

**SENATE MEETING
PUBLIC SESSION
AGENDA**

June 26, 2019
3:30 – 5:30 PM

Senate Chambers (Room 1079 Charles J McCaffray Hall)

1.0 Acknowledgement of Territory

2.0 S-201906.01

Approval of the Agenda †

Page 1

That the agenda for the June 26, 2019 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-201906.02

Approval of Senate Minutes

Page 7

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

4.0 Business Arising

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

S-201906.03

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

Page 55

Effective Date: Upon the approval of Senate

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

5.0 President's Report (*none*)

6.0 Report of the Provost (*10 minutes*) Dr. Ryan

- Academic Re-Structuring - Senate Update

7.0 Report of the Registrar (*3 minutes*) Ms. Kimberly Read

8.0 Question Period (*10 minutes*)

8.1 Written questions submitted in advance

8.1.1 Question from Student Senator Nico Turner:

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

8.2 Questions from the floor

9.0 **S-201906.04**

Approval of Motions on the Consent Agenda

Ms. Hirsh-Pearson

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

10.0 Committee Reports

10.1 Senate Committee on Academic Affairs (10 minutes)

Dr. Ryan

“For Approval” Items:

Regular

S-201906.05

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

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

Page 60

Effective date: September 2019

Consent

S-201906.06

Change(s) to Course Prerequisites – EDUC 491

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

Page 62

Effective date: September 2019

Regular

S-201906.07

New Course – ENGL 770

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

Page 64

Effective date: September 2019

Regular

S-201906.08

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

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

Page 69

Effective date: September 2019

Regular

S-201906.09

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

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

Page 75

Effective date: September 2019

Consent

S-201906.10

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

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

Page 80

Effective date: September 2019

Consent

S-201906.11

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

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

Page 82 Effective date: September 2019

Consent **S-201906.12**

Course Deletion – NURS 303

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

Page 84 Effective date: September 2019

Consent **S-201906.13**

Change (s) to Program Requirements – Nursing Program

That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of NURS 303-3 from the course option list in the requirements for the Post-Diploma Baccalaureate Nursing Program, on page 167 of the 2018/2019 PDF undergraduate calendar, be approved as proposed.

Page 86 Effective date: September 2019

Regular **S-201906.14**

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

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

Page 88 Effective date: September 2019

Regular **S-201906.15**

Change(s) to Program Description – BSW

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

Page 97 Effective date: September 2019

Regular **S-201906.16**

Change(s) to Course Title – BSW

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

Page 106 Effective date: September 2019

Regular **S-201906.17**

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

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

Page 109 Effective date: September 2019

Regular **S-201906.18**

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

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

Page 117 Effective date: September 2019

Regular **S-201906.19**

Degree Program Reviews – Policy

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

Page 122 Effective date: July 2019

Additional materials provided for review with the Draft Policy and Procedures, include:

Page 128	Degree Program Reviews Procedures
Page 138	Degree Program(s) Self-Study Template
Page 147	External Review Committee Terms of Reference Template
Page 151	External Review of Degree Program(s) Report
Page 157	Responses to the External Review of Degree Program(s) Report, Action Plan and Progress Reports
Page 163	Current External Reviews of Academic Units: A reference Guide (January 11, 2011)

- 10.2 Steering Committee of Senate** (*verbal*) **K. Hirsh-Pearson**
- 10.3 Senate Committee on Nominations** (*5 minutes*) **Dr. Casperson**

“For Information” Items:

SCAAF SUBCOMMITTEE ON ACADEMIC SCHEDULING

Professional Program Faculty Rep (appointed by the Provost) (03/31/2020)	Vacant
CASHS Faculty Rep (appointed by Dean of CASHS) (03/31/2020)	Vacant

SENATE COMMITTEE ON ACADEMIC APPEALS

Lay Senator (03/31/2021)	Vacant
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SENATE COMMITTEE ON ADMISSIONS AND DEGREES

Faculty Member — CASHS (03/31/2021)	Vacant
Faculty Member (03/31/2022)	Vacant

SENATE COMMITTEE ON ACADEMIC AFFAIRS

Faculty Senator (03/31/2021)	Vacant
Faculty Member – Professional Programs (03/31/2021)	Vacant
Regional Senator (03/31/2021)	Vacant

SENATE COMMITTEE ON FIRST NATIONS AND ABORIGINAL PEOPLES

Aboriginal Regional Senator or Aboriginal Lay Senator (03/31/2020)	Vacant
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SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES

Faculty Senator — CASHS (03/31/2021)	Vacant
Faculty Senator — CSAM (03/31/2020)	Vacant

SENATE COMMITTEE ON STUDENT DISCIPLINE APPEALS

First Nations Student (08/31/2020)	Vacant
Administrative Staff Member (03/31/2022)	Vacant

SENATE COMMITTEE ON UNIVERSITY BUDGET

Exempt Staff Representative, appointed by the Exempt Group	Vacant
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- 10.4 Senate Committee on Academic Appeals** **Dr. Hartley**
- 10.5 Senate Committee on Curriculum and Calendar**
- 10.6 Senate Committee on Admissions and Degrees**

“For Approval” Items:

Regular **S-201906.20**

Change(s) to Admission Requirements – Bachelor of Education

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

Page 175 Effective date: September 2019

Regular **S-201906.21**

Change(s) to Calendar – NCBNP

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

Page 187 Effective date: September 2019

10.7 Senate Committee on First Nations and Aboriginal Peoples

Dr. Ryan

10.8 Senate Committee on Honourary Degrees and Special Forms of Recognition

10.9 Senate Committee on Scholarships and Bursaries (5 minutes)

Ms. Kimberly Read

For Information” Items:

SCSB 20190508.03 (approved)

New BCOGC Indigenous Knowledge Research Grant

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

Page 189 Effective Date: 2019-2020 Academic Year

SCSB 20190508.04 (approved)

New Brian Brownridge Memorial Award

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

Page 191 Effective Date: 2019-2020 Academic Year

SCSB 20190508.05 (approved)

New Jack and Betty Meilgaard Award

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

Page 193 Effective Date: 2019-2020 Academic Year

SCSB 20190508.06 (approved)

New Jan Galvin Bursary

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

Page 195 Effective Date: 2019-2020 Academic Year

SCSB 20190508.07 (approved)

New Northern Nations Community Award

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

Page 197 Effective Date: 2019-2020 Academic Year

SCSB 20190508.08 (approved)

New UNBC Engineering Bursary

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

Page 199 Effective Date: 2019-2020 Academic Year

SCSB 20190508.09 (approved)

New UNBC Engineering Scholarship

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

Page 201 Effective Date: 2019-2020 Academic Year

SCSB 20190508.10

Revised Dunkley Lumber Ltd. Bursary

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

Page 203 Effective Date: 2019-2020 Academic Year

SCSB 20190508.11 (approved)

Revised Dunkley Lumber Ltd. Scholarship

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

Page 205 Effective Date: 2019-2020 Academic Year

SCSB 20190508.12 (approved)

Revised Jane Layhew Nursing Bursary

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

Page 207 Effective Date: 2019-2020 Academic Year

SCSB 20190508.13 (approved)

Revised Jim and Noreen Rustad Bursary

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

Page 209 Effective Date: 2019-2020 Academic Year

SCSB 20190508.14 (approved)

Revised Novak Bros. Contracting Ltd. Bursary

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

Page 211 Effective Date: 2019-2020 Academic Year

SCSB 20190508.15 (approved)

Revised Novak Bros. Contracting Ltd. Scholarship

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

Page 213 Effective Date: 2019-2020 Academic Year

SCSB 20190508.16 (approved)

Revised UNBC Chemistry Club Award for Excellence in Chemistry

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

Page 215 Effective Date: 2019-2020 Academic Year

10.10 Senate Committee on University Budget

10.11 Senate Committee on Student Discipline Appeals

11.0 Information

Page 217 **11.1** Report of Harassment and Discrimination at UNBC dated May 1, 2019

12.0 Other Business

13.0 S-201906.22 (10 minutes)

Move to In Camera Session

That the meeting move In Camera

14.0 S-201906.

Adjournment

That the Senate meeting be adjourned.



STEERING COMMITTEE OF SENATE

PROPOSED MOTION

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

Effective Date: Upon the approval of Senate

Proposed by: Dan Ryan, Provost and Vice President Academic

Faculty / Academic Department: Office of the Provost, Office of University Secretariat

Implications for Other Programs / Faculties:

Rationale:

At the Closed Session of Senate, January 2019, questions were raised about the process of awarding of graduate degrees. To address these questions, the Provost met with a small group of Faculty Senators and the recommendation for a Proposed Process for Review of Awarding of Degrees was brought forward for discussion to the March 2019 Closed Session of Senate. In early May 2019, a Senator Engagement Session was held, giving Senators an opportunity to recommend specific revisions and/or additions to the proposed process. The draft terms of reference for the Senate Standing Advisory Committee on the Integrity and Awarding of Degrees was presented in the Public Session of Senate for discussion on May 22, 2019.

Background and Intent

The UNBC Senate is empowered [s. 37(1)(h) of the University Act of British Columbia- *the Act*] to grant degrees to students who have met all of the Program and Senate-approved degree requirements. As the grantor of a degree, Senate has the power to rescind a degree.

In order to ensure the integrity of degrees, Senate establishes academic regulations and processes covering admissions, examinations, academic standards and degree requirements. Senate is also empowered to establish processes to address complaints or allegations of academic misconduct or fraud, and to provide for appeals [s. 37(1)(v) of *the Act*].

Administrative processes, including degree audits in the case of undergraduate degrees, the work of supervisory and examining committees in the case of graduate degrees and, complaint, investigation and formal appeal processes are in place to support the consistent and appropriate application of academic regulations and standards.

Issues involving adherence to academic regulations and standards, whether they arise during the course of study leading to a degree or post-awarding of a degree should be dealt with through existing complaint, investigation, review and appeal processes, supported by the Office of the Registrar and through the exercise of appropriate decision-making authority of Faculty Members, Chairs, Deans, and Senior Academic Administrators.

Notwithstanding the regulations, processes, standards and care taken, circumstances may arise which call into question the integrity of a degree in-progress or post-award. It is the intention that the Advisory Committee

and the processes outlined in the following Terms of Reference be engaged in such circumstances, to the

TO BE COMPLETED AFTER SCS MEETING

Brief Summary of Committee Debate:

Motion No.: SCS201906.03

Moved by: M. Mandy

Seconded by: K. Hirsh-Pearson

Committee Decision: CARRIED

Attachments: 3 pages

Approved by SCS:

June 19, 2019

Date



Chair's Signature

For recommendation to , or information of _____ Senate.

extent and in the manner outlined below, to support degree integrity.

Senate Standing Advisory Committee on the Integrity and Awarding of Degrees

Terms of Reference

1. Composition and Term

- 1.1 Five Senior UNBC Faculty Members (non-Senators), one nominated by each Faculty, appointed by Senate. A Senior Faculty Member is defined as a tenured Professor.
- 1.2 Faculty Members are appointed for an initial three (3) year Term, renewable once. A Faculty Member may serve beyond the expiration of their Term if a successor has not been nominated by the Faculty and appointed by Senate.
- 1.3 Provost and Vice-President Academic or designate (Chair)

2. Administrative Support and Frequency of Meetings

The Committee is supported by the University Secretary and meets once each academic semester and otherwise if needed and when convened by, the Provost.

3. Scope of Work of Advisory Committee

The Committee is engaged in extraordinary circumstances where:

- 3.1 Concerns have been raised regarding the integrity of a degree in-progress, and it is alleged that those concerns are not being, have not been, or cannot be, adequately addressed through existing regulations, procedures and administrative processes;
- 3.2 Concerns have been raised regarding the integrity of a degree post-award and existing regulations, procedures and administrative processes may need to be interpreted or applied with some modifications to address specific or unique situations and circumstances; or
- 3.3 A significant administrative error that impacts the integrity of a degree has occurred, and the degree may need to be rescinded.
- 3.4 In all such cases, the Committee is advisory to the Provost and has no authority or scope to investigate, adjudicate or substitute academic judgement, nor to interfere in any way in an investigation or the legitimate exercise of authority.
- 3.5 The Committee may also make recommendations to Senate for amendments to improve the integrity of processes for admissions, supervision, for dealing with academic misconduct, etc.

4. Procedural Fairness and Natural Justice

- 4.1 Given the significance of the claims or circumstances within the scope of review of the Committee, and the potential impact on the student(s) involved if a degree may be rescinded, any process to review such allegations must judiciously respect and balance the privacy rights of individuals and the potential impact on those individuals, against the interest of the University and Senate in ensuring the integrity of degrees.
- 4.2 The principles of natural justice must be observed at all stages.

5. Confidentiality

The Members of the Committee are bound by strict confidentiality. The work of the Committee must respect the privacy of individuals who may be impacted. Any discussions, consultations, reference to or circulation of investigation reports or the like, must be limited to persons with the specific knowledge that is required by the Committee, and those persons must only be provided with the specific information that they require in order to provide that input or information.

6. Procedures

- 6.1 Any person may report a concern regarding the integrity of a degree (in-process or post award) by filing a confidential statement of concern with the *Office of the Provost and Vice-President Academic*. The Statement should include a sufficient level of detail and documentation to substantiate the concern, and should cite all academic regulations or standards believed to have been violated.
- 6.2 On receipt of a concern, the Provost conducts an initial review of the matter with the advice of at least one of the Faculty Members on the Advisory Committee, and the Provost makes confidential enquiries to assess whether or not all appropriate existing processes have been exhausted.
- 6.3 If, on completion of the initial review, the Provost and the Faculty Member consulted determine that the matter is being, or can and should be, addressed through existing processes, the Provost so informs the person who submitted the concern if appropriate, and takes steps to ensure appropriate actions are being taken and internal procedures followed, including appropriate notices and opportunity to respond being given to any student impacted. The Provost reports the receipt of the concern and the initial response to the Advisory Committee at its next regular meeting and provides ongoing updates at subsequent meetings until the matter is satisfactorily resolved or until full engagement by the Committee is appropriate.
- 6.4 If, instead, the Provost and Faculty Member determine that the issue is ready and suitable for the engagement of the full Advisory Committee, the Provost convenes the Committee to report receipt of the concern and to provide information in confidence.

6.5 The Advisory Committee reviews the matter and provides advice to the Provost on next steps, which includes, as appropriate, notice and opportunities to reply on the part of any student(s) who may be impacted by the outcome of the investigation and review.

6.6 With that feedback, and upon completion of further review as and if recommended by the Committee, the Provost reports back to the Committee, and the Committee may formally report to Senate, in confidence in a Closed Session, providing only summary information as to the nature of the matter and taking care to not identify individuals or Programs, that:

(a) A concern was received and reviewed by the Committee and there was insufficient evidence that academic policies or regulations were violated, or there were errors which did not substantially impact the integrity of the degree in-progress or post award, and the concerns were dismissed.

OR

(b) A concern was received and reviewed by the Committee and there was sufficient evidence that academic policies or regulations were violated, or there were errors which substantially impacted the integrity of a degree in-progress, and appropriate corrective actions were taken.

OR, providing more specific information, as warranted by the findings and required for a decision by Senate that:

(c) A concern was received and reviewed by the Committee and there was sufficient evidence that academic policies or regulations were violated, or there were errors which substantially impacted the integrity of a degree, and those violations or errors were of such significance that procedural and substantive legal advice was sought as appropriate and, with that advice, the Committee is recommending either corrective action or revocation of the degree.

NOTE:

*This statement needs to be incorporated into Academic Regulations – not in the T of R of this Committee: **In making a decision to rescind a degree Senate may not substitute academic judgement**

Motion Number (assigned by
Steering Committee of Senate): S-201906.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2019
2. **Rationale for the proposed revisions:** This revision will fix an error in the current program requirements for the Bachelor of Education: Secondary Years that will prevent Secondary Years students from graduating from the program. EDUC 435-2 is currently listed as a program requirement, but EDUC 435-2 is no longer offered to Secondary Years students by the School of Education.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Year 2: First Semester

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

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

Year 2: First Semester

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

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

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: April 29, 2019

College Council Motion Number: Omnibus Motion: CASHSCC.2019.04.16.10

College Council Approval Date: May 16, 2019

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus SCAAF201906.03

Moved by: E. Jensen

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: June 12, 2019
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201906.06

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course prerequisites for EDUC 491, on page 219 of the 2018/2019 Undergraduate Calendar, be approved as proposed.

1. **Effective date:** September 2019

2. **Rationale for the proposed revisions:** This revision will fix an error in the current calendar entry for EDUC 491-6 Classroom Practice and Seminar IV, which prevents Bachelor of Education Secondary Years students from registering without special approval from the School of Education Chair and Registrar. As it currently reads, the prerequisite courses for Secondary Years students are either EDUC 415-2, 461-2, or 472-2. These courses are no longer offered, and were replaced by EDUC 414-5, 460-5, and 471-5, which are the intended pre-requisites.

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

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

EDUC 491-10 Classroom Practice and Seminar IV

This course is a full-time ten week supervised practicum in a school. It includes weekly seminars with team members that address ongoing practice issues such as practical skills, case management, reflection, problem-solving, accessing resources, professional issues, teacher research, and portfolio development. This course is graded on a Pass/Fail basis. ** the credit value of this course changes to 6 credit hours effective September 2018 **

Prerequisites: EDUC 490-4

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

***Effective September 2018 Pre- or Co-requisite:* Secondary Years: One of EDUC 415-2, 461-2, or 472-2; Elementary Years: EDUC 407-4 and 456-2 **

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

EDUC 491-~~10~~ 6 Classroom Practice and Seminar IV

This course is a full-time, ten-week supervised practicum in a school. It includes weekly seminars with team members that address ongoing practice issues such as practical skills, case management, reflection, problem-solving, accessing resources, professional issues, teacher research, and portfolio development. This course is graded on a Pass/Fail basis. ~~** the credit value of this course changes to 6 credit hours effective September 2018 **~~

Prerequisites: EDUC 490-4

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

*~~**Effective September 2018~~ Pre- or Co-requisite:* Secondary Years: One of EDUC ~~415-2, 461-2, or 472-2~~ 414-5, 460-5, or 471-5; Elementary Years: EDUC 407-4 and 456-2

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

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: April 29, 2019

College Council Motion Number: Omnibus Motion: CASHSCC.2019.04.16.10

College Council Approval Date: May 16, 2019

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus SCAAF201906.04

Moved by: E. Jensen

Seconded by: S. Wagner

Committee Decision: CARRIED

Approved by SCAAF: June 12, 2019
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201906.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENGL 770-12 Major Research Paper/Creative Project be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2019
2. **Academic Program:** English
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENGL 770-12
4. **Course Title:** Major Research Paper/Creative Project
5. **Goal(s) of Course:**

This is a major research paper or creative project course designed for students pursuing the course-based MA option in the English MA. The research paper is an article-length paper. Students who choose the creative project complete a major creative writing assignment or artistic work (e.g. film, video).

6. Calendar Course Description:

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

7. **Credit Hours:** 12 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* _____ No X

*

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

6. Course required or recommended by an accrediting agency: no
7. Toward what degrees will the course be accepted for credit? MA (English)
8. What other courses are being proposed within the Program this year? none
9. What courses are being deleted from the Program this year? none

C. Relation to Other Program Areas

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

1. Is a preclusion required? Yes _____ No X
3. If there is an overlap, and no preclusion is required, please explain why not: not applicable
4. Has this overlap been discussed with the Program concerned? Yes _____ No _____
not applicable
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.): no
 - iii: Library Holdings: See attached form
 - iv. Computer (time, hardware, software): no

E. Additional Attached Materials 0

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

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

- 1. **College(s):** CASHS
- 2. **SCCC Reviewed:** April 29, 2019
- 3. **College Council Motion Number(s):** CASHSCC.2019.04.16.04
- 4. **College Council Approval Date(s):** May 16, 2019
- 5. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:**
- 6. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING			
Brief Summary of Committee Debate:			
Motion No.:	Omnibus SCAAF201906.05		
Moved by:	S. Wagner	Seconded by:	C. Meroniuk
Committee Decision:	CARRIED		
Approved by SCAAF:	<u> June 12, 2019 </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: (List course here; e.g. HIST 302-3 Western Canada)

ENGL 770-12 Major Research Paper/Creative Project

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

03/27/19

Date

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2019

2. **Rationale for the proposed revisions:** Including a course-based option in the English MA is in keeping with the English MA options available at the majority of Canadian universities where students may choose a course-based MA or an MA with thesis path. Other UNBC MA programs have also added course based MAs to their existing MA programs over the last few years.

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

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

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

The Master of Arts degree in English is a two-year program, available on a full-time or part-time basis, involving course work and the mandatory completion of a graduate thesis. Upon admission into the English MA program, each student will be assigned a supervisor, who will work closely with the student to monitor his or her program of study and progress. In consultation with supervisors and supervisory committee members, each student will choose courses designed to complement and inform the proposed thesis research, completing most of the course work during the first year of the program. The second year will be devoted primarily to the production of the thesis.

Admission

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

- a senior-level undergraduate research paper as a writing sample;
- undergraduate transcripts;
- strong letters of academic recommendation;
- strong letter of intent;

- evidence of interest in the MA's areas of research specialization (Literature, Culture, Place);
- the name of the faculty member who is willing to supervise their thesis work (if possible).

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

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

Requirements

The course of study is composed of a minimum total of 30 credit hours of work. First, students are required to complete five courses totaling 15 credit hours, including ENGL 690-3, Bibliography, the mandatory course in research methodologies; ENGL 700-3, the mandatory course in Literature, Culture and Place; and three elective courses. In the required courses, students have the opportunity to engage in close intellectual dialogue and debate with fellow graduate students and professors, thereby cultivating the productive collegial relationships crucial to the development of a dynamic graduate student culture. With the exception of ENGL 699-3 (Advanced Independent Study in Literature, which faculty members supervise on an individual basis), all courses are offered as seminar courses. The three elective courses conform to pedagogical models followed by all 600-level courses listed in the UNBC Graduate Calendar. Second, students are required to produce both a detailed thesis proposal and bibliography at the beginning of their second year of study, and to defend, in a formal oral examination, a 15 credit-hour thesis of approximately 100 pages in length.

Creative Writing Thesis Option

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

MA program in English does not guarantee permission to write a creative thesis.

Required Courses

ENGL 690-3 Bibliography
ENGL 700-3 Studies in Literature, Culture and Place

Required Thesis

ENGL 799-15 MA Thesis

Elective Courses

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

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

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

Admission

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

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

Application deadlines are found in this calendar under “Semester Dates” or online at

www.unbc.ca/calendar/graduate, also under “Semester Dates.” The English MA Program accepts students for the September Semester.

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

Requirements

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

THESIS-BASED MA

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

~~Creative Writing Thesis Option~~

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

Required Courses for MA with Thesis

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

Required Thesis

ENGL 799-15 MA Thesis

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

Elective Courses

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

Creative Writing Thesis Option

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

COURSE BASED-MA

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

Required Courses for Course-Based MA

ENGL 690-3 Bibliography

ENGL 700-3 Studies in Literature, Culture and Place

ENGL 770-12 Major Research Paper/Creative Project

Plus 12 credit hours of electives at the 600 level.

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

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

Program / Academic / Administrative Unit: ENGLISH

College: CASHS

SCCC Reviewed: April 29, 2019

College Council Motion Number: CASHSCC.2019.05.16.05

College Council Approval Date: May 16, 2019

Senate Committee on First Nations and Aboriginal Peoples Motion Number: n/a

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: n/a

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus SCAAF201906.06

Moved by: S. Wagner

Seconded by: C. Meroniuk

Committee Decision: CARRIED

Approved by SCAAF: June 12, 2019
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201906.09

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program requirements for the Joint Major in English/History on page 101 in the print version of the 2018/19 undergraduate calendar be approved as proposed.

1. **Effective date:** September 2019
2. **Rationale for the proposed revisions:** English “Upper Division” courses have been listed in the “Lower Division” section for years, and this oversight should be corrected in keeping with changes that have been made to joint majors the English department has with other programs. The theory courses are being moved to the end of the joint major listing since they include both lower and upper division courses.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Joint Major in English/History

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

Program Requirements

Lower-Division Requirement

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

One of:

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

One of:

ENGL 200-3 Gender and Literary Theory

ENGL 300-3 Theory
ENGL 400-3 Contemporary Theory

Two of:

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

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

Upper-Division Requirement

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

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

Two of:

ENGL 320-3 First Nations Literature
ENGL 331-3 Genres in Canadian Literature
ENGL 340-3 Postcolonial Literature
ENGL 350-3 Comparative Literature
ENGL 410-3 Contemporary Women's Literature
ENGL 420-3 Special Topics in First Nations Literature
ENGL 430-3 Special Topics in Canadian Literature
ENGL 440-3 Postcolonial Literature I
ENGL 450-3 Special Topics in Comparative Literature

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

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

WMST 304-3 Contemporary Women's Writing in an International Frame
WMST 309-3 Gender and Film
WMST 306-3 Indigenous Women: Perspectives

WMST 311-3 History of Feminist Theories
WMST 401-3 Cultural Studies: Gender, Race and Representation
WMST 411-3 Contemporary Feminist Theories

Elective and Academic Breadth

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

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

Joint Major in English/History

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

Program Requirements

One of the following theory courses:

ENGL 200-3 Gender and Literary Theory

ENGL 300-3 Theory

ENGL 400-3 Contemporary Theory

AND

Lower-Division Requirement

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

One of the following:

ENGL 100-3 Introduction to Literary Structures

ENGL 102-3 Introduction to Poetry

ENGL 103-3 Introduction to Fiction

ENGL 104-3 Introduction to Film

~~One of:~~

~~ENGL 200-3 Gender and Literary Theory~~

~~ENGL 300-3 Theory~~

~~ENGL 400-3 Contemporary Theory~~

Two of the following:

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

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

Upper-Division Requirement

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

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

Two of the following:

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

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

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

WMST 304-3 Contemporary Women's Writing in an International Frame
WMST 309-3 Gender and Film

WMST 306-3 Indigenous Women: Perspectives
WMST 311-3 History of Feminist Theories
WMST 401-3 Cultural Studies: Gender, Race and Representation
WMST 411-3 Contemporary Feminist Theories

Elective and Academic Breadth

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

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

Program / Academic / Administrative Unit: English

College: CASHS

SCCC Reviewed: April 29, 2019

College Council Motion Number: CASHSCC.2019.04.16.03

College Council Approval Date: May 16, 2019

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.: Omnibus SCAAF201906.07

Moved by: S. Wagner

Seconded by: C. Meroniuk

Committee Decision: CARRIED

Approved by SCAAF: June 12, 2019
Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201906.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 1, 2019
2. **Rationale for the proposed revisions:** The co-requisites were inadvertently included in the previous motion for this course. They are not relevant to the content of the course and thus need to be removed.
3. **Implications of the changes for other programs, etc., if applicable:** NONE
4. **Reproduction of current Calendar entry for the item to be revised**

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

Prerequisites: PSYC 215-3 and a total of 30 credit hours successfully completed
Prerequisite or co-requisite: PSYC 212 or PSYC 221

5. **Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:**
PSYC 322-3 Positive Psychology This course provides an introduction to the field of positive psychology, or the study of human potential, human strengths, and well-being. Emphasis is on the history, theories, and research findings of “first-wave positive psychology.” Which focused on positive emotions, motivation, and character strengths leading to happiness.

Prerequisites: PSYC 215-3 and a total of 30 credit hours successfully completed
Prerequisite or co-requisite: ~~PSYC 212 or PSYC 221~~

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

Program / Academic / Administrative Unit: Psychology

College: CASHS

College Council Motion Number: Omnibus Motion: CASHSCC.2019.04.16.09

College Council Approval Date: May 16, 2019

Senate Committee on First Nations and Aboriginal Peoples Motion Number:
Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

Motion Number (assigned by
Steering Committee of Senate): S-201906.11

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 1, 2019
2. **Rationale for the proposed revisions:** The prerequisite of PSYC 316-4 was inadvertently included in the previous motion for this course; it is not required for this course and thus needs to be removed.
3. **Implications of the changes for other programs, etc., if applicable:** NONE
4. **Reproduction of current Calendar entry for the item to be revised**

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

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

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

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

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

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

Program / Academic / Administrative Unit: Psychology

College: CASHS

College Council Motion Number: Omnibus Motion: CASHSCC.2019.04.16.09

College Council Approval Date: May 16, 2019

Senate Committee on First Nations and Aboriginal Peoples Motion Number:
Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. **Other Information**

Attachment Pages 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus SCAAF201906.09

Moved by: S. Wagner

Seconded by: Z. Fleck

Committee Decision: CARRIED

Approved by SCAAF: June 12, 2019
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201906.12

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of NURS 303-3 Nutrition (course description on page 267 of the 2018/2019 PDF undergraduate calendar) be approved as proposed.

1. **Effective date:** September 2019

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

Course has not been offered in years. HHSC 311-3 has been an option and is still offered.

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

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

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

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

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

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

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

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

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

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

Program / Academic / Administrative Unit: School of Nursing

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2019.04.16.06

College Council Approval Date: May 16, 2019

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

Motion Number (assigned by
Steering Committee of Senate): S-201906.13

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of NURS 303-3 from the course option list in the requirements for the Post-Diploma Baccalaureate Nursing Program, on page 167 of the 2018/2019 PDF undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2019
2. **Rationale for the proposed revisions:**
Course has not been offered in years. HHSC 311-3 has been an option and is still offered.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

A minimum of 9 credit hours selected from the following:

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

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

A minimum of 9 credit hours selected from the following:

ANTH 201-3	Medical Anthropology
ANTH 213-3	Peoples and Cultures
COMM 230-3	Organizational Behaviour
<u>HHSC 311-3</u>	<u>Nutrition</u>
HHSC 473-3	Health Promotion
NURS 303-3	Nutrition
or HHSC 311-3	Nutrition
NURS 412-3	Women and Health
NURS 452-6	Chronic Disease Management, Palliative Care and Wound Care

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2019

2. **Rationale for the proposed revisions:** Our goal is three-fold: 1. To update the School of Social Work's section of the graduate calendar so that it uses the most current, commonly-accepted language for the Indigenous peoples of Canada, 2., To acknowledge that our curriculum includes the First Nations, Métis, and Inuit peoples of Canada, 3. To increase clarity and consistency.

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

These changes do not impact any other programs.

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

Page 90:

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

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

Page 91:

Requirements

Thesis students must take the following required courses:

SOCW 602-3 First Nations: Advanced Social Work Practice

SOCW 609-3 Advanced Quantitative Research

HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences

SOCW 704-3 MSW Integrative Seminar

SOCW 700-12 MSW Thesis

Practicum students must take the following required courses:

SOCW 602-3 First Nations: Advanced Social Work Practice

SOCW 609-3 Advanced Quantitative Research

HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences

SOCW 704-3 MSW Integrative Seminar

SOCW 732-9 MSW Practicum II

Electives

SOCW 604-3* Directed Readings

SOCW 610-3 Wellness: Alternate Approaches

SOCW 613-3 Clinical Social Work Practice

SOCW 615-3 Multi-Cultural Social Work Practice

SOCW 620-3 Policy Making/Human Services

SOCW 621-3 Comparative Welfare Analysis

SOCW 640-3 Social Work Supervision and Leadership

SOCW 651-3 Legal Issues for Women

SOCW 670-3 Aboriginal Peoples in Canada: Past/Present/Future

SOCW 671-3 Reflections on Practice: Child/Youth Mental Health

SOCW 672-3 Social Work/Counselling Skills with Children/Youth

SOCW 673-3 Mental Illness and Addictions Among Children/Youth

SOCW 674-3 Crisis Work with Children/Youth: Restoring Balance

SOCW 675-3 Community-based Prevention: Creating Balance

SOCW 698-3 Special Topics

SOCW 701-3 Research Practicum

Page 92:

Aboriginal Child and Youth Mental Health Graduate Certificate

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

Admission

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

Required Courses

SOCW 670-3 Aboriginal Peoples in Canada: Past/Present/Future

SOCW 671-3 Reflections on Practice: Child/Youth Mental Health

SOCW 672-3 Social Work/Counselling Skills with Children/Youth

SOCW 673-3 Mental Illness and Addictions Among Children/Youth

SOCW 674-3 Crisis Work With Children/Youth: Restoring Balance

SOCW 675-3 Community-based Prevention: Creating Balance

Page 140:

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

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

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

Page 141:

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

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

SOCW 634-3 Social Work Research/Policy/Practice This course introduces research methods and analysis techniques that are used to examine issues in the policy and practice of social work and social welfare. It reviews qualitative and quantitative approaches with an emphasis on community needs

research, participatory research and the development of interview schedules and questionnaires. The methods examined in this course are linked to substantive policy and practice issues that reflect the economic, social and personal circumstances of people and communities in northern, remote and First Nation communities.

Page 142:

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

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

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

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

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

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

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

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

Page 90 :

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

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

Page 91 :

Requirements

Thesis students must take the following required courses:

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

Practicum students must take the following required courses:

SOCW 602-3 ~~First Nations~~ Indigenous Peoples: Advanced Social Work Practice
SOCW 609-3 Advanced Quantitative Research
HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences
SOCW 704-3 MSW Integrative Seminar
SOCW 732-9 MSW Practicum II

Electives

SOCW 604-3* Directed Readings
SOCW 610-3 Wellness: Alternate Approaches
SOCW 613-3 Clinical Social Work Practice
SOCW 615-3 Multi-Cultural Social Work Practice
SOCW 620-3 Policy Making/Human Services
SOCW 621-3 Comparative Welfare Analysis
SOCW 640-3 Social Work Supervision and Leadership

SOCW 651-3 Legal Issues for Women
 SOCW 670-3 ~~Aboriginal~~ Indigenous Peoples in Canada: Past/Present/Future
 SOCW 671-3 Reflections on Practice: Indigenous Child/Youth Mental Health
 SOCW 672-3 Social Work/Counselling Skills with Indigenous Children/Youth
 SOCW 673-3 Mental Illness and Addictions Among Indigenous Children/Youth
 SOCW 674-3 Crisis Work with Indigenous Children/Youth: Restoring Balance
 SOCW 675-3 Community-based Prevention with Indigenous Peoples: Creating Balance
 SOCW 698-3 Special Topics
 SOCW 701-3 Research Practicum

Page 92:

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

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

Admission

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

Required Courses

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

Page 140:

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

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

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

Page 141:

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

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

Page 142:

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

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

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

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

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

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

SOCW 675-3 Community-Based Prevention with Indigenous Peoples: Creating Balance This course examines community-based prevention strategies and risk reduction as it applies to child and youth mental health, and highlights the role and restoration of traditional activities that promote wellness for ~~Aboriginal Indigenous~~ children and youth. Interventions and practical application of prevention strategies

in relation to suicide, parenting, disability, and other issues are addressed. The course emphasizes approaches to identifying and building on existing community programs and community strengths.

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

Program / Academic / Administrative Unit: School of Social Work

SCCC Reviewed: March 25, 2019

College: CASHS

College Council Motion Number: Omnibus Motion: CASHSCC2019.04.16.08

College Council Approval Date: May 16, 2019

Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP201906.03

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: June 18, 2019

7. Other Information

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

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

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING			
Brief Summary of Committee Debate:			
Motion No.:	Omnibus SCAAF201906.12		
Moved by:	E. Jensen	Seconded by:	S. Wagner
Committee Decision:	CARRIED		
Approved by SCAAF:	<u> June 12, 2019 </u>		
	Date	Chair's Signature	
For recommendation to <u> ✓ </u>, or information of <u> </u> Senate.			

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2019

2. **Rationale for the proposed revisions:** Our goal is three-fold: 1. To update the School of Social Work's section of the undergraduate calendar so that it uses the most current, commonly-accepted language for the Indigenous peoples of Canada, 2., To acknowledge that our curriculum includes the First Nations, Métis, and Inuit peoples of Canada, 3. To increase clarity and consistency.

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

Some of these courses (SOCW 455, 456, and 457) are listed as electives/ancillary courses by the Geography Program, the School of Environmental Planning, and the Department of First Nations Studies. The chairs of these programs were notified via email of these proposed changes and did not voice concerns.

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

Page 180:

Social Work (BSW Program)

- Child Welfare Specialization
- First Nations Specialization

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

Page 181:

Program Requirements

300 Level

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

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

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

Program Requirement

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

Page 182:

BSW: First Nations Specialization

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

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

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

Program Requirement

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

Page 284 :

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

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

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

SOCW 330-3 Social Work Research/Policy/Practice Social Work Research, Policy and Practice

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

Page 285:

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

Page 286:

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

SOCW 448-3 Inequality and Income Security Poverty, Inequality and Income Security examines the changing landscape of Canadian social policy and its implications for poverty, income inequality and income security. It reviews the evolution and devolution of major Canadian income security policies with a special focus on British Columbia. The implications of these changes on poverty and income inequality are examined for the people that live and work in northern British Columbia. This is done by looking at changes in poverty and income inequality for specific groups that include single mothers, First Nations, women, men, the unemployed and underemployed, the elderly, and those dependent on public assistance.

Page 287:

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

SOCW 456-3 Family Caring Systems This course develops an understanding of family caring systems from an Aboriginal/First Nations perspective. Topics explored include Aboriginal/First Nations world views, traditional roles of family members, the role that historical events have played in the development and current social realities of First Nations and the role that social workers can play in family wellness. Contemporary Social Work practices with Aboriginal/First Nations children and families are also

analyzed and critically reflected upon, with a particular emphasis on future directions in Aboriginal/First Nations child and family welfare.

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

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

Page 180:

Social Work (BSW Program)

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

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

Page 181:

Program Requirements

300 Level

SOCW 300-3 Social Work Communication Skills

SOCW 301-3 Critical Social Work Practice

SOCW 302-6 Social Work Field Education I

SOCW 310-3 ~~First Nations Social Work Issues~~ Social Work and Indigenous Peoples

SOCW 320-3 Critical Social Policy

SOCW 330-3 Social Work Research/Policy/Practice

SOCW 336-3 Social Work Philosophy and Ethics

SOCW 452-3 Social Work/Crisis Intervention

SOCW 453-3 Social Work Practice and Spirituality

SOCW 454-3 Disability Issues

SOCW 455-3 ~~First Nations~~ Indigenous Governance and Social Policy

SOCW 456-3 Indigenous Family Caring Systems

SOCW 457-3 Individual and Community Wellness for Indigenous peoples
SOCW 498-(3-6) Special Topics
SOCW 499-3 Directed Readings

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

Program Requirement

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

Page 182:

BSW: ~~First Nations~~ Indigenous Specialization

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

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

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

Program Requirement

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

SOCW 336-3 Social Work Philosophy and Ethics
SOCW 401-3 Northern and Remote Social Work Practice
SOCW 402-15 Social Work Field Education II
SOCW 420-3 Family/Child Welfare Policy
SOCW 421-3 Human Growth and Development
SOCW 455-3 ~~First Nations~~ Indigenous Governance and Social Policy
SOCW 456-3 Indigenous Family Caring Systems
SOCW 457-3 Individual and Community Wellness for Indigenous peoples

Page 284:

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

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

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

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

Page 285:

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

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

SOCW 448-3 Inequality and Income Security ~~Poverty, Inequality and Income Security~~ This course examines the changing landscape of Canadian social policy and its implications for poverty, income inequality and income security. It reviews the evolution and devolution of major Canadian income security policies with a special focus on British Columbia. The implications of these changes on poverty and income inequality are examined for ~~the people that~~ who live and work in northern British Columbia. ~~This is done by looking~~ This course looks at changes in poverty and income inequality for specific groups ~~that~~ including single mothers, ~~First Nations~~ Indigenous peoples, women, men, the unemployed and underemployed, the elderly, and those dependent on public assistance.

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

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

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

Motion Number (assigned by
Steering Committee of Senate): S-201906.16

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course titles for:

- SOCW 455-3 First Nations Governance and Social Policy
- SOCW 456-3 Family Caring Systems
- SOCW 457-3 Individual and Community Wellness

on page 287 and all other mentions of the course title in the 2018/2019 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2019

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

Our goal is, 1. To update the School of Social Work's section of the undergraduate calendar so that it uses the most current, commonly-accepted language for the Indigenous peoples of Canada, 2., To acknowledge that our curriculum includes the First Nations, Métis, and Inuit peoples of Canada, 3. To increase clarity and consistency, 4. To ensure that these changes are made where these courses are listed in other sections of the undergraduate calendar.

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

Note: The proposed changes do not involve changes to the course content; therefore we anticipate no impact on other programs 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 Majors have been notified via email.

Page 109: Environmental Planning (BPI) – *Upper Division Requirements*

Page 123: First Nations Studies (BA) – *Approved Ancillary Courses for a Major in First Nations Studies*

Page 133: Geography (BA) – *Upper Division Requirements – Community*

Page 134: Geography (BA) – *Upper-Division course choices*

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

Page 287:

SOCW 455-3 First Nations Governance and Social Policy Family values and standards of First Nations form the basis of the study on First Nations policy development and its relationship to self-governance for First Nations Communities. Topics explored include: self-determination from a First Nations perspective, its impact on Canadian Social Policy, along with the necessity to address Child and Family social needs into self-governance and planning. The course focuses on examples within British Columbia communities. Additionally, the course explores the importance of how social work practitioners need to

become skilled advocates aimed at influencing policy and laws affecting First Nations and family systems.

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

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

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

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

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

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

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2019

2. **Rationale for the proposed revisions:** The recent hiring of a new faculty member teaching BIOL 409 (Conservation of Aquatic Systems) allows for more aquatic input into the Wildlife and Fisheries degree. Currently, students are required to take one of NREM 400, NREM 410, or NREM 333. Each of these courses addresses multiple issues at large scales. With its watershed focus, BIOL 409 has a similar outlook, and would be of particular interest to students who wish to have a larger aquatic/fisheries component in their degree.

3. **Implications of the changes for other programs, etc., if applicable:** No other programs are affected by this change. BIOL 409 is currently offered as a non-required elective course and is taken by Biology and Wildlife and Fisheries majors.

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

Wildlife and Fisheries (BSc Program)

Kathy Lewis, Professor and Chair

Annie Booth, Professor

Philip Burton, Professor

Mark Dale, Professor

Russell Dawson, Professor

Michael Gillingham, Professor

Dezene Huber, Professor

Chris Johnson, Professor

Staffan Lindgren, Professor Emeritus

Eduardo Martins, Assistant Professor

Hugues Massicotte, Professor

Bill McGill, Professor

Ken Otter, Professor

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

Mark Shrimpton, Professor

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

and Management)

Scott Green, Associate Professor

Brent Murray, Associate Professor

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

Lisa Poirier, Assistant Professor

Jenia Blair, Senior Lab Instructor

Saphida Migabo, Senior Lab Instructor

Roy Rea, Senior Lab Instructor

Susan Grainger, Adjunct Professor

Doug Heard, Adjunct Professor

Michael Jull, Adjunct Professor

Website: www.unbc.ca/wildlife-fisheries

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

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

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

Program Requirements

Lower Division Requirements

100 Level

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

MATH 152-3 Calculus for Non-majors
NREM 100-3* Field Skills
NREM 101-3 Introduction to Natural Resources Management and Conservation
NRES 100-3 Communications in Natural Resources and Environmental Studies
 or ENGL 170-3 Writing and Communication Skills
PHYS 115-4 General Introduction to Physics
 or PHYS 100-4 Introduction to Physics I

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

200 Level

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

Two of:

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

Upper Division Requirement

300 Level

BIOL 302-3 Limnology
BIOL 307-3 Ichthyology and Herpetology
BIOL 308-3 Ornithology and Mammalogy
BIOL 315-3 Animal Diseases and Parasites
BIOL 325-3 Ecological Analyses
ENPL 305-3 Environmental Impact Assessment
 or ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement
 or ENVS 414-3 Environmental and Professional Ethics

GEOG 300-3 Geographic Information Systems
NREM 303-3 First Nations' Approaches to Resource Management
or NREM 306-3 Society, Policy and Administration

400 Level

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

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

Wildlife and Fisheries (BSc Program)

Kathy Lewis, Professor and Chair

Annie Booth, Professor

Philip Burton, Professor

Mark Dale, Professor

Russell Dawson, Professor

Michael Gillingham, Professor

Dezene Huber, Professor

Chris Johnson, Professor

Staffan Lindgren, Professor Emeritus

Eduardo Martins, Assistant Professor

Hugues Massicotte, Professor

Bill McGill, Professor

Ken Otter, Professor

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

Mark Shrimpton, Professor

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

Scott Green, Associate Professor

Brent Murray, Associate Professor
 Oscar Venter, Associate Professor, and Forest Renewal BC Endowed Chair in Growth and Yield and Forest Valuations
 Lisa Poirier, Assistant Professor
 Jenia Blair, Senior Lab Instructor
 Saphida Migabo, Senior Lab Instructor
 Roy Rea, Senior Lab Instructor
 Susan Grainger, Adjunct Professor
 Doug Heard, Adjunct Professor
 Michael Jull, Adjunct Professor

Website: www.unbc.ca/wildlife-fisheries

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

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

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

Program Requirements

Lower-Division Requirement

100 Level

BIOL 103-3	Introductory Biology I
BIOL 104-3	Introductory Biology II
BIOL 123-1	Introductory Biology I Laboratory
BIOL 124-1	Introductory Biology II Laboratory
CHEM 100-3	General Chemistry I
CHEM 101-3	General Chemistry II
CHEM 120-1	General Chemistry Lab I
CHEM 121-1	General Chemistry Lab II
MATH 152-3	Calculus for Non-majors
NREM 100-3*	Field Skills

NREM 101-3 Introduction to Natural Resources Management and Conservation
 NRES 100-3 Communications in Natural Resources and Environmental Studies
 or ENGL 170-3 Writing and Communication Skills
PHYS 100-4 Introduction to Physics I
 or PHYS 115-4 General Introduction to Physics
~~PHYS 100-4~~ ~~Introduction to Physics I~~

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

200 Level

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

Two of the following:

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

Upper-Division Requirement

300 Level

BIOL 302-3 Limnology
 BIOL 307-3 Ichthyology and Herpetology
 BIOL 308-3 Ornithology and Mammalogy
 BIOL 315-3 Animal Diseases and Parasites
 BIOL 325-3 Ecological Analyses
 ENPL 305-3 Environmental Impact Assessment
 or ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement
 or ENVS 414-3 Environmental and Professional Ethics

GEOG 300-3 Geographic Information Systems
NREM 303-3 Aboriginal Perspectives on Land and First Nations' Approaches to Resource Management
or NREM 306-3 Society, Policy and Administration

400 Level

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

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

Program / Academic / Administrative Unit: Ecosystem Science and Management

College: CSAM

SCCC Reviewed: April 29, 2019

College Council Motion Number:

College Council Approval Date:

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

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

7. Other Information

Attachment Pages: # pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201906.15

Moved by: E. Jensen

Seconded by: S. Wagner

Committee Decision:

Approved by SCAAF: June 12, 2019
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 course title, course description and course corequisite, for Math 335-3 Numerical Analysis, on page 261 of the 2018/2019 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2019

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

There are four main reasons for the proposed changes.

- a) **Missing topics in course description:** In the past four years, Math 335 covered topics on numerical methods for differential equations. This is a standard topic in a first course on numerical methods at other Canadian universities - see attached course description from UBC and McGill. However, these topics are currently absent from the course description.
- b) **New course title/description:** The new course title and description are aimed to attract students from science and engineering. While the target audience for the course in the past has been Math and Computer Science students, this course is invaluable for other students who is interested in computational science, such as from physics, chemistry, biology, natural resources and engineering. Moreover, with the upcoming engineering program, there will be a need for a numerical methods course with an emphasis on computation and application.
- c) **New Corequisite:** In order for students to be prepared with adequate background on differential equations, an additional corequisite of Math-230-3 Differential Equation is added for the course. This will not affect students who are enrolled in Engineering, Physics, Math or double major in Math. The only affected group is computer science majors, which can take the course with instructor's permission.
- d) **Removed Preclusion:** The precluded course of Math 330-3 has not been offered since 2001.

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

We have identified only computer science majors being affected by the additional corequisite of Math 230. Students enrolled in Engineering, Physics or Math majors and double majors in Math will remain unaffected as they will already take Math 230 in their second year. Moreover, having Math 230 as a corequisite also gives the affected students the option to take the Math 230 in their third year when they normally take Math 335.

On consultation with the computer science chair, Dr. David Casperson, it was found that roughly half of the students enrolled in Math 335 in the past five years are Computer Science majors. It was also noted that some of them are likely undeclared double majors in Math. While we still intent for Computer Science Majors to be able to take Math 335 without Math 230, they will need to obtain instructor's permission with extra assigned reading on relevant topics on differential equations.

We also expect the enrollment to this course to grow with additional students from other science faculties and engineering. Thus, the additional corequisite will affect less students in the coming years, as they will already have taken Math 230.

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

MATH 335-3 Numerical Analysis I

An introduction to the theory and application of numerical approximation techniques. Topics to be examined include number systems, error sources and analysis, solution of nonlinear equations, solution

of systems of linear equations, interpolation and approximation, and numerical differentiation and integration. Programming exercises will be given, and there may be some use of commercial software. May be counted as a computer science course by computer science majors.

Prerequisites: MATH 101-3, MATH 220-3, CPSC 100-4 (or equivalent programming experience)
Precluded: MATH 330-3

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

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

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

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

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

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

Precluded: MATH 330-3

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

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

College: Science and Management

SCCC Reviewed: April 29, 2019

College Council Motion Number: CSAMCC 2019:05:09:04

College Council Approval Date: May 9, 2019

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: 2 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201906.16

Moved by: E. Jensen

Seconded by: L. Roldan-Flores

Committee Decision: CARRIED

Approved by SCAAF: June 12, 2019
Date


Chair's Signature

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

MATH 317 Numerical Analysis (3 credits)

Offered by: Mathematics and Statistics ([Faculty of Science](#))

Overview

Mathematics & Statistics (Sci): Error analysis. Numerical solutions of equations by iteration. Interpolation. Numerical differentiation and integration. Introduction to numerical solutions of differential equations.

Terms: Fall 2015

Instructors: Andy Wan (Fall)

- Fall
- Prerequisites: [MATH 315](#) or [MATH 325](#) or [MATH 263](#), and [COMP 202](#) or permission of instructor.

This course may be used as a required or complementary course in the following programs:

[Bachelor of Arts \(B.A.\) - Major Concentration Mathematics](#)

[Bachelor of Arts \(B.A.\) - Major Concentration Mathematics](#)

[Bachelor of Arts \(B.A.\) - Minor Concentration Mathematics](#)

[Bachelor of Arts \(B.A.\) - Minor Concentration Mathematics](#)



CPSC 303 Numerical Approximation and Discretization

Numerical techniques for basic mathematical processes involving discretization, and their analysis. Interpolation and approximation, including splines and least squares data fitting; numerical differentiation and integration; introduction to numerical initial value ordinary differential equations.

This course is eligible for Credit/D/Fail grading. To determine whether you can take this course for CrediUD/Fail grading, visit the [CrediUD/Fail](#) website. You must register in the course before you can select the CrediUD/Fail grading option.

Credits: 3

Pre-reqs: One of [CPSC 103](#), [CPSC 110](#), [CPSC 260](#), [EOSC 211](#), [PHYS 210](#) and one of [MATH 101](#), [MATH 103](#), [MATH 105](#), [MATH 121](#) and one of [MATH 152](#), [MATH 221](#), [MATH 223](#).

Status	Section	Activity	Term	Interval	Days	Start Time	End Time	Comments
Full	CPSC 303 201	Lecture	2		Mon Wed Fri	11:00	12:00	
Blocked	CPSC 303 2W1	Waiting List	2		Mon Wed Fri	11:00	12:00	

Vancouver Kelowna, BC Canada
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SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the Degree Program Reviews Policy be approved as proposed.

Effective Date: July 1, 2019

Rationale: In January 2018, the Senate Committee on Academic Affairs (SCAAF) discussed the Ministry of Advanced Education, Skills & Training (MAEST) and the Degree Quality Assessment Board's (DQAB) new quality assurance process audit of internal program review policies and processes at BC public post-secondary institutions. Audits are based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented. The main objectives of the quality assurance process audit (QAPA) are to ascertain that the institution:

- continues to meet the program review policy requirements outlined in the DQAB's Exempt Status Criteria and Guidelines and the Degree Program Review Criteria and Guidelines, as applicable to the institution;
- has and continues to meet appropriate program review processes and policies for all credential programs; and
- applies its quality assurance process in relation to those requirements and responds to review findings appropriately.

Complete details about the Quality Assurance Process Audit can be found through the following link:
<https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/degree-quality-assessment-board/quality-assurance-process-audit>.

Several BC institutions have already been audited. UNBC is will be audited in 2023.

SCAAF and the Provost asked the Dean of CSAM to lead revisions to the University's current External degree Program Review process and develop a clear, transparent and credible policy and procedures for external reviews of UNBC's degree programs.

The goal is for the new policy and procedures to be in place for at least a couple of years before the audit commences, so the auditors are able to examine external reviews completed under the new process.

The following key elements have been incorporated into the policy and revised procedures:

- alignment to the assessment criteria outlined in MAEST's Quality Assurance Process Audit Handbook
- fulfill UNBC's obligations as a member of Universities Canada to have a quality assurance policy that results in cyclical or continuous assessment of all of its academic programs and support services;
- embed a forward looking perspective;
- built-in flexibility with the option of combining reviews into larger functional or closely connected academic administrative units;
- applicable to all degree programs including professional programs and a policy applicable to academic service units;
- clearly defined process that is transparent and accountable;
- documentation to guide the External Degree Program Review Process will be made publically available on the Provost website;

- an Executive Summary from the External Review of Degree Program(s) Report designed to be made publicly available on the Provost's website;
- creation of standardized templates for the Program Self-Study, External Review of Degree Program(s) Report, External Reviews of Degree Programs Report Executive Summary, and Response and Action Plan to ensure consistency across the University in the creation of the documentation so the same types of data and information are consistently incorporated and reported;
- include procedures ensuring the Action Plans are presented to SCAAF and to Senate; and
- include procedures ensuring an Action Plan Progress Report is presented to Senate 36 months after the submission of the Action Plan.

The Dean has consulted with a small group of faculty comprised of mostly chairs about the policy, procedures and templates. The members of CSAM CMT, CASHS Chairs Council, CSAM College Council and CASHS College Council have also reviewed the documents.

Motion proposed by: Dan Ryan, Provost and Vice President, Academic and Chair, SCAAF

Academic Program: Senate Committee on Academic Affairs

Implications for Other Programs / Faculties? Yes – This Policy and the Procedures enacted under it will replace the *External Reviews of Academic Units: Reference Guide* upon the approval of Senate.

College: CSAM and CASHS

College Council / Committee Motion Number: For information

College Council / Committee Approval Date: CSAM – May 9, 2019 and CASHS – May 16, 2019

Attachment Pages (if applicable): # pages

- Degree Program Reviews Policy and Procedures (12 pages)
- Degree Program(s) Self Study Template (9 pages – for information)
- External review Committee Terms of Reference Template (4 pages – for information)
- External Review of Degree Program(s) Report (6 pages – for information)
- Responses to the External Review of Degree Program(s) Report, Action Plan and Progress Reports (6 pages – for information)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201906.17

Moved by: E. Jensen

Seconded by: C. Meroniuk

Committee Decision: CARRIED

Approved by SCAAF: June 12, 2019
Date


Chair's Signature

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

 <p style="text-align: center;">POLICY</p>	Policy No:	Approval Date:
	Approving Authority: Senate Responsible Executive: Provost and Vice President, Academic	
Title: <p style="text-align: center;">Degree Program Reviews</p>		

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POLICY

1. BACKGROUND

- 1.1** As a public post-secondary institution in British Columbia, UNBC is required to have in place policies and procedures for the periodic review of degree programs and academic services. The policies and procedures should achieve the following:
- 1.1.1** reflect the University's mandate, mission and values;
 - 1.1.2** assess the effectiveness of its programs and services and their responsiveness to student, labour market and social needs; and
 - 1.1.3** contribute to the continuous improvement of the University.
- 1.2** As a Member of Universities Canada, the University of Northern British Columbia is required to have robust degree quality assurance policies and procedures and be in compliance with applicable provincial Ministry quality assurance standards.

2. PURPOSE

- 2.1** This Policy and the Procedures enacted under it support the commitment of the University and its faculty and staff to the quality, accountability, sustainability, and continuous improvement of the Degree Programs and Academic Service Units by providing for the following:
- 2.1.1** regular and systemic reviews of the operation, objectives, effectiveness and relevance of the degree programs;
 - 2.1.2** self-evaluation within the degree program or service unit;
 - 2.1.3** review and input from external experts;
 - 2.1.4** external reporting and accountability; and
 - 2.1.5** internal institutional reporting, follow-up and accountability.
- 2.2** The Degree Program Reviews strengthens the academic rigor of the Degree Programs and supports the following:
- 2.2.1** UNBC's Vision to be Canada's leading destination University, personal in character, that transforms lives and communities in the North and around the world;
 - 2.2.2** UNBC's Mission to inspire leaders for tomorrow by influencing the world today;
 - 2.2.3** UNBC's Values to strengthen experiential learning and discovery, inclusiveness and diversity, the community, degree integrity and academic excellence.

3. SCOPE

- 3.1 This Policy applies to all degree programs offered by UNBC, whether undergraduate or graduate, single or interdisciplinary, and whether offered on a UNBC campus or through distance delivery or other non-traditional method.
- 3.2 This Policy also applies to Academic Service Units, with reasonable modifications as required by the context.
- 3.3 For clarity, each reference herein to Academic Administrative Unit is deemed to include Academic Service Units to the extent appropriate in the context.

4. DEFINITIONS

- 4.1 An **Academic Administrative Unit** is an academic program, department or school comprised of one or more degree programs.
- 4.2 An **Academic Service Unit** is a unit that supports student and faculty learning and teaching.
- 4.3 An **Advisory Board, Committee or other External/Stakeholder Committee, Council and/or Group** is an advisory body comprised of external representatives such as professional or industry members dedicated to the external guidance of a degree program.
- 4.4 A **Degree Program** is a baccalaureate, master's or doctoral degree granted or conferred by the University.

5. POLICY STATEMENT

- 5.1 All Degree Programs undergo an external review every five to seven years, or sooner if requested by the Academic Administrative Unit or if deemed necessary by the Provost and Vice President, Academic in consultation with the responsible Dean.
- 5.2 New Degree Programs are reviewed within five years of creation.
- 5.3 The accreditation of a professional Degree Program may be substituted, or serve as partial completion of a required Degree Program Self-Study Review, at the discretion of the Provost and Vice President, Academic, in consultation with the responsible Dean.

6. REQUIRED ELEMENTS OF A REVIEW

- 6.1** Procedures enacted under this Policy must reflect and include the following required elements or characteristics of a review:
- 6.1.1** a self-study of the Degree Program(s) by the Academic Administrative Unit;
 - 6.1.2** engagement of external reviewers with notable expertise in the discipline or service area, a site visit by at least one of the external reviewers, and a written report by the external reviewers which includes both an assessment of program quality and recommendations for improvement and growth;
 - 6.1.3** a written institutional response which includes the following:
 - i.** a response by the Academic Administrative Unit to the External Review of Degree Program Report;
 - ii.** the steps the Academic Administrative Unit intends or proposes to take in response to the recommendations from the report (Action Plan);
 - iii.** a response by the Dean to both the Degree Program Self-Study and the external review report; and
 - iv.** a response by the Provost and Vice President, Academic to the response of the Dean.
- 6.2** All best efforts are made to ensure that the institutional responses and Action Plan outlined in Section 6.1.3 above are completed within sixteen (16) weeks of receipt of the external review report.
- 6.3** Procedures enacted under this Policy outline the criteria and considerations for the selection of external reviewers.

7. IMPLEMENTATION, ACCOUNTABILITY AND REPORTING

- 7.1** The Provost and Vice President, Academic is accountable for the transparent implementation of this Policy and ensuring the following:
- 7.1.1** a schedule of past, current and upcoming reviews is publically available and posted on the Provost and Vice President, Academic's website;
 - 7.1.2** reports and responses of the Deans and Provost and Vice President, Academic are available for review by the Academic Administrative Unit whose degree programs are being reviewed and by the University's governing bodies, or such Committees of those bodies delegated with the authority to receive these reports;
 - 7.1.3** executive summary reports in the form prescribed by Subsection 4.12 of the Procedures are made publically available and are posted on the Provost and Vice President, Academic's website; and
 - 7.1.4** reports are made regularly and at least annually, to the University's Governing Bodies, on the implementation of this Policy, and progress or implementation of any recommendations made through the review process.

- 7.2** The Office of the Provost and Vice President, Academic is the Office of Primary Responsibility for all records relating to Degree Program Reviews and is responsible for ensuring that the process, data collection, reporting and record keeping are compliant with the *Freedom of Information and Protection of Privacy Act of British Columbia*.

8. PROCEDURAL AUTHORITY

Authority to enact Procedures consistent with, and giving effect to this Policy is granted to the Provost and Vice President, Academic.

9. REVIEW OF POLICY AND PROCEDURES

- 9.1** The UNBC Senate or a Committee of Senate with delegated authority regularly reviews and updates this Policy at least every five years.
- 9.2** The Provost and Vice President, Academic regularly reviews and updates the Procedures, in consultation with the Academic Deans at least every five years and publishes a current version of the Procedures on the Provost and Vice President, Academic's website.

10. EFFECTIVE DATE AND REPLACEMENT OF FORMER GUIDE

This Policy is effective on the approval of the UNBC Senate, and replaces the former Guide to External Program Reviews, approved by Senate on April 26, 2012, Motion #S-201204.15 and S-201204.21).

11. TRANSITIONARY PROVISIONS

Degree Program Reviews in-progress at the time of coming into effect of this Policy may be completed under the terms of the previous Guide, except that, to the extent reasonably possible, the Deans, Chairs and Directors endeavor to ensure that all reviews in progress adhere to Section 6.1.3 of the Policy and produce reports in the form prescribed in Subsection 5.0 of the Procedures.

PROCEDURES

1. INITIATION

- 1.1** The Provost and Vice President, Academic initiates the review after consultation with the responsible Dean and the Academic Administrative Unit involved.

- 1.2 The Provost and Vice President, Academic and responsible Dean consider combining degree programs in larger functional Academic Administrative Units or closely connected degree programs into one review.
- 1.3 The Dean informs the Academic Administrative Units of an impending degree program review at least one year before the site visit by external reviewers.
- 1.4 The Dean encourages the Chair to limit the length of the Degree Program(s) Self-Study to a manageable number of pages, normally 30 pages excluding appendices. Large units with multiple degree programs might exceed these suggested limits.
- 1.5 The Provost and Vice President, Academic brings a list forward every June informing the Senate Committee on Academic Affairs, Senate, Institutional Research, the Office of the Registrar's Awards and Financial Aid Unit and the Office of Graduate Programs of the degree programs scheduled for review prior to the start of the academic year in which the reviews occur.
- 1.6 The Dean's Office in consultation with the Provost and the Academic Administrative Unit arranges the dates of the External Review Committee visit and detailed schedule for the visit.
- 1.7 The Provost and Vice President, Academic provides the terms of reference for the External Review Committee in consultation with the responsible Dean and the Academic Administrative Unit.

2. SELF-STUDY

- 2.1 The Academic Administrative Unit engages in a degree program(s) self-study for one to two semesters, during which its members consider all aspects of the degree program(s) including its vision, values, goals and strategic direction. The Academic Administrative Unit prepares a report using the *Degree Program Self-Study Template* attached to these procedures as Appendix I that reflects the following areas:
 - 2.1.1 a description of the degree program's structure, admissions requirements, degree requirements, courses, degree programs, method of delivery and curriculum for the program's educational goals and standards;
 - 2.1.2 an explanation on how resources (physical, technological, financial and human) are distributed;

- 2.1.3 information about the degree program's collective faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization;
 - 2.1.4 a description of the learning outcomes achieved by students/graduates;
 - 2.1.5 a description of the degree program's stated goals, the credential level standard, and where appropriate, the standards of any related regulatory, accrediting or professional association;
 - 2.1.6 a description of the methods used for evaluating student progress and how these methods and the progress of students align with the degree program's stated goals;
 - 2.1.7 aggregate information about the satisfaction level of students who graduate from the degree program, student satisfaction and graduation rate; and
 - 2.1.8 where appropriate, information about the employment rates for students who have graduated from the degree program, employer satisfaction level, industry representative satisfaction level and advisory board or other external/stakeholder committee, council and/or group satisfaction level.
- 2.2 The self-study report includes the *Degree Program Review Policy and Procedures* in place at the time of the self-study as an appendix.
 - 2.3 The Academic Administrative Unit prepares the self-study report and makes it available to all members of the Degree Program(s) (faculty and staff) prior to being forwarded to the External Review Committee.
 - 2.4 The Academic Administrative Unit must provide the Provost and Vice President, Academic and the responsible Dean with the self-study report a minimum of one (1) month prior to the External Review Committee visit.

3. STUDENT INVOLVEMENT

- 3.1 Undergraduate and graduate students are encouraged to participate in the preparation of material for the Degree Program(s) Self-Study, and student input is sought throughout the process. Student contributions are included or reflected in the self-study. Personal information and experiences of students are included in the *Self-Study Report* only if the students have provided documented informed consent.
- 3.2 The Chair should contact the student body particular to the degree program(s) being reviewed (undergraduate and graduate), as well as publicizing the review in classes and within the Academic Administrative Unit.
- 3.3 Students have the opportunity to meet with the External Review Committee.

4. EXTERNAL REVIEW COMMITTEE

- 4.1** The External Review Committee normally consists of two people external to the university who are senior members of the discipline and have had administrative experience. Additional external reviewers may be needed if the Degree Program(s) being reviewed is a combined with other Degree Programs or if Degree Programs within an Academic Administrative Unit consist of multiple disciplinary areas.
- 4.2** At least six months prior to when the external review is to take place, the Academic Administrative Unit provides the Provost and Vice President, Academic with a list of a minimum of seven reviewers who represent a broad cross-section of the discipline and considered outstanding faculty members and objective reviewers.
- 4.3** The Provost and Vice President, Academic appoints the members of the External Review Committee. The committee is normally composed of faculty members of variable gender identity primarily from Canadian universities. The Provost and Vice President, Academic, in consultation with the Dean and/or Chair, appoints an internal member from the University community who is a member of the committee and provides the review committee with contextual advice about the environment and operations of UNBC but not be involved in the authoring of the report.
- 4.4** The site visit, which is normally two days in length, is coordinated by the Office of the Dean. The Provost and Vice President, Academic and responsible Dean meet with the External Review Committee at the start of the visit to discuss guidelines for the review and the preparation of the report.
- 4.5** The committee meets with the faculty, staff members, graduate students and undergraduate students from the Degree Program(s). The committee meets with others with responsibilities affecting the Degree Program(s), as determined by the Dean.
- 4.6** Members of the external review committee must avoid engaging in unscheduled social events outside the scope of the external review visit with members of the Degree Program(s) or the Academic Administrative Unit during the site visit.
- 4.7** Members of the external review committee must avoid engaging in other roles at the University during the site visit.
- 4.8** The Dean's Office advertises the External Review Committee site visit to the University Community (E.g. by an email via Announce). Where the Degree Program(s) has strong connections to other Degree Programs at UNBC, the Dean, Chair or Director of that related Degree Program may request an interview with the External Review Committee.

- 4.8** Any individual or group of individuals who are unable to meet with the external reviewers during the site visit can submit a confidential memo, which includes the name(s) of the person(s) responsible for the writing the memo, to the external reviewers.
- 4.9** The External Review Committee communicates any negative or critical information or feedback regarding specific individuals to the Provost and Vice President, Academic and are handled in accordance with established University policies and procedures.
- 4.10** If the External Review Committee receives general comments or complaints that the Degree Program(s) or Academic Administrative Unit is not conducive to a high quality of teaching, learning, research and working environment, the committee may comment and make recommendations on this in its report or may take the issue up privately with the Provost and Vice President, Academic.
- 4.11** At the conclusion of its visit and normally within six weeks, the review committee submits a detailed report using the provided *External Review of Degree Program(s) Template*. The report includes
- 4.11.1** an Executive Summary; and
 - 4.11.2** an External Review of Degree Program(s) consisting of the following:
 - i.** Degree Program(s) Evaluation;
 - ii.** Faculty Review;
 - iii.** Research Review;
 - v.** Internal and External Relationships Assessment;
 - vi.** Organizational and Financial Structure Assessment;
 - vii.** Resources and Infrastructure Assessment;
 - viii.** Long-Range Planning Challenges.
- 4.12** The Executive Summary from the *External Review of Academic Unit Report* is a public document. Any documentation concerning confidential matters about identifiable individuals does not become a part of the *External Review of Degree Program(s) Report* but is made available to the appropriate University officers. Individuals named are apprised of the information and provided with an opportunity to comment.
- 4.13** The *External Review of Degree Program(s) Report* is submitted to the Provost and Vice President, Academic and circulated to the following people:
- 4.13.1** the Academic Administrative Unit involved (including faculty and staff);
 - 4.13.2** the responsible Dean and;
 - 4.13.3** the Vice President, Research.

5. RESPONSE TO THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) REPORT AND DEVELOPING AN ACTION PLAN

- 5.1** The Academic Administrative Unit reviews the *External Review of Degree Program(s) Report* and prepares a response and action plan in collaboration with the responsible Dean and the Provost and Vice President, Academic or designate using the *Responses to External Review of Degree Program(s) Report, Action Plan and Progress Reports Template*. The Academic Administrative Unit's responses and action plan should normally be completed within eight (8) weeks of the receipt of the *External Review of Degree Program(s) Report* and include the following:
- 5.1.1** an overall impression with respect to the report's summary of findings and recommendations;
 - 5.1.2** correction of any factual errors or areas of misunderstanding in the report; and
 - 5.1.3** the steps the Academic Administrative Unit intends or proposes to take in response to the recommendations from the report (Action Plan).
- 5.2** The Dean reviews the Academic Administrative Unit's responses and action plan and prepares an independent response to the External Review of Degree Program(s) Report. The Dean may consult with members of the Academic Administrative Unit, the External Review Committee, the Provost and Vice-President, Academic or others as necessary.
- 5.3** The responsible Dean must endorse the Action Plan.
- 5.4** The Dean is responsible for submitting the *Responses to the External Review of Degree Program(s) Report and Action Plan* to the Provost and Vice President, Academic for consideration normally within four (4) weeks of the receipt of the Academic Administrative Unit's responses and action plan.
- 5.5** The Provost and Vice President, Academic meets with the Dean and the Chair or Director of the Academic Administrative Unit as appropriate to discuss the *External Review of Degree Program(s) Report*, responses, and the action plan.
- 5.6** The Provost and Vice President, Academic prepares a response to the Dean's and the Academic Administrative Unit's responses normally within four (4) weeks of the receipt of the Responses to the *External Review of Degree Program(s) Report and Action Plan*.
- 5.7** The *Responses to the External Review of Degree Program(s) Report and Action Plan* and the Executive Summary from the *External Review of Degree Program(s) Report* are presented to the Senate Committee on Academic Affairs for review and to Senate for discussion and advice in an open session.

- 5.8 *The Degree Program(s) Self Study and appendices, and the External Review of Degree Program(s) Report* are presented to the Senate Committee on Academic Affairs in a closed session for information and to Senate, only on the recommendation of SCAAF or the request of Senate, in a closed session for information.
- 5.9 The Dean considers the advice of SCAAF and Senate and amends the *Action Plan* if necessary.
- 5.10 The Academic Administrative Unit is responsible for implementing the *Action Plan* according to the outlined timeline.

6. FOLLOW UP

- 6.1 The Office of the Provost and Vice-President, Academic is responsible for maintaining the records created during the Degree Program Review. These documents are used for the purpose of long term planning.
- 6.2 The Executive Summary from the *External Review of Degree Program(s) Report and the Responses to the External Review of Degree Program(s) Report and Action Plan* are made publically available on the Provost and Vice President, Academic's website subject to issues relating to privacy and confidentiality.
- 6.3 The Academic Administrative Unit submits an *Action Plan Progress Report* to the Dean 12 months, 24 months and 36 months after the submission of the Action Plan. The report outlines the progress the Academic Administrative Unit made on the actions outlined in the action plan.
- 6.4 Changes to the actions are noted in the *Action Plan Progress Report* if the direction of the Academic Administrative Unit has changed, and/or one or several recommendations are no longer valid.
- 6.5 The Dean is responsible for providing the Action Plan Progress Reports to the Provost and Vice President, Academic.
- 6.6 The Provost and Vice President, Academic maintains a record of the progress reports.
- 6.7 The Dean submits the 36 month Action Plan Progress Report to the Senate Committee on Academic Affairs and Senate for information in an open session.
- 6.8 The 36 month Action Plan Progress Report is made publically available on the Provost and Vice-President, Academic's website.

- 6.9** The Provost and Vice President, Academic provides a summary of the upcoming Degree Program reviews annually to the Senate Committee on Academic Affairs and Senate and reports on the status of Degree Program Reviews.

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7. ACCESS TO DEGREE PROGRAM REVIEW DOCUMENTS

The following chart outlines who has access to the various Degree Program Review documents.

	The Degree Program(s) Self Study	The Degree Program(s) Self Study Appendices	External Review of Degree Program(s) Report	External Review of Degree Program(s) Report Executive Summary	Responses to the External Review of Degree Program(s) Report and Action Plan	12 month Action Plan Progress Report	24 month Action Plan Progress Report	36 month Action Plan Progress Report	Documents concerning confidential material
Academic Administrative Unit - Chair	✓	✓	✓	✓	✓	✓	✓	✓	
Academic Administrative Unit - Faculty	✓	✓	✓	✓	✓	✓	✓	✓	
Academic Administrative Unit - Staff	✓	✓	✓	✓	✓	✓	✓	✓	
Dean of Faculty	✓	✓	✓	✓	✓	✓	✓	✓	
Vice President, Research	✓	✓	✓	✓	✓			✓	
Provost and Vice President, Academic	✓	✓	✓	✓	✓	✓	✓	✓	✓
External Review Committee	✓	✓	✓	✓					
SCAAF open session				✓	✓			✓	
SCAAF closed session	✓	✓	✓						
Senate open session				✓	✓			✓	
Senate (Upon the recommendation of SCAAF or the request of Senate) closed session	✓	✓	✓						
Publicly Accessible on the Provost and Vice President, Academic Website				✓	✓			✓	

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Name of Academic Unit

List of Degree Programs Included in the Self-Study

Faculty

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PART 1 – DEGREE PROGRAM SELF-STUDY

Faculty members and academic administrators undertake the self-study of the degree programs based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. The self-study is broad-based, reflective and forward looking, and includes critical analysis. It is an assessment of the strengths and challenges facing the degree program(s), the range of its activities and the nature of its future plans.

Clearly mark the Self-Study as “Confidential” since it is not to be made publicly available.

Academic Administrative Units are encouraged to use clear and concise language and limit their *Degree Program Self Study* to no more than 30 pages excluding appendices. Larger Academic Administrative Units with multiple degree programs may need to exceed this page limit.

Note: The process of preparing a self-study should involve faculty, students and staff. The input of others deemed to be relevant and useful, such as graduates of the program and representatives of industry, the professions, practical training programs, community members and employers may also be included.

I. INTRODUCTION AND CONTEXT

- Briefly introduce the Academic Administrative Unit and the Degree Program(s) described in the self-study. Ensure that **each** degree program in the Academic Administrative Unit is mentioned here. Provide a URL for the Academic Administrative Unit and all Degree Programs under review.
- Highlight any significant developmental milestones.
- What particular strengths, characteristics and risks define the Academic Administrative Unit and Degree Program(s)?
- Refer to any indicators/data that relate to the general Academic Administrative Unit “environment.”
- Describe the participation of program faculty, staff, students, as well as any others deemed to be relevant and useful, in the self-study process and how their views have been obtained and taken into account.

II. DEGREE PROGRAMS

Provide a separate section for **each** Degree Program that is listed in the Terms of Reference for the review.

Degree Program Description

Describe the Degree Program being reviewed.

Statement of Educational Goals

Outline the education goals of the Degree Program and explain how these goals are consistent UNBC's vision, mission, values and strategic priorities and the Academic Administrative Unit's academic plans.

Admission Requirements

Indicate the admission requirements for the Degree Program and how they align with the learning outcomes established for completion of the Degree Program.

Curriculum and Program Delivery

- List the degree requirements and learning outcomes. Indicate how they are conveyed, their appropriateness for the discipline, the alignment with the appropriate degree-level expectations and, where appropriate, their alignment with the standards of any related regulatory, accrediting or professional association.
- Include the degree-level expectations as an appendix.
- Evidence of a program structure and faculty research that ensures the intellectual quality of the student experience.
- Describe how the curriculum reflects the current state of the discipline or area of study and if is appropriate for the level of the Degree Program.
- Identify any significant innovation or creativity in the content and/or delivery of the program relative to other such Degree Programs.
- As appropriate, describe how the mode(s) of delivery are appropriate to and effective in meeting the Degree Program's learning outcomes.
- Outline opportunities for learning beyond the classroom that are made available to students.
- As an appendix, provide a list of courses offered in support of the Degree Program including the course number, the credit value and the course description. (This can be organized to reflect the manner in which the courses count toward the degree program requirements).

Assessment of Learning

- Describe the appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the Degree Program's learning objectives and degree-level expectations.

Student Awards and Professional Development

- Success rates in provincial and national scholarships, competitions and awards.
- Comment on any initiatives in place to foster the professional development of students in the program including professional and transferable skills.

Student Funding

- Describe the Scholarships, bursaries and other funding opportunities available to students in the Degree Program.

Quality Indicators

Outcome measures of student performance and achievement are of particular interest, but there are also important input and process measures which are known to have a strong association with quality outcomes. The self-study, where possible, should include the following:

- **Students:**
 - application and registration (Institutional Research can provide the data)
 - attrition rates (Institutional Research can provide the data)
 - average admission GPA (Institutional Research can provide the data)
 - how time to the completion of a degree is monitored and managed in relation to the program's defined length and program requirements (Institutional Research can provide data on how long it takes students to complete the degree.)
 - faculty commitment to student mentoring
 - quality and availability of graduate student supervision
 - quality and availability of undergraduate student research supervision
 - final-year academic achievement (Institutional Research can provide information on the average GPA)
 - academic awards (Office of the Registrar - Awards & Financial Aid Unit and the Office of Graduate Programs)
 - student scholarly output
 - student course evaluations on teaching
 - graduation rates (Institutional Research can provide the data)
- **Post-graduation:**

(For undergraduate students, please refer to the BC Student Outcomes website for data from their annual surveys conducted with former students http://outcomes.bcstats.gov.bc.ca/Annual_Surveys.aspx).

 - program satisfaction post-graduation
 - employment rates post-graduation
 - employer satisfaction level
 - postgraduate study
 - publication rates
 - alumni reports on program quality when available and when permitted by the *Freedom of Information and Protection of Privacy Act (FIPPA)*. External Reviewers are instructed that these items may not be available and applicable to all programs.

- Assessment of the Degree Program relative to the similar ones offered in Canada, North America and internationally, including areas of strength and opportunities.
- Other Degree Program-related data and measures of performance, including applicable provincial, national and professional standards (where available).

Quality Enhancement

- Describe initiatives taken to enhance the quality of the Degree Program and the associated learning and teaching environment
- Describe initiatives that have been undertaken to enhance the Degree Program’s accessibility (i.e., for students requiring physical or mental health accommodations) and diversity

III. FACULTY

Include as an appendix standard UNBC CVs for all tenure and tenure-track faculty. Academic Administrative Units may wish to include CVs of other faculty, depending on the nature of their contributions to the Degree Programs’ core functions.

Describe faculty complement. List faculty members by:

- tenured and tenure-track faculty (assistant, associate and full professor)
- senior lab instructor
- instructor
- “other faculty” as relevant
 - sessional
 - adjunct
- Identify areas of strength and expertise, focusing on current status as well as plans for future development. Attention should be given to any notable changes in the strengths and weaknesses of the complement as a whole, including real or anticipated changes experienced or anticipated as a result of recent/expected hires and retirements. Plans for future development may include a faculty renewal plan.
- Describe the appropriateness and effectiveness of the Academic Administrative Unit’s use of existing human resources in delivering its degree program(s).
- Identify and describe support for faculty development.

IV. RESEARCH

In all cases, an assessment of the quality of research output, supported by evidence appropriate to the discipline, is essential. There are variations across Academic Administrative Units as to the appropriate indicators.

- Describe the scope, quality and relevance of the Academic Administrative Unit’s research activities.
- What are the major research themes and priorities within the Academic Administrative Unit?

- Describe the research undertaken in the last five years by each faculty member, grouped under the relevant themes.
- Provide data on research funding over the past five years.
- What benchmarks of research success are measured within the Academic Administrative Unit?
- Comment upon the level of activity and success in research and scholarship among your members.
- Discuss how this level of activity and success compares nationally and internationally.
- Explain how the research activity of faculty supports the research and learning of undergraduate and graduate students in the Academic Administrative Unit.

V. INTERNAL AND EXTERNAL RELATIONSHIPS

- Describe the scope and nature of the Academic Administrative Unit’s relationship with similar units at UNBC and external government, academic and professional organizations.
- What has been the social impact of the Academic Administrative unit in terms of outreach to local and national communities?
- Has the Academic Administrative Unit developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver Degree Programs?

VI. ORGANIZATIONAL AND FINANCIAL STRUCTURE

- Assess how the appropriateness of the administrative and governance structures promote for the effective functioning of the Academic Administrative Unit.
- Describe the appropriateness and effectiveness of the Academic Administrative Unit’s organizational and financial resources in delivering its Degree Program(s).
- What are the challenges and opportunities over the next five years?

VII. RESOURCES AND INFRASTRUCTURE

- Laboratory facilities: as appropriate, identify major equipment requirements to support Degree Program delivery and research.
- Space: as appropriate, describe any unique space pressures and requirements and how these are accommodated.
- Describe the appropriateness and effectiveness of the unit’s use of existing physical resources in delivering its program(s).
- Describe the academic support services that directly contribute to the academic quality of each program under review.

VIII. PREVIOUS REVIEW RECOMENDATIONS

- Summarize the key findings of the previous Degree Program(s) review.
- Describe how the academic administrative unit/degree program(s) have addressed recommendations from the previous external review.

IX. FUTURE DIRECTIONS

- Areas identified through the conduct of the self-study as requiring improvement.
- Areas that hold promise for enhancement.
- Initiatives or changes planned to provide further support to or enhance research, scholarship or programs.

PART 2 – LIST OF APPENDICES

The self-study can be “de-cluttered” by placing information in the appendices rather than in the body of the narrative. Clearly mark appendices as “Confidential” since they are not to be made publicly available or posted online.

The required appendices are as follows:

- CVs for all senior lab instructors and tenure and tenure-track faculty member;
- Action Plan from the previous review;
- Progress reports in the implementation of previous Action Plan;
- Current Degree Program Scholarly Expectations Documents;
- Calendar entry for degree programs being reviewed;
- Calendar course listings for courses included in the Degree Program(s) being reviewed; and
- Set of the most recent course outlines for each course in listing above.

The optional/suggested appendices are as follows:

- History of the Academic Administrative Unit/Degree Program(s)
- Previous external review report of the Academic Administrative Unit/Degree Program(s)
- The Academic Administrative Unit Academic Plan
- Publication and citation rankings
- List of major research awards and honours
- Level of research funding of the division/unit
- Participation rates for Tri-Council funding
- Recent committee/professional service of faculty
- Workload policy of division/unit

- Degree-level expectations
- Graduate reading list
- Any curriculum renewal material
- Divisional marking scheme
- NSSE student satisfaction results for undergraduate programs
- PhD graduate statistics of division/unit
- Funding, honours and awards of students

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EXTERNAL REVIEW COMMITTEE TERMS OF REFERENCE (TEMPLATE)

These terms of reference have been designed to be customized to accommodate the Degree Programs under review. The Provost and Dean may enhance the criteria to meet the needs of their Academic Administrative Units/Degree Programs/disciplines.

Academic Unit under review:	
Program(s) under review:	
Commissioning Officer:	
Date of scheduled visit:	

The Terms of Reference are intended to establish the parameters of the External Review of the Academic Unit process and provide the framework of the review report. External Reviewers are asked to consider and comment explicitly upon the following:

I. DEGREE PROGRAM(S) EVALUATION

For **each** degree program under review, consider the following:

Objectives

- Consistency of the Degree Program(s) goals with the University’s vision, mission, and values and the Academic Administrative Unit’s academic plans. The External Review Committee is provided UNBC’s Strategic Roadmap as a reference before the commencement of the review.

Admission Requirements

- Appropriateness of admission requirements for the learning outcomes of the Degree Program(s).

Curriculum and Program Delivery

- Curriculum reflects the current state of the discipline or area of study
- Appropriateness and effectiveness of the Degree Program’s structure, curriculum, length and delivery to its learning outcomes and degree level expectations; clarity with which these have been communicated
- Evidence of innovation or creativity in the content and/or delivery of the Degree Program relative to other such Degree Programs
- Opportunities for student learning beyond the classroom
- Opportunities for student research experience.

Assessment of Learning

- Appropriateness and effectiveness of the methods used for the evaluation of student achievement of the defined learning outcomes and degree-level expectations, especially in the students' final year of the Degree Program.

Student Awards and Professional Development

- Student success rates in provincial and national scholarships, competitions and awards.
- Appropriateness and effectiveness of initiatives in place to foster the professional development of students in the program including professional and transferable skills.

Student Funding

- Scholarships, bursaries and other funding opportunities available to students in the Degree Program.

Quality Indicators

- Assessment of Degree Program against provincial, national and international comparators
- Quality of applicants and admitted students and enrollment
- Student completion rates and time to completion
- Quality of the educational experience, teaching and graduate supervision
- Implications of any data (where available) concerning post-graduation employability
- Availability of student funding.
- Provision of student support through orientation, advising/mentoring, student services
- Degree Program(s) outreach and promotion.

Quality Enhancement

- Initiatives taken to enhance the quality of the Degree Program(s) and the associated learning and teaching environment
- Extent to which initiatives have been undertaken to enhance the Degree Program's accessibility (i.e., for students requiring physical or mental health accommodations) and diversity

II. FACULTY

- Strengths and weaknesses of the collective faculty complement
- Appropriateness and effectiveness of the faculty succession plan.
- Initiatives to support for faculty development

III. RESEARCH

- Scope, quality and relevance of faculty research activities
- Appropriateness of the level of activity relative to provincial, national and international comparators
- Appropriateness of research activities for the undergraduate and graduate students in the degree program(s).

IV. INTERNAL AND EXTERNAL RELATIONSHIPS

- Scope and nature of relationships with related Academic Administrative Units and/or Degree Programs
- Extent to which the Academic Administrative Unit has developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver Degree Programs
- Scope and nature of the Academic Administrative Unit and Degree programs' relationship with external government and academic and professional organizations
- Social impact of the Academic Administrative Unit and Degree Program(s) in terms of outreach and impact locally and nationally

V. ORGANIZATIONAL AND FINANCIAL STRUCTURE

- The appropriateness and effectiveness of the Academic Administrative Unit's organizational and financial structure, and its use of existing human, physical and financial resources in delivering its Degree program(s). In making this assessment, reviewers must recognize the institution's autonomy in determining priorities for funding, space, and faculty allocation.
- Opportunities for new revenue generation.

VI. RESOURCES AND INFRASTRUCTURE

- The appropriateness with which resource allocation, including space and infrastructure support, has been managed.
- Appropriateness of Academic Support Services available that contribute to the academic quality of each Degree Program under review.

VII. LONG-RANGE PLANNING CHALLENGES

- Consistency of the Degree Program(s) long-range plans with the University's Strategic Roadmap, Academic Action Plan, and the Strategic Research Action Plan.
- Appropriateness of:
 - Faculty complement and succession plan, including balance of tenure-stream and non-tenure stream faculty
 - Enrolment strategy
 - Student financial aid, scholarships and bursaries
 - Development/fundraising Initiatives
 - Management and leadership
- Possible Academic Administrative Unit/Degree Program(s) growth plans/opportunities.

Name of Academic Unit
List of Degree Programs Included
in the Self-Study

Faculty Area

Reviewers are asked to provide a report that:

- Identifies and commends the degree program's notably strong and creative attributes
- Describes the degree program's respective strengths, areas for improvement, and opportunities for enhancement
- Recommends specific steps to be taken to improve the degree program, distinguishing between those the program can itself take and those that require external action
- Recognizes the institution's autonomy to determine priorities for funding, space, and faculty allocation; and
- Respects the confidentiality required for all aspects of the review process

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PART 1 - EXECUTIVE SUMMARY

The Executive Summary will be made publically available on the Provost’s website.

ACADEMIC ADMINISTRATIVE UNIT

DEGREE PROGRAM(S) UNDER REVIEW

CHAIR/DIRECTOR

DATE OF DEGREE PROGRAM(S) REVIEW

DATE OF THE PREVIOUS DEGREE PROGRAM(S) REVIEW

INTERNAL RESOURCE PERSON

REVIEWERS

Reviewer 1 - Name
Position
University Name
University Address

Reviewer 2 - Name
Position
University Name
University Address

Reviewer 3 – Name
Position
University Name
University Address

I. SUMMARY OF THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) PROCESS

II. SUMMARY OF FINDINGS

Major Strengths of the Degree Program

Significant Areas of Weakness or In Need of Further Development

Comments of the Future Direction of the Degree Program(s)

III. SUMMARY OF THE REVIEWERS’ RECOMMENDATIONS

RECOMMENDATIONS	DESCRIPTION OF THE RECOMMENDATION
One	
Two	
Three	
Four	

PART 2 – EXTERNAL REVIEW OF DEGREE PROGRAM(S)

I. DEGREE PROGRAM(S) EVALUATION

Explicitly address each Degree Program that is listed in the Terms of Reference of the review. When making statements that do not apply to all programs, please specify which program(s) you are addressing.

The External Review Committee is provided UNBC’s Strategic Roadmap as a reference before the commencement of the review.

Objectives

- Consistency of the Degree Program(s) goals with the University’s vision, mission, and values and the Academic Administrative Unit’s academic plans.

Admission requirements

- Appropriateness of admission requirements for the learning outcomes of the Degree Program(s).

Curriculum and Program Delivery

- Curriculum reflects the current state of the discipline or area of study
- Appropriateness and effectiveness of the Degree Program’s structure, curriculum, length and delivery to its learning outcomes and degree level expectations; clarity with which these have been communicated
- Evidence of innovation or creativity in the content and/or delivery of the Degree Program relative to other such Degree Programs
- Opportunities for student learning beyond the classroom
- Opportunities for student research experience.

Assessment of Learning

- Appropriateness and effectiveness of the methods used for the evaluation of student achievement of the defined learning outcomes and degree-level expectations, especially in the students’ final year of the Degree Program.

Student Awards and Professional Development

- Student success rates in provincial and national scholarships, competitions and awards.
- Appropriateness and effectiveness of initiatives in place to foster the professional development of students in the program including professional and transferable skills.

Student Funding

- Scholarships, bursaries and other funding opportunities available to students in the Degree Program.

Quality Indicators

- Assessment of Degree Program against provincial, national and international comparators
- Quality of applicants and admitted students and enrollment
- Student completion rates and time to completion
- Quality of the educational experience, teaching and graduate supervision
- Implications of any data (where available) concerning post-graduation employability
- Availability of student funding.
- Provision of student support through orientation, advising/mentoring, student services
- Degree Program(s) outreach and promotion.

Quality Enhancement

- Initiatives taken to enhance the quality of the Degree Program(s) and the associated learning and teaching environment
- Extent to which initiatives have been undertaken to enhance the Degree Program's accessibility (i.e., for students requiring physical or mental health accommodations) and diversity

II. FACULTY

- Strengths and weaknesses of the collective faculty complement
- Appropriateness and effectiveness of the faculty succession plan.
- Initiatives to support for faculty development

III. RESEARCH

- Scope, quality and relevance of faculty research activities
- Appropriateness of the level of activity relative to provincial, national and international comparators
- Appropriateness of research activities for the undergraduate and graduate students in the degree program(s).

IV. INTERNAL AND EXTERNAL RELATIONSHIPS

- Scope and nature of relationships with related Academic Administrative Units and/or Degree Programs
- Extent to which the Academic Administrative Unit has developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver Degree Programs

- Scope and nature of the Academic Administrative Unit and Degree programs' relationship with external government and academic and professional organizations
- Social impact of the Academic Administrative Unit and Degree Program(s) in terms of outreach and impact locally and nationally

V. ORGANIZATIONAL AND FINANCIAL STRUCTURE

- The appropriateness and effectiveness of the Academic Administrative Unit's organizational and financial structure, and its use of existing human, physical and financial resources in delivering its Degree program(s). In making this assessment, reviewers must recognize the institution's autonomy in determining priorities for funding, space, and faculty allocation.
- Opportunities for new revenue generation.

VI. RESOURCES AND INFRASTRUCTURE

- The appropriateness with which resource allocation, including space and infrastructure support, has been managed.
- Appropriateness of Academic Support Services available that contribute to the academic quality of each Degree Program under review.

VI. LONG-RANGE PLANNING CHALLENGES

- Consistency of the Degree Program(s) long-range plans with the University's Strategic Roadmap, Academic Action Plan, and the Strategic Research Action Plan.
- Appropriateness of:
 - Faculty complement and succession plan, including balance of tenure-stream and non-tenure stream faculty
 - Enrolment strategy
 - Student financial aid, scholarships and bursaries
 - Development/fundraising Initiatives
 - Management and leadership
- Possible Academic Administrative Unit/Degree Program(s) growth plans/opportunities.

VII. OTHER COMMENTS

Name of Academic Administrative Unit

List of Degree Programs Included in the External Reviews of Degree Program(s) Report

Faculty Area

Chair:

Dean:

Provost and Vice President, Academic:

Date UNBC Received the External
Review of Degree Programs Report:

Please Note: The Responses to the External Review of Degree Program(s)
Report, Action Plan and the 36 Month Action Plan Progress Report are made
publically available on the Provost's website.

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PART 1 – ACADEMIC ADMINISTRATIVE UNIT’S RESPONSE TO THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) REPORT

(Date of the Response)

The Academic Unit’s response can be relatively brief.

- I. Overall Impression of the Summary of Findings and Recommendations from the External Review of Degree Program Report

- II. Correction of Factual Errors or Areas of Misunderstanding in the Report

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PART 2 - ACTION PLAN

What steps does the Academic Administrative Unit intend or propose to take in response to the recommendations from the *External Review of Degree Program(s) Report*?

UNBC Responses to the External Review of Degree Program(s) Report			
1	Recommendation		
	Action		
	Person(s) Responsible		
	Target Implementation Date		
	Implementation Details	12 month Action Plan Progress Report	
		24 month Action Plan Progress Report	
		36 month Action Plan Progress Report	
2	Recommendation		
	Action		
	Person(s) Responsible		
	Target Implementation Date		
	Implementation Details	12 month Action Plan Progress Report	
		24 month Action Plan Progress Report	
		36 month Action Plan Progress Report	
3	Recommendation		
	Action		
	Person(s) Responsible		
	Target Implementation Date		
	Implementation Details	12 month Action Plan Progress Report	
		24 month Action Plan Progress Report	
		36 month Action Plan Progress Report	

FOLLOW UP DATES

As per the *External Review of Degree Program(s) Procedures*, the Academic Administrative Units are responsible for submitting Action Plan Progress Reports to the Dean on the following dates:

- 12 month Action Plan Progress Report: _____
- 24 month Action Plan Progress Report: _____
- 36 month Action Plan Progress Report: _____

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PART 3 – DEAN’S AND PROVOST AND VICE PRESIDENT, ACADEMIC’S RESPONSES

I. Summary of the Degree Program Review Process

II. Dean’s Response to the Recommendations and Action Plan
(Date of the Response)

III. Provost and Vice President, Academic’s Response to the Recommendations and Action Plan
(Date of the Response)

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UNBC

External Reviews of Academic Units: A Reference Guide

January 11th, 2011

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1. The Purpose of the Review

The purpose of the Review is to strengthen academic units at UNBC by providing an evaluation and recommendations for improvements. The process is intended to be developmental in nature, providing programs with the knowledge and insight essential to their evolution and progress toward achieving the vision of UNBC. A spirit of openness, dialogue and collegiality characterizes all aspects of this process.

2. The Review Process

Under UNBC's process, Senate receives all reports that result from an external review. Normally, this would include an academic unit's self-study, the external review team's report, and responses to the external report from the academic unit, the Dean(s), and the Provost.

All academic units are reviewed periodically, normally every five to seven years.

The review process allows academic units to assess their own strengths and weaknesses, to identify goals and objectives, and to receive an evaluation from external experts in their field that can inform their academic plans and implementation of improvement. The process is administered by the Office of the Provost in conjunction with the appropriate Deans. The external review process is intended to evaluate the quality of the academic units and the programs which they offer.

3. Review Task List and Timeline

The list below is an overview of the Program Review process including an approximate timeframe for review activities, areas of responsibility, and guidelines for documentation.

Pre-Site Visit Activities

- The Academic unit is scheduled for a review in the upcoming academic year based on consultation between College Deans & Provost.
 - Action: College Dean and Provost's Office.
- A meeting of the College Dean, and where relevant, the Dean of Graduate Programs, and the academic unit's Chair, is held to check over the Program Review process if necessary (Appendix 1).
- Selection of potential site visit dates and nomination of five potential individuals for the external review team is forwarded to the College Dean.
 - Action: Chair
- The Academic Unit develops their self-study report which is distributed at least six weeks prior to the site visit. The academic unit distributes copies of the self-study document within the academic unit, and forwards five copies to the Office of the Dean.
 - Action: Chair

- Action: Academic Unit
- Reference: Samples of completed self-study documents can be obtained from the College Dean.
- The College Dean, with appropriate consultation with the Provost and, the Dean of Graduate Programs, selects potential external review team. The College Dean contacts recommended external reviewers to confirm availability for the proposed dates of the site visit. Two external reviewers will ultimately be invited. All travel and accommodation arrangements for the reviewers are coordinated by the Office of the Dean.
 - Action: College Dean/Office of the Dean
- Development of the site visit schedule. The final schedule for the external review site visit is approved for distribution by the College Dean.
 - Action: Office of the Dean
 - Reference: Suggested invitees, Appendix II.
- At least four weeks prior to the site visit, copies of the Self-Study, along with the Site Visit Schedule and the Criteria, are distributed to the external review team and to the College Dean and, where relevant, the Dean of Graduate Programs.
 - Action: Office of the Dean

Timelines

Academic units to be reviewed in the January semester should begin this process the previous spring and Academic Units to be reviewed in the September semester should begin the process the previous winter.

Site Visit

- The external review team undertakes a two-day site visit and submits a written report of their assessment and recommendations within three weeks of their visit.

Post Site Visit Activities

- The final report of the external review team is received in the Provost's Office and is distributed to the College Dean and Chair.
 - Action: Office of the Provost
- Within six weeks of receiving the external review team report, the academic unit provides a written response to the College Dean, copied to the Provost, and where appropriate, the Dean of Graduate Programs.
 - Action: Chair
- The College Dean, and where appropriate, the Dean of Graduate Programs, meets with the academic unit to consider the external review team report and the academic unit's response. The academic unit has major responsibility for proposing and initiating change to strengthen its academic programs using the knowledge and insight gained through the review. Recommendations for change will be incorporated into the strategic, curriculum and budget

planning processes. The College Dean should consult with other affected units as necessary. The Dean's report is submitted to the Provost and should clearly identify what changes the Dean(s) believe should be implemented prior to the next external review. This report should be completed in approximately four weeks.

- Action: College Dean
- The Provost reviews the material and prepares a response. The package is provided to Senate for information and discussion.
 - Action: Provost
- Major results of the review process may take the form of changes approved by Senate through SCAPP, SCRGS and any other committees as appropriate. The changes that result from a review should be noted in the self-study report in the next cycle.

4. Self-Study Documentation

The content of the self-study document is normally limited to 20 pages excluding appendices. The document should focus on the following areas:

- A description of the academic unit's vision, values and goals, and its strategic direction for the next five years. The relationship between the academic unit's and UNBC's vision, values and goals, should be made explicit.
- Staffing model for academic unit faculty. Units that have senior laboratory instructors and technical support must include these positions.
- Undergraduate and, where relevant, graduate enrolment numbers for the past three years, both FTEs and EETs available from Institutional Research (IR).
- The timetable for all courses offered by the academic unit and, where relevant, courses offered as part of the degree by other academic units for the past three years.
- List of undergraduate and, where relevant, graduate courses required by students who are graduating from other degree programs.
- Number of undergraduate majors and minors and, where relevant, graduate students who graduated from the program for the past three years.
- Number of regional courses offered, the number of students taught in them, and the number of regional majors/minors graduated.
- Consultation with current students/alumni in majors
- Consultation with professional and community associations in professional programs.
- Academic unit operating budget, including carry-forward accounts and any overhead or special purpose accounts related to curriculum and teaching.
- Scholarships received by graduate students and number of awards and scholarships received by undergraduates.
- Research and teaching strengths and weaknesses of the academic unit.
- Consultations with other units related to or served by the academic unit.

Appendices

Appendices should include:

- Curriculum vitae (CVs) for all tenure/tenure-track; continuing appointment; and regular, visiting, and full-time Instructor members of the academic unit.
- Table of awards and research grants for all academic unit members as described above.
- An undergraduate and, where relevant, graduate calendar.
- Any curriculum revisions currently under consideration by the academic unit or approved by Senate after the deadline for inclusion in the current calendar.
- Reports or materials for any events, conferences, etc. that the academic unit has organized and/or hosted (e.g., public readings, regional conferences, student workshops).

Most self-studies are fairly extensive documents. It is suggested, therefore, that the information be placed within a binder or electronic file with appropriate tabs and page numbering to provide easy reference. The academic unit is responsible for the production of the self-study materials. Approximately six weeks before the site visit, five print copies of the completed self-study are to be provided to the Office of the Dean to be distributed to the Provost, external review team and the Dean of Graduate Programs.

5. Additional Materials Provided to the Review Team

Academic units may require some additional information for producing the self-study report. Academic units will have available to them standard reporting information from Institutional Research. The Deans should inform IR of all the academic units to be reviewed within a given year. The academic unit is responsible for assembling any additional information (e.g. professional accreditation reports) it wishes to provide for the reviewers.

6. Selection of the Review Team and Site Visit Dates

The academic unit provides the College Dean with a ranked list of five faculty members from other universities to potentially serve as external reviewers including contact information and a brief synopsis of why they are being suggested as reviewers. Where possible, nominees should be senior level faculty with broad knowledge of the discipline and some university administrative experience. The academic unit should also provide a list of proposed site visit dates. Once the reviewers have agreed to conduct the review, they will provide CVs to the Dean.

7. Site Visit Schedule

Site visits are generally two days in length, although a third day may be added to give the review team time to draft their report. The Office of the Dean begins the development of the site visit schedule by setting the opening and closing meetings as well as individual appointments for the College Dean and Dean of Graduate Programs. The remainder of the site visit schedule is completed

in consultation with the academic unit. Any necessary catering and room booking arrangements are completed by the academic unit's administrative assistant. A suggested list of invitees for the schedule is contained in Appendix II.

8. Criteria for Review Teams

These criteria are intended to define the scope of the external review and to guide the review team through the documentation and during their site visit. The criteria consist of a standard template and a series of specific focus questions. The criteria are to be used for every external review without alteration, but the focus questions are to be tailored for each occurrence.

9. The Relationship between External Reviews and Accreditation Reviews

Academic units that are required to have a Professional Accreditation Review will be required to have an Academic Review because the focus of each is different. However, every effort will be made to prevent needless duplication through consultation with the Dean and the timing should be adjusted to reduce the administrative burden on the academic unit.

APPENDIX I: Guidelines for Program Reviews

All academic programs will be reviewed on a periodic basis, normally once every five to seven years. Such reviews enable academic units to conduct their own assessments of their strengths and weaknesses, and to obtain the views of external experts in the field to support academic planning. The review process is intended to ensure that:

- a) The quality of the programs is high and there are measures in place to ensure the evaluation and revision of the teaching programs.
- b) The quality of faculty research is high and faculty collaboration and interaction provides a stimulating academic environment.
- c) Faculty members participate in the administration of the program and take an active role in the dissemination of knowledge.
- d) The program environment is conducive to the attainment of the objectives of the academic unit.

Program Review Process

- 1) The process will be initiated by the Provost's Office with appropriate consultation. The Dean of Graduate Programs will be involved in external reviews in relation to graduate programs.
- 2) The academic unit will engage in a period of self-study and prepare a report.
- 3) The self-study report prepared by an academic unit shall be made available to all members of the academic unit (faculty, and staff) prior to being forwarded to the external review team. Academic units are encouraged to also share drafts of the report with students enrolled in their programs. The academic unit's most recent academic plan will also be forwarded to the external review team.
- 4) The external review team will be from outside to the university and will be senior members of the discipline, some of whom have had administrative experience. The academic unit will be asked to provide their College Dean with a list of at least five external review team who represent a broad cross section of the discipline and who are considered to be outstanding and objective scholars.
- 5) The Dean will arrange the dates of the visit of the external review team and the detailed schedule in consultation with the Chair.
- 6) The external review team will meet with the Provost and the Dean(s) at the start and end of the site visit to discuss terms of reference for the review and the preparation of the report. The external review team will also meet with the academic unit's faculty and staff members and graduate and undergraduate students as well as with others with responsibilities affecting the unit.
- 7) Any individuals named in any materials concerning confidential matters will be apprised of the information and provided with an opportunity to comment. To the degree possible, external reviewers are asked to avoid identifying individuals in their report.
- 8) The external reviewers will submit their report to submit to the Provost within three weeks. The External Review Report will be submitted to the Provost and circulated to the: a)

academic unit involved (including faculty, staff and students) b) President c) College Dean d) Dean of Graduate Programs, where appropriate

- 9) Within six weeks of receiving the External review Report, the academic unit provides a written response and recommendations to the Dean, copied to the Provost and where appropriate, the Dean of Graduate Programs.
- 10) The Dean, and where appropriate the Dean of Graduate Programs, meets with the academic unit to consider the External review Report and the academic unit response. The academic unit will have major responsibility for proposing and initiating change to strengthen its academic units using the knowledge and insight gained through the review process. Recommendations for change will be incorporated into the strategic, curriculum and budget planning processes. The Dean will also consult with other academic units named in the report (e.g., Library) and incorporate their responses. The College Dean's report is submitted to the Provost should clearly identify what changes the Dean(s) believes should be implemented prior to the next review. This report should be completed in approximately four weeks.
- 11) The Provost receives and considers the academic unit, external, program response, and decanal response and prepares a response.
- 12) Major results of the review process may take the form of changes presented to Senate through SCAPP, SCRGS and other committees, as appropriate. The changes that have resulted from a review should be noted in the self-study report of the next cycle.

APPENDIX II : Site Visit Meeting Participants

This list is not exhaustive as there are different needs and situations for every academic unit. However, it does provide an outline of the standard meetings that generally need to be included in the site visit schedule.

- Opening Meeting: Provost, Vice-President Research, College Dean
- President
- Academic Unit Chair: these can be the opening and closing meetings with the review team or daily wrap-up meetings
- Vice-President Research
- Dean of Graduate Programs
- College Dean
- Academic Unit Faculty Members
- Academic Unit Administrative Staff
- Program Undergraduate Students (if relevant)
- Program Graduate Students (if relevant)
- Librarian(s)
- Closing Meeting: Provost, Vice-President Research, College Dean, Dean of Graduate Programs

These meetings are normally scheduled by the Office of the Dean in consultation with the Office of the Provost, the College Dean and the Chair.

APPENDIX III : Recommendations and Guiding Criteria for Review Team

In conducting their review and preparing their report and recommendations, the reviewers should apply the following criteria:

- Quality of the programs offered, the research and scholarship in the unit, and of the students' experience in the program.
- Centrality to the mission and mandate of UNBC, including regional mandate.
- Strength: to quality, faculty and available support services.
- Relating to breadth of offerings and opportunities for the recruitment and retention of students. Demand: including both enrolment and societal demand.
- Effectiveness: using measures such as student performance and satisfaction. Cost effectiveness; related to the appropriate use of resources to meet academic unit objectives.
- Scholarship: relating to the academic unit's ability to attract external funding, and success at dissemination of research or other scholarly activities.
- Collegiality: evidence of a collegial environment within the academic unit.
- Partnerships: with public and private organizations and communities.
- Regionality: the academic unit's capacity to deliver programs beyond Prince George.

In applying the above criteria and developing the external report, the reviewers may wish to use the following framework for organizing their assessment and recommendations:

1. Programs

- structure, breadth, orientation and integration of the undergraduate degree programs.
- structure, breadth, depth and course offering schedule of the graduate degree programs.
- graduate student progress and completion, and support for graduate students.
- enrolment management issues at the undergraduate and graduate levels.

2. Faculty

- size and quality of the faculty complement in relation to the academic unit's responsibilities and academic plan.
- teaching, research and service contributions of faculty members, including the level of external research support, and impact of research and scholarship nationally and internationally.

3. Administration

- size of the administrative and support staff complement, and the effectiveness of the administration of the academic unit.
- adequacy of resources and facilities provided to support teaching and research, including library, laboratory, equipment, databases, computing, and office space.

4. Connection of the Faculty Within and Outside the University

- the academic unit's concept and plan for teaching and research and relationship with the other units within the University, and the University Plan.
- relationship between the academic unit and the broader community.
- relationship with students and alumni.

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the admission requirements of the Bachelor of Education: Secondary Years program on pages 90 to 93 of the 2018/2019 Undergraduate Calendar be approved as proposed.

1. **Effective date:** September 2019
2. **Rationale for the proposed revisions:** These revisions will modernize the Bachelor of Education program admissions requirements to reflect current trends in the teaching profession and Ministry of Education Teacher Regulation Branch academic preparation requirements. These revisions will also simplify the admission requirements, allowing for more efficient and effective applicant advising and admission application screening processes. Ultimately, these revisions will require prospective students to enter the program with a breadth of academic experiences that reflect the need for Kindergarten to Grade 12 educators.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Secondary Years (Grades 8-12)

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

Admission Requirements

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

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

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

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

Program Requirements

Secondary Years (Grades 8-12)

Year 1: First Semester

EDUC 333-2 Learning Development and Motivation
 EDUC 336-4 Learning and Diversity: Inclusive Classrooms/Learning Disabilities
 EDUC 340-2 Curriculum Development Models
 EDUC 346-2 Introduction to Aboriginal Education
 EDUC 360-4 Curriculum and Instruction: Introduction (SY)
 EDUC 380-3 Foundations of Education
 EDUC 390-3 Classroom Practice and Seminar I

Year 1: Second Semester

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

Year 2: First Semester

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

Year 2: Second Semester

EDUC 491-6 Classroom Practice and Seminar IV

Secondary Teachable Major and Minor Requirements

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

Subject area Major Minor

Biology × ×
Business Education × ×
Chemistry × ×
Computer Science × ×
English × ×
First Nations Studies ×
General Science × ×
Geography × ×
History × ×
Mathematics × ×
Physics × ×
Social Studies × ×

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

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

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

Biology Major and Minor

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

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

Business Education Major and Minor

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

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

Chemistry Major and Minor

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

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

Computer Science Major and Minor

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

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

English Major and Minor

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

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

First Nations Minor

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

General Science Majors and Minors

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

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

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

Geography Major and Minor

Applicants to the Geography major or minor programs must include courses from both cultural and physical

geography within their program, as well as course work in regional and environmental studies. Bachelor of Education applicants to the Secondary Years stream planning to meet the Geography teachable minor requirement must complete a minimum of 6 credit hours of introductory (100-level) or survey courses in each of Geography, History, and a social science.

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

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

History Major and Minor

Applicants to the History major or minor programs must include both Canadian and European history course work within their program, as well as the history of any region other than Canada or Europe. Bachelor of Education applicants to the Secondary Years stream planning to meet the History teachable minor requirement must complete a minimum of 6 credit hours of introductory (100-level) or survey courses in each of Geography, History, and a social science.

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

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

Mathematics Major and Minor

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

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

Physics Major and Minor

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

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

Social Studies Majors and Minors

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

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

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

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

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

Secondary Years (Grades 8-12)

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

Admission Requirements

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

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

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

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

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

The following requirements must also be met:

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

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

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

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

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

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

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

Program Requirements

Secondary Years (Grades 8-12)

Year 1: First Semester

EDUC 333-2 Learning Development and Motivation
EDUC 336-4 Learning and Diversity: Inclusive Classrooms/Learning Disabilities
EDUC 340-2 Curriculum Development Models
EDUC 346-2 Introduction to Aboriginal Education
EDUC 360-4 Curriculum and Instruction: Introduction (SY)
EDUC 380-3 Foundations of Education
EDUC 390-3 Classroom Practice and Seminar I

Year 1: Second Semester

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

Year 2: First Semester

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

Year 2: Second Semester

EDUC 491-6 Classroom Practice and Seminar IV

Secondary Teachable Major and Minor Requirements

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

Subject area Major Minor

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

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

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

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

Biology Major and Minor

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

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

Business Education Major and Minor

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

Applicants planning to meet the Business Education teachable major requirement must complete an additional 12 credit hours of upper division course work in Accounting, Finance, Marketing, and Management

Information Systems.

Chemistry Major and Minor

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

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

Computer Science Major and Minor

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

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

English Major and Minor

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

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

First Nations Minor

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

General Science Majors and Minors

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

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

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

Geography Major and Minor

Applicants to the Geography major or minor programs must include courses from both cultural and physical geography within their program, as well as course work in regional and environmental studies. Bachelor of Education applicants to the Secondary Years stream planning to meet the Geography teachable minor requirement must complete a minimum of 6 credit hours of introductory (100-level) or survey courses in each of Geography, History, and a social science.

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

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

History Major and Minor

Applicants to the History major or minor programs must include both Canadian and European history course work within their program, as well as the history of any region other than Canada or Europe. Bachelor of Education applicants to the Secondary Years stream planning to meet the History teachable minor requirement must complete a minimum of 6 credit hours of introductory (100-level) or survey courses in each of Geography, History, and a social science.

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

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

Mathematics Major and Minor

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

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

Physics Major and Minor

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

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

Social Studies Majors and Minors

Teachable areas that can be included within the Social Studies major and minor include Geography, History and acceptable Social Sciences (Anthropology, Economics, Environmental Studies, First Nations Studies, International Studies, Northern Studies, Political Science, Sociology, and Women's Studies). Bachelor of Education applicants to the Secondary Years stream planning to meet the Social Studies teachable minor requirement must have completed a minimum of 12 upper division credit hours in a social science teaching area (including Anthropology, Economics, Environmental Studies, First Nations Studies, International Studies, Northern Studies, Political Science, Sociology, and Women's Studies) acceptable in

~~British Columbia secondary schools.~~

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

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

6. Authorization:

Program / Academic / Administrative Unit: School of Education

College: CASHS

SCCC Reviewed: April 29, 2019

College Council Motion Number: CASHSCC.2019.04.16.10

College Council Approval Date: May 16, 2019

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMISSIONS AND DEGREES MEETING

Brief Summary of Committee Debate:

Motion No.: SCAD

Moved by:

Seconded by:

Committee Decision:

Approved by SCAD:

_____ **Date**

_____ **Chair's Signature**

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201906.21

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

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

1. **Effective date:** September 2019
2. **Rationale for the proposed revisions:**
New K-12 curriculum course equivalents have been added to the prerequisites.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Applicants must:

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

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

Applicants must meet the following criteria:

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

6. **Authorization:**

Program / Academic / Administrative Unit: School of Nursing

College: College of Arts, Social and Health Sciences

SCCC Reviewed: April 29, 2019

College Council Motion Number: CASHSCC.2019.04.19.07

College Council Approval Date: May 16, 2019

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMISSIONS AND DEGREES MEETING

Brief Summary of Committee Debate:

Motion No.: SCAD

Moved by:

Seconded by:

Committee Decision:

Approved by SCAD:

_____ **Date**

_____ **Chair's Signature**

For recommendation to ✓ , or information of _____ Senate.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2019-2020 Academic Year

Rationale: To activate the BCOGC Indigenous Knowledge Research Grant commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: April 25, 2019

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20190508.03

Moved by: Horianopoulos

Seconded by: Dale

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 8, 2019

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: One-time Graduate

Award Name: BCOGC Indigenous Knowledge Research Grant

Awards Guide Description/Intent: The BC Oil and Gas Commission is a regulatory agency with responsibilities for overseeing oil and gas operations in British Columbia, including exploration, development, pipeline transportation and reclamation. The Commission has partnered with several post-secondary institutions across the Province to support education. This research grant has been created to financially support graduate students fulfilling their dreams of completing a degree at UNBC.

Donor: BC Oil and Gas Commission

Value: \$5,000

Number: Three

Award Type: Award

Eligibility: Available to a full time graduate student conducting research related to the landscape of Indigenous law and governance in British Columbia, integration of Indigenous and Canadian law (federal, provincial, municipal) regarding land use and natural resource management, building collective understanding of Indigenous knowledge and reconciliation, and/or, integration of Indigenous knowledge into natural resource management, land use planning, and decision-making in British Columbia.

Criteria: Satisfactory academic standing.

Application Instructions: Applicants must provide the Financial Aid and Awards Office with a rationale of how their research (e.g. abstract or thesis proposal) relates to the eligible topics

Effective Date: Established 2019

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the Office of Research.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Brian Brownridge Memorial Award be approved.

Effective Date: 2019-2020 Academic Year

Rationale: To activate the Brian Brownridge Memorial Award commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: May 1, 2019

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20190508.04

Moved by: Horianopoulos

Seconded by: Dale

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 8, 2019

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Brian Brownridge Memorial Award

Awards Guide Description/Intent: This award has been established to honour the memory of Brian Brownridge who will best be remembered for his thoughtfulness, generosity and sense of humour.

Brian helped shape the community of Prince George by serving several terms on city council, and made his mark in the lumber industry, real estate development, and finally the insurance industry following the establishment of Brownridge & Company Insurance in 1990.

The Brownridge family have always supported the Athletics Program and student athletes at UNBC. This award honours that support by recognizing UNBC student athletes who demonstrate leadership skills both on and off the court.

Donor: UNBC Athletics and Friends and Family of Brian Brownridge

Value: \$1,000

Number: Two

Award Type: Award

Eligibility: Available to a full time undergraduate UNBC Timberwolves athlete. One award will be available to a women's varsity basketball team member and the other will be available to a men's varsity basketball team member.

Criteria: Satisfactory academic standing.

Application Instructions: Complete the online Awards Application and submit a letter of nomination from a third party to the UNBC Awards Office. The letter of nomination must provide confirmation of your leadership activities, community and recreational involvement.

Effective Date: Established 2019

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2019-2020 Academic Year

Rationale: To activate the Jack and Betty Meilgaard Award commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: May 1, 2019

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20190508.05

Moved by: Horianopoulos

Seconded by: Dale

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 8, 2019

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Jack and Betty Meilgaard Award

Awards Guide Description/Intent: Betty Meilgaard has established this award to recognize an exceptional student in the Northern Medical Program at UNBC who is interested in pursuing specialization in Orthopaedics.

Donor: Betty Meilgaard

Value: \$1,500

Number: One

Award Type: Award

Eligibility: Available to a Northern Medical Program student who is interested in pursuing specialization in Orthopaedics. First preference will be given to a resident of Prince George or Vanderhoof. Second preference will be given to a resident of Northern British Columbia.

Application Instructions: Students must obtain a separate application form from the UNBC Awards Office. All candidates must provide a letter outlining their interest in pursuing specialization in Orthopaedics.

Effective Date: Endowed 2019

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the NMP Program.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2019-2020 Academic Year

Rationale: To activate the Jan Galvin Bursary commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: April 25, 2019

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20190508.06

Moved by: Horianopoulos

Seconded by: Dale

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 8, 2019

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: One-time In-course

Award Name: Jan Galvin Bursary

Awards Guide Description/Intent: This bursary has been established to honour the memory of Janette (Jan) Galvin who successfully went back to school as a mature student to become a Nurse.

Donor: Anonymous

Value: \$5,000

Number: One

Award Type: Bursary

Eligibility: Available to a full time undergraduate student enrolled in the Northern Collaborative Baccalaureate Nursing Program who is in their final year of studies. First preference will be given to a student admitted under the mature student status.

Criteria: Demonstrated financial need and academic proficiency.

Effective Date: Established 2019 (*Note: This award will be activated following the passing of the donor.*)

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2019-2020 Academic Year

Rationale: To activate the Northern Nations Community Award commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: April 30, 2019

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20190508.07

Moved by: Jensen

Seconded by: Wagner

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 8, 2019

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Northern Nations Community Award

Awards Guide Description/Intent: The Northern Nations Community Award has been established in honour of efforts through the Northwest Tribal Treaty Nations (NWTT) closing Trust and in memory of Directors Elmer Derrick (Gitxsan) and Justa Monk (Tl'azt'en). This award recognizes and support students pursuing post-secondary education in the Public Administration and Community Development field.

Donor: Northwest Tribal Treaty Nations (NWTT)

Value: \$2,500

Number: One

Award Type: Award

Eligibility: Available to an Indigenous student who has completed a minimum of 60 credit hours towards a major in Public Administration and Community Development at UNBC. First preference will be to a student from one of the following original members of the NWTT: Tsimshian Nation (Kitselas; Kitsumkalum; Metlakatla; Lax Kw'alaams; Gitga'at; Gitxa'ala & Kitasoo First Nations), Nisga'a Nation (Gitlaxt'aamiks; Gitwinksihlkw; Laxgalts'ap; Gingolx), Haida Nation (Masset; Skidegate), Haisla Nation, Wet'suwet'en Nation, Gitxsan Nation, Lake Babine Band, Gitanyow Nation, Carrier Sekanni Nations, Tahltan Nation (Iskut; Tahltan Band), Taku River, Tlingit, Kaska Dene. Second preference will be given to an Indigenous student who is a member of a First Nation community in BC.

Criteria: Demonstrated financial need and academic proficiency.

Effective Date: Established 2019

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2019-2020 Academic Year

Rationale: To activate the UNBC Engineering Bursary commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: April 23, 2019

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20190508.08

Moved by: Horianopoulos

Seconded by: Dale

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 8, 2019

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Entrance

Award Name: UNBC Engineering Bursary

Awards Guide Description/Intent: The UNBC Engineering Bursary has been established to encourage students pursuing an Engineering degree at UNBC who may be facing financial barriers to their education.

Donor: Generous UNBC Donors

Value: \$1,000

Number: Variable

Award Type: Bursary

Eligibility: Available to a full time undergraduate student enrolled in the Civil or Environmental Engineering Programs.

Criteria: Demonstrated financial need.

Effective Date: Established 2019

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2019-2020 Academic Year

Rationale: To activate the UNBC Engineering Scholarship commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: April 23, 2019

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20190508.09

Moved by: Horianopoulos

Seconded by: Dale

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 8, 2019

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Entrance

Award Name: UNBC Engineering Scholarship

Awards Guide Description/Intent: The UNBC Engineering Scholarship has been established to reward outstanding students pursuing an Engineering degree at UNBC.

Donor: Generous UNBC Donors

Value: \$1,000

Number: Variable

Award Type: Scholarship

Eligibility: Available to a full time undergraduate student enrolled in the Civil or Environmental Engineering Programs.

Criteria: Academic excellence.

Effective Date: Established 2019

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2019-2020 Academic Year

Rationale: To revise the Dunkley Lumber Ltd. Bursary commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: April 15, 2019

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20190508.10

Moved by: Horianopoulos

Seconded by: Van Der Velde

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 8, 2019

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Dunkley Lumber Ltd. Bursary

Awards Guide Description/Intent: [Dunkley Lumber Ltd. was founded in 1951 by Bill Dunkley. The business changed hands in 1977 when brothers Tony, Joe, Henry and Max Novak acquired the company. Since the beginning, the Dunkley and Novak families have focused on family, community, safety, sustainability, hard work and commitment to their employees.](#)

[Dunkley is proud to offer awards to UNBC students in the Faculty of Natural Resources and Environmental Studies.](#)

Donor: Dunkley Lumber Ltd.

Value: \$1,000

Number: One

Award Type: Bursary

Eligibility: ~~Available to a full-time student who is a resident of British Columbia by virtue of birth or five years uninterrupted residence immediately prior to receipt of the award. The student will have completed less than 90 credit hours in a program offered by the Faculty of Natural Resources and Environmental Studies. Preference will be given to a student who is a family member of a Dunkley Lumber employee.~~

[Available to a full-time undergraduate student who has completed less than 90 credit hours in a program offered by the Faculty of Natural Resources and Environmental Studies. First preference will be given to a family member of an employee of Dunkley Lumber Ltd., Foothills Forest Products Inc. or Edgewood Forest Products Inc. Second preference will be given to a resident of Northern British Columbia.](#)

Criteria: Demonstrated financial need and satisfactory academic standing.

Application Instructions: ~~Complete the Residency section of the Awards Application form; and, if you are a relative of a Dunkley Lumber employee submit proof to the Awards Office.~~

[Submit proof to the Awards Office if you are a relative of a Dunkley Lumber Ltd., Foothills Forest Products Inc. or Edgewood Forest Products Inc. employee.](#)

Note: ~~No student shall receive the Dunkley Lumber Ltd. Scholarship more than once. The College will review the applications and nominate the recipient.~~

[Successful applicants cannot receive this award more than once.](#)

Effective Date: Endowed 1992

Recipient Selection: [Senate Committee on Scholarships and Bursaries on recommendation by the Faculty of Natural Resources and Environmental Studies.](#)



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2019-2020 Academic Year

Rationale: To revise the Dunkley Lumber Ltd. Scholarship commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: April 15, 2019

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20190508.11

Moved by: Horianopoulos

Seconded by: Van Der Velde

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 8, 2019

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Dunkley Lumber Ltd. Scholarship

Awards Guide Description/Intent: [Dunkley Lumber Ltd. was founded in 1951 by Bill Dunkley. The business changed hands in 1977 when brothers Tony, Joe, Henry and Max Novak acquired the company. Since the beginning, the Dunkley and Novak families have focused on family, community, safety, sustainability, hard work and commitment to their employees.](#)

[Dunkley is proud to offer awards to UNBC students in the Faculty of Natural Resources and Environmental Studies.](#)

Donor: Dunkley Lumber Ltd.

Value: \$1,500

Number: One

Award Type: Scholarship

Eligibility: ~~Available to a full-time student who is a resident of British Columbia by virtue of birth or five years uninterrupted residence immediately prior to receipt of the award. The student will have completed less than 90 credit hours in a program offered by the Faculty of Natural Resources and Environmental Studies. Preference will be given to a student who is a family member of a Dunkley Lumber employee.~~

[Available to a full-time undergraduate student who has completed less than 90 credit hours in a program offered by the Faculty of Natural Resources and Environmental Studies. First preference will be given to a family member of an employee of Dunkley Lumber Ltd., Foothills Forest Products Inc. or Edgewood Forest Products Inc. Second preference will be given to a resident of Northern British Columbia.](#)

Criteria: Academic excellence. Final selection will be made on the basis of superior academic achievement.

Application Instructions: ~~Complete the Residency section of the Awards Application form; and, if you are a relative of a Dunkley Lumber employee submit proof to the Awards Office.~~

[Submit proof to the Awards Office if you are a relative of a Dunkley Lumber Ltd., Foothills Forest Products Inc. or Edgewood Forest Products Inc. employee.](#)

Note: ~~No student shall receive the Dunkley Lumber Ltd. Scholarship more than once. The College will review the applications and nominate the recipient.~~

[Successful applicants cannot receive this award more than once.](#)

Effective Date: Endowed 1992

Recipient Selection: [Senate Committee on Scholarships and Bursaries on recommendation by the Faculty of Natural Resources and Environmental Studies.](#)



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2019-2020 Academic Year

Rationale: To revise the Jane Layhew Nursing Bursary commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: April 16, 2019

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20190508.12

Moved by: Horianopoulos

Seconded by: Van Der Velde

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 8, 2019

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Jane Layhew Nursing Bursary

Awards Guide Description/Intent: Jane Layhew graduated as a Registered Nurse from the Prince Rupert and District Hospital in 1935. Jane spent 35 years at the Prince George Regional Hospital in various positions, including Head Nurse and Nursing Supervisor. Jane was well respected by her peers and is fondly remembered by those with whom she came in contact.

Donor: Peter Layhew and Friends of Jane Layhew

Value: \$1,750

Number: Two

Award Type: Bursary

Eligibility: Available to a full-time student enrolled in the Collaborative BScN Program [who is a resident of Northern British Columbia. First preference for one award will be given to an indigenous student. The recipient will be a resident of BC, by virtue of birth or four years uninterrupted residence immediately prior to acceptance at UNBC, with preference given to a resident of northern BC.](#)

Criteria: Demonstrated financial need and satisfactory academic standing.

Effective Date: Endowed 1995

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2019-2020 Academic Year

Rationale: To revise the Jim and Noreen Rustad Bursary commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: April 17, 2019

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20190508.13

Moved by: Horianopoulos

Seconded by: Van Der Velde

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 8, 2019

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: ~~Entrance~~[Renewable In-Course](#)

Award Name: Jim and Noreen Rustad Bursary

Awards Guide Description/Intent: Jim and Noreen Rustad have deep roots in Prince George. Jim was the general manager and president of Rustad Bros. and Co. Ltd., a large sawmill and planer mill that was started by his father and uncle in 1947. Noreen is the daughter of Garvin and Bea Dezell. Garvin was a former mayor of Prince George. In 1992, Noreen received the Governor General Award for her community volunteer activities. Jim and Noreen are pleased to be able to support qualifying Prince George students from ~~first~~[second](#) year to graduation at UNBC.

Donor: Jim and Noreen Rustad

Value: minimum \$3,500, renewable for up to ~~threetwo~~ [\(32\)](#) years. ~~(The renewable amount will remain the same until the student has completed four years, or has not met the conditions for renewal.)~~

Number: ~~Three~~[One](#)

Award Type: Bursary

Eligibility: Available to a full time undergraduate student ~~with academic proficiency~~ who is a Canadian citizen [entering into their 2nd year of studies](#). First preference will be given to a student with demonstrated community/volunteer service.

Criteria: Demonstrated financial need and academic proficiency ~~and community/volunteer service~~.

Note: This award is renewable for up to ~~threetwo~~ [\(32\)](#) consecutive years, or until a Bachelor's Degree is obtained (whichever is the shorter period), subject to the recipient maintaining satisfactory academic standing with a course load commensurate with attaining a Bachelor's degree within four years.

Effective Date: Endowed 1996

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2019-2020 Academic Year

Rationale: To revise the Novak Bros. Contracting Ltd. Bursary commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: April 15, 2019

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20190508.14

Moved by: Horianopoulos

Seconded by: Van Der Velde

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 8, 2019

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Novak Bros. Contracting Ltd. Bursary

Awards Guide Description/Intent: [Novak Bros. Contracting Ltd. has always focused on family, community, safety, sustainability, hard work and commitment to their employees.](#)

[The Novak family is proud to offer awards to students studying a degree program at UNBC.](#)

Donor: Novak Bros. Contracting Ltd.

Value: \$1,250

Number: One

Award Type: Bursary

Eligibility: ~~Available to a full-time student who is a resident of British Columbia by virtue of birth or five years uninterrupted residence immediately prior to receipt of the award and who has completed less than 90 credit hours in a degree program.~~

[Available to a full-time undergraduate student who has completed less than 90 credit hours in a degree program. First preference will be given to a family member of an employee of Dunkley Lumber Ltd., Foothills Forest Products Inc. or Edgewood Forest Products Inc. Second preference will be given to a resident of Northern British Columbia.](#)

Criteria: Demonstrated financial need and academic proficiency.

Application Instructions: ~~Complete the Residency section of the Awards Application form; and, if you are a relative of a Dunkley Lumber employee submit proof to the Awards Office.~~

[Submit proof to the Awards Office if you are a relative of a Dunkley Lumber Ltd., Foothills Forest Products Inc. or Edgewood Forest Products Inc. employee.](#)

Note: ~~No student shall receive the Dunkley Lumber Ltd. Scholarship more than once. The College will review the applications and nominate the recipient.~~

[Successful applicants cannot receive this award more than once.](#)

Effective Date: Endowed 1992

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2019-2020 Academic Year

Rationale: To revise the Novak Bros. Contracting Ltd. Scholarship commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: April 15, 2019

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20190508.15

Moved by: Horianopoulos

Seconded by: Van Der Velde

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 8, 2019

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Novak Bros. Contracting Ltd. Scholarship

Awards Guide Description/Intent: [Novak Bros. Contracting Ltd. has always focused on family, community, safety, sustainability, hard work and commitment to their employees.](#)

[The Novak family is proud to offer awards to students studying a degree program at UNBC.](#)

Donor: Novak Bros. Contracting Ltd.

Value: \$1,500

Number: One

Award Type: Scholarship

Eligibility: ~~Available to a full-time student who is a resident of British Columbia by virtue of birth or five years uninterrupted residence immediately prior to receipt of the award and who has completed less than 90 credit hours in a degree program.~~

[Available to a full-time undergraduate student who has completed less than 90 credit hours in a degree program. First preference will be given to a family member of an employee of Dunkley Lumber Ltd., Foothills Forest Products Inc. or Edgewood Forest Products Inc. Second preference will be given to a resident of Northern British Columbia.](#)

Criteria: Academic excellence.

Application Instructions: ~~Complete the Residency section of the Awards Application form; and, if you are a relative of a Dunkley Lumber employee submit proof to the Awards Office.~~

[Submit proof to the Awards Office if you are a relative of a Dunkley Lumber Ltd., Foothills Forest Products Inc. or Edgewood Forest Products Inc. employee.](#)

Note: ~~No student shall receive the Dunkley Lumber Ltd. Scholarship more than once. The College will review the applications and nominate the recipient.~~

[Successful applicants cannot receive this award more than once.](#)

Effective Date: Endowed 1992

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

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

Effective Date: 2019-2020 Academic Year

Rationale: To revise the UNBC Chemistry Club Award for Excellence in Chemistry commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: April 26, 2019

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20190508.16

Moved by: Horianopoulos

Seconded by: Van Der Velde

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: May 8, 2019

Date

Chair's Signature

For information of Senate.

CALENDAR INFORMATION:

Award Category: In-course

Award Name: UNBC Chemistry and Biochemistry Club Award ~~for Excellence in Chemistry~~

Calendar Description/Intent: ~~The UNBC Chemistry Club established this Award in 2006 to celebrate the efforts of, and provide financial assistance to well-rounded individuals pursuing studies in Chemistry. This award was initially established in 2006 to provide financial assistance to students demonstrating academic proficiency within their respective degree. To celebrate the expansion of the UNBC Chemistry and Biochemistry Club, a second award was established in 2019. One award will be awarded to a student with a declared major in Chemistry, and the second award to a student with a declared major in Biochemistry and Molecular Biology. Students are limited to one award during the duration of their undergraduate degree.~~

Donor: UNBC Chemistry and Biochemistry Club

Value: \$500850

Number: OneTwo

Placement in which Calendar: Undergraduate

Award Type: Award

Eligibility: One award ~~is~~ available to a full or part time undergraduate student who has completed 60 credit hours and has declared one of the following majors: Chemistry; Chemistry/Computer Science; Chemistry/Mathematics or; Chemistry/Physics, ~~or~~; Biochemistry and Molecular Biology with a minor in Chemistry.

One award available to a full or part time undergraduate student who has completed 60 credit hours and has declared a major in Biochemistry and Molecular Biology.

Criteria: ~~Satisfactory academic standing~~ Academic proficiency, and demonstrated financial need ~~and volunteer and extracurricular activities.~~

Conditions: ~~Students who have won this award may hold other awards up to a total value of \$1,000~~ are unable to receive this award more than once.

Application Instructions: ~~Fill out all sections of the Awards Application form and attach a letter outlining your volunteer and extracurricular activities.~~

Effective Date: Established 2006

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.

**Report of Harassment and Discrimination at UNBC
May 1, 2019**

This report covers the period of April 30, 2018 – May 1, 2019. I, Barb Daigle, Interim Vice-President Finance, People and Business Operations was named by the President as the Harassment and Discrimination Advisor to provide advice surrounding Harassment and Discrimination issues, including advising on policies and procedures, initiating appropriate inquiries, and attempting to diffuse or resolve complaints informally. This work is done through the office of Human Resources.

Report from Barb Daigle

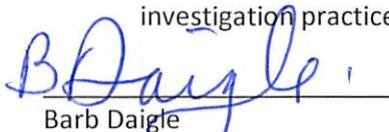
As per Appendix 42A of the Faculty Collective Agreement and as per a request from the Faculty Association, this document provides details of situations where Appendix 42A UNBC Harassment and Discrimination Policy is investigated. During the period of April 30, 2018 – May 1, 2019 there were no reports or investigations of harassment and discrimination at UNBC as laid out in Appendix 42A.

To date, Human Resources has invested in Harassment and Discrimination awareness by:

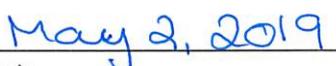
- Providing training to three Senior Human Resources Consultants on Rubin Thomlinson's Investigation training and report writing;
- Providing training to the Human Resources Advisors on conducting investigations and proper note-taking;
- Providing management with training surrounding their obligations with regards to Harassment and Discrimination legislation and internal policies;
- Launching the UNBC Training & Development program which has modules of the Sexual Violence and Misconduct Report and the Respect in the Workplace Policy in order to ensure all staff are trained and aware of the expectations of a positive and productive work and learning environment, as well as resources available for support, and the process that will be followed to address situations as they arise.

Going forward:

1. The University and Human Resources will continue to monitor legislation surrounding harassment and discrimination;
2. The University will be exploring opportunities to educate the University community on the Harassment and Discrimination Policy;
3. The University and Human Resources will consider additional training for investigators to effectively handle complaints of harassment and discrimination, to stay current with best investigation practices.



Barb Daigle
Interim Vice-President Finance,
People and Business Operations



Date