

**SENATE MEETING
PUBLIC SESSION
AGENDA**

March 28, 2018
3:30 – 5:30 PM

Senate Chambers (Room 1079 Charles J McCaffray Hall)

1.0 Acknowledgement of Territory

2.0 S-201803.01

Approval of the Agenda †

Page 1 That the agenda for the March 28, 2018 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.

3.0 S-201803.02

Approval of Senate Minutes

Page 10 That the minutes of the February 28, 2018 Public Session of Senate be approved as presented.

4.0 Teaching Space Optimization Committee
(Presentation and discussion) (20 minutes)

Dr. Smith and Mr. Keen

5.0 Business Arising from Previous Minutes of Senate

5.1 Steering Committee of Senate (5 minutes)

Dr. Weeks

“For Approval” Item:

S-201801.18

Page 56 **Changes to the Terms of Reference for the SCAAF Subcommittee on Curriculum and Calendar**

That, on the recommendation of the Steering Committee of Senate, the terms of reference for the SCAAF Subcommittee on Curriculum and Calendar be approved as proposed.

Effective Date: Upon the approval of Senate

Page 57 The revised terms of reference and membership for the SCCC based on feedback from Senate are included in the meeting package.

Page 58 The current terms of reference and membership for the SCCC are included in the meeting package for information.

6.0 President’s Report (5 minutes)

Dr. Weeks

- 7.0 **Report of the Provost** (5 minutes) Dr. Ryan
- 8.0 **Report of the Registrar** (5 minutes) Mr. Annear
- 9.0 **Question Period** (10 minutes)
- 10.0 **S-201803.03**
Approval of Motions on the Consent Agenda Dr. Weeks
 That the motions on the consent agenda, except for those removed for placement on the regular agenda, be approved as presented.
- 11.0 **Committee Reports**
- 11.1 **Senate Committee on the University Budget** (10 minutes) Dr. Whitcombe
 Presentation - 2018 Annual Report from the Senate Committee on the University Budget
- S-201803.04**
2018 Annual Report from the Senate Committee on the University Budget
 Page 59 That the 2018 Annual Report from the Senate Committee on the University Budget be received.
- 11.2 **Senate Committee on Academic Affairs** (10 minutes) Dr. Ryan

“For Approval” Items:

- Page 66 The executive summary for the changes to the BSc GEOG Program Requirements is included in the meeting package.
- Consent **S-201803.05**
Course Deletion - GEOG 100
 Page 67 That, on the recommendation of the Senate Committee on Academic Affairs, GEOG 100 Environments and People: The Geography of Natural Hazards be deleted and removed from Page 254 of the UNBC 2017-2018 Undergraduate Academic Calendar.
 Effective date: September 2018
- Regular **S-201803.06**
New Course Approval - GEOG 102-3
 Page 69 That, on the recommendation of the Senate Committee on Academic Affairs, the new course GEOG 102-3 Earth from Above be approved as proposed.
 Proposed semester of first offering: Winter 2019
- Regular **S-201803.07**
New Course Approval - GEOG 211-3
 Page 74 That, on the recommendation of the Senate Committee on Academic Affairs, the new course GEOG 211-3 Natural Hazards: Human and Environmental Dimensions be approved as proposed.
 Proposed semester of first offering: January 2019
- Consent **S-201803.08**
Changes to the Course Title, Course Description, and Course Prerequisite - GEOG 210-3
 Page 79 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course title, course description, and course prerequisite for GEOG 210-3 Geomorphology, on page 255 and all other mentions of the course title in the 2017/2018 undergraduate calendar, be approved as proposed.
 Effective date: September 2018
- Regular **S-201803.09**
Changes to the Program Requirements - Geography BSc
 Page 82 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the Geography BSc on page 143 of the 2017/18 undergraduate calendar (pdf version), be approved as proposed.
 Effective date: September 2018

- Page 86** The executive summary for the changes to the Geography Program is included in the meeting package.
- Consent **S-201803.10**
Course Deletion - GEOG 628-3
- Page 88** That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the calendar entry for GEOG 628-3, on page 131 of the 2017/2018 undergraduate calendar, be approved as proposed.
 Effective date: September 2018
- Consent **S-201803.11**
Change to the Course Title and Description - GEOG 603-3
- Page 90** That, on the recommendation of the Senate Committee on Academic Affairs, the change to course title and description for GEOG 603-3, Aboriginal Geography, on page 131 of the 2017/2018 graduate calendar, be approved as proposed.
 Effective date: September 2018
- Consent **S-201803.12**
Changes to the Course Title and Description - GEOG 620-3
- Page 92** That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for GEOG 620-3, on page 131 of the 2017/18 graduate calendar, be approved as proposed.
 Effective date: September 2018
- Consent **S-201803.13**
Changes to the Course Title and Description - GEOG 624-3
- Page 94** That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for GEOG 624-3, on page 131 of the 2017/18 graduate calendar, be approved as proposed.
 Effective date: September 2018
- Consent **S-201803.14**
Course Deletion - GEOG 428-3
- Page 96** That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the calendar entry for GEOG 428-3, on page 257 of the 2017/2018 undergraduate calendar, be approved as proposed.
 Effective date: September 2018
- Regular **S-201803.15**
New Course Approval - GEOG 298-3
- Page 98** That, on the recommendation of the Senate Committee on Academic Affairs, the new course GEOG 298-3 Special Topics be approved as proposed.
 Proposed semester of first offering: September 2018
- Regular **S-201803.16**
New Course Approval - GEOG 324-3
- Page 103** That, on the recommendation of the Senate Committee on Academic Affairs, the new course GEOG 324-3 Community-Based Research be approved as proposed.
 Proposed semester of first offering: January 2019
- Consent **S-201803.17**
Changes to the Course Title and Description - GEOG 101-3
- Page 108** That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for GEOG 101-3, on page 254 of the 2017/18 undergraduate calendar, be approved as proposed.
 Effective date: September 2018

- Consent **S-201803.18**
Changes to the Course Title and Description - GEOG 202-3
Page 111 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for GEOG 202-3, on page 254 of the 2017/18 undergraduate calendar, be approved as proposed.
Effective date: September 2018
- Consent **S-201803.19**
Changes to the Course Title and Description - GEOG 203-3
Page 114 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for GEOG 203-3, on page 254 of the 2017/2018 undergraduate calendar, be approved as proposed.
Effective date: September 2018
- Consent **S-201803.20**
Changes to the Course Title and Course Description - GEOG 206-3
Page 116 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for GEOG 206-3, on page 255 of the 2017/2018 undergraduate calendar, be approved as proposed.
Effective date: September 2018
- Consent **S-201803.21**
Changes to the Course Title and Course Description - GEOG 209-3
Page 119 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for GEOG 209-3, on page 255 of the 2017/2018 undergraduate calendar, be approved as proposed.
Effective date: September 2018
- Consent **S-201803.22**
Changes to the Course Title and Description - GEOG 305-3
Page 121 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for GEOG 305-3, on page 255 of the 2017/2018 undergraduate calendar, be approved as proposed.
Effective date: September 2018
- Consent **S-201803.23**
Changes to the Course Title and Course Description - GEOG 306-3
Page 124 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for GEOG 306-3, on page 255 of the 2017/2018 undergraduate calendar, be approved as proposed.
Effective date: September 2018
- Consent **S-201803.24**
Changes to the Course Title, Description, and Pre-requisites for GEOG 308-3
Page 127 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title, description, and pre-requisites for GEOG 308-3, on page 256 of the 2017/2018 undergraduate calendar, be approved as proposed.
Effective date: September 2018
- Consent **S-201803.25**
Change to Course Title - GEOG 403-3
Page 129 That, on the recommendation of the Senate Committee on Academic Affairs, the change to course title for GEOG 403-3, on page 256 of the 2017/2018 undergraduate calendar, be approved as proposed.
Effective date: September 2018
- Consent **S-201803.26**
Changes to the Course Title, Description, and Pre-requisites - GEOG 420-3
Page 132 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title, description, and pre-requisites for GEOG 420-3, on page 256 of the 2017/2018 undergraduate calendar, be approved as proposed.
Effective date: September 2018

Consent **S-201803.27**
Changes to the Course Title and Description - GEOG 424-3
Page 134 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for GEOG 424-3, on page 256 of the 2017/18 undergraduate calendar, be approved as proposed.
Effective date: September 2018

Consent **S-201803.28**
Changes to the Course Pre-requisites - GEOG 426-3
Page 136 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the pre-requisites for GEOG 426-3, on page 257 of the 2017/18 undergraduate calendar, be approved as proposed.
Effective date: September 2018

Regular **S-201803.29**
Changes to the Program Description and Requirements - Major in Geography (BA)
Page 138 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the description and requirements for the Major in Geography (BA), on pages 139-140 of the 2017/2018 undergraduate calendar, be approved as proposed.
Effective date: September 2018

Regular **S-201803.30**
Changes to the Program Description and Requirements - Major in Public Administration and Community Development
Page 143 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the description and requirements for the Major in Public Administration and Community Development, on pages 140-142 of the 2017/2018 undergraduate calendar, be approved as proposed.
Effective date: September 2018

Regular **S-201803.31**
Changes to the Program Description and Requirements - Minor in Human Geography
Page 153 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the description and requirements for the Minor in Human Geography, on page 145 of the 2017/2018 undergraduate calendar, be approved as proposed.
Effective date: September 2018

Regular **S-201803.32**
Approval of the Graduate and Undergraduate Academic Dates for the January 2019 Semester
Page 157 That, on the recommendation of the Senate Committee on Academic Affairs, the Graduate and Undergraduate Academic Dates for the January 2019 Semester be approved as proposed.
Effective date: Sept 2018

11.3 Senate Committee on Admissions and Degrees (10 minutes) Mr. Annear

“For Approval” Item:

Regular **S-201803.33**
Changes to the Post-secondary Admissions and Transfer Credit Sections of the Calendar
Page 160 That, on the recommendation of the Senate Committee on Admissions and Degrees, the change(s) to the Post-secondary Admissions section and transfer credit section of the calendar (pages 27 through 30 plus 36 and 37) be approved as proposed.

Regular **S-201803.34**
Change(s) to the Other Admission Categories
Page 173 That, on the recommendation of the Senate Committee on Admissions and Degrees, the change(s) to the Other Admission categories (pages 28-29) be approved as proposed.
Effective date: Sept 2018

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

“For Information” Items:

SCSB20180228.03 (approved)
Sue Killy Memorial Scholarship
 Page 178 That the new Terms and Conditions for the Sue Killy Memorial Scholarship be approved.
 Effective Date: 2018-2019 Academic Year

SCSB20180228.04 (approved)
Triton Environmental Consultants Bursary
 Page 180 That the new Terms and Conditions for the Triton Environmental Consultants Bursary be approved.
 Effective Date: 2018-2019 Academic Year

SCSB20180228.05 (approved)
Dr. James McDonald Memorial Award
 Page 182 That the new Terms and Conditions for the Dr. James McDonald Memorial Bursary be approved.
 Effective Date: 2018-2019 Academic Year

“For Approval” Items:

S-201803.35
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: April 1, 2018

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

CANDIDATE

STEERING COMMITTEE OF SENATE

Faculty Senator (03/31/2021)	Sylvia Barton
Student Senator (03/31/2019)	Helga Holler-Busch
Lay or Regional Senator (03/31/2020)	Vacant

SENATE COMMITTEE ON NOMINATIONS

Student Senator (03/31/2019)	Trevor Ritchie
Faculty Senator (03/31/2021)	David Casperson
Faculty Senator (03/31/2021)	Vacant

SENATE COMMITTEE ON ACADEMIC APPEALS

Faculty Senator — CASHS (03/31/2021)	Tammy Klassen-Ross
Graduate Student Senator (03/31/2019)	Kristen Hirsh-Pearson
Student Senator (Aboriginal if possible) (03/31/2019)	Vacant
Lay Senator (03/31/2021)	Vacant

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

Faculty Member — CSAM (03/31/2021)	Elie Korkmaz
Faculty Member — Professional Program (03/31/2021)	Glen Schmidt
Faculty Member (03/31/2021)	Reza Chowdhury
Graduate Student (03/31/2019)	Megan Noble
Undergraduate Student (03/31/2019)	Corey Bonner
Faculty Member — CASHS (03/31/2021)	Vacant

SENATE COMMITTEE ON ACADEMIC AFFAIRS

Faculty Senator (03/31/2021)	Elie Korkmaz
Faculty Senator (03/31/2021)	Tammy Klassen-Ross
Faculty Member — CSAM (03/31/2021)	Pranesh Kumar
Graduate Student — CASHS (03/31/2019)	Furqana Khan
Graduate Student — CSAM (03/31/2019)	Richard Foo
Undergraduate Student — CASHS (03/31/2019)	Gabrielle Jacob
Undergraduate Student — CSAM (03/31/2019)	Corey Bonner
Lay Senator (03/31/2021)	Vacant
Regional Senator (03/31/2021)	Vacant

SCAAF ART ACQUISITION SUBCOMMITTEE

Faculty Member knowledgeable in archaeology, visual arts, archives or heritage conservation (03/31/2021)	Maryna Romanets
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UNBC Faculty Member from the UNBC Arts Council (03/31/2021)	Zoë Meletis
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SCAAF CONTINUING STUDIES CREDIT COMMITTEE

Faculty Member — CASHS (03/31/2021)	Vacant
Faculty Member — CSAM (03/31/2021)	Vacant
Undergraduate Student (03/31/2019)	Vacant
Graduate Student (03/31/2019)	Vacant

SCAAF SUBCOMMITTEE ON ACADEMIC SCHEDULING

Graduate Student (03/31/2019)	Trevor Ritchie
Undergraduate Student (03/31/2019)	Vacant

SENATE COMMITTEE ON FIRST NATIONS AND ABORIGINAL PEOPLES

Faculty Member — CSAM (03/31/2021)	Scott Green
Full-Time Aboriginal Student (03/31/2019)	Vacant
Aboriginal Lay Senator or Aboriginal Regional Senator (03/31/2021)	Vacant

SENATE COMMITTEE ON HONORARY DEGREES AND OTHER FORMS OF SPECIAL RECOGNITION

Faculty Senator — CSAM (03/31/2021)	Alina Constantin
Student Senator (03/31/2019)	Kristen Hirsh-Pearson
Lay Senator (a member of the Alumni Association) (03/31/2021)	Andrea Palmer
Faculty Senator — CASHS (03/31/2021)	Vacant

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES

Graduate Student (03/31/2019)	Furqana Khan
Undergraduate Student (03/31/2019)	Abass Adebayo Idris
Student Senator (03/31/2019)	Hailey Massingham
Faculty Senator — CASHS (03/31/2021)	Vacant
Faculty Senator — CASHS (03/31/2020)	Vacant
Faculty Senator — CSAM (03/31/2021)	Vacant

SENATE COMMITTEE ON THE UNIVERSITY BUDGET

Faculty Member (03/31/2021)	Alina Constantin
Graduate Student (03/31/2019)	Anthony I Okechukwu
Undergraduate Student (03/31/2019)	Emilio Caputo
Student Senator (03/31/2019)	Abass Adebayo Idris
Faculty Senator — CASHS (03/31/2021)	Vacant

SENATE COMMITTEE ON STUDENT DISCIPLINE APPEALS

Faculty Senator — CASHS (03/31/2021)
Faculty Senator — CSAM (03/31/2021)
Graduate Student (03/31/2019)
Undergraduate Student (03/31/2019)
First Nations Student (03/31/2019)
Administrative Staff Member (03/31/2021)

Tammy Klassen-Ross
Julia Klick Wimmers
Kristen Hirsh-Pearson
Hailey Massingham
Vacant
Vacant

“For Information” Items:

Faculty Senators elected by acclamation to Senate for positions beginning April 1, 2018:

Faculty Member — CASHS (03/31/2021)
Faculty Member — CSAM (03/31/2021)
Faculty Member at Large (03/31/2021)

Robert Budde
Tammy Klassen-Ross
Tracy Summerville
Catherine Whalen
Alina-Geta Constantin
Ian Hartley
Peter Jackson
Elie Korkmaz
Thomas Tannert
Julia Wimmers-Klick

Student Senators elected to Senate for positions beginning April 1, 2018:

Student — Undergraduate (03/31/2019)
Student — Graduate (03/31/2019)
Student — Graduate (03/31/2019)
Student — Graduate (03/31/2019)
Student — Graduate (03/31/2019)

Corey Bonner
Emilio Caputo
Helga Holler-Busch
Abass Adebayo Idris
Gabrielle Jacob
Hailey Massingham
Kristen Hirsh-Person
Furquana Khan
Anthony I Okechukwu
Trevor Ritchie

Lay Senators elected to Senate for positions beginning April 1, 2018:

Lay Senator (03/31/2021)
Lay Senator (03/31/2021)
Lay Senator (03/31/2021)

Dhruv Desai
Andrea Palmer
Mike Peterson

Other Representatives Not Otherwise Elected or Appointed to Senate (non-voting) beginning April 1, 2018:

President, NUGSS (non-voting)
President, NBCGSS (non-voting)

Ethan Fredeen
MD Abdul Momen

SCAAF Subcommittee on Curriculum and Calendar

Faculty Member, designate of Dean of CASHS (03/31/2021)

Lisa Dickson

11.7 Steering Committee of Senate (5 minutes)

Dr. Weeks

S-201803.36

Changes to the Terms of Reference and Membership of the Senate Committee on Honorary Degrees and Other Forms of Special Recognition

Page 184

That, on the recommendation of the Steering Committee of Senate, the terms of reference and membership for the Senate Committee on Honorary Degrees and Other Forms of Special Recognition be approved as proposed.

Effective Date: Upon the approval of Senate

12.0 Information *(no material)*

13.0 Other Business

12.1 Election of the Vice Chair *(10 minutes)*

12.2 Chancellor Nomination, Selection and Appointment Procedures *(10 minutes)* **Ms. Sanford**

Page 186 The revised Chancellor Nomination, Selection and Appointment Procedures are included in the meeting package for information.

14.0 S-201803.37 *(10 minutes)*

Move to In Camera Session

That the meeting move In Camera.

15.0 S-201803.44

Adjournment

That the Senate meeting be adjourned.



Motion Number (assigned by SCS): S-201801.18

STEERING COMMITTEE OF SENATE

PROPOSED MOTION

Motion: That the terms of reference for the SCAAF Subcommittee on Curriculum and Calendar be approved as proposed.

Effective Date: Upon the approval of Senate

Proposed by: Heather Sanford, University Secretary

Faculty / Academic Department: Office of the University Secretariat

Implications for Other Programs / Faculties: None

Rationale: The SCCC meetings be moved from the middle of the approval process to the beginning. Faculty/Programs Chairs and program administrative assistants would be invited to the SCCC meetings to talk about the motions and ensure the language of calendar entries is consistent.

Attachments: The proposed terms of reference and the current terms of reference for SCCC are attached.

SCAAF Motion Number: SCAAF201801.15

SCAAF Approval Date: January 3, 2018

TO BE COMPLETED AFTER SCS MEETING

Brief Summary of Committee Debate:

Motion No.: SCS201801.03

Moved by: M. Mandy

Seconded by: S. Barton

Committee Decision: CARRIED

Attachments: 2 pages

Approved by SCS: January 17, 2018
Date


Chair's Signature

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

SENATE COMMITTEE ON CURRICULUM AND CALENDAR (SCCC)

Purpose: The SCCC works closely with the Office of the Registrar to ensure the internal consistency, clarity and integrity of both the Undergraduate and Graduate Calendars.

Terms of Reference

1. The SCCC serves as a working group to support academic Programs and academic administrative departments in the preparation of Calendar content that is clear and concise, and that is consistent with the current language, style and Regulations in the Calendar(s).
2. The SCCC reviews, advises and makes recommendations to Programs, academic administrative departments and to Senate, with respect to the presentation and language of Calendar content.
3. Any proposed revisions or new Calendar content that require Senate approval, must be reviewed by the SCCC prior to being presented to a College Council for approval.

Membership:

President (ex officio)

Three Faculty Members:

- 1 appointed by the Dean of CSAM
- 1 appointed by the Dean of CASHS
- 1 appointed by the Vice-President of Research & Graduate Programs

*two of the faculty members must be Faculty Senators

University Librarian or designate

Registrar - Secretary of Senate (non-voting)

Registrar Services Officer (Curriculum, Calendar & Credentials) (non-voting)

Chair:	Committee Member elected annually by and from the membership
Recording Secretary:	Registrar Services Officer – or administrative support position assigned by the Office of the Registrar
Committee Secretary:	Secretary of Senate
Quorum:	Majority
Reporting Month:	

SCAAF SUBCOMMITTEE ON CURRICULUM AND CALENDAR (SCCC)

Terms of Reference

- To consider and make recommendations to SCAAF on amendments to the Academic Regulations of the University.
- To consider and make recommendations to SCAAF on the detailed Calendar entries relating to new or substantially revised Academic programs.
- To consider and make recommendations to SCAAF on all proposed changes to established academic programs, including course deletions and additions, course re-titling and renumbering, and revisions to Calendar Course Descriptions.
- To consider and make recommendations to SCAAF, annually, on the sessional dates for inclusion in the Calendar.
- To consider and make recommendations to SCAAF on all Calendar changes other than academic.

Membership

President (*ex officio*)

Provost (*ex officio*)

Three Faculty Members*, including:

- a) Designate of the Dean of CASHS
- b) Designate of the Dean of CSAM
- c) Designate of the Vice President, Research and Graduate Programs

*two faculty members must be Faculty Senators

University Librarian or designate

Secretary of Senate (non-voting)

Note: The Secretary of Senate, each year at the September meeting of Senate, reports the membership.

Chair: A Faculty representative, elected annually by and from the membership.

Committee Secretary: Secretary of Senate

Recording Secretary: Governance Officer

Quorum: Majority



Motion Number (assigned by SCS): S-201803.04

SENATE COMMITTEE ON THE UNIVERSITY BUDGET (SCUB)

PROPOSED MOTION

Motion: That the 2018 Annual Report from the Senate Committee on the University Budget be approved and forwarded to Senate for information.

Effective Date: March 15, 2018

Proposed by: Todd Whitcombe, Chair of the Senate Committee on the University Budget

Faculty / Academic Department: N/A

Implications for Other Programs / Faculties: None

Rationale: SCUB is providing its annual report to Senate in accordance with the committee's terms of reference.

Faculty Council /

Committee Motion: N/A

Date: N/A

Date: March 15, 2018

TO BE COMPLETED AFTER SCUB MEETING

Brief Summary of Committee Debate:

Motion No.: SCUB20180315.02

Moved by: A. Larsen

Seconded by: E. Caputo

Committee Decision: CARRIED

Attachments: SCUB REPORT

Approved by SCUB: March 15, 2018

Date

Chair's Signature

For recommendation to _____, or information of Senate.

SCUB REPORT 2018/19: Retention and Student Satisfaction

The Senate Committee on the University Budget (SCUB) is a standing committee of Senate constituted by legislation and empowered by the University Act to: *“meet with the president and assist in the preparation of the university budget.”* The membership of the present committee is noted at the end of this report. The committee began meeting to discuss the 2018/19 Budget right after the approval of the budget for 2017/18 as the committee has meets on a year round basis.

SCUB’s role is not to develop an alternative budget or to duplicate the work carried out by the budget office. SCUB also does not provide a critique of the spending patterns or allocations within each unit of the institution. It is important to realize SCUB is not involved in setting budgets nor does it act in the capacity of an “audit committee”.

Rather, SCUB’s role is to provide commentary and assistance with regard to the development of the draft budget both prior to and during the final consolidation of the action plans. It provides advice directly to the President, predominantly through the Vice-President Academic & Provost and the Vice-President Finance and Business Operations. SCUB is also charged with providing a report on the budget to Senate for discussion and information. Perhaps SCUB’s most important role is to act as a conduit for information flow about the budget and budgeting process between the Senior Executive teams and Senate.

It should be noted the committee is grateful for all the hard work provided by Mr. Adam Cullum during the course of SCUB’s deliberations.

Process:

For Budget 2018/19, it was SCUB’s original intention to engage in a series of community consultations, similar to those which have served us well in the past. However, given the shifting philosophical view of SCUB’s role and the implementation of the action plans through the Senior Leadership Forum, the President requested SCUB to reconsider this approach and focus on acting as a sounding board during the development of the budget. The committee has been actively engaged in discussions with the Vice-Presidents about the budget and its feedback has been considered in the Integrated Planning process.

The recommendations of the Academic Plan are so numerous and diverse that a singular analysis of the costs for all the proposed changes has not been undertaken at a detailed level. It has been estimated, through the budget office, that implementing all of the recommendations from the Academic Plan would cost between \$3M and \$5M dollars, depending upon how implementation occurred. This money would be on top of the existing budget and would be in addition to the projected deficit (\$4M) generated by re-instating all of the one-time adjustments made to reach a balanced budget last year. While an analysis of all of the costs arising from the recommendations of the Academic Plan should be done in detail, it is beyond the scope of the committee to carry out. SCUB has asked for a detailed financial analysis in concert with the implementation of the Academic Plan within the context of the overall Integrated Plan.

The committee has been presented, as always, with financial information as it becomes available and any additional information we have requested. All of the financial details are maintained on the SharePoint site for SCUB. We owe Ms. Colleen Smith a “thank you” for all of her efforts in support of SCUB.

Budget Context:

Over the past two years, UNBC has significantly refocused several aspects of its budgeting process as it moves to align budget priorities with academic priorities. At a pragmatic level, it has moved from predominantly considering just its “General Operating Budget” to a consideration of its “Consolidated Budget” which includes the General Operating fund, Research fund, Special Purpose fund, Capital fund, and Ancillary fund. This has resulted in a more complex budget structure and has brought into play many streams for both revenue and expenses than in historical budgets. Some of funds within the consolidated budgeting model are externally restricted and cannot be accessed for operational expenditures. There are also a number of internally restricted funds some of which have been set up with intergenerational equity issues in mind or designated for special purposes. Overall, this approach presents a much more comprehensive picture of the financial health of the institution.

From a budgeting perspective, a consolidated overview of the University’s finances effectively merges the University’s funds into a single “bottom line”. The consolidated financial statements for the University in 2016/17 revealed a \$1,674M shortfall, before endowment contributions, on an overall consolidated budget of approximately \$106 million. This was an improvement over the 2015/16 year which had a deficit of \$3,467 (Detailed Schedule of Operations, 11/23/17). As revenues have remained relatively static or declined over the past few years and expenses have increased, a series of deficit were inevitable. In developing the 2017/18 Budget, the University chose to use one-time funding adjustments in a number of areas (i.e. scholarships, capital equipment replacement, salary savings) to generate a balanced budget. The budget endorsed by Senate and approved by the Board of Governors in the spring of 2017 was balanced with respect to the Operating and Ancillary budgets but for the Consolidated budget a \$2.6M deficit was projected. The actuals for fiscal 2017/18 suggest we will again be in a deficit situation of approximately \$2.0M at year end which is better than forecast last year. However, it is clear the University can not keep balancing its various budgets through the continued use of one-time funding adjustments.

The need to address ongoing cost increases and flat revenue streams has resulted in a different approach to the budget for fiscal 2018/19. One-time funds are no longer sufficient to mitigate ongoing deficits. Using reserves or savings to offset operational costs has a limit as the reserve funds will eventually run out and the funds will no longer be able to support one-time adjustments. The decision to start restructuring some aspects of the University’s operations is reflected in the choices made in the proposed 2018/19 Budget. **It is with this in mind that SCUB endorses the proposed 2018/19 Budget.** It is a step in the right direction to eventually returning the University to financial equilibrium.

It is important to recognize the role played by the Ministry of Advanced Education, Skills, and Training in our budget and the dictates under which we operate. We annually receive a “Mandate letter”, and in 2017, the letter stipulated UNBC must “meet or exceed the financial targets identified in the Ministry’s three-year Service Plan as tabled under Budget 2017, including maintaining balanced or surplus financial results.” Further, we are legislated as an institution to have an annual balanced or surplus financial position, excluding new endowment contributions. A deficit does not mean we are insolvent but it is clear we are mandated to address the shortfall in our Consolidated Budget as continued deficits will hamper our ability to plan our future.

Our present financial predicament can only truly be answered by a growth in enrolment numbers at a time when we are fighting demographic and structural trends which restrain any growth. A number of scenarios have been presented to SCUB over the past two years and reviewed for their varying degrees of risks and their assumptions, particularly around recruitment and retention. The track the University is on appears to be the most appropriate with respect to ultimately “righting our financial ship”. As has been

indicated by the President and by the Provost at budget town halls, we have a limited number of levers we can adjust in the short term to address our deficit. Principal among these has been a focus on recruiting more students and it appears we are starting to grow our student numbers once again.

Recruitment:

While we are not meeting Ministry targets for FTEs increased student numbers will have little impact on the General Operating Grant provided by the provincial government. However, increasing the number of students at UNBC does impact tuition revenue which carries through to the bottom line. More students represents more revenue and more revenue will allow us to achieve financial equilibrium sooner without needing to consider drastic changes in our expenses. Increasing the total number of our FTEs is critical and we have primarily done so by focusing on recruiting more students.

It is clear our recruiting efforts have been successful:

INSTITUTION	Values	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
SFU	APPLICANTS	16,346	16,236	17,370	17,550	17,520	18,138
	ADMITTED STUDENTS	11,585	11,819	12,485	12,746	13,643	14,509
	Admit/Applicants	71%	73%	72%	73%	78%	80%
	REGISTERED STUDENTS	6,089	6,264	6,565	6,335	6,491	6,737
	Register/Admit	53%	53%	53%	50%	48%	46%
UBC-O	APPLICANTS	8,705	7,557	7,945	5,003	5,961	6,493
	ADMITTED STUDENTS	7,748	6,604	7,181	4,301	5,233	5,868
	Admit/Applicants	89%	87%	90%	86%	88%	90%
	REGISTERED STUDENTS	2,517	2,285	2,188	1,856	2,185	2,308
	Register/Admit	32%	35%	30%	43%	42%	39%
UBC-V	APPLICANTS	20,310	19,253	20,074	23,405	24,655	26,335
	ADMITTED STUDENTS	14,008	14,657	15,035	16,318	18,140	18,961
	Admit/Applicants	69%	76%	75%	70%	74%	72%
	REGISTERED STUDENTS	7,253	7,809	7,518	8,063	8,605	8,751
	Register/Admit	52%	53%	50%	49%	47%	46%
UNBC	APPLICANTS	2,092	2,522	2,233	1,994	2,065	2,496
	ADMITTED STUDENTS	1,641	1,759	1,637	1,498	1,499	1,674
	Admit/Applicants	78%	70%	73%	75%	73%	67%
	REGISTERED STUDENTS	877	817	748	679	687	767
	Register/Admit	53%	46%	46%	45%	46%	46%
UVic	APPLICANTS	12,445	13,560	14,455	16,295	15,135	14,342
	ADMITTED STUDENTS	8,438	8,908	9,702	9,530	10,327	10,217
	Admit/Applicants	68%	66%	67%	58%	68%	71%
	REGISTERED STUDENTS	3,967	4,206	4,659	4,728	4,409	4,085
	Register/Admit	47%	47%	48%	50%	43%	40%
TRU	APPLICANTS	5,210	4,728	4,712	4,502	4,353	5,514
	ADMITTED STUDENTS	4,489	3,898	3,795	3,589	3,821	4,560
	Admit/Applicants	86%	82%	81%	80%	88%	83%
	REGISTERED STUDENTS	1,790	1,618	1,665	1,522	1,619	1,797
	Register/Admit	40%	42%	44%	42%	42%	39%

UNBC has increased the number of applicants, admitted students, and registered students for each of the past four years (2017/18 data is not available yet through HEADset; Institutional Research reported 838 on 10/15/17). Further, our conversion rates for both applicants-to-admitted student and admitted student-to-registered student remain relatively constant and consistent with other institutions in the

province. On the whole, recruiting has done an admirable job of increasing the number of students entering the institution.

While maintaining a focus on increasing our student numbers through recruitment each year, it is our recommendation that UNBC now needs to focus on retention. As we wrote in last year’s report: “there is more work to do, particularly with regard to the retention of students as it is not enough to ‘get them in the door’. We need to focus a concerted effort on retaining students once they have enrolled at the University.”

Retention:

In last year’s report, SCUB presented an analysis of attrition across the levels for an undergraduate education. There are many complicating factors involved in analyzing attrition. For example, a number of students in their upper years take 100-level courses as electives or “GPA boosters”. This has the effect of artificially inflating our total enrolment in 100-level courses. Students will also maintain a full-time workload at UNBC while taking courses from other institutions – either through “Letters of Permission” or not. This leads to a decrease in tuition bearing enrolment and the appearance of declining student numbers. Some UNBC programs only offer 300- and 400-level courses which skews the results of the analysis. And the number of transfer students impacts the distribution of courses.

With the above caveats in mind, BC’s Higher Education Accountability Data set (HEADset) does provide inter-institutional data on attrition between first and second year for a sample of students at each research University:

Table 4. Survey of institutional retention rates between first and second year

Institution	1 st year	2 nd year	Retention
Simon Fraser University	1924	1730	90%
The University of British Columbia (Vancouver)	5850	5386	92%
The University of British Columbia (Okanagan)	1536	1324	86%
The University of Northern British Columbia	269	212	79%
Thompson Rivers University	604	462	76%

Data obtained for 2016, the most recent year available. No data for UVic.

Overall, UNBC has a retention rate of only 79% or an attrition rate of 21% compared to the approximately 90% retention rates seen at the major Universities.

In our opinion, retention is critically important for the long-term health of the institution, period. There is little point in recruiting students only to lose them a year later.

An increase in retention to the 90% average across the system (or decreasing attrition to 10%) would result in an additional 78 FTE in second year students alone. Presuming similar patterns of behaviour consistent with our present student enrolment profile, addressing the retention issue and ensuring a successful transition for students from first to second year would increase overall institutional FTE by approximately 190 students (if not more) across all years as students would be more likely to continue in third and fourth year courses to graduation. The addition of 190 students represents approximately \$850,000 in tuition revenue. Coupled with effective recruitment, enhancing retention would directly impact the Universities bottom line.

It is not sufficient to make a case for increasing student retention. The question remains as to how to do it. The simplest answer – but the most unacceptable – would be to simply “pass” everyone. Institutional standards would plummet but our retention rate would likely soar as would our overall graduation rate.

But who would want such a degree? And what employer would hire our students? Certainly our conversations with students indicate this is a highly undesirable option!

Recommendations:

SCUB would respectfully suggest there are a number of initiatives the University could engage in which would have a positive impact on retention.

1) Restructuring and relocating the Academic Success Centre

The first is restructuring and relocating the Academic Success Centre to be part of the Learning Commons developed on the first floor of the Library building. Presently, the north-side of the Library has a computer classroom (5-154) and regular classroom (5-155) which could be converted to an office suite and dedicated classroom in support of the Academic Success Centre with minimum impact on scheduling. These would be situated such that they could be easily accessed from the Learning Commons, facilitating support for students.

Restructuring space isn't sufficient. It is our recommendation that the University invest in highly qualified disciplinary tutors who would be employed full-time to assist students. We would suggest a total of seven with expertise in the humanities, social sciences, health sciences, life sciences, physical sciences, mathematics, and writing across the curriculum. While the money invested would not be insignificant, increasing our student retention rates by facilitating better outcomes and a smoother transition between years would offset the costs involved. Successful students are the best ambassadors and will ultimately help in recruiting additional students to UNBC.

2) Creation of social space on campus

A second initiative is to consider recreating social space on campus. While the conversion of cafeteria to a meal plan model has met with mixed reviews, the one clear thing we heard from students, staff, and faculty is the new model eliminated the one social space we had on campus. People would congregate in the cafeteria with colleagues and friends even if food wasn't involved. It was possible for someone to bring a 'brown bag' lunch and sit with someone who had purchased theirs. These options are no longer readily available and, as one student put it, "there isn't really any place to just hangout".

As a consequence, the message we heard from students is they come to campus for class and then go home again. This leads to isolation and does not lead to a feeling of inclusion within the campus community. Similar sentiments were expressed by employee groups. How to achieve more social space on campus is difficult as there are few areas of comparable size and as centrally located. Our one suggestion would be to take advantage of the Doug Little Lounge, the Alumni Lounge area, and the Teaching & Learning Centre Atrium to provide more furniture suitable for the purpose of simply gathering and talking. A similar space could be located in the north atrium outside the library (in front of "The Bear").

3) Construction of a multi-year schedule leading to degree completion

The third initiative SCUB would recommend is considering the scheduling of classes but not simply from the perspective of what time slots they are in. There are many issues with class times – too long a break between classes, for example – which tend to lend themselves to students leaving campus during the day and not necessarily wanting to return later in the day. But there are also too many classes – both required and elective – which are not being offered with sufficient frequency to allow students to graduate in a timely fashion. We heard from one student that she is her eighth year and determined to finish because she only needs one more course but it hasn't been offered.

The expense associated with reducing the number of courses we have in the calendar which are not likely to be offered and providing a better schedule is negligible to the costs associated with losing students to other institutions, having students taking courses by distance learning when they could have taken the course at UNBC, and having students walk away from degree programs.

4) Develop our capacity for making data informed decisions.

In the 1820s, the Hudson Bay Company gave its managers notebooks to record data about its various outposts. From the data, the Company learned a great deal about its operations and was able to change for the better. It is time UNBC caught up with the management practices of the Hudson Bay Company. In its 2017 Report, SCUB recommended: “developing a business intelligence unit on campus which we feel is a critical missing component if we are going to engage in data informed decision making. Another suggestion would be to engage in a marketing strategy for the entire institution. Marketing is much more than simply advertising and we need to move into an era where we understand our market better and understand how to market ourselves more effectively. Further, engaging in market research as we develop an Academic Plan would provide data allowing for better decisions regarding the future of the University.” We reiterate this recommendation here as it is still relevant to our present situation.

Conclusion:

Last year, in our report, we stated: “Clearly, while ‘recruitment’ is a critical target for the University, ‘retention’ of students can have a significant impact upon the overall health of the institution. Recruiting students to first year only to lose them at the end of it is a bit like filling a bathtub without a plug in the drain hole. Our financial situation and future budgets are ultimately dependent upon increasing the student population to a healthy and sustainable level.”

It is our contention this remains true. UNBC is managing its budget and addressing some of the fiscal issues which have led to deficits in the past. The approach adopted for Budget 2018/19 is on the right track and we are making progress. But we still need to increase our student numbers. The Office of Recruitment is doing a very good job at bringing students into the institution and presumably, as the demographics start to work in our favour, they will be able to keep increasing our student numbers. In SCUB’s opinion all of this will be in vain, though, if we do not address the issue of retention. We need to ensure students are able to achieve degree completion at UNBC in a timely fashion with a high level of satisfaction and a sense of having belonged to the University.

To reiterate our closing comment from last year: “Addressing the retention issue may require a number of significant academic and administrative changes but we would respectfully suggest they are necessary if UNBC is to return to a balanced and healthy budget.” We would only add that addressing retention remains in the best interests of our students.

Respectfully submitted:

Todd Whitcombe, Faculty Member (Chair)

Aaron Larsen, Student Senator

Kyrke Gaudreau, Graduate Student

Reza Chowdhury, Senator (CSAM)

John Orłowsky, CUPE Staff Representative

Robert Knight, Committee Co-Secretary (non-voting)

Colleen Smith, Committee Co-Secretary (non-voting)

Michel Bouchard, Senator (CASHS)

Emilio Caputo, Undergraduate Student

Thomas Tannert, Professional Programs

Balbinder Deo, Faculty Association Representative

Jennifer Keryluik, Exempt Staff Representative

Adam Cullum, Recording Secretary

February 2, 2018

Cover Letter for Five Motion Package and Attachment to Motion 1: Changes to the BSc GEOG Program Requirements

From Ellen Petticrew and Catherine Nolin (Geography Program)

Re: Five Proposed Motions for the Geography BSc Degree and Geography BSc Courses

The five motions in this package are presented as a group. The suggested order for assessing them are:

- 1) Proposed Revision of Calendar Entry: Deletion of GEOG 100 Environments and People: The Geography of Natural Hazards
- 2) New Course Approval Motion: GEOG 102 Earth from Above
- 3) New Course Approval Motion: GEOG 211 Natural Hazards: Human and Environmental Dimensions
- 4) Change of Name and Course Description for GEOG 210 Geomorphology to GEOG 210 Introduction to Earth Science
- 5) Changes to the BSc GEOG Program Requirements

The Geography Program is currently modifying its BSc and BA majors and minors as well as working to develop a new Geospatial major with a new faculty member. We hope to have the larger changes to the degrees completed later this term for inclusion in the 2018/2019 calendar. But as those changes could be delayed via consultations and various approval processes, we are moving forward on some of the smaller changes to ensure we can offer two lower-level Geography courses (GEOG 102 and GEOG 211) that would service the student body in the next academic year. At the same time we are making some corrections to the current calendar.

In consultation with the Office of the Registrar, it was suggested that we delete the current Introductory course (GEOG 100) and submit forms for two new courses (GEOG 102, GEOG 211). We could have done this as a new course (GEOG 211) and a revised GEOG 100 course but the registrar's office advised against this due to problems associated with course preclusions. Therefore, both are presented here as new courses, with the current one being dropped. As both of these lower-level courses are meant for a general student population (no prerequisite) and are open to both BA and BSc students we expect that these will be taken as Breadth courses for the student population and act as gateway courses for our degree programs in Geography, exposing a broad range of students to geographical concepts and techniques.

Motion Number (assigned by
Steering Committee of Senate): S-201803.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That GEOG 100 Environments and People: The Geography of Natural Hazards be deleted and removed from Page 254 of the UNBC 2017-2018 Undergraduate Academic Calendar.

1. **Effective date:** September 2018
2. **Rationale for the proposed revisions:** The Geography Program is in the process of modifying its existing majors and introducing a new major with a Geospatial focus. Given the changes in faculty, advent of new courses, and modification of existing courses, the proposed change (removing GEOG 100-3) is meant to better accommodate teaching capacity, and provide new opportunities for introducing physical and human aspects of Geography to a broader student body.
3. **Implications of the changes for other programs, etc., if applicable:** The only degrees that require Geog 100 are Geography majors and a Geography minor, which are in the process of being modified to incorporate the proposed changes here. All other degrees identify Geog 100 as a “one of two” course selection, or as an elective in a larger list. These degrees can either replace GEOG 100 with the new GEOG 102 or as there are no pre-requisites, they could also include GEOG 211. Both are open to both BA and BSc students so programs will have the option of adding both to their list of options. Both courses are meant to deliver broad introductory concepts about the linkages between earth science and society, but each uses a different focus and approach. Communication with the Chairs of programs where GEOG 100 was an elective course in their degrees has been initiated, and we have offered to assist them in making calendar changes to allow one or both of the introductory GEOG courses as electives in their degrees.
4. **Reproduction of current Calendar entry for the item to be revised:** GEOG 100-3 Environments and People: The Geography of Natural Hazards. This course is intended to introduce students to the Earth's physical processes that are hazardous to people. Students will be able to identify which regions of the world are at greatest risk for a given hazard and how humans can mitigate the loss of life and property.

Prerequisites: None
Precluded: ENVS 100-3

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

Course Deletion

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

Program / Academic / Administrative Unit: GEOG

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:25

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.03

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: March 7, 2018
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201803.06

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course GEOG 102-3 Earth from Above be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** Winter 2019
2. **Academic Program:** Geography
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** GEOG 102-3
4. **Course Title:** Earth from Above

5. Goal(s) of Course:

This course will facilitate the following learning outcomes:

- Broad introduction to fundamental themes of physical geography and environmental change through remote sensing imagery (satellites, aircraft, drones)
- Concepts of spatial and temporal scales of earth surface processes and systems
- Specific topics of study will include water (the water cycle, oceans, and rivers); air (weather and climate, climate change); earth surface (snow, ice, desert, permafrost, mountains, plains); ecosystems (forests, wetlands); human activity (urban, industrial, agricultural)
- Exploration of earth surface observations through Google Earth freely available imagery to demonstrate fundamental concepts and generate natural curiosity
- Understanding of the breadth of possible future paths of study available in Geography and Environmental Science programs

6. Calendar Course Description: GEOG 102-3: Earth From Above This course explores the earth from above, through the eyes of satellites, aircraft, and drones. We have the unique ability to see our planet from different angles and perspectives. When viewed from above, patterns, processes, systems, and human/environmental change on the surface of the planet become highly visible. This course is delivered through lectures and in-class tutorials. Topics include: oceans, rivers, and lakes; landscapes, mountains, and snow and ice; forests and ecosystems; weather and climate; and urban and industrial activity.

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

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

No X

6. **Course required or recommended by an accrediting agency:** None
7. **Toward what degrees will the course be accepted for credit?** BA and BSc
8. **What other courses are being proposed within the Program this year?**
 GEOG 211-3 Natural Hazards: Human and Environmental Dimensions
 GEOG 298-3 Special Topics
 GEOG 324-3 Community-Based Research
9. **What courses are being deleted from the Program this year?**
 GEOG 100-3 Environments and People: Natural Hazards
 GEOG 428-3 Health Geography in Practice
 GEOG 628-3 Advanced Medical Geography

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** None
2. **Is a preclusion required?** No
3. **If there is an overlap, and no preclusion is required, please explain why not:** NA
4. **Has this overlap been discussed with the Program concerned?** NA
5. **In offering this course, will UNBC require facilities or staff at other institutions?**

No X

If yes, please describe requirements:

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

Yes X

If “yes,” please contact the Articulation Officer in the Office of the Registrar (the Registrar's Office has been informed of this)

D. Resources required

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

E. Additional Attached Materials

F. Other Considerations

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

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

- 2. **Other Information:** None
- 3. **Attachment Pages (in addition to required “Library Holdings” Form):** 0 pages

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

- 1. **SCCC Review Date:** February 26, 2018
- 2. **College(s):** CSAM
- 3. **College Council Motion Number(s):** CSAMCC 2018:02:08:26
- 4. **College Council Approval Date(s):** FEB 8, 2018
- 5. **Senate Committee on First Nations and Aboriginal Peoples Motion Number** not applicable
- 6. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** not applicable

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

INFORMATION TO BE COMPLETED BY RECORDING SECRETARY AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING	
Brief Summary of Committee Debate:	
Motion No.:	SCAAF201803.04
Moved by:	T. Whitcombe
Seconded by:	C. Whalen
Committee Decision:	CARRIED
Approved by SCAAF:	
<u> March 7, 2018 </u>	_____
Date	Chair’s Signature
For recommendation to <u> ✓ </u>, or information of _____ Senate.	

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

PROPOSED NEW COURSE: GEOG 102-3: Earth From Above

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

a) Are current library holdings adequate? Yes x No

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

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



University Librarian (or designate) signature

Feb 1, 2018

Date

Motion Number (assigned by
Steering Committee of Senate): S-201803.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course GEOG 211-3 Natural Hazards: Human and Environmental Dimensions be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** January 2019
2. **Academic Program:** Geography
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** GEOG 211-3
4. **Course Title:** Natural Hazards: Human and Environmental Dimensions

5. Goal(s) of Course:

This course will facilitate the following learning outcomes:

- Introduction to the occurrence, origin and impacts of natural hazards at local, regional and global scales.
- Exploration of the underlying physical processes and human interaction for a variety of geological, atmospheric, hydrological and biological hazards.
- Examination of the social, cultural, economic and political systems in which these natural hazards occur.
- Investigation of the measures taken to predict, avoid and reduce the impact of such events.

6. Calendar Course Description:

With a focus upon natural hazards, this course examines the relationship between human activity and the natural environments in which they occur. The course introduces students to the Earth's physical processes and explores why these processes create risks for people and settlements. Students identify which regions of the world are at greatest risk for a variety of natural hazard types, and how humans can mitigate the loss of life and property.

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

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

No X

* 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? 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: GEOG 100-3

13. Course Equivalencies: None

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

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

16. Proposed text / readings:

Abbott and Samson (2015) *Natural Disasters*. 3rd Canadian Edition. McGraw-Hill.
Hyndman and Hyndman (2017) *Natural Hazards and Disasters*. 5th Edition. Cengage.
Keller et al. (2015) *Natural Hazards: Earth's Processes as Hazards, Disasters, and Catastrophes*. 3rd Canadian Edition. Pearson.

B. Significance Within Academic Program

1. Anticipated enrolment 60

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

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

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

5. Course required by another major/minor: None

6. **Course required or recommended by an accrediting agency:** None
7. **Toward what degrees will the course be accepted for credit?** BA and BSc
8. **What other courses are being proposed within the Program this year?**
 GEOG 102-3 Earth from Above
 GEOG 298-3 Special Topics
 GEOG 324-3 Community-Based Research
9. **What courses are being deleted from the Program this year?**
 GEOG 100-3 Environments and People: Natural Hazards
 GEOG 428-3 Health Geography in Practice
 GEOG 628-3 Advanced Medical Geography

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** None
2. **Is a preclusion required?** Yes X
3. **If there is an overlap, and no preclusion is required, please explain why not:** NA
4. **Has this overlap been discussed with the Program concerned?** NA
5. **In offering this course, will UNBC require facilities or staff at other institutions?**

No X

If yes, please describe requirements:

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

No X

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

D. Resources required

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

E. Additional Attached Materials

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

PROPOSED NEW COURSE: GEOG 211-3 Natural Hazards: Human and Environmental Dimensions

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

- a) Are current library holdings adequate? Yes x No
- b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?
-
-
-
-
-
-
-
-
-
-
- c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature

Feb 1, 2018

Date

Motion Number (assigned by
Steering Committee of Senate): S-201803.08

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course title, course description, and course prerequisite for GEOG 210-3 Geomorphology, on page 255 and all other mentions of the course title in the 2017/2018 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The Course title and description changes better represent and explain course content, and fix a spelling error. The prerequisite change mentioned in the motion standardizes the GEOG 210 course description with others in the Calendar and makes explicit that there are no prerequisites for GEOG 210.

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

None: The proposed changes do not involve changes to the course content; therefore we anticipate no impacts on other Programs or Degrees that make use of this course. However, the proposed change in course title will impact the following UNBC Calendar course listings which will need the title changed.* The Program Chairs responsible for these Degrees or Minors have been notified.

- Page 88: *Computer Science (BSc) – General Science Requirements.*
- Page 113: *Environmental Engineering (BASc) – Semester 3 and 4 completed at UNBC.*
- Page 115: *School of Environmental Planning (BPI) – Lower-Division General Environmental Planning Requirement, 200 Level.*
- Page 120: *Environmental Science (BSc) – Lower-Division Requirement.*
- Page 123: *Environmental Science: Minor in Environmental Science – Terrestrial Systems stream.*
- Page 139: *Geography (BA) – Lower-Division Requirement, 200 Level.*
- Page 143: *Geography (BSc) – Lower-Division Requirement, 200 Level.*
- Page 144: *Geography: Minor in Geomorphology – listed required course.*
- Page 145: *Geography: Minor in Physical Geography – listed required course.*
- Page 163: *Natural Resources Management (BSc) - Major in Forest Ecology and Management – Lower-Division Requirement, 200 Level.*
- Page 164: *Natural Resources Management (BSc) - Major in Outdoor Recreation and Conservation – Common Degree Requirements, Lower-Division Requirement, 200 Level.*
- Page 166: *Natural Resources Management (BSc) - Major in Wildlife and Fisheries - Common Degree Requirements, Lower-Division Requirement, 200 Level.*

***Please note:** The reference to GEOG 210 on page 126 of the Calendar refers to an Okanagan College Geography 210 course (part of a UNBC Environmental Studies agreement) and it is not to be changed with approval of this motion.

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

2017-2018 Calendar text (p. 255):

GEOG 210-3 Geomorphology The nature and formation of Earth's surface and its major landforms are studied, and methods used to monitor and understand these are demonstrated through lectures and labs. Topics include Earth's surface materials, landforms, weathering, slope movement, and the erosional and depositional effects of gravity, wind, water, waves, and ice.

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

GEOG 210-3 Introduction to Earth Science ~~Geomorphology~~ Discover the ~~The~~ nature and formation of Earth's surface, environments, and landforms. ~~surface and its major landforms are studied,~~ Concepts and methods used to understand landscapes, and monitor Earth processes are demonstrated ~~monitor and understand these are demonstrated~~ through lectures and labs. Topics include: Earth's surface materials and their interaction with the environment; ~~landforms;~~ weathering; ~~slope movement;~~ and the erosional and depositional ~~depositional~~ effects of gravity, wind, water, waves, and ice.

Prerequisites: None

[For ease of viewing, the revised course description (without edits) is included below:

GEOG 210-3 Introduction to Earth Science Discover the nature and formation of Earth's surface, environments, and landforms. Concepts and methods used to understand landscapes, and monitor Earth processes are demonstrated through lectures and labs. Topics include: Earth's surface materials and their interaction with the environment; landforms; weathering; slope movement; and the erosional and depositional effects of gravity, wind, water, waves, and ice.

Prerequisites: None]

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:27

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.06

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED



Approved by SCAAF: March 7, 2018
Date

Chair's Signature

For recommendation to ✓, or information of _____ Senate.

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: “That the changes to the program requirements for the Geography BSc on page 143 of the 2017/18 undergraduate calendar (pdf version), be approved as proposed.”

1. **Effective date:** September 2018
2. **Rationale for the proposed revisions:** Modifications to the Geography BSc degree involves dropping one course at the first year level (GEOG 100-3), replacing it with GEOG 102-3 and adding a new 200 level course (GEOG 211-3). These changes facilitate expected changes in our degree due to the addition of a new faculty member (see attached motions). Changes to a course title and description (Geog 210 – motion attached) to allow more clarity about the course to the students and other Program’s faculty is shown here. As well we are adding more options for course selections in the fourth year and cleaning up some errors in the undergraduate calendar are all reflected in the revisions presented below
3. **Implications of the changes for other programs, etc., if applicable:** The details and rationale for changes to title/course description (GEOG 210) and the implications for substituting the new GEOG 102 course for GEOG 100 in degrees have been sent to the program chairs that incorporate GEOG 100 and GEOG 210 in their degrees.
4. **Reproduction of current Calendar entry for the item to be revised:**

100 Level

BIOL 103-3 Introductory Biology I
and BIOL 123-1 Introductory Biology I Laboratory
or BIOL 110-3 Introductory Ecology
CHEM 100-3 General Chemistry I
CHEM 101-3 General Chemistry II
CHEM 120-1 General Chemistry Lab I
CHEM 121-1 General Chemistry Lab II
GEOG 101-3 Human Geographies of Global Change
MATH 100-3 Calculus I
MATH 101-3 Calculus II
PHYS 100-4 Introduction to Physics I
or PHYS 110-4 Introductory Physics I: Mechanics
GEOG 100-3 Environments and People: The Geography of
Natural Hazards
GEOG 111-1 Theory and Practice of Physical Geography

200 Level

ENSC 201-3 Weather and Climate
FSTY 205-3 Introduction to Soil Science
GEOG 200-3 British Columbia: People and Places
GEOG 205-3 Cartography and Geomatics
GEOG 210-3 Geomorphology

STAT 240-3 Basic Statistics

300 Level

GEOG 300-3 Geographic Information Systems

GEOG 310-3 Hydrology

or NREM 410-3 Watershed Management

GEOG 311-3 Drainage Basin Geomorphology

GEOG 312-3 Geomorphology in Cold Regions

Two of:

ENSC 312-3 Biometeorology

FSTY 425-3 Soil Formation and Classification

or FSTY 315-3 Forest Soil Management

GEOG 432-3 Remote Sensing

GEOG 333-3 Geography Field School

GEOG 320-3 Sedimentology

400 Level

Three of:

GEOG 405-3 Fluvial Geomorphology

GEOG 411-3 Quaternary and Surficial Geology

GEOG 413-3 Advanced GIS

GEOG 414-3 Weathering Processes

GEOG 457-3 Advanced Remote Sensing

ENSC 425-3 Climate Change and Global Warming

5. Proposed Revisions with changes underlined and deletions indicated clearly with ~~strikethrough~~

100 Level

BIOL 103-3 Introductory Biology I

and BIOL 123-1 Introductory Biology I Laboratory

or BIOL 110-3 Introductory Ecology

CHEM 100-3 General Chemistry I

CHEM 101-3 General Chemistry II

CHEM 120-1 General Chemistry Lab I

CHEM 121-1 General Chemistry Lab II

GEOG 101-3 ~~Human Geographies of Global Change~~ Planet Earth

MATH 100-3 Calculus I

MATH 101-3 Calculus II

PHYS 100-4 Introduction to Physics I

or PHYS 110-4 Introductory Physics I: Mechanics

~~GEOG 102-3 100-3 Environments and People: The Geography of~~

~~Natural Hazards~~ Earth from Above

GEOG 111-1 Theory and Practice of Physical Geography

200 Level

ENSC 201-3 Weather and Climate

FSTY 205-3 Introduction to Soil Science

GEOG 200-3 British Columbia: People and Places

GEOG 211-3 Natural Hazards: Human and Environmental Dimensions

GEOG 205-3 Cartography and Geomatics

GEOG 210-3 ~~Geomorphology~~ Introduction to Earth Science

STAT 240-3 Basic Statistics

300 Level

GEOG 300-3 Geographic Information Systems

GEOG 310-3 Hydrology

or NREM 410-3 Watershed Management

GEOG 311-3 Drainage Basin Geomorphology

GEOG 312-3 Geomorphology in Cold Regions

Two of:

ENSC 312-3 Biometeorology

FSTY 425-3 Soil Formation and Classification

or ~~FSTY 315-3~~ ~~415-3 Forest Soil Management~~ Soils

GEOG 432-3 Remote Sensing

GEOG 333-3 Geography Field School

GEOG 320-3 Sedimentology

400 Level

Three of:

GEOG 405-3 Fluvial Geomorphology

GEOG 411-3 Quaternary and Surficial Geology

GEOG 413-3 Advanced GIS

GEOG 414-3 Weathering Processes

GEOG 457-3 Advanced Remote Sensing

ENSC 425-3 Climate Change and Global Warming

GEOG 498-(1-3) Special Topics

GEOG 498-(3-6) Independent Studies

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:29

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.07

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: March 7, 2018
Date


Chair's Signature

For recommendation to , or information of _____ Senate.



MEMORANDUM

TO: Erik Jensen, Dean of CSAM
FROM: Catherin Nolin, Chair of Geography
DATE: 29 January 2018
RE: Executive Summary- Senate Motions

The Geography Program proposes the following motions for Senate approval.

1. Motion to approve a new course, GEOG 298-3 Special Topics

This course provides flexibility to offer courses of special interest at the lower division level, based on faculty interest and availability (e.g., visiting scholars, post-doctoral fellows). This also better enables us to offer courses in support of Geography Field Schools to students still completing their first 60 credit hours of study.

2. Motion to approve a new course, GEOG 324-3 Community-Based Research

In light of the deletion of ORTM 310-3, Research Methods and Analysis, and drawing on considerable expertise in community-based research among the Human Geography faculty, we seek to offer this course to serve students in Geography and Public Administration and Community Development. We expect the course will be of interest to students in other social science degree programs.

3. Motion to delete GEOG 428-3 Health Geography in Practice
4. Motion to delete GEOG 628-3 Advanced Medical Geography

GEOG 428/628 is not a required course in any degree program, and students still have a choice of 400-level courses to fulfill degree requirements. By deleting this course, we are ensuring that GEOG 324 can be offered annually.

The following motions seek to revise titles, calendar descriptions, and/or pre-requisites of the following courses:

5. GEOG 101 (title and description)
6. GEOG 202 (title and description)
7. GEOG 203 (title and description)
8. GEOG 206 (title and description)
9. GEOG 209 (title and description)

10. GEOG 305 (title and description)
11. GEOG 306 (title and description)
12. GEOG 308 (title, description, and pre-requisites)
13. GEOG 403 (course title only)
14. GEOG 420 (title, description, and pre-requisites)
15. GEOG 424 (title and description)
16. GEOG 426 (pre-requisites only)
17. GEOG 603 (title and description)
18. GEOG 620 (title and description)
19. GEOG 624 (title and description)

The proposed titles and descriptions better reflect the content and objectives of the respective courses. The proposed changes to pre-requisites for GEOG 308, GEOG 420, and GEOG 426 are recommended by the Office of the Registrar to provide more clarity and consistency for students across the different platforms in which this information can be viewed.

20. Motion to revise the requirements for the Major in Geography (BA)

This updates the degree requirements in light of the proposed changes above, as well as the addition of GEOG 102 and GEOG 211, and deletions of GEOG 100 and ORTM 310.

21. Motion to revise the requirements for the Major in Public Administration and Community Development

The proposed revisions include courses to be added to, and deleted from, the lists of requirement options, as well as “housekeeping” (i.e., updating course titles, correcting typos).

22. Motion to revise the requirements for the Minor in Human Geography

The proposed changes are intended to provide students with more choice and flexibility in completing the Minor, including more options at the 200- and 300-level. We wish to reduce the required number of credit hours from 24 to 18, consistent with requirements of many Arts-based Minors at UNBC. Finally, the motion includes changes to course titles, and the addition of more course options, including new courses (i.e., GEOG 102, GEOG 211, GEOG 298 and GEOG 324), and the deletions of GEOG 100 and GEOG 428.

Motion Number (assigned by
Steering Committee of Senate): S-201803.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the calendar entry for GEOG 628-3, on page 131 of the 2017/2018 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The course is being deleted.

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

The implications are minor as enrolments have historically been low. Students interested in health geography topics may examine these in any of the following: GEOG 603, GEOG 620, GEOG 624, or GEOG 626. The course is not required of any graduate degree program. It is listed on page 70 of the graduate calendar as an example of courses taken by students in the Health Sciences (MSc) program.

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

GEOG 628-3 Advanced Medical Geography This advanced course provides for a more intricate understanding of the spatial aspects of health and health care delivery. Students apply population health research techniques and tools such as GIS to the circumstances of people in their lived environments. An emphasis is placed on rural and remote places in northern BC.

Prerequisites: GIS skills

Precluded: GEOG 428-3

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

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

Program / Academic / Administrative Unit: GEOG

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:06

College Council Approval Date: FEB 8, 2018

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

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

Motion Number (assigned by
Steering Committee of Senate): S-201803.11

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to course title and description for GEOG 603-3, Aboriginal Geography, on page 131 of the 2017/2018 graduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The proposed title and description better reflect the content of the course, and will align with the proposed new title and current description of the undergraduate version of the course (i.e., GEOG 403-3). When revisions to the title and description of GEOG 403-3 were made eight years ago, the same was not done for GEOG 603-3.

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

None.

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

GEOG 603-3 Aboriginal Geography This course analyzes aboriginal land tenure systems, processes of land alienation, and First Nations methods used for regaining control over land, including “land claims.” Case studies are drawn from First Nations in Canada and the Circumpolar North.

Prerequisites: Permission of the instructor

Precluded: GEOG 403-3

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

GEOG 603-3 ~~Aboriginal Geography~~ **First Nations and Indigenous Geographies** This course analyzes ~~aboriginal~~ First Nations and Indigenous traditional land tenure systems, colonial processes of land alienation, and ~~First Nations~~ Indigenous methods for regaining control over land territory, including “~~land claims~~” land claims, co-management, and legal reforms. Case studies are drawn from ~~First Nations in Canada and the Circumpolar North~~ Canadian and international examples.

Prerequisites: Permission of the instructor

Precluded: GEOG 403-3

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

Program / Academic / Administrative Unit: **GEOG**

SCCC Review Date: **February 26, 2018**

College: **CSAM**

College Council Motion Number: **CSAMCC 2018:02:08:19**

College Council Approval Date: **FEB 8, 2018**

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.: SCAAF201803.09

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: March 7, 2018
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201803.12

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and description for GEOG 620-3, on page 131 of the 2017/18 graduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The proposed title and description better reflect the content of the course.

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

None.

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

GEOG 620-3 Geographies of Environmental Justice

This course examines ongoing environmental justice debates over expertise, access, rights, and compensation, in the context of environmental racism and responses to it. We consider connections between space, places, identity, and justice in contaminated environments. We explore scholarship and activism, and learn about Canadian and international case studies related to resource extraction; manufacturing and industrial processes; waste disposal; access to basic services; trade; and tourism.

Prerequisites: Permission of the instructor

Precluded: GEOG 420-3

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

GEOG 620-3 ~~Geographies of Environmental Justice~~

~~This course examines ongoing environmental justice debates over expertise, access, rights, and compensation, in the context of environmental racism and responses to it. We consider connections between space, places, identity, and justice in contaminated environments. We explore scholarship and activism, and learn about Canadian and international case studies related to resource extraction; manufacturing and industrial processes; waste disposal; access to basic services; trade; and tourism.~~

This course examines environmental injustices in North American and international contexts. We consider cases of environmental racism and responses to injustices (activism; scholarship; policy) related to the following: resource extraction; industrial processes; waste disposal; basic services and quality of life; and tourism.

Prerequisites: Permission of the instructor

Precluded: GEOG 420-3

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:20

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.10

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: March 7, 2018
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201803.13

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and description for GEOG 624-3, on page 131 of the 2017/18 graduate calendar, be approved as proposed.

1. **Effective date:**

September 2018

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

The proposed title and description better reflect the content of the course.

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

None.

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

GEOG 624-3 Social Geography of Northern Communities

This advanced seminar course examines the social geography of communities within the specific context of the North. It emphasizes case-study research drawing upon examples from northern British Columbia.

Prerequisites: Permission of the instructor

Precluded: GEOG 424-3

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

GEOG 624-3 ~~Social Geography of Northern Communities~~

~~This advanced seminar course examines the social geography of communities within the specific context of the North. It emphasizes case-study research drawing upon examples from northern British Columbia.~~

Dramatic change and transition are re-shaping rural and small town communities. Drawing examples from northern British Columbia, this advanced seminar course examines a range of economic, social, and community issues, and includes a broad

class-based project examining a different northern community each year.

Prerequisites: Permission of the instructor
Precluded: GEOG 424-3

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:21

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.11

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED



Approved by SCAAF: March 7, 2018
Date

Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201803.14

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the calendar entry for GEOG 428-3, on page 257 of the 2017/2018 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The course is being deleted.

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

This will have no impact on other degrees and programs. The course will need to be deleted from the list of 400-level requirement options of the Major in Geography (BA) on p. 140, and the Minor in Human Geography requirement options on p. 145.

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

GEOG 428-3 Health Geography in Practice Students conduct research on health geography topics approved by the instructor. Students may choose to work individually or in groups.

Prerequisites: 60 credit hours and GEOG 308-3, or permission of the instructor

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

Course deletion.

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

Program / Academic / Administrative Unit: GEOG

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:05

College Council Approval Date: FEB 8, 2018

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**

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201803.12

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED



Approved by SCAAF: March 7, 2018
Date

Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201803.15

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course GEOG 298-3 Special Topics be approved as follows:

A. Description of the Course
courses when opportunities arise.

This is a lower division option for offering new special topics

1. **Proposed semester of first offering:** September 2018
2. **Academic Program:** Geography
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** GEOG 298-3
4. **Course Title:** Special Topics

5. **Goal(s) of Course:** The course will enable students at the lower division to take courses in topics and areas of special interest based on availability of faculty (including visiting scholars, post-doctoral fellows). The course may be used to enable students still completing their first 60 credit hours of study to participate in selected Geography Field Schools.

6. Calendar Course Description:

The content of the course varies according to instructor. With permission of the chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

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

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

Yes* x No

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

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 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: None

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

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

16. Proposed text / readings: Varies by topic.

B. Significance Within Academic Program This course is intended to give us more flexibility to offer new courses at the lower division level based on faculty availability, or else courses designed for specific purposes (e.g., preparation for Field Schools promoted to students at the lower division level).

1. Anticipated enrolment 15

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

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

4. Elective in: Major: GEOG Minor: Human Geography Other: _____

5. Course required by another major/minor: none

6. Course required or recommended by an accrediting agency: No
7. Toward what degrees will the course be accepted for credit? Geography (BA & BSc)
8. What other courses are being proposed within the Program this year?

GEOG 102-3, GEOG 211-3, GEOG 324-3

9. What courses are being deleted from the Program this year?

GEOG 100-3, GEOG 428-3, GEOG 628-3

C. Relation to Other Program Areas

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

2. Is a preclusion required? Yes _____ No x

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

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

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

Yes _____ No X

If yes, please describe requirements:

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

Yes _____ No X

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

D. Resources required

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

i. College Staffing: none

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

iii: Library Holdings: none

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

- E. Additional Attached Materials none

F. Other Considerations

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

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

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

2. **Other Information:** None.

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

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

1. **SCCC Review Date:** February 26, 2018

2. **College(s):** CSAM

3. **College Council Motion Number(s):** CSAMCC 2018:02:08:03

4. **College Council Approval Date(s):** Feb 8, 2018

5. **Senate Committee on First Nations and Aboriginal Peoples Motion Number** not applicable

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

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201803.13

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: March 7, 2018
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: GEOG 298-3 Special Topics)

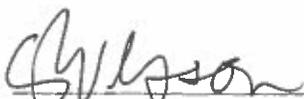
Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate? Yes x No

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

The library can support a Special Topics course in Geography depending on the topic chosen

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



University Librarian (or designate) signature

Jan 31, 2018

Date

Motion Number (assigned by
Steering Committee of Senate): S-201803.16

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course GEOG 324-3 Community-Based Research be approved as follows:

A. Description of the Course This course provides a foundation in community-based research methodology and practice. Community-based research is a collaborative process involving all partners in the full spectrum of research activities. Students will receive a combination of methodological and theoretical instruction in seminar discussion, and practical problem-solving instruction in a tutorial setting.

1. **Proposed semester of first offering:** January 2019
2. **Academic Program:** Geography
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** GEOG 324-3
4. **Course Title:** Community-Based Research

5. **Goal(s) of Course:** The course is intended to support upper-division undergraduate students wishing to undertake community-based research as part of their undergraduate studies (e.g., undergraduate thesis, internships), and those wishing to acquire or enhance skills in applied social science. The course will provide a foundation in community-based research methodology and practice. Students will learn about the origins of community-based research, including its relation to action research, participatory research, feminist and Indigenous methodologies, and participatory action research. We will consider the ethics of social research and learn about ways to achieve more participatory modes of research engagement through partnership building and reflexivity. We will then consider how these philosophical issues are resolved through the design and conduct of community-based research, and the implications of this for knowledge creation, dissemination, and social learning. A combination of seminar discussion and problem-based learning in a tutorial setting will be employed to integrate conceptual and experiential pedagogical approaches.

6. Calendar Course Description:

This course provides an intellectual and practical foundation in community-based research approaches. Using a mix of seminar and practical instruction, students will learn about the varieties of collaborative practice involving community-based partners in each stage of research from preliminary negotiations to the presentation of results. The course prepares students for the opportunities and challenges of conducting social science research in the field.

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 _____

Seminar 1.5_____

Laboratory 1.5

Other (please specify) _____

9. Prerequisites (taken prior): 60 credit hours, or permission of instructor.

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

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

12. Preclusions: ENPL 319

13. Course Equivalencies: None

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

15. Course to be offered: each semester _____

each year x

alternating years _____

16. Proposed text / readings: Halseth, G, Markey, S, Ryser, L, and Manson, D (2016) Doing Community-Based Research: Perspectives from the Field. Montreal and Kingston: McGill-Queen's University Press.

B. Significance Within Academic Program This course is intended to support senior level undergraduates in Human Geography, Public Administration & Community Development (PACD), and other social sciences, who wish to pursue community-based and participatory forms of research (e.g., for an undergraduate thesis), as well as to prepare students wishing to pursue research in community-based settings for the purposes of employment, internship, or volunteer settings.

1. Anticipated enrolment 20

2. If there is a proposed enrolment limit, state the limit and explain: 30

3. **Required for:** Major: _____ Minor: _____ Other: Option for 300-level requirements in GEOG & PACD _____

4. **Elective in:** Major: GEOG Minor: Human Geography Other: _____

5. **Course required by another major/minor:** none

6. **Course required or recommended by an accrediting agency:** No

7. **Toward what degrees will the course be accepted for credit?** BA Geography, PACD

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

GEOG 102-3, GEOG 211-3, GEOG 298-3

9. **What courses are being deleted from the Program this year?**

GEOG 100-3, GEOG 428-3, GEOG 638-3

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** There is some overlap with ENPL 319. Both courses provide a foundation in social science research methodology, although GEOG 324 will focus exclusively on community-based and participatory approaches whereas ENPL surveys these, as well as more traditional, social science approaches.

2. **Is a preclusion required?** Yes x No

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

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

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

Yes No X

If yes, please describe requirements:

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

Yes No X

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

D. Resources required

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

i. **College Staffing:** none

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

iii. **Library Holdings:** none

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

E. Additional Attached Materials none

F. Other Considerations

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

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

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

2. **Other Information:** The course will address the recent loss of a social science methods course (ORTM 310), and will serve growing interest amongst students of GEOG & PACD in community-based research practice. The course will draw on extensive experience and expertise in community-based research across the Human Geography faculty.

3. Attachment Pages (in addition to required "Library Holdings" Form): 2 pages

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

1. SCCC Review Date: February 26, 2018

2. College(s): CSAM

3. College Council Motion Number(s): CSAMCC 2018:02:08:04

4. College Council Approval Date(s): Feb 8, 2018

5. Senate Committee on First Nations and Aboriginal Peoples Motion Number: March 8, 2018

6. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: SCFNAP201803.03

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201803.14

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: March 7, 2018
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: GEOG 324-3 Community-Based Research)

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

a) Are current library holdings adequate? Yes x No

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

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



University Librarian (or designate) signature

June 11, 2017

Date

Motion Number (assigned by
Steering Committee of Senate): S-201803.17

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and description for GEOG 101-3, on page 254 of the 2017/18 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The proposed title and description better reflect the content of the course.

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

The proposed changes do not involve substantive change to course content, and we anticipate no impacts on other Programs or degrees that make use of the course. The proposed change in course title will have an impact on the calendar descriptions of the following degrees and minors:

- Joint Major in Anthropology and Geography (BA) – lower division requirements, p. 65
- Minor in International Development Studies, requirement options, p. 95
- Joint Major in English and Environmental Studies (BA) – lower division requirement options, p. 108
- Major in Northern and Rural Community Planning (BPI) – lower division options, p. 116
 - Major in Environmental Studies – lower division requirements, p. 124
- Joint Major in Environmental Studies and Political Science – lower division requirements, p. 127
- Joint Major in Environmental Studies and Political Science – lower division requirements, p. 127
- Major in Geography (BA) – lower division requirement options, p. 139
- Major in Public Administration and Community Development, Community theme options, p. 140
- Minor in Human Geography, requirements, p. 145
- Major in Nature-Based Tourism Management – lower division requirement options, p. 169

The chairs responsible for these respective degrees or programs have been notified.

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

GEOG 101-3 Human Geographies of Global Change

This course examines global issues of development and change from a human geographic perspective. Students focus especially on the interconnectedness of places in the world and the range of local responses to widespread change processes.

Prerequisites: None
Precluded: GEOG 201-3

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

GEOG 101-3 ~~Human Geographies of Global Change~~ Planet Earth

~~This course examines global issues of development and change from a human geographic perspective. Students focus especially on the interconnectedness of places in the world and the range of local responses to widespread change processes.~~

This course examines pressing global issues such as how 10 billion people will live in a world of finite resources, increasing mobility, and rising inequality. Students learn about core human geography concepts as a means to make sense of humanity’s place in the world. This examination includes the multifaceted ways in which human societies inhabit and transform the Earth’s natural environments, the interconnectedness of places and different ways in which societies respond to widespread challenges.

Prerequisites: None
Precluded: GEOG 201-3

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:07

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.15

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED



Approved by SCAAF: March 7, 2018
Date

Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201803.18

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and description for GEOG 202-3, on page 254 of the 2017/18 undergraduate calendar, be approved as proposed.

1. Effective date:

September 2018

2. Rationale for the proposed revisions:

The proposed title and description better reflect the content of the course.

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

The proposed changes do not involve substantive change to course content, and we anticipate no impacts on other Programs or degrees that make use of the course. The proposed change in course title will have an impact on the calendar descriptions of the following degrees, certificate programs and minors:

- Joint Major in Anthropology and Geography (BA) – lower division requirement options, p. 65
 - Major in Northern and Rural Community Planning (BPI) – lower division options, p. 116
 - Certificate Programs in First Nations Studies, requirement options, p. 135
- Major in Geography (BA) – lower division requirement options, p. 139
- Major in Public Administration and Community Development, Economy theme options, p. 140
- Minor in Human Geography, requirements, p. 145
- Major in Community and Population Health (BHSc), 200-level requirement options, p. 152

The chairs responsible for these respective degrees or programs have been notified.

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

GEOG 202-3 Economic Geography of Resources and Sustainability

British Columbia is a resource exporting economy that competes in the global marketplace. With a focus on both renewable and non-renewable resources, this course examines economic, community, and environmental issues that support and/or limit

sustainable development. Topics include energy, minerals, food, water, natural and cultural amenities, and ecosystem products and services.

Prerequisites: None

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

GEOG 202-3 ~~Economic Geography of Resources and Sustainability~~ Resources, Economies, and Sustainability

~~British Columbia is a resource exporting economy that competes in the global marketplace. With a focus on both renewable and non-renewable resources, this course examines economic, community, and environmental issues that support and/or limit sustainable development. Topics include energy, minerals, food, water, natural and cultural amenities, and ecosystem products and services.~~

Natural resources continue to play a vital role in the global economy. British Columbia is a resource-exporting economy within that global marketplace. With a focus on both renewable and non-renewable resources, this course examines economic, community, and environmental issues that complicate debates about development, conservation, and sustainability.

Prerequisites: None

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:08

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.16

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED



Approved by SCAAF: March 7, 2018
Date

Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201803.19

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and description for GEOG 203-3, on page 254 of the 2017/2018 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The proposed title and description better reflect the content of the course.

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

The proposed changes do not involve substantive change to course content, and we anticipate no impacts on other Programs or degrees that make use of the course. The proposed change in course title will have an impact on the calendar descriptions of the following degrees:

- Joint Major in Anthropology and Geography (BA) – upper division requirement options, p. 65
- Major in Geography (BA), lower division requirement option, p. 139

The chairs responsible for these respective degrees or programs have been notified.

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

GEOG 203-3 Roots, Ruggedness, and Rituals: A Geography of Canada

Regionally and nationally, this course examines Canada, its peoples, and our diverse environments. Students consider Aboriginal/non-Aboriginal/Métis identity, Canadian culture, national fault lines, symbols, icons, and trends, focusing on shared patterns and divergent distinctions in Canadian development, changes and future possibilities.

Prerequisites: None

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

GEOG 203-3 ~~Roots, Ruggedness, and Rituals: A Geography of Canada~~ Canada: Places, Cultures, and Identities

~~Regionally and nationally, this~~ This course examines Canada’s peoples, and ~~our~~ diverse environments, emphasizing dynamic identities and relationships. Students consider Indigenous and non-Indigenous identities, immigration to Canada, Canadian cultures, conflicts, symbols, and trends. We focus on patterns of changes in Canada, and future possibilities for Canadian society. ~~Students consider Aboriginal/non-Aboriginal/Métis identity, Canadian culture, national fault lines, symbols, icons, and trends, focusing on shared patterns and divergent distinctions in Canadian development, changes and future possibilities.~~

Prerequisites: None

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:09

College Council Approval Date: FEB 8, 2018

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

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201803.17

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED



Approved by SCAAF: March 7, 2018
Date

Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201803.20

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and course description for GEOG 206-3, on page 255 of the 2017/2018 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The proposed title and description better reflect the content of the course.

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

The proposed changes do not involve substantive change to course content, and we anticipate no impacts on other Programs or degrees that make use of the course. The proposed change in course title will have an impact on the calendar descriptions of the following degrees and minors:

- Joint Major in Anthropology and Geography (BA) – lower division requirement options, p. 65
- Joint Major in English and Environmental Studies (BA) – lower division requirement options, p. 108
- Major in Northern and Rural Community Planning (BPI) – lower division options, listed twice on p. 116
- Major in Environmental Studies, Specializations in Global Environmental Studies (p. 125), Community and Environmental Citizenship (p. 125), and First Nations (p. 126)
- Joint Major in Environmental Studies and Political Science – lower division requirements, p. 127
- Major in Geography (BA) – lower division requirement options, p. 139
- Major in Public Administration and Community Development, Community theme options, p. 140
- Minor in Human Geography, requirements, p. 145

The chairs responsible for these respective degrees or programs have been notified.

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

GEOG 206-3 Society and Space

Social relations, social identities, and social inequalities are open to geographical exploration. These relations are negotiated and contested in different spaces at different times. This course critically examines the ways in which social relations, identities, and inequalities are produced, their spatial variation, and the role of space in constructing them. Geographic dimensions of various facets of identity (such as gender, ethnicity, “race,” class, sexuality, and ability) and the theoretical frameworks that geographers use to analyze them are central.

Prerequisites: None

Precluded: GEOG 304-3

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

GEOG 206-3 ~~Society and Space~~ Social Geography

~~Social relations, social identities, and social inequalities are open to geographical exploration. These relations are negotiated and contested in different spaces at different times. This course critically examines the ways in which social relations, identities, and inequalities are produced, their spatial variation, and the role of space and place in constructing them. Geographic dimensions of various facets of identity (such as gender, ethnicity, “race,” class, sexuality, and ability), and the theoretical frameworks that geographers use to analyze them, are central~~emphasized.

Prerequisites: None

Precluded: GEOG 304-3

For ease of viewing, the revised course description (without edits) is included below:

GEOG 206-3 Social Geography

This course critically examines the ways in which social relations, identities, and inequalities are produced, their spatial variation, and the role of space and place in constructing them. Geographic dimensions of various facets of identity (such as gender, ethnicity, “race,” class, sexuality, and ability), and the theoretical frameworks that geographers use to analyze them, are emphasized.

Prerequisites: None

Precluded: GEOG 304-3

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

Program / Academic / Administrative Unit: GEOG

SCCC review date: February 26, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:10

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.18

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED



Approved by SCAAF: March 8, 2018
Date

Chair's Signature

For recommendation to , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201803.21

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and course description for GEOG 209-3, on page 255 of the 2017/2018 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018
2. **Rationale for the proposed revisions:**

The proposed title and description better reflect the content of the course.

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

The proposed changes do not involve substantive change to course content, and we anticipate no impacts on other Programs or degrees that make use of the course. The proposed change in course title will have an impact on the calendar descriptions of the following degrees and minors:

- Joint Major in Anthropology and Geography (BA) – upper division requirement options, p. 65
 - Major in Environmental Studies, Specialization in Community and Environmental Citizenship, p. 125
- Major in Geography (BA), lower division requirement option, p. 139
- Major in Public Administration and Community Development, Community theme option, p. 140
- Minor in Human Geography, requirements, p. 145

The chairs responsible for these respective degrees or programs have been notified.

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

GEOG 209-3 Migration and Settlement Urbanization, globalization, and international migration are dynamic processes related to human settlement and are changing our social and physical spaces. This course examines major theoretical approaches to global migration processes and the settlement form and organization resulting from migration, refugee movements, and globalization, with particular emphasis on reconfigured urban and rural spaces in Canada.

Prerequisites: None

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

GEOG 209-3 Migration and Settlement Development Urbanization, globalization, and international migration are dynamic processes related to human settlement and are changing our social and physical spaces. This course examines major theoretical approaches to global migration processes and the settlement forms and organizations resulting from migration, refugee movements, and globalization, with particular emphasis on reconfigured urban and rural spaces in Canada. Analysts and policy makers often overlook the links between migration and its impacts on

and potential for development. In this course, we explore these links, recognizing migrant contributions in countries of origin, transit and destination.

Prerequisites: None

For ease of viewing, the revised course description (without edits) is included below:

GEOG 209-3 Migration and Development Urbanization, globalization, and international migration are dynamic processes changing our social and physical spaces. This course examines global migration processes and the settlement forms and organizations resulting from migration, refugee movements, and globalization. Analysts and policy makers often overlook the links between migration and its impacts on and potential for development. In this course, we explore these links, recognizing migrant contributions in countries of origin, transit and destination.

Prerequisites: None

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018

College: CSAM

College Council Motion Number CSAMCC 2018:02:08:11

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.19

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: March 7, 2018

Date



Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201803.22

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and description for GEOG 305-3, on page 255 of the 2017/2018 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The proposed title and description better reflect the content of the course.

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

The proposed changes do not involve substantive change to course content, and we anticipate no impacts on other Programs or degrees that make use of the course. The proposed change in course title will have an impact on the calendar descriptions of the following degrees and minors:

- Joint Major in Anthropology and Geography (BA) – upper division requirement options, p. 65
- Minor in International Development Studies – list of “other approved courses”, p. 95
- Joint Major in English and Environmental Studies – upper division requirement options, p. 108
 - Major in Northern and Rural Community Planning (BPI) – upper division requirement options, p. 117
- Major in Environmental Studies – 400 level requirement options (p. 124), options in the Global Environmental Studies stream (p. 125), and the Community and Environmental Citizenship stream (p. 125)
- Joint Major in Environmental Studies and Political Science – upper division requirements, p. 127
- Minor in Environmental Studies, requirement options, p. 128
- Minor in Global Environmental Change, requirement options, p. 128
- Major in Geography (BA) – lower division requirement options, p. 139
- Major in Public Administration and Community Development, Governance theme options, p. 141
- Minor in Human Geography, requirements, p. 145
- Major in Global and International Studies, Non-INTS upper division course list, p. 147
- Major in Nature-Based Tourism Management, Environment and Society stream, requirement options, p. 170

The chairs responsible for these respective degrees or programs have been notified.

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

GEOG 305-3 Political Ecology

This course examines the geopolitics and power relations of environmental resource use, knowledge production, policy, and decision-making. It focuses on access, power, and ownership with respect to environment, environmental discourses, and resources, using geography as a lens

for understanding political ecology, and political ecology as a lens for examining environmental relationships.

Prerequisites: 60 credit hours or permission of the instructor

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

GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making

From the local to the global, we examine geopolitics and power relations of resource use, conservation, environmental knowledge production, policy, and decision-making. Using theory and case studies from geography and political ecology, we investigate access, power, and ownership related to resource use and environmental discourses.

~~This course examines the geopolitics and power relations of environmental resource use, knowledge production, policy, and decision-making. It focuses on access, power, and ownership with respect to environment, environmental discourses, and resources, using geography as a lens for understanding political ecology, and political ecology as a lens for examining environmental relationships.~~

Prerequisites: 60 credit hours or permission of the instructor

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:12

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.20

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED



Approved by SCAAF: March 7, 2018
Date

Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201803.23

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and course description for GEOG 306-3, on page 255 of the 2017/2018 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The proposed title and description better reflect the content of the course.

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

The proposed changes do not involve substantive change to course content, and we anticipate no impacts on other Programs or degrees that make use of the course. The proposed change in course title will have an impact on the calendar descriptions of the following degrees and minors:

- Joint Major in Anthropology and Geography (BA) – upper division requirement options, p. 65
- Minor in International Development Studies (listed under Economics) – requirement options, p. 95
- Major in Environmental Studies, Specialization in Global Environmental Studies, p. 125
- Major in Global and International Studies, non-INTS course list, Global Political Economy and Development theme, p. 148

The chairs responsible for these respective degrees or programs have been notified.

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

GEOG 306-3 Geography of International Development: Places, People, Policies and Promises Using examples from “the local to the global,” this course investigates development theory and practice, including key theories, concepts, and trends. We use international case studies to understand global inequality, debt, foreign aid, disasters, displacement, development-related health issues, gender considerations, and differential access to services and assistance. The course examines persistent problems and seeks examples of progress, promise and hope.

Prerequisites:

60 credit hours or permission of instructor

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

GEOG 306-3 ~~Geography of International Development: Places, People, Policies and Promises~~ Critical Development Geographies Using examples from “the local to the global,” this course investigates mainstream and critical international development theory and practice, including ~~key theories, concepts, and trends~~ to re-think the ways in which ‘development’ has been understood and to highlight geographical perspectives in formulating new and more critical theoretical understandings. The course focuses on the links between the Global North and South to investigate development theory and practice. We use international case studies to ~~understand~~ provide context-specific, gender-differentiated information about global inequality, debt, foreign aid, disasters, ~~and displacement, development-related health issues, gender considerations, and differential access to services and assistance.~~ The course examines persistent problems and seeks examples of progress, promise and hope.

Prerequisites:

60 credit hours or permission of instructor

For ease of viewing, the revised course description (without edits) is included below:

GEOG 306-3 Critical Development Geographies Using examples from “the local to the global,” this course investigates mainstream and critical international development theory and practice to re-think the ways in which ‘development’ has been understood and to highlight geographical perspectives in formulating new and more critical theoretical understandings. The course focuses on the links between the Global North and South to investigate development theory and practice. We use international case studies to provide context-specific, gender-differentiated information about global inequality, debt, foreign aid, disasters and displacement.

Prerequisites:

60 credit hours or permission of instructor

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:13

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.21

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: March 7, 2018
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201803.24

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title, description, and pre-requisites for GEOG 308-3, on page 256 of the 2017/2018 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The proposed title and description better reflect the content of the course. The change in pre-requisite is based on a recommendation from the Office of the Registrar and intended to provide clarity for students across all platforms to which this information can be viewed.

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

The proposed changes do not involve substantive change to course content, and we anticipate no impacts on other Programs or degrees that make use of the course. The proposed change in course title will have an impact on the calendar descriptions of the following degrees and minors:

- Joint Major in Anthropology and Geography (BA) – upper division requirement options, p. 65
- Minor in International Development Studies, list of other approved courses, p. 95
 - Major in Environmental Studies, Community and Environmental Citizenship stream option, p. 125
- Major in Geography (BA), lower division requirement option, p. 139
- Major in Public Administration and Community Development, General theme option, p. 141
- Minor in Human Geography, requirements, p. 145
- Major in Northern Studies, Environment and Health stream option, p. 172

The chairs responsible for these respective degrees or programs have been notified.

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

GEOG 308-3 Environments of Health and Care This course examines the importance of environments of daily living to individual and collective experiences of health and health care.

Prerequisites: Any 6 credit hours of lower-division Geography or permission of the instructor

Precluded: HHSC 421-3

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

GEOG 308-3 ~~Environments of Health and Care~~ Geography This course examines the importance of place environments ~~of daily living~~ to individual and collective experiences of health and health care.

~~Prerequisites: Any 6 credit hours of lower-division Geography~~ 60 credit hours or permission of the instructor
Precluded: HHSC 421-3.

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 28, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:14

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.22

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED



Approved by SCAAF: March 7, 2018
Date

Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201803.25

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to course title for GEOG 403-3, on page 256 of the 2017/2018 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The proposed title better reflects the content of the course (i.e., challenging essentialism and embracing the plurality of First Nations and Indigenous experiences).

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

The proposed changes do not involve substantive change to course content, and we anticipate no impacts on other Programs or degrees that make use of the course. The proposed change in course title will have an impact on the calendar descriptions of the following degrees and minors:

- Joint Major in Anthropology and Geography (BA) – upper division requirement options, p. 65
- Major in Northern and Rural Community Planning (BPI) – upper division requirement options, p. 117
- Major in First Nations Planning (BPI) – upper division requirement options, p. 118
- Major in First Nations Studies – list of approved ancillary courses, p. 132
 - Major in Environmental Studies, Specialization in First Nations, requirement option, p. 126
- Major in Geography (BA), 400 level requirement option, p. 140
- Major in Public Administration and Community Development, First Nations category requirement (p. 141), Area of Specialization in Aboriginal Community Development, upper division requirement option, p. 142
- Minor in Human Geography, requirements, p. 145
- Major in Global and International Studies, Global Cultures and Diversity theme, requirement options, p. 147
- Minor in Social Dimensions of Natural Resource Management, requirement options, p. 168
- Major in Nature-Based Tourism Management, Area of Specialization in Indigenous/Cultural Tourism, requirement options, p. 170
- Major in Northern Studies, Environment and Health stream requirement options (p. 172), and Culture and People stream options (p. 172)

The chairs responsible for these respective degrees or programs have been notified.

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

GEOG 403-3 First Nations and Indigenous Geography

This course analyzes First Nations and Indigenous traditional land tenure systems, colonial processes of land alienation, and Indigenous methods for regaining control over territory, including land claims, co-management, and legal reforms. Case studies are drawn from Canadian and international examples.

Prerequisites: 60 credit hours or permission of the instructor

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

GEOG 403-3 First Nations and Indigenous ~~Geography~~ Geographies

This course analyzes First Nations and Indigenous traditional land tenure systems, colonial processes of land alienation, and Indigenous methods for regaining control over territory, including land claims, co-management, and legal reforms. Case studies are drawn from Canadian and international examples.

Prerequisites: 60 credit hours or permission of the instructor

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018 – Editorial change noted in course description

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:15

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.23

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED



Approved by SCAAF: March 7, 2018
Date

Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201803.26

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title, description, and pre-requisites for GEOG 420-3, on page 256 of the 2017/2018 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The proposed title and description better reflect the content of the course. The proposed changes to pre-requisites are based on the recommendation of the Office of the Registrar and intended to provide clarity for students across all platforms to which this information can be viewed.

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

The proposed changes do not involve substantive change to course content, and we anticipate no impacts on other Programs or degrees that make use of the course. The proposed change in course title will have an impact on the calendar descriptions of the following degrees and minors:

- Joint Major in Anthropology and Geography (BA) – upper division requirement options, p. 65
- Joint Major in English and Environmental Studies – upper division requirement options, p. 108
- Major in Environmental Studies – 400 level requirement options, p. 124
- Joint Major in Environmental Studies and Political Science – upper division requirements, p. 127
- Minor in Environmental Studies, requirement options, p. 128
- Minor in Global Environmental Change, requirement options, p. 128
- Major in Geography (BA) – 400 level requirement options, p. 140
- Major in Public Administration and Community Development, General theme options, p. 141
- Minor in Human Geography, requirements, p. 145
- Major in Global and International Studies, Non-INTS upper division course list, p. 147
- Major in Nature-Based Tourism Management, Environment and Society stream, requirement options, p. 170

The chairs responsible for these respective degrees or programs have been notified.

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

GEOG 420-3 Geographies of Environmental Justice

This course examines ongoing environmental justice debates over expertise, access, rights, and compensation, in the context of environmental racism and responses to it. It considers connections between space, places, identity, and justice in contaminated environments. It explores scholarship and activism, and students learn about Canadian and international case studies related to resource extraction; manufacturing and industrial processes; waste disposal; access to basic services; trade; and tourism.

Prerequisites: 60 credit hours and at least one GEOG course

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

GEOG 420-3 Geographies of Environmental Justice

~~This course examines ongoing environmental justice debates over expertise, access, rights, and compensation, in the context of environmental racism and responses to it. It considers connections between space, places, identity, and justice in contaminated environments. It explores scholarship and activism, and students learn about Canadian and international case studies related to resource extraction; manufacturing and industrial processes; waste disposal; access to basic services; trade; and tourism.~~

This course examines environmental injustices in North American and international contexts. We consider cases of environmental racism and responses to injustices (activism; scholarship; policy) related to the following: resource extraction; industrial processes; waste disposal; basic services and quality of life; and tourism.

Prerequisites: 60 credit hours ~~and at least one GEOG course~~ or permission of the instructor

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:16

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.24

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: March 7, 2018

Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201803.27

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and description for GEOG 424-3, on page 256 of the 2017/18 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The proposed title and description better reflect the content of the course.

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

The proposed changes do not involve substantive change to course content, and we anticipate no impacts on other Programs or degrees that make use of the course. The proposed change in course title will have an impact on the calendar descriptions of the following degrees and minors:

- Major in Northern and Rural Community Planning (BPI) – upper division requirement options, listed twice on p. 117
- Major in Environmental Studies, Okanagan Diploma in Environmental Studies Degree Completion, 400-level requirement, p. 126
- Major in Geography (BA), 400 level requirement option, p. 140
- Major in Public Administration and Community Development, upper division requirement, p. 141
- Minor in Human Geography, requirements, p. 145
- Minor in Social Dimensions of Natural Resource Management, requirement options, p. 168
- Major in Nature-Based Tourism Management, Area of Specialization in Marketing and Entrepreneurship (p. 170), and Specialization in Environment and Society (p. 170)
- Major in Northern Studies, Environment and Health stream requirement options (p. 172), and Culture and People stream options (p. 172)

The chairs responsible for these respective degrees or programs have been notified.

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

GEOG 424-3 Social Geography of Northern Communities

This advanced seminar course examines the social geography of rural and small-town communities within the specific context of the North. The case-study content focuses on specific examples from northern British Columbia. This is a project-based course where students work towards a class-based social geography study of selected northern communities.

Prerequisites: 60 credit hours or permission of the instructor

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

~~GEOG 424-3 Social Geography of Northern Communities~~

~~This advanced seminar course examines the social geography of rural and small town communities within the specific context of the North. The case study content focuses on specific examples from northern British Columbia. This is a project-based course where students work towards a class-based social geography study of selected northern communities.~~

Dramatic change and transition are re-shaping rural and small town communities. Drawing examples from northern British Columbia, this advanced seminar course examines a range of economic, social, and community issues, and includes a broad class-based project examining a different northern community each year.

Prerequisites: 60 credit hours or permission of the instructor

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:17

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.25

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: March 7, 2018

Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201803.28

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the pre-requisites for GEOG 426-3, on page 257 of the 2017/18 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The current pre-requisites are unnecessarily restrictive. The proposed pre-requisites are based on the recommendation of the Office of the Registrar, and intended to provide clarity for students across all platforms to which this information can be viewed.

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

None

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

GEOG 426-3 Geographies of Culture, Rights and Power

This seminar examines geographical approaches to culture, rights, and power as they relate to issues of political violence experienced by indigenous peoples, labour organizations, and social movements. Primary geographical focus is on the Mesoamerican region, particularly Guatemala, El Salvador, and Chiapas, Mexico. Implications for Canada and the United States are explored through consideration of refugee movements, foreign policy, and grassroots solidarity organizing.

Prerequisites: GEOG 206-3 or GEOG 301-3 or permission of instructor

Precluded: GEOG 498-3 Culture, Rights and Power

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

GEOG 426-3 Geographies of Culture, Rights and Power

This seminar examines geographical approaches to culture, rights, and power as they relate to issues of political violence experienced by Indigenous ~~Peoples~~, labour organizations, and social movements. Primary geographical focus is on the Mesoamerican region, particularly Guatemala, El Salvador, and Chiapas, Mexico. Implications for Canada and the United States are explored through consideration of refugee movements, foreign policy, and grassroots solidarity organizing.

Prerequisites: ~~GEOG 206-3 or GEOG 301-3~~ 60 credit hours or permission of instructor

Precluded: GEOG 498-3 Culture, Rights and Power

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018 – Editorial changes noted in course description

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:18

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.26

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: March 7, 2018
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201803.29

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the description and requirements for the Major in Geography (BA), on pages 139-140 of the 2017/2018 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

GEOG 102-3 is a new course being added, and GEOG 100-3 deleted, from the 100-level degree requirements. GEOG 211-3 and GEOG 298-3 are new courses being added to the lower-division requirement options. GEOG 324-3 (new course) is being added and ORTM 310-3 removed (course deletion) from the 300-level requirement options, GEOG 428-3 is being removed (course deletion) from the list of 400-level requirement options, and course titles are being updated. Course titles are being updated, as necessary.

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

None.

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

Geography Program (BA)

Major in Geography

The Bachelor of Arts provides students with comprehensive training in the study of human geography, emphasizing the cultural, social, economic, and political connections between people and their environments. We offer courses that give students the conceptual and methodological means to make sense of the places and spaces they occupy, and how these relate to the rest of the world. Particular emphasis is on issues of community development, social justice, environmental equity, and population health in northern environments as a starting point for understanding the dynamics of place-making in a global context.

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

Program Requirements

Lower-Division Requirement

100 Level

GEOG 100-3 Environments and People: The Geography of Natural Hazards

GEOG 101-3 Human Geographies of Global Change

200 Level

GEOG 200-3 British Columbia: People and Places
GEOG 203-3 Roots, Ruggedness, and Rituals: A Geography of Canada
GEOG 204-3 Introduction to GIS for the Social Sciences
GEOG 210-3 Geomorphology
STAT 240-3 Basic Statistics
or ECON 205-3 Statistics for Social and Management Sciences

Four of:

GEOG 202-3 Economic Geography of Resources and Sustainability
GEOG 205-3 Cartography and Geomatics
GEOG 206-3 Society and Space
GEOG 209-3 Migration and Settlement
GEOG 220-3 World Regions: Latin America and the Caribbean
GEOG 222-3 World Regions: Russia

Upper-Division Requirement

300 Level

ENPL 319-3 Social Research Methods
or ORTM 310-3 Research Methods and Analysis

Five of:

GEOG 300-3 Geographic Information Systems
GEOG 301-3 Cultural Geography
GEOG 305-3 Political Ecology
GEOG 306-3 Geography of International Development: Places, People, Policies, and Promises
GEOG 307-3 Changing Arctic: Human and Environmental Systems
GEOG 308-3 Environments of Health and Care
GEOG 333-3 Geography Field School

400 Level

ENVS 414-3 Environmental and Professional Ethics
or COMM 332-3 Business and Professional Ethics
or POLS 317-3 Moral Philosophy

Five of:

GEOG 401-3 Tenure, Conflict, and Resource Geography
GEOG 403-3 First Nations and Indigenous Geography
GEOG 413-3 Advanced GIS
GEOG 420-3 Geographies of Environmental Justice
GEOG 424-3 Social Geography of Northern Communities
GEOG 426-3 Geographies of Culture, Rights and Power
GEOG 428-3 Health Geography in Practice
GEOG 432-3 Remote Sensing
GEOG 498-(1-3) Special Topics
GEOG 499-(3-6) Independent Studies

Elective and Academic Breadth

Elective credit hours as necessary to ensure completion of a minimum of 120 credit hours, of which 24 credit hours in any subject must be at the 300 or 400 level including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

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

Geography Program (BA)

Major in Geography

~~This Degree The Bachelor of Arts~~ provides students with comprehensive training in the study of human geography, emphasizing the cultural, social, economic, and political connections between people and their environments. We offer courses that give students the conceptual and methodological means to make sense of the places and spaces they occupy, and to understand how these relate to the rest of the world. Particular emphasis is on issues of community development, social justice, environmental equity, and population health in northern environments as a starting point for understanding the dynamics of place-making in a global context.

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

Program Requirements

Lower-Division Requirement

100 Level

~~GEOG 100-3 Environments and People: The Geography of Natural Hazards~~
~~GEOG 101-3 Human Geographies of Global Change Planet Earth~~
GEOG 102-3 Earth from Above

200 Level

GEOG 200-3 British Columbia: People and Places
~~GEOG 203-3 Roots, Ruggedness, and Rituals: A Geography of Canada: Places, Cultures and Identities~~
GEOG 204-3 Introduction to GIS for the Social Sciences
GEOG 210-3 ~~Geomorphology~~ Introduction to Earth Science
STAT 240-3 Basic Statistics
or ECON 205-3 Statistics for ~~Social and Management~~ Business and the Social Sciences

Four of:

GEOG 202-3 ~~Economic Geography of Resources, Economies~~ and Sustainability
GEOG 205-3 Cartography and Geomatics
GEOG 206-3 ~~Society and Space~~ Social Geography
GEOG 209-3 Migration and ~~Settlement~~ Development
GEOG 211-3 Natural Hazards: Human and Environmental Dimensions

GEOG 220-3 World Regions: Latin America and the Caribbean
GEOG 222-3 World Regions: Russia
GEOG 298-3 Special Topics

Upper-Division Requirement

300 Level

ENPL 319-3 Social Research Methods
or ~~ORTM 310-3 Research Methods and Analysis~~ GEOG 324-3 Community-Based Research

Five of:

GEOG 300-3 Geographic Information Systems
GEOG 301-3 Cultural Geography
GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making
GEOG 306-3 ~~Geography of International Development: Places, People, Policies, and Promises~~
Critical Development Geographies
GEOG 307-3 Changing Arctic: Human and Environmental Systems
GEOG 308-3 ~~Environments of Health and Care~~ Health Geography
GEOG 333-3 Geography Field School

400 Level

ENVS 414-3 Environmental and Professional Ethics
or COMM 332-3 Business and Professional Ethics
or POLS 317-3 Moral Philosophy

Five of:

GEOG 401-3 Tenure, Conflict, and Resource Geography
GEOG 403-3 First Nations and Indigenous ~~Geography~~ Geographies
GEOG 413-3 Advanced GIS
GEOG 420-3 ~~Geographies of Environmental Justice~~
GEOG 424-3 ~~Social Geography of Northern Communities~~
GEOG 426-3 Geographies of Culture, Rights and Power
~~GEOG 428-3 Health Geography in Practice~~
GEOG 432-3 Remote Sensing
GEOG 498-(1-3) Special Topics
GEOG 499-(3-6) Independent Studies

Elective and Academic Breadth

Elective credit hours as necessary to ensure completion of a minimum of 120 credit hours, of which 24 credit hours in any subject must be at the 300 or 400 level including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:22

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.27

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: March 7, 2018
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201803.30

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the description and requirements for the Major in Public Administration and Community Development, on pages 140-142 of the 2017/2018 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

We seek to add the following courses: ENVS 230 and NREM 209 as lower division options in the Public Administration requirement, GEOG 324 as an upper division option in the Methods requirement, SOCW 456 as an upper division option in the Community requirement, and ENVS 430 as an upper division option in the Economic requirement. The remaining changes are of a "house-keeping" nature, such as correcting typos (i.e., titles of ECON 220 and POLS 434), updating changes in course titles, and course deletions.

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

None.

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

Major in Public Administration and Community Development

The Public Administration and Community Development major gives students the skills required to function within a range of groups, organizations, and offices. Graduates are able to interact with appropriate professionals, receive their input and reports, and collate a wide range of information and material in service of their group/organization/office. Skills in analysis and synthesis are complemented by an ability to work cooperatively and effectively, and an ability to communicate clearly through written, oral, and graphic media.

The Public Administration and Community Development major requires completion of 120 credit hours, 48 of which must be at the upper-division level. At the lower division, students must take the seven required courses and a minimum of one course from each of the seven categories. At the upper division, students must take the four required courses and a minimum of one course from each of the seven categories. To complete the 120 credit hours, students must take 45 credit hours of electives, of which 15 credit hours must be at the upper division.

It is possible for students to organize their course choices (categories and electives) to achieve a "specialization" of course work. An Area of Specialization requires eight courses (24 credit hours) in one of the following:

- Specialization in Local Public Administration
- Specialization in Aboriginal Community Development
- Specialization in Planning

Program Requirements

Lower-Division Requirements

COMM 100-3 Introduction to Canadian Business
ECON 100-3 Microeconomics
ECON 101-3 Macroeconomics
ENPL 104-3 Introduction to Planning
FNST 100-3 Aboriginal Peoples of Canada
GEOG 101-3 Human Geographies of Global Change
POLS 100-3 Contemporary Political Issues

Select ONE course from each category below:

Community

FNST 217-3 Contemporary Challenges Facing Aboriginal Communities
GEOG 206-3 Society and Space
GEOG 209-3 Migration and Settlement

Public Administration

ECON 210-3 Introduction to Health Economics and Policy
POLS 255-3 Introduction to Law in Canada
SOCW 201-3 Introduction to Social Welfare

Governance

ENVS 101-3 Introduction to Environmental Citizenship
HIST 257-3 Public Law in Canada
POLS 200-3 Canadian Government and Politics
POLS 257-3 Public Law in Canada

First Nations

FNST 200-3 Perspectives in First Nations Studies
FNST 249-3 Aboriginal Resource Planning
or ENPL 208-3 First Nations Community and Environmental Planning
HIST 215-3 Global History of Indigenous People

Methods

ECON 205-3 Statistics for Business and the Social Sciences
ENPL 204-3 Principles and Practices of Planning
ENPL 206-3 Planning Analysis and Techniques
FNST 200-3 Perspectives in First Nations Studies
FNST 203-3 Introduction to Traditional Ecological Knowledge
GEOG 204-3 Introduction to GIS for the Social Sciences
GEOG 205-3 Cartography and Geomatics

Economic

COMM 230-3 Organizational Behaviour
GEOG 202-3 Economic Geography of Resources and Sustainability
ORTM 200-3 Sustainable Outdoor Recreation and Tourism

General

ANTH 102-3 Anthropology: A World of Discovery
ARTS 102-3 Research Writing
COMM 240-3 Introduction to Marketing
ECON 220-3 Global Economic Shifts
POLS 290-3 Research and Writing for Political Science
ORTM 100-3 Foundations of Outdoor Recreation and Tourism

Upper-Division Requirements

ENPL 313-3 Rural Community Economic Development
POLS 332-3 Community Development
POLS 403-3 Social and Health Policy and Administration
GEOG 424-3 Social Geography of Northern Communities

Select ONE course from each category below:

Community

ANTH 316-3 The Social Theory and Structure of Contemporary Canadian Society
COMM 302-3 Entrepreneurship
ENPL 301-3 Sustainable Communities: Structure and Sociology
GEOG 301-3 Cultural Geography
ORTM 407-3 Recreation, Tourism, and Communities
POLS 434-3 Resource Communities in Transition
SOCW 437-3 Social Work with Groups and Communities
SOCW 457-3 Individual and Community Wellness

Public Administration

COMM 330-3 Human Resources Management
ENPL 304-3 Mediation, Negotiation, Public Participation
ENPL 401-3 Environmental Law
POLS 302-3 How Government Works
POLS 344-3 Society, Policy and Administration of Natural Resources
POLS 351-3 Local Services and Public Policy
POLS 360-3 Local Government Finance
SOCW 435-3 Community Social Policy
SOCW 455-3 First Nations Governance and Social Policy

Governance

ANTH 410-3 Theory of Nation and State
ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement
GEOG 305-3 Political Ecology
POLS 316-3 Municipal Government and Politics
POLS 320-3 Canadian Politics and Policy
POLS 333-3 Politics and Government of BC
POLS 350-3 Law and Municipal Government

First Nations

ANTH 404-3 Comparative Study of Indigenous Peoples of the World
ENPL 409-3 Advanced First Nations Community and Environmental Planning
FNST 304-3 Indigenous Environmental Philosophy
GEOG 403-3 First Nations and Indigenous Geography
GEOG 426-3 Geographies of Culture, Rights and Power
HIST 390-3 Aboriginal People in Canada
NREM 303-3 First Nations Approaches to Resource Management
ORTM 306-3 Indigenous Tourism and Recreation
POLS 415-3 Comparative Northern Development

Methods

ANTH 421-(3-6) Ethnographic Field Methods
ENPL 305-3 Environmental Impact Assessment
ENPL 319-3 Social Research Methods
FNST 300-3 Research Methods in First Nations Studies
ORTM 310-3 Research Methods and Analysis

Economic

COMM 303-3 Introduction to International Business
ECON 305-3 Environmental Economics and Environmental Policy
ECON 331-3 Forest Economics
ECON 307-3 Northern BC in the Global Economy
GEOG 401-3 Tenure, Conflict, and Resource Geography

General

COMM 332-3 Business and Professional Ethics
COMM 340-3 Marketing Communications
COMM 342-3 Services Marketing
ENVS 414-3 Environmental and Professional Ethics
FNST 451-3 Traditional Use Studies
FNST 498-3 Special Topics in First Nations Studies
GEOG 200-3 British Columbia: People and Places
GEOG 308-3 Environments of Health and Care
GEOG 420-3 Geographies of Environmental Justice
HIST 360-3 An Introduction to Environmental History
POLS 327-3 Leadership and Ethics in Local Government

Areas of Specialization

It is possible for students to organize their course choices (areas and electives) to achieve an Area of Specialization of course work. For the PACD major, completion of a specialization requires eight courses (24 credit hours) from one of the following:

- Specialization in Local Public Administration
- Specialization in Aboriginal Community Development
- Specialization in Planning

Area of Specialization in Local Public Administration

* Students choosing this Area of Specialization should be aware that UNBC also offers a Public Administration Certificate through the Department of Political Science, as well as a First Nations Public Administration Certificate through the Department of First Nations Studies.

Lower-Division course choices

COMM 100-3 Introduction to Canadian Business
COMM 230-3 Organizational Behaviour
POLS 255-3 Introduction to Law in Canada
POLS 290-3 Research and Writing for Political Science

Upper-Division course choices

POLS 316-3 Municipal Government and Politics
POLS 320-3 Canadian Politics and Policy
POLS 327-3 Leadership and Ethics in Local Government
POLS 333-3 Politics and Government of BC
POLS 350-3 Law and Municipal Government
POLS 351-3 Local Services and Public Policy
POLS 360-3 Local Government Finance
POLS 403-3 Social and Health Policy and Administration

Area of Specialization in Aboriginal Community Development

Lower-Division course choices

FNST 200-3 Perspectives in First Nations Studies
FNST 203-3 Introduction to Traditional Ecological Knowledge
FNST 217-3 Contemporary Challenges Facing Aboriginal Communities

FNST 249-3 Aboriginal Resource Planning
or ENPL 208-3 First Nations Community and Environmental Planning

Upper-Division course choices

ANTH 404-3 Comparative Study of Indigenous Peoples of the World
COMM 302-3 Entrepreneurship
ENPL 409-3 Advanced First Nations Community and Environmental Planning
FNST 300-3 Research Methods in First Nations Studies
FNST 304-3 Indigenous Environmental Philosophy
FNST 416-3 International Perspective
FNST 451-3 Traditional Use Studies
FNST 498-3 Special Topics in First Nations Studies
GEOG 403-3 First Nations and Indigenous Geography
HIST 390-3 Aboriginal People in Canada
NREM 303-3 First Nations Approaches to Resource Management
ORTM 306-3 Indigenous Tourism and Recreation
SOCW 455-3 First Nations Governance and Social Policy
SOCW 457-3 Individual and Community Wellness

Area of Specialization in Planning

* It should be noted that the Area of Specialization in Planning does not lead to an accredited planning degree. The School of Environmental Planning offers a professional accredited Canadian Institute of Planner degree. Refer to the calendar for further information.

Required courses

ENPL 104-3 Introduction to Planning
ENPL 204-3 Principles and Practices of Planning
ENPL 301-3 Sustainable Communities: Structure and Sociology
ENPL 304-3 Mediation, Negotiation, Public Participation

Four of the following

ENPL 206-3 Planning Analysis and Techniques
ENPL 208-3 First Nations Community and Environmental Planning
ENPL 305-3 Environmental Impact Assessment
ENPL 313-3 Rural Community Economic Development
ENPL 319-3 Social Research Methods
ENPL 401-3 Environmental Law
ENPL 409-3 Advanced First Nations Community and Environment Planning
ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement

Elective and Academic Breadth

45 elective credits in any subject as necessary to ensure completion of a minimum of 120 credit hours (at least 15 of these elective credit hours must be at the 300 or 400 level) including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

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

Major in Public Administration and Community Development

The Public Administration and Community Development major gives students the skills required to function within a range of groups, organizations, and offices. Graduates are able to interact with appropriate professionals, receive their input and reports, and collate a wide range of information and material in service of their group/organization/office. Skills in analysis and synthesis are complemented

by an ability to work cooperatively and effectively, and an ability to communicate clearly through written, oral, and graphic media.

The Public Administration and Community Development major requires completion of 120 credit hours, 48 of which must be at the upper-division level. At the lower division, students must take the seven required courses and a minimum of one course from each of the seven categories. At the upper division, students must take the four required courses and a minimum of one course from each of the seven categories. To complete the 120 credit hours, students must take 45 credit hours of electives, of which 15 credit hours must be at the upper division.

It is possible for students to organize their course choices (categories and electives) to achieve a "specialization" of course work. An Area of Specialization requires eight courses (24 credit hours) in one of the following:

- ~~Specialization in~~ Local Public Administration
- ~~Specialization in~~ Aboriginal Community Development
- Specialization in Planning

Program Requirements

Lower-Division Requirements

COMM 100-3 Introduction to Canadian Business
ECON 100-3 Microeconomics
ECON 101-3 Macroeconomics
ENPL 104-3 Introduction to Planning
FNST 100-3 The Aboriginal Peoples of Canada
GEOG 101-3 ~~Human Geographies of Global Change~~ Planet Earth
POLS 100-3 Contemporary Political Issues

Select ONE course from each category below:

Community

FNST 217-3 Contemporary Challenges Facing Aboriginal Communities
GEOG 206-3 ~~Society and Space~~ Social Geography
GEOG 209-3 Migration and ~~Settlement~~ Development

Public Administration

ECON 210-3 Introduction to Health Economics and Policy
ENVS 230-3 Introduction to Environmental Policy
NREM 209-3 The Practice of Conservation
POLS 255-3 Introduction to Law in Canada
SOCW 201-3 Introduction to Social Welfare

Governance

ENVS 101-3 Introduction to Environmental Citizenship
HIST 257-3 Public Law in Canada
POLS 200-3 Canadian Government and Politics
POLS 257-3 Public Law in Canada

First Nations

FNST 200-3 Perspectives in First Nations Studies
FNST 249-3 Aboriginal Resource Planning
or ENPL 208-3 First Nations Community and Environmental Planning
HIST 215-3 Global History of Indigenous People

Methods

ECON 205-3 Statistics for Business and the Social Sciences
ENPL 204-3 Principles and Practices of Planning
ENPL 206-3 Planning Analysis and Techniques
FNST 200-3 Perspectives in First Nations Studies
FNST 203-3 Introduction to Traditional Ecological Knowledge
GEOG 204-3 Introduction to GIS for the Social Sciences
GEOG 205-3 Cartography and Geomatics

Economic

COMM 230-3 Organizational Behaviour
GEOG 202-3 ~~Economic Geography of Resources and Sustainability~~ Resources, Economies and Sustainability
ORTM 200-3 Sustainable ~~Outdoor~~ Recreation and Tourism

General

ANTH 102-3 Anthropology: A World of Discovery
ARTS 102-3 Research Writing
COMM 240-3 Introduction to Marketing
ECON 220-3 ~~Global~~ Global Economic Shifts
POLS 290-3 Research and Writing for Political Science
ORTM 100-3 Foundations of Outdoor Recreation and Tourism

Upper-Division Requirements

ENPL 313-3 Rural Community Economic Development
POLS 332-3 Community Development
POLS 403-3 Social and Health Policy and Administration
GEOG 424-3 ~~Social Geography of Northern Communities~~

Select ONE course from each category below:

Community

ANTH 316-3 The Social Theory and Structure of Contemporary Canadian Society
COMM 302-3 Entrepreneurship
ENPL 301-3 Sustainable Communities: Structure and Sociology
GEOG 301-3 Cultural Geography
ORTM 407-3 Recreation, Tourism, and Communities
POLS 434-3 Resource Communities in ~~Transition~~ Transition
SOCW 437-3 Social Work with Groups and Communities
SOCW 456-3 Family Caring Systems
SOCW 457-3 Individual and Community Wellness

Public Administration

COMM 330-3 Human Resources Management
ENPL 304-3 Mediation, Negotiation, Public Participation
ENPL 401-3 Environmental Law
POLS 302-3 How Government Works
POLS 344-3 Society, Policy and Administration of Natural Resources
POLS 351-3 Local Services and Public Policy
POLS 360-3 Local Government Finance
~~SOCW 435-3 Community Social Policy~~
SOCW 455-3 First Nations Governance and Social Policy

Governance

ANTH 410-3 Theory of Nation and State
ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement
GEOG 305-3 ~~Political Ecology~~ Political Ecology: Environmental Knowledge and Decision-Making

POLS 316-3 Municipal Government and Politics
POLS 320-3 Canadian Politics and Policy
POLS 333-3 Politics and Government of BC
POLS 350-3 Law and Municipal Government

First Nations

ANTH 404-3 Comparative Study of Indigenous Peoples of the World
ENPL 409-3 Advanced First Nations Community and Environmental Planning
FNST 304-3 Indigenous Environmental Philosophy
GEOG 403-3 First Nations and Indigenous Geographies
GEOG 426-3 Geographies of Culture, Rights and Power
HIST 390-3 Aboriginal People in Canada
NREM 303-3 ~~First Nations Approaches to Resource Management~~ Aboriginal Perspectives on Land and Resource Management
ORTM 306-3 Indigenous Tourism and Recreation
POLS 415-3 Comparative Northern Development

Methods

ANTH 421-(3-6) Ethnographic Field Methods
ENPL 305-3 Environmental Impact Assessment
ENPL 319-3 Social Research Methods
FNST 300-3 Research Methods in First Nations Studies
~~ORTM 310-3 Research Methods and Analysis~~
GEOG 324-3 Community-Based Research

Economic

COMM 303-3 Introduction to International Business
ECON 305-3 Environmental Economics and Environmental Policy
ECON 331-3 Forest Economics
ECON 307-3 Northern BC in the Global Economy
ENVS 431-3 Environmental and Sustainability Policies
GEOG 401-3 Tenure, Conflict, and Resource Geography

General

COMM 332-3 Business and Professional Ethics
COMM 340-3 Marketing Communications
COMM 342-3 Services Marketing
ENVS 414-3 Environmental and Professional Ethics
FNST 451-3 Traditional Use Studies
FNST 498-3 Special Topics in First Nations Studies
GEOG 200-3 British Columbia: People and Places
GEOG 308-3 ~~Environments of Health and Care~~ Health Geography
GEOG 420-3 ~~Geographies of~~ Environmental Justice
HIST 360-3 An Introduction to Environmental History
POLS 327-3 Leadership and Ethics in Local Government

Areas of Specialization

It is possible for students to organize their course choices (areas and electives) to achieve an Area of Specialization of course work. For the Public Administration and Community Development major, completion of a specialization requires eight courses (24 credit hours) from one of the following:

- ~~Specialization in~~ Local Public Administration
- ~~Specialization in~~ Aboriginal Community Development
- ~~Specialization in~~ Planning

Area of Specialization in Local Public Administration

* Students choosing this Area of Specialization should be aware that UNBC also offers a Public Administration Certificate through the Department of Political Science, as well as a First Nations Public Administration Certificate through the Department of First Nations Studies.

Lower-Division course choices

COMM 100-3 Introduction to Canadian Business
COMM 230-3 Organizational Behaviour
POLS 255-3 Introduction to Law in Canada
POLS 290-3 Research and Writing for Political Science

Upper-Division course choices

POLS 316-3 Municipal Government and Politics
POLS 320-3 Canadian Politics and Policy
POLS 327-3 Leadership and Ethics in Local Government
POLS 333-3 Politics and Government of BC
POLS 350-3 Law and Municipal Government
POLS 351-3 Local Services and Public Policy
POLS 360-3 Local Government Finance
POLS 403-3 Social and Health Policy and Administration

Area of Specialization in Aboriginal Community Development

Lower-Division course choices

FNST 200-3 Perspectives in First Nations Studies
FNST 203-3 Introduction to Traditional Ecological Knowledge
FNST 217-3 Contemporary Challenges Facing Aboriginal Communities
FNST 249-3 Aboriginal Resource Planning
or ENPL 208-3 First Nations Community and Environmental Planning

Upper-Division course choices

ANTH 404-3 Comparative Study of Indigenous Peoples of the World
COMM 302-3 Entrepreneurship
ENPL 409-3 Advanced First Nations Community and Environmental Planning
FNST 300-3 Research Methods in First Nations Studies
FNST 304-3 Indigenous Environmental Philosophy
FNST 416-3 International Perspective
FNST 451-3 Traditional Use Studies
FNST 498-3 Special Topics in First Nations Studies
GEOG 403-3 First Nations and Indigenous Geographies
HIST 390-3 Aboriginal People in Canada
NREM 303-3 First Nations Approaches to Resource Management Aboriginal Perspectives on Land and Resource Management
ORTM 306-3 Indigenous Tourism and Recreation
SOCW 455-3 First Nations Governance and Social Policy
SOCW 457-3 Individual and Community Wellness

Area of Specialization in Planning

* It should be noted that the Area of Specialization in Planning does not lead to an accredited planning degree. The School of Environmental Planning offers a professional accredited Canadian Institute of Planners degree. Refer to the calendar for further information.

Required courses

ENPL 104-3 Introduction to Planning
ENPL 204-3 Principles and Practices of Planning

ENPL 301-3 Sustainable Communities: Structure and Sociology
ENPL 304-3 Mediation, Negotiation, Public Participation

Four of the following

- ENPL 206-3 Planning Analysis and Techniques
- ENPL 208-3 First Nations Community and Environmental Planning
- ENPL 305-3 Environmental Impact Assessment
- ENPL 313-3 Rural Community Economic Development
- ENPL 319-3 Social Research Methods
- ENPL 401-3 Environmental Law
- ENPL 409-3 Advanced First Nations Community and Environment Planning
- ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement

Elective and Academic Breadth

45 elective credits in any subject as necessary to ensure completion of a minimum of 120 credit hours (at least 15 of these elective credit hours must be at the 300 or 400 level) including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date:

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:23

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.28

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: March 7, 2018
Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201803.31

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the description and requirements for the Minor in Human Geography, on page 145 of the 2017/2018 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2018

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

The proposed changes are intended to give students more choice and flexibility in completing the Minor. We seek to reduce the number of credit hours required from 24 to 18, consistent with several other Arts-based Minors at UNBC (i.e., General Anthropology, Sociocultural Anthropology, English, Environmental Studies, First Nations Studies, International Studies, Outdoor Recreation and Tourism Management, Political Science). We wish to allow students to take any two of the listed lower division courses as the lower division foundation for upper division study. We are adding GEOG 102-3 (new course) and deleting GEOG 100-3 from the list of lower division requirement options. We propose to expand the list of 200-level options, including two new courses (GEOG 211 and GEOG 298), and 300-level options, including a new course in community-based research (GEOG 324). The remaining proposed changes reflect new course titles and the deletion of GEOG 428.

The proposed requirements continue to fulfill the aim and objectives of the Minor. All lower division courses have been re-designed to provide a foundation in human geography, and the choices available at the upper division level ensure exposure to numerous sub-fields (e.g., cultural, social, environmental, economic, health).

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

None.

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

The aim of the minor is to show a level of competence in a theme, field or program direction that a student feels would be beneficial to her/his career and which would be ancillary to the major. By designating this group of courses as a minor the student is able to demonstrate a level of proficiency in that field.

The minor in Human Geography is designed to provide the student with:

1. an introduction to the basics of Human Geography;
2. a well-rounded introduction to several of the key sub-fields of Human Geography; and;
3. the chance to explore at least one facet of Human Geography of special interest to the student at the 400 level.

A maximum of two courses (6 credit hours) at or above the 200 level used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in Human Geography.

The minimum requirement for completion of a minor in Human Geography is 24 credit hours, including 12 upper-division credit hours.

Requirements

GEOG 100-3 Environments and People: The Geography of Natural Hazards
GEOG 101-3 Human Geographies of Global Change
GEOG 202-3 Economic Geography of Resources and Sustainability
GEOG 206-3 Society and Space

A minimum of two, maximum of three of:

GEOG 209-3 Migration and Settlement
GEOG 301-3 Cultural Geography
GEOG 305-3 Political Ecology
GEOG 306-3 International Development: People, Places, Policies, and Promises
GEOG 308-3 Environments of Health and Care

A minimum of one, maximum of two of:

GEOG 401-3 Tenure, Conflict, and Resource Geography
GEOG 403-3 First Nations and Indigenous Geography
GEOG 420-3 Environmental Justice
GEOG 424-3 Social Geography of Northern Communities
GEOG 426-3 Geographies of Culture, Rights and Power
GEOG 428-3 Health Geography in Practice

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

The aim of the minor is to show a level of competence in a theme, field or program direction that a students feels would be beneficial to their her/his career and which would be ancillary to the major. By designating this group of courses as a minor the students are ~~is~~ able to demonstrate a level of proficiency in that field.

The minor in Human Geography is designed to provide ~~the~~ students with the following:

1. an introduction to the basics of Human Geography;
2. a well-rounded introduction to several of the key sub-fields of Human Geography; and;
3. the chance to explore at least one facet of Human Geography of special interest to the student at the 400 level.

A maximum of two courses (6 credit hours) at or above the 200 level used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in Human Geography.

The minimum requirement for completion of a minor in Human Geography is ~~24~~ 18 credit hours, including 12 upper-division credit hours.

Requirements

~~GEOG 100-3 Environments and People: The Geography of Natural Hazards~~
~~GEOG 101-3 Human Geographies of Global Change~~
~~GEOG 202-3 Economic Geography of Resources and Sustainability~~

~~GEOG 206-3 Society and Space~~

Two of:

- ~~GEOG 101-3 Planet Earth~~
- ~~GEOG 102-3 Earth from Above~~
- ~~GEOG 200-3 British Columbia: People and Places~~
- ~~GEOG 202-3 Economic Geography of Resources, Economies and Sustainability~~
- ~~GEOG 203-3 Roots, Ruggedness, and Rituals-Canada: Places, Cultures and Identities~~
- ~~GEOG 204-3 Introduction to GIS for the Social Sciences~~
- ~~GEOG 206-3 Society and Space Social Geography~~
- ~~GEOG 209-3 Migration and Settlement Development~~
- ~~GEOG 211-3 Natural Hazards: Human and Environmental Dimensions~~
- ~~GEOG 220-3 World Regions: Latin America and the Caribbean~~
- ~~GEOG 222-3 World Regions: Russia~~
- ~~GEOG 298-3 Special Topics~~

~~A minimum of two, maximum of three of~~ Three of:

- ~~GEOG 209-3 Migration and Settlement~~
- ~~GEOG 301-3 Cultural Geography~~
- ~~GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making~~
- ~~GEOG 306-3 Critical International Development: People, Places, Policies, and Promises Geographies~~
- ~~GEOG 307-3 Changing Arctic: Human and Environmental Systems~~
- ~~GEOG 308-3 Environments of Health and Care Health Geography~~
- ~~GEOG 324-3 Community-Based Research~~
- ~~GEOG 333-3 Geography Field School~~

~~A minimum of one, maximum of two~~ One of:

- ~~GEOG 401-3 Tenure, Conflict, and Resource Geography~~
- ~~GEOG 403-3 First Nations and Indigenous Geography Geographies~~
- ~~GEOG 420-3 Geographies of Environmental Justice~~
- ~~GEOG 424-3 Social Geography of Northern Communities~~
- ~~GEOG 426-3 Geographies of Culture, Rights and Power~~
- ~~GEOG 428-3 Health Geography in Practice~~

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

Program / Academic / Administrative Unit: GEOG

SCCC Review Date: February 26, 2018

College: CSAM

College Council Motion Number: CSAMCC 2018:02:08:24

College Council Approval Date: FEB 8, 2018

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.: SCAAF201803.29

Moved by: T. Whitcombe

Seconded by: C. Whalen

Committee Decision: CARRIED

Approved by SCAAF: March 7, 2018
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201803.32

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the Graduate and Undergraduate Academic Dates for the January 2019 Semester be approved as proposed.

1. **Effective date:** Sept 2018
2. **Rationale for the proposed revisions:** To set the January 2019 Semester due to the announcement of Family Day 2019 moving to the third week of February beginning 2019 (See Press Release attached)
3. **Implications of the changes for other programs, etc., if applicable:** The Academic Dates have an impact on all areas of the University
4. **Reproduction of current Calendar entry for the item to be revised:**

2019 January Semester

January

1	Tuesday	New Year's Day, University closed
2	Wednesday	Orientation Day
3	Thursday	First day of classes, January Semester All January Semester fees due
17	Thursday	Last day to add/drop January Semester courses without financial penalty Last day to change January Semester courses from audit to credit and credit to audit

February

11	Monday	Family Day, University closed
12-15		Tues. to Fri. Mid-Semester Break (no classes February 12-15)
22	Friday	Last day to withdraw from January Semester courses without academic penalty, 50% tuition refund

April

1	Monday	Registration Opens for 2019-2020 Academic Year
5	Friday	Last day of classes
8	Monday	First day of exam period
18	Thursday	Last day of exam period
19	Friday	Good Friday, University closed
21	Sunday	Easter Sunday, University closed
22	Monday	Easter Monday, University closed

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

2019 January Semester

January

- 1 Tuesday New Year's Day, University closed
- 2 Wednesday Orientation Day
- 3 Thursday First day of classes, January Semester
All January Semester fees due
- 17 Thursday Last day to add/drop January Semester
courses without financial penalty
Last day to change January Semester
courses from audit to credit and credit to audit

February

- ~~11~~18 Monday Family Day, University closed
- ~~12-15-19-22~~ Tues. to Fri. Mid-Semester Break
(no classes February ~~12-15~~19-22)
- 22 Friday Last day to withdraw from January
Semester courses without academic
penalty, 50% tuition refund

April

- 1 Monday Registration Opens for 2019-2020 Academic Year
- 5 Friday Last day of classes
- 8 Monday First day of exam period
- 18 Thursday Last day of exam period
- 19 Friday Good Friday, University closed
- 21 Sunday Easter Sunday, University closed
- 22 Monday Easter Monday, University closed

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

Program / Academic / Administrative Unit: Office of the Registrar
College:
College Council Motion Number:
College Council Approval Date:
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: 1 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING	
Brief Summary of Committee Debate:	
Motion No.:	SCAAF201803.30
Moved by:	E. Jensen Seconded by: D. Wessell Lightfoot
Committee Decision:	CARRIED
Approved by SCAAF:	
Date	Chair's Signature
Approved by SCAAF: <u> March 7, 2018 </u>	
For recommendation to <u> ✓ </u> , or information of <u> </u> Senate.	

B.C. government shifts Family Day, beginning in 2019; better for business and families

<https://news.gov.bc.ca/16379>

Friday, February 9, 2018 1:00 PM

Victoria - Starting next year, British Columbia's Family Day will be moved to the third week in February so families across the country can celebrate together, announced Premier John Horgan.

Family Day was established in British Columbia in 2013 following a consultation process that had recommended the holiday be on either the second or third Monday of February. The government of the day decided on the second Monday, even though it was inconsistent with other Canadian provinces and the United States.

In announcing the change for 2019, Premier Horgan says Family Day will now be better aligned for businesses and families.

"Moving Family Day is the right thing to do for businesses small and large, and is better for families who may be spread out across the country," said Premier Horgan. "This gives families an opportunity to schedule and spend more time with loved ones from other provinces."

Surrey Board of Trade CEO Anita Huberman welcomed the change.

"The misalignment of Family Day causes inconvenience, increased costs, and lost opportunity for businesses of all sizes and in various industries," said Huberman. "The economic benefit from this change will greatly assist our members, and especially small- and medium-sized businesses, across the province."

Media Contacts

Jen Holmwood

Deputy Communications Director

Office of the Premier

250 818-4881

Motion Number (assigned by
Steering Committee of Senate): S-201803.33

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the Post-secondary Admissions section and transfer credit section of the calendar (pages 27 through 30 plus 36 and 37) be approved as proposed.

1. **Effective date:** September 2018
2. **Rationale for the proposed revisions:** Current calendar entries included a large number of inconsistencies or duplication of information. The information is now clearly delineated into Post Secondary admission and transfer credit sections. This allows greater clarity regarding the requirements.
3. **Implications of the changes for other programs, etc., if applicable:**
Consultation was obtained from Admissions staff, college councils and various key stakeholders in the professional programs. Open dialogue and opportunities for input are available on an ongoing basis.

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

Post Secondary Admissions

Statement on Transfer

To apply for admission as a transfer student, a minimum of 15 credit hours of acceptable transfer course work must be presented and a proposed Major must be declared. Following review and approval of relevant transfer credit by the Office of the Registrar and the Program Chair of the student's selected major, students completing a four-year degree program at UNBC may be eligible to receive up to 90 credit hours of transfer credit from a recognized sending institution.

Note:

1. Applicability of transfer credit will vary with the number of electives and/or lower and upper-division requirements for a particular degree.
2. For admission purposes, a minimum transfer grade point average of 2.0 or C (63-66.9%), calculated based on all previous post-secondary institutions attended, is required.
3. Any applicant who has been required to withdraw or has been placed on academic probation by the transferring institution:
 - must wait for three full semesters before being admissible to UNBC, and must outline any work completed or experience gained which would better qualify them to successfully complete work at UNBC
4. No transfer credit will be awarded for any course with a grade of less than 0.67 or D- (50-52.9%).
5. Failure to declare attendance at any post secondary institution could result in severe disciplinary action by the University and transfer credit will not be considered for transcripts provided in this manner. Information on falsifications may be shared with the Member Institutions of the Association of Registrars of Universities and Colleges of Canada.

Time Limit for Transfer Credit

Transfer credit normally will not be awarded for courses completed in excess of 10 academic years prior to the date of first UNBC registration. Students who wish to have such credit recognized should apply in writing through the Office of the Registrar to the appropriate Program Chair(s). Programs may specify a shorter time period at their discretion.

Letter of Permission

Please note: UNBC students wishing to complete courses at another university to transfer back to a degree or certificate at UNBC must obtain a Letter of Permission before taking these courses. For more information see Academic Regulation 19 in this Calendar under General Academic Regulations of the Undergraduate Regulations and Policies.

Admission from a BC College, University, and Yukon College University Transfer Programs Including Associate of Arts or Science Degrees

To meet admission requirements, the cumulative grade point average (CGPA) on all transferable courses attempted must be at least 2.0 or C (63-66.9%). While all courses attempted are included in the calculation of a student's admission GPA, no transfer credit will be awarded for any course with a grade of less than 0.67 or D- (50-52.9%). Transfer credit is awarded according to agreements articulated in the BC Transfer Guide (available online at www.bctransferguide.ca). Note: UNBC guarantees priority admission and full transfer credit (minimum of 60 credit hours) to students transferring with an Associate of Arts or Science degree.

Diploma Programs

To meet admission requirements, applicants must present a minimum cumulative GPA of 2.0 or C (63-66.9%). Transfer credit for articulated courses is awarded at the point of admission. Upon declaration of a major in a related degree program, or direct admission into Nursing or Social Work degrees, students who hold specific Business Administration, Natural Resource Management or Environmental Studies or Nursing or Social Work Diplomas may be eligible for additional block credit. Please note: To receive transfer credit in certain program areas, a higher minimum grade is required.

2 + 2 Programs

Okanagan College Diploma in Environmental Studies (Environmental Management and Interdisciplinary Environmental Arts Options) Students who have successfully completed the Diploma in Environmental Studies (Environmental management or Interdisciplinary Environmental Arts Option) from Okanagan College, with a cumulative GPA of 2.0 or greater, are eligible for admission into the BA Environmental Studies (Okanagan Completion) Program.

Northwest Community College Associate of Science Degree – Environmental Geosciences Specialization

Students who have successfully completed the Associate of Science Degree – Environmental Geosciences Specialization from Northwest Community College with a cumulative GPA of 2.0 or greater, are eligible for admission in the BSc (Integrated) (Northwest Community College Completion) Program.

Admissions: Other Categories

Admission from a College Outside BC and Quebec

The CGPA on all transferable courses attempted must be at least 2.0 or C (63-66.9%). No transfer credit will be awarded for any course with a grade of less than 0.67 or D- (50-52.9%). Individual transfer credit is awarded for course work deemed to be

university transferable in the home province on an individual basis. Holders of two-year diploma programs may be eligible for block credit, to a maximum of 30 credits.

Admission from Institutes of Technology

To meet admission requirements, the CGPA on all transferable courses attempted must be at least 2.0 or C. Transfer credit is awarded towards a relevant UNBC degree program on an individual basis, to a maximum of 30 credits.

Admission from a College of Applied Arts and Technology (Ontario)

All students admitted from a College of Applied Arts and Technology (CAAT) are strongly encouraged to seek academic advising prior to registering for courses and/or declaring a degree program. Students completing less than two full semesters at a CAAT will not be

considered for admission under this category. Students in this situation should consult the section dealing with admission from high school.

Students who wish to transfer to UNBC after completing at least two full semesters of a diploma program at a CAAT may be considered for admission to first year at UNBC. Students must have a minimum grade point average of 70% on their course work from the CAAT.

Normally, students who meet the grade requirements may be awarded up to 30 credit hours of block transfer if the academic program is relevant to the degree program sought at UNBC.

Other Admission Categories

Admission from a Canadian University

The following minimum conditions will apply to all applicants under this category of admission:

- applicants must be in good academic standing at a Canadian university
- the cumulative grade point average must be at least 2.00 (C)
- no credit will be awarded for any course with a grade of less than 0.67 (D-)

[OMIT Mature Student Entry, Special Entry and Interest Only]

Audit Only

Students wishing to participate in university courses, but not for credit, may apply for audit status. Audit students must submit an application

for admission and pay the application fee. Audit students are not required to meet the admission requirements. Students wishing to audit a course must obtain approval from the instructor. Forms for audit approval are available from the Office of the Registrar. Approval from the instructor in no way guarantees that an audit student will be able to register in the course. Priority for registration will be given to students taking the course for credit.

Audit courses do not meet prerequisites or course/program requirements.

Students wishing to change from audit to credit status must obtain approval from the instructor. Changes in status must take place prior

to the last day to add courses in the given semester (prior to the third week of classes). The degree of participation in a course for an audit student is at the discretion of the instructor. Audit students are not entitled to write the final exam or be granted credit for the course.

Note:

Students may re-register in an audit course for credit. Full-time UNBC students are not charged for audit courses. All other audit students are required to pay one-half of the regular tuition fee for the audit course. All other related fees must be paid in full by all audit students.

Studying at UNBC as a Visiting Student (on a Letter of Permission)

Students who are enrolled and in good standing at another college or university may attend UNBC on a Letter of Permission from their

home institution. It is the student's responsibility to ensure that they meet any course prerequisites. Individuals planning to attend UNBC on

a Letter of Permission should complete an application for admission, pay the application fee, and arrange to have the Letter of Permission sent, along with a copy of their most recent transcript, directly to the Office of the Registrar. Facsimile versions of this information will be acceptable on a provisional basis subject to receipt of the original.

Continuing Studies Credit

Certain courses offered through Continuing Studies may earn UNBC credit without the student having to be admitted formally. See "Continuing Studies" under the Services and Facilities section in this calendar or online at www.unbc.ca/continuingstudies.

Admission to a Second Undergraduate Degree

Students having a recognized first undergraduate degree may be eligible to take a second degree at the Bachelor's level. Students can expect to complete a minimum of 60 credits plus any unmet first- and second-year requirements. UNBC reserves the right to deny admission under this category where the program completed and the program sought are too similar.

International Admissions

The University of Northern British Columbia welcomes applications for admission from qualified students from other countries. Completed, appropriate secondary qualifications from other countries will be considered for High School admission, and study at recognized universities and colleges will be considered for Transfer admission. International Students are welcome to consider a Co-operative Education option of their program (see Programs-Co-operative Education). International applicants must be in good academic standing and be able to demonstrate an acceptable level of proficiency in English. Applicants whose first language is not English should refer to the section English Language Requirements. Each international application will be reviewed on its own merits. Please refer to page 25 for information on admission deadlines.

Admission with a General Certificate of Education (or Equivalent)

Students applying for admission from a GCE system (or equivalent) must present a minimum of two Advanced (A) level subjects and three Ordinary (O) level subjects, and have an overall grade point average of C in order to be considered for admission. All A level subjects presented for admission must have a grade of at least C. Students may substitute two Advanced-Subsidiary (AS) level subjects for one

- A- Students who present A-level subjects with grades of at least C may receive up to six credit hours of transfer credit for each course.

Students who have completed a General Certificate of Education at the Ordinary Level (O level) are not considered eligible for admission to first year at the University of Northern British Columbia.

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 completed five consecutive years of instruction and examination entirely in the English language immediately before admission (i.e., within two years of application)

are exempted from this requirement. Students who have completed secondary education taught entirely in the English Language at a recognized institution may be exempted from this requirement by providing proof. An up to date list of countries where students are exempt from the English Language Proficiency requirements can be found on the Admission pages of the UNBC website.

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

- TOEFL (Test of English as a Foreign Language) score of 90 or higher in the internet-based test, with not less than 20 in each of the Reading, Listening, Writing or Speaking components; Score of at least 230 in the computer based or at least 570 in the paper based test. 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.

- A final grade of 2.00 (C) or better in the UNBC English Language Studies 50 and English Language Studies 170.

- A final grade of 2.00 (C) or better in an articulated BCCAT EAP 4 program.

- A final grade of 70% or better in English 12 from the British Columbia secondary system.

- A final grade of 75% (B) or better in a University Transferable English course.

Admissions: Other Categories

- Completion of two full years of full time degree level studies or equivalent at a recognized institution where English is the language of instruction.

- A final grade of 2 or better in Advance Placement (AP) English Literature & Composition or AP Literature & Composition.

- A final grade of 3 or better in International Baccalaureate (IB) English A1 or A2 (higher or subsidiary level).

- MELAB score of 80, with a minimum 3 on the Speaking Rating Scale.

- CELPIP Academic Test score of 4H or higher in each of the Reading, Listening, Writing, and Speaking components

- CAEL (Canadian Academic English Language) or the CAEL CE Assessment score of at least 70, with no subtest below 60.

- A grade of B or better on Cambridge English: Advanced (CAE).

- PTE (Pearson Test of English - Academic): 65 overall score, with 60 reading, 60 writing, 60 listening, and 60 speaking.

For the Northern Collaborative Baccalaureate Nursing Program (NCBNP), the following are required for admission:

- fulfillment of the BC Secondary School English 12 requirement (70%), and

- either an IELTS (International English Language Testing System) Academic, or a CELBAN (Canadian English Language

Assessment for Nurses) with current, valid results and scores as set by CRNBC for the year of admission.

In order to be considered valid, 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.

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

Post Secondary Admissions

Statement on Transfer

~~To apply for admission as a transfer student, a minimum of 15 credit hours of acceptable transfer course work must be presented and a proposed Major must be declared. Following review and approval of relevant transfer credit by the Office of the Registrar and the Program Chair of the student's selected major, students completing a four-year degree program at UNBC may be eligible to receive up to 90 credit hours of transfer credit from a recognized sending institution.~~

Note:

~~1. Applicability of transfer credit will vary with the number of electives and/or lower and upper division requirements for a particular degree.~~

2. For admission purposes, a minimum transfer grade point average of 2.0 or C (63-66.9%), calculated based on all previous post-secondary institutions attended, is required.
3. Any applicant who has been required to withdraw or has been placed on academic probation by the transferring institution:
 - ▲ must wait for three full semesters before being admissible to UNBC, and
 - ▲ must outline any work completed or experience gained which would better qualify them to successfully complete work at UNBC
4. No transfer credit will be awarded for any course with a grade of less than 0.67 or D (50-52.9%).

University Preparation and Vocational course programs will not be considered as part of a basis for post-secondary admission.

University transfer from university, college, indegree program level studies (including Associate of Arts or Science), and Certificate and Diploma Programs, (including Institutes of Technology and Colleges of Applied Arts and Technology):

University Transfer

Acceptable Transfer includes:

- University degree courses;
- College courses (including Associate of Arts or Science);
- Certificate and Diploma Programs (including Institutes of Technology and Colleges of Applied Arts Technology).

Unacceptable Transfer includes:

- University Preparation;
- Vocational course programs.

To be considered a transfer student, a minimum of 15 credit hours of acceptable university-level course work from a recognized post-secondary institution must be presented.

For admission, a minimum grade point average (GPA) equivalent of UNBC 2.00 or C (63%) calculated on the most recent 30 credit hours of university-level course work is required. GPA is calculated on the course work completed for students with less than 30 credit hours but equal to or more than 15 credit hours.

Students with in-progress course work at the time of admission are required to maintain an acceptable GPA (as above) on the in-progress course work to retain their offer of admission.

Applicants must be in good academic standing at the transferring institution(s). Applicants who have been required to withdraw or have been placed on academic probation by the transferring institution(s) must wait for three full semesters before being admissible to UNBC and outline any work completed or experience gained which would better qualify them to successfully complete work at UNBC.

5. Failure to declare attendance at any post-secondary institution could result in severe disciplinary action by the University. Transfer credit will not be considered for transcripts provided in this manner. Information on falsifications may be shared with the Member Institutions of the Association of Registrars of Universities and Colleges of Canada.

Time Limit for Transfer Credit

Transfer credit normally will not be awarded for courses completed in excess of 10 academic years prior to the date of first UNBC registration. Students who wish to have such credit recognized should apply in writing through the Office of the Registrar to the appropriate Program Chair(s). Programs may specify a shorter time period at their discretion.

Letter of Permission

Please note: UNBC students wishing to complete courses at another university to transfer back to a degree or certificate at UNBC must obtain a Letter of Permission before taking these courses. For more information see Academic Regulation 19 in this Calendar under General Academic Regulations of the Undergraduate Regulations and Policies.

Admission from a BC College, University, and Yukon College

University Transfer Programs Including Associate of Arts or Science Degrees

To meet admission requirements, the cumulative grade point average (CGPA) on all transferable courses attempted must be at

least 2.0 or C (63–66.9%). While all courses attempted are included in the calculation of a student's admission GPA, no transfer credit will be awarded for any course with a grade of less than 0.67 or D– (50–52.9%).

Transfer credit is awarded according to agreements articulated in the BC Transfer Guide (available online at www.bctransferguide.ca).

Note: UNBC guarantees priority admission and full transfer credit (minimum of 60 credit hours) to students transferring with an Associate of Arts or Science degree.

Diploma Programs

To meet admission requirements, applicants must present a minimum cumulative GPA of 2.0 or C (63–66.9%).

Transfer credit for articulated courses is awarded at the point of admission. Upon declaration of a major in a related degree program, or direct admission into Nursing or Social Work degrees, students who hold specific Business Administration, Natural Resource Management

or Environmental Studies or Nursing or Social Work Diplomas may be eligible for additional block credit.

Please note: To receive transfer credit in certain program areas, a higher minimum grade is required.

2 + 2 Programs

Okanagan College Diploma in Environmental Studies

(Environmental Management and Interdisciplinary Environmental Arts Options)

Students who have successfully completed the Diploma in Environmental Studies (Environmental Management or Interdisciplinary Environmental Arts Option) from Okanagan College, with a cumulative GPA of 2.0 or greater, minimum grade point average (GPA) equivalent of UNBC 2.0 or C (63%) calculated on the most recent 30 credit hours of university-level course work are eligible for admission into the BA Environmental Studies (Okanagan Completion) Program.

Northwest Community College Associate of Science Degree – Environmental Geosciences Specialization

Students who have successfully completed the Associate of Science Degree – Environmental Geosciences Specialization from Northwest Community College with a cumulative GPA of 2.0 or greater, minimum grade point average (GPA) equivalent of UNBC 2.00 or C (63%) calculated on the most recent 30 credit hours of university-level course work are eligible for admission in the BSc (Integrated) (Northwest Community College Completion) Program.

Nature-Based Tourism Management

Student who have successfully completed a Tourism Management Diploma from a recognized post-secondary institution in BC with a minimum grade point average (GPA) equivalent of UNBC 2.00 or C (63%) calculated on the most recent 30 credit hours of university-level course work are eligible for admission in the Nature-Based Tourism Management program.

Diploma Programs in Environmental Studies, Natural Resources, Tourism, Sport or Recreation Studies, Commerce, Geography, or related.

Students who have successfully completed a 2-year diploma in Environmental Studies, Natural Resources, Tourism, Sport or Recreation Studies, Commerce, Geography, or equivalent, with a minimum of a cumulative GPA of 2.00, grade point average (GPA) equivalent of UNBC 2.00 or C (63%) calculated on the most recent 30 credit hours of university-level course work are eligible for admission into the BA Nature-Based Tourism (Diploma Completion) Program.

CEGEP

Applicants must have a two-year Diplôme D'Etude Collegial (DEC), with a minimum grade point average (GPA) equivalent of UNBC 2.00 or C (63%) calculated on the most recent 30 credit hours of university-level course work.

Letter of Permission – Visiting Students

Applicants may present a Letter of Permission from another post-secondary institution for access to course work at UNBC. The Letter of Permission indicates that the applicants are in good academic standing and will be using course work towards a degree program at the home institution. Course prerequisites are still required and it is the responsibility of the students to ensure that the course prerequisites are met.

If the language of instruction at the home institution is not English, applicants need to include supporting documentation from the institution indicating the applicants' ability to function sufficiently in an undergraduate academic environment. If upon arrival, it is determined that the applicants do not have the necessary language skills to succeed in the program, they will be required to take the necessary English Language program to upgrade their skills or will be asked to withdraw.

Definition of recognized institution

An institution, authorized by the recognized government authority for university- or college-level Higher Education in that Jurisdiction to be able to award credentials, including Certificates, Diplomas, and (Associate, Bachelor, Master and Doctoral) Degrees, that could be considered equivalent to a Canadian credential.

Admissions: Other Categories

Admission from a College Outside BC and Quebec

The CGPA on all transferable courses attempted must be at least 2.0 or C (63-66.9%). No transfer credit will be awarded for any course with a grade of less than 0.67 or D- (50-52.9%). Individual transfer credit is awarded for course work deemed to be university transferable in the home province on an individual basis. Holders of two-year diploma programs may be eligible for block credit, to a maximum of 30 credits.

Diploma Programs in Environmental Studies, Natural Resources, Tourism, Sport or Recreation Studies, Commerce, Geography, or related.

Students who have successfully completed a 2-year diploma in Environmental Studies, Natural Resources, Tourism, Sport or Recreation Studies, Commerce, Geography, or equivalent, with a minimum of a cumulative GPA of 2.00, are eligible for admission into the BA Nature Based Tourism (Diploma Completion) Program.

Admission from Institutes of Technology

To meet admission requirements, the CGPA on all transferable courses attempted must be at least 2.0 or C. Transfer credit is awarded towards a relevant UNBC degree program on an individual basis, to a maximum of 30 credits.

Admission from a College of Applied Arts and Technology (Ontario)

All students admitted from a College of Applied Arts and Technology (CAAT) are strongly encouraged to seek academic advising prior to registering for courses and/or declaring a degree program. Students completing less than two full semesters at a CAAT will not be considered for admission under this category. Students in this situation should consult the section dealing with admission from high school.

Students who wish to transfer to UNBC after completing at least two full semesters of a diploma program at a CAAT may be considered for admission to first year at UNBC. Students must have a minimum grade point average of 70% on their course work from the CAAT.

Normally, students who meet the grade requirements may be awarded up to 30 credit hours of block transfer if the academic program is relevant to the degree program sought at UNBC.

Other Admission Categories

Audit Only

Students wishing to participate in university courses, but not for credit, may apply for audit status. Audit Only students must submit an application for admission and pay the application fee. Audit Only students must also obtain approval from the course instructor, using the "Undergraduate Registration and Drop/withdraw" forms available from the Office of the Registrar. Audit Only students are not required to meet regular admission requirements.

Priority for spaces in courses is always given to students taking the course for credit. Approval from the instructor in no way guarantees that an audit student will be able to attend an oversubscribed course.

The degree of participation in a course for an audit student is at the discretion of the instructor. Audit Only students are not entitled to write the final exam or be granted credit for the course.

Audited courses do not meet prerequisites or course/program requirements.

Dependent on available space, students wishing to change from audit to credit status must obtain approval from the instructor prior to the last day to add courses ([add/drop date page](#)) in the given semester.

Continuing Studies Credit

Certain courses offered through Continuing Studies may earn UNBC credit without the student having to be admitted formally. See "Continuing Studies" under the Services and Facilities section in this calendar or online at www.unbc.ca/continuingstudies.

Admission to a Second Undergraduate Degree

Students having a first undergraduate degree from a recognized institution may be eligible to take a second degree at the Bachelor's level. UNBC reserves the right to deny admission under this category where the program completed and the program sought are too similar. A minimum of 60 credits will be required to complete a second degree. Students may be required to complete any unmet first and second year requirements.

Admission from a Canadian University

The following minimum conditions will apply to all applicants under this category of admission:

- applicants must be in good academic standing at a Canadian university
- the cumulative grade point average must be at least 2.00 (C)
- no credit will be awarded for any course with a grade of less than 0.67 (D-)

[OMIT Mature Student Entry, Special Entry and Interest Only]

Audit Only

Students wishing to participate in university courses, but not for credit, may apply for audit status. Audit students must submit an application for admission and pay the application fee. Audit students are not required to meet the admission requirements.

Students wishing to audit a course must obtain approval from the instructor. Forms for audit approval are available from the Office of the Registrar. Approval from the instructor in no way guarantees that an audit student will be able to register in the course. Priority for registration will be given to students taking the course for credit. Audit courses do not meet prerequisites or course/program requirements. Students wishing to change from audit to credit status must obtain approval from the instructor. Changes in status must take place prior to the last day to add courses in the given semester (prior to the third week of classes). The degree of participation in a course for an audit student is at the discretion of the instructor. Audit students are not entitled to write the final exam or be granted credit for the course.

Note:

Students may re-register in an audit course for credit. Full-time UNBC students are not charged for audit courses. All other audit students are required to pay one-half of the regular tuition fee for the audit course. All other related fees must be paid in full by all audit students.

Studying at UNBC as a Visiting Student (on a Letter of Permission)

Students who are enrolled and in good standing at another college or university may attend UNBC on a Letter of Permission from their home institution. It is the student's responsibility to ensure that they meet any course prerequisites. Individuals planning to attend UNBC on a Letter of Permission should complete an application for admission, pay the application fee, and arrange to have the Letter of Permission sent, along with a copy of their most recent transcript, directly to the Office of the Registrar. Facsimile versions of this information will be acceptable on a provisional basis subject to receipt of the original.

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Certain courses offered through Continuing Studies may earn UNBC credit without the student having to be admitted formally. See "Continuing Studies" under the Services and Facilities section in this calendar or online at www.unbc.ca/continuingstudies.

Admission to a Second Undergraduate Degree

Students having a recognized first undergraduate degree may be eligible to take a second degree at the Bachelor's level. Students can expect to complete a minimum of 60 credits plus any unmet first and second year requirements. UNBC reserves the right to deny admission under this category where the program completed and the program sought are too similar.

International Admissions

The University of Northern British Columbia UNBC welcomes applications for admission from qualified students from other countries. International secondary and post-secondary credentials are considered. International students must meet the equivalent of the criteria outlined on pages XX for High School Admission and University Transfer in British Columbia. Admission is based on the comparison of standards for credentials and grading in the country of origin. Applicants whose first language is not English must be able to demonstrate an acceptable level of proficiency in English. Refer to the English Language Requirements below:

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 completed five consecutive years of instruction and examination entirely in the English language immediately before admission (i.e., within two years of application) are exempted from this requirement. Students who have completed secondary education taught entirely in the English Language at a recognized institution may be exempted from this requirement by providing proof. An up-to-date list of countries where students are exempt from the English Language Requirements can be found on the Admission pages of the UNBC website.

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

- TOEFL (Test of English as a Foreign Language) score of 90 or higher in the internet-based test, with not less than 20 in each of the Reading, Listening, Writing or Speaking components; Score of at least 230 in the computer based or at least 570 in the paper based test. 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.
- A final grade of 2.00 (C) or better in UNBC English Language Studies 50 and English Language Studies 170.
- A final grade of 2.00 (C) or better in an articulated BCCAT EAP 4 program.
- A final grade of 50% or better in English 12 from the British Columbia secondary system, or Canadian equivalent.
- A final grade of 75% (B) or better in a University Transferable English course.
- Completion of two full years of full time degree level studies or equivalent at a recognized institution where English is the language of instruction.
- A final grade of 2 or better in Advance Placement (AP) English Literature & Composition or AP Literature & Composition.
- A final grade of 3 or better in International Baccalaureate (IB) English A1 or A2 (higher or subsidiary level).
- MELAB score of 80, with a minimum 3 on the Speaking Rating Scale.
- CELPIP Academic Test score of 4H or higher in each of the Reading, Listening, Writing, and Speaking components
- CAEL (Canadian Academic English Language) or the CAEL CE Assessment score of at least 70, with no subtest below 60.
- A grade of B or better on Cambridge English: Advanced (CAE).
- PTE (Pearson Test of English - Academic): 65 overall score, with 60 reading, 60 writing, 60 listening, and 60 speaking.

For the Northern Collaborative Baccalaureate Nursing Program (NCBNP), the following are required for admission:

- fulfillment of the BC Secondary School English 12 requirement (70%), and
- either an IELTS (International English Language Testing System) Academic, or a CELBAN (Canadian English Language Benchmark Assessment for Nurses) with current, valid results and scores as set by CRNBC for the year of admission.

In order to be considered valid, 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.

If upon arrival, it is determined that the applicants do not have the necessary language skills to succeed in the program, they will be required to take the necessary English Language program to upgrade their skills or will be asked to withdraw.

Completed, appropriate secondary qualifications from other countries will be considered for High School admission, and study at recognized universities and colleges will be considered for Transfer admission. International Students are welcome to consider a Co-operative Education option of their program (see Programs Co-operative Education).

International applicants must be in good academic standing and be able to demonstrate an acceptable level of proficiency in English. Applicants whose first language is not English should refer to the section English Language Requirements.

Each international application will be reviewed on its own merits. Please refer to page 25 for information on admission deadlines.

Admission with a General Certificate of Education (GCE) or Equivalent

Students applying For admission from a GCE system or equivalent must present a minimum of two Advanced (A) level subjects and three Ordinary (O) level subjects, and have must be completed with an overall grade point average of C or higher in order to be considered for admission. All A level subjects presented for admission must have a grade of at least C. Students may substitute two Advanced-Subsidiary (AS) level subjects for one A-level. ~~Students who present All A-level subjects presented for admission must have a grade of at least C. Each A level subject course with a grade of at least C may be awarded up to six credit hours of transfer credit, with grades of at least C may receive up to six credit hours of transfer credit for each course. Students who have completed a General Certificate of Education at the Ordinary Level (O level) are not considered eligible for admission to first year at the University of Northern British Columbia.~~

Admissions: Other Categories

Transfer Credit

Transfer credit is awarded according to agreements articulated in the BC Transfer Guide (available online at www.bctransferguide.ca).

All University level course work completed at a recognized institution is eligible for transfer credit. If the content of the course matches a significant amount of UNBC course content, it will receive "specific credit". If specific credit is not awarded, it may receive discipline credit or non-specific credit. Not all transfer credit may be able to be used to meet UNBC degree requirements. No transfer credit will be awarded for any course with a grade of less than equivalent to UNBC 0.67 or D- (50-52.9%). Courses more than 10 years old are normally assigned unspecified credit. Programs may specify a shorter time period at their discretion. Students who wish to have such credit recognized should apply in writing through the Office of the Registrar to the appropriate Program Chair(s).
If you change programs or are readmitted to your program after a stop out your transfer credit may be reassessed.

Associate degree

Holders of an Associate of Arts or Science degree are awarded a minimum of 60 credit hours of transfer credit.

IT, CAAT, Diplomas and Block credit

Holders of two-year diploma programs may be eligible for block credit to a maximum of 30 credit hours of transfer credit. Students who hold specific Diplomas, including Business Administration, Natural Resource Management or Environmental Studies or Nursing or Social Work, may be eligible for additional transfer credit. Certain program areas may require a higher minimum grade to award transfer credit.

CEGEP

Holders of a two-year Diplome D'Etude Collegial (DEC) may be eligible for a maximum 30 credit hours of transfer credit (normally from the second year of studies). Holders of three-year DEC applicable to specific UNBC programs may be eligible for additional transfer credit.

Advanced Placement (AP) and International Baccalaureate (IB)

Advanced placement courses are eligible for transfer credit if you complete the course with a grade of 4 or higher.

International Baccalaureate course work completed at the Higher Level is eligible for transfer credit with a grade of 4 or higher. If you complete the complete IB Diploma you may be eligible for block credit for Subsidiary Level course work.

See the BCCAT website to review the credit assigned (<http://www.bctransferguide.ca/search/ib>).

GCE

Each A level subject course with a grade of at least C may be awarded up to six credit hours of transfer credit.

Letter of Permission

19. Letters of Permission

A Letter of Permission ensures that courses successfully completed at another institution will be transferred to UNBC for consideration as credit toward the student's degree program. Before taking courses from other post-secondary institutions for credit on a Letter of Permission towards a UNBC credential, a student must

- a. complete at least 9 credit hours of study at UNBC;
- b. be in good academic standing;
- c. not have any outstanding obligation to the University, which may include, but is not limited to the following:
 - tuition fees owing;
 - library or other fines owing;
 - outstanding library loans;
 - outstanding equipment or other loans.

Course work taken on a Letter of Permission is considered to be transfer credit, and therefore subject to all policies and practices related to transfer credit. Students who complete courses without having first obtained a Letter of Permission risk not having those courses accepted for transfer credit.

12. Advanced Standing

In cases where course challenge is not possible, or appropriate transfer credit is unable to be granted, the Program Chair(s) or instructor, as appropriate, upon review of the student's background, may grant a student permission to undertake advanced course work without the normal prerequisites. Such advanced standing will not reduce the number of credits that the student must accumulate to obtain a UNBC degree.

14. Residency Requirement for Graduation

Up to 90 credit hours of transfer credit from a recognized sending institution may be eligible to be applied to completion of a four-year degree program at UNBC.

Up to 30 credit hours of transfer credit from a recognized sending institution may be eligible to be applied to completion of a 60 credit hour diploma program at UNBC.

Up to 15 credit hours of transfer credit from a recognized sending institution may be eligible to be applied to completion of a 30 credit hour certificate program at UNBC.

(*Renumbering of Regulations and Policies will be needing update, with the removal of Items 18 and 19)

6. Authorization:

Program / Academic / Administrative Unit: Registrar's Office

SCCC Review Date: March 6, 2018

College: ALL

College Council Motion Number: not applicable

College Council Approval Date: reviewed Jan2018

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: #0.0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMISSIONS AND DEGREES MEETING

Brief Summary of Committee Debate:

Motion No.: SCAD201802.04

Moved by: R. Chowdhury

Seconded by: H. Lawson

Committee Decision: CARRIED as amended, pending recommendations from the SCCC.

Approved by SCAD: February 9, 2018

Date

Glen Schmidt

Chair's Signature

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

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the Other Admission categories (pages 28-29) be approved as proposed.

1. **Effective date:** Sept 2018

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

In an effort to have our policies reflect what we are actually doing as an institution I am proposing a change to three categories; Mature Student, Special Entry and Interest Only. In current practice, we have manipulated and modified the policies related to these categories to allow students to enter the institution at the behest of the programs or other functional areas of the institution that provide distributed coursework.

The Access category will allow us to accommodate most if not all of the variations of access requests that have been coming into the Registrar's office. As well this option allows us to give access to students taking cohort or contract based programs in the regions or through continuing studies that need credit courses within the program to meet the requirements of external funding agencies, without compromising our normal admission pathways.

Through discussion with our partner institutions (NWCC, CNC, NLC) we create a pathway back to UNBC that does not hold the stigma that we currently have for students who attempt course work and fail. Students in this category can receive targeted information regarding institutional supports to help them succeed at UNBC and our partner institutions, as needed.

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

This category will allow for the current exceptions that are requested by the programs of my admissions office to be accommodated.

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

Mature Student Entry

Each mature student application will be reviewed on its own merits. Mature applicants must:

- be Canadian Citizens or permanent residents of Canada
- have been out of secondary school for at least three years
- be 21 years of age on or before the first day of classes
- have attempted fewer than 15 post-secondary academic credits

Students must submit transcripts of any post-secondary work that they have completed for the purpose of prerequisite checks, and a résumé of both academic and other activities (employment, service, etc.) for the past three years. The University may exercise its discretion by admitting on a probationary basis.

Special Entry

Where applicants do not meet the requirements under any specific category of admission, or where there are extenuating circumstances, application may be made under the category of Special Entry. In these instances, applicants will be assessed on an individual basis and may be asked to provide:

- any and all academic transcripts
- a résumé of both academic and other activities (employment, service, etc.) for the past three years

In addition, applicants under this category may be asked to present themselves for an interview.

Normally, special entry students will enroll on a part-time basis for at least one semester.

Any admissions conditions involving the achievement of a specific grade point average will be reviewed after the first semester. The normal requirement to continue studies would be a C average in a course load not to exceed six credit hours. Failure to achieve the required grade point average will result in further registration being denied. Once admission requirements are cleared, the student will proceed as a regular UNBC student.

Interest Only

Students who do not intend to pursue a degree or certificate program at UNBC, but want to take courses for credit, may do so under the category of Interest Only to a maximum of 30 credit hours, provided they have not previously been refused admission to UNBC under

any other category. This category of admission permits easy access to UNBC studies as minimal documentation at the point of entry is required.

Interest Only students must:

- Enroll on a part-time basis at UNBC (fewer than 9 credit hours)
- Re-apply every semester
- Obtain a minimum semester grade point average of 2.00 in order to remain eligible for re-entry under this category.

Note:

1. Interest Only students who wish to continue their studies beyond 30 credit hours in pursuit of a UNBC credential must re-apply, meet the general admission requirements as stated in the Calendar and, as applicable, declare a Major (see Academic Regulation 22).
2. Applicants whose first language is not English should refer to the section English Language Requirements.
3. Applicants currently on academic probation or required to withdraw from any post-secondary institution are not eligible to apply for admission under this category.

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

Access category

Students who wish to attend UNBC and do not meet the normal requirements for admission (from High School or as a transfer student from another post-secondary) may be considered for general course access. In order to be considered, applicants must:

1. complete an online application;
2. provide a brief written explanation why they should be considered for admission without meeting minimum requirements. This explanation should include a clear statement of their academic and career goals.

Students admitted under this category are limited to take a maximum of three first-year university courses (minimum for full time for financial aid and for other funding sources), unless additional course work is prescribed by an already developed access pathway.

In order to be eligible to continue beyond these first-term courses students must achieve a grade of B or higher in each course.

If students do not succeed in meeting these requirements, they may enter a partnership pathway with a regional college. Students who wish to return to UNBC must complete a minimum of 15 credit hours of acceptable university-level course work from a recognized post-secondary institution and achieve a minimum grade point average (GPA) equivalent of UNBC 2.00 or C (63%), calculated on the most recent credit hours of university-level course work. Students with equal to or more than 15 credit hours have their GPA calculated on the course work completed up to a maximum of 30 credit hours.

Mature Student Entry

Each mature student application will be reviewed on its own merits. Mature applicants must:

- be Canadian Citizens or permanent residents of Canada
- have been out of secondary school for at least three years
- be 21 years of age on or before the first day of classes
- have attempted fewer than 15 post-secondary academic credits

Students must submit transcripts of any post-secondary work that they have completed for the purpose of prerequisite checks, and a résumé of both academic and other activities (employment, service, etc.) for the past three years. The University may exercise its discretion by admitting on a probationary basis.

Special Entry

Where applicants do not meet the requirements under any specific category of admission, or where there are extenuating circumstances, application may be made under the category of Special Entry. In these instances, applicants will be assessed on an individual basis and may be asked to provide:

- any and all academic transcripts
- a résumé of both academic and other activities (employment, service, etc.) for the past three years

In addition, applicants under this category may be asked to present themselves for an interview.

Normally, special entry students will enroll on a part-time basis for at least one semester.

Any admissions conditions involving the achievement of a specific grade point average will be reviewed after the first semester. The normal requirement to continue studies would be a C average in a course load not to exceed six credit hours. Failure to achieve the required grade point average will result in further registration being denied. Once admission requirements are cleared, the student will proceed as a regular UNBC student.

Interest Only

Students who do not intend to pursue a degree or certificate program at UNBC, but want to take courses for credit, may do so under the category of Interest Only to a maximum of 30 credit hours, provided they have not previously been refused admission to UNBC under

any other category. This category of admission permits easy access to UNBC studies as minimal documentation at the point of entry is required.

Interest Only students must:

- Enroll on a part-time basis at UNBC (fewer than 9 credit hours)
- Re-apply every semester
- Obtain a minimum semester grade-point average of 2.00 in order to remain eligible for re-entry under this category.

Note:

4. Interest Only students who wish to continue their studies beyond 30 credit hours in pursuit of a UNBC credential must re-apply, meet the general admission requirements as stated in the Calendar and, as applicable, declare a Major (see Academic Regulation 22).
5. Applicants whose first language is not English should refer to the section English Language Requirements.
6. Applicants currently on academic probation or required to withdraw from any post-secondary institution are not eligible to apply for admission under this category.

6. Authorization:

Program / Academic / Administrative Unit: Registrar's Office

College: Not Applicable

SCCC Review Date: February 26, 2018

College Council Motion Number: This entry was presented to College Councils for discussion

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.: SCAD201803.03

Moved by: R. Chowdhury

Seconded by: G. Hues

Committee Decision: CARRIED

Approved by SCAD: March 7, 2018
Date

Glen Schmidt
Chair's Signature

For recommendation to ✓, or information of _____ Senate.



Motion Number (assigned by SCS): SCSB 20180228.03

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Sue Killy Memorial Scholarship be approved.

Effective Date: 2018-2019 Academic Year

Rationale: To activate the Sue Killy Memorial Scholarship commencing the 2018-2019 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: February 2, 2018

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20180228.03

Moved By: Chowdhury

Seconded By: Horianopoulos

Committee Decision: CARRIED.

Attachments: 1 Page

Approved by SCSB: February 28, 2018
Date


Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Entrance

Award Name: Sue Killy Memorial Scholarship

Awards Guide Description/Intent: The Killy Family have very deep roots in Prince George as a founding family of today's successful forest industry. Sue Killy was born in 1942 to Mr. and Mrs. Ivor Killy. She was accidentally killed in 1965 while completing her Masters degree in Oxford, England. This scholarship has been established in honour of what would have been her 75th birthday year, by her brother and sisters. This award is one of the very highest valued renewable entrance scholarships at UNBC.

Donor: The Killy Family

Value: \$5,500

Number: One

Award Type: Scholarship

Eligibility: Available to a full time undergraduate student with demonstrated school/community involvement and proven academic excellence. First preference will be given to a resident of northern BC outside of Prince George.

Note: This award is renewable for three (3) years, subject to the recipient maintaining academic excellence.

Criteria: Demonstrated financial need and academic excellence.

Conditions: Applicants must provide letter(s) of reference to support community involvement.

Effective Date: Endowed 2018

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): SCSB20180228.04

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Triton Environmental Consultants Bursary be approved.

Effective Date: 2018-2019 Academic Year

Rationale: To activate the Triton Environmental Consultants Bursary commencing the 2018-2019 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: February 2, 2018

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20180228.04

Moved By: Horianopoulos

Seconded By: Massingham

Committee Decision: CARRIED.

Attachments: 1 Page

Approved by SCSB: February 28, 2018
Date


Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Triton Environmental Consultants Bursary

Awards Guide Description/Intent: Since 1989, Triton Environmental Consultants Ltd. has provided practical solutions with local knowledge to enable responsible development in Western Canada. From power projects and mines to interprovincial pipeline projects, clients have relied on Triton to successfully steward their projects from inception to completion.

Triton Environmental Consultants Ltd. is committed to integrating First Nations perspectives into their projects. They recognize the value First Nations team members provide due to their incredible knowledge and understanding of their traditional territories. The intent of this award is to support students enrolled in a Natural Resources Management Program at UNBC who strive to facilitate sustainable use of the environment.

Donor: Triton Environmental Consultants Ltd.

Value: \$1,000

Number: One

Award Type: Bursary

Eligibility: Available to a full time undergraduate student enrolled in a Natural Resources Management Program who has completed 30 credit hours. First preference will be given to a First Nations student.

Criteria: Demonstrated financial need and satisfactory academic standing.

Effective Date: Established 2018

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): SCSB20180228.05

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Dr. James McDonald Memorial Award be approved.

Effective Date: 2018-2019 Academic Year

Rationale: To activate the Dr. James McDonald Memorial Award commencing the 2018-2019 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: February 22, 2018

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20180228.05

Moved By: Dale

Seconded By: Beeler

Committee Decision: CARRIED.

Attachments: 1 Page

Approved by SCSB: February 28, 2018
Date


Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Dr. James M^cDonald Memorial Award

Awards Guide Description/Intent: This award has been established to honour the memory of founding UNBC Anthropology Professor Dr. James (Jim) Andrew M^cDonald. During his time at UNBC Jim was an exceptional Chair of the Anthropology Department; he also served in that role for the First Nations Studies Department, as well serving a term as Director of the First Nations Centre. Jim's research focused on First Nations social organization, political economy, decolonization and land tenure with the Tsimshian community of Kitsumkalum being his primary focus. Jim also worked with the Nisga'a on local education issues, helped to organize anthropology field schools in Russia, and studied the recovery of the Gaelic language and culture in Scotland. Jim was past-President of the Association of Canadian Universities for Northern Studies and a Fellow of the Royal Canadian Geographical Society.

Donor: Friends and Family of Dr. James M^cDonald

Value: \$1,000

Number: One

Award Type: Award

Eligibility: Available to a full time graduate student or a senior undergraduate student who has completed 60 credit hours. Applicants may be enrolled across disciplines but with a focus in the Anthropology of indigenous or northern communities. Graduate student applicants in the Interdisciplinary Studies (IDIS) Program must have Anthropology as their home department.

Criteria: Demonstrated financial need and academic proficiency.

Effective Date: Endowed 2018

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation of the Anthropology Department and the UNBC Awards Office.



Motion Number (assigned by SCS): S-201803.36

STEERING COMMITTEE OF SENATE

PROPOSED MOTION

Motion: That the terms of reference and membership for the Senate Committee on Honorary Degrees and Other Forms of Special Recognition be approved as proposed.

Effective Date: Upon the approval of Senate

Proposed by: Heather Sanford, University Secretary

Faculty / Academic Department: Office of the University Secretariat

Implications for Other Programs / Faculties: None

Rationale: The changes to the committee terms of reference and membership are based on feedback from the SCHDSR. The Recording Secretary is also changing from a Governance Officer to the Ceremonies and Protocol Officer.

Attachments: The proposed terms of reference for SCHDSR are attached.

SCHDSR Motion Number: SCHDSR201803.03

SCHDSR Approval Date: March 13, 2018

TO BE COMPLETED AFTER SCS MEETING

Brief Summary of Committee Debate:

Motion No.: SCS201803.03

Moved by: M. Mandy

Seconded by: D. Ryan

Committee Decision: CARRIED

Attachments: 1 page

Approved by SCS: March 21, 2018
Date


Chair's Signature

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

SENATE COMMITTEE ON HONORARY DEGREES AND OTHER FORMS OF SPECIAL RECOGNITION

Terms of Reference:

- ~~To recommend to Senate candidates for Honorary Degrees, other forms of special recognition and additions to the list of Convocation.~~
 - ~~To recommend changes to the criteria and qualifications for candidates for honorary degrees or for candidates for addition to the list of Convocation.~~
 - ~~To make recommendations to Senate on any other matter concerning forms of special recognition which the Senate may refer to the Committee.~~
 - ~~To consider, and forward to Senate, recommendations made by the Alumni Association on the selection of a new Chancellor.~~
1. To review, advise or make recommendations to Senate with respect to the following:
 - (a) candidates for Honorary Degrees, other forms of special recognition and additions to the list of Convocation;
 - (b) changes to the criteria, qualifications and the process for awarding honorary degrees or for making additions to the convocation roll, and;
 - (c) other matters concerning forms of special recognition within the scope and jurisdiction of Senate, such as Professor Emeritus, UNBC Senate Student Leadership Award, and other similar types of recognition.
 2. To receive from the Board on behalf of Senate and to provide feedback to the Board on Chancellor Nomination Procedures.
 3. To receive in confidence from and to provide feedback to, the Chancellor Nomination Committee on shortlisted nominees in accordance with the approved Chancellor Nomination Procedures.

Membership:

President (Chair)
Chancellor (*ex-officio*)
Provost
Vice President, Research and Graduate Programs
Vice President, Advancement
~~Two Three~~ Faculty Senators, ~~one from each College~~
One Student Senator
One Lay Senator, a member of the Alumni Association
Secretary of Senate (non-voting)

Chair: President

Committee Secretary: University Registrar as Secretary of Senate

Recording Secretary: ~~Governance Officer~~ Ceremonies and Protocol Officer

Quorum: Majority

Reporting Month: January

DISCUSSION DRAFT 2018

 PROCEDURES	Policy No:	Approval Date:
	Approving Authority: Board of Governors Responsible Executive: President Responsible Administrator: University Secretary	
Title: Chancellor Nomination, Selection and Appointment		

1. Scope

- 1.1. These Procedures cover the nomination, selection, appointment and re-appointment of the University Chancellor.

2. Legislative Framework

- 2.1. The *University Act* of British Columbia provides that the University is to be led by a Chancellor.
- 2.2. Pursuant to section 11 of *Act*, the Board of Governors appoints the Chancellor on nomination by the alumni association and after consultation with the Senate.
- 2.3. The Chancellor holds office for three years and after that until a successor is appointed. A retiring Chancellor is eligible for reappointment. However, a person may not hold the office of Chancellor for more than six consecutive years, in addition to any period of office held by that person as a result of having been appointed for the unexpired term of a predecessor.

3. Notification of Vacancy – During Chancellor’s Final Term

- 3.1. Approximately twelve (12) months before the expiry of a Chancellor’s *final term*, the President will notify the Senate, the Board of Governors, the Alumni Council and the university community, of the impending vacancy.

DISCUSSION DRAFT 2018

- 3.2. The Governance Committee of the Board (or equivalent Board Committee designated with this responsibility), in consultation with the Alumni Council and the Senate Committee on Honorary Degrees and Other Forms of Special Recognition (or equivalent Senate Committee designated with this responsibility) will promptly review, and propose revisions if needed, to these Procedures, and to the position profile and any nomination or other forms used in the selection process.

4. Formation and Composition of the Nomination Committee

- 4.1. After notification has been given under section 3.1, a joint nomination and advisory committee (the Nomination Committee) of the Board of Governors, the Alumni Council and Senate will be struck to oversee the process for seeking and considering nominations.
- 4.2. The Committee will be constituted as follows (7 Members):
- (a) the Chair of the Board of Governors, who will chair the Committee;
 - (b) one member of the Board of Governors appointed or elected by the Governance Committee of the Board;
 - (c) the President of the Alumni Council;
 - (d) one member of the Alumni Council;
 - (e) the President of the University, as Chair of Senate, or designate member of Senate at the President's discretion;
 - (f) one faculty Senator, elected or appointed by Senate
 - (g) one student Senator elected or appointed by Senate
- 4.3. The Board, Alumni Council and Senate will each determine their own method of electing or appointing their respective representatives to the Committee.
- 4.4. The University Secretary will serve as secretary to the Committee and will oversee the confidential process and keep records in accordance with best practices and legislative requirements respecting protection of privacy.

5. Reappointment Procedures – during Chancellor's First Term

- 5.1. If the current Chancellor is eligible for, and agreeable to reappointment, the Nomination Committee will be struck in accordance with s. 4 above, approximately fourteen months (14) months prior to the re-appointment, to allow time for the procedures outlined in s. 6, and otherwise herein to occur, in the event the Chancellor is not re-appointed and there is an impending vacancy.

DISCUSSION DRAFT 2018

- 5.2. The Nomination Committee will solicit feedback in confidence, on the Chancellor's first term. Solicitation of feedback will include members of the Board, the Senate and the Alumni Council, and may include the broader University Community. The Committee will consider whether the Chancellor should be reappointed and will make a confidential recommendation to the Board, and may provide summary supporting information or rationale to the Board if the Committee so desires.
- 5.3. With the recommendation of the Nomination Committee, the Board will determine whether or not to re-appoint the Chancellor for a second term, and will so inform the Committee and the Chancellor.

6. Nomination and Selection Process

- 6.1. In the event of an impending vacancy, a Nomination Committee shall be struck and shall issue a call for nominations to the Alumni, the Alumni Council, the Senate, the Board of Governors, the Undergraduate and Graduate Student Societies, and to the University Community at large. If a Nomination Committee has been struck for the purposes of s. 5, and the Board does not reappoint a Chancellor that Committee will continue to serve for the purposes of this section.
- 6.2. The call for nominations is to include the position profile, nomination form and information about process and proposed timelines, and the call will remain open until the Board has appointed a Chancellor.
- 6.3. The Committee will:
 - (a) Consider nominees, in confidence, recognizing the need for due diligence. Reasonable due diligence in a confidential process may include receipt and review of a nominee's bio or *curriculum vitae* and review of publically accessible information about a nominee, and may include, at the Committee's discretion and with notice to a nominee, personal reference checks.
 - (b) Develop a shortlist and request that the President, as Chair of Senate, present the name(s) and *curriculum vitae*(s) or equivalent background information, of the intended nominee(s) to the appropriate Senate Committee in strict confidence, in a closed meeting and, in a subsequent closed meeting of the Committee, that the President receive feedback for the Committee on the intended nominee.
 - (c) Receive and consider feedback from the Senate Committee and determine whether to amend the shortlist.

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- (d) Finalize a shortlist and consult with the Alumni Council on the short list in strict confidence. The Alumni Council may require that name(s) be removed from the list.
 - (e) Prepare a ranked shortlist from amongst those nominees acceptable to the Alumni Council and ask the President to approach the preferred candidate to ascertain willingness to serve. Should the candidate decline to offer to serve as Chancellor, the Committee will ask the President to approach the next highest ranked candidate.
- 6.4. Should the preferred candidate agree, the Alumni Council will recommend the appointment to the Board of Governors.
 - 6.5. With the nomination of the Alumni Council and with feedback from the Senate Committee in hand, the Board may either appoint the nominated candidate as Chancellor, or may refuse to appoint and refer the matter back to the Nomination Committee to nominate an alternate candidate.

7. Resignation or Vacancy for Other Reasons

- 7.1 Should a Chancellor resign or be unable or unwilling to serve for any reason during their Term, the process outlined herein will be followed, but timelines may be adjusted as deemed necessary or appropriate by the Board, after consultation with the Alumni Council and Senate.

8. Policy Replaces the Terms of Reference for the UNBC Chancellor Advisory Task Force (CATE)

- 8.1 This Policy is effective on approval of the Board and replaces the Terms of Reference for the UNBC Chancellor Advisory Task Force, approved by the Board in June 14, 2014 M 2014BP06.14.07).