

**SENATE MEETING
PUBLIC SESSION
MINUTES**

June 26, 2013
3:30 – 5:30 PM

Senate Chambers (Room 1079 Administration Building)

Present:

E. Annis (Acting University Librarian), D. Casperson, M. Dale, B. Deo, M. Green, S. Green, K. Guest, T. Hanschen (Secretary of Senate), K. Hutchings, E. Korkmaz, J. Kormos, I. Legault, D. Leighton-Stephens, B. Murray, C. Myers (Recording), M. Nitz, C. Nolin (Vice Chair), K. Reimer, R. Robinson, D. Ryan, P. Siakaluk, R. Tait (Acting Dean, CASHS), R. Tallman, S. Wagner, K. Walker, T. Whitcombe, S. Zahir

Regrets:

R. Bird, R. Brouwer, J. Brown, D. Burke, A. Daniele, D. de Vries, L. Handfield, G. Iwama (Chair), K. Kuo, A. LeBlanc, B. McGill (Acting Dean, Graduate Programs), D. Nyce, P. Sanborn, C. Silva, A. Stroet

Absent:

M. Archie, J. Safaei Boroojeny, B. Wang

The meeting commenced at 3:35 p.m. In the absence of Dr. Iwama, the meeting was chaired by Senator Nolin.

1.0 S-201306.01

Approval of the Agenda

Zahir

That the agenda for the June 26, 2013 Public Session of Senate be approved as presented.
CARRIED.

2.0 S-201306.02

Approval of Senate Minutes

Zahir

That the minutes of the May 22, 2013 Public Session of Senate be approved as presented.
CARRIED.

3.0 Business Arising from Previous Minutes of Senate (no material)

No business arising was identified.

4.0 President's Report

Iwama

As Dr. Iwama was not in attendance, there was no report from the President.

5.0 Report of the Provost **Dale**

Dr. Dale reported that the positions of University Librarian and Dean of Graduate Programs had been filled effective September 1 and subject to approval by the Board of Governors. Negotiations were currently underway to fill the position of Sustainability Manager, also effective September 1 pending approval by the Board.

With regard to the UNBC regions, Dr. Dale indicated that there were vacancies for Regional Coordinators in the South-Central and Northwest regions, and that the Director of Regional Operations had retired. Thus, ways in which improvements might be made with regard to operations in the regions was currently under review and Senate would be provided with an update in the near future.

6.0 Report of the Registrar **Hanschen**

The Registrar had nothing to report.

7.0 Question Period

A Senator asked who would be the Acting Dean of Graduate Programs after July 1, and Dr. Dale responded that Dr. McGill would continue in the role until the new Dean takes office.

8.0 Removal of Motions from the Consent Agenda

No requests were made to remove motions from the Consent Agenda.

9.0 Committee Reports

9.1 Senate Committee on Academic Affairs **Dale**

“For Approval” Items:

S-201306.03

Changes to Honours Degree Template (Senate Motion S-199903.04) for the College of Arts, Social and Health Sciences

Tait

That, on the recommendation of the Senate Committee on Academic Affairs, the revision of the Honours Degree Template (Senate Motion: S-199903.04) for the College of Arts, Social and Health Sciences be amended as proposed.

Effective date: September 2013

CARRIED.

S-201306.04

Changes to Calendar Description — Joint Major in Anthropology and Geography (BA)

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the description for the Joint Major in Anthropology and Geography (BA), on page 75 of the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

Upper-Division Requirement

One of:

ANTH 300-3 Methods in ~~Social~~ Social Anthropology

ANTH 301-3 Archaeological Lab Methods
ANTH 310-3 Applied Anthropology
ANTH 312-3 Human Adaptability

One of:

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

ANTH ~~430-3~~ 460-3 Anthropology Capstone

S-201306.05

Changes to Calendar Description — Education Program

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the changes the Education Program calendar description, on pages 100-108 of the 2013-2014 undergraduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

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

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

Elementary (Grades K-7)

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

Admission Requirements

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

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

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

Transfer credit for course work relating to the ~~ninety (90)~~ credit hours that ~~has have~~ been completed prior to UNBC registration shall not be subject to the ten-year provision in the ~~u~~University ~~e~~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 six (6) credit hours of acceptable English literature and composition at any level (one of the following: (a) three (3) credit hours of English literature and three (3) credit hours of English composition or (b) six (6) credit hours of acceptable English literature). Courses in linguistics, language study, grammar, technical or business writing, communication, or English as a ~~Second Language~~ are not acceptable to meet the English requirement.
2. Three (3) credit hours in ~~Mathematics~~ Mathematics (not including Statistics).
3. Three (3) credit hours in a laboratory science. Laboratory science credit hours are normally selected from Biology, Chemistry, Physical Geography, or Physics.
4. ~~Six (6) credit hours of approved Canadian Studies, at any level, applicable to teaching in the British Columbia school curriculum.~~ **3 credit hours of Canadian History or 3 credit hours of Canadian Geography plus 3 credit hours of Canadian Studies (this course must contain significant Canadian content).** Credit hours will normally be selected from Anthropology, First Nations Studies, Geography, History, Northern Studies, or Political Science courses that contain significant Canadian content (upon review, credit hours from other disciplines may be recognized as meeting the Canadian content requirement).
5. Submission of the completed application forms including the Experience with Children and Youth statement (résumé format), three (3) Confidential Reference Forms, and the Personal Statement.

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

Program Requirements

Elementary (K-7)

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

Year 1: First Semester

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

Year 1: Second Semester

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

Year 2: First Semester

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

Year 2: Second Semester

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

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

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

Year 1: First Semester

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

Year 1: Second Semester

EDUC 357-3 Language & Literacy: Reading & Writing (EY)
EDUC 366-2 Curriculum & Instruction: Social Studies (EY)
EDUC 377-2 Numeracy: Instructional Strategies (EY)
EDUC 387-2 Curriculum & Instruction: Science (EY)
EDUC 391-3 Classroom Practice & Seminar II
ELECTIVE 3-3 Academic course in a teachable area
* The EDUC 391-3 practicum is required only if it has not been taken previously as a component of the Education Diploma in a First Nations Language and Culture.

Year 2: First Semester

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

Year 2: Second Semester

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

Secondary (Grades 8-12)

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

Admission Requirements

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

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

1. Successful completion, with a C+ average, of six (6) credit hours of acceptable English literature and composition at any level (one of the following: (a) three (3) credit hours of English literature and three (3) credit hours of English composition or (b) six (6) credit hours of acceptable English literature). Courses in linguistics, language study, grammar, technical or business writing, communication, or English as a second language are not acceptable to meet the English requirement.
2. One of the following:
 - a. One teachable major and one teachable minor, or
 - b. Two (2) teachable minors, or

c. One teachable major.

3. Submission of the completed application forms that include the Experience with Children and Youth statement (resumé format), three (3) Confidential Reference Forms, and the Personal Statement.

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

Program Requirements

Secondary (Grades 8-12)

Year 1: First Semester

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

Year 1: Second Semester

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

Year 2: First Semester

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

Year 2: Second Semester

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

Secondary Teachable Major and Minor Requirements

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

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

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

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

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

Biology Major and Minor

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

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

Business Education Major and Minor – subject to enrollment

Bachelor of Education applicants to the Secondary Stream planning to meet the Business Education teachable minor requirement must complete a minimum of eighteen (18) upper-division credit hours of specialized courses in accounting, marketing, commercial law, and management information systems in addition to introductory (100 level) courses in computer science, economics, and mathematics.

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

Chemistry Major and Minor

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

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

Computer Science Major and Minor

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

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

English Major and Minor

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

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

First Nations Minor

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

General Science Majors and Minors

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

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

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

Geography Major and Minor

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

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

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

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

History Major and Minor

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

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

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

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

Mathematics Major and Minor

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

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

Physics Major and Minor

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

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

Social Studies Majors and Minors

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

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

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

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

Access Initiative

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

Criminal Records Review

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

Admission Decisions

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

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

Notes on Certification

~~Applicants who are otherwise eligible for British Columbia College of Teachers Certification, but who are not Canadian citizens, are required to provide evidence of landed immigrant status or hold a valid work authorization to teach in Canada before they may be issued a British Columbia teaching credential.~~

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

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

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

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

Admission Requirements

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

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

Criminal Records Review

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

Program Requirements

First Nations Studies Credits Hours

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

Language (33 credits **hours**):

A First Nations Language: Levels 1-4 in Gitksanimx or Nisga'a (FNST 131-3, FNST 132-3, FNST 231-3, FNST 232-3);

or Gitksanimx (FNST 143-3, FNST 144-3, FNST 243-3, FNST 244-3);

or Nisga'a: (FNST 139-3, FNST 140-3, FNST 239-3, FNST 240-3);

or Levels 1-4 in Sm'algyax (FNST 137-3, FNST 138-3,

FNST 237-3, FNST 238-3);

or Levels 1-4 in Carrier (FNST 133-3, FNST 134-3, FNST 233-3, FNST 234-3); and FNST 223-3, FNST 321-3, FNST 322-3, FNST 324-3, FNST 325-3, FNST 421-3, FNST 422-3 (Gitksanimx, Nisga'a, Sm'algyax or Carrier)

Linguistics (9 credits **hours**):

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

Culture Studies (9 credits **hours**):

FNST 161-3 (or Gitksan: FNST 173-3 or

Nisga'a: FNST 169-3 or Sm'algyax: FNST 167-3 or Carrier: FNST 164-3)

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

FNST 217-3

General Academic Coursework

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

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

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

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

3 credit hours Lab Sciences-Suggested: BIOL 101-4, BIOL 110-3 and BIOL 111-1, or equivalent

6 credit hours of Canadian Studies (3 credit hours History and 3 credit hours Geography recommended) Suggested:

FNST 100-3, FNST 350-3, GEOG 203-3, HIST 210-3, HIST 302-3 or equivalent

Professional Education Coursework (Gitksanimx and Nisga'a)

EDUC 380-3 Foundations of Education

EDUC 333-2 Learning, Development and Motivation

EDUC 341-2 Principles of Instruction

EDUC 342-2 Social Dynamics of Classrooms

EDUC 351-2 Curriculum and Instruction: Second Language

EDUC 356-2 Language and Literacy Development

EDUC 446-2 Aboriginal Education: Epistemology

EDUC 435-2 Learning and Diversity: Inclusive Classrooms

EDUC 390-3 Classroom Practice and Seminar 1

EDUC 391-3 Classroom Practice and Seminar 2

Professional Education Coursework (Ts'msyen Sm'algyax and Nak'azdli Carrier)

EDUC 380-3 Foundations of Education

EDUC 333-2 Learning Development and Motivation

EDUC 341-2 Principles of Instruction Social

EDUC 342-2 Dynamics of Classrooms

EDUC 351-2 Curriculum and Instruction: Second Language

EDUC 356-2 Language and Literacy Development

EDUC 446-2 Aboriginal Education: Epistemology

EDUC 435-2 Learning and Diversity: Inclusive Classrooms

EDUC 390-3 Classroom Practice and Seminar 1

EDUC 392-3 Classroom Practice and Seminar: First Nations Language and Culture

Diploma and BEd Academic Regulations

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

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

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

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

Appeals should first be submitted to the BEd Admissions and Standards Committee **Chair**. If a teacher candidate is not satisfied with the outcome of that process, he/she may then file an appeal with UNBC's Senate Committee on Academic Appeals (see "Appeals Process" Academic Regulation 50 under Regulations and Policies). Teacher candidates are not allowed to use 600, 500, or higher, level courses from the Education Program, or any other program to meet degree requirements.

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

Diploma and BEd Teaching Practicum Regulations

All arrangements for school placements are made through the School ~~Experience Office~~ **of Education**.

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

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

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

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

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

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

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

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

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

Denial and Withdrawal

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

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

Teacher candidates seeking voluntary withdrawal from a practicum placement, whether permanent or temporary, must receive permission to do so from the Chair of Education. Teacher candidates should make this decision only after careful consideration of the possible impact on their practicum experience-based assignments.

Failure to give appropriate notice of withdrawal during a practicum placement, without consultation and approval of the Practicum Placement Co-ordinator, and/or ~~Stream~~ **BEd** Co-ordinator, will result in withdrawal from UNBC's Education Program. Teacher candidates who withdraw voluntarily from a practicum placement must notify the Practicum Placement Co-ordinator in writing at least one week in advance of the commencement of the classroom placement. Teacher candidates who are required to withdraw from a practicum placement must make an appointment to see the Practicum Placement Co-ordinator and the Chair of Education.

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

Part-Time Students in the BEd Program

The Bachelor of Education program at UNBC is a full-time study program ~~with a program fee~~. It is expected that all students registered in this program will be enrolled on a full-time basis. However, under exceptional circumstances, where students are unable to fulfill fulltime study for family, personal, or health reasons, students may be allowed to continue the program on a part-time basis. Application to continue on a part-time basis must be ~~made~~ **submitted** in writing to the Program Chair of Education and approved by the Dean of the College of Arts, Social and Health Sciences. ~~Where this is approved, the student's fees will be assessed on a pro-rated basis using the Current Bachelor of Education program fee for the semester.~~

BEd Graduation Requirements

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

- a passing grade in each of the courses comprising the degree program, and no lower than a C+ grade on **a grade of C+ or better in** all Education courses; and,
- a minimum **GPA of 2.33 (C+) GPA**.
- ~~The British Columbia College of Teachers: Current legislation requires that every person appointed or retrained as a teacher in a public school be a member of the British Columbia College of Teachers and hold a valid certificate of qualification issued by the BCCT. It is the responsibility of the individual to make an application to the Registrar of the British Columbia College of Teachers for initial certification, or for a change in certification, and to provide all documentation.~~
- **All teachers, administrators and superintendents employed in the province's Kindergarten to Grade 12 public school system must have a valid Ministry of Education teaching certificate. This includes full time, part time and teacher-on-call positions. If you would like to work in a BC public school, you must apply and provide all documentation to the Ministry of Education – Teacher Regulation Branch for a certificate and you must pay an annual practice fee to maintain your certificate.**
- The Teacher Qualification Service: Salary categories for teachers are established by the Teacher Qualification Service upon application, and only when a British Columbia teaching credential has already been granted by the ~~British Columbia College of Teachers~~ **BC Ministry of Education – Teacher Regulation Branch**. Categories are

assigned on the basis of completed years of academic and professional preparation. ~~Partial years are not considered.~~

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

S-201306.06

Changes to Calendar Description — Psychology (BSc Program)

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the calendar entry for the Psychology (BSc Program), on page 180 of the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

Psychology is the study of behaviour, feelings and thinking and mental processes. ~~It focuses on fundamental mechanisms and processes that regulate the behaviour of organisms.~~ **Psychologists study the biopsychosocial and developmental mechanisms and processes that regulate the behaviour of individuals.** The goal of the Department of Psychology is to provide advanced knowledge in the substantive areas of ~~p~~Psychology. ~~to students in the north, with special emphasis on areas of particular need and relevance to the region, especially applications of psychology to the understanding of human social and health problems.~~ In addition, the Department will provide **excellent** training adequate to ensure **that enhances** students' competitiveness for advanced graduate study in ~~p~~Psychology **and related areas.**

S-201306.07

Changes to Degree Requirements — Major in Biology

McGill

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the degree for the Major in Biology, on page 80 of the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: September 2013

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]):

Subject Requirements

Fifteen additional credit hours chosen from the following, of which at least ~~six~~ 6 credit hours must be at the 400 level:

Any 300 or 400 level BIOL courses

ENSC 406-3 Environmental Modelling

FSTY 307-3 Disturbance Ecology and Forest Health

Additional Requirement

At least one course with Social Sciences content must be taken from the following list of ~~Biology~~ courses:

BIOL 304, BIOL 350, BIOL 420, or BIOL 421 (these may also count as Subject Requirements); or any course with ~~one of~~ the following prefixes: ANTH, COMM, ECON, EDUC, ENPL, ENVS, FNST, INTS, NORS, ORTM, POLS, PSYC

S-201306.08

Changes to Calendar Description — Joint Major in Mathematics and Physics

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the calendar description of the degree requirements for the Joint Major in Mathematics and Physics, in the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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 Mathematics/Physics

The minimum requirement for completion of a Bachelor of Science with a Joint Major in Mathematics and Physics is 125 credit hours.

~~MATH 342-3 (Biostatistics) may not be used for credit towards any Mathematics major, minor, or joint major.~~

MATH 150-3 (Finite Mathematics for Business and Economics) may not be used for credit towards any Mathematics major or joint major.

PHYS 307-3 (Selected Topics in Environmental Physics) may not be used as Physics credit toward any Physics major, minor, or joint major.

Program Requirements

Lower-Division Requirement

CPSC 100-4 Computer Programming I

MATH 100-3 Calculus I

or MATH 105-3 Enriched Calculus

MATH 101-3 Calculus II

MATH 200-3 Calculus III

MATH 201-3 Introduction to Complex Analysis

MATH 220-3 Linear Algebra

MATH 230-3 Linear Differential Equations and Boundary Value Problems

PHYS 110-4 Introductory Physics I: Mechanics

PHYS 111-4 Introductory Physics II: Waves and Electricity

PHYS 200-3 Thermal Physics

PHYS 202-4 Electromagnetism and Optics

PHYS 205-3 Modern Physics I

PHYS 206-4 Modern Physics II

Upper-Division Requirement

MATH 320-3 Survey of Algebra

MATH 326-3 Advanced Linear Algebra
MATH 335-3 Numerical Analysis I
MATH 336-3 Intermediate Differential Equations
STAT 371-3 Probability and Statistics for Scientists and Engineers

~~*Three credit hours of 300 or 400 level Mathematics.~~

~~Six credit hours of 400 level Mathematics.~~

PHYS 300-3 Classical Mechanics
PHYS 302-3 Quantum Mechanics I
PHYS 310-3 Classical Electromagnetism I
PHYS 400-3 Quantum Mechanics II
PHYS 407-3 Statistical Mechanics

~~*Six credit hours of 300 or 400 level Physics.~~

~~Note: Three of these 9 credit hours must be at the 400 level so that a minimum of 15 credit hours of 400 level Mathematics and Physics are completed.~~

Subject Upper-Division Requirements: 9 additional upper-division credit hours are required from MATH or STAT courses, of which at least 6 must be at the 400 level. An additional 6 credit hours of 300- or 400-level PHYS courses are required. Of these combined Subject Upper-Division Requirements, at least 9 credit hours must be at the 400 level.

Elective and Academic Breadth

Elective credit hours as necessary to ensure completion of a minimum of 125 credit hours including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

S-201306.09

Changes to Calendar Description — Psychology (MSc Program)

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the calendar entry for the Psychology (MSc Program), on page 94 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

The MSc in Psychology at UNBC provides breadth in the substantive and methodological areas of ~~p~~Psychology, with a focus on applied psychology health and human psychology and human development. The MSc ~~will provides~~ sufficient general advanced research and experiential training so that graduates will have gain skills which make them competitive in the job market beneficial to academic and related areas.

S-201306.10

Changes to Calendar Description — Psychology (PhD Program)

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the calendar entry for the Psychology (PhD Program), on page 95 and 96 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

The PhD in Psychology at UNBC provides breadth in the substantive and methodological areas of Psychology, with a focus on health and human psychology. The PhD provides advanced research and experiential training so that graduates gain skills beneficial to academic and related areas.

~~Graduate training in psychology is in high demand, partly because of the high natural interests in the discipline, and partly because such training leads to a variety of desirable educational and career options in applied psychology, human development, and health. Graduates of the PhD program will be able to fulfill both traditional and emerging roles in psychology. Such options include the opportunity to teach and conduct research in post-secondary institutions, perform consultations in business and industry, do program planning and evaluation, and apply skills to a variety of social problems such as neuropsychiatric disorder, alcohol and drug abuse, aggression, health-risk behaviours, and developmental difficulties across the lifespan. Increasing connections with other disciplines and increasing recognition that the subject matter of psychology is central to the understanding of many social issues (e.g., health promotion, human development, high quality of life) have broadened psychology's roles in society. Consequently, psychology has been evolving rapidly, and some of its new roles reflect the fact that the fundamental tools of psychologists—observation, measurement, and analysis—provide powerful means of assessing and remediating pressing social problems. At UNBC, Psychology is located in the College of Arts, Social and Health Sciences, which facilitates interaction with colleagues from related disciplines.~~

~~More specifically, the objectives of the PhD program in Psychology is include the following:~~

- ~~• to develop scholars and researchers who have an advanced level of understanding of the psychological sciences, (including comprehensive knowledge of contemporary data and theory and evidence in psychology, and a high level of methodological expertise) and can~~
- ~~• to contribute to the larger body of scientific knowledge of psychology through research;~~
- ~~• to prepare graduates who possess the understanding and skills necessary to deal with problems of relevance in northern British Columbia and other regions, and who are able to work toward achieving better health, and more stable and harmonious living and working conditions for individuals and groups;~~
- ~~• to prepare graduates with an understanding of the linkages between psychological, biological, social, cultural, and ethical dimensions of human functioning; and~~
- ~~• to communicate the results of research in order to contribute to the enhancement of northern British Columbia and other regions by developing sound psychological strategies, appropriate assessment tools, and program planning and evaluation methods.~~

An Executive Summary of the proposed changes to the Social Work curriculum was included for information.

S-201306.11

Changes to Calendar Description — MSW Foundation Year

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change to the calendar description for the MSW Foundation Year, on page 98 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

MSW Foundation Year

For those with baccalaureate degrees in related areas and two years of full-time previous human service experience, the MSW ~~will~~ normally consists of 66 credit hours (two years) of study. The foundation year ~~will~~ consists of six 600-level courses, two 600-level social work electives, plus a ~~Practicum (SOCW 632-9 (MSW Practicum I))~~.

S-201306.12

Changes to Requirements — Taking a MSW at UNBC

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change to the requirements for Taking a MSW at UNBC, on page 97 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

There are two entry routes into the MSW.

Entry from a Bachelor of Social Work, ~~and one year (12 months full-time equivalent) post-BSW human service experience~~ leads into the Advanced Year of the MSW program.

~~Entry at this level leads directly into the MSW Program~~

For full-time students entering from a BSW, this MSW program ~~will~~ consists of 33 credit hours, including completion of a thesis or practicum report.

This program requires the successful completion of a minimum course work of ~~27 credit hours for practicum students, and 21 credit hours for thesis students~~ and 27 credit hours for practicum students. The program comprises an integrated core of five required courses, two elective courses, and a thesis; ~~OR five required courses, four~~ three electives, and a practicum.

Entry with a Bachelor's degree in a related field or discipline, and two years (24 months full-time equivalent) human service experience. Entry at this level begins with an MSW Foundation Year of studies.

For full-time students entering from a Bachelor's degree in a related field, this MSW program ~~will~~ consists of a minimum two-years (24-months) program of courses and practica. A thesis or practicum report is required following completion of course work. An oral defense is required for the thesis. This route normally includes 66 credit hours, consisting of 33 credit hours in each of the two years.

S-201306.13

Changes to Course Credit Hours — SOCW 732-6 AND Change to Electives Requirement for Students Taking SOCW 732-6

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course credit hours for SOCW 732-6 MSW Practicum II, on page 98 and page 140 of the 2012/2013 graduate calendar, **and** that the change to the number of electives for students taking SOCW 732-6 MSW Practicum II, on page 98 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

From Page 98:

SOCW 732-9 MSW Practicum II

From Page 98:

Practicum students are required to take a total of ~~four~~ three electives, ~~two~~ one of which must come from the two lists of courses immediately above.

The two other electives may come from the above lists and/or be taken from other UNBC graduate programs and/or from other accredited Canadian universities via approved transfer agreements (e.g., the Western Deans' Agreement).

From Page 140:

SOCW 732-9 MSW Practicum II This field placement requires students to perform in a social work role or organizational setting. Field education provides students with an opportunity to enhance and refine their social work skills and focus on an area of particular interest. Students normally are placed in an agency or organizational setting that matches their specific learning needs.

Prerequisites: Admission to the MSW program

S-201306.14

New Course Approval — ORTM 609-3

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the new course ORTM 609-3 Critical Approaches to Outdoor Recreation Activities be approved as proposed.

Proposed semester of first offering: September 2013

CARRIED (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]):

This seminar course critically questions and creatively reconsiders the nature of outdoor recreation activities as related to contemporary, and interrelated, social and environmental issues. The course is firmly grounded in recreation and leisure studies literature offering anthropological, critical, historical, and socio-ecological interpretations of particular activities (e.g., canoeing, rock climbing, mountaineering),

and involving concepts such as identity, place, skill, and community. The course may involve practical experiences and field trips to inform academic content, but these are not the focus.

Prerequisites: None

Co-requisites: None

Preclusions: ORTM 409

S-201306.15

New Course Approval — ORTM 633-3

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the new course ORTM 633-3 Graduate Field School be approved as proposed.

Proposed semester of first offering: September 2013

CARRIED (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]):

This graduate level experiential course provides a combination of theoretical and practical skills in the field. The course integrates outdoor recreation, conservation and nature-based tourism perspectives, and may be based in various locations in BC or worldwide. This course may be repeated to a maximum of 6 credit hours.

Prerequisites: none

Co-requisites: none

Preclusions: none

S-201306.16

Course Deletion — ORTM 610-3

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the course ORTM 610-3 Research and Analysis in Recreation and Tourism be deleted and removed from page 132 of the 2012/2013 graduate calendar, as proposed.

Effective date: September 2013

CARRIED (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]):

~~**ORTM 610-3 Research and Analysis in Recreation and Tourism** This course examines contemporary research in recreation and tourism, with special emphasis on the critical review of methodologies, adaptive techniques and theoretical foundations and models.~~

S-201306.17

Changes to “Graduate Programs Admissions and Regulations” Section 4.5.4 (Results of Oral Examinations)

Tait

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the “Graduate Programs Admissions and Regulations” Section 4.5.4 (Results of Oral Examinations), on page 43 of the 2012-13 Graduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED.

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]):

4.5.4 Results of Oral Examinations The decision of the examining committee shall be based on the content of the scholarly work or thesis, as well as the candidate's ability to defend it. After the examination, the committee shall recommend to the Dean of Graduate Programs one of the following results:

a. Clear Pass

That the thesis, project or practicum is acceptable as presented, and the oral defence is acceptable.

In this case, all members of the examining committee shall sign the approval pages. A “pass” grade is submitted to the Office of the Registrar for the student's thesis, project or practicum.

b. Pass with Minor Revision

That the thesis, project or practicum is acceptable subject to minor revision, and the oral defence is acceptable.

In this case, all members of the examining committee, except the supervisor, shall sign the approval pages.

The supervisor shall sign the approval pages when the thesis, project or practicum has been amended to include the changes that were requested by the examining committee. A “pass” grade is submitted to the Office of the Registrar for the student's thesis, project or practicum.

The Office of Graduate Programs must receive confirmation that the thesis, project or practicum has been amended to include the changes that were requested by the examining committee by the last day of the semester in which the oral examination took place. If this deadline is not met, registration for the subsequent semester is required In order to maintain continuous registration (See 2.2.1).

c. Pass with Major Revision

That the thesis, project or practicum is acceptable subject to major revision, and the oral defence is acceptable.

In this case, none of the members of the examining committee shall sign the approval pages. The supervisor shall supervise the revision of the thesis, project or practicum. When the revisions have been completed and have been approved by the supervisor, the supervisor shall distribute the revised thesis, project or practicum to the rest of the examining committee. If it is acceptable to the examining committee, the supervisor shall ensure that the approval pages are signed by each member of the examining committee. A “pass” grade is submitted to the Office of the Registrar for the student's thesis, project or practicum.

The Office of Graduate Programs must receive confirmation that the thesis, project or practicum has been amended to include the changes that were requested by the examining committee by the last day of the semester in which the oral examination took place. If this deadline is not met, registration for the subsequent semester is required In order to maintain continuous registration (See 2.2.1).

d. Adjournment of the Examination

That the examination be adjourned.

Reasons to adjourn the examination include, but are not limited to, further research or experimentation is required; the thesis is acceptable but the student has failed the oral defence; the external examiner casts the lone dissenting vote. In the case of an adjourned examination, the candidate shall not be passed and no member shall sign the approval pages.

When an examination is adjourned, each member of the examining committee shall make a written report to the Dean of Graduate Programs within 14 calendar days of the date of the oral examination. After reviewing these reports the Dean sets a date for reconvening the examination. The Dean shall also determine whether or not the composition of the original committee is appropriate for the reconvened examination. The date for reconvening shall be no later than six months from the date of the first examination. If the date for reconvening falls outside the last day of the semester in which the adjourned oral

examination took place, registration for the subsequent semester is required in order to maintain continuous registration (See 2.2.1).

S-201306.18

Renewal of Agreement of Cooperation Between La Fundación Antropología Forense de Guatemala (FAFG) and the University of Northern British Columbia

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the renewal of an Agreement of Cooperation between La Fundación Antropología Forense de Guatemala (FAFG) and the University of Northern British Columbia be approved as proposed.

Effective date: July 1, 2013

CARRIED.

S-201306.19

Renewal of Agreement of Cooperation Between Equipo Peruano de Antropología Forense (EPAF) and the University of Northern British Columbia

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the renewal of an Agreement of Cooperation between Equipo Peruano de Antropología Forense (EPAF) and the University of Northern British Columbia be approved as proposed.

Effective date: July 1, 2013

CARRIED.

“For Information” Items:

SCAAF201305.06

Changes to Course Prerequisite — NURS 497-(6, 8)

Whitcombe

That the change to the course prerequisite for NURS 497-(6, 8) Specialty Focus in Nursing, on page 265 of the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

NURS 497-(6, 8) Specialty Focus in Nursing This course comprises both theory and clinical practicum experience in a particular specialty area of nursing practice. The specialty area varies depending on the students' interests and the opportunities for specialty education available.

Prerequisites: NURS 330-~~54~~, or and permission of the Chair, School of Nursing for 8 credit hour course

Major Restriction: Post-Diploma BScN students, and permission of the Chair, School of Nursing for 6 credit hour course

SCAAF201305.14

Changes to Course Description — SOCW 632-9

Whitcombe

That the change to the course description for SOCW 632-9 MSW Practicum I, on page 139 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

SOCW 632-9 MSW Practicum I This field placement introduces MSW requires students who do not have a BSW to perform in a the social work role ~~or and~~

organizational settings. The field placement consists of 546 hours and three days per week through the September and January terms. Field education provides students with an opportunity to enhance and refine their generalist social work skills. The focus of the placement is on the development of generalist skills, however, where As much as possible, students are matched to a placement that broadly meets their area of interest. the assigned field education setting will broadly match the particular type of social work experience that the student wishes to pursue.

Prerequisites: Admission to the MSW Program Foundation Year

Co-requisites: SOCW 637-3

SCAAF201305.19

Changes to Course Title and Preclusion — ORTM 600-3

Whitcombe

That the change(s) to the course title and preclusion for ORTM 600-3 Recreation and Tourism Ecology, on page 132 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

ORTM 600-3 Recreation and Tourism Ecology, Management and Design Conservation Area Design and Management

This course focuses on the theories, processes and techniques involved in ecological management and design of conservation and protected areas. Students develop skills in community-based involvement in conservation area design, GIS approaches and techniques for analysis, the concept of naturalness, capacity and suitability of the natural resource base for tourism and recreation such as commercial backcountry recreation, and the evaluation of ecological values. Specific focus is given to policies, procedures and practices to protect and manage resource and tourism resources within an integrated management context.

Precluded: ORTM 400

SCAAF201305.20

Changes to Course Preclusion — ORTM 603-3

Whitcombe

That the change(s) to the course preclusion for ORTM 603-3 International Dimensions of Recreation and Tourism, on page 132 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

ORTM 603-3 International Dimensions of Recreation and Tourism The course discusses global dimensions and forces in recreation and tourism, particularly those in developing nations. Typical topics include the role of the United Nations in protected area planning and management, poverty and protected areas, the effects of globalization on ORTM, the impact of the concepts of sustainable development and biodiversity in ORTM, the risk society, the changing role of local communities in conservation, sex tourism, and enforcement issues in the developing world.

Preclusion: ORTM 403

SCAAF201305.21

Changes to Course Preclusion and Prerequisites — ORTM 607-3

Whitcombe

That the change(s) to the course preclusion and prerequisites for ORTM 607-3 Recreation, Tourism and Communities, on page 132 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

ORTM 607-3 Recreation, Tourism and Communities This course assesses the relationship between tourism and recreation and local communities as well as collaborative techniques for involving communities in tourism consultation processes. It covers topics such as the concepts of communities and stakeholders, hosts and guests, the relationship between community involvement and tourism, community attitudes towards tourism development, and emerging approaches towards collaboration and partnerships.

~~Prerequisites: RRT 204-3 and any 300 level RRT course or any 200 level ENPL course.~~

Precluded: ORTM 407

SCAAF201305.22

Changes to Course Title and Preclusion — ORTM 608-3

Whitcombe

That the change(s) to the course title and preclusion for ORTM 608-3 Social and Behavioural Dimensions of Recreation and Tourism, on page 132 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

~~**ORTM 608-3 Social and Behavioural Dimensions of Recreation and Tourism**~~
The Psychology of Recreation and Tourism

This course examines the factors that shape individual and societal perceptions, experiences, and behaviours in resource recreation and tourism experiences and settings. Current psychological theory and research are employed to examine how the individual transects both social and natural environment settings in the pursuit of ~~resource-based~~ resource-based recreation and tourism ~~activities-activities~~. Concepts used in ~~ORTM~~ ORTM are viewed through the lens provided by research in social and environmental psychology, environmental society and perceptual geography.

Preclusion: ORTM 408

SCAAF201305.23

Changes to Course Description and Preclusion — ORTM 612-3

Whitcombe

That the change(s) to the course description and preclusion for ORTM 612-3 Issues and Trends in Recreation and Tourism, on page 132 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

ORTM 612-3 Issues and Trends in Recreation and Tourism This seminar examines current issues and problems in recreation and tourism, and explores philosophical historical and contemporary trends and issues in recreation, parks and tourism. The future outlook for management, administration and utilization of recreation and tourism resources in BC will be examined. This seminar-based course examines current issues and trends facing the outdoor recreation, conservation and nature-based tourism study areas. Topics normally change each year, based on recent issues and trends in the broad ORTM discipline, and cover content not traditionally included in any meaningful way in other ORTM courses.
Precluded: ORTM 412

SCAAF201305.24

Changes to Course Preclusion and Prerequisite — ORTM 614-3

Whitcombe

That the change(s) to the course preclusion and prerequisite for ORTM 614-3 Polar Tourism and Recreation, on page 132 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (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]):

ORTM 614-3 Polar Tourism and Recreation This course focuses on the unique aspects of tourism and recreation in the Polar Regions. Topics covered include issues of shared management, sovereignty, tensions between science and tourism, adventure and expeditionary tourism and recreation, the logistical challenges of operating in such remote environments, and the impacts tourism and recreation have in the Polar Regions.

~~Prerequisite: 90 credit hours~~

Precluded: ORTM 414

9.2 Senate Committee on Nominations

Zahir

“For Approval” Items:

Motions S-201306.20 and S-201306.21 were dealt with as an omnibus motion.

S-201306.20

Membership Changes to Senate (no material)

Tait

That, on the recommendation of the Senate Committee on Nominations, and barring further nominations from the floor of Senate, the following candidates, who have met all eligibility requirements to serve on Senate, be elected to Senate in accordance with Section 3(q)(i) of the Senate Handbook.

Effective date: Immediately upon approval by Senate

SENATE POSITION TO BE FILLED

(except as otherwise noted, all terms begin April 1, 2013)

CANDIDATE

Faculty Member — CASHS (July 1, 2013 - March 31, 2015)

Lisa Dickson

CARRIED.

S-201306.21

Membership Changes to Senate Committees *(no material)*

Tait

That, on the recommendation of the Senate Committee on Nominations, and 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: Immediately upon approval by Senate

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

CANDIDATE

SCAAF Continuing Studies Credit Committee

Graduate student (until March 31, 2014)

Peace Osinike

Further nominations were sought from the floor, and there being none, the motion was CARRIED.

10.0 **S-201306.22**

Approval of Motions on the Consent Agenda *(no material)*

Whitcombe

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

CARRIED.

11.0 **Other Business**

There was no other business.

12.0 **Information**

There were no items for information.

13.0 **S-201306.23**

Move to In Camera Session

Tait

That the meeting move In Camera.

CARRIED.

14.0 **S-201306.27**

Adjournment

Whitcombe

That the Senate meeting be adjourned.

CARRIED.

The meeting ended at 3:55 p.m.