

**SENATE MEETING
OPEN SESSION
MINUTES**

June 23, 2021
3:30 – 5:30 PM
Zoom Only

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

Regrets: A. Aravind, D. Gilchrist, C. Hofsink, A. Mitchell, L. Roldan- Flores (non-voting), M. Wels-Lopez, P. Winwood (non-voting)

The meeting commenced at 3:30p.m.

The Chair reported that the Call for Nominations for Faculty Senators (terms starting April 1, 2021) remains open for the following 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

The Call for Nominations for Student Senators (terms starting September 1, 2021) remains open:

Student Senator – Faculty of Environment	Vacant	8/31/2022
Student Senator – Faculty of Science and Engineering	Vacant	8/31/2022
Graduate Student Senator at Large	Vacant	8/31/2022
Undergraduate Student Senator at Large	Vacant	8/31/2022

No regular Senate meeting scheduled for July and our next regular meeting is scheduled for August 25, 2021.

We are planning on returning to the Senate Chambers for the September 22, 2021.

1.0 Acknowledgement of Territory

The Chair acknowledged that the Senate meeting was on the traditional territory of the Lheidli T'enneh. Other Senate members acknowledged the ancestral and traditional territories of their location.

2.0 **S-202106.01**
Approval of the Agenda

Kazemian

That the agenda for the June 23, 2021 Open Session of Senate be approved as presented.

CARRIED

3.0 **Presentation - Centre for Teaching, Learning and Technology (CTLT)**

Anne Sommerfeld, Interim Director, CTLT and Grant Potter, e-Learning Coordinator, CTLT gave and presentation on the work of the CTLT. The fall of 2021 will see a pilot of concurrent hybrid course delivery.

4.0 **Approval of the Minutes**

S-202106.02
Approval of the Minutes

Claassens

That the Minutes for the May 26, 2021 Open Session of Senate be approved as presented.

CARRIED

5.0 **Business Arising**

None.

6.0 **President's Report**

Payne

The President provided an update on UNBC's response to Coronavirus and B.C.'s Restart Plan. There will be a change in the focus of upcoming to updates from the President's Office to reflect UNBC's return to campus plans.

The President encouraged all to watch the virtual convocation ceremony. An event was held earlier in the week to recognize the 2020 and 2021 honorary degree recipients.

The President reported that the hiring committee for the Director of Equity Affairs is continuing to move forward. We will also be moving forward with the Black, Indigenous and People of Colour Counseling position for students on campus.

The President provided an update from the Board of Governors (BOG) and introduced the newly elected Chair of the BOG, Catherine Wishart.

Senator Hanlon asked if there would be any vaccination requirements for activates involving students (students living in residences, overnight field trips, etc...) and can individual instructors make vaccinations compulsory in order for students to attend events/field trips? The President responded that UNBC and the Province of BC encourages vaccinations but will not be requiring vaccinations from students, staff and faculty. Since we do not have mandatory vaccinations, an individual instructor does not have the authority to make them requirements.

7.0 **Report of the Provost**

Dale

The Provost announced, Dr. Peter W. Reiners as the new Dean, Faculty of Environment, for the University of Northern British Columbia starting January 1, 2022. Dr. Ian Hartley will step in as Interim Dean starting July 1, 2021.

The Provost announced that Dean Camp will assume the role as Interim Dean, Human and Health Sciences.

The Provost provided an update on the 2021 fall semester. A second Town Hall will be held in early July to focus and discuss the return-to-campus for those that have been working off campus.

8.0 Report of the Registrar

Anneer

The Registrar reported that summer enrolment numbers are up. Fall/Winter numbers are down in comparison to previous years but the timing of registrations has been different in the last two years, making comparisons difficult. More registrations are being processed in a shorter period of time. Graduate student registrations continue as a manual process.

9.0 Question Period

9.1 Written questions submitted in advance

9.1.1 Questions from Senator Zogas

- i) Is there expected to be an increased percentage of in-person courses offered in the Winter 2022 semester?

The Provost indicated that the percentage of in-person courses offered in the Winter 2022 semester will likely look very similar to the Fall 2021 semester. Currently we are at approximately 80% courses faces to face and 20% courses online.

- ii) Do we have any ideas about approximately what percentage of courses will remain to be only offered online in a COVID-adapted environment years in the future?

The Provost indicated that the current ratio of 80% courses faces to face and 20% courses online could very well be a what the future will be for UNBC. We have learned from the COVID-19 experience. With more online content students not at the Prince George campus are able to access more courses.

9.1.2 Questions from Senator Parent

When a faculty member can no longer supervise graduate students,

- i) How is this information communicated to students, and with what timeline?

The Vice President Research and Innovation indicated that how this information is communicated to a graduate student and by whom would vary with circumstances. In many cases it may be the supervisor themselves who provide this information to the student.

There is no defined timeline, but according to the calendar, all graduate students shall have a supervisor so communications would need to go out quickly.

- ii) What does the University do to ensure that adequate accommodations are made?

Processes are laid out in the calendar and on the required forms that are needed to be completed.

- iii) Are there policies surrounding this process, and are they available to students?

Yes, articles 4.4.2 (master's student) and 7.8.1 (doctorate student) if the graduate calendar. There is also article 27 which pertains to appeals concerning academics relationships.

Senator Parent asked where should a graduate student address any concerns they may have if they have had a change in supervisor.

The Vice President Research and Innovation indicated that the academic purview of graduate programs sits with the Program Chair and Deans.

9.1.3 Question for Senate from Dr. Mandy

What is involved in harmonizing the graduation process with access to alumni email addresses? Ideally students should be able to obtain a UNBC alumni address promptly after Senate has approved their graduation.

The Registrar reported that he has had discussions with the Alumni Office and ITS. They will work together to harmonize emails with graduation dates three times a year starting in the September.

9.2 Questions from the floor

No questions.

10.0 Approval of Motions on the Consent Agenda Payne

S-202106.03

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

Senator Klassen-Ross reported that there is one pending appeal but it has been put on hold the student.

11.2 Senate Committee on Academic Affairs Dale

For Approval Items:

S-202106.04

Change(s) to Course Description – ECON 410

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description for ECON 410-3, on page 206 of the 2021/2022 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]):

ECON 410-3 Health Economics In this ~~class~~ course, economic analysis is applied to health and health care. Topics include identifying the nuances of the health sector such as uncertainty, information asymmetry, and externalities, as well as economic evaluation of health care services and policies. ~~Topics covered may include models of physician-induced demand, health insurance (private versus national), cost-benefit analysis and evaluation of health technology.~~

S-202106.05

Change(s) to Course Description – ECON 610

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description for ECON 610-3, on page 101 of the 2021/2022 graduate 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]):

ECON 610-3 Health Economics In this ~~class~~ advanced course, economic analysis is applied to health and health care. Topics include identifying the nuances of the health sector such as uncertainty, information asymmetry, and externalities, as well as economic evaluation of health care services and policies. ~~Topics covered may include models of physician-induced demand, health insurance (private versus national), cost-benefit analysis and evaluation of health technology.~~

S-202106.06

Course Deletion – ENSC 653

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the calendar entry for ENSC 653-3 Environmental Resources Management and Decision Making, on page 106 (in the print or PDF calendar accessible on the UNBC web page) of the 2020/2021 graduate calendar, be deleted as proposed.

Effective date: September 2021

CARRIED on consent agenda

S-202106.07

Change(s) to Course Descriptions – EDUC

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the changes to Education course descriptions, on pages 206-211 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]):

EDUC 336-(3, 4) Inclusive Education: Success for All This course focuses on inclusive teaching strategies across curricula, assessment, and classroom management. This course addresses inclusion based on the premise that all students have individual differences and that health within classrooms depends on celebrating differences. Students' differences include, but are not limited to, experiences, skills, knowledge, perspectives and cultural beliefs. Inclusive educators consider pedagogical components and strategies when selecting, designing and adapting their classroom and learning activities to include all learners. Graded on a PASS/FAIL basis.

EDUC 346-(2, 3) Aboriginal and Indigenous Education This course provides teacher candidates with an opportunity to develop a deep understanding of the Truth and Reconciliation Commission (TRC) Calls to Action. Teacher candidates build their knowledge by embedding cultural and Indigenous and Aboriginal perspectives, and develop an understanding of oral history and the Indigenous perspectives on historical and current issues. They explore, design and examine pedagogical strategies to support learners in the classroom. Graded on a PASS/FAIL basis.

EDUC 351-(2, 3) Curriculum and Instruction: Second Language This course provides Elementary teacher candidates with curricular, instructional and assessment methods for teaching a second language. The second language offered may be French, or another provincially approved second language, such as a local Indigenous language. Teacher candidates are provided with an opportunity to develop a deep understanding of second language acquisition and development; research-informed pedagogical content knowledge; and ways to personalize classroom learning. Graded on a PASS/FAIL basis.

EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities This course investigates curriculum and instruction methods in English language arts and social studies in Grades 8-12. The first part of the course focuses on language and literacy with emphasis on strategies for thematic instruction, cross-curricular teaching, Canadian texts, and First Peoples' Principles across the curriculum. The second part promotes English language arts and social studies across the secondary humanities curriculum by promoting the use of Indigenous and non-Indigenous texts to explore social justice themes, First Nations history and pedagogy. Graded on a PASS/FAIL basis.

EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science This course is intended for Secondary teacher candidates with a Mathematics and Science specialization. Teacher candidates integrate subject-specific pedagogies, theories, practices, professional ethics and safety protocols. Themes include experiential and reflexive learning; First Peoples' Principles; and cross-curricular teaching and learning using Applied Design Skills and Technologies (ADST). Graded on a PASS/FAIL basis.

EDUC 393-3 Foundations of Education This course introduces the historical, philosophical, sociological and ethical foundations of education. Teacher candidates connect the BC

Teachers' Council code of practice standards to curriculum policies in public and independent schools in British Columbia and Canada in general. Teacher candidates practice and discuss critical reasoning and ethical decision-making in the professional context. Graded on a PASS/FAIL basis.

EDUC 394-3 Pedagogy, Curriculum and Teaching – Theory in Context This course provides teacher candidates with an introduction to and development of a skill set to fluently engage with BC's curriculum. Teacher candidates develop an understanding of curriculum content and competency integration, and of the importance of differentiated instruction that enables student success. Teacher candidates also integrate the cycle of assessment and evaluation to inform instruction with ways to keep students at the center of the learning. Finally, teacher candidates examine the role of teachers as researchers, learners and leaders of learning. Graded on a PASS/FAIL basis.

EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST This course prepares Elementary teacher candidates for the teaching of humanities. It emphasizes literacy, spoken and written language across subject areas, and social studies pedagogy, while integrating theory and practice with critical reflection. Other focuses include the development of Applied Design Skills and Technologies (ADST) and First Nations' pedagogical knowledge, along with the assessment and evaluation of diverse learners. Graded on a PASS/FAIL basis.

EDUC 398-3 Curriculum and Instruction in Math and Science using ADST Quantitative and scientific literacy are essential competencies for teacher candidates in order to educate students for the world and the future. This course focuses on literacy areas while developing and refining the skills and mindsets required for logical reasoning, analytical thought, problem solving, creative thinking, and ethical decision-making. These competencies are based on the collection, analysis and effective communication of data, in addition to problem solving in situational contexts. Graded on a PASS/FAIL basis.

EDUC 399-3 Integrating ADST as a Pedagogical Stance This course provides teacher candidates with opportunities to explore, inquire about and understand the value of experiential learning for their students. Teacher candidates begin to develop their own pedagogical stances, recognizing the importance of hands-on learning. As expressed in the BC Ministry of Education's curriculum – Applied Design, Skills and Technologies (ADST), experiential learning provides opportunities for students to build on their own natural curiosity, inventiveness, and desire to create and work in practical ways. Graded on a PASS/FAIL basis.

EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy This course introduces teacher candidates to alternate ways for students in the classroom to demonstrate learning through personal aptitudes, values and beliefs. Teacher candidates explore a variety of skill sets involving curricular integration and enactment through fine arts, music, health, physical education, drama, dance, performance and imagery. Teacher candidates develop knowledge representations of knowledge and skill sets through emergent and early language literacy, numeracy, wellness, sustainable

health, and career education. Graded on a PASS/FAIL basis.

EDUC 401-3 Career Education This course provides teacher candidates with an understanding of career education, career-life education, capstones and career-life connection. Topics include portfolio development and assessment using learner-centered features, financial and career literacy, interpersonal and intrapersonal skills, and acceptance of diversity (cultural, gender, intellectual and physical). Teacher candidates integrate theory and practice throughout the course to develop pedagogy and assessment practices. Graded on a PASS/FAIL basis.

EDUC 402-3 Diverse Classrooms In this course, teacher candidates address multiculturalism in classrooms, explore issues related to religion and religious diversity, engage in Truth and Reconciliation calls to action and what they mean in a local context, and deepen their understanding of the lived experiences of new Canadians in classrooms. This course integrates theory and practice to discover how diverse classrooms influence and inform pedagogy, mindset, and assessment strategies. This course provides teacher candidates with the skills and theories needed to teach English Language Learners effectively. Graded on a PASS/FAIL basis.

EDUC 403-3 Mental Health and Wellness This course provides teacher candidates with the skill sets required to develop an understanding of the well-being of the self and of all members of the school community. Teacher candidates develop trauma-informed pedagogy and practice to support students' development of resilience behaviours and positive mental health. They examine the meaning of professionalism through an examination of the BC Teachers' Federation (BCTF) Code of Ethics and BC Teachers' Council (BCTC) Professional Standards. Workplace culture is examined through a lens of collaboration and an understanding of the many roles of the educator. Graded on a PASS/FAIL basis.

EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio This course provides teacher candidates with an introduction to, and early development of, a skill set to sustain an e-Portfolio that records transformative inquiry over the journey of becoming a reflective practitioner. Teacher candidates focus on introspection and have the opportunity to examine their emerging personal and professional identity as they engage in continuous learning that is focused on their transformation from student to educator. Teacher candidates examine a number of digital tools that allow them to self-assess and document their growth, and develop an understanding of current digital literacies to help communicate student learning to parents. Graded on a PASS/FAIL basis.

EDUC 421-3 Assessment and Motivation This course provides teacher candidates with skills in classroom assessment for all levels of ability and helps teacher candidates understand the deep connection between assessment, evaluation, student learning, motivation and behaviour. Teacher candidates explore the importance of motivation and engagement in developing classroom communities of learning. Graded on a PASS/FAIL basis.

EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (SY) In

this course teacher candidates research collaboratively, plan, teach, assess and reflect actively on classroom practices with real-time coaching from classroom teachers and university instructors. Teacher candidates have an opportunity to develop deep understanding of ways to embed Aboriginal and Indigenous perspectives into experiential learning, subject-based learning, and classroom organization. Teacher candidates apply teaching strategies in order to link research and theory to practice and student-led inquiry and to develop personalized pedagogical stances. Graded on a PASS/FAIL basis.

EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology This course emphasizes the importance of people, place and land to learning. Teacher candidates engage in experiential learning opportunities learning about current First Nations pedagogies and issues. Teacher candidates are guided to appropriately design curricula that embed First Peoples Principles of Learning and to develop curricular themes with goals in each of the four directions—Spiritual, Emotional, Intellectual and Physical. Graded on a PASS/FAIL basis.

S-202106.08

Change(s) to Course Preclusion – NURS 306

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change to the preclusion in the course description for NURS 306-3 Introduction to Epidemiology, on page 254 of the 2020/2021 undergraduate calendar (PDF), 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]):

NURS 306-3 Introduction to Epidemiology This course applies epidemiological principles in the examination of patterns of disease and disability among populations, particularly those in northern latitudes. It introduces students to the interpretation of vital statistics; the critique of cross-sectional, case-control and cohort design; and the principles of screening.

Prerequisites: NURS 220-5, or enrollment in the Post-Diploma BScN, or permission of the Chair

Precluded: HHSC 350-3, HHSC 401-3

S-202106.09

Change(s) to Program Requirements – English

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the program requirements for the English major on page 95 (in the PDF calendar accessible on the UNBC web page) 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]):

Major in English

The major in English requires students to take ~~eighteen~~ 18 English courses (54 credit hours) at least 30 credit hours of which must be upper-division courses (300 and 400 level) with at least 9 credit hours of these at the 400 level. Students wishing to take more than 66 credit hours in English must obtain written permission from the Department Chair.

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

Program Requirements

Subject Requirement

The major in English requires students to take 18 courses (54 credit hours) of English or approved ancillary courses and must include:

Introductory

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
ENGL 120-3 Introduction to Canadian Indigenous Literatures

Foundational Surveys

Both of the following:

ENGL 211-3 Survey of English Literature I
ENGL 212-3 Survey of English Literature II

S-202106.10

Change(s) to Course Prerequisite – MATH 335

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course prerequisite for Math 335-3 Introduction to Numerical Methods, on page 249 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]):

MATH 335-3 Introduction to Numerical Methods

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

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

~~Co-requisites: MATH 230-3 (this corequisite may be waived with instructor's permission)~~ Pre- or Co-requisites: MATH 230-3

S-202106.11

New Course Approval – CPSC 3465

Hanlon

That on the recommendation of the Senate Committee on Academic Affairs, the new course CPSC 3465-3 Fundamentals of Cybersecurity be approved as follows.

Proposed semester of first offering: January 2022

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]):

This course is a broad survey of fundamental topics in cybersecurity with the purpose of laying a practical foundation and cultivating an appropriate mindset for information security and privacy issues. Topics include information security, authentication, access controls, cryptography, communication security, malware, social aspects of security, and emerging industry trends. Legal and ethical considerations are included.

Prerequisites with concurrency (taken prior or simultaneously): CPSC344-3 or CPSC 444-3 or COMM 353-3 or permission of the instructor

S-202106.12

Change(s) to the Calendar – Graduate

Troc

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the on page 20 of the 2020/2021 PDF graduate calendar accessible 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]):

****Graduate students must have ~~the permission of their supervisor~~ approval to alter their ~~registration program of study~~ and ~~must maintain~~ Students must be continuously enrollment enrolled in order to maintain their position in Graduate Studies, except for students in course-based programs without course offerings in the Spring semester.**

[some concern was expressed by the removal of the language '~~permission of their supervisor~~'. The Vice President, Research and Innovation, indicated that this change does not change the approval process. The language that is being removed is done so to highlight that approval is needed and remove pieces of processes and procedures from the calendar to ensure that they can stay up to date.]

11.3 Steering Committee of Senate

Payne

The draft structure and governance documents for the five faculties were included in the meeting package, except for the Faculty of Human and Health Sciences which is still being finalized.

Notice of Motions:

Structure and Governance – Faculty of Business and Economics

That the “Structure and Governance” document for the Faculty of Business and Economics be approved as proposed.

Effective Date: September 2021

Structure and Governance – Faculty of Environment

That the “Structure and Governance” document for the Faculty of Environment be approved as proposed.

Effective Date: September 2021

Structure and Governance – Faculty of Human and Health Sciences

That the “Structure and Governance” document for the Faculty of Human and Health Sciences be approved as proposed.

Effective Date: September 2021

Structure and Governance – Faculty of Indigenous Studies, Social Sciences and Humanities

That the “Structure and Governance” document for the Faculty of Indigenous Studies, Social Sciences and Humanities be approved as proposed.

Effective Date: September 2021

Structure and Governance – Faculty of Science and Engineering

That the “Structure and Governance” document for Faculty of Science and Engineering be approved as proposed.

Effective Date: September 2021

For Discussion Items:

11.3.1 Ad Hoc Governance Review Committee – Recommendations

Payne

The UNBC Governance Review by Harriet Lewis was provided for information

The President asked Senators to consider the recommendations from the Ad Hoc Governance Review.

We will look at our next steps and which recommendations Senate wishes to prioritize and/or move forward on in August.

11.4 Senate Committee on Nominations

A list of committee vacancies was included in the meeting package.

“For Information” Items:

The student senators elected by acclamation to Senate for positions beginning September 1, 2021 were included in the meeting package.

11.5 Senate Committee on Curriculum and Calendar

Annear

The Registrar noted that the calendar is being completed for the end of June.

11.6 Senate Committee on Admissions and Degrees

Annear

For Approval Items:

S-202106.14

Change(s) to Admission Requirement – BEd Elementary Years Stream

Ho Younghusband

That the change(s) to the Admission Requirements for the BEd Elementary Years Stream, on page 87 of the 2021/2022 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]):

Admission Requirements

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

- (a) an acceptable three- or four-year Bachelor’s degree of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC ~~S~~school system and must include 30 senior level credit hours, or
- (b) a minimum of 90 credit hours of undergraduate coursework of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC ~~S~~school system and must include 30 senior level credit hours, of which 12 credit hours must be at the 300 or 400 level.

Transfer credit for coursework relating to the 90 credit hours that have been completed prior to UNBC registration shall not be subject to the ten-year provision in the University Calendar regulation regarding Time Limit for Transfer Credit but shall be determined by the School of Education.

In addition to the admission requirements described above, the following requirements must be

met (see note following):

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

Note: Applicants who do not meet the requirements in items 1-4 above but who otherwise meet the admission requirements may be admitted conditionally to the BEd program with the approval of the Chair if they have completed a minimum of 12 credit hours of the required coursework. Applicants admitted conditionally to the program under this section must complete the requirements prior to commencement of their BEd program.

S-202106.15

Change(s) to Admission Deadline – Education MEd

Troc

That Application for Admission Deadline Date for the Education MEd programs on page 21 of the 2020/2021 graduate 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 ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Degree (Alphabetical by subject)	September	January	May
Education (MEd – Counselling Specialization)	December 15	no intake no intake	no intake no intake
Education (MEd – Multidisciplinary Leadership Specialization)	December 15**	December 15**	December 15**
Education (MEd – Special Education Specialization)	December 15	no intake	no intake

<u>Education (MEd Exceptionality Education Specialization)</u>			<u>November 15****</u>
<u>Education (MEd Transformational Leadership: People, Place, and Land Specialization)</u>			<u>November 15****</u>

****Education MEd programs begin in the Summer Intersession (July – August)

11.7 Senate Committee on First Nations and Aboriginal Peoples

Harder

No report.

Senator Harder Thanked Senators and the UNBC community for the continued support.

11.8 Senate Committee on Honorary Degrees and Special Forms of Recognition

Payne

No report.

11.9 Senate Committee on Scholarships and Bursaries

Lewis

For Information Items:

SCSB20210602.03 *(approved)*

Drs. Murray and Nowlan Physiotherapy Bursary

That the new Terms and Conditions for the Drs. Murray and Nowlan Physiotherapy Bursary be approved.

Effective Date: 2021-2022 Academic Year

SCSB20210602.05 *(approved)*

Michael P. F. Reed Bursary

That the new Terms and Conditions for the Michael P. F. Reed Bursary be approved.

Effective Date: 2021-2022 Academic Year

SCSB20210602.08 *(approved)*

Revised Timberwolves Student Athlete Society Award

That the revised Terms and Conditions for the Timberwolves Student Athlete Society Award be approved.

Effective Date: 2021-2022 Academic Year

11.10 Senate Committee on University Budget

Deo

No report.

12.0 Information

13.0 Other Business

14.0 S-202106.16

Move to the Closed Session

Zogas

That the meeting move to Close Session.

CARRIED

15.0 **S-202106.20**
Adjournment
General Consent
That the Senate meeting be adjourned.
CARRIED

The meeting adjourned at 5:34 p.m.