

**SENATE MEETING  
OPEN SESSION  
MINUTES**

April 28, 2021  
3:30 – 5:30 PM  
Zoom Only

**Present:** J. Allen, B. Annear (Secretary of Senate), J. Bankole, R. Budde, L. Chen, C. Claassens, A. Constantin, R. Camp II, M. Dale, B. Deo, D. Desai, Abby Dooks, K. Fredj, T. Fuson (non-voting), M. Gehloff, N. Hanlon, L. Haslett, H. Harder (non-voting), C. Hofsink, C. Ho Younghusband, D. Huber, H. Kazemian, J. King, T. Klassen-Ross, A. Kranz, K. Lewis, A. Mitchell, A. Parent (Recording Secretary), L. Parent (Vice-Chair), G. Payne (Chair), K. Rennie, D. Roberts, A. Schinkel, P. Siakaluk (non-voting), K. Stathers, L. Troc, M. Wels-Lopez, E. Wilson, J. Zhou, S. Zogas

**Regrets:** A. Aravind, D. Gilchrist, B. Greenall, P. Jackson, D. Nyce, C. Onabola, A. Palmer, L. Roldan- Flores (non-voting), A. Sommerfeld (non-voting), S. Wagner, P. Winwood (non-voting)

The meeting commenced at 3:32 p.m.

The Chair welcomed Senators and guests to the first Senate meeting under the new five-faculty structure. He welcomed new and returning senators beginning their term April 1, 2021.

The Call for Nominations for Faculty Senators (terms starting April 1, 2021) remains open for the remaining Positions.

Faculty Member – Faculty of Indigenous Studies, Social Sciences and Humanities	Vacant	3/31/2023
Faculty Member at Large	Vacant	3/31/2024
Faculty Member at Large	Vacant	3/31/2024

### 1.0 Acknowledgement of Territory

The Chair acknowledged that the Senate meeting was on the traditional territory of the Lheidli T'enneh

### 2.0 S-202104.01 Approval of the Agenda

Hanlon

That the agenda for the April 28, 2021 Open Session of Senate be approved as presented.

CARRIED

### 3.0 Presentation - Welcome to Senate

Deans Camp, Rennie and Roberts provided a welcome and introduction to Senate from their faculties. Deans Jackson and Wagner sent their regrets. In his absence, Dean Jackson shared a slide of the new internal structure for the Faculty of Environment.

The Chair gave an overview of the Senate Committees and Senate process.

#### **4.0 Approval of the Minutes**

##### **S-202104.02**

##### **Approval of the Minutes**

Zogas

That the Minutes for the March 24, 2021 Open Session of Senate be approved as presented.

CARRIED

#### **5.0 Business Arising**

None.

#### **6.0 President's Report**

**Payne**

The President reported that the Climate Emergency motion from January 2020 is moving forward for discussion. A small working group out of the Office of the Provost has been created to look at how best to move forward with this initiative.

As previously indicated, the President spoke to this year's Convocation again being virtual, in order to celebrate and recognize the achievements of our graduates while reducing the health risks to our UNBC community. The traditional Convocation date would be May 28, but given our requirement to follow Public Health guidelines that date has changed to June 25 for our Virtual Convocation. Focus groups were held at the end of March to gather feedback from upcoming grads and build on our last virtual convocation. To get a sense of what to expect you can check out last year's videos and find more specific information on the Convocation website.

The President reported that based on Senate's approval in March to strike a UNBC Arts Governance Working Group, he will be meeting with the Curator from the Two River's Gallery. He will be bringing discussions to the President's Executive Council for further discussion.

The President provided an update on the equity and diversity initiatives on campus.

#### **7.0 Report of the Provost**

**Dale**

The Provost provided an update on the 2021 Fall semester, more information will be available in the coming weeks. He discussed the preparations for face-to-face classes and the campus experience for Fall 2021. It is still too early to determine what will be face to face and it will depend on what the Provincial restrictions are in place and the status of the vaccination role out.

#### **8.0 Report of the Registrar**

**Annear**

The Registrar reported that the position of the Associate Registrar, Graduate has now been filled. The successful candidate is Jill Mitchell Nielsen.

The Registrar reminded Senate that all grades must be submitted according to the normal timelines.

The Registrar reported on applications and registration numbers for the fall and indicated that the fall schedule will be available in June.

#### **9.0 Question Period**

##### **9.1 Written questions submitted in advance**

None.

##### **9.2 Questions from the floor**

None.

#### **10.0 Approval of Motions on the Consent Agenda**

**Payne**

**S-202104.03**

**Approval of Motions on the Consent Agenda**

Hanlon

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

CARRIED

**11.0 Committee Reports**

**11.1 Senate Committee on Appeals**

**Klassen-Ross**

No report.

**11.2 Senate Committee on Academic Affairs**

**Dale**

**For Approval Items:**

An executive summary from the School of Education (SoE) Bachelor of Education was included in the meeting package.

Motions S-202104.04 to .06 were moved as an omnibus motion.

**S-202104.04**

**Change(s) to the Program Requirements - BEd Elementary**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the BEd Degree Elementary Years (Grades K-7) Stream, on page 88 in the PDF calendar accessible on the UNBC web page of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: May 2021

CARRIED

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

**Program Requirements**

The Bachelor of Education degree is a 60-credit program offered in five continuous blocks over four semesters (Prince George Campus) or in six continuous blocks over five semesters (Northwest Campus and South-Central Campus). The third semester consists of two blocks. For further information on the program structure and schedule, please contact the School of Education.

**Elementary Years Stream (K-7) (Prince George Campus)**

**~~First Semester Block One~~**

~~EDUC 346 (2, 3) Aboriginal and Indigenous Education~~

~~EDUC 390-3 Observational Practicum~~

~~EDUC 393-3 Foundations of Education~~

~~EDUC 394-3 Pedagogy, Curriculum and Teaching – Theory in Context~~

~~EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>~~

~~EDUC 446 (2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>~~

## **Second Semester Block Two**

~~EDUC 391-3 Experiential Practicum~~  
~~EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST~~  
~~EDUC 398-3 Curriculum and Instruction in Math and Science using ADST~~  
~~EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>+</sup>~~  
~~EDUC 421-3 Assessment and Motivation~~  
~~EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>+</sup>~~

## **Third Semester Block Three**

~~EDUC 336-(3, 4) Inclusive Education: Success for All~~  
~~EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy (EY)~~  
~~EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>+</sup>~~  
~~EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>+</sup>~~

## **Third Semester Block Four**

~~EDUC 351-(2, 3) Curriculum and Instruction: Second Language~~  
~~EDUC 401-3 Career Education~~  
~~EDUC 402-3 Diverse Classrooms~~  
~~EDUC 403-3 Mental Health and Wellness~~  
~~EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>+</sup>~~  
~~EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>+</sup>~~

## **Fourth Semester Block Five**

~~EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>+</sup>~~  
~~EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>+</sup>~~  
~~EDUC 491-6 Summative Practicum~~

## **Year 1 Courses**

EDUC 336-(3, 4) Inclusive Education: Success for All  
EDUC 346-(2, 3) Aboriginal and Indigenous Education  
EDUC 351-(2, 3) Curriculum and Instruction: Second Language  
EDUC 390-3 Observational Practicum  
EDUC 391-3 Experiential Practicum  
EDUC 393-3 Foundations of Education  
EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context  
EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST  
EDUC 398-3 Curriculum and Instruction in Math and Science using ADST  
EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy  
EDUC 401-3 Career Education  
EDUC 402-3 Diverse Classrooms  
EDUC 403-3 Mental Health and Wellness  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 421-3 Assessment and Motivation  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>  
EDUC 490-(3, 4) Formative Practicum

## **Year 2 Courses**

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>  
EDUC 491-6 Summative Practicum

Note:

1. EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio and EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology span all four continuous semesters. The student enrolls in EDUC 405-3 and EDUC 446-(2, 3) in the First Semester Block One and the grade is determined in Fourth Semester Block Five.

### **Elementary Years Stream (K-7) (Northwest Campus and South-Central Campus)**

The Regional BEd Program is offered as a shared cohort across Northwest Campus and South-Central Campus. Please check with the School of Education for the next intake date of the Regional BEd Program at a particular campus.

#### **Year 1 Courses**

EDUC 336-(3, 4) Inclusive Education: Success for All  
EDUC 346-(2, 3) Aboriginal and Indigenous Education  
EDUC 390-3 Observational Practicum  
EDUC 391-3 Experiential Practicum  
EDUC 393-3 Foundations of Education  
EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context  
EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST  
EDUC 398-3 Curriculum and Instruction in Math and Science using ADST  
EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy  
EDUC 401-3 Career Education  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 421-3 Assessment and Motivation  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>

#### **Year 2 Courses**

EDUC 351-(2, 3) Curriculum and Instruction: Second Language  
EDUC 402-3 Diverse Classrooms  
EDUC 403-3 Mental Health and Wellness  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>  
EDUC 490-(3, 4) Formative Practicum  
EDUC 491-6 Summative Practicum

Note:

1. EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio and EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology span across either four or five continuous semesters. The student enrolls in EDUC 405-3 and EDUC 446-(2, 3) in the First Semester Block One; the grade for EDUC 446-(2, 3) is determined in Fourth Semester Block Five, and the grade for EDUC 405-3 is determined in Fifth Semester Block Six.

## **S-202104.05**

### **Change(s) to the Program Requirements - BEd Secondary**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the BEd Degree Secondary Years (Grades 8-12) Stream, on page 89-90 in the PDF calendar accessible on the UNBC web page of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: May 2021

CARRIED

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

## **Program Requirements**

The Bachelor of Education degree is a 60-credit program offered in five continuous blocks over four semesters. The third semester consists of two blocks. For further information on the program structure and schedule, please contact the School of Education.

### **Secondary Years Stream (Grades 8-12)**

#### **First Semester Block One**

~~EDUC 346 (2, 3) Aboriginal and Indigenous Education~~

~~EDUC 390-3 Observational Practicum~~

~~EDUC 393-3 Foundations of Education~~

~~EDUC 394-3 Pedagogy, Curriculum and Teaching – Theory in Context~~

~~EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>+</sup>~~

~~EDUC 446 (2, 3) Aboriginal and Indigenous Education: Epistemology<sup>+</sup>~~

#### **Second Semester Block Two**

~~EDUC 361 (3, 4, 6) Curriculum and Instruction Secondary Humanities Part 1<sup>2</sup>~~

~~or EDUC 372 (3, 4, 6) Curriculum and Instruction Mathematics and Science Part 1<sup>2</sup>~~

~~EDUC 391-3 Experiential Practicum~~

~~EDUC 399-3 Integrating ADST as a Pedagogical Stance (SY)~~

~~EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>+</sup>~~

~~EDUC 421-3 Assessment and Motivation~~

~~EDUC 446 (2, 3) Aboriginal and Indigenous Education: Epistemology<sup>+</sup>~~

#### **Third Semester Block Three**

~~EDUC 336 (3, 4) Inclusive Education: Success for All~~

~~EDUC 361 (3, 4, 6) Curriculum and Instruction Secondary Humanities Part 2<sup>2</sup>~~

~~or EDUC 372 (3, 4, 6) Curriculum and Instruction Mathematics and Science Part 2<sup>2</sup>~~

~~EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>+</sup>~~

~~EDUC 446 (2, 3) Aboriginal and Indigenous Education: Epistemology<sup>+</sup>~~

~~EDUC 490 (3, 4) Formative Practicum~~

#### **Third Semester Block Four**

~~EDUC 401-3 Career Education~~

~~EDUC 402-3 Diverse Classrooms~~

~~EDUC 403-3 Mental Health and Wellness~~

~~EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>~~  
~~EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (SY)~~  
~~EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>4</sup>~~

#### **Fourth Semester Block Five**

~~EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>~~  
~~EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>4</sup>~~  
~~EDUC 491-6 Summative Practicum~~

#### **Year 1 Courses**

EDUC 336-(3, 4) Inclusive Education: Success for All  
EDUC 346-(2, 3) Aboriginal and Indigenous Education  
EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities Part 1<sup>2</sup>  
or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science Part 1<sup>2</sup>  
EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities Part 2<sup>2</sup>  
or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science Part 2<sup>2</sup>  
EDUC 390-3 Observational Practicum  
EDUC 391-3 Experiential Practicum  
EDUC 393-3 Foundations of Education  
EDUC 394-3 Pedagogy, Curriculum and Teaching - Theory in Context  
EDUC 399-3 Integrating ADST as a Pedagogical Stance (SY)  
EDUC 401-3 Career Education  
EDUC 402-3 Diverse Classrooms  
EDUC 403-3 Mental Health and Wellness  
EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 421-3 Assessment and Motivation  
EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (SY)  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>  
EDUC 490-(3, 4) Formative Practicum

#### **Year 2 Courses**

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio<sup>1</sup>  
EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology<sup>1</sup>  
EDUC 491-6 Summative Practicum

Note:

1. EDUC 405-3: Reflective Practice Through Inquiry and e-Portfolio and EDUC 446-(2, 3): Aboriginal and Indigenous Education: Epistemology span all four continuous semesters. The student enrolls in EDUC 405-3 and EDUC 446-(2, 3) in the First Semester Block One and the grade is determined in Fourth Semester Block Five.
2. A total of 9 credits is taken of either Each of EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities or EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science span Block Two (3 credits) and Block Three (6 credits).

#### **S-202104.06**

##### **Program Deletion – Education Post-Baccalaureate Diploma**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the Post-Baccalaureate Diploma (Curriculum & Instructional Studies and Montessori Education), on pages 93-94 in the PDF calendar accessible on the UNBC web page of the 2020/2021 undergraduate calendar, be deleted from the calendar.

Effective Date: May 2021  
CARRIED

[Delete entire entry]

**S-202104.07**

**Course(s) Deletion – Education Post-Baccalaureate Diploma**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the courses for the Post-Baccalaureate Diploma (Curriculum & Instructional Studies and Montessori Education), on pages 211-213 in the PDF calendar accessible on the UNBC web page of the 2020/2021 undergraduate calendar, be deleted from the calendar.

Effective Date: May 2021

CARRIED on Consent Agenda

[Delete entire entry]

An executive summary from the School of Education (SoE) Master of Education was provided in the meeting package.

**S-202104.08**

**Change(s) to Calendar – MEd Preamble**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the Special Education for the Education (MEd Program), on pages 51-52 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

Effective Date: July 2022

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

~~Margo Greenwood, Professor~~

~~Andrew Kitchenham, Professor~~

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

~~Alexander Lautensach, Associate Professor~~

~~Verna Lynn McDonald, Associate Professor~~

~~Linda O'Neill, Associate Professor, and MEd Counselling Coordinator (Regional)~~

~~Lantana Usman, Associate Professor~~

~~Edward Harrison, Assistant Professor, and BEd Coordinator (Northwest Region)~~

~~Dennis Procter, Assistant Professor~~

~~John Sherry, Assistant Professor~~

~~Catherine Whalen, Assistant Professor~~

Website: [www.unbc.ca/education/master-of-education](http://www.unbc.ca/education/master-of-education)

~~The Master of Education Program is responsible for the preparation of professional educators who may pursue advanced study at the doctoral level and/or advanced professional employment. As distinct from undergraduate degree programs that advance students' knowledge of their disciplines, graduate degree programs at the Master's level have the more difficult task of not only advancing students' knowledge to the point of mastery, but also preparing students to demonstrate that they are capable of advancing the knowledge of their disciplines. The MEd degree awarded under the authority of the School of Education includes the courses and supervised study necessary to meet this obligation.~~



The Master of Education (MEd) is a 30-credit-hour course-based degree program. The purpose of the degree is to provide students with learning opportunities to prepare for their roles as public intellectuals within one of two specializations: Exceptionality Education, or Transformational Leadership: People, Place, and Land. The MEd degree awarded under the authority of the School of Education includes the courses and study necessary to meet this obligation. The degree is intended for professionals and practitioners across disciplines with relevant Bachelor degrees or equivalent.

**S-202104.09**

**Change(s) to Calendar – MEd Admissions**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the Admissions for the Education (MEd Program), on page 48 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

Effective Date: July 2022

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

~~Application deadlines can be found in the Graduate Programs Admissions and Regulations section of the Graduate Calendar at [www.unbc.ca/calendar/graduate/admissions](http://www.unbc.ca/calendar/graduate/admissions).~~

~~In addition to full-time students, the Education degree programs attempt to accommodate part-time students who may hold full-time jobs. For this reason, most of the Education courses are offered in the late afternoon and evening, as well as during Summer Session, so they can be accessed by persons during their annual vacation. It is recommended that students plan to make full use of the Summer Session offerings to complete their degree within the prescribed time limit. It is also recommended that students complete EDUC 601-3 (Educational Research Design and Methodology) and either EDUC 602-4 (Quantitative Research Design and Data Analysis) or EDUC 610-4 (Qualitative Analysis in Education) during the first half of their MEd program.~~

Applications, as outlined in the Graduate Programs Admissions and Regulations section at the beginning of the Graduate Calendar, are completed by December 15<sup>th</sup>. The MEd program is cohort based. Students complete the program over six continuous semesters starting in the Summer Semester (July to August).

**S-202104.10**

**Change(s) to Calendar – MEd Program Requirements**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the Program Requirements for the Education (MEd Program), on pages 48-49 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

Effective Date: July 2022

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

**Requirements**

~~Provided that such courses have not been associated with the receipt of either a degree or diploma from UNBC or another educational institution, students may apply to the Vice Provost Student Recruitment or designate for up to six credit hours for previously completed graduate-level coursework that is equivalent to that completed in the MEd program. Where equivalent courses have been associated~~

previously with the receipt of either a degree or diploma, students will be permitted to elect alternative courses from the MEd program to satisfy the requirements for the degree.

Students in an MEd Program may take up to 6 credit hours of elective coursework from UNBC programs other than that in which they are completing their specialization or from other institutions under the Western Deans' Agreement (students require permission of their Academic Supervisor and the Education Graduate Program Chair). The supervisory committee may advise thesis students to take the research seminar course, EDUC 795-3.

## **MEd Program Requirements**

### **Thesis Requirement**

The thesis route emphasizes academic study, research, and the successful completion of a thesis. This program route is designed to develop each student's ability to evaluate theory and practice, and conduct research that contributes to the discipline. The thesis route requires the successful completion of a minimum of 31 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a minimum of 31 credit hours in the Special Education specialization. This requirement must include a minimum of 25 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 35 credit hours in the Counselling specialization, or a minimum of 22 credit hours in the Special Education specialization and 9 credit hours of supervised research culminating in the completion of a thesis and the successful defense of it in an oral examination.

### **Project Requirement**

The project route emphasizes the study of theory and practice, and the successful completion of an innovative research and/or development project that addresses a particular aspect of practice. This program route is designed to develop a student's ability to evaluate and improve professional practice in the discipline. The project route requires the successful completion of a minimum of 31 credit hours in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a minimum of 31 credit hours in the Special Education specialization. This requirement must include a minimum of 25 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 35 credit hours in the Counselling specialization, or a minimum of 25 credit hours in the Special Education specialization, and 6 credit hours of supervised work, culminating in the successful completion of a project.

### **Comprehensive Examination Requirement**

The comprehensive examination route requires the successful completion of a comprehensive examination that evaluates a candidate's knowledge of theory, research, and practice in their field of study. This program route is designed to enhance and reinforce a student's knowledge of both theory and practice, as well as their interrelationship. The comprehensive examination route requires the successful completion of a minimum of 31 credit hours graduate course credit in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a minimum of 31 credit hours in the Special Education specialization. This requirement must include a minimum of 28 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 37 credit hours in the Counselling specialization, or a minimum of 28 credit hours in the Special Education specialization, and three (3) credit hours awarded upon the successful completion of a written comprehensive examination. Application can be made to the School of Education to enter a thesis or project route after having completed at least 12 credit hours of coursework. The research

~~seminar course, EDUC 795-3, is strongly recommended, and may even be required, if research is to be undertaken.~~

## **MEd Course-Based Program Requirements**

Students prepare evidence of learning throughout the full-time MEd program that represents the signature pedagogy of People, Place and Land and situate the ways that they may lead and inform policy and practice within their local contexts, rurally, remotely, and beyond. These foci are woven throughout the learning experiences in this cohort-based program.

The MEd program is a course-based program which includes four required courses (12 credit hours) taken with the entire cohort and six specialization courses (18 credit hours) scheduled over six continuous semesters. These courses are delivered in multiple modalities. Students maintain an e-portfolio with demonstrations of learning to inform their exit course, EDUC 680-3 En cha huna: Living our Learning.

The MEd program requirements outlined here are effective as of July 2022. Program requirements for MEd students who began before July 2022 are outlined in the UNBC Calendar from their year of entry. UNBC Calendar archives are found at: <https://www.unbc.ca/calendar/pdf>

### **MEd Program Structure**

#### **Year 1: First Semester**

EDUC 671-3 Reconciling Space and Practice: Ways of Knowing and Being<sup>1</sup>

EDUC 672-3 Reflective and Transformative Practices in Educational Contexts<sup>1</sup>

#### **Year 1: Second Semester**

EDUC 673-3 Using Research to Inform Practice and Policy<sup>1</sup>

EDUC 6XX-3 Specialization Course One

#### **Year 1: Third Semester**

EDUC 6XX-3 Specialization Course Two

EDUC 6XX-3 Specialization Course Three

#### **Year 2: First Semester**

EDUC 6XX-3 Specialization Course Four

#### **Year 2: Second Semester**

EDUC 6XX-3 Specialization Course Five

EDUC 6XX-3 Specialization Course Six

#### **Year 3: Third Semester**

EDUC 680-3 En cha huna: Living Our Learning<sup>1</sup>

<sup>1</sup>Note: full cohort course

**S-202104.11**

**Change(s) to Calendar – MEd Program Requirements**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the Multidisciplinary Leadership for the Education (MEd Program), on pages 50-51 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.  
Effective Date: July 2022  
CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

### **Multidisciplinary Leadership (MDL)**

~~The Multidisciplinary Leadership specialization is designed to prepare graduates to take on roles of responsibility and leadership in a number of educational and community environments. In particular, our graduates will develop skills in collaboration and communication, as well as specific leadership practices that enable the creation of positive and innovative organizational environments. At the same time, a rigorous academic focus provides the knowledge that is necessary to ground effective practice in the diverse and rich scholarship of leadership. Working from a philosophy of reflective engagement, students will be encouraged to engage in field studies that allow them to investigate the important social, economic, political, and cultural implications for contemporary forms of leadership.~~

~~The Multidisciplinary Leadership specialization requires completion of a minimum of 31 credit hours, and includes required core courses, focus area courses, elective courses, and an option of one of three routes: a comprehensive examination (3 credit hours), a project (6 credit hours), or a thesis (9 credit hours). Students will choose from one of the focus areas within the Multidisciplinary Leadership specialization. Multidisciplinary Leadership students are required to complete five core courses, required focus area courses, and a sufficient number of elective courses to meet the minimum 31 credit hour graduation requirement, including a comprehensive examination. The number of electives will vary according to the route chosen.~~

~~The Multidisciplinary Leadership specialization is divided into three focus areas: Educational Leadership, Assessment and Evaluation, and Curriculum. The focus areas share a common core of leadership and methodological courses, but beyond that are designed to allow students to prepare for leadership roles in a variety of specialized educational contexts.~~

### **Educational Leadership**

~~The Educational Leadership focus area is designed for those individuals who want to specialize in school-based leadership. The specific management responsibilities of the school principal and the legal, economic, political, and social environment in which educational institutions operate are the central focus. Nevertheless, the scope of school leadership is more than managerial in nature, and other courses focus on the importance of building professional learning communities, accommodating diversity, the context of northern education, and creating positive learning environments that are central to effective educational leadership.~~

### **Assessment and Evaluation**

~~The Assessment and Evaluation focus area allows for the development of strengths in the areas of quantitative data management and decision-making. Increasing levels of accountability have become a central goal of public school systems. Teachers and administrators increasingly focus on the importance of the links between assessment and effective teaching practice. This focus area emphasizes the role of assessment in school systems as well as the acquisition of the skills needed to engage in all aspects of educational research.~~

## **Curriculum**

The Curriculum focus area provides students with the maximum flexibility to self-direct their Master of Education degree content to meet their own needs and interests. As such, it does not have any core courses other than those common to all focus areas. Students will be able to select course topics which reflect personal and professional interests. This third focus area will also allow students in the current “Curriculum and Instruction specialization Language in Education” focus area to convert to the Multidisciplinary Leadership specialization should they so choose.

The course requirements and courses for the Multidisciplinary Leadership specialization appear below.

### **Required Core Courses**

~~EDUC 601-3 Educational Research Design and Methodology~~

~~EDUC 606-3 Leading for Change~~

~~EDUC 609-3 Aboriginal/Indigenous Learners: History, Culture, and Ways of Knowing~~

~~EDUC 655-3 Collaboration, Communication and Community: Leaders as Community Builders~~

~~EDUC 656-3 Instructional Leadership~~

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

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

~~EDUC 610-4 Qualitative Analysis in Education~~

### **Required Educational Leadership**

~~Focus Area Courses Two of the following six courses must be completed to meet the focus area requirements, the remaining three courses may become electives. EDUC 615-3 The School Principalship~~

~~EDUC 616-3 Policy and Politics in Public Education~~

~~EDUC 617-3 Leading for Learning: Teacher Leadership and Principal Preparation~~

~~EDUC 626-3 Inclusive Education: Learning for All~~

### **Required Assessment and Evaluation Focus Area Courses**

~~EDUC 603-4 Advanced Quantitative Data Analysis~~

### **Required Curriculum Focus Area Courses**

~~Selected courses to be approved by the Supervisory committee.~~

### **Elective Courses**

~~EDUC 603-4 Advanced Quantitative Data Analysis~~

~~EDUC 615-3 The School Principalship~~

~~EDUC 616-3 Policy and Politics in Public Education~~

~~EDUC 617-3 Leading for Learning: Teacher Leadership and Principal Preparation~~

~~EDUC 621-3 Individual Assessment of Aptitudes and Achievement~~

~~EDUC 626-3 Inclusive Education: Learning for All~~

~~EDUC 633-3 Human Development: Implications for Education~~

~~EDUC 634-3 Achievement Motivation EDUC 635-3 Educating Exceptional Students~~

~~EDUC 636-3 Language and Learning Disabilities~~

~~EDUC 651-3 Mathematics Education EDUC 653-3 Social Studies Education~~

~~EDUC 655-3 Collaboration, Communication and Community: Leaders as Community Builders~~

~~EDUC 656-3 Instructional Leadership~~  
~~EDUC 690-3 Health and Human Sciences: Interdisciplinary Seminar~~  
~~EDUC 692-3 Special Topics~~ ~~EDUC 693-3 Directed Reading~~  
~~EDUC 795-3 Research Seminar~~

~~Thesis, Project or Comprehensive Examination~~  
~~EDUC 797-3 Comprehensive Examination~~  
~~EDUC 798-6 MEd Project (Research or non-research option)~~  
~~EDUC 799-9 MEd Thesis~~

### **Transformational Leadership: People, Place, and Land**

The Master of Education Transformational Leadership: People, Place, and Land specialization is designed to prepare professionals in education, community, or health care services for roles which require leadership and system transformation. Students take four required courses and six specialization courses. The learning experience is intended and designed to be provocative and experiential. Students are called to action and courses are designed with transformative leadership in mind. The learning and leadership experiences are personalized within a framework of leadership and change theory, understanding of self as leader with a focus on decolonization and inclusivity in collegial governance, interpretations of policy, and leadership practice. Collaboration, connection, and networks are integral to the success of this program.

### **Full Cohort Required Courses**

EDUC 671-3 Reconciling Space and Practice: Ways of Knowing and Being  
EDUC 672-3 Reflective and Transformative Practices in Educational Contexts  
EDUC 673-3 Using Research to Inform Practice and Policy  
EDUC 680-3 En cha huna: Living our Learning

### **Specialization Courses**

EDUC 675-3 So You Want to Change the World  
EDUC 676-3 Policy, Governance and Ethical Decision Making  
EDUC 677-3 Decolonizing Education  
EDUC 678-3 Leadership for Equity and Inclusion  
EDUC 679-3 Small is Beautiful: The Power of Small  
EDUC 692-3<sup>1</sup> Special Topics (topic of interest chosen by the cohort)

<sup>1</sup>With permission of the Chair, students may also choose a course from other programs within the university or other institutions to complement their learning and objectives. The chosen course must align with the intent of the Special Topics course. If an alternative course is chosen, it must be completed before taking EDUC 680-3.

#### **S-202104.12**

#### **Change(s) to Calendar – MEd Program Requirements**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the Special Education for the Education (MEd Program), on pages 51-52 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

Effective Date: July 2022

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

### **Special Education**

~~The Special Education specialization prepares students to provide professional services and leadership in Special Education and educational programs offered in schools and other educational institutions. The program includes an integrated core of required courses, elective courses, and thesis, project, portfolio, or comprehensive examination routes. The Special Education specialization is delivered online or by other distance technologies. It requires a minimum of 31 graduate credit hours for completion, with an option to take up to 10 additional elective credit hours.~~

~~The Special Education specialization requires students to complete five required courses, and a sufficient number of elective courses to meet the minimum 31 credit hour graduation requirement including the portfolio (3 credit hours), comprehensive examination (3 credit hours), project (6 credit hours), or thesis (9 credit hours) routes.~~

### **Curriculum Required Core Courses**

~~EDUC 601-3 Educational Research Design and Methodology  
EDUC 633-3 Human Development: Implications for Education  
EDUC 635-3 Educating Exceptional Students  
EDUC 636-3 Language and Learning Disabilities~~

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

~~EDUC 602-4 Quantitative Research Design and Data Analysis  
EDUC 610-4 Qualitative Analysis in Education~~

~~Choose one of the following four routes to completion: Portfolio, Comprehensive Examination, Project, or Thesis.~~

- ~~1. Portfolio EDUC 796-3 Portfolio and a minimum of 12 credit hours of additional coursework selected from the list of electives below.~~
- ~~2. Comprehensive Examination EDUC 797-3 Comprehensive Examination and a minimum of 12 credit hours of additional coursework selected from the list of electives below~~
- ~~3. Project EDUC 798-6 MEd Project and a minimum of 9 credit hours of additional coursework selected from the list of electives below~~
- ~~4. Thesis EDUC 799-9 MEd Thesis and a minimum of 6 credit hours of additional coursework selected from the list of electives below~~

~~Elective courses\*~~

~~One of EDUC 602-4 and EDUC 610-4 may be taken as an elective provided the other is taken as a required core course.~~

~~EDUC 609-3 Aboriginal/Indigenous Learners: History, Culture, and Ways of Knowing  
EDUC 621-3 Classroom Assessment Practices  
EDUC 622-4 Psychoeducational Assessment  
EDUC 632-3 Language Development: Implications for Education~~

EDUC 634-3 Achievement Motivation  
EDUC 637-3 Interventions for Literacy Disorders  
EDUC 638-3 Mathematic Disorders and Remediation  
EDUC 639-3 School Based Teams, Consultants, and Families  
EDUC 640-3\*\* Focus on a Selected Disability  
EDUC 642-3 Personal and Career Planning for Students with Special Needs  
EDUC 795-3 Research Seminar (Strongly Recommended, and may be required by supervisor if EDUC 799 Thesis or EDUC 798 Project has been chosen for the completion route)

\* With the approval of the Graduate Supervisor and Graduate Program Chair, a student may complete up to 6 credit hours of graduate coursework not from the above list. These elective credit hours may be other graduate level EDUC courses, and/or from other UNBC graduate programs, and/or from other accredited Canadian universities via approved transfer agreements (e.g., Western Deans' Agreement).

\*\* This course focuses in depth on educational aspects of a specific disability or range of disabilities, such as FASD, Autism Spectrum Disorder, hearing disability and deafness, or visual impairment. The courses are named specifically: e.g., Focus on Autism, Focus on FASD. A student may take this course up to two times (each time with a different focus).

### Exceptionality Education Specialization

**The Master of Education Exceptionality Education specialization is a practitioner-based degree. Students take four required courses and six specialization courses planned in consultation with students and faculty. The purpose of the degree is to provide classroom practitioners with further knowledge of children and youth with exceptionalities and to prepare interested students in becoming Learning Assistance and Resource Teachers in the North and beyond.**

### Full Cohort Required Courses

EDUC 671-3 Reconciling Space and Practice: Ways of Knowing and Being  
EDUC 672-3 Reflective and Transformative Practices in Educational Contexts  
EDUC 673-3 Using Research to Inform Practice and Policy  
EDUC 680-3 En cha huna: Living our Learning

### **Specialization Courses<sup>1</sup>**

EDUC 622-3 Psychoeducational Assessment  
EDUC 633-3 Human Development: Children and Adolescents  
EDUC 635-3 Educating Exceptional Children  
EDUC 636-3 Language and Learning Disabilities  
EDUC 637-3 Interventions for Literacy Disorders  
EDUC 639-3 School-based Teams, Consultants, and Families  
EDUC 640-3 Focus on a Specific Disability  
EDUC 674-3 Mental Health Disorders in Exceptionality Education

<sup>1</sup>With permission of the Chair, students may also choose a course from other programs within the university or other institutions to complement their learning and objectives. The chosen course must align with the intent of the specialization. If an alternative course is chosen, it must be completed before taking EDUC 680-3.



An executive summary from the Department of Political Science was included in the meeting package.

**S-202104.13**

**Change(s) to Course Preclusion – PHIL 400**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change to the course preclusion for PHIL 400-3, Classics in Philosophy, on page 261 of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

PHIL 400-3 Classics in Philosophy

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

*Prerequisites:* PHIL 205-3, POLS 270-3, PHIL 305-3 or POLS 370-3, or permission of the instructor

~~*Precluded:* POLS 400-3~~

**S-202104.14**

**Change(s) to Course Preclusion – PHIL 472**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change to the course preclusion for PHIL 472-3, Philosophical Research Seminar, on page 261 of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

PHIL 472-3 Philosophical Research Seminar

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

*Prerequisites:* PHIL 205-3, POLS 270-3, PHIL 305-3, or POLS 370-3, or permission of the instructor

~~*Precluded:* POLS 472-3~~

**S-202104.15**

**Change(s) to Course Description – POLS 303**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change to the course description for POLS 303-3, Democracy and Democratization, on page 263 of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

POLS 303-3 Democracy and Democratization

This course ~~compares~~ examines the theoretical and institutional foundations of struggle for democracy, the causes and consequences of democratization and democratic decay, and the complex relationship between democracy and human its alternatives through a survey of different approaches to political development.

Prerequisites: Upper-division standing

**S-202104.16**

**Change(s) to Course Prerequisite – POLS-315**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change to the course prerequisite for POLS 315-3, Contemporary Issues in the Circumpolar North, on page 264 of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

POLS 315-3 Contemporary Issues in the Circumpolar World

This course provides opportunities for students to gain with an in-depth understanding of a variety of issues in the Canadian and circumpolar Arctic, including governance and politics, Indigenous peoples and self-government, education, the environment and resource development, gender, health, and Arctic security and sovereignty.

Prerequisites: Upper-division standing or NORS 101-3 or INTS 240-3

Precluded: NORS 332-3

**S-202104.17**

**Change(s) to Course Preclusion – POLS 400**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change to the course preclusion for POLS 400-3, Classics in Political Philosophy, on page 265 of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

POLS 400-3 Classics in Political Philosophy

This course provides a close analysis of a classic treatise in political philosophy. Texts vary yearly. The course may be repeated for a maximum of ~~six~~ 6 credit hours with permission of the instructor.

Prerequisites: PHIL 205-3, POLS 270-3, PHIL 305-3 or POLS 370-3, or permission of instructor

Precluded: POLS 600-3

**S-202104.18**

**Change(s) to Course Preclusion – POLS 472**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change to the course preclusion for POLS 472-3, Seminar in Political Philosophy, on page 266 of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

POLS 472-3 Seminar in Political Philosophy

This seminar guides students through the process of conducting a research project in political philosophy. Topics are chosen according to students' interests. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* Completion of 60 credits

*Precluded:* POLS 672-3

#### **S-202104.19**

#### **Change(s) to Program Requirements – BSW**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the Bachelor of Social Work on page 175 of the 2020/21 undergraduate calendar be approved as proposed.

Effective Date: September 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

### **Academic Performance**

~~Students may repeat a Social Work course once. Students who fail a required Social Work course twice are required to withdraw from the program.~~

Students must adhere to all policies and regulations of the institution(s) where they are registered for courses. This requirement includes but is not limited to matters related to academic appeals and academic dishonesty. Progression through the program is governed by guidelines on academic standing and continuance; however, probation guidelines are governed by UNBC.

Students must obtain the minimum passing grade for all required Social Work courses as defined under "Qualification for Degree."

Students are required to withdraw from their respective Social Work programs if they have two instances of not meeting the minimum passing grade requirement either in the same Year or in two consecutive Years, in any combination of the following:

SOCW 300, SOCW 301, SOCW 302, SOCW 310, SOCW 320, SOCW 330, SOCW 336, SOCW 401, SOCW 402, SOCW 420 and SOCW 421.

A 'Year' is comprised of all the mandatory SOCW courses in a given Level (e.g. Year 3 includes all 300-level courses listed under the Upper-Division requirements in the Calendar) regardless of how long it takes the student to complete the courses.

#### **S-202104.20**

#### **Change(s) to Program Requirements – BA History**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the removal of the course requirement HIST 200-3 Historical Methodology: An Introduction to the Work, on pages 97,144,145,146, 241 and 242 of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

## **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 I

ENGL 212-3 Survey of English Literature II

HIST 190-3 World History to 1550

HIST 191-3 World History since 1550

~~HIST 200-3 Historical Methodology: An Introduction to the Work of the Historian~~

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

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

~~Two~~ Three additional courses (6 9 credit hours) of History at the 100 or 200 level.

### Upper-Division Requirement

Of the 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 Indigenous Literature in Canada and the United States

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 Indigenous 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 309-3 Gender and Film  
WMST 306-3 Indigenous Women: Perspectives  
WMST 311-3 History of Feminist Theories  
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).

[ PAGE 144-146 ]

### **Major in History**

A degree in History requires students to complete 54 credit hours of History courses, at least 30 credit hours of which must be upper- division courses.

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

#### Program Requirements

##### *Lower-Division Requirement*

#### **100 and 200 Level**

HIST 190-3 World History to 1550  
HIST 191-3 World History since 1550  
HIST 200-3 ~~Historical Methodology: An Introduction to the Work of the Historian~~

~~Nine~~ Twelve additional credit hours in 200-level History courses.

##### *Upper-Division Requirement*

#### **300 and 400 Level**

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

Eighteen additional credit hours of History at the 300 level. Nine credit hours of History at the 400 level.

#### Subject Requirement

Six additional credit hours of History at any level to ensure completion of 54 credit hours of History in total.

##### *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).

## BA Honours –History

The BA Honours - History provides a higher level of training and specialization for students planning to proceed to postgraduate work or professional schools. The program of study is offered to students majoring in history who have completed their first 60 credit hours.

The minimum requirement for completion of a BA Honours - History is 120 credit hours.

In order to enter the Honours Degree Program, students must have completed the following:

HIST 190-3 World History to 1550;  
HIST 191-3 World History since 1550;  
~~HIST 200-3 Historical Methodology: An Introduction to the Work of the Historian;~~

**9** Twelve credit hours in 200-level history courses;

HIST 300-3 Historiography: The Nature of the Historical Discipline; and have attained a Cumulative GPA of no less than 3.33 upon completion of 60 credit hours.

Having fulfilled the requirements of admission to the History Honours Degree Program, students must then complete 18 credit hours in 300-level history courses; 15 credit hours in 400-level history courses; and 12 credit hours in four additional history courses designed for Honours students, for a total of 66 credit hours as a component of an undergraduate degree totaling 120 credit hours. Attaining the minimum requirement does not guarantee entry to the Honours Program, which is at the discretion of the Department. Students must maintain a Cumulative GPA of 3.33 to remain in the Honours Program. Students are responsible to find their own undergraduate thesis research supervisor. Faculty members are under no obligation to supervise Honours students.

In addition, students must achieve a minimum grade of B (3.0) in HIST 505-6 to be granted the Honours designation.

## English/History Joint Major

See Calendar entry under English.

## Joint Major in History/Political Science

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

### Program Requirements

#### *Lower-Division Requirement*

HIST 190-3 World History to 1550  
HIST 191-3 World History since 1550  
~~HIST 200-3 Historical Methodology: An Introduction to the Work of the Historian~~  
POLS 100-3 Contemporary Political Issues  
ECON 205-3 Statistics for Business and the Social Sciences  
or STAT 240-3 Basic Statistics  
POLS 200-3 Canadian Government and Politics  
POLS 202-3 Canada in Comparative Perspective  
POLS 230-3 International Relations  
POLS 270-3 Political Philosophy: Antiquity to Early Modernity

~~Six~~ Nine credit hours of History at the 100 or 200 level.

*Upper-Division Requirement*

**HIST 300-3** Historiography: The Nature of the Historical Discipline  
**POLS 303-3** Democracy and Democratization  
**POLS 320-3** Canadian Politics and Policy  
**POLS 370-3** Political Philosophy: Early Modernity to Post-Modernity

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

*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).

### **Joint Major in History/Women's Studies**

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

Program Requirements

*Lower-Division Requirement*

**HIST 190-3** World History to 1550  
**HIST 191-3** World History since 1550  
**HIST 200-3** ~~Historical Methodology: An Introduction to the Work of the Historian~~  
**WMST 100-3** Introduction to Women's Studies

~~Three~~ Six additional credit hours of History at the 100 or 200 level.

Six additional credit hours of Women's Studies at the 100 or 200 level.

*Upper-Division Requirement*

**WMST 302-3** Women and the Contemporary World  
**WMST 307-3** Qualitative Research Methods  
**HIST 300-3** Historiography: The Nature of the Historical Discipline  
**HIST 309-3** Women in Canada  
**WMST 311-3/**  
**HIST 311-3** History of Feminism  
**WMST 312-3/**  
**HIST 312-3** An Introduction to the History of Gender  
**HIST 453 (3-6)** Topics in History of Gender  
**HIST 454 (3-6)** Topics in Women's History

Nine additional credit hours of History at the 300 or 400 level.

*Additional Requirement*

Twelve additional credit hours selected from the following:

**WMST 303-3** Lesbian and Bisexual Lives  
**WMST 309-3** Gender and Film  
**WMST 306-3/**  
**FNST 306-3** Indigenous Women: Perspectives  
**WMST 411-3** Contemporary Feminist Theories  
**WMST 413-(3-6)/**  
**FNST 413-(3-6)** Topics in Aboriginal Women's Studies

**WMST 420-3/**  
**ENGL 410-3** Contemporary Women's Literature  
**WMST 498 (3-6)** Selected Topics  
**ANTH401-3** Anthropological Perspectives on Inequality  
**ANTH406-3** Feminist Perspectives in Anthropology  
**ECON 301-3** Women and the Economy  
**ENVS 309-3** Gender and Environment  
**FNST 407-3** Race, Class, Gender, Power  
**INTS 308-3** Gender and International Studies  
**NURS 412-3** Women and Health  
**SOCW 433-3** Women in the Human Services  
**SOCW 449-3** Gender and Sexuality

*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).**

**Minor in History**

The minor in History provides students with an understanding of how to evaluate historical sources and historical writings and with specialized knowledge of historical processes in fields of the student's choosing.

The minor in History requires students to take at least 24 credit hours of History, 18 of which must be upper-division. A maximum of two courses (6 credit hours) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in History.

Program Requirements

**HIST 190-3** World History to 1550  
**HIST 191-3** World History since 1550  
~~**HIST 200-3** Historical Methodology: An Introduction to the Work of the Historian~~  
**HIST 300-3** Historiography: The Nature of the Historical Discipline

**Three additional credit hours of History at the 100 or 200 level.**

**Twelve additional credit hours of 300- or 400-level History courses.**

[ PAGE 241-242 ]

**HIST 440-(3-6) Internship in History**

This is an academic course delivered in relevant workplaces (museums, archives, etc.). Students are supervised in a manner that enables them to integrate their academic skills with practical application. This course may be repeated once for a total of 6 credit hours.

**Prerequisites:** ~~HIST 200-3~~. History interns must be History majors who have completed 60 credit hours. Permission of the Chair of History is required for registration.

**HIST 441-3 Internship in Legal Studies**

This is an academic work study course delivered in relevant workplace settings where students experience the work environment in an assortment of law and legal services occupations. Permission of the Chair is required for registration.

**Prerequisites:** ~~HIST 200-3~~ and HIST 257-3 or POLS 257-3 and HIST 258-3 or POLS 258-3



### **HIST 453-3 Topics in the History of Gender**

This course studies the gendered experience of men and women in various contexts. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200-3 and HIST 300-3, or permission of the instructor

### **HIST 454-3 Topics in Women's History**

This course examines the diversity of women's experience in various contexts. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200-3 and HIST 300-3, or permission of the instructor

### **HIST 456-3 Topics in Cultural Encounters**

Students examine cross-cultural relations in different parts of the world. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200 and HIST 300-3, or permission of the instructor

### **HIST 458-3 Topics in Law, Order, and Society**

This course explores the historical interrelationships of law, authority, and social ordering in several geographic contexts. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200-3 and HIST 300-3, or permission of the instructor

### **HIST 492-3 Topics in Cultural History**

This course examines various themes in the history of culture. Topics might include major developments in the history of culture such as the Renaissance or Modernism and the ways in which major historical events such as the Reformation or the First World War have reshaped culture or particular cultural movements such as classicism of 1960s counter-culture. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200-3 and HIST 300-3, or permission of the instructor

### **HIST 493-3 Topics in Social History**

This course examines various themes in social history. Topics might include major social changes such as the Industrial Revolution or Canadian urbanization and the social origins of major historical events such as the Reformation or the Russian Revolution or particular social movements such as socialism or utopianism. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200-3 and HIST 300-3, or permission of the instructor

### **HIST 494-3 Topics in Aboriginal History**

In seminars and intensive primary and secondary research, students examine particular aspects of aboriginal history in Canada. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200-3 and HIST 300-3, or permission of the instructor

### **HIST 498-3 Topics in International History**

Students examine particular aspects of international history as selected by the instructor. With permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 200-3 and HIST 300-3, or permission of the instructor

### **HIST 499-3 Independent Study**

Offered by special arrangement between student and instructor, this course enables students to read in-depth in an area of history not normally covered in established courses. With the permission of the Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

*Prerequisites:* HIST 190-3, HIST 191-3, HIST 200-3 and HIST 300-3, or permission of the instructor

### **HIST 500-3 Honours Historiography: Contemporary Theories and Methods**

This course traces the development of modern historical thought.

*Prerequisites:* HIST 200-3, HIST 300-3 and admission to the History Honours Program or permission of the instructor

**HIST 501-3 Honours Directed Readings**  
This course consists of specialized readings developed in consultation with, and supervised by, a faculty member in the History Department.

*Prerequisites:* HIST 200-3 and a Admission to the History Honours Program

### **HIST 505-6 Honours Thesis**

The Honours Thesis consists of a specialized research project developed in consultation with, and supervised by, a faculty member in the History Department. Credit is based on the presentation of research results in a formal paper of 7,500 to 10,000 words, and defended in an oral examination (the examining committee to consist of the supervisor and a minimum of three additional History Faculty members).

*Prerequisites:* HIST 500-3, HIST 501-3, and maintenance of a minimum GPA of 3.33

*Precluded:* HIST 502-3 and HIST 503-3

### **HIST 545-3 Historical Methods and Approaches**

Historical methods and research techniques are examined in this seminar. Students learn about research design and prepare thesis proposals.

*Prerequisites:* HIST 200-3 and a Admission to the History Honours Program

#### **S-202104.21**

#### **Change(s) to Calendar – Removal of IASK**

Haslett

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the calendar entry for Integrated Analytical Skills & Knowledge Program (IASK), on pages 46, 147, and 242 of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED

[Delete entire entry]

#### **S-202104.22**

#### **Change(s) to Course Description – BIOL 350**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description for BIOL 350-3, Ethnobotany, on page 190 (in the [print](#) or PDF calendar accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: January 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

**BIOL 350-3 Ethnobotany** ~~Native uses of indigenous plants.~~ This course incorporates empirical knowledge and experiential learning to study both traditional and modern uses of plants by humans. This exploration includes the use of plants for food, medicine, textiles, and technology around the world.

*Prerequisites:* None

Motions S-202104.23 to .24 were moved as an omnibus motion.

### **S-202104.23**

#### **Change(s) to Degree Requirements – BPI Program**

Gehloff

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the School of Environmental Planning (BPI Program) degree requirements, on pages 106-110 (in the PDF calendar available at <https://www.unbc.ca/calendar/academic-calendar>) of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

## *School of Environmental Planning (BPI)*

Mark Groulx, Assistant Professor

Darwin Horning, Assistant Professor

Daniela Fisher, Adjunct Professor

Theresa Healy, Adjunct Professor

Richard Krehbiel, Adjunct Professor

Angel Ransom, Adjunct Professor

Finlay Sinclair, Adjunct Professor

Andrew Young, Adjunct Professor

Website: [www.unbc.ca/environmental-planning](http://www.unbc.ca/environmental-planning)

The degree provides a broad education in environmental planning. The focus is on understanding the relationship between people and the environment, reducing the environmental impact of human activities, and responding and adapting to environmental change.

The study of planning examines public processes that improve the quality of decisions affecting the environment. Responsible planning integrates various private and public interests and identifies viable, workable options. Planners play a vital role in decision-making processes concerning the future of human settlements, resource management, environmental protection, human health and well-being, economic development, and many other areas. Ultimately, the work of planners becomes part of, or a catalyst to, public policy.

To achieve its purposes, Environmental Planning offers a comprehensive program of courses, such as environmental assessment, ecological design, economic development, First Nations planning, land use planning, and sustainable communities. Each course provides a creative and challenging learning environment for students to tackle today's most contentious issues such as sustainability, climate change, biodiversity, environmental stewardship, and urban sprawl. Environmental Planning offers unique perspectives on a rapidly evolving field of study and solutions for an increasingly complex world.

Environmental Planning is dedicated to upholding professional standards of practice and is accredited by the Professional Standards Board (PSB) which is recognized by the Canadian Institute of Planners (CIP) and the Planning Institute of British Columbia (PIBC).

Accreditation is a system for promoting national standards of education in planning and for recognizing educational institutions for a level of performance, integrity, and quality.

Accreditation benefits students in Environmental Planning in three ways:

- Current students can apply for Student Membership in PIBC;
- Graduates are eligible for Full Membership in PIBC and CIP after two years of professional planning experience; and

- Employers in the planning field look for students graduating from an accredited planning program, thus significantly improving graduates' job prospects.

Three majors are available to students completing the Bachelor of Planning:

- Northern and Rural Community Planning;
- First Nations Planning;
- Natural Resources Planning.

Planning students complete a set of program requirements totaling 72 credit hours in addition to completing the specialized course requirements for each major.

## Program Requirements for all Majors in Planning

### Lower-Division General Environmental Planning Requirement

#### 100 Level

ECON 100-3 Microeconomics

ENPL 104-3 Introduction to Planning

One of the following:

ENGL 170-3 Writing and Communication Skills

NRES 100-3 Communications in Natural Resources and Environmental Studies

POLS 290-3 Research and Writing for Political Science

~~NRES 100-3 Communications in Natural Resources and Environmental Studies~~

#### 200 Level

ENPL 204-3 Principles and Practices of Planning

ENPL 205-3 Environment and Society

ENPL 206-3 Planning Analysis and Techniques

ENPL 207-3 Introduction to Computer Aided Design

or GEOG 205-3 Cartography and Geomatics

ENPL 208-3 First Nations Community and Environmental Planning

GEOG 204-3 Introduction to GIS

GEOG 210-3 Introduction to Earth Science

POLS 200-3 Canadian Government and Politics

One of the following:

ECON 205-3 Statistics for Business and the Social Sciences

STAT 240-3 Basic Statistics

STAT 371-3 Probability and Statistics for Scientists and Engineers

### Upper-Division General Environmental Planning Requirement

#### 300 Level

ENPL 301-3 Sustainable Communities: Structure and Sociology  
ENPL 303-3 Spatial Planning with Geographical Information Systems  
ENPL 304-3 Mediation, Negotiation and Public Participation  
ENPL 305-3 Environmental Impact Assessment  
ENPL 313-3 Rural Community Economic Development  
ENPL 318-3 Professional Planning Practice  
ENPL 319-3 Social Research Methods

#### 400 Level

ENPL 401-3 Environmental Law  
ENPL 410-3 Land Use Planning  
ENPL 411-3 Planning Theory, Process and Implementation  
ENPL 415-3 Ecological Design  
ENVS 414-3 Environmental and Professional Ethics

### Major Requirements

Students must choose to specialize in one major. All course requirements in the major must be completed.

## Major in Northern and Rural Community Planning

The focus of this major is to promote an understanding of the complexity and diversity of environmental problems, to develop an appreciation of community change processes, and to provide planners with knowledge which will improve the quality of the built environment and reduce the impact of human activities on the natural world. The unique planning requirements of smaller communities and rural regions demand a grounding in both physical and social science methods and an understanding of the relationship between northern communities and surrounding rural resource regions. Environmental planning necessitates strategic thought and action combined with knowledge grounded in professional practice. The Northern Rural and Community Planning major combines concepts such as bioregionalism, sustainability and landscape design within the context of physical land-use planning, social planning and community economic development.

Northern and Rural Community Planning is the application of environmental planning principles and practices to the often unique social, economic and ecological issues confronting northern and circumpolar communities in Canada and elsewhere in the northern hemisphere. Successfully addressing these issues requires an appreciation of how and why communities change, an understanding of relationships between northern communities and surrounding rural resource regions and of the place and function of northern communities and rural regions in the global environment, and a grounding in both physical and social science methods of research and analysis.

Students must ensure that all prerequisites are fulfilled prior to registering in any courses.

Program requirement for all majors in planning: 72 credit hours

Major requirement: 15 credit hours

Major elective requirement: 18 credit hours

General elective requirement: elective credit hours as necessary to ensure the completion of 120 credit hours.

The minimum requirement for a Bachelor of Planning with a major in Northern and Rural Community Planning is 120 credit hours.

### Major Requirements

#### Lower-Division Requirements

BIOL 110-3 Introductory Ecology  
ENVS 101-3 Introduction to Environmental Citizenship  
or GEOG 206-3 Social Geography

Three of the following:

ANTH 213-3 Peoples and Cultures  
ENVS 306-3 Human Ecology (regional campus only)  
FNST 100-3 The Aboriginal Peoples of Canada  
GEOG 101-3 Planet Earth  
GEOG 200-3 British Columbia: People and Places  
GEOG 202-3 Resources, Economies, and Sustainability  
GEOG 206-3 Social Geography  
INTS 100-3 Introduction to Global Studies  
MATH 115-3 Precalculus  
ORTM 206-3 Recreation and Leisure Programming  
POLS 100-3 Contemporary Political Issues  
SOCW 201-3 Introduction to Social Welfare

#### Upper-Division Requirements

POLS 350-3 Law and Municipal Government

One of the following:

NREM 306-3 Society, Policy and Administration  
POLS 316-3 Municipal Government and Politics

POLS 320-3 Canadian Politics and Policy

One of the following:

GEOG 424-3 Northern Communities

POLS 415-3 Comparative Northern Development

POLS 434-3 Resource Communities in Transition

Three of the following, minimum 9 credit hours:

ANTH 413-(3-6) Environmental Anthropology

ECON 411-3 Cost Benefit Analysis

ENPL 333-3 Field School in Planning

ENPL 430-6 Undergraduate Thesis

ENPL 431-3 Professional Report

ENPL 440-(2-6) Internship

ENSC 302-3 Low Carbon Energy Development

ENSC 404-3 Waste Management

~~ENSC 302-3 Low Carbon Energy Development~~

FNST 350-3 Law and Indigenous Peoples

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

GEOG 403-3 First Nations and Indigenous Geographies

GEOG 424-3 Northern Communities

NREM 306-3 Society, Policy and Administration

POLS 302-3 How Government Works

POLS 316-3 Municipal Government and Politics

POLS 320-3 Canadian Politics and Policy

POLS 332-3 Community Development

POLS 351-3 Local Services and Public Policy

POLS 360-3 Local Government Finance

POLS 415-3 Comparative Northern Development

POLS 434-3 Resource Communities in Transition

SOCW 320-3 Critical Social Policy

Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Students are encouraged to use the general electives to take a minor offered in Geography and Political Science, First Nations Studies, or other fields associated with community development.

## Major in First Nations Planning

First Nation communities have significant and growing demands for qualified planners. The opportunities for skilled planners increase as many First Nations move to define land claims in Canada, potentially giving First Nations significant responsibilities for land and community planning. However, planning by and with First Nations requires specific skills and abilities in the planners, whether or not they themselves are First Nation.

For most First Nations communities few distinctions are made between ecological/environmental planning and planning for social and cultural needs which are developed from within, and are grounded in, the ecosystem. First Nations planning must necessarily integrate all of these domains. First Nations wish to remain grounded in tradition and seek to move into the future through sound community economic development and skilled land management. Most face significant community development needs, including infrastructure development, housing and health planning. Students need not only a sound grasp of planning principles, but also an understanding of the protocols, history, social structure and ecology of Canadian First Nations. Cross-cultural translation skills, community participation techniques and a solid grounding in ethics are required.

Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Program requirement for all majors in planning: 72 credit hours

Major requirement: 19 credit hours

Major elective requirement: 18 credit hours

General elective requirement: Elective credit hours as necessary to ensure the completion of 120 credit hours.

The minimum requirement for a Bachelor of Planning with a major in First Nations Planning is 120 credit hours.

### Lower-Division Requirements

BIOL 110-3 Introductory Ecology

FNST 100-3 The Aboriginal Peoples of Canada

FNST 131-3 A First Nations Language: Level 1

Three of the following:

ANTH 213-3 Peoples and Cultures

ENVS 101-3 Introduction into Environmental Citizenship

FNST 161-3 A First Nations Culture: Level 1

FNST 200-3 Perspectives in First Nations Studies

FNST 203-3 Introduction to Traditional Ecological Knowledge  
HHSC 102-3 Introduction to Health Sciences II: Rural and Aboriginal Issues  
MATH 115-3 Precalculus  
NREM 210-4 Integrated Resource Management

### Upper-Division Requirements

ENPL 409-4 Advanced First Nations Community and Environmental Planning  
FNST 304-3 Indigenous Environmental Philosophy  
FNST 350-3 Law and Indigenous Peoples

Three of the following:

BIOL 350-3 Ethnobotany  
ENPL 333-3 Field School in Planning  
ENPL 430-6 Undergraduate Thesis  
ENPL 431-3 Professional Report  
ENPL 440-(2-6) Internship  
FNST 303-3 First Nations Religion and Philosophy  
FNST 305-3 Seminar in First Nations Studies  
FNST 407-3 First Nations Perspectives on Race, Class, Gender and Power  
GEOG 403-3 First Nations and Indigenous Geographies  
NREM 303-3 Aboriginal Perspectives on Land and Resource Management  
~~ORTM 306-3 Indigenous Tourism and Recreation~~  
ORTM 307-3 Land Relations and Communities in Recreation and Tourism  
POLS 350-3 Law and Municipal Government  
SOCW 455-3 Indigenous Governance and Social Policy  
SOCW 457-3 Individual and Community Wellness for Indigenous Peoples

Of the above lower- and upper-division course requirements, students must select a minimum of three FNST courses (9 credit hours). Students must ensure that all prerequisites are fulfilled prior to registering in any courses. Students are encouraged to use the general electives to take a minor offered in First Nations Studies or other courses associated with aboriginal and First Nations issues.

## Major in Natural Resources Planning

The major in Natural Resources Planning is designed to provide students with an understanding of the complexities of including the natural and cultural environment in planning decision-making. The major is intended to address both project-level and large-scale environmental planning issues that occur in developments that impact the natural environment.

The objective of this major is to familiarize students with planning and decision-making in a variety of sectors that include provincial land use planning, environmental assessment, watershed planning and integrated resource and environmental management. These areas of planning are characterised by complex and intricate questions about how to use our natural resources and who should decide. The multidimensional aspects of environmental management include natural and cultural complexity, different desired futures, value differences, assessment and monitoring tools, and integration methods. This major emphasizes an understanding of planning in both the substantive realm (natural and social sciences) and the procedural realm (the process of including people in the decision-making process).

Students enrolled in the Natural Resources Planning major must successfully complete 120 credit hours. Students interested in working with biological and environmental aspects of natural resource planning should take BIOL 103/BIOL 123 and BIOL 104/124 as elective courses and BIOL 201 as the ecology elective to satisfy prerequisites for many of the other biological and environmental courses. Those students interested in the environmental sciences should take first- and second-year Chemistry courses as part of the general electives. Students interested in integrated natural resource planning should take BIOL 104/124 and a mix of courses in areas of Political Science, First Nations (FNST or ENPL), Environment Sciences (ENSC), Geography and Outdoor Recreation and Tourism Management, and International Studies and Economics.

Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Program requirement for all majors in planning: 72 credit hours

Major requirement: 17 credit hours

General elective requirement: Elective credit hours as necessary to ensure the completion of 120 credit hours.

The minimum requirement for a Bachelor of Planning with a major in Natural Resource Planning is 120 credit hours.

### Lower-Division Requirements

BIOL 110-3 Introductory Ecology  
or BIOL 201-3 Ecology  
GEOG 205 3 Cartography and Geomatics  
NREM 210-4 Integrated Resource Management

Three of the following, minimum 9 credit hours:

BIOL 103-3 Introductory Biology I  
and BIOL 123-1 Introductory Biology I Laboratory

BIOL 104-3 Introductory Biology II  
 and BIOL 124-1 Introductory Biology II Laboratory  
 ENSC 201-3 Weather and Climate  
 ENSC 202-3 Introduction to Aquatic Systems  
 FNST 100-3 The Aboriginal Peoples of Canada  
 FNST 203-3 Introduction to Traditional Ecological Knowledge  
 FSTY 205-3 Introduction to Soil Science  
 INTS 100-3 Introduction to Global Studies  
 MATH 115-3 Precalculus  
 NREM 101-3 Introduction to Natural Resources Management and Conservation  
 NREM 203-3 Resource Inventories and Measurements  
 NREM 204-3 Introduction to Wildlife & Fisheries  
 ORTM 200-3 Sustainable Recreation and Tourism

### Upper-Division Requirements

NREM 400-4 Natural Resources Planning  
 NREM 410-3 Watershed Management

Three of the following, minimum 9 credit hours:

BIOL 302-3 Limnology  
 BIOL 411-3 Conservation Biology  
 ECON 305-3 Environmental Economics and Environmental Policy  
 ECON 331-3 Forestry Economics  
 ECON 411-3 Cost Benefit Analysis  
ENPL 333-3 Field School in Planning  
 ENPL 409-4 Advanced First Nations Community and Environmental Planning  
 ENPL 430-6 Undergraduate Thesis  
 ENPL 431-3 Professional Report  
 ENPL 440-(2-6) Internship  
 ENSC 302-3 Low Carbon Energy Development  
 ENSC 308-3 Northern Contaminated Environments  
 ENSC 312-3 Biometeorology  
 ENSC 404-3 Waste Management  
 ENSC 412-3 Air Pollution  
 ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement  
 FNST 451-3 Traditional Use Studies  
 GEOG 401-3 Tenure, Conflict and Resource Geography  
 INTS 307-3 Global Resources  
 NREM 413-3 Agroforestry  
 ORTM 300-3 Recreation and Tourism Impacts  
 ORTM 305-3 Protected Area Planning and Management  
~~ORTM 407-3 Recreation, Tourism, Communities~~  
 POLS 344-3 Society, Policy and Administration of Natural Resources  
 or NREM 306-3 Society, Policy and Administration  
 POLS 350-3 Law and Municipal Government

Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Students are encouraged to use the general electives to take a minor offered in areas of Geography, Political Science, First Nations Studies, or other fields associated with community development.

### **S-202104.24**

#### **New Course Approval – ENPL 333**

Gehloff

That on the recommendation of the Senate Committee on Academic Affairs, the new course ENPL 333-3 Field School in Planning be approved as follows.

Effective Date: January 2022

CARRIED

This field-based course provides students with a practical understanding of principles of planning in applied settings. Engagement with community members and professionals working in the field allows students to explore relevant and contemporary issues including determining a public interest. The course involves preparatory work during the regular semester, and an intensive field experience after the end of the semester.



**Prerequisites (taken prior):** 60 credit hours or permission of instructor

**S-202104.25**

**Change(s) to Program Description and Requirements– Joint ANTH and GEOG**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the description and requirements for the Joint Major in Anthropology and Geography (BA), on page 56 of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

## Joint Major in Anthropology and Geography (BA)

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

### Program Requirements

#### Recommendation

ANTH 102-3 Anthropology: A World of Discovery

Students wishing to pursue graduate degrees in Anthropology or Geography are encouraged to take additional anthropology or geography courses up to 90 credit hours.

#### Lower-Division Requirement

GEOG 101-3 Planet Earth

ANTH 200-3 Biological Anthropology

ANTH 205-3 Introduction to Archaeology

ANTH 213-3 Peoples and Cultures

ECON 205-3 Statistics for Business and the Social Sciences

or STAT 240-3 Basic Statistics

Four of the following:

GEOG 200-3 British Columbia: People and Places

GEOG 202-3 Resources, Economies, and Sustainability

GEOG 203-3 Canada: Places, Cultures, and Identities

GEOG 204-3 Introduction to GIS for the Social Sciences

GEOG 206-3 Social Geography

GEOG 209-3 Migration and Development

GEOG 220-3 World Regions: Latin America and the Caribbean

GEOG 222-3 World Regions: Russia

#### Upper-Division Requirement

ANTH 460-3 Anthropology Capstone

One of the following:

ANTH 300-3 Methods in Social Anthropology

ANTH 301-3 Archaeological Lab Methods

ANTH 310-3 Applied Anthropology  
ANTH 312-3 Human Adaptability

One of the following:

ANTH 315-3 Anthropological Theory  
ANTH 325-3 Archaeological Theory

Three Upper-Division Anthropological courses (9 credit hours) excluding ANTH 499: Independent Study

Six of the following:

GEOG 301-3 Cultural Geography  
GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making  
GEOG 306-3 Critical Development Geographies  
GEOG 307-3 Changing Arctic: Human and Environmental Systems  
GEOG 308-3 Health Geography  
GEOG 401-3 Tenure, Conflict, and Resource Geography  
GEOG 403-3 First Nations and Indigenous Geographies  
GEOG 416-3 Mountains  
GEOG 420-3 Environmental Justice

21 additional credit hours of upper-division courses in any subject.

## Elective and Academic Breadth

Elective course hours as necessary 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).

### **S-202104.26**

#### **Change(s) to Program Requirements – BA GEOG**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the BA Geography, on pages 130-131 (in the PDF accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

## **Geography Program (BA)**

### **Major in Geography**

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

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

### **Program Requirements**

## **Lower-Division Requirement**

### **100 Level**

GEOG 101-3 Planet Earth

GEOG 102-3 Earth from Above

### **200 Level**

GEOG 200-3 British Columbia: People and Places

GEOG 203-3 Canada: Places, Cultures and Identities

GEOG 204-3 Introduction to GIS

GEOG 210-3 Introduction to Earth Science

STAT 240-3 Basic Statistics

or ECON 205-3 Statistics for Business and the Social Sciences

Four of the following:

GEOG 202-3 Resources, Economies and Sustainability

GEOG 205-3 Cartography and Geomatics

GEOG 206-3 Social Geography

GEOG 209-3 Migration and Development

GEOG 211-3 Natural Hazards: Human and Environmental Dimensions

GEOG 220-3 World Regions: Latin America and the Caribbean

GEOG 222-3 World Regions: Russia

GEOG 298-3 Special Topics

## **Upper-Division Requirement**

### **300 Level**

ENPL 319-3 Social Research Methods

or GEOG 324-3 Community-Based Research

Five of the following:

GEOG 300-3 Intermediate GIS

GEOG 301-3 Cultural Geography

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

GEOG 306-3 Critical Development Geographies

GEOG 307-3 Changing Arctic: Human and Environmental Systems

GEOG 308-3 Health Geography

GEOG 333-3 Geography Field School

### **400 Level**

COMM 332-3 Business and Professional Ethics

or ENVS 414-3 Environmental and Professional Ethics

or POLS 317-3 Moral Philosophy

Five of the following:

GEOG 357-3 Introduction to Remote Sensing

GEOG 401-3 Tenure, Conflict, and Resource Geography

GEOG 403-3 First Nations and Indigenous Geographies

GEOG 413-3 Advanced GIS  
GEOG 416-3 Mountains  
GEOG 420-3 Environmental Justice  
GEOG 424-3 Northern Communities  
GEOG 426-3 Geographies of Culture, Rights and Power  
GEOG 498-(1-3) Special Topics  
GEOG 499-(3-6) Independent Studies

### **Elective and Academic Breadth**

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

#### **S-202104.27**

#### **Change(s) to Program Requirements – Joint Major GEOG and POLS**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change to the program requirements for the Joint Major in Geography and Political Science, on pages 131 (in the PDF accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

### **Joint Major in Geography and Political Science**

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

### **Program Requirements**

#### **Lower-Division Requirement**

GEOG 101-3 Planet Earth  
or GEOG 102-3 Earth from Above  
POLS 100-3 Contemporary Political Issues  
POLS 200-3 Canadian Government and Politics  
POLS 202-3 Canada in Comparative Perspective  
POLS 230-3 International Relations  
POLS 270-3 Political Philosophy: Antiquity to Early Modernity

Four of the following:

GEOG 200-3 British Columbia: People and Places  
GEOG 202-3 Resources, Economies, and Sustainability  
GEOG 203-3 Canada: Places, Cultures and Identities  
GEOG 204-3 Introduction to GIS  
GEOG 206-3 Social Geography  
GEOG 209-3 Migration and Development  
GEOG 211-3 Natural Hazards: Human and Environmental Dimensions

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

### **Upper-Division Requirement**

POLS 303-3 Democracy and Democratization  
POLS 320-3 Canadian Politics and Policy  
POLS 370-3 Political Philosophy: Early Modernity to Post-Modernity

Four of the following:

GEOG 301-3 Cultural Geography  
GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making  
GEOG 306-3 Critical Development Geographies  
GEOG 307-3 Changing Arctic: Human and Environmental Systems  
GEOG 308-3 Health Geography  
GEOG 324-3 Community-Based Research  
GEOG 333-3 Geography Field School

Three of the following:

GEOG 401-3 Tenure, Conflict, and Resource Geography  
GEOG 403-3 First Nations and Indigenous Geographies  
GEOG 416-3 Mountains  
GEOG 420-3 Environmental Justice  
GEOG 424-3 Northern Communities  
GEOG 426-3 Geographies of Culture, Rights and Power

Three additional credit hours of POLS courses at the 300 level.

Nine additional credit hours of POLS courses at the 400 level.

### **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).

#### **S-202104.28**

#### **Change(s) to Program Requirements – Minor Human Geography**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change to the program requirements for the Minor in Human Geography, on pages 136-137 (in the PDF accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

### **Minor in Human Geography**

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

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

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

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

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

## Requirements

Two of the following:

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

Three of the following:

- GEOG 301-3 Cultural Geography
- GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making
- GEOG 306-3 Critical Development Geographies
- GEOG 307-3 Changing Arctic: Human and Environmental Systems
- GEOG 308-3 Health Geography
- GEOG 324-3 Community-Based Research
- GEOG 333-3 Geography Field School

One of the following:

- GEOG 401-3 Tenure, Conflict, and Resource Geography
- GEOG 403-3 First Nations and Indigenous Geographies
- GEOG 416-3 Mountains
- GEOG 420-3 Environmental Justice
- GEOG 424-3 Northern Communities
- GEOG 426-3 Geographies of Culture, Rights and Power

**S-202104.29**

**Change(s) to Course Description – IENG 611**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description for IENG 611-3 Introduction to Wood as a Building Material, on page 111 of the 2020/21 Graduate Calendar be approved as proposed.

Effective Date: April 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

**IENG 611-3 Introduction to Wood as a Building Material**

~~This course provides an overview of wood as a construction material and the recent history of wood and timber construction and examines the mechanical properties of wood. It covers a variety of traditional and modern applications including recent product developments by exploring the design and construction of iconic wood structures. Field trip(s) are required.~~

This course provides an overview of using wood as a building material. The course first examines the macro- and microscopic structures of wood, chemical compositions, physical and mechanical properties, and then covers a variety of structural wood-based products by exploring the manufacturing process, characteristics, mechanical properties and application in modern wood structures. The course also briefly introduces wood technologies related to the use of wood in building, fire properties and durability of wood.

**S-202104.30**

**Change(s) to Course Pre-Requisites – IENG 613**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the pre-requisites for IENG 613-3 Wood Design I, on page 111 of the 2020/21 Graduate Calendar be approved as proposed.

Effective Date: April 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

**IENG 613-3 Wood Design I**

This course focuses on the design of timber structural elements and connections. Topics include the behaviour and design of bending, tension and compression members made of solid timber or glue-laminated timber and the complete suite of contemporary connectors and connector systems. Students design and analyze various structural components and design, build, test and analyze a connection assembly.

~~Prerequisites: IENG 611-3, or by permission of the Program Chair~~

**S-202104.31**

**Change(s) to Course Pre-Requisites – IENG 614**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the pre-requisites for IENG 614-3 Building Science I, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

Effective Date: April 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

## IENG 614-3 Building Science I

This course focuses on the fundamentals of acoustic design and sound separation. It also addresses absorbing and reducing the transfer of sound in wooden or composite buildings and mitigating other sources of vibration. The basics of fire dynamics, the principles of fire protection, and the behavior of wood buildings during fire are explored. Light and electromagnetic fields in buildings are also studied. ~~Prerequisites: IENG 611-3, or by permission of the Program Chair~~

### **S-202104.32**

#### **Change(s) to Course Pre-Requisites – IENG 719**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the pre-requisites and course description for IENG 719-3 Special Topics I, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

Effective Date: April 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

## IENG 719-3 Special Topics I

~~This course focuses on recent developments in the Canadian and/or international wood construction industry. Topics vary and explore recent trends, methods or new products and approaches in the industry. Field trips are required. This course focuses on industry-specific topics, including Computer-Aided Design (CAD) and Computer-Aided Manufacturing (CAM), with a strong emphasis on their role in Building Information Modeling (BIM) as they relate to wood engineering. New emerging trends of parametric design are also explored and further investigated for their role in state-of-the-art mass-timber projects. The roles interoperability and data exchange and sharing have for the industry are discussed within the BIM context.~~

~~Prerequisites: IENG 611-3, or by permission of the Program Chair~~

### **S-202104.33**

#### **Change(s) to Course Pre-Requisites – IENG 724**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the pre-requisites for IENG 724-3 Building Science II, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

Effective Date: April 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

## IENG 724-3 Building Science II



This course addresses the fundamentals in ~~building envelopes of building physics of~~ building physics in building envelopes, thermal performance including thermal bridges, and hydrodynamic processes. Students examine airtightness and convection-based influences along with durability of building envelopes. The principles and details of energy-efficient design, specifically ~~on~~ for wood buildings, are applied.

~~Prerequisites: IENG 614-3, or by permission of the Program Chair~~

**S-202104.34**

**Change(s) to Course Pre-Requisites and Course Description – IENG 727**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the pre-requisites and course description for IENG 727-3 Wood Processing, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

Effective Date: April 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

IENG 727-3 Wood Processing

~~This course introduces students to state-of-the-art fabrication technology such as CNC machines and industrial robots including tooling options. Students learn the basics of plant layout, conduct a feasibility study and create plant layouts which could be used to manufacture a structure to the highest standards and efficiency. This course introduces students to prefabrication. Topics cover state-of-the-art fabrication technology including CNC-machines and industrial robots, tooling options, material handling, and process flow. Students learn the basics of Design for Manufacture and Assemble (DfMA) including machine interfacing, machining strategies, and how design decisions influence the ability to assemble and manufacture a structure to the highest standards and efficiency.~~

~~Prerequisites: IENG 611-3 and IENG 615-3, or permission by the Program Chair~~

**S-202104.35**

**Change(s) to Course Pre-Requisites – IENG 729**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the pre-requisites for IENG 729-3 Special Topics II, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

Effective Date: April 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

IENG 729-3 Special Topics II

This course introduces structural systems and their applications in wood structures. Analyses of structural systems for a range of static and dynamic loadings are presented. Code provisions relevant to practical applications are discussed.

~~Prerequisites: IENG 611-3, or by permission of the Program Chair~~

**S-202104.36**

**Change(s) to Course Description and Pre-Requisites – IENG 738**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description and pre-requisites for IENG 738-3 Analysis, on page 112 of the 2020/21 Graduate Calendar be approved as proposed.

Effective Date: April 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

## IENG 738-3 Analysis

~~In this course, students learn the analysis of one or more aspects of wood or hybrid structures including the following: structural design; specific modern wood based, composite or hybrid materials; envelope design; building science; and sustainable design. The analysis focuses on environmental impact and energy efficiency. Students present the results of this analysis in the form of a case study. Prerequisites: IENG 611-3, or by permission of the Program Chair~~

This course first reviews the basics of matrix structure analysis including bar, 2D truss, beam, and 2D frame elements, and then introduces the fundamental concepts of finite element analysis (FEA) including domain discretization, element types, system matrix assembly, and numerical solution techniques. Application of FEA to conduct structural analysis is covered using commercial software, including both static and dynamic analysis. Case studies focus on wood structures. Computational design and digital fabrication are introduced through guest lectures and additional materials.

Prerequisites: IENG 613-3, or by permission of the Program Chair

### **S-202104.37**

#### **Change(s) to Program Requirements – Integrated Wood Design**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the Integrated Wood Design program requirements of the 2021 graduate calendar, be approved as proposed.

Effective Date: March 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

#### Requirements

IENG 611-3 Introduction to Wood as a Building Material

~~IENG 612-3~~ Project Design 1

IENG 613-3 Wood Design 1

IENG 614-3 Building Science 1

~~IENG 615-3~~ Wood Science

IENG 626-3 Sustainable Design 1

IENG 719-3 Special Topics 1

IENG 723-3 Wood Design 2

IENG 724-3 Building Science 2

IENG 727-3 Wood Processing

IENG 729-3 Special Topics 2

IENG 731-9 Project Design 3

IENG 738-3 Analysis  
~~IENG 739-3 Special Topics 3~~

**S-202104.38**

**Change(s) to Course Preclusions – COMM 354**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to COMM 354: Precluding CPSC 354 for COMM 354, on page 197 (in the print or PDF calendar accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

COMM 354-3 Introduction to Business Intelligence

Business intelligence involves conversion of mass data into effectively communicated information through visual, interactive media that enables evidence-based strategic decision-making. Course topics include: data extract-transform-load (ETL); data quality; master data management (MDM); data warehouse models; conformance; star/snowflake dimensional models; online transaction processing (OLTP); online analytical processing (OLAP); effective data visualization (lead/lag key performance indicators, scorecards, dashboards, reports); governance; success/failure factors; and emerging trends. The students apply the concepts in a term project using leading technologies and business intelligence tools.

Prerequisites: COMM 351-3 or CPSC 324-3 or CPSC 351-3

Precluded: CPSC 354-3

**S-202104.39**

**Change(s) to Elective Requirements – General Business Major**

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to General Business Major elective requirements: Changing the number of majors that General Business Majors can have access to for electives, on page 67 (in the print or PDF calendar accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

Effective Date: September 2021

CARRIED on Consent Agenda

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strike through~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Twelve credit hours selected from ~~any of the other four~~ any Commerce major or from the following (with no more than ~~six~~ 6 credit hours in any one major area):

**S-202104.40**

**Research Space Allocation Policy**

Claassens

That on the recommendation of the Senate Committee on Academic Affairs, the Research Space Allocation Policy be approved as proposed.

Effective Date: July 1, 2021

CARRIED

The Research Space Allocation Procedures were included in the meeting package for information.

The Vice President Research and Innovation thanked the advisory group that contributed to the creation of this policy and spoke to this motion.

Review of space will be done every three years.

This policy is not related to the COVID-19 environment and current spaces will not be re-allocated because of COVID-19 related absences from campus.

### 11.3 Steering Committee of Senate

Payne

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

##### **S-202104.41**

##### **Change(s) to the Senate Handbook**

Constantin

That the Terms of Reference for the Senate Committee on Academic Affairs and subsequently the Senate Handbook be approved.

Effective Date: April 28, 2021

CARRIED

##### **S-202104.42**

##### **Policy on University Policies and Procedures**

Camp

That the Policy on University Policies and Procedures be approved as proposed.

Effective Date: Upon the approval of the Board of Governors

CARRIED

The *Procedures on University Policies and Procedures*, Policy Template, Procedures Template, University Policies and Procedures Development and Review Checklist and the University Policies and Procedures Style Handbook were provided for information in the meeting package.

Senator Deo asked if this is a new policy. It was indicated that this was a new policy. UNBC is currently reviewing all our policies and will be launching a public facing policy website. Senator Deo expressed concern that more time should be provided when approving new policies.

There was discussion surrounding the language of the consultation and how stakeholders are identified. Senator Hanlon suggested that there should be a call out for comment and feedback when policies are being updated and or created to ensure that all stakeholders are being reached as well as targeted communication.

One abstention noted.

### 11.4 Senate Committee on Nominations

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

Regular

##### **S-202104.43**

##### **Recommendation of Senate Committee Members to Senate**

Claassens

That, barring further nominations from the floor of Senate, the following candidates, who have met all eligibility requirements to serve on Senate committees as indicated, be appointed as proposed.

Effective date: April 28, 2021

CARRIED

##### **SENATE COMMITTEE POSITION TO BE FILLED**

(except as otherwise noted, all terms begin immediately)

##### **SENATE COMMITTEE ON NOMINATIONS**

##### **CANDIDATE**

Faculty Senator (03/31/2024)	Vacant
Faculty Senator (03/31/2024)	Vacant
Faculty Senator (03/31/2023)	Vacant

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

Faculty Senator (03/31/2024)	Robert Budde
Faculty Senator (03/31/2024)	Allan Kranz
Faculty Senator (03/31/2024)	Vacant
Faculty Member (03/31/2024)	Pranesh Kumar
Faculty Member (03/31/2024)	Vacant
Faculty Member (03/31/2024)	Vacant

**SENATE COMMITTEE ON ADMISSIONS AND DEGREES**

Faculty Member (03/31/2024)	Karin Beeler
Faculty Member (03/31/2024)	Elie Korkmaz

**SENATE COMMITTEE ON FIRST NATIONS AND ABORIGINAL PEOPLES**

Faculty Member (03/31/2024)	Scott Green
Senator	Allan Kranz

**SENATE COMMITTEE ON HONORARY DEGREES AND OTHER FORMS OF SPECIAL RECOGNITION**

Faculty Senator (03/31/2024)	Vacant
Faculty Senator (03/31/2024)	Vacant

**SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES**

Faculty Member (03/31/2024)	Maik Gehloff
Faculty Member (03/31/2024)	Jianhui Zhou
Faculty Member (03/31/2024)	Neil Hanlon

**SENATE COMMITTEE ON THE UNIVERSITY BUDGET**

Faculty Senator – Professional Program (03/31/2024)	Maik Gehloff
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**SENATE COMMITTEE ON STUDENT APPEALS**

Faculty Senator (03/31/2024)	Tammy Klassen-Ross
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**“For Information” Items:**

**Faculty Senators elected by acclamation to Senate:**

Faculty Member – Faculty of Business and Economics	Karima Fredj	3/31/2024
Faculty Member at Large	Jianhui Zhou	3/31/2024
Faculty Member at Large	Maik Gehloff	3/31/2024

**11.5 Senate Committee on Curriculum and Calendar Annear**

**11.6 Senate Committee on Admissions and Degrees Annear**

<b>11.7 Senate Committee on First Nations and Aboriginal Peoples</b>	<b>Harder</b>
<b>11.8 Senate Committee on Honorary Degrees and Special Forms of Recognition</b>	<b>Payne</b>
<b>11.9 Senate Committee on Scholarships and Bursaries</b>	<b>Annear</b>

**For Information Items:**

**SCSB202011.25.04 (approved)**

**Coastal GasLink Indigenous Community Development Award**

That the revised Terms and Conditions for the Coastal GasLink Indigenous Community Development Award be approved.

Effective Date: 2020-2021 Academic Year

**SCSB20210324.03 (approved)**

**Pacific Blue Cross Health Sciences Award**

That the new Terms and Conditions for the Pacific Blue Cross Health Sciences Award be approved.

Effective Date: 2020-2021 Academic Year

**SCSB20210127.05 (approved)**

**Somani Family Equity, Diversity and Inclusion Scholarship**

That the new Terms and Conditions for the Somani Family Equity, Diversity and Inclusion Scholarship be approved.

Effective Date: 2021-2022 Academic Year

**SCSB20210127.05 (approved)**

**SCSB Annual Report**

That the SCSB 2020-2021 Annual Report be approved.

Effective Date: March 2021

**11.10 Senate Committee on University Budget**

**Deo**

No report.

**12.0 Information**

None.

**13.0 Other Business**

None.

**14.0 S-202104.44**

**Move to the Closed Session**

Gehloff

That the meeting move to Close Session.

CARRIED

The meeting moved to Close Session.

**15.0 S-202104.50**

**Adjournment**

Zogas

That the Senate meeting be adjourned.

The meeting adjourned at 4:42 p.m.