional Strategies (EY)
EDUC 387-2 Curriculum & Instruction: Science (EY)
EDUC 391-3 Classroom Practice & Seminar II

Year 2: First Semester

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

Year 2: Second Semester

EDUC 413-1 Counselling Skills (EY)
EDUC 436-2 Learning & Diversity: Learning Disabilities
EDUC 457-2 Language & Literacy: Oral & Written Genres (E')
EDUC 489-2 Curriculum & Instruction: Physical Education (EY)
EDUC 495-1 Professional Issues: Portfolios
EDUC 491-10 Classroom Practice & Seminar IV

Entry Route Via a UNBC Education Diploma in a First Nations Language and Culture

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

Year 1: First Semester

EDUC 313-1 Interpersonal Communication
EDUC 340-2 Curriculum Development Models
EDUC 376-2 Numeracy: Math Concepts (EY)
EDUC 395-1 Professional Issues: Legal & Ethical
EDUC 396-2 Reflective Seminar
ELECTIVE 1-3 Academic course in a teachable area
ELECTIVE 2-3 Academic course in a teachable area

Year 1: Second Semester

EDUC 357-3 Language & Literacy: Reading & Writing (E')
EDUC 366-2 Curriculum & Instruction: Social Studies (EY)
EDUC 377-2 Numeracy: Instructional Strategies (EY)
EDUC 387-2 Curriculum & Instruction: Science (EY)
EDUC 391-3 Classroom Practice & Seminar II
ELECTIVE 3-3 Academic course in a teachable area

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

Year 2: First Semester

EDUC 406-3 Curriculum & Instruction: Fine Arts (EY)
EDUC 421-3 Classroom Assessment Practices
EDUC 431-3 Educational Technology
EDUC 456-2 Language & Literacy Across the Curriculum (E')
EDUC 490-4 Classroom Practice & Seminar III

Year 2: Second Semester

EDUC 413-1 Counselling Skills (EY)
EDUC 436-2 Learning & Diversity: Learning Disabilities

EDUC 457-2 Language & Literacy: Oral & Written Genres (E')
EDUC 489-2 Curriculum & Instruction: Physical Education (EY)
EDUC 495-1 Professional Issues: Portfolios
EDUC 491-10 Classroom Practice & Seminar IV

Secondary (Grades 8-12)

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

Admission Requirements

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

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

1. Successful completion, with a C+ average, of 6 credit hours of acceptable English literature and composition at any level (one of the following: (a) 3 credit hours of English literature and 3 credit hours of English composition or (b) 6 credit hours of acceptable English literature). Courses in linguistics, language study, grammar, technical or business writing, communication, or English as a second language are not acceptable to meet the English requirement.
2. One of the following:
 - a. One teachable major and one teachable minor, or
 - b. Two (2) teachable minors, or
 - c. One teachable major.
3. Submission of the completed application forms that include the Experience with Children and Youth statement (resumé format), three Confidential Reference Forms, and the Personal Statement.

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

Program Requirements

Secondary (Grades 8-12)

Year 1: First Semester

EDUC 313-1 Interpersonal Communication
EDUC 333-2 Learning Development and Motivation
EDUC 340-2 Curriculum Development Models
EDUC 346-2 Introduction to Aboriginal Education
EDUC 380-3 Foundations of Education

EDUC 395-1 Professional Issues: Legal & Ethical
 EDUC 360-4 Curriculum & Instruction: Introduction (SY)
 EDUC 390-3 Classroom Practice & Seminar I

Year 1: Second Semester

EDUC 342-2 Social Dynamics of Classrooms
 EDUC 341-2 Principles of Instruction
 EDUC 345-4 Language & Literacy Across the Curriculum
 EDUC 370-3 Numeracy Across the Curriculum
 EDUC 361-4 Curriculum & Instruction II: Humanities & Social Sciences
 or EDUC 372-4 Curriculum & Instruction II: Math, Computer & Sciences
 or EDUC 315-4 Curriculum & Instruction II: Business & Career Education
 EDUC 391-3 Classroom Practice & Seminar II

Year 2: First Semester

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

Year 2: Second Semester

EDUC 434-3 Counselling Skills
 EDUC 436-2 Learning & Diversity: Learning Disabilities
 EDUC 495-1 Professional Issues: Portfolios
 EDUC 461-2 Curriculum & Instruction IV: Humanities & Social Sciences
 or EDUC 472-3 Curriculum & Instruction IV: Math, Computer & Sciences
 or EDUC 415-3 Curriculum & Instruction IV: Business & Career Education
 EDUC 491-10 Classroom Practice & Seminar IV

Secondary Teachable Major and Minor Requirements

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

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

Physics	x	x
Social Studies	x	x

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

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

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

Biology Major and Minor

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

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

Business Education Major and Minor

Bachelor of Education applicants to the Secondary program planning to meet the Business Education teachable minor requirement must complete a minimum of 18 upper-division credit hours of specialized courses in accounting, marketing, commercial law, and management information systems in addition to introductory (100-level) courses in Computer Science, Economics, and Mathematics.

Applicants planning to meet the Business Education teachable major requirement must complete an additional 12 credit hours of upper-division course work in accounting, finance, marketing, and management information systems.

Chemistry Major and Minor

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

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

Computer Science Major and Minor

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

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

English Major and Minor

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

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

First Nations Minor

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

General Science Majors and Minors

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

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

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

Geography Major and Minor

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

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

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

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

History Major and Minor

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

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

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

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

Mathematics Major and Minor

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

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

Physics Major and Minor

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

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

Social Studies Majors and Minors

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

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

In addition, applicants must meet the minimum requirements for Geography (9 credit hours of which 3 credit hours must be at the upper-division level, 3 credit hours must be Canadian Geography, and 3 credit hours can be at any level), and History (18 credit hours of which 6 credit hours must be at the upper-division level, 3 credit hours must be in Canadian history, 3 credit hours must be in European history, 3 credit hours must be in a region other than Canada or Europe, and 3 credit hours can be at any level).

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

Access Initiative

The Education Program at UNBC has initiated a program designed to give access to individuals who are members of groups in our society which have historically been under-represented in the teaching profession in British Columbia. In order to achieve this objective, we encourage applicants who have confronted identifiable barriers to post-secondary education to apply under the Access Initiative. All applicants for UNBC's teacher

education program must submit a Personal Statement. Applicants who wish to apply under the Access Initiative may identify themselves in their Personal Statement Form to be considered under the Access Initiative.

Criminal Records Review

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

Admission Decisions

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

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

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

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

This program of study has been developed in partnership with the Language Authority for each First Nation. This model reflects the current thinking about building on the rich linguistic and cultural heritage of students to optimize the match between educational theory, children's level of cognitive and social development, and the particular First Nations language and culture. Successful completion of this program of study will lead to a recommendation to the BC Ministry of Education - Teacher Regulation Branch that a Developmental Standard Term Certificate in the specific First Nations Language and Culture be granted. The Education Diploma in a First Nations Language and Culture is designed to educate teachers to combine pedagogical excellence across disciplinary areas with a learner-centered approach to practice. Philosophically, the program is designed around constructivist principles, and it emphasizes approaches to practice such as inquiry-based learning, strategies for instruction, integration of language and culture across the curriculum, inclusion of diverse learners and perspectives, and the development of caring and respectful practice.

Programs of study leading to recommendation for this teaching credential are available for Gitksan Language and Culture, Nisga'a Language and Culture, Ts'msyen Language and Culture, and Dakelh / Carrier Language and Culture. The Education Diploma in a First Nations Language and Culture (Gitksan) has been developed in partnership with the Siwixo'osxwim Wilnatahl Gitksanimx Society. The Education Diploma in a First Nations Language and Culture (Nisga'a) has been developed in partnership with the Nisga'a Language Authority of Wilp Wilxo'oskwhl Nisga'a (WWN), and is offered at the WWN campus. The Education Diploma in a First Nations Language and Culture (Ts'msyen Sm'algyax) has been developed in partnership with the Ts'msyen Sm'algyax Language Authority and is offered at the Prince Rupert campus. The Education Diploma in a First Nations Language and Culture (Dakelh / Carrier) has been developed in partnership with the College of New Caledonia and with the Dakelh / Carrier Linguistic Society (Fort St. James) and the Lake Babine Education Authority (Burns Lake) and is offered in Fort St. James and Burns Lake respectively.

Admission Requirements

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

There are two points of entry to this program of study: following the completion of the Diploma in First Nations Language, or concurrently while completing the required First Nations Studies and general academic coursework.

Students must be admitted to this program of study prior to beginning their professional education courses. The Certificate in First Nations Language, and the Diploma in First Nations Language are described in the First Nations Studies section of the Calendar.

Criminal Records Review

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

Program Requirements

First Nations Studies Credit Hours

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

Language (33 credit hours):

A First Nations Language: Levels 1-4 in Gitksanimx or Nisga'a (FNST 131-3, FNST 132-3, FNST 231-3, FNST 232-3);
or Gitksanimx (FNST 143-3, FNST 144-3, FNST 243-3, FNST 244-3);
or Nisga'a: (FNST 139-3, FNST 140-3, FNST 239-3, FNST 240-3);
or Levels 1-4 in Sm'algyax (FNST 137-3, FNST 138-3, FNST 237-3, FNST 238-3);
or Levels 1-4 in Dakelh / Carrier (FNST 133-3, FNST 134-3, FNST 233-3, FNST 234-3); and FNST 223-3, FNST 321-3, FNST 322-3, FNST 324-3, FNST 325-3, FNST 421-3, FNST 422-3 (Gitksanimx, Nisga'a, Sm'algyax or Dakelh / Carrier)

Linguistics (9 credit hours):

FNST 220-3, FNST 320-3, FNST 420-3

Culture Studies (9 credit hours):

FNST 161-3 (or Gitksan: FNST 173-3 or
Nisga'a: FNST 169-3 or Sm'algyax: FNST 167-3 or Dakelh / Carrier: FNST 164-3)

FNST 162-3 (or Gitksan: FNST 174-3 or
Nisga'a: FNST 170-3 or Ts'msyen: FNST 168-3 or Dakelh / Carrier: FNST 164-3)

FNST 217-3

General Academic Coursework

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

3 credit hours English Composition-Suggested:

ENGL 170-3 or equivalent

3 credit hours English Literature-Suggested:

ENGL 103-3, ENG 120-3, ENGL 210-3, ENGL 260-3 or equivalent

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

3 credit hours Lab Sciences-Suggested: BIOL 103-3 and BIOL 123-1, or BIOL 110-3 and BIOL 111-1, or equivalent
6 credit hours of Canadian Studies (3 credit hours History and 3 credit hours Geography recommended) Suggested: FNST 100-3, FNST 350-3, GEOG 203-3, HIST 210-3, HIST 302-3 or equivalent

Professional Education Coursework (Gitksanimx and Nisga'a)

EDUC 380-3 Foundations of Education

EDUC 333-2 Learning, Development and Motivation
EDUC 341-2 Principles of Instruction
EDUC 342-2 Social Dynamics of Classrooms
EDUC 351-2 Curriculum and Instruction: Second Language
EDUC 356-2 Language and Literacy Development
EDUC 446-2 Aboriginal Education: Epistemology
EDUC 435-2 Learning and Diversity: Inclusive Classrooms
EDUC 390-3 Classroom Practice and Seminar 1
EDUC 391-3 Classroom Practice and Seminar 2

Diploma and BEd Academic Regulations

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

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

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

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

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

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

Diploma and BEd Teaching Practicum Regulations

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

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

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

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

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

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

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

The expectations of teacher candidates during the practica will be published and distributed to all teacher candidates, Faculty Advisors/ Practicum Supervisors, and Co-operating Teachers at the start of each year in the course outlines for the Classroom Practice & Seminar courses. Regular attendance during the practica is required. Teacher candidates are required to notify the school whenever classroom experience appointments cannot be kept and also inform their Faculty Advisor/Practicum Supervisor. Teacher candidates will be disbarred from the Classroom Practice & Seminar course if they have more than three unexcused absences.

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

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

Denial and Withdrawal

Teacher candidates will be denied the practica placement if their preparatory course work is considered to be unsatisfactory (e.g., below C+ work, or incomplete work) by the BEd Co-ordinator.

Teacher candidates may be required to withdraw from a practicum experience if their performance in their school placement is considered to be unsatisfactory by the BEd Co-ordinator (based on written assessments by Faculty Advisor/Practicum Supervisor and/or Co-operating Teacher).

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

Teacher candidates who have withdrawn for any reason from a Classroom Practice & Seminar course, or who wish to re-enter, or re-take, the course must apply to the BEd Admissions and Standards Committee Chair for

re-admission to the course. Teacher candidates should not assume that re-admission would automatically be granted. The number of times a teacher candidate can be re-admitted to Classroom Practice & Seminar courses is limited to once except in cases where there are dire circumstances beyond the teacher candidates' control as set out in the UNBC "Conditions of Academic Standing" (Academic Regulation 49). Teacher candidates will only be re-admitted to a Classroom Practice & Seminar course when, in the opinion of those responsible for the supervision of the previous attempt, there was evidence of significant progress toward meeting the outcomes for the practicum placement. Teacher candidates will not be re-admitted to any single Classroom Practice & Seminar more than once. Teacher candidates will not be re-admitted to a Classroom Practice & Seminar course if they have previously been re-admitted to any other Classroom Practice & Seminar course in any of UNBC's BEd programs.

Part-Time Students in the BEd Program

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

BEd Graduation Requirements

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

- A grade of C+ or better in all Education courses; and,
- A minimum GPA of 2.33 (C+).
- All teachers, administrators and supervisors employed in the province's Kindergarten to Grade 12 public school system must have a valid Ministry of Education teaching certificate. This includes full time, part time and teacher-on-call positions. If you would like to work in a BC public school, you must apply and provide all documentation to the BC Ministry of Education - Teacher Regulation Branch for a certificate and you must pay an annual practice fee to maintain your certificate.
- The Teacher Qualification Service: Salary categories for teachers are established by the Teacher Qualification Service upon application, and only when a British Columbia teaching credential has already been granted by the BC Ministry of Education - Teacher Regulation Branch. Categories are assigned on the basis of completed years of academic and professional preparation.

Procedure and Documentation: Application forms for the BC Ministry of Education - Teacher Regulation Branch and the Teacher Qualification Service are available from the School of Education, as well as directly from the agencies or their respective websites (<http://www.bcteacherregulation.ca> and <http://www.tqs.bc.ca>).

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

1. Rationale for the proposed revisions

School of Education (BEd Program)

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

~~Bryan Hartman, Professor~~

~~Tina Fraser, Associate Professor, BEd Coordinator and
Aboriginal / Indigenous Education Coordinator~~

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

Edward Harrison, Assistant Professor, and BEd Coordinator – Northwest Region
William Hay, Lecturer
Deborah Koehn, Lecturer
Alexander Lautensach, Associate Professor
Peter MacMillan, Associate Professor
Verna Lynn McDonald, Associate Professor
Gregory Nixon, Associate Professor
Linda O'Neill, Associate Professor, and MEd Counselling Coordinator (Regional)
Lantana Usman, Associate Professor and MEd Coordinator
~~Edward Harrison, Assistant Professor, and
BEd Coordinator – Northwest Region~~
~~Dennis Procter, Assistant Professor~~
John Sherry, Assistant Professor
Catherine Whalen, Assistant Professor
~~William Hay, Lecturer~~
Carol Fedyk, Practicum Placement Coordinator, BEd Advisor (Prince George)
Cathy Macintosh-Lambright, Practicum Placement Coordinator (Terrace) - Northwest Region ~~Lynn Turner~~

Website: www.unbc.ca/education

UNBC's Bachelor of Education degree (BEd) program and Bachelor of Education degree completion program are offered at the Prince George and Terrace campuses. At the Prince George campus, the BEd program offers both the Elementary Years (Grades K-7), and Secondary Years (Grades 8-12) streams. At the Terrace campus, only the Elementary Years ~~S~~stream is offered. The BEd degree is a two-year program that consists of ~~73~~ up to 65 credit hours in Education course work of which ~~29~~ 16 credit hours is classroom experience. The BEd degree completion program is available only to applicants who have completed a UNBC Education Diploma in a First Nations Language and Culture and consists of an additional ~~53~~ 50 credit hours of Education course work of which ~~47-13~~ credit hours is classroom experience. All Education courses within the BEd degree program and the BEd degree completion program are required; ~~there~~ There are no elective courses offered.

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

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

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

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

applying to the BEd program at the Terrace campus may also contact the Northwest Regional campus for information.

Elementary Years (Grades K-7)

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

Admission Requirements

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

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

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

Transfer credit for course work relating to the 90 credit hours that have been completed prior to UNBC registration shall not be subject to the ten-year provision in the University Calendar regulation regarding Time Limit for Transfer Credit but shall be determined by the School of Education. In addition to the admission requirements described above, the following requirements must be met (see note following):

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

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

Program Requirements

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

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

Year 1: First Semester

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

Year 1: Second Semester

~~EDUC 341-2 Principles of Inquiry-Based Instruction~~
~~EDUC 342-2 Social Dynamics of Classrooms~~
~~EDUC 351-2 Curriculum & and Instruction: Second Language (EY)~~
~~EDUC 357-3 4 Language & and Literacy: Reading & Writing (EY)~~
~~EDUC 366-2 Curriculum & and Instruction: Social Studies (EY)~~
~~EDUC 377-2 Numeracy: Instructional Strategies (EY)~~
~~EDUC 387-2 Curriculum & and Instruction: Science (EY)~~
~~EDUC 391-3 Classroom Practice & and Seminar II~~

Year 2: First Semester (Effective September 2018)

~~EDUC 406-3 407-4 Curriculum & and Instruction: Fine Arts/Physical and Health Education (EY)~~
~~EDUC 413-2 Interpersonal Counselling Skills (EY and SY)~~
~~EDUC 421-3 Classroom Assessment Practices~~
~~EDUC 431-3 Educational Technology~~
~~EDUC 435-2 Learning & Diversity: Inclusive Classrooms~~
~~EDUC 446-2 Aboriginal/Indigenous Education: Epistemology~~
~~EDUC 456-2 Language & and Literacy: Across the Curriculum (EY)~~
~~EDUC 490-4 Classroom Practice & and Seminar III~~

Year 2: Second Semester (Effective September 2018)

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

Elementary Years (K-7) (Northwest campus)

Year 1: First Semester

~~EDUC 313-1 Interpersonal Communication~~
~~EDUC 333-2 Learning Development and Motivation~~
~~EDUC 340-2 Curriculum Development Models~~
~~EDUC 346-2 Introduction to Aboriginal Education~~
~~EDUC 356-2 Language and Literacy: Development (EY)~~

EDUC 376-2 Numeracy: Math Concepts (EY)
EDUC 380-3 Foundations of Education
EDUC 390-3 Classroom Practice & Seminar I

Year 1: Second Semester

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

Year 2: First Semester

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

Year 2: Second Semester

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

Entry Route Via a UNBC Education Diploma in a First Nations Language and Culture

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

Year 1: First Semester

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

Year 1: Second Semester

EDUC 357-3 ~~4~~ Language & and Literacy: Reading & and Writing (EY)
EDUC 366-2 Curriculum & and Instruction: Social Studies (EY)
EDUC 377-2 Numeracy: Instructional Strategies (EY)
EDUC 387-2 Curriculum & and Instruction: Science (EY)
EDUC 391-3 Classroom Practice & and Seminar II
ELECTIVE 3-3 Academic course in a teachable area

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

Year 2: First Semester

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

Year 2: Second Semester

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

Secondary Years (Grades 8-12)

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

Admission Requirements

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

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

1. Successful completion, with a C+ average, of 6 credit hours of acceptable English literature and composition at any level (one of the following: (a) 3 credit hours of English literature and 3 credit hours of English composition or (b) 6 credit hours of acceptable English literature). Courses in linguistics, language study, grammar, technical or business writing, communication, or English as a second language are not acceptable to meet the English requirement.
2. One of the following:
 - a. One teachable major and one teachable minor, or
 - b. Two ~~(2)~~ teachable minors, or
 - c. One teachable major.
3. Submission of the completed application forms that include the Experience with Children and Youth statement (resumé format), three Confidential Reference Forms, and the Personal Statement.

Note: Applicants who do not meet the English requirement in item 1 above but who otherwise meet the admission requirements may be admitted provisionally to the BEd program with the approval of the Chair. Applicants admitted provisionally to the program under this section will not be recommended to the BC Ministry of

~~Education – Teacher Regulation Branch~~ BC Ministry of Education, Teacher Regulation Branch for certification until they successfully complete the English requirements.

Program Requirements

Secondary Years (Grades 8-12)

Year 1: First Semester

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

Year 1: Second Semester

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

EDUC 391-3 Classroom Practice & and Seminar II

Year 2: First Semester

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

Year 2: Second Semester

~~EDUC 434-3 Counselling Skills~~
~~EDUC 436-2 Learning & Diversity: Learning Disabilities~~
~~EDUC 495-1 Professional Issues: Portfolios~~
~~EDUC 461-2 Curriculum & Instruction IV: Humanities & Social Sciences~~
or ~~EDUC 472-3 Curriculum & Instruction IV: Math, Computer & Sciences~~
or ~~EDUC 415-3 Curriculum & Instruction IV: Business & Career Education~~
EDUC 491-4 6 Classroom Practice & and Seminar IV

Secondary Teachable Major and Minor Requirements

The following is a list of teachable majors and minors that have been approved by the Ministry of ~~Education~~ Education, Teacher Regulation Branch (TRB), are widely taught in British Columbia secondary schools, and that can be completed at the University of Northern British Columbia (graduates of equivalent programs at other

recognized universities are also eligible for consideration to the program). In order for applicants to be eligible for the Secondary Years program streams of the Bachelor of Education Program; they must meet the requirements for one teachable major, a teachable major and minor, or two teachable minors from the following list:

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

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

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

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

Biology Major and Minor

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

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

Business Education Major and Minor

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

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

Chemistry Major and Minor

Bachelor of Education applicants to the Secondary Years program Stream planning to meet the Chemistry teachable minor requirement must have completed a minimum of 6 credit hours of introductory (100-level) course work in each of Biology, Chemistry (at least one course with a lab component), Mathematics (at least one course,

but preferably two courses, in calculus), and Physics (at least one course with a lab component). Applicants must also complete an additional 6 to 12 credit hours of study in Chemistry at the lower division, and 18 credit hours of upper-division course work in Chemistry. The course work must include both lecture and laboratory studies.

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

Computer Science Major and Minor

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

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

English Major and Minor

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

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

First Nations Minor

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

General Science Majors and Minors

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

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

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

Geography Major and Minor

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

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

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

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

History Major and Minor

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

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

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

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

Mathematics Major and Minor

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

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

Physics Major and Minor

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

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

Social Studies Majors and Minors

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

Bachelor of Education applicants to the Secondary ~~Years program~~ stream planning to meet the Social Studies teachable minor requirement must have completed a minimum of 12 upper-division credit hours in a social science teaching area (including Anthropology, Economics, Environmental Studies, First Nations Studies,

International Studies, Northern Studies, Political Science, Sociology, and Women's Studies) acceptable in British Columbia secondary schools.

In addition, applicants must meet the minimum requirements for Geography (9 credit hours of which 3 credit hours must be at the upper-division level, 3 credit hours must be Canadian Geography, and 3 credit hours can be at any level), and History (18 credit hours of which 6 credit hours must be at the upper-division level, 3 credit hours must be in Canadian history, 3 credit hours must be in European history, 3 credit hours must be in a region other than Canada or Europe, and 3 credit hours can be at any level).

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

Access Initiative

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

Criminal Records Review

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

Admission Decisions

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

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

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

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

This program of study has been developed in partnership with the Language Authority for each First Nation. This model reflects the current thinking about building on the rich linguistic and cultural heritage of students to optimize the match between educational theory, children's level of cognitive and social development, and the particular First Nations language and culture. Successful completion of this program of study will lead to a recommendation to the ~~BC Ministry of Education – Teacher Regulation Branch~~ BC Ministry of Education, Teacher Regulation Branch that a Developmental Standard Term Certificate in the specific First Nations Language and Culture be granted. The Education Diploma in a First Nations Language and Culture is designed to educate teachers to combine pedagogical excellence across disciplinary areas with a learner-centered approach to practice. Philosophically, the program is designed around constructivist principles, and ~~and~~ ~~it~~ ~~It~~ emphasizes approaches to practice such as inquiry-based learning, strategies for instruction, integration of language and culture across the curriculum, inclusion of diverse learners and perspectives, and the development of caring and respectful practice.

Programs of study leading to recommendation for this teaching credential are available for Gitksan Language and Culture, Nisga'a Language and Culture, Ts'msyen Language and Culture, and Dakelh / Carrier Language and

Culture. The Education Diploma in a First Nations Language and Culture (Gitksan) has been developed in partnership with the Siwiixo'osxwim Wilnatahl Gitksanimx Society. The Education Diploma in a First Nations Language and Culture (Nisga'a) has been developed in partnership with the Nisga'a Language Authority of Wilp Wilxo'oskwhl Nisga'a (WWN), and is offered at the WWN campus. The Education Diploma in a First Nations Language and Culture (Ts'msyen Sm'algyax) has been developed in partnership with the Ts'msyen Sm'algyax Language Authority and is offered at the Prince Rupert campus. The Education Diploma in a First Nations Language and Culture (Dakelh / Carrier) has been developed in partnership with the College of New Caledonia and with the Dakelh / Carrier Linguistic Society (Fort St. James) and the Lake Babine Education Authority (Burns Lake) and is offered in Fort St. James and Burns Lake respectively.

Admission Requirements

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

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

Criminal Records Review

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

Program Requirements

First Nations Studies Credit Hours

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

Language (33 credit hours):

A First Nations Language: Levels 1-4 in ~~Gitksanimx~~ Gitksanimx or Nisga'a:
{FNST 131-3; } A First Nations Language: Level 1
FNST 132-3; } A First Nations Language: Level 2
FNST 231-3; } A First Nations Language: Level 3
FNST 232-3; } A First Nations Language: Level 4

or Gitksanimx
{FNST 143-3; } Gitksanimx: Level 1
FNST 144-3; } Gitksanimx: Level 2
FNST 243-3; } Gitksanimx: Level 3
FNST 244-3; } Gitksanimx Level 4

or Nisga'a:
{FNST 139-3; } Nisga'a Language: Level 1
FNST 140-3; } Nisga'a Language: Level 2
FNST 239-3; } Nisga'a Language: Level 3

FNST 240-3; : Nisga'a Language: Level 4

or Levels 1-4 in Sm'algayx:

(FNST 137-3; : Tsimshian Language(Sm'algayx): Level 1

FNST 138-3; : Tsimshian Language(Sm'algayx): Level 2

FNST 237-3; : Tsimshian Language(Sm'algayx): Level 3

FNST 238-3; : Tsimshian Language(Sm'algayx): Level 4

or Levels 1-4 in Dakelh / Carrier

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

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

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

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

or Levels 1-4 in Tsilhqot'in:

FNST 145: Tsilhqot'in Language: Level 1

FNST 146: Tsilhqot'in Language: Level 2

FNST 245: Tsilhqot'in Language: Level 3

FNST 246: Tsilhqot'in Language: Level 4

and

FNST 223-3; : First Nations Language Imersion*

FNST 321-3; : First Nations Advanced Composition and Conversation, Level 1

FNST 322-3; : First Nations Advanced Composition and Conversation, Level 2

FNST 324-3; :Advanced First Nations Language Immersion*

FNST 325-3; :First Nations Language Mentoring*

FNST 421-3; First Nations Song and Poetry

FNST 422-3: First Nations Speches and Stories (Gitksanimx, Nisga'a, Sm'algayx or Dakelh / Carrier)

Linguistics (9 credit hours):

FNST 220-3; : Introduction to Linguistics

FNST 320-3; : The Structure of a First Nations Language

FNST 420-3 : Developing Language Materials

Culture Studies (9 credit hours):

FNST 161-3 (: A First Nations Culture: Level 1

or Gitksan:

FNST 173-3 :Gitksan Culture: Level 1

or Nisga'a:

FNST 169-3 :Nisga'a Culture: Level 1

or Sm'algayx:

FNST 167-3 :Tsimshian Culture: Level 1

or Dakelh / Carrier:

FNST 164-3): Dakelh/ Carrier Culture Level 2

FNST 162-3 (: A First Nations Culture: Level 2

or Gitksan:

FNST 174-3 :Gitksan Culture: Level 1

or Nisga'a:

FNST 170-3 :Nisga'a Culture: Level 2

or Ts'msyen:

FNST 168-3: Tsimshian Culture: Level 2

or Dakelh / Carrier:

FNST 164-3): Dakelh/ Carrier Culture Level 2

FNST 217-3 : Contemporary Challenges Facing Aboriginal Communities

General Academic Coursework

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

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

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

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

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

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

Professional Education Coursework (Gitksanimx and Nisga'a)

~~EDUC 380-3 Foundations of Education~~

EDUC 333-2 Learning, Development and Motivation

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

EDUC 341-2 Principles of Inquiry-Based Instruction

EDUC 342-2 Social Dynamics of Classrooms

EDUC 351-2 Curriculum and Instruction: Second Language

EDUC 356-2 Language and Literacy Development

EDUC 380-3 Foundations of Education

EDUC 446-2 Aboriginal Education: Epistemology

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

EDUC 390-3 Classroom Practice and Seminar 1

EDUC 391-3 Classroom Practice and Seminar 2

Diploma and BEd Academic Regulations

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

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

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

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

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

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

Diploma and BEd Teaching Practicum Regulations

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

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

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

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

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

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

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

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

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

Denial and Withdrawal

Teacher candidates will be denied the practica placement if their preparatory course work is considered to be unsatisfactory (e.g., below C+ work, or incomplete work) by the ~~BEd Co-ordinator~~ Chair or designate.

Teacher candidates may be required to withdraw from a practicum experience if their performance in their school placement is considered to be unsatisfactory by the ~~BEd Co-ordinator~~ Chair or designate (based on written assessments by ~~the Faculty Advisor/Practicum Supervisor and/or Co-operating~~ Cooperating Teacher).

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

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

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

Part-Time Students in the BEd Program

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

BEd Graduation Requirements

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

- A grade of C+ or better in all Education courses; and,
- A minimum GPA of 2.33 (C+).
- All teachers, administrators and supervisors employed in the province's Kindergarten to Grade 12 public school system must have a valid Ministry of Education teaching certificate. This requirement includes full time, part time and teacher-on-call positions. If you would like to work in a BC public school, you must apply

and provide all documentation to the BC Ministry of Education - Teacher Regulation Branch for a certificate and you must pay an annual practice fee to maintain your certificate.

- The Teacher Qualification Service: Salary categories for teachers are established by the Teacher Qualification Service upon application, and only when a British Columbia teaching credential has already been granted by the ~~BC Ministry of Education – Teacher Regulation Branch~~ BC Ministry of Education, Teacher Regulation Branch. Categories are assigned on the basis of completed years of academic and professional preparation.
- Procedure and Documentation: Application forms for the ~~BC Ministry of Education – Teacher Regulation Branch~~ BC Ministry of Education, Teacher Regulation Branch and the Teacher Qualification Service are available from the School of Education, as well as directly from the agencies or their respective websites (<http://www.bcteacherregulation.ca> and <http://www.tqs.bc.ca>).

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2017.03.16.03

College Council Approval Date: March 16, 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.: SCAAF201704.03

Moved by: B. Schorcht

Seconded by: E. Jensen

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

Approved by SCAAF: April 5, 2017
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201704.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2017

2. **Rationale for the proposed revisions:** The Prince George Bachelor of Education (Elementary and Secondary) and Terrace (Elementary) programs are going through revisions to reduce the number of overall credits from 73 to 65 (Prince George Elementary), 73 to 67 (Terrace Elementary) and 74 to 62 credits (Secondary) to become competitive with the other eight teacher education program in BC. As well, the revisions will allow us to be in line with the new BC Ministry of Education curriculum and to remove redundancies in our existing program. This course will no longer be part of the BEd EY and SY programs.

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

None

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

EDUC 395-1 Professional Issues: Legal & Ethical This seminar will build on the professional guidelines introduced throughout the program, and explored in the Classroom Practice seminars. The course will examine legal and ethical issues pertinent to the professional practice of teachers in the BC public school system, including obligations, policies, and abilities related to contemporary social issues. Students also will be introduced to the expectations and processes for building their professional portfolio over the two years of the program.

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

~~**EDUC 395-1 Professional Issues: Legal & Ethical** This seminar will build on the professional guidelines introduced throughout the program, and explored in the Classroom Practice seminars. The course will examine legal and ethical issues pertinent to the professional practice of teachers in the BC public school system, including obligations, policies, and abilities related to contemporary social issues. Students also will be introduced to the expectations and processes for building their professional portfolio over the two years of the program.~~

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2017.03.16.03

College Council Approval Date: March 16, 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 (fill in number of pages, or indicate "0" if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201704.04

Moved by: G. Payne

Seconded by: E. Searle

Committee Decision: CARRIED

Approved by SCAAF: April 5, 2017
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201704.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2018

2. **Rationale for the proposed revisions:** The Prince George Bachelor of Education (Elementary and Secondary) programs are going through revisions to reduce the number of overall credits from 73 to 65 (Elementary) and from 74 to 62 credits (Secondary) to become competitive with the other eight teacher education program in BC. As well, the revisions will allow us to be in line with the new BC Ministry of Education curriculum and to remove redundancies in our existing program. This course will no longer be part of the Prince George BEd SY program.

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

None

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

EDUC 415-3 Curriculum & Instruction: IV (Business and Career Education) Curriculum and instruction methods for the senior years, including accessing, selecting, and developing curricular materials; and planning, instructional, and evaluation methods pertaining to the teachable subject areas.

Prerequisites: EDUC 414-5

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

~~**EDUC 415-3 Curriculum & Instruction: IV (Business and Career Education)** Curriculum and instruction methods for the senior years, including accessing, selecting, and developing curricular materials; and planning, instructional, and evaluation methods pertaining to the teachable subject areas.~~

~~*Prerequisites:* EDUC 414-5~~

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2017.03.16.03

College Council Approval Date: March 16, 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.: SCAAF201704.05

Moved by: G. Payne

Seconded by: E. Searle

Committee Decision: CARRIED

Approved by SCAAF: April 5, 2017
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201704.06

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2018

2. **Rationale for the proposed revisions:** The Prince George Bachelor of Education (Elementary and Secondary) programs are going through revisions to reduce the number of overall credits from 73 to 65 (Elementary) and from 74 to 62 credits (Secondary) to become competitive with the other eight teacher education program in BC. As well, the revisions will allow us to be in line with the new BC Ministry of Education curriculum and to remove redundancies in our existing program. This course will no longer be part of the Prince George BEd SY program.

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

None

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

EDUC 434-3 Counselling Skills (SY) An introduction to the role of the classroom teacher related to CAPP, collegial work with counsellors, support personnel, school-based teams, and families. Topics include: working with parents, working with the school-based team, understanding the role of the school counsellor, communicating with teaching assistants, and accessing resources; as well as teaching career and personal planning from grades 9–12. The course will also introduce teaching approaches and support systems that help students develop and maintain positive achievement-oriented beliefs, that foster their motivation for school learning, and that help them stay in school and experience success in school contexts.

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

~~**EDUC 434-3 Counselling Skills (SY)** An introduction to the role of the classroom teacher related to CAPP, collegial work with counsellors, support personnel, school-based teams, and families. Topics include: working with parents, working with the school-based team, understanding the role of the school counsellor, communicating with teaching assistants, and accessing resources; as well as teaching career and personal planning from grades 9–12. The course will also introduce teaching approaches and support systems that help students develop and maintain positive achievement-oriented beliefs, that foster their motivation for school learning, and that help them stay in school and experience success in school contexts.~~

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2017.03.16.03

College Council Approval Date: March 16, 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.: SCAAF201704.0501

Moved by: G. Payne

Seconded by: E. Searle

Committee Decision: CARRIED



Approved by SCAAF: April 5, 2017
Date

Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201704.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2018

2. **Rationale for the proposed revisions:** The Prince George Bachelor of Education (Elementary and Secondary) and Terrace (Elementary) programs are going through revisions to reduce the number of overall credits from 73 to 65 (Prince George Elementary), 73 to 67 (Terrace Elementary) and 74 to 62 credits (Secondary) to become competitive with the other eight teacher education program in BC. As well, the revisions will allow us to be in line with the new BC Ministry of Education curriculum and to remove redundancies in our existing program. This course will no longer be part of the BEd EY and SY programs.

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

None

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

EDUC 457-2 Language & Literacy: Oral & Written Genres (EY) An introduction to children's literature in the early years, including the various fiction and nonfiction written genres, and oral storytelling. Practical emphases of this course include learning to select and use children's literature, as well as language arts resources and materials, to plan instruction that fits with curricular aims and individual learners' needs. Students will become familiar with the role and resources of the school library and teacher-librarian.

Prerequisites: EDUC 456-2

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

EDUC 457-2 Language & Literacy: Oral & Written Genres (EY) An introduction to children's literature in the early years, including the various fiction and nonfiction written genres, and oral storytelling. Practical emphases of this course include learning to select and use children's literature, as well as language arts resources and materials, to plan instruction that fits with curricular aims and individual learners' needs. Students will become familiar with the role and resources of the school library and teacher-librarian.

Prerequisites: EDUC 456-2

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2017.03.16.03

College Council Approval Date: March 16, 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.: SCAAF201704.06

Moved by: G. Payne

Seconded by: E. Searle

Committee Decision: CARRIED



Approved by SCAAF: April 5, 2017
Date

Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201704.08

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2018

2. **Rationale for the proposed revisions:** The Prince George Bachelor of Education (Elementary and Secondary) programs are going through revisions to reduce the number of overall credits from 73 to 65 (Elementary) and from 74 to 62 credits (Secondary) to become competitive with the other eight teacher education program in BC. As well, the revisions will allow us to be in line with the new BC Ministry of Education curriculum and to remove redundancies in our existing program. This course will no longer be part of the Prince George BEd SY program.

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

None

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

EDUC 461-2 Curriculum and Instruction: IV (Humanities Social Sciences) Curriculum and instruction methods for the senior years, including accessing, selecting, and developing curricular materials; and planning, instruction, and evaluation methods pertaining to the teachable subject areas.

Prerequisites: EDUC 460-5

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

~~**EDUC 461-2 Curriculum and Instruction: IV (Humanities Social Sciences)** Curriculum and instruction methods for the senior years, including accessing, selecting, and developing curricular materials; and planning, instruction, and evaluation methods pertaining to the teachable subject areas.~~

~~*Prerequisites:* EDUC 460-5~~

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2017.03.16.03

College Council Approval Date: March 16, 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 (fill in number of pages, or indicate "0" if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201704.07

Moved by: G. Payne

Seconded by: E. Searle

Committee Decision: CARRIED



Approved by SCAAF: April 5, 2017
Date

Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201704.09

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2018

2. **Rationale for the proposed revisions:** The Prince George Bachelor of Education (Elementary and Secondary) programs are going through revisions to reduce the number of overall credits from 73 to 65 (Elementary) and from 74 to 62 credits (Secondary) to become competitive with the other eight teacher education program in BC. As well, the revisions will allow us to be in line with the new BC Ministry of Education curriculum and to remove redundancies in our existing program. This course will no longer be part of the Prince George BEd SY program.

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

None

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

EDUC 472-2 Curriculum & Instruction: IV (Math, Computers, and Sciences) Curriculum and instruction methods for the senior years, including accessing, selecting, and developing curricular materials; and planning, instruction, and evaluation methods pertaining to the teachable subject areas.

Prerequisites: EDUC 471-5

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

~~**EDUC 472-2 Curriculum & Instruction: IV (Math, Computers, and Sciences)** Curriculum and instruction methods for the senior years, including accessing, selecting, and developing curricular materials; and planning, instruction, and evaluation methods pertaining to the teachable subject areas.~~

~~*Prerequisites:* EDUC 471-5~~

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2017.03.16.03

College Council Approval Date: March 16, 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 (fill in number of pages, or indicate "0" if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201704.08

Moved by: G. Payne

Seconded by: E. Searle

Committee Decision: CARRIED



Approved by SCAAF: April 5, 2017
Date

Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201704.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2018

2. **Rationale for the proposed revisions:** The Prince George Bachelor of Education (Elementary and Secondary) and Terrace (Elementary) programs are going through revisions to reduce the number of overall credits from 73 to 65 (Prince George Elementary), 73 to 67 (Terrace Elementary) and 74 to 62 credits (Secondary) to become competitive with the other eight teacher education program in BC. As well, the revisions will allow us to be in line with the new BC Ministry of Education curriculum and to remove redundancies in our existing program. This course will no longer be part of the BEd EY and SY programs.

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

None

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

EDUC 495-1 Professional Issues: Portfolios This seminar will focus on presentation and evaluation of teacher candidates' professional portfolios developed over their past two years of study and practical experience. Other topics will include the transition to work, and developing a personal plan for ongoing professional development.

Pre- or Co-requisite: EDUC 395-1

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

~~**EDUC 495-1 Professional Issues: Portfolios** This seminar will focus on presentation and evaluation of teacher candidates' professional portfolios developed over their past two years of study and practical experience. Other topics will include the transition to work, and developing a personal plan for ongoing professional development.~~

~~*Pre- or Co-requisite:* EDUC 395-1~~

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2017.03.16.03

College Council Approval Date: March 16, 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 (fill in number of pages, or indicate "0" if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201704.09

Moved by: G. Payne

Seconded by: E. Searle

Committee Decision: CARRIED



Approved by SCAAF: April 5, 2017
Date

Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201704.11

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2017

2. **Rationale for the proposed revisions:** The Prince George Bachelor of Education (Elementary and Secondary) and Terrace (Elementary) programs are going through revisions to reduce the number of overall credits from 73 to 65 (Prince George Elementary), 73 to 67 (Terrace Elementary) and 74 to 62 credits (Secondary) to become competitive with the other eight teacher education program in BC. As well, the revisions will allow us to be in line with the new BC Ministry of Education curriculum and to remove redundancies in our existing program. For this particular course, we are changing the course description to reflect the emphasis on inquiry-based instruction.

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

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

EDUC 341-2 Principles of Instruction Theoretical foundations and practical applications of instructional psychology. The course will address: contemporary theories of learning, models of memory and cognition, learning strategies, teaching effectiveness, instructional planning, classroom processes, teaching to accommodate individual differences, and the cultural psychology of education.

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

EDUC 341-2 Principles of Inquiry-Based Instruction

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

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2017.03.16.03

College Council Approval Date: March 16, 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 (fill in number of pages, or indicate "0" if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201704.10

Moved by: I. Hartley **Seconded by:** A. Blanding

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

Approved by SCAAF: April 5, 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: (EDUC 341-2 Principles of Inquiry-Based Instruction)

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

Feb /22/2017

Date

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

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

A. Description of the Course Not applicable

1. **Proposed semester of first offering:** September 2017

2. **Academic Program:** Education

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 336-4

4. **Course Title:** Learning & Diversity: Inclusive Classrooms/ Learning Disabilities

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

- Review the foundation and current state of inclusive education policies and the laws related to children with exceptionalities in Canada
- Demonstrate an understanding of LD, AD(H)D, and FASD as high-incidence exceptionalities by discussing theories, definitions, characteristics, and contributing factors
- Understand identification and assessment strategies for children with exceptionalities including research issues related to assessment
- Outline the key resources for supporting learning and diversity in inclusive classrooms/learning disabilities
- Demonstrate proficiency in the development of Individual Education Plans and Behavioural Support Plans

6. **Calendar Course Description:**

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

7. **Credit Hours:** 4 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* _____ No X

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

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

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

Variable credit is denoted by the following examples:

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

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

8. **Contact Hours (per week):**

Lecture 4

Seminar #

Laboratory #

Other (please specify) _____

9. **Prerequisites (taken prior):** None

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

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

12. **Preclusions:** None

13. **Course Equivalencies:** N/A

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

15. **Course to be offered:** each semester _____

each year x

alternating years _____

16. **Proposed text / readings:** To be determined

B. Significance Within Academic Program It is part of the required courses in the BEd program after the proposed revisions have been passed.

1. **Anticipated enrolment** 20-30

2. **If there is a proposed enrolment limit, state the limit and explain:** N/A

3. **Required for:** Major: _____ Minor: _____ Other: BEd Degree
4. **Elective in:** Major: _____ Minor: _____ Other: _____
5. **Course required by another major/minor:** N/A

6. **Course required or recommended by an accrediting agency:** Teacher Regulation Branch

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

8. **What other courses are being proposed within the Program this year?**

September 2017

- EDUC 336-4 (new course) (Prince George campus only)
- EDUC 341-2 (revision of course title and description) (Prince George and Terrace campuses)
- EDUC 345-3 (decrease of credits) (Prince George campus only)
- EDUC 357-4 (increase of credits) (Prince George campus only)
- EDUC 358-3 (new course) (Terrace campus only)

September 2018

- EDUC 407-4 (new course) (Prince George campus only)
- EDUC 413-2 (increase in credits and revision of course title and description) (Prince George campus only)
- EDUC 441-3 (new course) (Terrace campus only)
- EDUC 491-6 (decrease in credits) (Prince George and Terrace campuses)

9. **What courses are being deleted from the Program this year?** Effective September 2017, EDUC 313-1 (Prince George campus only), EDUC 357-3 (Terrace campus only) and 395-1 (Prince George and Terrace campuses). Effective September 2018, EDUC 406-3 (Prince George campus only), EDUC 415-3 (Prince George campus only), EDUC 434-3 (Prince George campus only), EDUC 435-2 (Prince George campus only), EDUC 436-2 (Prince George campus only), EDUC 457-2 (Prince George and Terrace campuses), EDUC 461-3 (Prince George campus only), EDUC 472-3 (Prince George campus only), EDUC 489-2 (Prince George campus only), and EDUC 495-1 (Prince George and Terrace campuses) as to not affect the 2016 cohorts' programs of study.

C. Relation to Other Program Areas N/A

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** N/A
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?** N/A
5. **In offering this course, will UNBC require facilities or staff at other institutions?**

N/A

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 Not applicable

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

- i. College Staffing:
- ii. Space (classroom, laboratory, storage, etc.):
- iii. Library Holdings: See attached form
- iv. Computer (time, hardware, software):

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: N/A

* *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:** This new course is the combination of two existing courses so no additional material is required.

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

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.2017.03.16.03
- 3. **College Council Approval Date(s):** March 16, 2017
- 4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:**
- 5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201704.11

Moved by: I. Hartley

Seconded by: A. Blanding

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



Approved by SCAAF: April 5, 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: (EDUC 336-4 Learning & Diversity: Inclusive Classrooms/Learning Disabilities)

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?



Feb 22/2017

Motion Number (assigned by
Steering Committee of Senate): S-201704.13

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

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

A. Description of the Course N/A

1. **Proposed semester of first offering:** September 2017
2. **Academic Program:** School of Education
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 358-3
4. **Course Title:** *Language and Literacy: Reading, Writing, and Inquiry Content*
5. **Goal(s) of Course:**
 - To understand early childhood development
 - To demonstrate assessment tools in the Language Arts
 - To explore adaptations and extensions as they pertain to instruction and assessment
 - To demonstrate a sound understanding of inquiry-based learning

6. **Calendar Course Description:**

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

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

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

Yes* _____ No X _____

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

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct

number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 3

Seminar #

Laboratory #

Other (please specify) _____

9. **Prerequisites (taken prior):** None

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

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

12. **Preclusions:** None

13. **Course Equivalencies:** N/A

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

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

16. **Proposed text / readings:** To be determined

B. Significance Within Academic Program It is part of the required courses in the BEd program after the proposed revisions have been passed

1. **Anticipated enrolment** 20-30

2. **If there is a proposed enrolment limit, state the limit and explain:** N/A

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

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

5. **Course required by another major/minor:** N/A

6. **Course required or recommended by an accrediting agency:** Teacher Regulation Branch
7. **Toward what degrees will the course be accepted for credit?** BEd
8. **What other courses are being proposed within the Program this year?**

September 2017

EDUC 336-4 (new course) (Prince George campus only)
 EDUC 341-2 (revision of course title and description) (Prince George and Terrace campuses)
 EDUC 345-3 (decrease of credits) (Prince George campus only)
 EDUC 357-4 (increase of credits) (Prince George campus only)
 EDUC 358-3 (new course) (Terrace campus only)

September 2018

EDUC 407-4 (new course) (Prince George campus only)
 EDUC 413-2 (increase in credits and revision of course title and description) (Prince George campus only)
 EDUC 441-3 (new course) (Terrace campus only)
 EDUC 491-6 (decrease in credits) (Prince George and Terrace campuses)

9. **What courses are being deleted from the Program this year?** Effective September 2017, EDUC 313-1 (Prince George campus only), EDUC 357-3 (Terrace campus only) and 395-1 (Prince George and Terrace campuses). Effective September 2018, EDUC 406-3 (Prince George campus only), EDUC 415-3 (Prince George campus only), EDUC 434-3 (Prince George campus only), EDUC 435-2 (Prince George campus only), EDUC 436-2 (Prince George campus only), EDUC 457-2 (Prince George and Terrace campuses), EDUC 461-3 (Prince George campus only), EDUC 472-3 (Prince George campus only), EDUC 489-2 (Prince George campus only), and EDUC 495-1 (Prince George and Terrace campuses) as to not affect the 2016 cohorts' programs of study.

C. Relation to Other Program Areas N/A

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** N/A
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 _____ No X
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
 N/A
 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 N/A

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

- i. College Staffing:
- ii. Space (classroom, laboratory, storage, etc.):
- iii. Library Holdings: See attached form
- iv. Computer (time, hardware, software):

E. Additional Attached Materials N/A

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: N/A

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): Omnibus Motion: CASHSCC.2017.03.16.03
- 3. College Council Approval Date(s): March 16, 2017
- 4. Senate Committee on First Nations and Aboriginal Peoples Motion Number:
- 5. Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201704.12

Moved by: I. Hartley

Seconded by: A. Blanding

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



Approved by SCAAF: April 7, 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: (EDUC 358-3 Language and Literacy: Reading, Writing, and Inquiry
Content)

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?



Feb 122 / 2017

Motion Number (assigned by
Steering Committee of Senate): S-201704.14

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

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

A. Description of the Course N/A

1. **Proposed semester of first offering:** September 2018

2. **Academic Program:** School of Education

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 407-4

4. **Course Title:** *Curriculum & Instruction: Fine Arts/Physical and Health Education*

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

- To understand the place and importance of Fine Arts and Physical and Health Education in the elementary curriculum
- To demonstrate appropriate planning for Fine Arts and Physical and Health Education
- To explore contexts for performing arts in the elementary curriculum
- To demonstrate a sound understanding of performance-based pedagogies

6. **Calendar Course Description:**

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

7. **Credit Hours:** 4 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* _____ No X

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

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

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

Variable credit is denoted by the following examples:

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

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

8. Contact Hours (per week):

Lecture 3

Seminar #

Laboratory #

Other (please specify) _____

9. Prerequisites (taken prior): None

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

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

12. Preclusions: None

13. Course Equivalencies: N/A

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

15. Course to be offered: each semester _____

each year X

alternating years _____

16. Proposed text / readings: To be determined

B. Significance Within Academic Program It is part of the required courses in the BEd program after the proposed revisions have been passed

1. Anticipated enrolment 20-30

2. If there is a proposed enrolment limit, state the limit and explain: N/A

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

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

5. Course required by another major/minor: N/A

6. **Course required or recommended by an accrediting agency:** Teacher Regulation Branch
7. **Toward what degrees will the course be accepted for credit?** BEd
8. **What other courses are being proposed within the Program this year?**

September 2017

EDUC 336-4 (new course) (Prince George campus only)
 EDUC 341-2 (revision of course title and description) (Prince George and Terrace campuses)
 EDUC 345-3 (decrease of credits) (Prince George campus only)
 EDUC 357-4 (increase of credits) (Prince George campus only)
 EDUC 358-3 (new course) (Terrace campus only)

September 2018

EDUC 407-4 (new course) (Prince George campus only)
 EDUC 413-2 (increase in credits and revision of course title and description) (Prince George campus only)
 EDUC 441-3 (new course) (Terrace campus only)
 EDUC 491-6 (decrease in credits) (Prince George and Terrace campuses)

9. **What courses are being deleted from the Program this year?** Effective September 2017, EDUC 313-1 (Prince George campus only), EDUC 357-3 (Terrace campus only) and 395-1 (Prince George and Terrace campuses). Effective September 2018, EDUC 406-3 (Prince George campus only), EDUC 415-3 (Prince George campus only), EDUC 434-3 (Prince George campus only), EDUC 435-2 (Prince George campus only), EDUC 436-2 (Prince George campus only), EDUC 457-2 (Prince George and Terrace campuses), EDUC 461-3 (Prince George campus only), EDUC 472-3 (Prince George campus only), EDUC 489-2 (Prince George campus only), and EDUC 495-1 (Prince George and Terrace campuses) as to not affect the 2016 cohorts' programs of study.

C. Relation to Other Program Areas N/A

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** N/A
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 _____ No X
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
 N/A
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 N/A

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

- i. College Staffing:
- ii. Space (classroom, laboratory, storage, etc.):
- iii. Library Holdings: See attached form
- iv. Computer (time, hardware, software):

E. Additional Attached Materials N/A

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: N/A

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): Omnibus Motion: CASHSCC.2017.03.16.03
- 3. College Council Approval Date(s): March 16, 2017
- 4. Senate Committee on First Nations and Aboriginal Peoples Motion Number:
- 5. Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201704.13

Moved by: I. Hartley

Seconded by: A. Blanding

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



Approved by SCAAF: April 5, 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: (EDUC 407-4 Curriculum & Instruction: Fine Arts/Physical and Health Education)

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?





Motion Number (assigned by
Steering Committee of Senate): S-201704.15

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

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

A. Description of the Course

1. **Proposed semester of first offering:** September 2018

2. **Academic Program:** Education

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 441-3

4. **Course Title:** *Innovative Community-Based Approaches to Responsive Education*

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

- To understand community-based and locally-based project development initiatives
- To explore response education processes and products
- To demonstrate appropriate portfolio production and presentation
- To explore collegiality and collaboration strategies in the elementary school

6. Calendar Course Description:

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

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

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

Yes* _____ No X

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture	<u> 3 </u>	Seminar	<u> # </u>
Laboratory	<u> # </u>	Other (please specify)	_____

9. Prerequisites (taken prior): None

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

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

12. Preclusions: None

13. Course Equivalencies: N/A

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

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

16. Proposed text / readings: To be determined

B. Significance Within Academic Program It is part of the required courses in the Bed program after the proposed revisions have been passed.

1. Anticipated enrolment 20-30

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

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

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

5. Course required by another major/minor: N/A

6. **Course required or recommended by an accrediting agency:** Teacher Regulation Branch
7. **Toward what degrees will the course be accepted for credit?** BEd
8. **What other courses are being proposed within the Program this year?**

September 2017

EDUC 341-2 (revision of course title and description)
EDUC 358-3 (new course)

September 2018

EDUC 441-3 (new course)
EDUC 491-6 (decrease in credits)

9. **What courses are being deleted from the Program this year?** Effective September 2017, EDUC 357-3, 395-1 and EDUC 495-1.

C. Relation to Other Program Areas N/A

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** N/A
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:**
4. **Has this overlap been discussed with the Program concerned?** N/A
5. **In offering this course, will UNBC require facilities or staff at other institutions?**

N/A

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 N/A

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**
 - i. **College Staffing:**
 - ii. **Space (classroom, laboratory, storage, etc.):**
 - iii. **Library Holdings:** See attached form

iv. Computer (time, hardware, software):

E. Additional Attached Materials

F. Other Considerations

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

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

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

2. Other Information:

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

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.2017.03.16.03

3. College Council Approval Date(s): March 16, 2017

4. Senate Committee on First Nations and Aboriginal Peoples Motion Number:

5. Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201704.14

Moved by: I. Hartley **Seconded by:** A. Blanding

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

Approved by SCAAF: April 5, 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: (EDUC 441-3 Innovative Community-Based Approaches to Responsive Education)

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?

Feb 122 / 2017

Motion Number (assigned by
Steering Committee of Senate): S-201704.16

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2017

2. **Rationale for the proposed revisions:** The Prince George Bachelor of Education (Elementary and Secondary) programs are going through revisions to reduce the number of overall credits from 73 to 65 (Elementary) and from 74 to 62 credits (Secondary) to become competitive with the other eight teacher education program in BC. As well, the revisions will allow us to be in line with the new BC Ministry of Education curriculum and to remove redundancies in our existing program.

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

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

EDUC 345-4 Language & Literacy Across the Curriculum In this course, Senior Years students will study the role of language as medium of teaching and learning, and develop approaches to integrating spoken and written language across subject areas to enhance learning. The course includes a substantive focus on English as a Second Language/English as a Second Dialect. Other topics include: the nature of language, classroom discourse, narratives, and journals, construction of meaning, writing and cognition, and diverse oral and literate traditions. The course includes a focus on strategies for integrating language within specific subject areas.

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

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

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2017.03.16.03

College Council Approval Date: March 16, 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.: SCAAF201704.15

Moved by: I. Hartley

Seconded by: A. Blanding

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

Approved by SCAAF: April 5, 2017
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201704.17

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2017

2. **Rationale for the proposed revisions:** The Prince George Bachelor of Education (Elementary and Secondary) programs are going through revisions to reduce the number of overall credits from 73 to 65 (Elementary) and from 74 to 62 credits (Secondary) to become competitive with the other eight teacher education program in BC. As well, the revisions will allow us to be in line with the new BC Ministry of Education curriculum and to remove redundancies in our existing program. For this course, we are increasing the number of credits to compensate for other courses that have been removed from the program.

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

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

EDUC 357-3 Language & Literacy: Reading & Writing (EY) Theoretical models of reading, spelling, and writing processes during the early years. It will also include practical skills and experience in assessing reading, writing, and spelling, planning instruction in these areas, using curricular and other resources for teaching, and adapting reading, spelling, and writing instruction for diverse learners.

Prerequisites: EDUC 356-2

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

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

Prerequisites: EDUC 356-2

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2017.03.16.03

College Council Approval Date: March 16, 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.: SCAAF201704.16

Moved by: I. Hartley

Seconded by: A. Blanding

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

Approved by SCAAF: April 5, 2017
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201704.18

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2018

2. **Rationale for the proposed revisions:** The Prince George Bachelor of Education (Elementary and Secondary) programs are going through revisions to reduce the number of overall credits from 73 to 65 (Elementary) and from 74 to 62 credits (Secondary) to become competitive with the other eight teacher education program in BC. As well, the revisions will allow us to be in line with the new BC Ministry of Education curriculum and to remove redundancies in our existing program. For this course, we are combining the content from a deleted course and increasing the credits for this revised course as part of the revisions.

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

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

EDUC 413-1 Counselling Skills (EY) An introduction to the role of the classroom teacher related to collegial work with counsellors, support personnel, school-based teams, and families. Topics include: working with parents, working with the school-based team, understanding the role of the school counsellor, communicating with teaching assistants, and accessing resources; as well as teaching career and personal planning from K-8.

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

~~**EDUC 413-1**~~ **EDUC 413-2 Interpersonal Counselling Skills (EY and SY)** This course is An introduction to the role of the classroom teacher related to collegial work with counsellors, support personnel, school-based teams, and families. Topics include: working with parents, working with the school-based team, understanding the role of the school counsellor, communicating with teaching assistants, and accessing resources; ~~as well as and teaching career and personal planning from K-8~~ Career Education K-12.

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2017.03.16.03

College Council Approval Date: March 16, 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.: SCAAF201704.17

Moved by: I. Hartley **Seconded by:** A. Blanding

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

Approved by SCAAF: April 5, 2017
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201704.19

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2018

2. **Rationale for the proposed revisions:** The Prince George Bachelor of Education (Elementary and Secondary) and Terrace (Elementary) programs are going through revisions to reduce the number of overall credits from 73 to 65 (Prince George Elementary), 73 to 67 (Terrace Elementary) and 74 to 62 credits (Secondary) to become competitive with the other eight teacher education program in BC. As well, the revisions will allow us to be in line with the new BC Ministry of Education curriculum and to remove redundancies in our existing program. This course will no longer be part of the BEd EY and SY programs.

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

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

EDUC 491-10 Classroom Practice and Seminar IV Full-time ten week supervised practicum in a school, along with weekly seminars with team members addressing ongoing practice issues such as: practical skills, case management, reflection, problem-solving, accessing resources, professional issues, teacher research, and portfolio development. Graded on a Pass/Fail basis.

Prerequisites: EDUC 490-4

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

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

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

Prerequisites: EDUC 490-4

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

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

Program / Academic / Administrative Unit: School of Education

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2017.03.16.03

College Council Approval Date: March 16, 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.: SCAAF201704.18

Moved by: I. Hartley

Seconded by: A. Blanding

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

Approved by SCAAF: April 5, 2017
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201704.20

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** January 2018

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

The original course description is somewhat limiting; this change will meet the need to have the topics related to this seminar course flexible.

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

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

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

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

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

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

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

Program / Academic / Administrative Unit: First Nations Studies

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2017.03.16.03

College Council Approval Date: March 16, 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.: SCAAF201704.19

Moved by: B. Schorcht

Seconded by: E. Searle

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

Approved by SCAAF: April 6, 2017
Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201704.21

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2017

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

The proposed changes seek to bring an alignment in the course title and description with current realities in regards to natural resource management and Aboriginal peoples. In particular, the following new terms and phrases in the course title clarify existing foundational concepts in the course objectives:

"Aboriginal" reflects the inclusion of First Nations, Metis and Inuit peoples in the Canadian discourse about reconciliation and legal decisions related to land management

"Perspectives" reflect cultural distinctiveness about human-land relations that are held by many Aboriginal peoples. In my experience, the idea of "approaches" perpetuates for some the notion that Aboriginal management primarily reflects different ways of using resources (such as subsistence), which can certainly be true. But this understanding is incomplete in capturing the deeper ways that Aboriginal values and beliefs about their relationship with the land can be fundamentally distinct from (and in some cases in conflict with) Western scientific perceptions.

"Land and resource management" extends the economic valuation reflected by "resource" to capture a range of perspectives that may be held among Aboriginal peoples regarding their relationship to land and traditional territories.

3. **Implications of the changes for other programs, etc., if applicable:** The implications of these changes should be minimal, given that only the course title and description are being updated. Preliminary consultation with the Senate Committee on First Nations and Aboriginal Peoples was conducted on January 12, 2017 to ensure that changes were consistent with current language and perceptions. Given that this course is mandatory for majors in Forest Ecology and Management, there was preliminary consultation about the proposed changes with the Forestry Curriculum Committee on December 2, 2016, and the proposed changes were approved by the FCC on February 3, 2017. In addition, the proposal was approved by the Ecosystem Science and Management program (which houses all the natural resource management degrees) on February 16, 2017.

4. **Reproduction of current Calendar entry for the item to be revised:** ***NREM 303-3 First Nations' Approaches to Resource Management*** Cultural and operational components of resource management by First Nations peoples. Relationships to conventional forest management practices.

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

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

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: 6.1.1

College Council Approval Date: March 9, 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.: SCAAF201704.20

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

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

Approved by SCAAF: April 5, 2017
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201704.22

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the motion to approve the Exchange Agreement between University of Northern British Columbia and VIA University College, Denmark be approved as proposed.

Effective Date: Upon approval of the Senate

Rationale: VIA University College is Denmark's largest university college with focus on applied science. Representatives from VIA University College, Denmark visited the UNBC Prince George Campus in November 2015. Subsequent discussions with UNBC's Social Work program and VIA UC's Social Work Programme have been fruitful and an exchange agreement was requested.

Motion proposed by: Bjorn Petersen, Interim Manager, International Education and Glen Schmidt, Acting Chair of the Social Work Program

Academic Program: n/a

Implications for Other Programs / Faculties? Yes

College: n/a

College Council / Committee Motion Number: n/a

College Council / Committee Approval Date: n/a

Attachment Pages (if applicable): 3 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201704.21

Moved by: E. Jensen

Seconded by: B. Schorcht

Committee Decision: CARRIED

Approved by SCAAF: April 5, 2017
Date


Chair's Signature

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

An Agreement of Cooperation Between
VIA University College, Denmark (VIA)
and
the University of Northern British Columbia, Canada (UNBC)

I. Preamble

VIA University College (VIA) and the University of Northern British Columbia (UNBC) enter into this agreement in order to promote collegial relations and academic cooperation between the two institutions. Each university will make every effort to foster cooperation in the following areas, based upon the principles of equality and reciprocity:

- a) the exchange of undergraduate and graduate students;
- b) the exchange of faculty for the purpose of teaching, research and other scholarly activity;
- c) the conduct of cooperative and comparative research programs, with both sides having equal access to the results of such work;
- d) the exchange of information, including scientific and scholarly publications, bibliographic and reference materials, teaching aids, and curricula;
- d) joint participation in scientific conferences, symposia and congresses;
- e) and other mutually agreeable undertakings.

Without in any way limiting the scope of the agreement, the two universities are especially interested in fostering cooperative examination of issues related to social work.

The 'home institution' is the institution in which the student is originally enrolled. The 'host institution' is the institution to which the exchange student is attached for the duration of the exchange.

II. Scientific and Faculty Exchanges

In order to facilitate inter-institutional research and scholarly activity, contribute to faculty development, examine joint research interests and enhance student education, each university agrees to welcome visiting faculty members and research fellows from the other institution. While neither institution is obliged to provide financial support for such visitors, each agrees to make every effort to furnish visiting faculty with access to university facilities (office space, reasonable secretarial support and library privileges) provided that such facilities are available. If such facilities are not available, the host institution must inform the partner institution prior to agreeing to receive any visiting faculty.

In the event that visiting faculty/scholars/researchers are invited to teach a regularly scheduled course, this will be subject to a separate agreement being entered into.

III. Student Exchange Program

A. Nomination and Selection of Student Participants

Each university may nominate up to **three (3) students** annually to spend an academic year or part of an academic year at the other university. Exchanges will be guided by the general principle of reciprocity - one student for one student. One (1) student studying for one academic year will be considered equivalent to two (2) students, each studying for one semester. While it is not requisite that an equal number of students be exchanged in a given year, an overall balance will be sought through the duration of the agreement.

In the event that there are insufficient exchange places available at either university, the other university may send student(s) under the respective Study Abroad programmes. These are administered by:

- The Director of International Education at UNBC and
- Head of VIA International

The selection of student participants is the responsibility of the home institution. The method of selection will be determined by each party to the agreement applying the following criteria in a general way: (a) academic excellence; and (b) an evaluation of the students' reasons for wishing to pursue the course of study made available through the exchange program.

Admission requirements and nomination procedures shall be determined by the host institutions.

The Host institution has sole discretion to reject any candidates not considered suitable. In such a case, the Home institution may submit additional applications for consideration.

Some programs are unavailable for exchange and study abroad students and both institutions will inform each other of current restricted programs.

B. Academic Program and Student Life

Each of the VIA or UNBC students who participate in the exchange shall pursue an academic program which is developed in consultation with and approved by his/her respective institution, and which is not in conflict with the regulations of the host university. Credit will not be granted unless the student has received prior written approval to enrol in a particular course of study. The approved program of study may not be varied without written permission of the student's home university. (This approval can be obtained from the student's academic advisor and a copy must be forwarded to the Registrar's Office or equivalent).

Each student will take courses regularly offered at the host university and will have all the rights and privileges enjoyed by other students on that campus. Students participating in an exchange program will be subject to the rules, regulations and discipline of the host institution in which they are enrolled. It is further agreed that the two universities will provide each other with adequate information on the performance of participants. Participating students will continue as candidates for degrees of their home institution and will not be candidates for degrees of the host institution.

Each party to this agreement agrees to provide appropriate advisory and other academic services to exchange students. Each institution also agrees to work toward the integration of exchange students into student life. Each university will appoint an administrator or coordinator for this program who will serve as a contact person for the students while they are at the host institution.

C. Fees and Expenses

Students participating in this exchange shall be liable for such tuition, fees and charges as required by their home institution or country. No additional fees will be required of exchange students at the host university except incidental payments associated with some services, student union/society fees, medical insurance, books, materials, recreation, and the like. Travel arrangements, expenses and the acquisition of all necessary student visas, residence permits, health insurance and the like are the responsibility of each exchange student. All participating students are required to have adequate health insurance coverage and provide proof of this to the host institution.

Exchange students who elect to stay in on-campus housing will pay the cost of accommodation in student residence for the duration of their exchange to the host institution. For students who are granted a place in the university residence (and remain in good standing), housing will be available for the full period of

the exchange from the suggested date of arrival for incoming participants at the host university through the end of the last examination period, including breaks between academic sessions but excluding summer vacations unless a student has enrolled in courses over the summer period. In all cases, the period for which accommodation is to be provided should be based upon the academic calendar in effect at the host university during the exchange period.

The quality of accommodation provided shall match or exceed that normally available to regular students at the host university. If students elect not to live in the university residence or if such accommodation is not available, the host institution will assist students in locating suitable accommodation off campus.

IV. Duration and Administration of the Agreement

The terms and conditions of this agreement will remain in effect for five (5) years, subject to annual review and modification by agreement of both universities. Each university will appoint an administrator or coordinator for this exchange program. It will be the responsibility of these two individuals to develop an annual protocol to this agreement, spelling out what academic exchanges will take place between the institutions for the ensuing year. A contact person will also be designated to facilitate cooperative research by providing information on common research interests, funding sources and so on.

Either university may terminate the agreement by providing the other university with written notice at least six (6) months prior to the suggested date of termination. If either party terminates this agreement, each party agrees to carry out any obligations and responsibilities assumed prior to the termination date.

Dr. Daniel Weeks
President & Vice Chancellor

Mr. Peter Friese
Vice President

Date: _____

Date: _____

University of Northern British Columbia
Prince George, BC, Canada

VIA University College
Aarhus, Denmark

Motion Number (assigned by
Steering Committee of Senate): S-201704.23

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the calendar regarding English requirements for Graduates be approved as proposed.

1. **Effective date:** May 2017
2. **Rationale for the proposed revisions:** 1) the waiver was not a valid or effective assessment of language and was used as a 'backdoor' method to get around the language requirements; 2) the edits include more tests (align with other BC post-secondary institutions) to provide greater flexibility for international students; 3) the list of countries with exemptions was expanded (and aligned with BC PSEs).
3. **Implications of the changes for other programs, etc., if applicable:** Improved certainty that students admitted will have the minimum English Language proficiency for success in academic programs.
4. **Reproduction of current Calendar entry for the item to be revised:**

1.1 English Language Requirements

Graduate

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

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

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

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

- TOEFL (Test of English as a Foreign Language) score of 88 or higher in the internet-based test, with not less than 20 in any of the Reading, Listening, Writing or Speaking components; or equivalent other TOEFL score. UNBC's institutional TOEFL code is 0320.
- IELTS (International English Language Testing System) score of at least 6.5 overall, with not less than 6.0 in any of the four modules.
- Comparable results in any other internationally recognized English Language Assessment test considered as equivalent to TOEFL or IELTS.
- A final grade of 3.00 (B) or better in both the UNBC English Language Studies 50 and English Language Studies 170, obtained concurrently and prior to application for Graduate admission.

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

Graduate program may require higher English Language proficiency scores. Please consult the Program section of the calendar for additional requirements.

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

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

1.1 English Language Requirements

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

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

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

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

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

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

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

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

6. **Authorization:**

Program / Academic / Administrative Unit: not applicable

College: not applicable

College Council Motion Number: not applicable

College Council Approval Date: not applicable

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 ADMISSIONS AND DEGREES MEETING

Brief Summary of Committee Debate:

Motion No.: SCAD201704.09

Moved by: A. Aravind

Seconded by: R. Chowdhury

Committee Decision: CARRIED

Approved by SCAD: April 7, 2017
Date



Acting Chair's Signature

For recommendation to ✓ , or information of Senate.



Motion Number (assigned by SCSB): SCSB20170322.04

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the SCSB 2016-2017 Annual Report be approved.

Effective Date: March 2017

Rationale: The annual report is due to be submitted to Senate in April.

Proposed By: Linda Fehr, Coordinator – Awards & Financial Aid

External Relations Contact: N/A

Faculty / Academic Department: N/A

Date: March 22, 2017

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20170322.04

Moved by: Erasmus

Seconded by: Dale

Committee Decision: CARRIED

Attachments: 3 Pages

Approved by SCSB: March 22, 2017
Date


Chair's Signature

For information of Senate.

Senate Committee on Scholarships and Bursaries

Annual Report to Senate

March 22, 2017

OVERVIEW

Since the last annual report in March of 2016 the Senate Committee on Scholarships and Bursaries has met ten (10) times. During this time, and on behalf of Senate, the Committee has completed the following administrative tasks:

- Recommended to Senate the 2016/2017 general scholarships and bursaries fund expenditures
- Ratified nominations of 2016/2017 awards recipients
- Reviewed and approved twenty-nine Terms and Conditions for newly established awards
- Approved seventeen revisions to Terms and Conditions for existing awards
- Reviewed seven student requests for scholarship deferrals/reinstatements

STATISTICAL SUMMARY – 2016/2017 Awards

Award Type	Number	Value
Donor-Directed	576	\$ 1,048,743
UNBC-Funded	369	\$ 1,067,650
UNBC Scholars	98	\$ 480,770
Graduate Tuition Awards	54	\$ 223,594
Athletic Tuition Awards	19	\$ 141,383
Youth in Care Tuition Waivers	6	\$ 14,308
Canada Winter Games Tuition Waivers	4	\$ 8,750
Totals	1,126*	\$ 2,985,198**

* 2.5 % increase in number from 2015/2016

** 1% increase in value from 2015/2016

Student Type	Number	
Self-declared Female Recipients	712	
Self-declared Male Recipients	414	
Self-declared Aboriginal Recipients	70	
Northern Residents	758	
Undergraduate Admission Awards	229	
Athletic Awards	91	
In-Course Undergraduate Awards	636	
Graduate Awards	157	(includes only UNBC-administered awards)
NMP Awards	13	
Multiple Recipients	336	(received more than one award)
Individual Recipients	790	(1,126 awards – 336 multiple recipients)

Award Category	Number	Value	Median Value
Needs-based Awards	323	\$ 459,555	\$ 1,200
Merit-based Awards	803	\$2,525,643	\$ 2,500

NEW DONOR-NAMED AWARDS ESTABLISHED IN 2016/2017

Name of Award	Number	Value	Total Value
Aboriginal Student Support Bursary	1	\$ 1,000	\$ 1,000
Susan Stevenson Memorial Award	1	\$ 1,000	\$ 1,000
UNBC Alma Mater Award	1	\$ 500	\$ 500
van Adrichem Family Nisga'a Leadership Award	1	\$ 500	\$ 500
CPA Foundation Award	2	\$ 500	\$ 1,000
CPA Foundation Award	1	\$ 1,000	\$ 1,000
Jared Parker Memorial Scholarship	1	\$ 1,000	\$ 1,000
Inspiring Women Among Us Award	1	\$ 1,000	\$ 1,000
Matt Pearce Athletics Scholarship	2	\$ 1,000	\$ 1,000
Gary A Pharness Memorial Award	1	\$ 1,000	\$ 1,000
Ann Patricia Purton Memorial Bursary	1	\$ 1,200	\$ 1,200
The Association of Women in Finance Scholarship	1	\$ 1,900	\$ 1,900
Bea Dezell Bursary	1	\$ 2,000	\$ 2,000
Carl and Carrie Rustad Bursary	1	\$ 2,000	\$ 2,000
Dr. Joselito (Lito) Arocena Memorial Scholarship	1	\$ 1,000	\$ 1,000
Dr. Joselito (Lito) Arocena Memorial Undergraduate Thesis Prize	1	\$ 250	\$ 250
Dr. Joselito (Lito) Arocena Memorial Graduate Prize	1	\$ 250	\$ 250
Future Health Care Professionals Bursary	1	\$40,000	\$ 40,000
PG Driving for Life Award	1	\$ 500	\$ 500
Ryan-Sanford Award for Inspiring Women in Science, Technology, Engineering & Mathematics	1	\$ 1,000	\$ 1,000
Terry Sweet Memorial Scholarship	1	\$ 1,000	\$ 1,000
TransCanada Corporation Indigenous Community Development Awards	10	\$ 1,000	\$ 10,000
Xerox Canada Ltd. Award	5	\$ 1,000	\$ 5,000
Project Friendship Society Award in Memory of Bob and Barbara Harkins	1	\$ 300	\$ 300
NMPT UNBC MScN FNP Program Rural Practice Graduate Award	2	\$ 8,000	\$ 16,000
Chartwells Award	10	\$ 1,000	\$ 10,000
Donaldson Heaney Bursary	1	\$ 500	\$ 500
Rod and Wendy Lecher Athletics Award	2	\$ 2,000	\$ 2,000
Totals	55		\$103,100

UNAWARDED SCHOLARSHIPS AND BURSARIES 2016/2017

Name Of Award	Reason	Value	# Times Not Awarded (past five Years)
Arne & Leslie Carlson Scholarship	Program specific	\$1,250	2
Future Health Professionals Bursary	Newly established award with very specific criteria	\$10,000	1
George W. Baldwin, Q.C. Graduate Scholarship	Program specific	\$3,000	2
Great West Life Graduate Scholarship in Disability Management	Program specific	\$3,000	3
Houston Scholarship	School did not have a nomination this year	\$1,000	1
McGeachy Charitable Foundation Vanderhoof Community Scholarship	School did not have a nomination this year	\$1,500	2
Morrison Graduate Scholarship in History	Program specific	\$250	1
Nechako Chapter No. 40 Order of the Eastern Star Bursary	Specific membership	\$750	4
Northern BC Mining Research Award	Research specific – industry partnership	\$5,000	4
Peace/Williston Aquatic Research Award	Research in specific geographical area	\$5,000	3
Prince George Alzheimer's Society Graduate Scholarship	Research specific	\$1,000	3
Simons Foundation Bursaries for Lone Parents (1 of 2)	Enrollment in UNBC DayCare	\$1,000	3
The Asper Scholarship	Specific criteria – interest in broadcasting	\$ 2,000	1
Tom Dennet Memorial Scholarship	Langara Transfers to Chem or Bio	\$1,000	1
William Dow Ferry Graduate Fellowship in Political Science	Program Specific	\$5,000	1
Totals	15 awards	\$40,750	

Percentage of *number* of available awards not awarded in 2016/2017: 1.3%

Percentage of *value* of available awards not awarded in 2016/2017: 1.36%

Motion Number (assigned by
Steering Committee of Senate): S-201704.25

STEERING COMMITTEE OF SENATE

PROPOSED MOTION

Motion: That section 3 (g) (x) and 3 (g) (xi) under Regulations Covering Voting for Elections to the Senate from the Senate Handbook be amended as proposed.

3 (g) Regulations Covering Voting for Elections to the Senate

- (x) ~~In the event of an equality of votes between two or more candidates on Senate, for membership on a committee or body to which one or more Senate members are being elected, the final result shall be decided by lot amongst the candidates receiving an equal number of votes, under the direction of the Secretary of Senate.~~
- (~~xi~~) (x) In the event of an equality of votes between two or more candidates for Senate, the Senate will cast the deciding vote.
- (xi) Note that elections to Senate are covered by 3 (g) (x). In the case that there is an election by Senate that results in a tie vote, the vote will be by lot.

Effective Date: Upon the approval of Senate

Rationale: The SCS recently noted clarity was needed to ensure the Senate Handbook 3 (g) (x) and the *University Act* Report of election 16 (2) aligned. The SCN proposed the above revision to provide clarity to the Regulations Covering Voting for Elections 3 (g) (x) and 3 (g) (xi) in the Senate Handbook.

Motion proposed by: Steering Committee of Senate

Academic Program: Not applicable

Implications for Other Programs / Faculties? None

College: Not applicable

College Council / Committee Motion Number: N/A

College Council / Committee Approval Date: N/A

Attachment Pages (if applicable): 1 pages

INFORMATION TO BE COMPLETED AFTER STEERING COMMITTEE OF SENATE MEETING

Brief Summary of Committee Debate:

Motion No.: SCS201704.04

Moved by: B. Menounos

Seconded by: W. Fellers

Committee Decision: CARRIED

Approved by SCS: April 17, 2017
Date

MRTD
Acting Chair's Signature

For recommendation to ✓, or information of _____ Senate.



Motion Number (assigned by Steering Committee of Senate): S-201704.26

STEERING COMMITTEE OF SENATE

PROPOSED REVISIONS TO THE SENATE HANDBOOK

Motion: That the Senate Handbook be amended as follows:

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

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

By adding 3(e) (xii):

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

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

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

Effective Date: On approval of Senate

Made by: University Secretary

College / Academic Department: N/A

Program: N/A

Implications for Other Programs / Faculties: N/A

Rationale:

The Students as Partners Senate Ad Hoc Committee recommended the addition of the Presidents of NUGSS and GSS to Senate, as non-voting members.

College Council / Committee Motion Number: not applicable

College Council / Committee Approval Date: not applicable

Other Committee Motion Number / Approval Date: not applicable

Attachment Pages (if applicable): 0 pages (background information)

TO BE COMPLETED AFTER SCS MEETING

Brief Summary of Committee Debate:

Motion No.: SCS201704.05

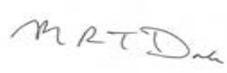
Moved by: E. Ezedebego

Seconded by: B. Menounos

Committee Decision: CARRIED as amended

Attachments: 0

Approved by SCS: April 19, 2017
Date



Acting Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201704.28

AD HOC COMMITTEE ON STUDENTS AS PARTNERS

PROPOSED MOTION

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

Effective Date: Upon the approval of Senate

Rationale:

Motion proposed by: Students as Partners Ad Hoc Committee

Academic Program: Not Applicable

Implications for Other Programs / Faculties? None

College: not applicable

College Council / Committee Motion Number: not applicable

College Council / Committee Approval Date: not applicable

Attachment Pages (if applicable): 0 pages

**INFORMATION TO BE COMPLETED AFTER AD HOC COMMITTEE TO REVIEW THE
STUDENTS AS PARTNERS REPORT MEETING**

Brief Summary of Committee Debate:

Motion No.:

Moved by: A. Blanding

Seconded by: E. Searle

Committee Decision: CARRIED

Approved by committee: _____
Date

Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Strategic Research Plan

2017-2021



About UNBC

Located in the spectacular landscape of Northern British Columbia, UNBC is Canada's best small university according to Maclean's magazine. We have a passion for teaching, discovery, people, the environment, and the North.

UNBC provides exceptional undergraduate and graduate learning and research opportunities. In addition to fostering and celebrating academic excellence, UNBC is a welcoming place, with a learning environment that is friendly, inclusive and supportive.

UNBC is a University both in and for the North. This mission has instilled a strong sense of ownership, purpose and adventure among our students, alumni, faculty, staff and the communities we serve.

We are also Canada's Green University leading the way to a more sustainable future for all through teaching, research and University operations.

Vice President's Message

It is my pleasure to provide a brief overview of UNBC Research. We are proud to be located in Northern B.C. and are committed to working with our regions, community and industrial partners to continue to build a strong and prosperous Northern B.C. UNBC is a young and emerging university, well aligned with the mandate of our province that is to provide skills to our learners so that they become drivers of the economy in the regions and in the nation. UNBC has world-class research clusters in natural resources and the environment; rural, remote, and northern health; and sustainable communities. UNBC researchers and scholars are committed to preserving, sustaining, and enhancing the future of the Canadian North. I welcome you to connect with us. Through partnership and collective investment we can generate prosperity, knowledge, and wisdom benefiting our society and our future generations.

Dr. Geoffrey W. Payne
**Interim Vice President Research and
Graduate Programs**

Mission

To grow capacity and opportunities for research and creative activities at UNBC by engaging our people and partners, leading to the discovery of new knowledge that has transformative academic, economic or social benefit for the region, province, nation, and beyond.

Vision

To build a flourishing research culture facilitated by state-of-the-art infrastructure and efficient support services, enabling UNBC scholars to undertake leading-edge local, national, and international research with respect for humanity and nature.

UNBC Strategic Research Plan 2017-2021

Context And Purpose

Massive transformations will characterize the Earth's northern regions in the next few generations. Climate change, differentially experienced in northern regions, and the growing demands of an ever-rising global population for the North's rich resources will contribute to environmental alterations and changing resource availability. Challenges of energy and food security, Indigenous and broader human rights, and environmental degradation all have distinctly northern expressions. Created at the demand of our region's population to provide access to university education and research in the North of British Columbia, UNBC acknowledges a special responsibility to contribute to the wellbeing of the North's communities, and to the sustainability of the environments that support them.

UNBC has gained national recognition for excellent research performance, especially in key areas of strategic importance to the wellbeing of northerners. We value and encourage research and scholarly activity that is locally motivated and relevant, yet has global effect and recognition. This renewed strategic research plan reaffirms UNBC's founding principles through commitment to four interdisciplinary and interconnected areas of scholarly inquiry of critical importance to our location, as well as to Canada and to the Circumpolar North. In doing so, it

elaborates on the values, vision and mission put forth in UNBC's (2010) University Plan, including fostering research that is internationally recognized for its quality and impact, and for its orientation to communities' needs. A strength of UNBC is the interdisciplinary research conducted at the institution in which all faculty and students play an integral role to the success of research at UNBC.

A strategic research plan provides a roadmap for decisions about the direction of institutional initiatives and the selective allocation of institutional resources. While identifying specific strategic research areas, we recognize the importance of foundational areas of research that underlie the strategic theme. We also underscore that we deeply value scholarly excellence at UNBC outside of the strategic and associated foundational areas, as vital to the breadth and diversity that UNBC offers its students and communities. UNBC recognizes that central to our success in achieving our research goals and objectives is our community of faculty members, students, post-doctoral fellows, and support personnel. We laud all of our researchers' creativity and continue to develop an environment that inspires imagination, ingenuity and productivity in research and scholarly activity in all areas of inquiry.

Major Objectives Of The Plan

- 1)** To strengthen research at UNBC that is of outstanding quality and pioneering in its innovation, especially in strategic interdisciplinary research areas that are of marked importance to our region and similar areas;
- 2)** To enhance the training of researchers, by increasing the number of graduate students and by providing a providing a highly stimulating and excellent research environment for all of our students (undergraduate and graduate) that establishes UNBC as a leader in the integration of research and teaching;
- 3)** To provide our researchers access to superior research resources and infrastructure, and to manage these to ensure their effective and efficient use;
- 4)** To develop new research relationships with communities, businesses, industries, other academic institutions and other partners, regionally, nationally and internationally;
- 5)** To enhance access to the results of our research, through improved knowledge translation, transfer and application, in order to maximize their benefits to society in Northern British Columbia and beyond; and,
- 6)** To maximize the potential for research to enhance faculty recruitment to UNBC, by promoting research dissemination and by the strategic allocation of Research Chairs.

Strategic Research Areas

UNBC's four interdisciplinary strategic research areas are:

- I. Environment and Natural Resources**
- II. Community Development**
- III. Northern, Rural and Environmental Health**
- IV. First Nations and Indigenous Studies**

These areas are informed by, and take advantage of, our location and the unique advantages it provides for research. They reflect current strengths of UNBC researchers, who have created foci of excellence, often in response to the needs of our region. As well, they suggest emerging strategic themes for development that are priorities for Northern British Columbia and cognate areas. These priority areas offer opportunities for productive partnerships with our communities, their governments, and the industries and not-for-profit organizations that support these communities.

The strategic areas themselves are inter-related. Resources deployed for one thematic area often increase the capacity of others. Indeed, most of our Research Chairs contribute to more than one focus area (Tables 1).

Table 1: Distribution of UNBC Research Chairs by Strategic Research Area (2016)

**Table 1: Distribution of UNBC Research Chairs
by Strategic Research Area (2016)**

Chair Name	Chair Type	UNBC Strategic Research Area	Funder	Tenure/ Expiry
Integrative Physiology of Diabetes	Tier II, Canada Research Chair	(III)	CIHR	Term 1 / 2017
Rural and Small Town Studies	Tier I, Canada Research Chair	(I, II, III, IV)	SSHRC	Term 2 / 2018
Aboriginal Governance and Law	Tier II, Canada Research Chair	(IV)	SSHRC	Term 1 / 2018
Glacial Change	Tier II, Canada Research Chair	(I)	NSERC	Term 1 / 2018
Comparative Indigenous-State Relations	Tier II, Canada Research Chair	(IV)	SSHRC	Term 2 / 2017
Health, Ecosystems, and Society	Tier II, Canada Research Chair	(III)	CIHR	Term 2 / 2019
Mixed-Wood Ecology	Endowed Chair	(I, II)	FRBC-Slocan	No expiry
Growth & Yield	Endowed Chair	(I)	FRBC-West Fraser	No expiry
Muskwa Kechika	Endowed Chair	(I)	Muskwa Kechika	No expiry
Landscape Ecology	Endowed Chair	(I, II, III, IV)	FRBC	No expiry
Landscape Ecology	Endowed Chair	(I, III)	FRBC	No expiry
Aboriginal Environmental Health	BC Leadership Chair	(I, IV)	Dr. Donald B. Rix and BC Innovation Council	No expiry
Tall Wood and Hybrid Structures Engineering	BC Leadership Chair	(I, II)	BCIC	No expiry
UNBC Knowledge Mobilization Research Chair	Knowledge Mobilization Chair	(III)	Northern Health/ UNBC	Term 1/ 2020

A brief description of each of the strategic research areas follows.

Environment and Natural Resources

The University of Northern British Columbia is surrounded by abundant natural resources, and resource extraction and exploitation have traditionally been the foundation of the region's economy. However environmental degradation and the disturbance of ecosystems which provide key ecosystem services to Canadians' are of increasing concern. These worries are especially acute in northern BC communities many of which are reliant on resource-based economies. Responsible stewardship of resources and the natural environment requires an advanced understanding of our rich natural heritage. UNBC is committed to training researchers in the social and ecological aspects of natural and man-made environmental complexities who can inform the mitigation of impacts on the environment when functions and processes are disrupted. Moreover, the transformation of extraction-based economies to innovative, global, knowledge-based economies requires advances in many areas, including:

- A highly developed understanding of the fundamental workings of natural systems: their complexity, resilience, adaptive capacity and sustainability;
- Mapping human pressures and conservation at the planetary scale as a result of natural resource development.
- Well-balanced and integrated assessment of multiple and often competing values associated with natural resources;
- Identification and integration of sound social, economic and ecosystems principles for resource management and environmental protection;
- Design and application of new technologies for management, extraction, processing, remediation, and many other issues related to the resource base.

Advancing research within these topics is of profound importance to Canada and to other areas of the world with similar ecosystems and resource dependencies. UNBC has developed an international reputation for research that examines both the human and natural dimensions of natural resources and environmental sustainability, engaging scholars from across the spectrum of natural, physical, social sciences and humanities, and research that extends from the molecular to the

landscape and global scales. We have emphasized multi-disciplinary and inter-disciplinary approaches to research as well as the training of highly qualified personnel (HQP), as evidenced in our innovative Natural Resource and Environmental Studies graduate degree programs (MA, MNRES, MSc, PhD). Furthermore, our research facilities provide the necessary infrastructure to advance environmental and natural resource-related research.

The Aleza Lake Research Forest (co-managed with UBC), the John Prince Research Forest (co-managed with Tl'azt'en Nation), and the Max Blouw Quesnel River Research Centre provide exceptional opportunities for research on the environment and natural resources, as well as in our other strategic research areas of Community Development, Environmental Health, and First Nations Peoples. As a steward of the environment, and to further expand on this and other research areas, UNBC implemented the Energy Initiative, which is a recent initiative in this research direction. In May 2009, UNBC installed Canada's first university-owned wood pellet heating system, to heat the Enhanced Forestry Laboratory. The Pellet Plant was a demonstration project initiated by the Wood Pellet Producers Association that showcased domestic use of wood pellets, and examined the commercial and environmental benefits of utilizing biomass for energy production at UNBC. Following the success of the Pellet System, Phase 2 of the UNBC Energy Initiative saw the expansion of bioenergy at UNBC with the start-up of the Bioenergy Plant on the Prince George campus in May 2011. The Bioenergy Plant uses gasification to convert sawmill residue into useable heat in the form of hot water. The hot water is distributed through the existing hot water district heating system and has offset roughly 85% of the fossil fuels previously used to heat the core campus buildings. This reduction has helped UNBC work towards its energy policy goals of reducing the fossil fuel consumption for space heating of all UNBC campuses by 80%. Phase 3 of the Energy Initiative is the Sustainable Communities Demonstration Project (SCDP). The SCDP is building on UNBC's award-winning Energy Initiative and further demonstrating to the North the potential for sustainable energy. The project consists of a low-temperature, hot water district energy system to connect the student residences, campus daycare, and I.K. Barber Enhanced Forestry Lab to the Bioenergy Plant and the wood pellet system. The SCDP will expand UNBC's renewable energy production, reduce

greenhouse gas emissions and fuel purchase costs, and expand capacity for research, education, and demonstration. As such, it will serve as a model of energy security for Canada's off-grid communities, many of which are located in British Columbia. It will also provide opportunities for research to explore ways to enhance the communities we serve.

UNBC is committed to providing researchers with the resources needed to develop their research programs, including providing support for the research institutes. The Natural Resources & Environmental Studies Institute (NRESi) builds connections among university researchers and communities or external experts to advance understanding of natural resources and the environment. NRESi facilitates collaborative projects that address complex issues involving ecological processes, social values, and Earth's physical systems. With over 70 members, the Natural Resources and Environmental Studies Institute fosters collaborative opportunities among UNBC researchers and governmental agencies, resource managers, communities, non-governmental organizations, and industry. UNBC also participates in a Northern Bioenergy Partnership, an industry-led coalition.

Under this strategic research area, and capitalizing on its geographical location, UNBC will continue to enhance the capacity of Northern British Columbia, the province, and the Canadian and Circumpolar North in developing an understanding of environmental systems and in the sustainable development of its resource sectors. Expanding on our programming and aligning with the Province's Wood First! Initiative, UNBC opened the Wood Innovation and Design Centre (WIDC), one of the tallest contemporary wood buildings in North America, further positioning BC as a leader in wood innovation and design. The WIDC houses the Master of Engineering Program – a program rooted in the specific needs to the British Columbian and North American wood construction industry. This program adds value to the institution from the sawmill to the building site, and is well aligned with UNBC's educational and research priorities that lead into sustainable construction, with multiple environmental benefits.

Emerging Themes

In the coming years, UNBC envisions research growth in the following sub-areas (and in the disciplinary areas that support these):

- Bioenergy and Other Clean Energy
- Wood Innovation (including engineering, design, product diversification & marketing)
- Climate Change
- Contamination and human impacts on Air, Land, Water and Biota
- Environmental Remediation
- Assessment of Cumulative Impacts of development on natural and social systems
- Ecosystem Function and Services
- Environmental History
- Fisheries
- Integrated Watershed and Airshed Research



Community Development

Communities across Northern British Columbia face a range of social, economic, and environmental pressures. Frequently dependent on single resource-based industries, and subject to the economic vulnerability this engenders in an increasingly globalized market, our communities struggle to remain viable. While expected to engage in 'bottom-up' development, they face a decline in infrastructure (physical, informational, etc.) that would support such development. This same situation confronts rural communities throughout Canada's North and other economically marginalized regions of the globe.

Key areas of research and scholarly activity include:

- A nuanced understanding of the interwoven factors that contribute to some communities remaining resilient in the face of challenges;
- Identification and formulation of place-based sustainable options for economic diversification;
- Analysis of globalization processes that affect the societies, cultures, economies and environments of northern British Columbia and like regions;
- Exploration and development of the culture and cultural economy of small cities and rural communities and their contribution to quality of life;
- Assessing and planning for appropriate services provision (e.g. social work, health care, environmental planning) in northern and rural environments;
- An assessment of how ideas and behaviors are related to the challenges and opportunities for social integration of different racial, ethnic, religious or other groups into northern communities.

Such areas of inquiry relate to overarching issues of the politics of identity, engaged citizenship, social justice and the cultural and social definitions of quality of life, as well as economic development.

UNBC has provided leadership in the area of research on community development in Northern British Columbia that has wide application beyond our region. UNBC's Institute of Social Research and Evaluation carries out quality-of-life research. A Social Science Research Laboratory and a Computer Assisted Survey Research Laboratory facilitate research on community development. Work on comparative community development has focused especially on regions across the Circumpolar North. UNBC has also been a leader in creating a richer arts

and culture environment on and off its campuses through scholarly activities and creative performances. UNBC's Community Development Institute (CDI) has partnered with numerous communities at their request to address cultural, social and economic development challenges.

The CDI was established in 2004 with a broad mandate in community and economic development. The CDI provides programs and services in four broad areas: community transformation and renewal, research, education, and dialogues and policy discussions. Working in partnership with communities, industry, business, non-profit and community organizations, First Nations, and all levels of government, CDI develops and implements strategies for economic diversification and community resilience. CDI focuses on the non-metropolitan communities across British Columbia's northern and central regions – communities where more than 80% of the province's export wealth is generated from natural resources. An invaluable resource for UNBC researchers, CDI facilitates access to practical information, insights, and knowledge to assist communities, government, industry, business, and the non-profit sector.

Under this strategic research area, UNBC will improve its understanding of the evolving needs of northern communities from a range of disciplinary perspectives, in order to inform public policy and practice, and community decision-making. UNBC will foster experiences and relationships in local art and culture in an effort to cultivate a better quality of life, stronger community identity, and a healthier cultural environment. We will contribute to the sustainability of communities through research on the role of commerce in economic diversification, social and health services delivery needs and practices, and environmental planning.

Emerging Themes

- Commerce and Sustainability in Resource Communities
- Community Research Methodologies
- Creative Cultural Expression and Sense of Place
- 'Green' Entrepreneurship
- Place-based Tourism
- Rural and Cross-cultural Education
- Sustainable Aboriginal Economies

Northern, Rural and Environmental Health

Canadians who live in rural and northern regions have a reduced health status and health outcomes that are markedly worse than those of their urban and southern fellow citizens. Factors that contribute to these disparities include long distances to full-range health care services and providers, life-styles, socio-economic status and environmental sustainability. Such disparities are even greater for First Nations populations, who experience much higher than average morbidity and mortality rates. The health determinants that produce these disparities include individual, community, population and environmental factors, necessitating a broadly comprehensive approach to the study of health.

Key research areas include:

- Identification of the determinants of health status in rural and northern communities;
- Understanding of health services and health human resources, and the development of enhanced models of service delivery and health professional education;
- Improvements in the accessibility and effectiveness of health promotion programs across space and across diverse populations;
- Identification and evaluation of cultural issues affecting health and health care delivery, especially in First Nations communities;
- The relationship between health of individuals and populations and the natural, and built environments in which they live.

UNBC has taken advantage of its location to advance multi-disciplinary research on the social, cultural, psychological, and environmental determinants of health in rural communities, including First Nations communities, and on planning and provision of healthcare services and preventative health programs that address the challenges of rural location and cultural suitability. Basic research on the biological-based pathways for the treatment of diseases complement these foci. UNBC's biomedical research is providing critical training opportunities for future health professionals, as well as contributing to attracting and retaining researcher-practitioners. Work on linking social and environmental determinants of health to reduce health disparities has received national recognition. Building on this work and to further strengthen its health research portfolio and respond to the increasing demands placed on the northern health care system, UNBC now also offers an interdisciplinary PhD in Health Sciences.

To synthesize and exchange new knowledge, and also foster research linkages to develop UNBC's health research capacity, the Health Research Institute (HRI) has been established in partnership with Northern Health Authority in order to enhance capacity in this strategic area. The HRI's mission is to facilitate the creation and translation of knowledge that will enhance the health and well-being of individuals, families and communities.

With the opening of the BC Cancer Agency – Centre for the North in 2012, new and exciting opportunities for research collaborations are possible through the engagement of northern patients in national and international research initiatives, and the development of novel technologies targeted at small or mobile treatment facilities.

Emerging Themes

UNBC envisages research growth in the following subareas. While these are of broad importance across Canada and globally, UNBC researchers will often distinguish their research by focusing specifically on the often-neglected rural and northern dimensions of such themes:

- Air Quality and Health
- Health and Related Social Services Provision Policy and Best Practices
- Impact on Diseases of Cellular Mechanisms
- Improving Access to Health Care and Health Information
- Linking social and Environmental Determinants of Health to reduce health disparities
- Mental Health and Addictions
- Northern Food Security and Diet-related Health Issues
- Preventative Health Care and Disabilities Management

First Nations and Indigenous Peoples

UNBC is located on the traditional territory of the Lheidli T'enneh and northern British Columbia is homeland to a rich diversity of First Nations, including 20 major linguistic groupings, the territories of 16 Tribal Councils and 77 bands, and four Métis organizations. Aboriginal students comprise over 10% of our student body, and UNBC is actively working towards growing its Indigenous student community. The university acknowledges a special responsibility to the First Nations of its service area in terms of education and research, as well as in supporting Indigenous communities in their self-governance, and creating meaningful opportunities for knowledge exchange between Indigenous and non-Indigenous peoples. We recognize the potency a comparative perspective brings to many research questions, and thus include research focusing on broader Indigenous studies.

Most First Nations in UNBC's service area are highly dependent on the natural resources of the area, including forests and fisheries. First Nations are challenged by health, education, and economic inequities.

Key areas of research include:

- Design and application of Indigenous-informed resource management strategies;
- Understanding definitions of, and causal factors to, Indigenous health and wellness, and contributing to their enhancement;
- Formulation of culturally-appropriate models for education curricula and delivery ;
- Assessments and recommendations of self-governance models
- Preservation and revitalization of Aboriginal languages and cultures

UNBC houses the National Collaborating Centre for Aboriginal Health, the mandate of which is health knowledge synthesis, translation and exchange, in order to empower Aboriginal communities. Through a formalized partnership with the Northern Health Authority of British Columbia, UNBC is developing joint initiatives to use innovation to improve access, enhance quality and reduce costs in health care. UNBC brings a strong focus to research relevant to people living in rural and northern communities, to Aboriginal peoples, and to the determinants of health. For its part, the NCCAH has drawn funding to the university from multiple sources to support a variety of Aboriginal health initiatives. UNBC and the

NCCAH are committed to moving the agenda forward in support of the health and well-being of First Nations, Inuit, and Métis (FNIM) peoples in Canada.

UNBC is committed to research that involves Indigenous partners at all stages of planning and execution. Our governance system incorporates Aboriginal representation. We are proud of our long-standing cooperative relationship with Wilp Wilxo'oskwhl Nisga'a (Nisga'a House of Learning) and our co-management with Tl'azt'en Nation of the John Prince Research Forest. We have pursued a number of community-based research initiatives with various First Nations, and have worked with communities to develop formal protocol agreements relating to joint research activities. Research on First Nations community development, Aboriginal history, Aboriginal resource management, and Aboriginal tourism has flowed from First Nation community-initiated projects, and has provided concrete products and outcomes valued by both researchers and First Nations. As noted above, UNBC also has provided national and international research leadership on Aboriginal health.

Emerging Themes

- First Nations Epistemologies and Education
- First Nations Health and Healing
- Indigenous Governance and Law
- Indigenous Research Methods
- Orality and Connections with Literary Traditions
- Traditional Land Use Studies
- Reconciliation





Objective 1:

Strengthening UNBC's Research Capacity

Developing the Strategic Research Areas Through Allocation and Support of Research Chairs: Future Research Chair Allocations

UNBC is committed to increase the number of externally-funded Research Chairs in the strategic research themes, to further enhance our capacity for research and graduate training in these areas. We will pursue other opportunities for endowed Research Chairs at the federal and provincial levels, as well as through private sponsorship. UNBC is committed to increasing the number of industrial research chairs at the institution. These chairs would help drive the industry-sponsored research programs here at UNBC and would help ensure we continue to support our partners by addressing industry challenges through research.

Gender representation

UNBC is committed to gender equity in employment and in training the next generation of researchers. Women account for 45% of UNBC faculty (national average=34%), as well as 70% of our graduate students. UNBC ensures that gender considerations are a fundamental component of all faculty searches. Fifty percent of UNBC's Canada Research Chairs and 40% of UNBC's endowed Chairs are female. We acknowledge responsibility to allocate Research Chairs in a way that

ensures gender equity and recognizes the diversity of Canada's population.

Other Strategies for Strengthening Research Capacity

UNBC is committed to developing a strategic approach for assisting faculty who need funding, get funding.

UNBC's Community Development, Natural Resources and Environmental Studies and Health Research Institutes play an important role as catalysts for the development of research in two of our strategic areas. Resources to employ support staff will be sought, to enable these institutes to serve more effectively and help drive the research mission at UNBC.

Strategic planning will be undertaken for UNBC's three research 'stations' (Aleza Lake Research Forest, John Prince Research Forest, and Max Blow Quesnel River Research Centre), that capitalizes on the interdisciplinary and cross-disciplinary opportunities offered by each and the complementarities among them (with respect for partner institutions' roles).

We will recruit more post-doctoral fellows and visiting scholars to UNBC, and we are exploring opportunities for providing competitive financial incentives to do so.

A photograph of three people in a forest. A man in a dark plaid shirt and a baseball cap is looking up at a tree trunk. A woman in a grey long-sleeved shirt is looking down at something in her hands. A man in a blue cap and glasses is looking towards the woman. The forest has large, textured tree trunks and green foliage in the background.

Objective 2:

Training Researchers

The wellbeing of Northern British Columbia and indeed Canada, depends on the availability of innovative and skilled citizens, with sophisticated understanding of the complexities of the environments and societies in which we live. The training of undergraduate, graduate students and postdoctoral fellows to contribute to our increasingly knowledge-based society is a fundamental mission for UNBC. Our research contributes to critical theoretical and practical challenges that face our region, country and planet: we aim to prepare graduates who are likewise ready to do the same.

Graduate student training is central to UNBC's continued research intensity. A significant increase in research projects and funding over the past decade has led to an increase in the number of graduate students, comprising 19% of our total student body in 2016/17 our students have in turn contributed to the growth in our research productivity.

UNBC will implement new funding strategies that will continue to enable the institution to increase its number of research-based graduate students, including PhD students, and the number of postdoctoral fellows hosted. It will increase the number of PhD degrees it offers in fields connected to its strategic research areas. Concomitantly, recognizing how research opportunities contribute vitally to undergraduate students acquiring critical competencies, we will expand such opportunities. Students at all levels will be encouraged and mentored to disseminate their research results, to ensure they develop knowledge transfer skills. Faculty will be provided with opportunities for building capacity in research team management, in order to manage efficiently and effectively graduate supervisory loads and large collaborative projects.

Objective 3:

Managing And Enhancing Research Resources

To sustain and promote research activity at UNBC, we must manage our support programs (e.g. administrative, financial), physical facilities, field operations and equipment in innovative ways that provide the best service and access for faculty and students, and the best value to our communities and partners, while also respecting our goal to be Canada's Green University™.

To account for the increasing number of UNBC faculty retiring and/or leaving UNBC over the next decade, UNBC will take a strategic approach to ensuring there are the human resources in place to continue to drive the research programs at UNBC. This will ensure alignment between the UNBC strategic planning process and strategic research plan when it comes to 'faculty renewals' and fulfilling the teaching needs of the institution.

Physical Resources

UNBC has been able to develop significant physical infrastructure for research over the past decade, in part due to generous support from various government funding initiatives. Such resources not only improve the research environment of UNBC, but also contribute to the increased research competitiveness of British Columbia and Canada. As researcher numbers grow we will establish transparent plans and procedures for reallocation of research space, replacement of major equipment, and acquisition of new equipment. The following physical resources are in place to support the research programs of UNBC researchers and also to provide world-class training opportunities for UNBC students in the development of the next generation of research leaders.

The University of Northern British Columbia is home to an extensive suite of analytical science instrumentation that enables a broad spectrum of biological, chemical and physical analyses. The UNBC Northern Analytical Laboratory Service (NALS) has a mission to contribute

to the development and application of sound, well-documented science-based knowledge to support faculty research and client based analytical services. The NALS is committed to providing analytical services, support the advancement of scientific knowledge, and the training of students aimed at creating highly qualified professionals capable of contributing to industry in their future careers. The facility's Analytical Support Specialists regularly participate in research activities to develop and validate new analytical methods. In addition to analytical services, the equipment and resources available through the Northern Analytical Laboratory Service will be used for academic and skills training for UNBC students. Training services are also available for clients who may wish to improve the knowledge and skills of their staff in their own labs.

The High Performance Computing (HPC) lab at UNBC is a collaborative environment where compute intensive projects of all stripes are being developed. This lab features projects such as weather hindcasting, regional climate model dynamic downscaling, simulation of shocks, fluid dynamics, computational chemistry, and distributed transaction processing. The HPC has a 50 TB fileserver and a 176-core Xeon infiniband cluster, as well as other servers and workstations. UNBC researchers requiring more storage or compute power can access ComputeCanada grid resources

The Aleza Lake Research Forest is a 9000 ha university-based outdoor research facility and working forest 60 km east of Prince George, BC. The mandate of the Research Forest is to provide research and education facilities and opportunities to UNBC and other institutes, universities, government agencies, private sector research, schools and other educational groups with regards to ecosystem and resource management studies within the wet sub-boreal spruce biogeoclimatic zone.

The Dr Max Blouw Quesnel River Research Centre is Western Canada's only field station established to support research and education in landscape ecology. Its aim is to foster interdisciplinary research and education

in terrestrial, freshwater and atmospheric environmental science, spanning interactions between and among hydrology, ecology, geology and climatology. Currently active QRRC researchers are investigating aspects of fluvial sedimentology and geomorphology, limnology, and a variety of topics relating to terrestrial and freshwater ecology and fisheries science.

The John Prince Research Forest (JPRF) encompasses 13 032 hectares of Crown land in North Central BC, 50 km north of Fort St. James. The forest is situated between Tezzeron (Chuzghun) and Pinchi (Tesgha) Lakes in the traditional territory of the Tl'azt'en First Nation. The research forest was established in 1999 as a result of many years of planning by the University of Northern British Columbia and the Tl'azt'en First Nation. The landscape exhibits diverse forest types and land management history and has a wide range of natural resource values and environmental conditions. This research forest is unique in North America in that it is the only research forest that is jointly managed by a University and a First Nation community. The purpose of the forest is to promote interdisciplinary research while providing education and employment opportunities for the local community.

The UNBC library plays a key role in enhancing research intensity at UNBC. Increased research intensity has allowed our library to be better resourced, through allocation of federal indirect costs and research overhead funds to expand researcher access to data and publications. Furthermore, the development of the branch Research Data Centre at UNBC demonstrates the library's commitment to being a research library. The branch Research Data Centre at UNBC (RDC@UNBC) is affiliated with the British Columbia Inter-University Research Data Centre (BCIRDC), which is a member of the Canadian Research Data Centre Network (CRDCN). It provides Northern BC researchers with the opportunity to access and analyze detailed microdata from an increasing array of survey, census and administrative data.

Financial Resources

Although research funds, including those from contracts, have grown dramatically over the last decade, UNBC has not enforced its own policy on overhead. This has diminished our ability to support researchers with critical support services in some departments (e.g., Human Resources, Purchasing). We will increase overhead capture, including through education of grant providers about indirect costs of research, and allocate the resultant revenue to expanding research services, in order to meet these pressing needs. We will improve processes for

funding the repair and replacement of major equipment, and work to secure funds for new equipment.

UNBC has mechanisms in place to offer bridge grants, seed grants, travel grants, and publication grants to our researchers. We will increase the amounts allocated to these funds, to keep pace with growing researcher numbers and intensity, and increasing costs of research. The Office of Research is now core-funding the Undergraduate Research Experience (URE) award further demonstrating our commitment to training the next generation of researchers.

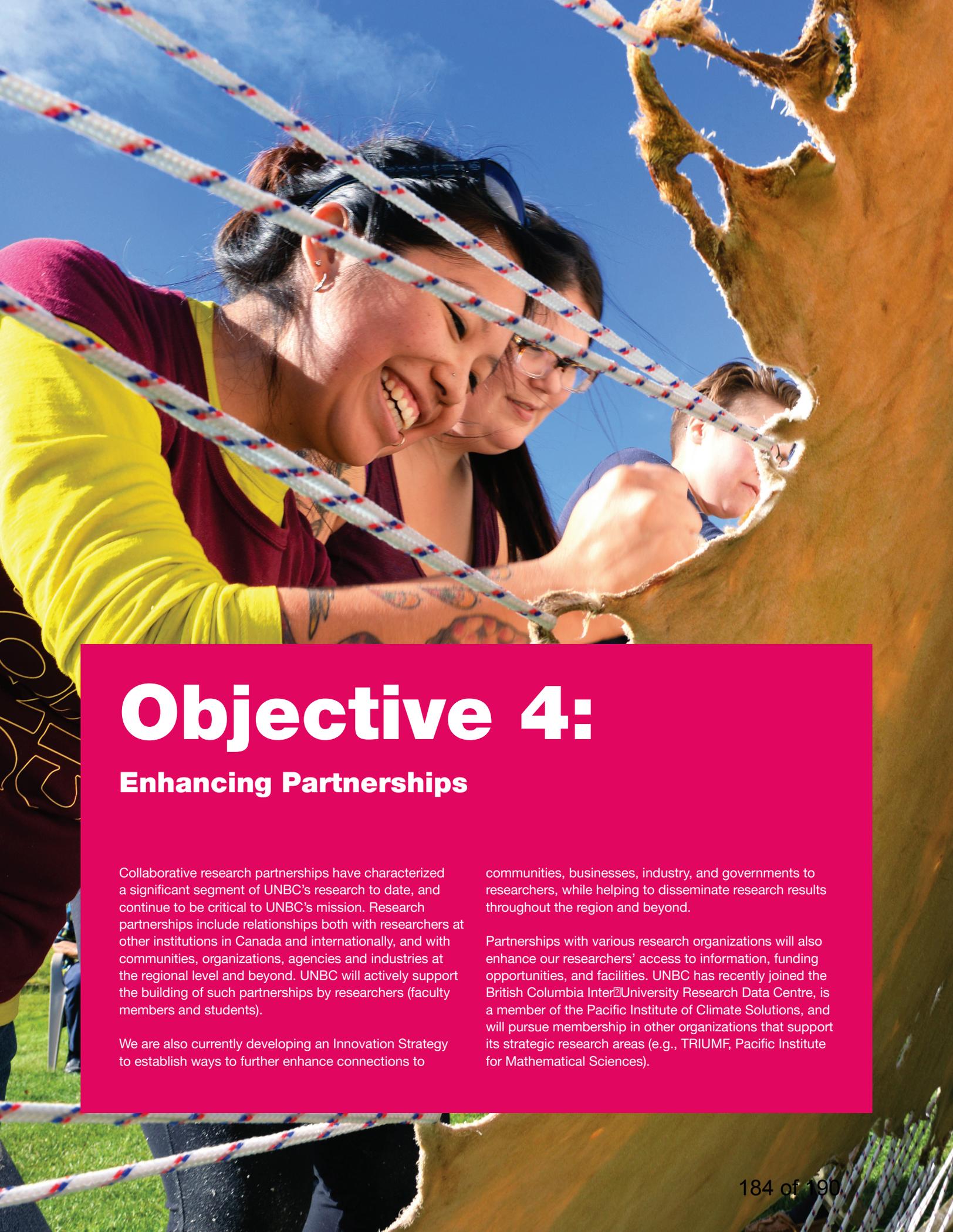
Administrative Resources

As research activity has dramatically increased, UNBC's administrative resources committed to research have expanded, but have not always kept pace. External demands on researchers, such as those regarding ethics approvals and other regulatory compliance, are increasing. Expansion of research into new areas also necessitates new services (e.g. ethics support for clinical trials). Research intensity can best be encouraged when researchers are well-supported with services that minimize the time they need to allot to administrative and reporting tasks.

UNBC will work to improve such services, and support the expansion of such services and development of new services as finances allow. The Research Office will attend to changing external regulations and requirements, inform researchers, and adjust policies and processes to comply with such developments.

UNBC has implemented Romeo, an online, database-driven research administration software to facilitate the management of grants, contracts and awards, as well as certifications (REB, animal care, and biohazardous materials) and reporting at UNBC. Romeo will lead to increased workflow productivity, as well as better communication and connectivity within and between the Office of Research and the research community. The software also features tracking and reporting capabilities guaranteeing accountability and compliance in today's highly regulated environment. This will free staff time to work more closely with researchers in the creative phase of the research process.

To increase the visibility of UNBC research and celebrate our successes, a research communications plan will be implemented that will enable the identification, recognition and dissemination of research and research successes at the University in collaboration with the Vice President Advancement and Communications team.



Objective 4:

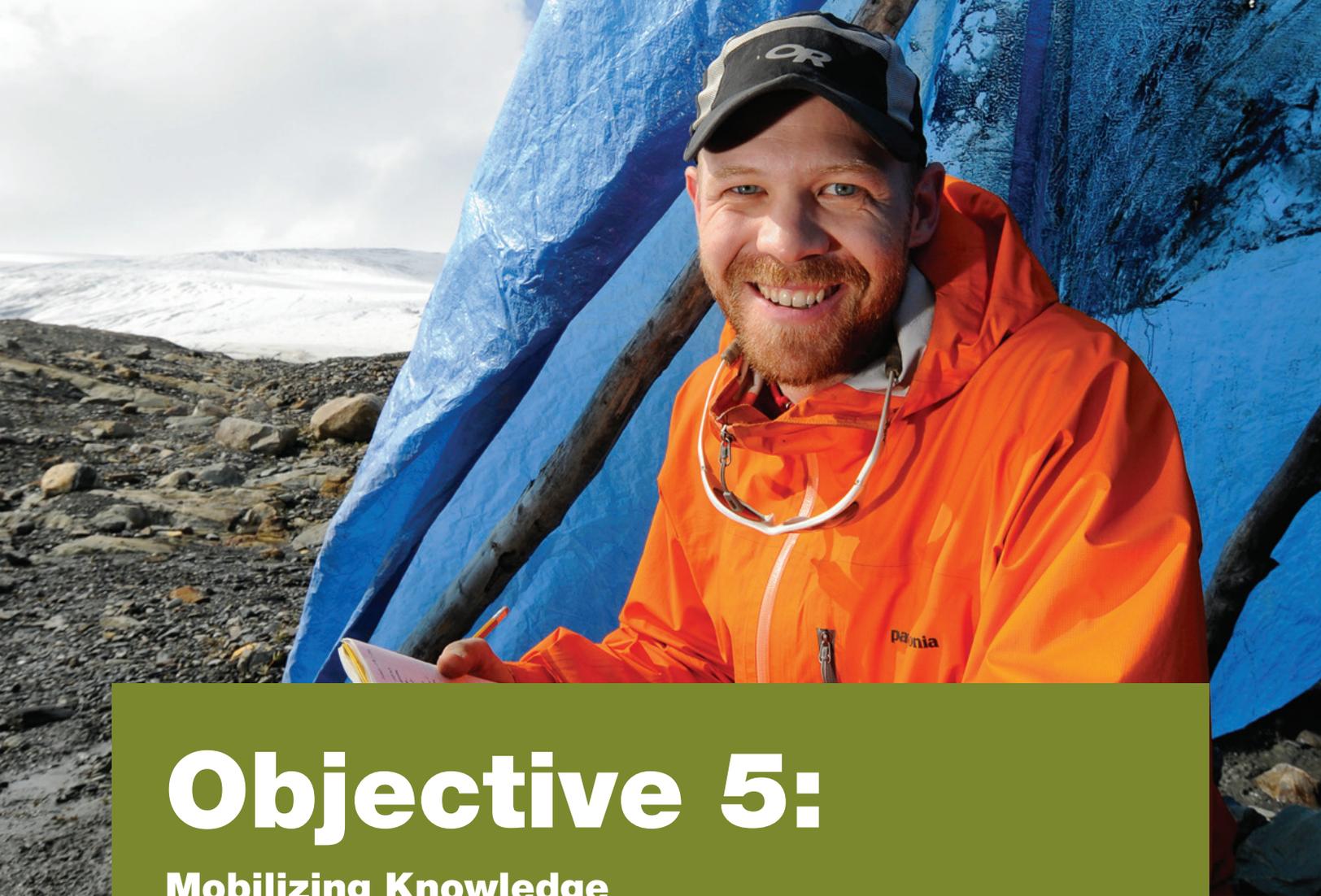
Enhancing Partnerships

Collaborative research partnerships have characterized a significant segment of UNBC's research to date, and continue to be critical to UNBC's mission. Research partnerships include relationships both with researchers at other institutions in Canada and internationally, and with communities, organizations, agencies and industries at the regional level and beyond. UNBC will actively support the building of such partnerships by researchers (faculty members and students).

We are also currently developing an Innovation Strategy to establish ways to further enhance connections to

communities, businesses, industry, and governments to researchers, while helping to disseminate research results throughout the region and beyond.

Partnerships with various research organizations will also enhance our researchers' access to information, funding opportunities, and facilities. UNBC has recently joined the British Columbia Inter-University Research Data Centre, is a member of the Pacific Institute of Climate Solutions, and will pursue membership in other organizations that support its strategic research areas (e.g., TRIUMF, Pacific Institute for Mathematical Sciences).



Objective 5:

Mobilizing Knowledge

The translation and transfer of knowledge is a critical role of researchers, and one that is increasingly emphasized and demanded of them. One of UNBC's key mandates is to promote knowledge mobilization. We aspire to excellence in 'traditional' methods of dissemination, such as publishing books, articles and reports, and training students. We will work with the Library to establish a digital institutional repository to increase the accessibility of our research products.

UNBC has also led the nation in integrated knowledge translation, a direct outcome of its community-driven and community-based research partnerships. Relationships formed with our region's communities (including First Nations), businesses, industrial partners, governmental and non-governmental agencies and others give rise to opportunities and demands for tangible and practical outputs and outcomes in non-academic formats (e.g. training workshops, community forums, industrial innovations). Furthermore, UNBC, in partnership with

Northern Health has developed a Knowledge Mobilization Research Chair. The Northern Health – UNBC Knowledge Mobilization Research Chair will work with researchers and students at UNBC and with clinicians and others at Northern Health to extend ways to develop responsive, relevant research evidence and finding ways to move it into action, further demonstrating UNBC's commitment to playing a crucial role in community outreach and public education of research results.

Northern British Columbia has benefited from the influx of expertise and related services (e.g., business entrepreneurship, environmental planning, nursing, social work) that UNBC has brought to the communities which house its campuses. We will provide resources and mentoring to help faculty and students to translate knowledge products and skills, including into commercializable products and services, for the benefit of society.

Measuring Success: Research Performance Indicators

To measure progress toward meeting the five objectives articulated above we suggest a set of research performance indicators that will be tracked over time. These include both input measures and output/outcome measures. Mechanisms are in place for collecting information on some of these indicators, but will need to be developed for others.

Input Measures

- Total research revenues
- Tri-Council grant revenues
- Percentage of faculty members with Tri-Council Grants
- Number of Research Chairs (CRC and endowed chairs)
 - Percentage of female Research Chairs
- Number of graduate students enrolled in research degrees
- Number of post-doctoral fellows
- Number of students employed as research assistants
- Number of student research volunteers
- Number and proportion of graduate students holding external scholarships/fellowships
- Growth in major equipment inventory

Output/Outcome Measures

- Number of refereed publications by UNBC researchers
- Number of publications with undergraduate students as co-author
- Number of publications with graduate students as co-author
- Number of graduate students completed
- Number of undergraduate and graduate recipients receiving national or international recognition for their scholarly activities
- Number of faculty members receiving recognition awards (national or international awards, honours, citations)
- Number of research conferences and workshops organized by UNBC researchers,
- Number of journals edited by UNBC researchers,
- Number of collaborative research projects with partners (other academic institutions, communities, First Nations, industrial partners, NGOs, etc.)
- Patents pending and registered
- Number of faculty- and student-owned research-based companies initiated
- Number of research-related community outreach events
- Number of Philanthropy-driven research projects
- Establishment of new research institutes representing Strategic Research Areas

Planning And Approval Process

This third iteration of UNBC's Strategic Research Plan flows from UNBC's revised (2010) University Plan and previous Strategic Research Plan, which was developed after extensive community consultation across UNBC's service region. Starting with the input from a Research Taskforce Committee comprised of faculty from both colleges, undergraduate and graduate students, and administrative staff, a draft document was created. Input and critique was then solicited from the research community at large, at all UNBC campuses. Once revisions were made, it was brought back for approval, and to the President for endorsement.

This revised Strategic Research Plan will serve as a map for the Vice-President Research and Graduate Programs and the Office of Research staff in the next 5 years activities. An associated action plan will detail actions and timelines for meeting the Plan's objectives. The Office of Research will annually evaluate its progress toward meeting these objectives, and the Vice President Research and Graduate Programs will annually report to UNBC's Senate and Board of Governors on such progress. We recognize that the strategic planning process must also be flexible to accommodate unanticipated opportunities that may arise.



Objective 6:

Attract And Retain Outstanding Faculty

UNBC recognizes the importance of attracting and retaining high-quality faculty to enable the university to continue to build on the extent and merit of its research portfolio. UNBC will strive to develop an institutional culture and specific resources to support the activities of existing and arriving faculty and graduate students. In accordance with Objective 5, UNBC will support the knowledge dissemination activities of its current faculty as well as disseminate research to continue to raise UNBC's national and international research profiles, enhancing our capacity to attract outstanding faculty. Research chairs represent a unique opportunity to recruit faculty members performing at the highest levels of research, and UNBC will strategically allocate research chairs in light of their recruitment potential and in alignment with UNBC's research strengths.

Measuring Success: Research Performance Indicators

To measure progress toward meeting the five objectives articulated above we suggest a set of research performance indicators that will be tracked over time. These include both input measures and output/outcome measures. Mechanisms are in place for collecting information on some of these indicators, but will need to be developed for others.

Input Measures

- Total research revenues
- Tri-Council grant revenues
- Percentage of faculty members with Tri-Council Grants
- The number of research support staff
- Number of Research Chairs (CRC and endowed chairs)
 - Percentage of female Research Chairs
- Number of graduate students enrolled in research degrees
- Number of post-doctoral fellows
- Number of students employed as research assistants
- Number of student research volunteers
- Number and proportion of graduate students holding external scholarships/fellowships
- Growth in major equipment inventory

Output/Outcome Measures

- Number of refereed publications by UNBC researchers
- Number of publications with undergraduate students as co-author
- Number of publications with graduate students as co-author
- Number of graduate students completed
- Number of undergraduate and graduate recipients receiving national or international recognition for their scholarly activities
- Number of faculty members receiving recognition awards (national or international awards, honours, citations)
- Number of research conferences and workshops organized by UNBC researchers,
- Number of journals edited by UNBC researchers,
- Number of collaborative research projects with partners (other academic institutions, communities, First Nations, industrial partners, NGOs, etc.)
- Patents pending and registered
- Number of faculty- and student-owned research-based companies initiated
- Number of research-related community outreach events
- Number of policy briefs,
- Number of media stories that feature UNBC research expertise
- Number of UNBC researchers that serve advisory committees for communities, service agencies, small business, industry, and various levels of government.
- Number of Philanthropy-driven research projects
- Establishment of new research institutes representing

Strategic Research Areas

Planning And Approval Process

This third iteration of UNBC's Strategic Research Plan flows from UNBC's revised (2010) University Plan and previous Strategic Research Plan, which was developed after extensive community consultation across UNBC's service region. Starting with the input from a Research Taskforce Committee comprised of faculty from both colleges, undergraduate and graduate students, and administrative staff, a draft document was created. Input and critique was then solicited from the research community at large, at all UNBC campuses. Once revisions were made, it was brought back for approval, and to the President for endorsement.

This revised Strategic Research Plan will serve as a map for the Vice-President Research and Graduate Programs and the Office of Research staff in the next 5 years activities. An associated action plan will detail actions and timelines for meeting the Plan's objectives. The Office of Research will annually evaluate its progress toward meeting these objectives, and the Vice President Research and Graduate Programs will annually report to UNBC's Senate and Board of Governors on such progress. We recognize that the strategic planning process must also be flexible to accommodate unanticipated opportunities that may arise.



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