

SENATE MEETING OPEN SESSION AGENDA

April 24, 2024
3:30 – 5:30 PM
Senate Chambers

1.0 Acknowledgement of Territory

2.0 S-202404.01

Approval of the Agenda †

Page 1 That the agenda for the April 24, 2024, Open Session of Senate be approved as presented.

† **NOTE:** *The Senate Agenda for the public session consists of two parts, a consent agenda, and a regular agenda. The consent agenda contains items that are deemed to be routine or noncontroversial and are approved by the Steering Committee of Senate for placement on that agenda. Any Senator wishing to discuss any item on the consent agenda may ask the Chair of Senate that the item be removed from the consent agenda and placed on the regular agenda. Items removed from the consent agenda will be placed on the regular agenda and dealt with in the order in which they appear on the full agenda. Senators wishing to ask a question regarding an item on the consent agenda, without necessarily removing that item from the consent agenda, are strongly encouraged to direct questions to the Secretary of Senate in advance of the meeting.*

3.0 **Presentation:** Sustainability Advisory Council and the function of the Office of Sustainability Ann Duong, Sustainability Manager

[Page 13](#) Sustainability Advisory Committee Draft Terms of Reference

4.0 Approval of the Minutes

S-202404.02

Approval of the Minutes

[Page 16](#) That the Minutes for the March 27, 2024, Open Session of Senate be approved as presented.

5.0 Business Arising

5.1 MOU between UNBC and TRU

Owen

[Regular](#)
[Page 31](#)

S-202403.11

MOU between UNBC and TRU

That on the recommendation of the Senate Committee on Academic Affairs the Memorandum of Understanding between UNBC and Thompson Rivers University related to graduate education be approved as proposed.

Effective Date: Upon signature of all parties

5.2 Artificial Intelligence (AI) Applications

Owen

5.1.1 Update on the AI Task Force

Owen

- 6.0 **President's Report** (10 minutes)
- 7.0 **Payne Report of the Provost** (5 minutes) Owen
- 8.0 **Report of the Registrar** (5 minutes) Read
- 9.0 **Question Period** (10 minutes)

9.1 Written questions submitted in advance

- 9.1.1 What is the organizational structure of Student Services? (Senator Casperson)
- 9.1.2 What data do we possess on outside work being performed by undergraduate students? (Senator Casperson)

9.2 Questions from the floor

- 10.0 **Approval of Motions on the Consent Agenda** Payne

S-202404.03

Approval of Motions on the Consent Agenda

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

- 11.0 **Committee Reports**

- 11.1 **Senate Committee on Student Appeals** Klassen-Ross

- 11.2 **Senate Committee on Academic Affairs** Owen

For Approval:

- Page 35** **Executive Summary of Business Motions**

Regular **S-202404.04**

Page 36 **New Program Approval** – Certificate in Business Administration Fundamentals

That on the recommendation of the Senate Committee on Academic Affairs the new program Certificate in Business Administration Fundamentals be approved as proposed

Effective Date: September 2024

Regular **S-202404.05**

Page 45 **Change(s) to Program Requirements** – Master in Business Administration

That on the recommendation of the Senate Committee on Academic Affairs the changes to the program requirements for the Master in Business Administration (MBA), on page 48 of the 2023/24 graduate calendar, be approved as proposed.

Effective Date: September 2024

Regular **S-202404.06**

Page 48 **Change(s) to Program Requirements** – MScBA

That on the recommendation of the Senate Committee on Academic Affairs the changes to the required courses for the MScBA program, on page 49 of the 2023/24 graduate calendar, be approved as proposed.

Effective Date: September 2024

Regular **S-202404.07**

Page 50 **New Course Approval** – COMM 170-3, Fundamentals of Environmental, Social and Governance Issues

That on the recommendation of the Senate Committee on Academic Affairs the new course COMM 170-3 Fundamentals of Environmental, Social, and Governance Issues be approved as proposed.

Effective Date: September 2024

Regular
Page 55

S-202404.08

New Course Approval – COMM 202-3, Basic Financial Management and Analysis

That on the recommendation of the Senate Committee on Academic Affairs the new course COMM 202-3 Basic Financial Management and Analysis be approved as proposed.

Effective Date: September 2024

Regular
Page 60

S-202404.09

New Course Approval – COMM 203-3, Service Design

That on the recommendation of the Senate Committee on Academic Affairs the new course COMM 203-3 Service Design be approved as proposed.

Effective Date: September 2024

Regular
Page 65

S-202404.10

New Course Approval – COMM 270-3, Sustainable Business Management

That on the recommendation of the Senate Committee on Academic Affairs the new course COMM 270-3 Sustainable Business Management be approved as proposed.

Effective Date: September 2024

Page 71

Executive Summary of Environmental Planning

Regular
Page 74

S-202404.11

Changes to Program Requirements – Environmental Planning

That on the recommendation of the Senate Committee on Academic Affairs the changes to the calendar entry for the Environmental Planning program on pages 112-115 of the 2023/2024 undergraduate calendar be approved as proposed.

Effective Date: September 2024

Consent
Page 91

S-202404.12

Course Deletion – ENPL 207-3, Introduction to Computer Aided Design

That on the recommendation of the Senate Committee on Academic Affairs the deletion of ENPL 207-3 Introduction to Computer Aided Design (CAD) for Planners on page 239 of the 2023/2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

Consent
Page 93

S-202404.13

Course Deletion – ENPL 303-3, Spatial Planning with Geographical Information Systems

That on the recommendation of the Senate Committee on Academic Affairs the deletion of ENPL 303-3 Spatial Planning with Geographical Information Systems (GIS) on page 239 of the 2023/2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

Regular
Page 95

S-202404.14

New Course Approval – ENPL 320-4, Land Use and Development Studio

That on the recommendation of the Senate Committee on Academic Affairs the new course ENPL 320-4 Land Use and Development Studio be approved as proposed.

Effective Date: January 2025

Regular
Page 101

S-202404.15

New Course Approval – ENPL 404-3, Housing: From Concept to Construction

That on the recommendation of the Senate Committee on Academic Affairs the new course ENPL 404-3 Housing: From Concept to Construction be approved as proposed.

Effective Date: September 2024

Regular
Page 107

S-202404.16

New Course Approval – ENPL 604-3, Housing: From Concept to Construction

That on the recommendation of the Senate Committee on Academic Affairs the new course ENPL 604-3 Housing: From Concept to Construction be approved as proposed.

Effective Date: September 2024

Regular **S-202404.17**

Page 112 **New Course Approval – ENPL 417-4, Local Climate Action Studio**

That on the recommendation of the Senate Committee on Academic Affairs the new course ENPL 417-4 Local Climate Action Studio be approved as proposed.

Effective Date: September 2025

Regular **S-202404.18**

Page 118 **New Course Approval – ENPL 617-4, Local Climate Action Studio**

That on the recommendation of the Senate Committee on Academic Affairs the new course ENPL 617-4 Local Climate Action Studio be approved as proposed.

Effective Date: September 2025

Regular **S-202404.19**

Page 124 **New Course Approval – ENPL 497-4, Special Topics Studio**

That on the recommendation of the Senate Committee on Academic Affairs the new course ENPL 497-4 Special Topics Studio be approved as proposed.

Effective Date: September 2024 – no regular offering

Consent **S-202404.20**

Page 129 **Change(s) to Course Description – ENPL 204-3, Principles and Practices of Planning**

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course number, description and preclusions to ENPL 204-3 Principles and Practices of Planning on page 238 of the 2023/2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

Consent **S-202404.21**

Page 132 **Change(s) to Course Description – ENPL 208-3, First Nations Community and Environmental Planning**

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course title, description, credits and preclusion for ENPL 208, on page 239 of the 2023/2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

Consent **S-202404.22**

Page 135 **Change(s) to Course Description – ENPL 304-3, Mediation, Negotiation and Public Participation**

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course title, credits, description, and prerequisites for ENPL 304 on page 239 the 2023/2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

Consent **S-202404.23**

Page 138 **Change(s) to Course Description – ENPL 409-4, Advanced First Nations Community and Environmental Planning**

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course title, description, and prerequisites, for ENPL 409-4 on page 240 of the 2023/2024 undergraduate calendar, be approved as proposed.

Effective Date: January 2025

Consent **S-202404.24**

Page 140 **Change(s) to Course Description – ENPL 415-3, Ecological Design**

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course title, course description, course prerequisite, and course credit hours for ENPL 415-3 Ecological Design, on page 240 of the 2023/2024 undergraduate calendar, be approved as proposed.

Effective Date: September 2024

Consent **S-202404.25**

Page 142 **Change(s) to Course Description – ENPL 609-3, Advanced First Nations Community and Environmental Planning**

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course title and description, for ENPL 609 on page 127 of the 2023/2024 graduate calendar, be approved as proposed.

Effective Date: January 2025

Consent **S-202404.26**

Page 144 **Change(s) to Course Description – ENPL 619-3, Ecological Design**

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course title, description, prerequisite, preclusions, and course credit hours for ENPL 619-3 Ecological Design, on page 127 of the 2023/2024 graduate calendar, be approved as proposed.

Effective Date: September 2024

Regular **S-202404.27**

Page 147 **Changes to Program Requirements – BSc Major in Environmental Science**

That on the recommendation of the Senate Committee on Academic Affairs the credit hours in the BSc Major in Environmental Science on page 117 of the 2023/24 undergraduate calendar, be approved, as proposed.

Effective Date: September 2024

Regular **S-202404.28**

Page 150 **Changes to Program Requirements – Geography BSc Areas of Specialization and Minor in Earth Sciences**

That on the recommendation of the Senate Committee on Academic Affairs the requirements for the Geography BSc Areas of Specialization and the Minor in Earth Sciences on pages 145 and 146 in the 2023/24 undergraduate PDF calendar, be approved as proposed.

Effective Date: September 2024

Consent **S-202404.29**

Page 157 **Change(s) to Course Description – GEOG 250-3, Introduction to Geospatial Analysis**

That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course title and course description for GEOG 250-3, on page 256 of the 2023/2024 undergraduate calendar, be approved as proposed. If approved, this will also necessitate changes where GEOG 250-3 is listed in the calendar – on pages 108, 144, 145, and 147.

Effective Date: September 2024

A separate motion will be submitted for changes to GEOG 250 and ENSC 250 that affect the Geospatial Specialization within the Geography BSc degree (page 146).

Consent **S-202404.30**

Page 160 **Change(s) to Course Description – ENSC 250-2, Introduction to Environmental Data Analysis**

That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course title, course description, and credits for ENSC 250-2, on page 241 of the 2023/2024 undergraduate calendar, be approved as proposed. If approved, this will also necessitate changes where ENSC 250 is listed in the calendar – on pages 117, 144.

Effective Date: September 2024

Page 163 **Executive Summary for Counselling Program**

Regular **S-202404.31**

Page 164 **General Motion – COUN (Counselling)**

That on the recommendation of the Senate Committee on Academic Affairs the new subject code COUN (Counselling) be approved as proposed.

Effective Date: September 2024

- Regular*
Page 165 **S-202404.32**
Change(s) to Program Requirements – MEd Counselling Psychology
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the program requirements for the MEd Counselling Psychology on page 99 of the 2023/2024 graduate calendar, be approved as proposed.
Effective Date: September 2024
- Regular*
Page 168 **S-202404.33**
Change(s) to Course Subject Codes – MEd Counselling
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the subject code for MEd Counselling courses on pages 119-124 of the 2023/2024 graduate calendar, be approved as proposed.
Effective Date: September 2024
- Regular*
Page 172 **S-202404.34**
New Course Approval – COUN 601-3, Research Design and Methodology
That on the recommendation of the Senate Committee on Academic Affairs the new course COUN 601-3 Research Design and Methodology be approved as proposed.
Effective Date: September 2024
- Regular*
Page 176 **S-202404.35**
New Course Approval – COUN 610-3, Qualitative Analysis in Counselling
That on the recommendation of the Senate Committee on Academic Affairs the new course COUN 610-3 Qualitative Analysis in Counselling be approved as proposed.
Effective Date: September 2024
- Regular*
Page 180 **S-202404.36**
New Course Approval – COUN 633-3, Human Development: Implications for Counselling
That on the recommendation of the Senate Committee on Academic Affairs the new course COUN 633-3 Human Development: Implications for Counselling be approved as proposed.
Effective Date: September 2024
- Regular*
Page 184 **S-202404.37**
New Course Approval – COUN 692-3, Special Topics
That on the recommendation of the Senate Committee on Academic Affairs the new course COUN 692-3 Special Topics be approved as proposed.
Effective Date: September 2024
- Regular*
Page 188 **S-202404.38**
New Course Approval – COUN 693-3, Directed Reading
That on the recommendation of the Senate Committee on Academic Affairs the new course COUN 693-3 Directed Reading be approved as proposed.
Effective Date: September 2024
- Regular*
Page 192 **S-202404.39**
New Course Approval – COUN 695-3, Research Seminar
That on the recommendation of the Senate Committee on Academic Affairs the new course COUN 695-3 Research Seminar be approved as proposed.
Effective Date: September 2024
- Regular*
Page 196 **S-202404.40**
New Course Approval – COUN 797-3, Comprehensive Examination
That on the recommendation of the Senate Committee on Academic Affairs the new course COUN 797-3 Comprehensive Examination be approved as proposed.
Effective Date: September 2024

Regular **S-202404.41**

Page 200 **New Course Approval – COUN 798-6, MEd Project**

That on the recommendation of the Senate Committee on Academic Affairs the new course COUN 798-6 MEd Project be approved as proposed.

Effective Date: September 2024

Regular **S-202404.42**

Page 204 **New Course Approval – COUN 799-9, MEd Thesis**

That on the recommendation of the Senate Committee on Academic Affairs the new course COUN 799-9 MEd Thesis be approved as proposed.

Effective Date: September 2024

Regular **S-202404.43**

Page 208 **Change(s) to Program Requirements – Health Sciences PhD**

That on the recommendation of the Senate Committee on Academic Affairs the changes to the Health Sciences PhD Program description on pages 70 and 71 of the 2023/2024 Graduate Calendar be approved as proposed.

Effective Date: September 2024

Regular **S-202404.44**

Page 211 **Change(s) to Course Description – HHSC 800-6, Graduate Seminar**

That on the recommendation of the Senate Committee on Academic Affairs the changes to the course title and description for HHSC 800-6 Graduate Seminar, on page 132 of the 2023-2024 Graduate Academic Calendar be approved as proposed.

Effective Date: September 202

Regular **S-202404.45**

Page 213 **Change(s) to Course Description – HHSC 801-3, Graduate Seminar II**

That on the recommendation of the Senate Committee on Academic Affairs the reintegration/addition of HHSC 801-3 to the Graduate Academic Calendar be approved as proposed..

Effective Date: September 2024

Consent **S-202404.46**

Page 215 **Course Deletion – NURS 705-3, Mobilizing Knowledge in Health and Health Care**

That on the recommendation of the Senate Committee on Academic Affairs the removal of NURS 705-3, Mobilizing Knowledge in Health and Health Care, on page 145 of the 2023/2024 PDF graduate calendar, be approved as proposed.

Effective Date: January 2025

Regular **S-202404.47**

Page 217 **New Course Approval – NURS 463-3 Palliative Care**

That on the recommendation of the Senate Committee on Academic Affairs the new course NURS 463-3 Palliative Care, be approved as proposed.

Effective Date: September 2024

Regular **S-202404.48**

Page 222 **Change(s) to Calendar Description – Master of Science in Nursing**

That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the Clinical Practica Schedule and Expectations on page 91 of the 2023/2024 PDF graduate calendar be approved as proposed

Effective Date: September 2024

Consent **S-202404.49**

Page 224 **Change(s) to Course Restrictions – NURS 602-3 Pathophysiology**

That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions and course prerequisites for NURS 602-3 Pathophysiology, on page 143 of the 2023/2024 PDF graduate calendar, be approved as proposed.

Effective Date: September 2024

Consent **S-202404.50**
Page 226 **Change(s) to Course Restrictions** – NURS 603-3, Health Assessment and Diagnostic Reasoning
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions and course prerequisites for NURS 603-3 Health Assessment and Diagnostic Reasoning, on page 143 of the 2023/2024 PDF graduate calendar, be approved as proposed.
Effective Date: September 2024

Consent **S-202404.51**
Page 228 **Change(s) to Course Restrictions** – NURS 605-3 Pharmacological Management and Therapeutic Interventions
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions and course prerequisites for NURS 605-3 Pharmacological Management and Therapeutic Interventions, on page 143 of the 2023/2024 PDF graduate calendar, be approved as proposed.
Effective Date: September 2024

Consent **S-202404.52**
Page 231 **Change(s) to Course Restrictions** – NURS 606-3, Developing Nursing Knowledge
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions for NURS 606-3, Developing Nursing Knowledge, on page 144 of the 2023/2024 PDF graduate calendar, be approved as proposed.
Effective Date: September 2024

Consent **S-202404.53**
Page 233 **Change(s) to Course Restrictions** – NURS 607-3, Appraising and Synthesizing Evidence for Practice
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions for NURS 607-3, Appraising and Synthesizing Evidence for Practice, on page 144 of the 2023/2024 PDF graduate calendar, be approved as proposed.
Effective Date: September 2024

Consent **S-202404.54**
Page 235 **Change(s) to Course Restrictions** – NURS 608-3, Nurse Practitioner Professional Practice
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions for NURS 608-3 Nurse Practitioner Professional Practice, on page 144 of the 2023/2024 PDF graduate calendar, be approved as proposed.
Effective Date: September 2024

Consent **S-202404.55**
Page 237 **Change(s) to Course Restrictions** – NURS 618-3, Research Approaches for Nursing and Health
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions for NURS 618-3, Research Approaches for Nursing and Health, on page 144 of the 2023/2024 PDF graduate calendar, be approved as proposed.
Effective Date: September 2024

Consent **S-202404.56**
Page 239 **Change(s) to Course Restrictions** – NURS 619-3, Qualitative Research in Nursing and Health
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions for NURS 619-3, Qualitative Research in Nursing and Health, on page 144 of the 2023/2024 PDF graduate calendar, be approved as proposed.
Effective Date: September 2024

Consent **S-202404.57**
Page 241 **Change(s) to Course Restrictions** – NURS 620-3, Quantitative Research in Nursing and Health
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions for NURS 620-3 Quantitative Research in Nursing and Health, on page 144 of the 2023/2024 PDF graduate calendar, be approved as proposed.

Effective Date: September 2024

Consent
Page 243

S-202404.58

Change(s) to Course Restrictions – NURS 704-3, Leadership in Health Care and Practice
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions for NURS 704-3 Leadership in Health Care and Practice, on page 145 of the 2023/2024 PDF graduate calendar, be approved as proposed.

Effective Date: September 2024

Consent
Page 245

S-202404.59

Change(s) to Course Restrictions – NURS 720-6, Practicum: Integrating Primary Health Care I
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions for NURS 720-6, Practicum: Integrating Primary Health Care I, on page 145 of the 2023/2024 PDF graduate calendar, be approved as proposed.

Effective Date: September 2024

Consent
Page 247

S-202404.60

Change(s) to Course Restrictions – NURS 730-6, Practicum: Integrating Primary Health Care II
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions for NURS 730-6, Practicum: Integrating Primary Health Care II, on page 145 of the 2023/2024 PDF graduate calendar, be approved as proposed.

Effective Date: September 2024

Consent
Page 249

S-202404.61

Change(s) to Course Restrictions – NURS 790-9 Nurse Practitioner
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions and course prerequisites for NURS 790-9 Nurse Practitioner Internship, on page 145 of the 2023/2024 PDF graduate calendar, be approved as proposed.

Effective Date: September 2024

Consent
Page 251

S-202404.62

Change(s) to Course Restrictions – NURS 797-6 MScN Project
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions and prerequisites for NURS 797-6, MScN Project, on page 145 of the 2023/2024 PDF graduate calendar, be approved as proposed.

Effective Date: September 2024

Consent
Page 253

S-202404.63

Change(s) to Course Restrictions – NURS 798-3 Nurse Practitioner Project
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions and course prerequisites for NURS 798-3 Nurse Practitioner Project, on page 146 of the 2023/2024 PDF graduate calendar, be approved as proposed.

Effective Date: September 2024

Consent
Page 255

S-202404.64

Change(s) to Course Restrictions – NURS 799-12 MScN Thesis
That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the course restrictions and prerequisites for NURS 799-12, MScN Thesis, on page 146 of the 2023/2024 PDF graduate calendar, be approved as proposed.

Effective Date: September 2024

Regular
Page 257

S-202404.65

New Program Approval – Joint Major in Anthropology/First Nations Studies
That on the recommendation of the Senate Committee on Academic Affairs the new Joint Major in Anthropology/First Nations Studies be approved as proposed.

Effective Date: September 2024

For Information:

Page 263 Quality Assurance Process Audit: Response and Action Plan – April 2024

Page 276 Quality Assurance Process Audit – Assessors’ Report Workbook - December 2023

This response document and action plan was submitted to Degree Quality Assurance Board, having been put together by a steering committee who met during February and March, consisting of;

- Wendy Rodgers (Committee Chair)
- John McNeill (Committee Co-Chair)
- Katerina Standish (VP Graduate and Postdoctoral Studies)
- Nicky Koper (Dean FE)
- Grant Potter (Interim Director CTLT)
- Karin Beeler (Chair, English – having gone through the program review process)
- Shahadat Hossain (Chair, Computer Science – soon to go through the review process)

11.3 Steering Committee of Senate **Payne**

11.4 Senate Committee on Nominations **Durau**

Regular

S-202404.66

Recommendation of Senate Committee Members to Senate

Durau

That on the recommendation of the Senate Committee on Nominations, the following candidates, who have met all eligibility requirements to serve on Senate committees as indicated, be appointed as proposed.

Effective date: April 24, 2024

Steering Committee of Senate

Lay Senator - Claudia Barreira (effective immediately – 03/31/2027)

Senate Committee on Nominations (SCN)

Faculty Senator - Neil Hanlon (effective immediately – 03/31/2027)

Lay Senator - Claudia Barreira (effective immediately – 03/31/2027)

Senate Committee on Curriculum and Calendar (SCCC)

Faculty Member - Christine Ho Youngusband (effective immediately – 03/31/2027)

Faculty Senator - Margot Mandy (effective immediately – 03/31/2026)

Senate Committee on Admissions and Degrees (SCAD)

Faculty Member - Elie Korkmaz (effective immediately – 03/31/2027)

Faculty Member - Pranesh Kumar (effective immediately – 03/31/2027)

Faculty Senator - Allan Kranz (effective immediately – 03/31/2027)

Faculty Senator - Todd Whitcombe (effective immediately – 03/31/2027)

Faculty Senator - Clarence Hofsink (effective immediately – 03/31/2027)

Lay Senator - Ray Noonan (effective immediately – 03/31/2027)

Senate Committee on Indigenous Initiatives (SCII)

Senator Appointed by Senate - Allan Kranz (effective immediately 0 03/31/2027)

Faculty Member – Jessie King (effective immediately - 03/31/2027)

Senate Committee on Honorary Degrees and Other Forms of Special Recognition

Faculty Senator - Hossein Kazemian (effective immediately – 03/31/2027)

Faculty Senator - Rheanna Robinson (effective immediately – 03/31/2027)

Lay Senator - Patricia Prince (effective immediately – 03/31/2024)

Senate Committee on Scholarships and Bursaries (SCSB)

Faculty Member - Jianjui Zhou (effective immediately – 03/31/2027)

Faculty Member - Maik Gehloff (effective immediately – 03/31/2027)

Faculty Member - Neil Hanlon (effective immediately – 03/31/2027)

Lay Senator - Shannon MacKay (effective immediately – 03/31/2027)

Senate Committee on University Budget

Faculty Senator – Professional Program - Maik Gehloff (effective immediately – 03/31/2027)

Senate Committee on Student Appeals

Faculty Member (Senator) - Mark Groulx (effective immediately – 03/31/2026)

11.4.1 List of Senate Committee Vacancies

COMMITTEE	POSITION	TERM EXPIRY DATE
SCN	Faculty Senator	03/31/2026
	Faculty Senator	03/31/2027
	Student Senator	08/31/2024
SCAD	Faculty Member	03/31/2027
	Graduate Student	08/31/2024
	Student Senator	08/31/2024
SCAAf	Dean	N/A
	Graduate Student	08/31/2024
	Undergraduate Representative	08/31/2024
SCII	Regional Representative	03/31/2026
	One Indigenous Undergraduate Student, appointed by Senate	08/31/2024
	Faculty Member	08/31/2027
SCUB	Graduate Student	08/31/2024
	Undergraduate Student	08/31/2024
	Graduate Student	08/31/2024
SCSB	Graduate Student	08/31/2024
SCHDSR	Faculty Senator	03/31/2027

11.5 Senate Committee on Curriculum and Calendar

Read

11.6 Senate Committee on Admissions and Degrees

Read

Regular S-202404.67

Page 290 Change(s) to Admission Requirements – Health Sciences (BHSc Program)

That on the recommendation of the Senate Committee on Admissions and Degrees the change(s) to the Admission Requirements to Health Sciences (BHSc Program) in the Undergraduate Calendar, page 152 of the 2023/2024 Undergraduate Calendar be approved as proposed.

Effective Date: September 2024

11.7 Senate Committee on Indigenous Initiatives

Payne

11.8 Senate Committee on Honorary Degrees and Special Forms of Recognition

Payne

11.9 Senate Committee on Scholarships and Bursaries

Wood-Adams

For Approval

Regular S-202404.68

Page 292 SCSB Annual Report

That on the recommendation of the Senate Committee on Scholarships and Bursaries the SCSB 2023/2024 Annual Report be approved.

Effective date: April 24, 2024

For Information

- Page 297** **SCSB20240327.04** *(approved)*
Bursary for Rural and Remote Youth
That the NEW Terms and Conditions for the Bursary for Rural and Remote Youth be approved.
Effective: 2024-2025 Academic Year
- Page 299** **SCSB20240327.05** *(approved)*
UNBC Emergency Financial Aid Bursary
That the NEW Terms and Conditions for the UNBC Emergency Financial Aid Bursary be approved.
Effective: 2024-2025 Academic Year
- Page 301** **SCSB20240327.06** *(approved)*
Northern BC Graduate Research Scholarship
That the revised Terms and Conditions for the Northern BC Graduate Research Scholarship be approved.
Effective: 2024-2025 Academic Year
- Page 303** **SCSB20240327.07** *(approved)*
Northern First Nations Award
That the revised Terms and Conditions for the Northern First Nations Award be approved.
Effective: 2024-2025 Academic Year
- Page 305** **SCSB20240327.08** *(approved)*
College Heights Veterinary Clinic Ltd Award
That the revised Terms and Conditions for the College Heights Veterinary Clinic Ltd Award be approved.
Effective: 2024-2025 Academic Year

11.10 Senate Committee on University Budget

Gehloff

12.0 Information

13.0 Other Business

- 14.0** **S-202404.69** *(10 minutes)*
Move to the Closed Session
That the meeting move to Closed Session.

- 15.0** **S-202404.73**
Adjournment
That the Senate meeting be adjourned.

Terms of Reference

**Sustainability Advisory
Committee**

Approving Authority: Office of the President
Effective Date: March 1, 2024
Date of Last Review/Revision: April 17, 2024

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1. DUTIES AND RESPONSIBILITIES

The committee is established by the President and is accountable to the President through the Chair.

The committee advises and assists the Office of the President in advancing the mission and reputation of the University in Leading a Sustainable Future. The responsibilities of the Committee include the following:

- 1.1 Inform the strategic priorities which align with the university's mission, current campus plans.
- 1.2 Advance coordination of the University's activities on sustainability pertaining to research and innovation, academic programs, community engagement and sustainability initiatives related to operations.
- 1.3 Foster the integration of knowledge and issues about sustainability into research, education, and application.
- 1.4 Advise on policies, projects, engagement processes, and strategy brought forward by the Office of Sustainability.

2. MEMBERSHIP

- 2.1 The basis of the committee membership is interdisciplinary and consists of the following:

Appointed positions:

- Chair of the Committee as appointed by the President
- Up to 2 Deans
- Up to 3 Faculty
- Up to 2 Students
- Up to 2 members of Staff/Admin

Ex-officio positions:

- Lead of Office of Sustainability
- Sustainability Manager will be the Committee Secretary

Other individuals, such as external members, may be invited by the Chair to attend all or any part of a meeting as necessary.

- 2.2 The committee may consider forming ad hoc sub-committees as necessary
- 2.3 The term of appointment of members of three years, renewable for an additional two terms up to a maximum of nine years.

3. MEETING FREQUENCY

- 3.1 The Committee meets at least quarterly. Additional meetings may be called by the Chair.

4. REVIEWS

The committee conducts an annual self-assessment of its performance against these Terms of Reference and reports its findings to the President and may recommend amendments to the Terms of Reference.

Motion Number (assigned by
Steering Committee of Senate): SCAAF202403.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the Memorandum of Understanding between UNBC and Thompson Rivers University related to graduate education be approved as proposed.

Effective Date: Upon signature of all parties

Rationale: The purpose of this MOU is to establish a formal relationship whereby the Parties can work collectively to establish joint frameworks related to graduate education.

Motion proposed by: Dr. Katerina Standish – Vice Provost, Graduate and Postdoctoral Studies

Academic Program: Not applicable

Implications for Other Programs / Faculties? The scope of the MOU is not program specific. Opportunities arising will seek appropriate consultation.

College: Not applicable

College Council / Committee Motion Number: Not applicable

College Council / Committee Approval Date: Not applicable

Attachment Pages (if applicable): 3 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

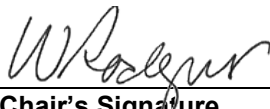
Motion No.: SCAAF202403.10

Moved by: Trina Fyfe

Seconded by: Stacey Linton

Committee Decision: CARRIED

Approved by SCAAF: March 13, 2024
Date


Chair's Signature

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

Memorandum of Understanding between the University of Northern British Columbia and Thompson Rivers University

This Memorandum of Understanding (the “MOU”) entered in duplicate as of this ___ day of _____, 2023 (the “Effective Date”).

BETWEEN: **University of Northern British Columbia**
3333 University Way
Prince George, British Columbia
V2N 4Z9

(“UNBC”)

AND: **Thompson Rivers University**
805 TRU Way
Kamloops, British Columbia
V2C 0C8

(“TRU”)

(UNBC and TRU individually referred to as a “**Party**”, and collectively referred to as the “**Parties**”)

RECITALS

WHEREAS UNBC is a public university established under the Universities Act with campuses in Prince George, Terrace, Fort St. John and Quesnel, and has in its own right and name the power to grant degrees established in accordance with the Act; and

WHEREAS TRU is a public university established under the Thompson Rivers University Act, SBC 2005, c 17 with campuses in Kamloops and Williams Lake;

WHEREAS the Parties have a long history of collaboration and see the potential for future joint activities that support their respective goals and strengthen areas of common interest, including, but not limited to, the availability of graduate programming; and

WHEREAS the Parties wish to outline formally in a MOU their desire to build on their existing relationships and work together in the future on activities where collaboration on their shared goals may benefit the Parties, and the broader Province of BC.

PREAMBLE

The purpose of this MOU is to establish a formal relationship whereby the Parties can work collectively to establish joint frameworks related to graduate education.

NOW THEREFORE the Parties have reached the following understanding:

1.0 Objectives

The following objectives will guide the Parties in the implementation of this MOU:

1.1 Collaborate to create new pathways for graduate students to increase participation in graduate-level education in interior and northern BC;

1.2 Collaborate on enhanced research opportunities for students and faculty; and,

1.3 Co-design administrative structures that facilitate greater opportunities for faculty co-supervision and membership on graduate-level supervisory teams.

2.0 Costs and Expenses

2.1 Each Party will be expected to bear its own costs and expenses arising from this MOU unless otherwise mutually arranged and agreed to in writing by the Parties in a legally binding agreement.

3.0 General Provisions

3.1 The Parties agree the MOU does not limit or affect any Party's mandate and does not and is not intended to be legally binding or to create legally enforceable rights or obligations between the Parties.

4.0 Confidentiality

4.1 The Parties may wish to disclose confidential information that is non-public, confidential or proprietary in nature to each other to facilitate work under this MOU. In such case, the Parties will enter into a legally binding agreement respecting such disclosure.

5.0 Term and Review

5.1 This MOU shall take effect from the date that it is signed by the Parties and continue until it is terminated in writing by any Party with 60 days' written notice, or by mutual agreement of all the Parties. The Parties agree that, should the agreement be terminated by either Party, they will work collectively to ensure no student will be adversely impacted.

5.2 This MOU and the initiatives and activities associated with this MOU will be reviewed annually by the Parties to determine whether the purpose of the MOU is being advanced.

5.3 The Parties may agree in writing to amend this MOU.



In witness whereof the Parties have caused the MOU to be executed on the dates indicated below:

Dr. Geoff Payne
President and Vice-Chancellor
University of Northern British Columbia

Signature

Date

Dr. Brett Fairbairn
President and Vice-Chancellor
Thompson Rivers University

Signature

Date

Executive Summary

Motions from the School of Business – Creation of the Certificate in Business Fundamentals, Creation of Sustainability/ESG courses, Changes to the Master of Science in Business Administration, and the Master of Business Administration programs

Certificate in Business Administration Fundamentals

1. Creation of Program – This new certificate is created to ensure that students at UNBC who are not pursuing a Business degree can gain basic business skills to use in conjunction with their degrees such as nursing, engineering, etc. The certificate uses three existing courses in the BComm program (COMM 100, COMM 240, and COMM 330) and the development of two courses, Basic Financial Management and Analysis and Service Design (COMM 202 and COMM 203). COMM 202 was created to ensure that an accessible version of accounting and finance would be taught to the students. COMM 203 was created to ensure that students have a framework for designing their business models and processes.
2. Creation of COMM 202 and COMM 203 – This follows the creation of courses need for the certificate.

Courses related to Sustainability and ESG

These courses are created to connect Business students to concepts in the sustainability and ESG (Environmental, Social, and Governance) disciplines. The creation of these 100 and 200 level courses will be used as the basis for upcoming 300 and 400 level courses. The first course (COMM 170) is about ESG in general and is pertinent to any discipline in the University. The second course (COMM 270) identifies how sustainability principles affect business management and how business knowledge can support sustainable actions. These courses were jointly developed by faculty members in Business, Environmental Studies, Environmental Planning, Nursing and Engineering to ensure that they do not duplicate courses in the University and are applicable to a variety of disciplines.

1. Creation of COMM 170 and COMM 270 – This follows the decision to create courses that provide foundational information about sustainability and ESG principles as well as show how business and ESG is related to each other.

Master of Science In Business Administration

1. Changes to Program of Study – These proposed changes follow a review of the Curriculum Committee and the need for flexibility in the program. The review identified that students should be given the ability to take any graduate course that can be used to broaden and enhance the education of the student.

Master of Business Administration

1. Changes to Program of Study – These proposed changes follow a review from the Curriculum Committee. Due to resource constraints in the Faculty of Business and Economics, a required course has been replaced with another course.

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW ACADEMIC PROGRAM PROPOSAL

Motion: That the new program Certificate in Business Administration Fundamentals be approved as proposed for September 2024.

A. General Information

Program Title: Certificate in Business Administration Fundamentals

Program Objectives: To provide non-business students with basic business fundamentals. Students in other fields will need basic business administration knowledge and skills to run businesses such as clinics, engineering firms, and other firms. We provide knowledge of the basic operations, financials, and marketing of the business.

Credential upon Completion of the Program: Certificate in Business Administration Fundamentals

Program Offering the Degree: School of Business

Suggested Institutional Priority:

Relationship of Proposed Program to the Mandate of the Institution: The vision of UNBC is to be responsive and provide sustainable solutions to the Northern community. This program will provide non-business students with the skills and knowledge to run and understand the basics of their own business. This will ensure that local students in non-business fields, such as engineering, nursing, environmental planning, and computer science have the foundations for starting or managing a business. In addition, this program will provide a pathway for non-traditional students to take university courses and build confidence in further pursuing post-secondary education.

Implications for the Cooperative Education Option: None

Specialties within Program: None

Related Programs at Other Institutions: None

Relation to Existing Programs: Bachelor of Commerce

Articulation Arrangement: None

Consultations with Other Institutions: There was extensive discussion with Hubspace, a local technology business incubator, about the basic skills needed in business administration.

B. Program Description

General Calendar Description:

Certificate in Business Administration Fundamentals

This certificate provides students with the basic information on how to run a business and administer parts of an organization, and is ideal for students from outside of the business program who are interested in understanding the fundamentals of business administration. To create solutions for our changing world, students from various backgrounds need to start organizations, businesses, and firms that use their expertise and skills. This is important for areas such as engineering, nursing, environmental planning, and computer science. Students in this program are taught how Canadian businesses function, the basic accounting and financial concerns of a business, how organizations work, how to design their product/service offerings, and how to market their product/service. Students enrolled in the UNBC Bachelor of Commerce or an equivalent business degree or business minor from any institution (as per the discretion of the School of Business program Chair) are not eligible for this certificate.

Curriculum:

Requirements

COMM 100-3	Introduction to Canadian Business
COMM 202-3	Basic Financial Management and Analysis
COMM 203-3	Service Design
COMM 240-3	Introduction to Marketing
COMM 330-3	Human Resource Management

C. Need for Program

Enrolment Projections: We believe that initially there will be 10 students throughout the university cohorts interested in this certificate. As word grows, it is likely that applicants could reach to over 30 per cohort. As more integration between the different faculties at the university occurs, we suggest that there will be even more scope for students to take this certificate. Students introduced to business and the discipline may look for a program that provides the basics but is not a minor.

Cultural, Social and Economic Needs: This certificate provides a needed economic benefit in that it ensures that students in all disciplines have the skills to incorporate their knowledge in the economy and marketplace. The program also provides important organizational skills that will aid graduates in turning their major knowledge into an idea in the world. Most importantly, this will make it possible to have more management and business level skills in non-profit areas by students taking non-business degrees, such as social work, healthcare, and public policy. This ensures that our not-for-profit organizations and public institutions can more effectively serve the community.

Labour Market Demands: Discussions with business leaders have told us that certain degree programs would be well served by this certificate. Specifically, the School of Engineering and School of Nursing have identified that these skills are needed in their profession. This certificate would build on the skills and courses identified in the Nursing and Engineering programs and focus on the basic administration skills needed to perform duties in their professions. Students looking for more advanced business knowledge would be able to take the minor.

Other Benefits: This ensures further integration between the different disciplines at the university. As we take on large issues that involve faculties throughout the university, it is important to create connections. This certificate ensures that students from different areas interact with the same material but bring different perspectives to the topic.

D. Faculty

Faculty list: Julius Bankole, Darren Brown, Wootae Chun, Irina Doering, Chengbo Fu, Xin Ge, Natascha Lukawitski, Charles Scott

Expected Teaching Loads: Three courses are currently part of the current BComm program. The two new courses are streamlined versions of current content can be delivered by current faculty. This will result in two course overloads in the School.

Research Funding: None

E. Program Delivery

Distance Learning Components: None

Class Size and Structure: Since most classes are available in the BComm, the new classes will follow a similar structure. We expect classes to be between 20 and 40 students.

Experiential Learning: Experiential learning is a part of our BComm and already exists in current courses. We will incorporate experiential learning into the new courses.

F. Program Resources

Administrative Requirements: None

Operating Requirements: None

Capital Requirements: None

Start-up Costs: None

Special Resource Requirements: None

G. Library Resource Requirements (See attached form)

H. Evaluation

Academic Quality of Program: The existing courses have been reviewed by the Province and are continually reviewed by instructors. The new courses have been proposed by experts in the field. COMM 202 was created by Chengbo Fu, an Associate Professor with a PhD in Finance and Natascha Lukawitski, a Lecturer with a Certified Public Accountant designation and a Master of Professional Accounting. COMM 203 was reviewed by Pamela Spokes, a professional service designer with over 10 years of management experience, with 5 of those years focused on service design.

Methods of Internal Institutional Review: Discussions we had within the School about a subset of courses. We also discussed the program with the Schools of Nursing and Engineering to ensure that it could be available for their students.

Relevant External Program Experts: As mentioned, we consulted Pamela Spokes, an external expert on service design. She is currently working on service design and teaching the topic at the Metropolia University of Applied Sciences in Helsinki, Finland. We also consulted with local businesses about the need for non-business students to have access to basic business administration skills and knowledge.

I. Miscellaneous

Special Features: None

Attachment Pages (in addition to required Library Form): 0 pages

J. Authorization

SCCC Reviewed: March 14, 2024

Faculty(ies): Business and Economics

Faculty Council Motion Number(s): FBEFC2024.03.21.09

Faculty Council Approval Date(s): March 21, 2024

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

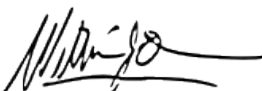
Motion No.: SCAAF 202404.03

Moved by: Katerina Standish

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Library Resource Requirements and Consultation Form
(to be submitted with SCAAF New Academic Program Proposal Motion Form)

Completing the Library Resource Requirements and Consultation Form is a critical step in ensuring that the Library can support the program through its resources, teaching, and services. The Library is committed to identifying existing and needed resources that support students in their educational journeys at UNBC.

This form must be submitted to the Library **21 days (3 weeks)** prior to SCAAF New Program Approval deadline.

NEW ACADEMIC PROGRAM PROPOSAL *(to be completed by Faculty Member/Chair/Dean)*

Name of proposed Program or degree: Certificate in Business Administration Fundamentals

Anticipated start date of program: Sept 2024

Anticipated enrolment: up to 30 per cohort anticipated

Are the SCAAF Program forms attached: _____YES _____NO

Please provide keywords associated with the discipline:

Library Resource Requirements *(to be completed by Librarians)*

Please describe the impact of the following Library service(s) or resource(s):

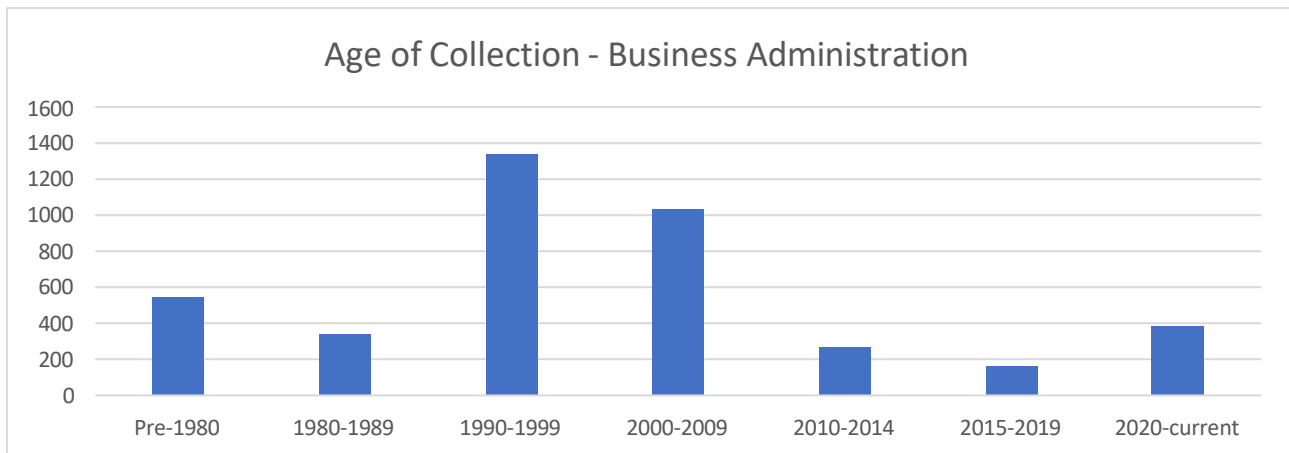
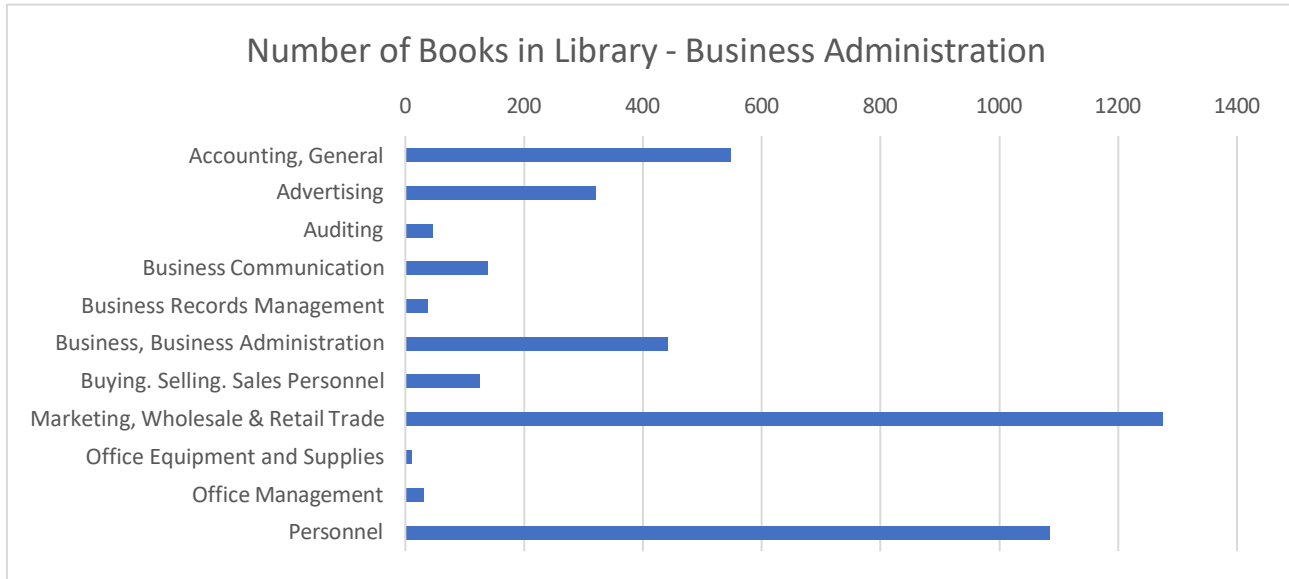
1. Collections:

a) Required and/or recommended readings and course reserves.

- COMM 170 - Mulligan, M. (2023). *An introduction to sustainability : environmental, social and personal perspectives*. February 13, 2024
 - Ebook ordered for Library
- COMM 203 - Stickdorn, M., & Schneider, J. (2012). *This is service design thinking : basics, tools, cases*. WILEY.
 - Ebook ordered for Library
- COMM 270 - Sanders, N. R., Wood, J. D., & John Wiley & Sons. (2024). *Foundations of sustainable business : theory, function, and strategy* (Third). Wiley.
 - Print book ordered for Library, ebook not available for purchase by Library
- Additional complementary books have been ordered for the Library collection to support this proposed program. Ongoing collection development can be accommodated within the existing Library budget.

b) Depth of the collection in relevant areas.

- Monographs: LCSH



- Electronic resources (*Will the addition of this program impact the electronic resources required and licenses, ex. impact on simultaneous users, contract considerations:*)
- Available Databases:

Name	Description	Current Subscription Cost
Business Insights Essentials	Indexes content on U.S. companies and products	~\$900/yr
Business Source Complete	Indexes research in all disciplines of business	~\$30,000/yr
Capital IQ	Current and historical information on global company information and market research	~\$13,000/yr
CBCA Complete	Indexes content on broad range of Canadian sources	~\$8000/yr

CPA Standards	Guidelines on Canadian accounting standards	~\$1100/yr
EDGAR	Registration statements, reports, etc. filed by foreign and American companies	Publicly available
Emerald Journals	Emerald Journals	~\$25,000/yr
IFRS	Global accounting standards	~\$750/yr
Open Database of Businesses	Names, addresses, and industry information of a selection of businesses across Canada	Publicly available
Passport GMID	Global market information database and analysis tool	~\$9000/yr
SEDAR	Public information filed with the Canadian Securities Administrators (CSA)	Publicly available
Statista	Industry information, consumer data, company profiles, financials, etc.	~\$4000/yr
Trade Analyzer	Statistical tables for world trade and Canadian imports/exports	~\$150/yr

- Available online journals available by subject:

Accounting, General	132
Advertising	61
Auditing	9
Business Communication	15
Business Records Management	10
Business, Business Administration	180
Buying. Selling. Sales Personnel	18
Marketing, Wholesale & Retail Trade	253
Office Equipment and Supplies	3
Office Management	12
Personnel	87

Top highest impact journals in Business (from JCR based on 2022 JIF)

Journal Title	UNBC Availability
Journal of Business Research	1995-current
Academy of Management Journal	1963-current
Journal of Business Ethics	1982-current
Strategic Management Journal	1980-current
Academy of Management Review	1976-current
Technological Forecasting and Social Change	1995-current
Journal of Management	1975-current
Journal of Marketing Research	1964-current
Journal of Marketing	1936-current
Journal of Consumer Research	1974-current

UNBC's journal collection is adequate to support the proposed program. According to JCR, UNBC

has current access to all of the most highly cited journals in business.

- Are there discipline or subject specific resources (databases, software) required for pedagogical and/or accreditation purposes? Yes ___ No X
 - If yes, provide name of resource(s) required and total cost:

2. Human Resources:

a) Instruction (*i.e. research guide development, online tutorials, embedded instruction, tours, etc*):

Currently, there is good instruction support for the Business program. A relatively well developed libguide gives research tips focusing on specific topic areas and courses. Instruction sessions are provided upon request by the instructor. This program proposal is not expected to add any additional instruction sessions.

b) The level of expertise required to support the program (*please provide rationale*):

X Generalist

___ Subject Specialist (*i.e. specific skills and/or knowledge are required to support the program*)

c) Reference assistance (*i.e. individual or group support, ongoing support*)

Reference assistance for the Business program is currently provided by the main Library reference desk. It is expected that this will continue with this proposed program.

3. Physical space (*i.e. sufficient collaborative study space, individual study areas in the library, etc*):

Students in the proposed program will compete with other students for space within the Library. Group study and collaboration space are likely to be the most desirable.

4. Collaboration with other libraries or institutions (*i.e. regional programs, distributed programs, libraries in the community, etc*):

Unknown

5. Other (*i.e. special equipment and/or software*):

Unknown

Library's recommendation (*check one option*):

Proposal has an impact on the Library and can be supported within the Library's current budget.

Proposal cannot be supported without additional budgetary resources; see details above or appended.

Proposal has no impact on the Library.



University Librarian (or designate) signature

13Feb24

Date

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program requirements for the Master in Business Administration (MBA), on page 48 of the 2023/24 graduate calendar, be approved as proposed.”

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The changes are proposed to ensure that resource constraints in the Faculty of Business and Economics do not affect the delivery of the program. Specifically, the introduction differentiates the program from other MBA programs and aligns it with the strategic goals of the University. By adding a course in project management, the MBA can provide graduates with the skills needed to make an impact in their communities.
3. **Implications of the changes for other programs, etc., if applicable:** This change mitigates the impact on the School of Economics by not drawing further on existing resources within the department. The School has been consulted in the Curriculum Committee and in our Faculty meetings.
4. **Reproduction of current Calendar entry for the item to be revised:**

Option A

COMM 799-6 MBA Project

Five of the following:

COMM 701-3 Strategy Implementation
COMM 702-3 Sustainability Management
COMM 735-3 Law, Governance and Ethics
COMM 736-3 Human Resource Management and Industrial Relations
COMM 737-3 Leadership Practice and Development
COMM 755-3 Management of Technology
ECON 611-3 Cost-Benefit Analysis

Option B

COMM 701-3 Strategy Implementation
COMM 702-3 Sustainability Management
COMM 735-3 Law, Governance and Ethics
COMM 736-3 Human Resource Management and Industrial Relations
COMM 737-3 Leadership Practice and Development
COMM 755-3 Management of Technology
ECON 611-3 Cost-Benefit Analysis

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

Option A

COMM 799-6 MBA Project

Five of the following:

COMM 701-3 Strategy Implementation
COMM 702-3 Sustainability Management
COMM 735-3 Law, Governance and Ethics
COMM 736-3 Human Resource Management and Industrial Relations
COMM 737-3 Leadership Practice and Development
COMM 751-3 Project Management
COMM 755-3 Management of Technology
~~ECON 611-3 Cost-Benefit Analysis~~

Option B

COMM 701-3 Strategy Implementation
COMM 702-3 Sustainability Management
COMM 735-3 Law, Governance and Ethics
COMM 736-3 Human Resource Management and Industrial Relations
COMM 737-3 Leadership Practice and Development
COMM 751-3 Project Management
COMM 755-3 Management of Technology
~~ECON 611-3 Cost-Benefit Analysis~~

6. **Authorization:**

SCCC Reviewed: March 14, 2024

Program / Academic / Administrative Unit: School of Business

Faculty(ies): Business and Economics

Faculty Council Motion Number(s): FBEFC2024.03.21.07

Faculty Council Approval Date(s): March 21, 2024

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

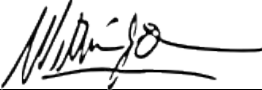
Motion No.: SCAAF 2021404.04

Moved by: Katerina Standish

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.06

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: “That the changes to the required courses for the MScBA program, on page 49 of the 2023/24 graduate calendar, be approved as proposed.”

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The changes are proposed to ensure students can gain reference discipline and interdisciplinary knowledge needed for their research.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Required Courses

COMM 662-3 Research Methodology
COMM 760-3 Seminar in Business Administration
COMM 762-3 Independent Research in Business Administration
COMM 763-12 Master's Thesis

Two courses from the MBA program

One of the following:

STAT 672-3 Survey Sampling Design and Analysis
STAT 673-3 Experimental Design and Analysis
STAT 675-3 Methods for Multivariate Data

The student and supervisor choose the STAT course from the above list to best fit the student's MSc program of study.

A different graduate-level statistics course may be taken from the School of Business or other UNBC department as an alternative to STAT 672-3, STAT 673-3, or STAT 675-3. Students select required statistics courses in consultation with their supervisor and require the permission of the Chair of the MScBA Program.

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

Required Courses

COMM 662-3 Research Methodology
COMM 760-3 Seminar in Business Administration
COMM 762-3 Independent Research in Business Administration
COMM 763-12 Master's Thesis

~~Two courses from the MBA program~~

Two graduate-level or upper- division undergraduate level courses in consultation with the student's Supervisor and approval from the Chair of the School of Business.

One of the following:

- STAT 672-3 Survey Sampling Design and Analysis
- STAT 673-3 Experimental Design and Analysis
- STAT 675-3 Methods for Multivariate Data

The student and supervisor choose the STAT course from the above list to best fit the student's MScBA program of study.

A different graduate-level statistics course may be taken from the School of Business or other UNBC department as an alternative to STAT 672-3, STAT 673-3, or STAT 675-3. Students select required statistics courses in consultation with their supervisor and require the permission of the Chair of the School of Business. ~~MScBA Program.~~

6. Authorization:

SCCC Reviewed: March 14, 2024

Program / Academic / Administrative Unit: School of Business

Faculty(ies): Business and Economics

Faculty Council Motion Number(s): FBEFC2024.03.21.08

Faculty Council Approval Date(s): March 21, 2024

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.05

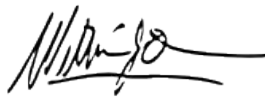
Moved by: Katerina Standish

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course COMM 170-3 Fundamentals of Environmental, Social, and Governance Issues be approved as proposed.

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** School of Business
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** COMM 170-3
4. **Course Title:** Fundamentals of Environmental, Social, and Governance Issues
5. **Goal(s) of Course:**

The goal of the course is to ensure students understand the diverse set of discourses on ESG (environmental, social, and governance) issues and how these factors interact to provide sustainable solutions. The course 1) introduces the concept of environmental, social, and governance issues to students, 2) provides them with the tools to think critically about sustainability discourses from environmental, social, and economic perspectives, and 3) provide them with the perspective to see environmental, social, and governance challenges and opportunities in their own experience. The course will cover topics at the intersection of environmental, social, and economic sustainability including systems thinking, sustainable communities, biodiversity, renewable energy, circular economy, and motivating personal and organizational change. However, no one perspective will supersede the other as we believe that only when each aspect is taken into consideration are sustainable solutions possible.

6. Calendar Course Description:

This course introduces students to the concept of ESG (environmental, social, and governance) issues and the diverse ways environmental, social, and economic sustainability are understood. The knowledge and skills taught in this class borrow from ecology, economics, environmental sciences, psychology, and management disciplines. Students are also exposed to sustainable actions that they can do in their everyday lives. This course lays the foundation for more advanced courses that cover the ideation, design, and implementation of ESG in practice.

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

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

Yes* No

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

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

"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 3

Seminar _____

Laboratory _____

Other (please specify) _____

9. Prerequisites (taken prior): none

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

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

12. Preclusions: none

13. Course Equivalencies: none

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

15. Course to be offered: each semester _____

each year X

alternating years _____

16. Proposed text / readings: *An Introduction to Sustainability: Environmental, Social and Personal Perspectives Second Edition* by Martin Mulligan, Routledge, 2017. ISBN 978-1138698307.

B. Significance Within Academic Program

1. Anticipated enrolment 20-30

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

3. Required for: Major: No Minor: No Other: No

4. Elective in: Major: All business majors Minor: No Other: _____

5. Course required by another major/minor: No

6. **Course required or recommended by an accrediting agency:** No
7. **Toward what degrees will the course be accepted for credit?** Bachelor of Commerce
8. **What other courses are being proposed within the Program this year?** COMM 202, COMM 203, COMM 270
9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** ENV5 101, ENGR 300, ENPL 301. The 100-level course identified goes into more detail about the environmental factors of ESG (Environmental, Social, and Governance). The 300-level courses currently include material that would be in this course. We have consulted with the instructors of these courses to include topics that would ensure they can spend less time on introductory material and more time on topics directly related to their courses.
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:** As mentioned the overlap in the 100 level course would be introductory material to what sustainability is however the majority of ENV5 101 focuses on sustainable actions as a citizen. The students coming into the class are already conversant in sustainability issues and knowledge. As for the 300-level courses, the instructors stated that they currently must include some introductory material in sustainability that may be covered by this course.
4. **Has this overlap been discussed with the Program concerned?** Yes X No _____
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
Yes _____ No X

If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**
Yes _____ No X

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

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**
 - i. **Faculty Staffing:** 3 SCH / year
 - ii. **Space (classroom, laboratory, storage, etc.):** This course requires no specialized facilities. It is expected to be popular with incoming students in the School of Business undergraduate program, requiring a capacity of up to 100 students. Current UNBC facilities (Canfor Theatre, Lecture Room 8-164, Lecture Room 8-166) are adequate for this course.
 - iii. **Library Holdings:** See attached form.
 - iv. **Computer (time, hardware, software):** None

E. Additional Attached Materials

F. Other Considerations

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

If “yes.” refer the motion to the Senate Committee on Indigenous Initiatives **prior to SCAAF.

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

G. Authorization

SCCC Reviewed: March 14, 2024

- 1. **Faculty(ies):** Business and Economics
- 2. **Faculty Council Motion Number(s):** FBEFC 2024.03.21.03
- 3. **Faculty Council Approval Date(s):** March 21, 2024
- 4. **Senate Committee on Indigenous Initiatives Motion Number:**
- 5. **Senate Committee on Indigenous Initiatives Meeting Date:**

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

Brief Summary of Committee Debate:

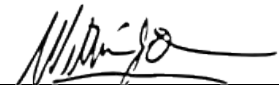
Motion No.: SCAAF 202404.06

Moved by: Katerina Standish

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair’s Signature

For recommendation to _____, or information of _____ Senate.

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

PROPOSED NEW COURSE: COMM 170-3 Fundamentals of Environmental, Social, and Governance Issues

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

a) Are current library holdings adequate? Yes X No

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

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



University Librarian (or designate) signature

12 Feb 2024

Date

Motion Number (assigned by _____
Steering Committee of Senate): S-202404.08

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course COMM 202-3 Basic Financial Management and Analysis be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** School of Business
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** COMM 202-3
4. **Course Title:** Basic Financial Management and Analysis
5. **Goal(s) of Course:**

The goals of the course are to focus on

The goal of the course is to provide non-BComm students with a understanding of financial accounting and financial management principles, enabling them to analyze and interpret financial information effectively. By the end of the course, students will have developed the skills to assess the financial health of a company, make informed business decisions based on financial data, and contribute to financial decision-making processes within organizations. Additionally, students will gain insights into topics such as cost analysis, capital budgeting, and risk assessment, equipping them with the tools necessary to navigate financial challenges and contribute to the overall success of a business.

6. Calendar Course Description:

This course covers essential principles for organizational success, instructing students in interpreting financial reports and operational metrics, and providing an opportunity to learn how to assess internal performance, understand reporting practices, and benchmark success. The course emphasizes compliance with Canadian regulations, focusing on key reporting and operational metrics, while prioritizing essential parameters for external reporting.

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

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

Yes* _____ No X

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

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

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

Variable credit is denoted by the following examples:

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

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

8. Contact Hours (per week):

Lecture 3

Seminar _____

Laboratory _____

Other (please specify) _____

9. Prerequisites (taken prior): none

10. Prerequisites with concurrency (taken prior or simultaneously): COMM 100-3

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

12. Preclusions:

If COMM 210-3 or COMM 220-3 was taken, no credit will be given if student wants to take COMM 202-3.

If you have taken ENGR 380-3, no credit will be given if a student wants to take COMM 202-3.

13. Course Equivalencies: none

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

15. Course to be offered: each semester _____

each year X

alternating years _____

16. Proposed text / readings:

B. Significance Within Academic Program

1. Anticipated enrolment 20-30

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

3. Required for: Major: No Minor: No Other: Yes (Certificate)

4. **Elective in:** Major: No Minor: No Other: No
5. **Course required by another major/minor:** No
6. **Course required or recommended by an accrediting agency:** No
7. **Toward what degrees will the course be accepted for credit?** Certificate in Business Administration Fundamentals
8. **What other courses are being proposed within the Program this year?** COMM 170, COMM 203, COMM 270
9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** N/A
2. **Is a preclusion required?** Yes X No _____
 If COMM 210-3 or COMM 220-3 was taken, no credit will be given if a student wants to take COMM 202-3. If you have taken ENGR 380-3, no credit will be given if a student wants to take COMM 202-3.
3. **If there is an overlap, and no preclusion is required, please explain why not:** N/A
4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
 Yes _____ No X
If yes, please describe requirements:
6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**
 Yes _____ No X
If “yes,” please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**
- i. **Faculty Staffing:** 3 SCH / year
 - ii. **Space (classroom, laboratory, storage, etc.):** Existing space is adequate. The Faculty of Business and Economics is exploring alternative scheduling options for these classes to attract non-traditional students and to optimize the use of current spaces available.
 - iii. **Library Holdings:** See attached form
 - iii. **Computer (time, hardware, software):** None

E. Additional Attached Materials

F. Other Considerations

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

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

****If "yes,"** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

2. **Other Information:** none

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

G. Authorization

SCCC Reviewed: March 14, 2024

1. **Faculty(ies):** Business and Economics

2. **Faculty Council Motion Number(s):** FBEFC2024.03.21.04

3. **Faculty Council Approval Date(s):** March 21, 2024

4. **Senate Committee on Indigenous Initiatives Motion Number:** N/A

5. **Senate Committee on Indigenous Initiatives Meeting Date:** N/A

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

Brief Summary of Committee Debate:

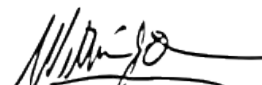
Motion No.: SCAAF 202404.07

Moved by: Katerina Standish

Seconded by: Todd Whitcombe

Committee Decision:

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

For recommendation to _____, or information of _____ Senate.

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

PROPOSED NEW COURSE: COMM 202-3 Basic Financial Management and Analysis

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

a) Are current library holdings adequate? Yes X No

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

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



University Librarian (or designate) signature

12 Feb 2024

Date

Motion Number (assigned by
Steering Committee of Senate):

S-202404.09

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course COMM 203-3 Service Design be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** School of Business
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** COMM 203-3
4. **Course Title:** Service Design
5. **Goal(s) of Course:**

The goals of the course are to focus on:

Understand and apply the design thinking and service design mindset, process and tools necessary for impactful change;

Identify real customer needs utilizing service design tools and methods to understand what they value;

Examine different opportunities for impactful development through testing and validating solutions; and

Develop paths to respond to those central needs by designing an “architecture” to manage the resulting tasks; formal organization; informal organization; and people.

6. Calendar Course Description:

Organizations succeed when intentional design of all aspects of their operation results in effective execution of service, providing compelling customer-centric solutions. This course examines how organizations build long-term value, utilizing a deeper understanding of customers’ needs and experiences to create more profitable and attractive services.

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

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

Yes* No X

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

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 3 Seminar _____
Laboratory _____ Other (please specify) _____

9. Prerequisites (taken prior): none

10. Prerequisites with concurrency (taken prior or simultaneously): COMM 100-3

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

12. Preclusions: none

13. Course Equivalencies: none

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

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

16. Proposed text / readings: This is Service Design Thinking: Basics, Tools, Cases 1st Edition, ISBN-10: 9781118156308, ISBN-13: 978-1118156308, by Marc Stickdorn, Jakob Schneider.

Applications to organisations may be drawn from The service organization: How to Deliver and Lead Successful Services, Sustainably. London School of Economics and Political Science, Kate Tarling (2023).

B. Significance Within Academic Program

1. Anticipated enrolment 20

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

3. Required for: Major: No Minor: No Other: Yes(Certificate)

4. Elective in: Major: No Minor: No Other: _____

5. Course required by another major/minor: No

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

7. **Toward what degrees will the course be accepted for credit?** Certificate in Business Administration Fundamentals

8. **What other courses are being proposed within the Program this year?** COMM 170, COMM 202, COMM 270

9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** N/A

2. **Is a preclusion required?** Yes _____ No X

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

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

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

Yes _____ No X

If yes, please describe requirements:

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

Yes _____ No X

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

D. Resources required

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

i. **Faculty Staffing:** 3 SCH / year

ii. **Space (classroom, laboratory, storage, etc.):** Existing space is adequate. The Faculty of Business and Economics is exploring alternative scheduling options for these classes to attract non-traditional students and to optimize the use of current spaces available.

iii: **Library Holdings:** See attached form

iv. **Computer (time, hardware, software):** None

E. Additional Attached Materials

F. Other Considerations

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

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

****If "yes,"** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

2. **Other Information:** none

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

G. Authorization

SCCC Reviewed: March 14, 2024

- 1. **Faculty(ies):** Business and Economics
- 2. **Faculty Council Motion Number(s):** FBEFC2024.03.21.05
- 3. **Faculty Council Approval Date(s):** March 21, 2024
- 4. **Senate Committee on Indigenous Initiatives Motion Number:** N/A
- 5. **Senate Committee on Indigenous Initiatives Meeting Date:** N/A

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

Brief Summary of Committee Debate:

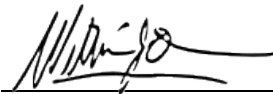
Motion No.: SCAAF 202404.08

Moved by: Katerina Standish

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

For recommendation to _____, or information of _____ Senate.

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

PROPOSED NEW COURSE: COMM 203-3 Service Design

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

a) Are current library holdings adequate? Yes X No

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

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



University Librarian (or designate) signature

12 Feb 2024

Date

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course COMM 270-3 Sustainable Business Management be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** School of Business
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** COMM 270-3
4. **Course Title:** Sustainable Business Management
5. **Goal(s) of Course:**

The goal of the course is to ensure students understand how business and management subjects can aid and support sustainable solutions. The course also provides the fundamentals for sustainable business practices for managers. Students will build on the knowledge learned in COMM 170 to understand how management practices can aid sustainable actions.

6. Calendar Course Description:

This course connects environmental, social, and governance issues to management and business principles. The topics cover the specific management knowledge and techniques that support sustainable actions such as organizational development, change management, corporate governance, sustainability reporting and accounting, risk management, marketing, supply chains, and operations.

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

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

Yes* _____ No X

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

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

“This course may be repeated to a maximum of XX credit hours if the material is substantially different.”

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 3

Seminar _____

Laboratory _____

Other (please specify) _____

If yes, please describe requirements:

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

Yes _____ No X

If **“yes,”** please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

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

i. **Faculty Staffing:** 3 SCH / year

ii. **Space (classroom, laboratory, storage, etc.):** This course requires no specialized facilities. It is expected to be popular with incoming students in the School of Business undergraduate program, requiring a capacity of up to 100 students. Current UNBC facilities (Canfor Theatre, Lecture Room 8-164, Lecture Room 8-166) are adequate for this course.

iii: **Library Holdings:** See attached form.

iv. **Computer (time, hardware, software):** None

E. Additional Attached Materials

F. Other Considerations

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

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

****If “yes,”** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

2. **Other Information:** none

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

G. Authorization

SCCC Reviewed: March 14, 2024

- 1. **Faculty(ies):** Business and Economics
- 2. **Faculty Council Motion Number(s):** FBEFC2024.03.21.06
- 3. **Faculty Council Approval Date(s):** March 21, 2024
- 4. **Senate Committee on Indigenous Initiatives Motion Number:**
- 5. **Senate Committee on Indigenous Initiatives Meeting Date:**

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

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.09

Moved by: Katerina Standish

Seconded by: Todd Whitcombe

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

For recommendation to _____, or information of _____ Senate.

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

PROPOSED NEW COURSE: COMM 270-3 Sustainable Business Management

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

a) Are current library holdings adequate? Yes X No

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

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



University Librarian (or designate) signature

12 Feb 2024

Date

EXECUTIVE SUMMARY

ENVIRONMENTAL PLANNING CURRICULUM UPDATE

Calls to Action

The School of Planning and Sustainability's environmental planning curriculum committee has advanced work on a proposed curriculum update that would incorporate studio learning pathways into each of the program's three majors (First Nations Planning; Natural Resources Planning; Northern and Rural Community Planning). This update work responds to three calls to action. The first call to action is from the UNBC community to implement experiential learning in a disciplinary appropriate fashion. This call was expressed in the 2017 Academic Action Plan and most recently in the 2023-2028 University Strategic Plan. The second call to action is from the planning profession. Through a 2016 and 2021 accreditation report, site visit teams identified benefits to program delivery associated with a continued shift toward greater inclusion of community partnerships and applied project work. The third call to action comes from the addition of two new faculty (Dr. Rylan Graham; Dr. Tara Lynne Clapp) to the environmental planning program in 2020. The change in composition of the program has created the opportunity to respond with curriculum updates that capitalize on new pedagogical strengths and areas of expertise.

What is Studio?

While studio learning is often associated with pedagogies in design-oriented programs, the use of the term studio here reflects a broader pedagogy common in planning programs across Canada. In line with the 2017 UNBC Academic Action Plan, studio captures a mode of learning that involves "carefully facilitated learning by intentional doing with integrated reflection" (p. 60). Pedagogically speaking, use of studio in planning programs commonly integrates aspects of project and problem-based teaching and learning. This can involve a mix of the following characteristics: 1) collaboration with a community partner; 2) creation of a solution or product (e.g., policy recommendations) in response to a community defined problem; and 3) emphasis on hands-on and applied competency development. Studio course learning provides a focal point for synthesis and integration, and a heavier time commitment for students. Students are expected to enrol in no more than one studio per semester.

Consultation

Since its initiation, the environmental planning curriculum update process has involved a range of consultations. These consultations sought and gathered input from a diverse set of stakeholders that are served by the environmental planning program. Consultation activities were designed to suit the needs of the various stages of the curriculum update process and the interests of stakeholder communities. Insights gleaned from consultations informed workshop sessions with curriculum committee members that explored, assessed, and iteratively refined various studio pathway design options. Input gathered through consultations directly impacted the design of the curriculum update process, the design of the studio pathway model, and the specifics of an updated environmental planning curriculum.

The following list summarizes key consultation elements:

- Meetings with instructors of ENPL courses to provide feedback on a draft curriculum update process, as well as thoughts on the potential of studio teaching and learning.

- An engagement workshop with environmental planning students to explore the student experience with experiential learning and assess competency strengths and opportunities from a student perspective.
- Focus groups with planning professionals from across northern BC to gather feedback on a draft studio-based curriculum for the environmental planning program.
- Regular updates on the curriculum process at School of Planning and Sustainability and Faculty Council meetings.
- Notification to programs about the deletion of courses that are required in their curriculum, with follow-up meetings and/or communications to identify suitable options (e.g., replacement courses) to mitigate impacts.
- Notification to programs about changes to courses (e.g., shift from 2xx to 1xx) and/or deletion of courses that are used as a program elective.

Implementation Process

Ongoing implementation of a curriculum update for the environmental planning program is guided by student learning outcomes theory. Student learning outcomes theory emphasizes a scaffolded approach to program design wherein the progression of student learning outcomes in key competency areas can be identified across the curriculum through student work. As an outcome of a first phase of curriculum update work, the development of the studio pathways reflected in the current motions is based on a mapping and sequencing of major competencies (e.g., community engagement). The student experience of learning progression in competencies between classes is based on curriculum design and course scheduling. Rather than identify prerequisites and limit enrollments, we will work with students and Advising to support the student experience of progression.

Once the implementation of studio pathways is complete, the environmental planning curriculum committee anticipates a second phase of competency mapping and review involving remaining environmental planning courses. This review will improve clarity of the sequence of major competencies across the curriculum and opportunities to further integrate competency delivery between studio and non-studio courses.

Motion Details

To promote interpretability, the following list summarizes six categories of motions under your consideration:

1. **Transition of courses:** The School of Planning and Sustainability proposes to update three existing courses (ENPL 208-3; ENPL 415/619-3; ENPL 409/609-4) to a studio offering.
2. **Addition of new courses:** The School of Planning and Sustainability proposes to add two new studio courses (ENPL 417/617-4; ENPL 320-4) and one new lecture/seminar course (ENPL 404-3).
3. **Addition of a special topics studio:** The School of Planning and Sustainability proposes to add a special topics studio course (ENPL 497-4).
4. **Deletion of courses:** The School of Planning and Sustainability proposes to delete two existing ENPL courses (ENPL 207-3; ENPL 303-3).
 - *The School of Planning and Sustainability expects to move three additional course deletions later this year such that a further 9SCH of courses will be removed from the 2025/26 academic calendar.*

5. **Changing course year:** The School of Planning and Sustainability proposes to change one course (ENPL 204-3) from a second-year course to a first-year course.
6. **Changes to BPI requirements:**
 - a. Implements new program for students starting in 24/25 calendar year.
 - b. The School of Planning and Sustainability proposes to add/expand to our majors the use of courses from other programs (FNST 100-3; FNST 300-3; GEOG 324-3; GEOG 300-3; POLS 350-3; GEOG 424-3; ORTM 307-3).

Motion Number (assigned by
Steering Committee of Senate): **S-202404.11**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the calendar entry for the Environmental Planning program on pages 112-115 of the 2023/2024 undergraduate calendar be approved as proposed:

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** This motion updates the aspects of the environmental planning calendar entry consistent with course changes made to implement studio pedagogy within each of the program's three majors. This motion specifically updates the following elements of the calendar entry not covered in individual course motions.
 - Removal of non-ENPL courses from the curriculum
 - Addition of non-ENPL courses to the curriculum
 - Removal of the defunct title 'School of Environmental Planning'
 - Updates to program and major descriptions consistent with curriculum changes
 - Updates to program requirement and elective credit counts for all majors
3. **Implications of the changes for other programs, etc., if applicable:** Deletion of ENPL courses and updating of ENPL courses to a studio format have implications for other programs. The nature of these implications is outlined in the cover letter and appendices provided with this motion. Department chairs and curriculum committees have been consulted about the implications of course deletions and changes.
4. **Reproduction of current Calendar entry for the item to be revised:**

School of Environmental Planning (BPI)

Tara Lynne Clapp, Associate Professor and Chair
Mark Groulx, Associate Professor
Rylan Graham, Assistant Professor
Theresa Healy, Assistant Professor Daniela Fisher, Adjunct Professor
Richard Krehbiel, Adjunct Professor
Finlay Sinclair, Adjunct Professor
Andrew Young, Adjunct Professor

Website: www.unbc.ca/environmental-planning

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

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

policy.

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

Environmental Planning is dedicated to upholding professional standards of practice and is accredited by the Professional Standards Board (PSB) which is recognized by the Canadian Institute of Planners (CIP) and the Planning Institute of British Columbia (PIBC). Accreditation is a system for promoting national standards of education in planning and for recognizing educational institutions for a level of performance, integrity, and quality.

Accreditation benefits students in Environmental Planning in three ways:

- Current students can apply for Student Membership in PIBC;
- Graduates are eligible for Full Membership in PIBC and CIP after two years of professional planning experience; and
- Employers in the planning field look for students graduating from an accredited planning program, thus significantly improving graduates' job prospects.

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

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

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

Program Requirements for all Majors in Planning

Lower-Division General Environmental Planning Requirement

100 Level

ECON 100-3 Microeconomics

ENPL 104-3 Introduction to Planning

One of the following:

ENGL 170-3 Writing and Communication Skills

NRES 100-3 Communications in Natural Resources and Environmental Studies

POLS 290-3 Research and Writing for Political Science

200 Level

ENPL 204-3 Principles and Practices of Planning

ENPL 205-3 Environment and Society

ENPL 206-3 Planning Analysis and Techniques

ENPL 207-3 Introduction to Computer Aided Design (CAD) for Planners

or GEOG 205-3 Cartography and Geomatics

ENPL 208-3 First Nations Community and Environmental Planning

GEOG 204-3 Introduction to GIS

GEOG 210-3 Introduction to Earth Science

POLS 200-3 Canadian Government and Politics

One of the following:

ECON 205-3 Statistics for Business and the Social Sciences
STAT 240-3 Basic Statistics
STAT 371-3 Probability and Statistics for Scientists and Engineers

Upper-Division General Environmental Planning Requirement

300 Level

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

400 Level

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

Major Requirements

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

Major in Northern and Rural Community Planning

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

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

Program requirement for all majors in planning:	72 credit hours
Major requirement:	15 credit hours
Major elective requirement:	18 credit hours

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

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

Major Requirements

Lower-Division Requirements

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

Three of the following:

ANTH 213-3 Peoples and Cultures
ECON 206-3 Methods of Economic Evaluation
ENVS 306-3 Human Ecology (regional campus only)
FNST 100-3 The Aboriginal Peoples of Canada
GEOG 101-3 Planet Earth
GEOG 200-3 British Columbia: People and Places
GEOG 202-3 Resources, Economies, and Sustainability
GEOG 206-3 Social Geography
INTS 100-3 Introduction to Global Studies
INTS 210-3 Globalizations
MATH 115-3 Precalculus
NREM 110-3 Food, Agriculture, and Society
ORTM 206-3 Recreation and Leisure Programming
POLS 100-3 Contemporary Political Issues
SOCW 201-3 Introduction to Social Welfare

Upper-Division Requirements

POLS 350-3 Law and Municipal Government

One of the following:

NREM 306-3 Society, Policy and Administration
POLS 316-3 Municipal Government and Politics
POLS 320-3 Canadian Politics and Policy

One of the following:

GEOG 424-3 Northern Communities
POLS 415-3 Comparative Northern Development
POLS 434-3 Resource Communities in Transition

Three of the following, minimum 9 credit hours:

ANTH 405-3 Landscapes, Place and Culture
ANTH 413-3 Environmental Anthropology
ANTH 423-3 Urban Anthropology
ECON 411-3 Cost-Benefit Analysis
ENPL 333-3 Field School in Planning
ENPL 430-6 Undergraduate Thesis
ENPL 431-3 Professional Report
ENPL 440-(2-6) Internship
ENSC 302-3 Low Carbon Energy Development
ENSC 404-3 Waste Management
FNST 303-3 First Nations Religion and Philosophy
FNST 350-3 Law and Indigenous Peoples
GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making
GEOG 403-3 Indigenous Geographies of Climate Resilience
GEOG 424-3 Northern Communities
HIST 360-3 An Introduction to Environmental History
INTS 304-3 International Development
or GEOG 306-3 Critical Development Geographies
NREM 306-3 Society, Policy and Administration
POLS 302-3 How Government Works
POLS 316-3 Municipal Government and Politics
POLS 320-3 Canadian Politics and Policy
POLS 332-3 Community Development
POLS 351-3 Local Services and Public Policy

POLS 360-3 Local Government Finance
POLS 415-3 Comparative Northern Development
POLS 434-3 Resource Communities in Transition

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

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

Major in First Nations Planning

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

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

Program requirement for all majors in planning: 72 credit hours
Major requirement: 19 credit hours
Major elective requirement: 18 credit hours
General elective requirement: elective credit hours as necessary to ensure the completion of 120 credit hours.

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

Lower-Division Requirements

BIOL 110-3 Introductory Ecology
FNST 100-3 The Aboriginal Peoples of Canada
FNST 131-3 A First Nations Language: Level 1

Three of the following:

ANTH 205-3 Introduction to Archaeology
ANTH 213-3 Peoples and Cultures
ENVS 101-3 Introduction to Environmental Citizenship
ENVS 230-3 Introduction to Environmental Policy
FNST 161-3 A First Nations Culture: Level 1
FNST 200-3 Perspectives in First Nations Studies
FNST 203-3 Introduction to Traditional Ecological Knowledge
HHSC 102-3 Introduction to Health Sciences II: Rural and Aboriginal Issues
MATH 115-3 Precalculus
NREM 110-3 Food, Agriculture, and Society
NREM 210-4 Integrated Resource Management

Upper-Division Requirements

ENPL 409-4 Advanced First Nations Community and Environmental Planning
FNST 304-3 Indigenous Environmental Philosophy
or FNST 303-3 First Nations Religion and Philosophy
FNST 350-3 Law and Indigenous Peoples

Three of the following:

ANTH 404-3 Comparative Study of Indigenous Peoples of the World
BIOL 350-3 Ethnobotany
ENPL 333-3 Field School in Planning
ENPL 430-6 Undergraduate Thesis
ENPL 431-3 Professional Report
ENPL 440-(2-6) Internship
ENVS 326-3 Public Engagement for Sustainability
FNST 303-3 First Nations Religion and Philosophy
FNST 304-3 Indigenous Environmental Philosophy
FNST 305-3 Seminar in First Nations Studies
FNST 407-3 First Nations Perspectives on Race, Class, Gender and Power
GEOG 403-3 Indigenous Geographies of Climate Resilience
GEOG 420-3 Environmental Justice
HIST 390-3 History of Indigenous People of Canada
NREM 303-3 Aboriginal Perspectives on Land and Resource Management
ORTM 307-3 Land Relations and Communities in Recreation and Tourism
POLS 350-3 Law and Municipal Government
SOCW 455-3 Indigenous Governance and Social Policy
SOCW 457-3 Individual and Community Wellness for Indigenous Peoples

In addition to FNST 100-3, FNST 131-3, FNST 304-3, and FNST 350-3, students must select a minimum of three FNST courses (9 credit hours) from the upper- and lower-division lists.

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

Students are encouraged to use the general electives to take a minor offered in First Nations Studies or other courses associated with aboriginal and First Nations issues.

Major in Natural Resources Planning

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

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

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

Geography and Outdoor Recreation and Tourism Management, and International Studies and Economics.

Program requirement for all majors in planning: 72 credit hours

Major requirement: 17 credit hours

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

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

Lower-Division Requirements

BIOL 110-3 Introductory Ecology

or BIOL 201-3 Ecology

GEOG 205-3 Cartography and Geomatics

NREM 210-4 Integrated Resource Management

Three of the following, minimum 9 credit hours:

BIOL 103-3 Introductory Biology I

and BIOL 123-1 Introductory Biology I Laboratory

BIOL 104-3 Introductory Biology II

and BIOL 124-1 Introductory Biology II Laboratory

CHEM 100-3 General Chemistry I

and CHEM 120-1 General Chemistry Lab I

ENSC 201-3 Weather and Climate

ENSC 202-3 Introduction to Aquatic Systems

FNST 100-3 The Aboriginal Peoples of Canada

FNST 203-3 Introduction to Traditional Ecological Knowledge

FSTY 205-3 Introduction to Soil Science

INTS 100-3 Introduction to Global Studies

MATH 115-3 Precalculus

NREM 101-3 Introduction to Natural Resources Management and Conservation

NREM 110-3 Food, Agriculture, and Society

NREM 203-3 Resource Inventories and Measurements

NREM 204-3 Introduction to Wildlife and Fisheries

ORTM 200-3 Sustainable Outdoor Recreation and Tourism

Upper-Division Requirements

NREM 400-4 Natural Resources Planning

NREM 410-3 Watershed Management

Three of the following, minimum 9 credit hours:

BIOL 302-3 Limnology

BIOL 411-3 Conservation Biology

ECON 305-3 Environmental Economics and Environmental Policy

ECON 331-3 Forestry Economics

ECON 411-3 Cost-Benefit Analysis

ENPL 333-3 Field School in Planning

ENPL 409-4 Advanced First Nations Community and Environmental Planning

ENPL 430-6 Undergraduate Thesis

ENPL 431-3 Professional Report

ENPL 440-(2-6) Internship

ENSC 302-3 Low Carbon Energy Development

ENSC 308-3 Northern Contaminated Environments

ENSC 312-3 Biometeorology

ENSC 404-3 Waste Management

ENSC 412-3 Air Pollution
ENSC 425-3 Climate Change and Global Warming
ENVS 326-3 Public Engagement for Sustainability
FNST 451-3 Traditional Use Studies
GEOG 401-3 Tenure, Conflict, and Resource Geography
NREM 303-3 Aboriginal Perspectives on Land and Resource Management
NREM 413-3 Agroforestry
ORTM 300-3 Recreation and Tourism Impacts
ORTM 305-3 Protected Area Planning and Management
POLLS 344-3 Society, Policy and Administration of Natural Resources
or NREM 306-3 Society, Policy and Administration
POLLS 350-3 Law and Municipal Government

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

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

Minor in Planning

The minor in Planning is designed to provide students with an opportunity to acquire a basic knowledge of planning theory and methods. The minor consists of 12 required credit hours (four designated courses) and 6 credit hours of upper-division elective courses listed below. A maximum of 6 credit hours (2 courses) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in Planning.

Required

ENPL 104-3 Introduction to Planning
ENPL 204-3 Principles and Practices of Planning
ENPL 301-3 Sustainable Communities: Structure and Sociology
ENPL 411-3 Planning Theory, Process and Implementation

Electives

Two of the following:

ENPL 305-3 Environmental Impact Assessment
ENPL 318-3 Professional Planning Practice
ENPL 410-3 Land Use Planning
ENPL 415-3 Ecological Design

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

~~School of Environmental Planning (BPI)~~

Tara Lynne Clapp, Chair and Associate Professor
Mark Groulx, Associate Professor
Rylan Graham, Assistant Professor
Theresa Healy, Assistant Professor
Ray Chipeniuk, Adjunct Professor
Daniela Fisher, Adjunct Professor
Richard Krehbiel, Adjunct Professor
Finlay Sinclair, Adjunct Professor
~~Andrew Young, Adjunct Professor~~

Website: www.unbc.ca/environmental-planning

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

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Environmental Planning offers a comprehensive program of courses, such as environmental assessment, ~~ecological sustainable and inclusive design~~, ~~economic development housing~~, First Nations planning, land use planning, and sustainable communities. Each course provides a creative and challenging learning environment for students to tackle today's most contentious issues such as sustainability, climate change, biodiversity, environmental stewardship, and urban sprawl. Environmental Planning offers unique perspectives on a rapidly evolving field of study and solutions for an increasingly complex world. Environmental Planning is dedicated to upholding professional standards of practice and is accredited by the Professional Standards Board (PSB) which is recognized by the Canadian Institute of Planners (CIP) and the Planning Institute of British Columbia (PIBC). Accreditation is a system for promoting national standards of education in planning and for recognizing educational institutions for a level of performance, integrity, and quality.

Accreditation benefits students in Environmental Planning in three ways:

- Current students can apply for Student Membership in PIBC;
- Graduates are eligible for Full Membership in PIBC and CIP after two years of professional planning experience; ~~and~~
- Employers in the planning field look for students graduating from an accredited planning program, thus significantly improving graduates' job prospects.

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

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

Planning students complete a set of program requirements totaling ~~72~~ 78 credit hours in addition to completing the specialized course requirements for each major.

Note: Some upper-division courses may be taught in alternate years; students should consider this when planning their course sequences.

Program Requirements for all Majors in Planning

Lower-Division General Environmental Planning Requirement

100 Level

ECON 100-3	Microeconomics
ENPL 104-3	Introduction to Planning
ENPL 105-3	Principles and Practices of Planning
FNST 100-3	The Aboriginal Peoples of Canada

One of the following:

- | | |
|-----------------------|---|
| ENGL 170-3 | Writing and Communication Skills |
| NRES 100-3 | Communications in Natural Resources and Environmental Studies |
| POLS 290-3 | Research and Writing for Political Science |

200 Level

ENPL 204-3 ~~Principles and Practices of Planning~~
ENPL 205-3 ~~Environment and Society~~
ENPL 206-3 ~~Planning Analysis and Techniques~~
ENPL 207-3 ~~Introduction to Computer Aided Design~~
or GEOG 205-3 ~~Cartography and Geomatics~~
ENPL 208-3 ~~First Nations Community and Environmental Planning~~
ENPL 208-4 ~~Land and Indigenous Reconciliation Studio~~
GEOG 204-3 ~~Introduction to GIS~~
GEOG 210-3 ~~Introduction to Earth Science~~
POLS 200-3 ~~Canadian Government and Politics~~

One of the following:

ECON 205-3 ~~Statistics for Business and the Social Sciences~~
STAT 240-3 ~~Basic Statistics~~
STAT 371-3 ~~Probability and Statistics for Scientists and Engineers~~

Upper-Division General Environmental Planning Requirement

300 Level

ENPL 301-3 ~~Sustainable Communities: Structure and Sociology~~
ENPL 303-3 ~~Spatial Planning with Geographical Information Systems (GIS)~~
ENPL 304-3 ~~Mediation, Negotiation and Public Participation~~
ENPL 304-4 ~~Community Engagement and Inclusion Studio~~
ENPL 305-3 ~~Environmental Impact Assessment~~
ENPL 313-3 ~~Rural Community Economic Development (CED)~~
ENPL 318-3 ~~Professional Planning Practice~~
ENPL 319-3 ~~Social Research Methods~~
ENPL 320-4 ~~Land Use and Development Studio~~
FNST 300-3 ~~Research Methods in First Nations~~
or GEOG 324-3 ~~Community-Based Research~~
GEOG 300-3 ~~Intermediate GIS~~
POLS 380-3 ~~Law and Indigenous People~~

400 Level

ENPL 401-3 ~~Environmental Law~~
ENPL 404-3 ~~Housing: From Concept to Construction~~
ENPL 410-3 ~~Land Use Planning~~
ENPL 411-3 ~~Planning Theory, Process and Implementation~~
ENPL 415-3 ~~Ecological Design~~
ENVS 414-3 ~~Environmental and Professional Ethics~~
GEOG 424-3 ~~Northern Communities~~
or ORTM 307-3 ~~Land Relations and Communities in Recreation and Tourism~~

Major Requirements

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

Major in Northern and Rural Community Planning

The focus of this major is to promote an understanding of the complexity and diversity of environmental problems, to develop an appreciation of community change processes, and to provide planners with knowledge which will improve the quality of the built environment and reduce the impact of human activities on the natural world. The unique planning requirements of smaller communities and rural regions demand a grounding in both physical and social science methods and an understanding of the relationship between northern communities and surrounding rural resource regions. Environmental planning necessitates strategic

thought and action combined with knowledge grounded in professional practice. The Northern ~~and~~ Rural ~~and~~ Community Planning major combines concepts such as bioregionalism, sustainability, and inclusion within the context of physical land-use planning, social planning, and community engagement. ~~community economic development.~~

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

Program requirement for all majors in planning: ~~72 credit hours~~ 78 credit hours
Major requirement: ~~45 credit hours~~ 13 credit hours
Major elective requirement: ~~48 credit hours~~ 19 credit hours
General elective requirement: elective credit hours as necessary to ensure the completion of 120 credit hours.

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

Major Requirements

Lower-Division Requirements

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

~~Three of the following:~~ A minimum of 9 credit hours from the following:

~~ANTH 213-3 Peoples and Cultures~~
~~ECON 206-3 Methods of Economic Evaluation~~
~~ENVS 306-3 Human Ecology (regional campus only)~~
~~FNST 100-3 The Aboriginal Peoples of Canada~~
GEOG 101-3 Planet Earth
GEOG 200-3 British Columbia: People and Places
GEOG 202-3 Resources, Economies, and Sustainability
GEOG 206-3 Social Geography
INTS 100-3 Introduction to Global Studies
INTS 210-3 Globalizations
MATH 115-3 Precalculus
NREM 110-3 Food, Agriculture, and Society
ORTM 206-3 Recreation and Leisure Programming
POLS 100-3 Contemporary Political Issues
SOCW 201-3 Introduction to Social Welfare

Upper-Division Requirements

POLS 350-3 Law and Municipal Government
ENPL 415-4 Sustainable and Inclusive Design Studio

One of the following:

ENPL 409-4 Indigenous Planning Studio
ENPL 417-4 Local Climate Action Studio
ENPL 497-4 Special Topics Studio

One of the following:

- NREM 306-3 Society, Policy and Administration
- POLS 316-3 Municipal Government and Politics
- POLS 320-3 Canadian Politics and Policy

One of the following:

- ~~GEOG 424-3 Northern Communities~~
- ~~POLS 415-3 Comparative Northern Development~~
- ~~POLS 434-3 Resource Communities in Transition~~

~~Three of the following, minimum 9 credit hours:~~ A minimum of 3 credit hours from the following:

- ANTH 405-3 Landscapes, Place and Culture
- ANTH 413-(3-6) Environmental Anthropology
- ANTH 423-3 Urban Anthropology
- ECON 411-3 Cost-Benefit Analysis
- ENPL 333-3 Field School in Planning
- ENPL 430-6 Undergraduate Thesis
- ENPL 431-3 Professional Report
- ENPL 440-(2-6) Internship
- ENSC 302-3 Low Carbon Energy Development
- ENSC 404-3 Waste Management
- FNST 303-3 First Nations Religion and Philosophy
- ~~FNST 350-3 Law and Indigenous Peoples~~
- GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making
- GEOG 332-3 Community Development
- GEOG 403-3 First Nations and Indigenous Geographies
- GEOG 424-3 Northern Communities
- HIST 360-3 An Introduction to Environmental History
- INTS 304-3 International Development
- or GEOG 306-3 Critical Development Geographies
- NREM 306-3 Society, Policy and Administration
- ~~POLS 302-3 How Government Works~~
- POLS 316-3 Municipal Government and Politics
- POLS 320-3 Canadian Politics and Policy
- ~~POLS 332-3 Community Development~~
- POLS 351-3 Local Services and Public Policy
- POLS 360-3 Local Government Finance
- POLS 415-3 Comparative Northern Development
- POLS 434-3 Resource Communities in Transition

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

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

Major in First Nations Planning

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

For most First Nations communities, few distinctions are made between ecological/environmental planning and planning for social and cultural needs which are developed from within, and are grounded in, the ecosystem. First Nations planning must necessarily integrate all of these domains. Many First Nations wish to

remain grounded in tradition and seek to move into the future through sound community economic development and skilled land management. Most face significant community development needs, including infrastructure development, housing, and health planning. Students need not only a sound grasp of planning principles, but also an understanding of the protocols, history, social structure, and ecology of Canadian First Nations. Cross-cultural translation skills, community participation techniques, and a solid grounding in ethics are required.

Program requirement for all majors in planning: ~~72 credit hours~~ 78 credit hours
Major requirement: ~~49 credit hours~~ 13 credit hours
Major elective requirement: ~~48 credit hours~~ 19 credit hours
General elective requirement: elective credit hours as necessary to ensure the completion of 120 credit hours.

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

Lower-Division Requirements

BIOL 110-3 Introductory Ecology
~~FNST 100-3 The Aboriginal Peoples of Canada~~
FNST 131-3 A First Nations Language: Level 1

~~Three of the following:~~ A minimum of 9 credit hours from the following:

ANTH 205-3 Introduction to Archaeology
ANTH 213-3 Peoples and Cultures
ENVS 101-3 Introduction into Environmental Citizenship
ENVS 230-3 Introduction to Environmental Policy
FNST 161-3 A First Nations Culture: Level 1
FNST 200-3 Perspectives in First Nations Studies
FNST 203-3 Introduction to Traditional Ecological Knowledge
HHSC 102-3 Introduction to Health Sciences II: Rural and Aboriginal Issues
MATH 115-3 Precalculus
NREM 110-3 Food, Agriculture, and Society
NREM 210-4 Integrated Resource Management

Upper-Division Requirements

~~ENPL 409-4 Advanced First Nations Community and Environmental Planning~~
ENPL 409-4 Indigenous Planning Studio
FNST 303-3 First Nations Religion and Philosophy
or FNST 304-3 Indigenous Environmental Philosophy
~~FNST 350-3 Law and Indigenous Peoples~~

One of the following:

ENPL 415-4 Sustainable and Inclusive Design Studio
ENPL 417-4 Local Climate Action Studio
ENPL 497-4 Special Topics Studio

~~Three of the following:~~ A minimum of 6 credit hours from the following:

ANTH 404-3 Comparative Study of Indigenous Peoples of the World
BIOL 350-3 Ethnobotany
ENPL 333-3 Field School in Planning
ENPL 430-6 Undergraduate Thesis
ENPL 431-3 Professional Report
ENPL 440-(2-6) Internship
ENVS 326-3 Public Engagement for Sustainability
FNST 303-3 First Nations Religion and Philosophy
FNST 304-3 Indigenous Environmental Philosophy

FNST 305-3 Seminar in First Nations Studies
 FNST 407-3 First Nations Perspectives on Race, Class, Gender and Power
 GEOG 403-3 First Nations and Indigenous Geographies
 GEOG 420-3 Environmental Justice
 HIST 390-3 History of Indigenous People of Canada
 NREM 303-3 Aboriginal Perspectives on Land and Resource Management
 ORTM 307-3 Land Relations and Communities in Recreation and Tourism
 POLS 350-3 Law and Municipal Government
 SOCW 455-3 Indigenous Governance and Social Policy
 SOCW 457-3 Individual and Community Wellness for Indigenous Peoples

In addition to ~~FNST 100-3~~, FNST 131-3, and FNST 303-3 or FNST 304-3, ~~and FNST 350-3~~, students must select a minimum of three FNST courses (9 credit hours) from the upper- and lower-division lists.

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

Students are encouraged to use the general electives to take a minor offered in First Nations Studies or other courses associated with aboriginal and First Nations issues.

Major in Natural Resources Planning

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

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

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

Program requirement for all majors in planning:	72 credit hours <u>78 credit hours</u>
Major requirement:	47 credit hours <u>18 credit hours</u>
Major elective requirement:	<u>16 credit hours</u>
General elective requirement: elective credit hours as necessary to ensure the completion of 120 credit hours.	

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

Lower-Division Requirements

BIOL 110-3 Introductory Ecology

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

~~Three of the following, minimum 9 credit hours:~~ A minimum of 9 credit hours from the following:

BIOL 103-3 Introductory Biology I
and BIOL 123-1 Introductory Biology I Laboratory
BIOL 104-3 Introductory Biology II
and BIOL 124-1 Introductory Biology II Laboratory
CHEM 100-3 General Chemistry I
and CHEM 120-1 General Chemistry Lab I
ENSC 201-3 Weather and Climate
ENSC 202-3 Introduction to Aquatic Systems
FNST 100-3 The Aboriginal Peoples of Canada
FNST 203-3 Introduction to Traditional Ecological Knowledge
FSTY 205-3 Introduction to Soil Science
INTS 100-3 Introduction to Global Studies
MATH 115-3 Precalculus
NREM 101-3 Introduction to Natural Resources Management and Conservation
NREM 110-3 Food, Agriculture, and Society
NREM 203-3 Resource Inventories and Measurements
NREM 204-3 Introduction to Wildlife and Fisheries
ORTM 200-3 Sustainable Recreation and Tourism

Upper-Division Requirements

ENPL 409-4 Indigenous Planning Studio
NREM 400-4 Natural Resources Planning
~~NREM 410-3 Watershed Management~~

One of the following:

ENPL 415-4 Sustainable and Inclusive Design Studio
ENPL 417-4 Local Climate Action Studio
ENPL 497-4 Special Topics Studio

~~Three of the following, minimum 9 credit hours:~~ A minimum of 3 credit hours from the following:

BIOL 302-3 Limnology
BIOL 411-3 Conservation Biology
ECON 305-3 Environmental Economics and Environmental Policy
ECON 331-3 Forestry Economics
ECON 411-3 Cost-Benefit Analysis
ENPL 333-3 Field School in Planning
~~ENPL 409-4 Advanced First Nations Community and Environmental Planning~~
ENPL 430-6 Undergraduate Thesis
ENPL 431-3 Professional Report
ENPL 440-(2-6) Internship
ENSC 302-3 Low Carbon Energy Development
ENSC 308-3 Northern Contaminated Environments
ENSC 312-3 Biometeorology
ENSC 404-3 Waste Management
ENSC 412-3 Air Pollution
ENSC 425-3 Climate Change and Global Warming
ENVS 326-3 Public Engagement for Sustainability
FNST 451-3 Traditional Use Studies
GEOG 401-3 Tenure, Conflict and Resource Geography
INTS 307-3 Global Resources

NREM 303-3	Aboriginal Perspectives on Land and Resource Management
NREM 413-3	Agroforestry
ORTM 300-3	Recreation and Tourism Impacts
ORTM 305-3	Protected Area Planning and Management
POLS 344-3	Society, Policy and Administration of Natural Resources or NREM 306-3 Society, Policy and Administration
POLS 350-3	Law and Municipal Government

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

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

Minor in Planning

The minor in Planning is designed to provide students with an opportunity to acquire a basic knowledge of planning theory and methods. The minor consists of 12 required credit hours (four designated courses) and 6 credit hours of upper-division elective courses listed below. A maximum of 6 credit hours (2 two courses) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in Planning.

Required

ENPL 104-3 Introduction to Planning
~~ENPL 204-3 Principles and Practices of Planning~~
~~ENPL 105-3 Principles and Practices of Planning~~
 ENPL 301-3 Sustainable Communities: Structure and Sociology
 ENPL 411-3 Planning Theory, Process and Implementation

Electives

Two of the following:

ENPL 305-3 Environmental Impact Assessment
 ENPL 318-3 Professional Planning Practice
~~ENPL 404-3 Housing: From Concept to Construction~~
 ENPL 410-3 Land Use Planning
~~ENPL 415-3 Ecological Design~~
~~ENPL 415-4 Sustainable and Inclusive Design~~

6. Authorization:

SCCC Reviewed: December 14, 2023

Program / Academic / Administrative Unit: Environmental Planning

Faculty(ies): Environment

Faculty Council Motion Number(s): FEFC 2024020824

Faculty Council Approval Date(s): Feb 8, 2024

Senate Committee on Indigenous Initiatives Motion Number: SCII202403.06

Senate Committee on Indigenous Initiatives Meeting Date: March 14, 2024

7. Other Information

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

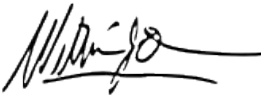
Motion No.: SCAAF 202404.10

Moved by: Trina Fyfe

Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by Steering Committee of Senate): S-202404.12

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of ENPL 207-3 Introduction to Computer Aided Design (CAD) for Planners on page 239 of the 2023/2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024

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

Deletion of courses from the ENPL curriculum recognizes the current resource realities of the university. The removal of courses is required in order to update the curriculum and make an investment in experiential learning in a way that is resource neutral. Removal of courses also allows for the addition of courses from other programs, strengthening collaboration in curriculum delivery within the Faculty of Environment while addressing the environmental planning program's need to evolve the delivery of competencies in line with expectations of the planning profession.

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

ENPL 207-3 is only a required course in the ENPL program. Deletion of ENPL 207-3 will not impact any other programs. No motions from other programs are required as a result of this course deletion.

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

ENPL 207-3 Introduction to Computer Aided Design (CAD) for Planners This course teaches students the basic functions and application of CAD to the field of community and environmental design. Students apply design theory within the CAD environment, producing 2D and 3D models of proposed infrastructure plans.

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

~~**ENPL 207-3 Introduction to Computer Aided Design (CAD) for Planners** This course teaches students the basic functions and application of CAD to the field of community and environmental design. Students apply design theory within the CAD environment, producing 2D and 3D models of proposed infrastructure plans.~~

6. **Authorization:**

SCCC Reviewed: December 14, 2023

Program / Academic / Administrative Unit: School of Planning & Sustainability

Faculty(ies): Environment

Faculty Council Motion Number(s): FEFC 2024020821

Faculty Council Approval Date(s): Feb 8, 2024

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

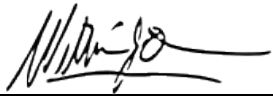
Motion No.: SCAAF 202404.11

Moved by: Trina Fyfe

Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

For recommendation to _____, or information of _____ Senate.

Motion Number (assigned by Steering Committee of Senate): S-202404.13

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of ENPL 303-3 Spatial Planning with Geographical Information Systems (GIS) on page 239 of the 2023/2024 undergraduate calendar, be approved as proposed.

1. Effective date: September 2024

2. Rationale for the proposed revisions:

Deletion of courses from the ENPL curriculum recognizes the current resource realities of the university. The removal of courses is required in order to update the curriculum and make an investment in experiential learning in a way that is resource neutral. Removal of courses also allows for the addition of courses from other programs, strengthening collaboration in curriculum delivery within the Faculty of Environment while addressing the environmental planning program's need to evolve the delivery of competencies in line with expectations of the planning profession. This course has not run since 2020, was previously taught by a sessional instructor who resigned in 2020. UNBC also already has a GIS course being taught in Geography which has okayed ENPL to use.

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

ENPL 303-3 is used as an elective course in the Minor in Natural Resources Planning and Operations, the Major in Public Administration and Community Development, the Major in Geography, and the Minor in GIS. ENPL 303-3 is not required as a course outside of the ENPL program. No additional motions from other programs are required.

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

ENPL 303-3 Spatial Planning with Geographical Information Systems (GIS) Methods from geographical information science can be used in various ways in spatial planning. The course provides knowledge about the methods from GIS and decision support systems that are most important to planners. The laboratories demonstrate how decision support systems are used within various fields of spatial planning. Emphasis is placed upon urban and rural planning issues and location analysis techniques. Prerequisites: GEOG 204-3 or GEOG 300-3 or permission of instructor

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

~~ENPL 303-3 Spatial Planning with Geographical Information Systems (GIS) Methods from geographical information science can be used in various ways in spatial planning. The course provides knowledge about the methods from GIS and decision support~~

~~systems that are most important to planners. The laboratories demonstrate how decision support systems are used within various fields of spatial planning. Emphasis is placed upon urban and rural planning issues and location analysis techniques. Prerequisites: GEOG 204-3 or GEOG 300-3 or permission of instructor~~

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

Program / Academic / Administrative Unit: SPS

Faculty(ies): Faculty of Environment

Faculty Council Motion Number(s): FEFC 2024020822

Faculty Council Approval Date(s) FEB 8, 2024

Senate Committee on Indigenous Initiatives Motion Number: n/a

Senate Committee on Indigenous Initiatives Meeting Date: n/a

7. Other Information

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

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

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

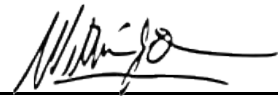
Motion No.: SCAAF 202404.12

Moved by: Trina Fyfe

Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

For recommendation to ü , or information of Senate.

Motion Number (assigned by Steering Committee of Senate): S-202404.14

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENPL 320-4 Land Use and Development Studio be approved as proposed:

A. Description of the Course

1. **Proposed semester of first offering:** January 2025
2. **Academic Program:** Environmental Planning
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENPL 320-4
4. **Course Title:** Land Use and Development Studio

5. Goal(s) of Course:

The goals of the course are to engage students in applied neighbourhood planning while building analytical skills in financial and land use policy analysis and implementation. This course will also continue to build skills in design thinking, project management, data collection, knowledge production and dissemination, and working as part of a team.

By the end of this course, students should understand and be able to:

- Assess the policy and regulatory context of a neighbourhood and community
- Analyze current land uses and primary functions of a neighbourhood
- Propose a feasible set of land uses that address policy goals, and
- Design implementation programs of planning goals, objectives and targets

6. Calendar Course Description:

In this studio, students prepare a feasible land use plan and development scenario for a location in an urban setting at the neighbourhood scale. Students consider physical and regulatory constraints, and the influence of broader economic, environmental, political, and social forces. Students are introduced to site, market, and financial analyses; land use policy analysis; and regulatory and policy tools to support implementation.

7. **Credit Hours:** 4 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

No X

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

8. Contact Hours (per week):

the neighbourhood scale of specific community need, neighbourhood fabric, and spatial relationships, as well as bolstering student financial literacy through consideration of the feasibility of development and the costs of different implementation options.

We expect students in the Majors to enroll in this course after at least 3 and possibly 4 semesters, with an understanding of the studio experience, introductory work in teamwork and project management, and most will have competency in community engagement.

We expect that this course will be of interest to students in related programs, including PACD, POLS, ENGR, and potentially public health.

1. **Anticipated enrolment** 16

2. **If there is a proposed enrolment limit, state the limit and explain:** 18

The limit to enrollment reflects a desired level of mentorship to support the studio pedagogy. The instructor and students need to be able to identify, understand and incorporate issues specific to context across a range of topics. The limit to enrollment also reflects the physical capacity of the studio room (8-365) to support multiple activities. It was necessary to ensure that the room would serve non-studio classes, so that a very large number of computers were installed. These were installed fixed computer equipment on fixed tables around the periphery, so that the space for the class non-computer based activities and workshopping is quite limited.

3. Required for:

Major: Bachelor of Planning, Natural Resources Planning

Major: Bachelor of Planning, First Nations Planning

Major: Bachelor of Planning, Northern and Rural Community Planning

Minor: n/a

Other: n/a

4. **Elective in:** Major: n/a Minor: n/a Other: n/a

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

6. Course required or recommended by an accrediting agency:

This course addresses the 2017 and 2022 Accreditation Assessment in 3 ways:

- Partially fulfills the 2017 and 2022 PSB Accreditation recommendation for the program to have a studio.
- Builds on the identified strengths of the program in preparation of students for the 3 Majors context of practice (unique to UNBC), and
- Addresses a financial literacy weakness identified in the competency assessment.

7. **Toward what degrees will the course be accepted for credit?** Bachelor of Planning

8. **What other courses are being proposed within the Program this year?** ENPL 417-4 Local Climate Action Studio, ENPL 617-4 Local Climate Action Studio, ENPL 497-4 Special Topics Studio, ENPL 404-3 Housing: From Concept to Construction, ENPL 604-3 Housing: From Concept to Construction

9. **What courses are being deleted from the Program this year?** ENPL 207-3 Introduction to Computer Aided Design, ENPL 303-3 Spatial Planning with Geographical Information Systems. An additional 9SCH of course work is planned for deletion for the 25/26 calendar.

C. Relation to Other Program Areas

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

There are no courses with significant overlap in topics or pedagogy.

2. Is a preclusion required? No X

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

4. Has this overlap been discussed with the Program concerned? n/a

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

No X

If yes, please describe requirements:

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

No X

D. Resources required

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

i. **Faculty Staffing:** Delivered by existing ENPL faculty member as part of regular teaching load

ii. **Space (classroom, laboratory, storage, etc.):** Requires scheduling in 8-365 studio classroom

iii: **Library Holdings:** see attached form

iv. **Computer (time, hardware, software):** Requires access to computers in 8-365.

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: No X

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

****If “yes,”** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

2. Other Information:

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

G. Authorization

SCCC Reviewed: December 14, 2023

- 1. **Faculty(ies):** Environment
- 2. **Faculty Council Motion Number(s):** FEFC 2024020815
- 3. **Faculty Council Approval Date(s):** Feb 8, 2024
- 4. **Senate Committee on Indigenous Initiatives Motion Number:** N/A
- 5. **Senate Committee on Indigenous Initiatives Meeting Date:** N/A

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

Brief Summary of Committee Debate:


Motion No.: SCAAF 202404.13

Moved by: Trina Fyfe

Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

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

PROPOSED NEW COURSE: ENPL 320-4 Land Use and Development Studio

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

a) Are current library holdings adequate? Yes x No

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

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

Susan Wilson

University Librarian (or designate) signature

November 27, 2023

Date

Motion Number (assigned by Steering Committee of Senate): S-202404.15

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENPL 404-3 Housing: From Concept to Construction be approved as proposed:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** ENPL, Bachelor of Planning
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENPL 404-3
4. **Course Title:** Housing: From Concept to Construction

5. Goal(s) of Course:

On completion of this course, students will have a foundational understanding of the challenges and opportunities of planning, creating and building secure and affordable housing for middle and lower income households. Through a project timeline perspective, students will gain a practical understanding of how different planning roles interact in different project, financial and regulatory contexts.

Students will:

- Use census data, forecasts, and community information to analyze existing housing supply, types and tenures of housing needed in a community, and the expected demand over time;
- Use real estate and census data to analyze housing affordability;
- Use affordability gap analysis to identify failures in the conventional supply chain;
- Understand tenure and finance challenges in First Nations housing contexts;
- Use case studies to understand innovative approaches to tenure, financing and construction.

6. Calendar Course Description:

Through a series of case studies and exercises that follow a 'concept to construction' timeline, students develop a foundational understanding of the challenges and opportunities of planning, creating, and building secure and affordable housing for middle- and lower-income households. Students learn how planners and other professionals interact as visionaries, developers, and regulators, and how risks are managed.

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

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

No X

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

8. Contact Hours (per week):

Lecture 3 Other (please specify)
Laboratory Seminar

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): N/A

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

12. Preclusions: None

13. Course Equivalencies: None

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

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

16. Proposed text / readings:

King, Peter. 2016. The Principles of Housing. Routledge.

Mueller, Elizabeth, and J. Rosie Tighe. 2022. The affordable housing reader. 2nd ed. Routledge.

B. Significance Within Academic Program

Through the addition of this course, students in the Bachelor of Planning will gain important functional and enabling competencies in relation to the 'functional' area of housing – a critical area of practice. This course addresses two core competencies to enhance student learning of accreditation requirements. One, the process of regulatory approvals and current planning mandates, and two, how public and private finance and risk management systems affect local action and decision making.

1. Anticipated enrolment 25

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

3. Required for:

Major:

- B.Planning, Northern and Rural Community Planning
- B. Planning, First Nations Planning
- B. Planning, Natural Resources Planning

Minor: n/a Other: n/a

4. Elective in: n/a Minor: n/a Other: n/a

5. Course required by another major/minor: n/a

6. Course required or recommended by an accrediting agency:

The course title is not specifically named, but the content of the course addresses weaknesses in learning outcomes identified in 2021 Self-Study, consistent with unique strength areas of program identified in 2022 Accreditation Report. Consultation with Planning Professionals is key to setting the learning outcomes concerning planning roles.

7. Toward what degrees will the course be accepted for credit?

At initial offering, only the ENPL degree programs will require the course. Once the course has been offered, we will consult with other degree programs that may wish to include affordable housing as an elective.

8. What other courses are being proposed within the Program this year? ENPL 417-4 Local Climate Action Studio, ENPL 617-4 Local Climate Action Studio, ENPL 320-4 Land Use and Development Studio, ENPL 497-4 Special Topics Studio, ENPL 604-3 Housing: From Concept to Construction

9. What courses are being deleted from the Program this year? ENPL 207-3 Introduction to Computer Aided Design, ENPL 303-3 Spatial Planning with Geographical Information Systems. An additional 9SCH of course work is planned for deletion for the 25/26 calendar.

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: There are no other courses at UNBC related to affordable housing.

2. Is a preclusion required? No X

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

4. Has this overlap been discussed with the Program concerned? N/A

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

No X

If yes, please describe requirements: N/A

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

No X

D. Resources required

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

- i. **Faculty Staffing:** Delivered by existing ENPL faculty member as part of regular teaching load.
- ii. **Space (classroom, laboratory, storage, etc.):** Requires scheduling in 8-365 studio classroom.
- iii. **Library Holdings:** See attached form.
- iv. **Computer (time, hardware, software):** Requires access to computers in 8-365.

E. Additional Attached Materials

F. Other Considerations

- 1. **First Nations Content*:** Yes** X

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

****If “yes,”** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

- 2. **Other Information:**

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

G. Authorization

SCCC Reviewed: December 14, 2023

- 1. **Faculty(ies):** Environment
- 2. **Faculty Council Motion Number(s):** FEFC 2024020816
- 3. **Faculty Council Approval Date(s):** Feb 8, 2024
- 4. **Senate Committee on Indigenous Initiatives Motion Number:**
- 5. **Senate Committee on Indigenous Initiatives Meeting Date:**

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

Brief Summary of Committee Debate:

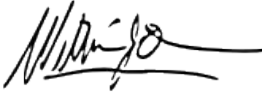
Motion No.: SCAAF202404.14

Moved by: Trina Fyfe

Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

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

PROPOSED NEW COURSE: ENPL 404/604: Housing: From Concept to Construction

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

a) Are current library holdings adequate? Yes x No

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

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

Susan Wilson

University Librarian (or designate) signature

November 27, 2023

Date

Motion Number (assigned by Steering Committee of Senate): S-202404.16

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENPL 604-3 Housing: From Concept to Construction be approved as proposed:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** ENPL
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENPL 604-3
4. **Course Title:** Housing: From Concept to Construction

5. Goal(s) of Course:

On completion of this course, students will have a foundational understanding of the challenges and opportunities of planning, creating and building secure and affordable housing for middle and lower income households. Through a project timeline perspective, students will gain a practical understanding of how different planning roles interact in different project, financial and regulatory contexts.

Graduate students will:

- Apply social and financial data analysis to understanding affordability issues;
- Apply economic and financial analysis to diagnosing a market failure;
- Understand tenure and finance challenges in First Nations housing contexts, and;
- Apply socioeconomic and financial analysis to develop a report to a decision-maker.

6. Calendar Course Description:

Through a series of case studies and exercises that follow a 'concept to construction' timeline, students develop an advanced understanding of the challenges and opportunities of planning, creating, and building secure and affordable housing for middle- and lower-income households. Students learn how planners and other professionals interact as visionaries, developers, and regulators, and how risks are managed.

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

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

No X

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

8. Contact Hours (per week):

Lecture 3 Other (please specify) _____

Laboratory n/a

Seminar n/a

9. Prerequisites (taken prior): None

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

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

12. Preclusions: None

13. Course Equivalencies: None

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

15. Course to be offered: each semester _____

each year _____

alternating years x

16. Proposed text / readings:

King, Peter. 2016. The Principles of Housing. Routledge.

Mueller, Elizabeth, and J. Rosie Tighe. 2022. The affordable housing reader. 2nd ed. Routledge.

B. Significance Within Academic Program

Through the addition of this course, graduate students will gain experience in the application of analysis to decision-making in community contexts. This may appeal to students and their supervisors in graduate programs in International Studies, Engineering, and Natural Resources and Environmental Studies.

1. Anticipated enrolment 5

2. If there is a proposed enrolment limit, state the limit and explain: N/A

3. Required for:

The integrated graduate offering is not proposed as a requirement.

Major: n/a Minor: n/a Other: n/a

4. Elective in: n/a Minor: n/a Other: n/a

5. Course required by another major/minor: n/a

6. Course required or recommended by an accrediting agency: N/A

7. Toward what degrees will the course be accepted for credit?

Supervisors and students can consider this integrated course for inclusion in the MA Interdisciplinary Studies, the NRES degrees, or in Civil Engineering.

8. What other courses are being proposed within the Program this year? ENPL 417-4 Local Climate Action Studio, ENPL 617-4 Local Climate Action Studio, ENPL 320-4 Land Use and Development Studio, ENPL 497-4 Special Topics Studio, ENPL 404-3 Housing: From Concept to Construction

9. What courses are being deleted from the Program this year? ENPL 207-3 Introduction to Computer Aided Design, ENPL 303-3 Spatial Planning with Geographical Information Systems. An additional 9SCH of course work is planned for deletion for the 25/26 calendar.

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: There are no other courses in UNBC related to affordable housing.

2. Is a preclusion required? No

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

4. Has this overlap been discussed with the Program concerned? N/A

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

No

If yes, please describe requirements: N/A

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

No

D. Resources required

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

i. **Faculty Staffing:** Delivered by existing ENPL faculty member as part of regular teaching load.

ii. **Space (classroom, laboratory, storage, etc.):** Requires scheduling in 8-365 studio classroom.

iii: **Library Holdings:** see attached form

iv. **Computer (time, hardware, software):** Requires access to computers in 8-365.

E. Additional Attached Materials

F. Other Considerations

1. **First Nations Content*:** Yes** X

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

****If “yes,”** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

2. **Other Information:**

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

G. Authorization

SCCC Reviewed: December 14, 2023

1. **Faculty(ies):** Environment

2. **Faculty Council Motion Number(s):** FEFC 2024020817

3. **Faculty Council Approval Date(s):** Feb 8, 2024

4. **Senate Committee on Indigenous Initiatives Motion Number:** n/a

5. **Senate Committee on Indigenous Initiatives Meeting Date:** n/a

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

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.15

Moved by: Trina Fyfe

Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date



Chair's Signature

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

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

PROPOSED NEW COURSE: ENPL 404/604: Housing: From Concept to Construction

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

a) Are current library holdings adequate? Yes x No

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

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

Susan Wilson

University Librarian (or designate) signature

November 27, 2023

Date

Motion Number (assigned by Steering Committee of Senate): S-202404.17

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENPL 417-4 Local Climate Action Studio be approved as proposed:

A. Description of the Course

1. **Proposed semester of first offering:** September 2025
2. **Academic Program:** Bachelor of Planning
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENPL 417-4
4. **Course Title:** Local Climate Action Studio
5. **Goal(s) of Course:** The purpose of this course is to prepare students to work toward climate action at a local scale. Drawing from diverse areas like community science, social psychology, systems thinking, and environmental communication, this course allows students to experience the multifaceted nature of climate action work. Students will develop valuable skills by applying their knowledge as they create relevant policy tools like a regional climate impact report, risks assessment, and adaptation plan framework.

By fully engaging in this course students will:

- develop a thorough understanding of climate impacts and sources of vulnerability facing northern communities;
- develop a thorough understanding and critical perspective on the concepts of risk, resilience, and co-benefits, including their history of application in local adaptation planning;
- improve their understanding of the landscape of local climate adaption policy in Canada, including key legislation and influential actors within the sector;
- develop new analytical skills in policy analysis and risk assessment;
- gain hands on experience writing policy recommendations;
- develop new perspectives on the role of environmental policy as a change management mechanism.

6. Calendar Course Description:

This is a hands-on studio course that allows students to learn and apply knowledge and skills related to local adaptation planning. Focusing on rural and remote communities across northern Canada, students explore a range of prevalent adaptation planning approaches. The course includes a critical examination of concepts that frame local climate

action, including risk, resilience, and co-benefits. Students learn how to put these concepts into action by completing a project relevant to a northern regional context.

7. **Credit Hours:** 4 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

No X

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

8. **Contact Hours (per week):**

Lecture n/a Laboratory n/a Other (please specify) Studio - 6
Seminar n/a

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

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

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

12. **Preclusions:** ENPL 617-4

13. **Course Equivalencies:** None

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

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

16. **Proposed text / readings:**

Tierney, K. (2014). *The social roots of risk: Producing disasters, promoting resilience*. Stanford University Press.

Meadows, D. H. (2009). *Thinking in systems: A primer*. Earthscan.

Additional journal readings, policy reports, and adaptation plans assigned based on project focus

B. Significance Within Academic Program

Through the addition of this course, students in the Bachelor of Planning will gain important functional and enabling competencies in relation to the functional area of 'policy application' as it relates to the functional area of 'sustainable development issues'. This course addresses other core competencies to enhance student learning of accreditation

Yes ___ No X

If yes, please describe requirements:

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

Yes ___ No X

If **“yes,”** please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

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

i. **Faculty Staffing:** Delivered by existing ENPL faculty member as part of regular teaching load.

ii. **Space (classroom, laboratory, storage, etc.):** Requires scheduling in 8-365 studio classroom.

iii. **Library Holdings:** see attached form

iv. **Computer (time, hardware, software):** Requires access to computers in 8-365.

E. Additional Attached Materials

F. Other Considerations

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

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

If **“yes,” refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

2. **Other Information:**

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

G. Authorization

SCCC Reviewed: December 14, 2023

1. **Faculty(ies):** Environment
2. **Faculty Council Motion Number(s):** FEFC 2024020818
3. **Faculty Council Approval Date(s):** Feb 8, 2024
4. **Senate Committee on Indigenous Initiatives Motion Number:** N/A
5. **Senate Committee on Indigenous Initiatives Meeting Date:** N/A

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

Brief Summary of Committee Debate:

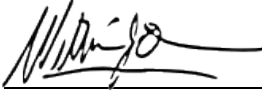
Motion No.: SCAAF 202404.16

Moved by: Trina Fyfe

Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

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

PROPOSED NEW COURSE: ENPL 417/617: Local Climate Action Studio

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

a) Are current library holdings adequate? Yes x No

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

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

Susan Wilson

University Librarian (or designate) signature

November 27, 2023

Date

Motion Number (assigned by Steering Committee of Senate): S-202404.18

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENPL 617-4 Local Climate Action Studio be approved as proposed:

A. Description of the Course

1. **Proposed semester of first offering:** September 2025
2. **Academic Program:** Environmental Planning
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENPL 617-4
4. **Course Title:** Local Climate Action Studio
5. **Goal(s) of Course:** The purpose of this course is to prepare students to work toward climate action at a local scale. Drawing from diverse areas like community science, social psychology, systems thinking, and environmental communication, this course allows students to experience the multifaceted nature of climate action work. Students will develop valuable skills by applying their knowledge as they create relevant policy tools like a regional climate impact report, risks assessment, and adaptation plan framework.

By fully engaging in this course students will:

- develop a thorough understanding of climate impacts and sources of vulnerability facing northern communities;
- develop a thorough understanding and critical perspective on the concepts of risk, resilience, and co-benefits, including their history of application in local adaptation planning;
- improve their understanding of the landscape of local climate adaptation policy in Canada, including key legislation and influential actors within the sector;
- develop new analytical skills in policy analysis and risk assessment;
- gain hands on experience writing policy recommendations;
- develop new perspectives on the role of environmental policy as a change management mechanism.

6. Calendar Course Description:

This is an advanced hands-on studio course that allows students to learn and apply knowledge and skills related to local adaptation planning. Focusing on rural and remote communities across northern Canada, students explore a range of prevalent adaptation planning approaches. The course includes a critical examination of concepts that frame

local climate action, including risk, resilience, and co-benefits. Students learn how to put these concepts into action by completing a project relevant to a northern regional context.

7. **Credit Hours:** 4 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

No X

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

8. **Contact Hours (per week):**

Lecture n/a

Seminar n/a

Laboratory n/a

Other (please specify) Studio - 6

9. **Prerequisites (taken prior):** permission of instructor

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

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

12. **Preclusions:** None

13. **Course Equivalencies:** None

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

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

16. **Proposed text / readings:**

Tierney, K. (2014). *The social roots of risk: Producing disasters, promoting resilience*. Stanford University Press.

Meadows, D. H. (2009). *Thinking in systems: A primer*. Earthscan.

Additional journal readings, policy reports, and adaptation plans assigned based on project focus

B. Significance Within Academic Program

Through the addition of this course, students in will gain important functional and enabling competencies in relation to the functional area of 'policy application' as it relates to the

functional area of 'sustainable development issues'. This course addresses other core competencies to enhance student learning, including change management and decision making in risk management.

1. **Anticipated enrolment** 2-4

2. **If there is a proposed enrolment limit, state the limit and explain:** 4

The enrollment limit recognizes the appropriate class for delivering studio pedagogy in an integrated course that also includes enrollment of up to 12 undergraduate students for a total course size of 16.

3. **Required for:** n/a Minor: n/a Other: n/a

4. **Elective in:** n/a Minor: n/a Other: n/a

5. **Course required by another major/minor:** N/A

6. **Course required or recommended by an accrediting agency:** n/a

7. **Toward what degrees will the course be accepted for credit?** Graduate students may have course approved in streams of NRES degree, MA Interdisciplinary, or others as appropriate.

8. **What other courses are being proposed within the Program this year?** ENPL 417-4 Local Climate Action Studio, ENPL 320-4 Land Use and Development Studio, ENPL 497-4 Special Topics Studio, ENPL 404-3 Housing: From Concept to Construction, ENPL 604-3 Housing: From Concept to Construction

9. **What courses are being deleted from the Program this year?** ENPL 207-3 Introduction to Computer Aided Design, ENPL 303-3 Spatial Planning with Geographical Information Systems. An additional 9SCH of course work is planned for deletion for the 25/26 calendar.

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** ENPL 417-4 Local Climate Action Studio. This course is a graduate component of an integrated ENPL 417/617 offering. The ENPL 417 portion of the course overlaps and requires a preclusion.

2. **Is a preclusion required?** Yes X

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

4. **Has this overlap been discussed with the Program concerned?** Yes n/a No n/a

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

Yes _____ No X

If yes, please describe requirements: N/A

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

Yes _____ No X

D. Resources required

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

i. **Faculty Staffing:** Delivered by existing ENPL faculty member as part of regular teaching load

ii. **Space (classroom, laboratory, storage, etc.):** Requires scheduling in 8-365 studio classroom

iii: **Library Holdings:** see attached form

iv. **Computer (time, hardware, software):** Requires scheduling in 8-365 studio classroom

E. Additional Attached Materials

F. Other Considerations

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

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

****If “yes,”** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

2. **Other Information:**

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

G. Authorization

SCCC Reviewed: December 14, 2023

1. **Faculty(ies):** Environment

2. **Faculty Council Motion Number(s):** FEFC 2024020819

3. **Faculty Council Approval Date(s):** Feb 8, 2024

4. **Senate Committee on Indigenous Initiatives Motion Number:** N/A

5. **Senate Committee on Indigenous Initiatives Meeting Date:** N/A

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

Brief Summary of Committee Debate:

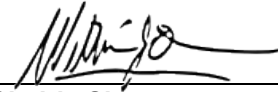
Motion No.: SCAAF SCAAF202404.17

Moved by: Trina Fyfe

Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

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

PROPOSED NEW COURSE: ENPL 417/617: Local Climate Action Studio

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

a) Are current library holdings adequate? Yes x No

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

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

Susan Wilson

University Librarian (or designate) signature

November 27, 2023

Date

Motion Number (assigned by Steering Committee of Senate): S-202404.19

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENPL 497-4 Special Topics Studio be approved as proposed:

A. Description of the Course

1. **Proposed semester of first offering:** As a special topics course ENPL 497-4 would not have a regular offering

2. **Academic Program:** Bachelor of Planning

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENPL 497-4

4. **Course Title:** Special Topics Studio

5. **Goal(s) of Course:** Community partners have a diverse range of needs that can be supported through studio-based teaching and learning. The purpose of this special topics studio course is to create a course where instructors and community partners can co-design a project and course offering that meets a specific project need.

6. Calendar Course Description:

The intent of this course is to provide timely offering of studio-based learning that responds to changes in professional practice skills and opportunities to meet community needs.

7. **Credit Hours:** 4 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

No X

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

8. Contact Hours (per week):

Lecture n/a

Seminar n/a

Laboratory n/a

Other (please specify) Studio - 6

9. **Prerequisites (taken prior):** 60 credit hours and permission of the instructor and Program Chair

9. **What courses are being deleted from the Program this year?** ENPL 207-3 Introduction to Computer Aided Design, ENPL 303-3 Spatial Planning with Geographical Information Systems. An additional 9SCH of course work is planned for deletion for the 25/26 calendar.

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** With a focus on studio pedagogy and emphasis on local government planning this course does not significantly overlap with courses in other programs.

2. **Is a preclusion required?** No X

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

4. **Has this overlap been discussed with the Program concerned?** Yes n/a No n/a

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

Yes No X

If yes, please describe requirements: N/A

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

Yes No X

If **“yes,”** please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

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

i. **Faculty Staffing:** Delivered by existing ENPL faculty member as category B teaching.

ii. **Space (classroom, laboratory, storage, etc.):** Requires scheduling in 8-365 studio classroom

iii: **Library Holdings:** None

iv. **Computer (time, hardware, software):** Access to current desktop computers in 8-365

E. Additional Attached Materials

F. Other Considerations

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

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

****If “yes,”** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

2. Other Information:

Attachment Pages (in addition to required "Library Holdings" Form): 0 pages

G. Authorization

SCCC Reviewed: December 14, 2023

- 1. Faculty(ies): Environment
- 2. Faculty Council Motion Number(s): FEFC 2024020820
- 3. Faculty Council Approval Date(s): Feb 8, 2024
- 4. Senate Committee on Indigenous Initiatives Motion Number: N/A
- 5. Senate Committee on Indigenous Initiatives Meeting Date: N/A

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

Brief Summary of Committee Debate:

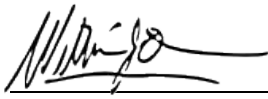
Motion No.: SCAAF 202404.18

Moved by: Trina Fyfe

Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

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

PROPOSED NEW COURSE: ENPL 497-4 Special Topics Studio

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

a) Are current library holdings adequate? Yes X No _____

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

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

Susan Wilson
University Librarian (or designate) signature

February 2, 2024
Date

Motion Number (assigned by Steering Committee of Senate): S-202404.20

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course number, description and preclusions to ENPL 204-3 Principles and Practices of Planning on page 238 of the 2023/2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024

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

Proposed revisions to ENPL 204 Principles and Practices of Planning are part of a broader update that will refresh the ENPL curriculum and strengthen experiential learning. The shift of the course from a 200 level to 100 level will help students to scaffold the core knowledge and experience within the broader studio pedagogy of ENPL. Changes to the course description reflect an evolution of the planning profession and the course toward practical and reflective practice.

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

ENPL 204 is a required course for the Aboriginal Community Resources Planning Certificate and the Planning Area of Specialization in the Major in Public Administration and Community Development. ENPL 204 is an elective course in Forest Ecology and Management, Public Administration and Community Development, and the Local Government Administration Certificate. ENPL 105 will remain a lower division course offered in winter term. Impacts to other programs are minimal. Consultations about course changes and deletions were completed with impacted programs. Emails were sent to the department/school chair or coordinator of impacted programs. In all cases, an offer for further direct engagement following unit norms/expectations was provided. No program requested additional direct consultations about proposed changes to ENPL 204. Changes to ENPL 204 do not require motions from any other program.

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

ENPL 204-3 Principles and Practices of Planning This course provides an introduction to, and understanding of, land use planning systems. Land use planning practice is heavily influenced by the legal and institutional structures in place, the values of the society it serves, and the local dynamics that exist. To gain an increased understanding of the importance of the context of planning, this course examines the structure of various land use planning systems, with a detailed focus on the structure and operation of the Canadian

system. The course draws heavily upon examples of planning at the provincial and local levels in British Columbia.

Prerequisites: ENPL 104-3 or ENVS 104-3 or permission of instructor

Precluded: ENVS 204-3

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

ENPL ~~204~~105-3 Principles and Practices of Planning This course provides an introduction to, and understanding of, introduces land use planning systems structures, processes, and dynamics. Land use planning practice is heavily influenced by the legal and institutional structures in place, the values of the society it serves, and the local dynamics that exist. To gain an increased understanding of the importance of the context of planning, ~~this course examines the structure of various land use planning systems, with a detailed focus on the structure and operation of the Canadian system. The course draws heavily upon examples of planning at the provincial and local levels in British Columbia.~~ Through experiential learning, students situate land use planning principles and practices in the context of the external forces that affect planning and development outcomes: economic, environmental, social, and political.

Prerequisites: ENPL 104-3 or ENVS 104-3 or permission of instructor

Precluded: ENPL 204-3, ENVS 204-3

6. Authorization:

SCCC Reviewed: December 14, 2023

Program / Academic / Administrative Unit: School of Planning & Sustainability

Faculty(ies): Environment

Faculty Council Motion Number(s): FEFC 2024020823

Faculty Council Approval Date(s): FEB 8, 2024

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON
ACADEMIC AFFAIRS MEETING**

Brief Summary of Committee Debate:

Motion No.: SCAAF202404.19

Moved by: Trina Fyfe

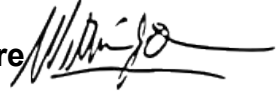
Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF:

Date April 10, 2024

Chair's Signature



For recommendation to _____, or information of _____ Senate.

Motion Number (assigned by Steering Committee of Senate): S-202404.21

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title, description, credits and preclusion for ENPL 208, on page 239 of the 2023/2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024

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

Proposed revisions to ENPL 208 are part of a broader update that will refresh the ENPL curriculum and introduce studio pedagogy as a relevant mode of experiential learning. This course title and areas of emphasis require alteration as a part of the decolonization in the Bachelor of Planning curriculum. This course will serve as a foundational experiential learning opportunity in the reconciliation of Indigenous lands concepts with property concepts, in the context of community planning processes. Changes to course credit hours reflect the resource requirements of studio courses, which include two 3-hour course blocks each week. The course description also changed to have the same description as the cross-listed course, FNST 249.

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

ENPL 208 is used as an elective course in Civil Engineering, Environmental Engineering, the Major in Nature-Based Tourism Management, the Major in Environmental and Sustainability Studies, the Major in Public Administration and Community Development, the Major in Community and Population Health, and the Local Government Administration Certificate. The course will continue to be offered and the only impact to other programs of the update to ENPL 208 is a change to scheduling. This course is also cross-listed with FNST 249-3 Aboriginal Resource Planning. In the 2023/2024 calendar, the two courses have had somewhat different course descriptions and prerequisites. The course has been offered by ENPL for the last five years. The FNST program is supportive of the changes and will sponsor a similar motion for FNST 249.

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

ENPL 208-3 First Nations Community and Environmental Planning First Nations are involved in a broad array of environmental and community planning processes. Some of these processes originate in First Nations communities. Others are established as federal and provincial government or business initiatives. This course lays a foundation for student understanding of these planning processes and their future development.

Prerequisites: None
Precluded: FNST 249-3

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

ENPL 208-3 ~~4~~ First Nations Community and Environmental Planning Land and Indigenous Reconciliation Studio ~~First Nations are involved in a broad array of environmental and community planning processes. Some of these processes originate in First Nations communities. Others are established as federal and provincial government or business initiatives. This course lays a foundation for student understanding of these planning processes and their future development.~~ of culturally respectful, appreciative, and effective planning processes that bridge the demands of an industrial capitalist system with a traditional, land-based society. This course serves as an introduction to theory and practices from First Nations traditional land use planning and First Nations practices and ideas concerning resource planning. This course develops students' research, writing, and communication skills.

~~Prerequisites: None~~ FNST 100-3
~~Precluded: FNST 249-34~~

6. **Authorization:**

SCCC Reviewed: December 14, 2023

Program / Academic / Administrative Unit: School of Planning & Sustainability

Faculty(ies): Environment

Faculty Council Motion Number(s): FEFC 2024020809

Faculty Council Approval Date(s): Feb 8, 2024

Senate Committee on Indigenous Initiatives Motion Number: SCII202403.03

Senate Committee on Indigenous Initiatives Meeting Date: March 14, 2024

7. **Other Information**

Attachment Pages: 0 pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON
ACADEMIC AFFAIRS MEETING**

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.20

Moved by: Trina Fyfe

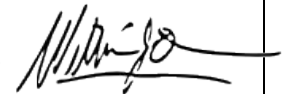
Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF:

Date April 10, 2024

Chair's Signature



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

Motion Number (assigned by Steering Committee of Senate): S-202404.22

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title, credits, description, and prerequisites for ENPL 304 on page 239 the 2023/2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024

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

Proposed revisions to ENPL 304 are part of a broader update that will refresh the ENPL curriculum and introduce studio pedagogy as a relevant mode of experiential learning. Changes to the course title and course description reflect an evolution of the planning profession and the course toward new understandings of community engagement, new challenges in governance, and new statutory requirements. Changes to course credit hours reflect the resource requirements of studio courses, which include two 3-hour course blocks each week. The addition of two 'major specific' prerequisites balances the value of 'studio preparedness' and ability to sequence learning with the value of keeping the course open to students in many programs.

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

ENPL 304 is used as an elective course in Civil Engineering, Environmental Engineering, the Major in Wildland Conservation and Recreation, the Major in Landscape Conservation and Management, the Minor in Natural Resources Planning and Operations, the Major in Nature-Based Tourism Management, the Major in Environment and Sustainability Studies, the Minor Social Dimensions of Natural Resources Management, the Major in Public Administration and Community Development, and the Major in Community and Population Health. ENPL 304 will be transitioned to a studio course. The impact of this transition is a change to scheduling as outlined above. Consultations about course changes and deletions were completed with impacted programs. Emails were sent to the department/school chair or coordinator of impacted programs. In all cases, an offer for further direct engagement following unit norms/expectations was provided. No program requested additional direct consultations. Changes to ENPL 304 do not require motions from any other program.

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

ENPL 304-3 Mediation, Negotiation and Public Participation This course is an introduction to the art and practice of mediation, negotiation and public participation processes. The course focuses on basic principles and best practices, and

allows students the opportunity to develop their own skills in the subject areas through simulations and observations.

Prerequisites: 60 credit hours

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

ENPL 304-3 ~~4~~ Mediation, Negotiation and Public Participation Community Engagement and Inclusion Studio This course is an introduction to the art and practice of mediation, negotiation and public participation processes. The course focuses on basic principles and best practices, and allows students the opportunity to develop their own skills in the subject areas through simulations and observations. As society becomes more diverse and divided, planners and other professionals find themselves in the position of peacemaker. Planners attempt to draw together diverse and competing interests in service of the well-being of communities. This studio course supports the acquisition and practice of the theories, skills, and tools required to design and implement effective community consultation across a variety of planning scenarios. Students can expect experiential exploration and application of these valued skill sets and knowledges.

Prerequisites: ENPL 105-3 or ENPL 208-3 or FNST 249-3 or 60 credit hours

6. **Authorization:**

SCCC Reviewed: December 14, 2023

Program / Academic / Administrative Unit: School of Planning & Sustainability

Faculty(ies): Environment

Faculty Council Motion Number(s): FEFC 2024020810

Faculty Council Approval Date(s): FEB 8, 2024

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

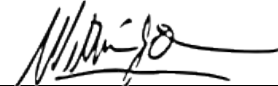
Motion No.: SCAAF 202404.21

Moved by: Trina Fyfe

Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

For recommendation to _____, or information of _____ Senate.

Motion Number (assigned by Steering Committee of Senate): S-202404.23

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title, description, and prerequisites, for ENPL 409-4 on page 240 of the 2023/2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** January 2025

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

Proposed revisions to ENPL 409-4 are part of a broader update that will refresh the ENPL curriculum, which includes a commitment to decolonization and indigenization across the curriculum. As ENPL 409-4 will change to an alternate year offering, it is necessary to change the prerequisites to allow both third and fourth year students to register. Note that ENPL 409-4 was already in the calendar as a studio course.

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

ENPL 409 is an elective course in the Major in Landscape Conservation and Management, the Major in Environmental and Sustainability Studies, the Minor in Social Dimensions of Natural Resources Management, the Major in Public Administration and Community Development, and the Major in Nature-Based Tourism Management. The impact of the update to ENPL 409 is a change to scheduling as outlined above. Consultations about course changes and deletions were completed with impacted programs. Emails were sent to the department/school chair or coordinator of impacted programs. In all cases, an offer for further direct engagement following unit norms/expectations was provided. No program requested additional direct consultations. Changes to ENPL 409 do not require motions from any other program.

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

ENPL 409-4 Advanced First Nations Community and Environmental Planning This is a workshop style, field-based course that allows students to work on a real world planning project in collaboration with a First Nations community. Students will be expected to be able to work in the field.

Prerequisites: 90 credit hours and ENPL 208-3

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

ENPL 409-4 ~~Advanced First Nations Community and Environmental~~ Indigenous Planning Studio This is a In this workshop style, ~~field-community-based~~ course, ~~that allows students to work on a real-world-planning project~~ that addresses Indigenous

reconciliation and governance in land and water relationships. in collaboration with a First Nations community. Students will be are expected to be able to work in the field in off-campus settings.

Prerequisites: ~~90~~ 60 credit hours, and or ENPL 208-3-4 or FNST 249-4

6. **Authorization:**

SCCC Reviewed: December 14, 2023

Program / Academic / Administrative Unit: School of Planning & Sustainability

Faculty(ies): Environment

Faculty Council Motion Number(s): FEFC 2024020811

Faculty Council Approval Date(s): Feb 8, 2024

Senate Committee on Indigenous Initiatives Motion Number: SCII202403.04

Senate Committee on Indigenous Initiatives Meeting Date: March 14, 2024

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

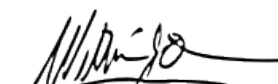
Motion No.: SCAAF 202404.22

Moved by: Trina Fyfe

Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024



Date

Chair's Signature

For recommendation to _____, or information of _____ Senate.

Motion Number (assigned by Steering Committee of Senate): S-202404.24

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title, course description, course prerequisite, and course credit hours for ENPL 415-3 Ecological Design, on page 240 of the 2023/2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2024

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

Proposed revisions to ENPL 415-3 Ecological Design are part of a broader update that will refresh the ENPL curriculum and introduce studio pedagogy as a relevant mode of experiential learning. Changes to the course title and course description reflect an evolution of the planning profession and the course toward sustainability thinking that includes an integrated focus on inclusion in linked social-ecological systems. Changes to course credit hours reflect the resource requirements of studio courses, which include two 3-hour course blocks each week. The update to prerequisites aligns the course with the source of key planning and design skills in ENPL 206.

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

ENPL 415 is not used outside of the environmental planning program.

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

ENPL 415-3 Ecological Design This course is an overview of the unique planning and development dimensions of small communities and rural regions. Current planning practice and new ecological planning principles will be examined. Design and planning technologies will be utilized in the development of a landscape plan for a small community/rural region.

Prerequisites: ENPL 204-3 or ENVS 204-3 and 90 credit hours

Precluded: ENVS 415-3

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

ENPL 415-3 4 Ecological Design Sustainable and Inclusive Design Studio This course is an overview of the unique planning and development dimensions of small communities and rural regions. Current planning practice and new ecological planning principles will be examined. Design and planning technologies will be utilized in the development of a landscape plan for a small community/rural region. This studio course

engages students in an applied and hands-on site design project as they embody design thinking. Students learn and apply current concepts and principles that advance social-ecological sustainability with a strong emphasis on inclusion. Students are prepared for a professional career by learning, applying, and critically reflecting on techniques and technologies used in planning and design practice.

Prerequisites: ~~ENPL 204-3 or ENVS 204-3~~ and ~~90 credit hours~~ 60 credit hours and ENPL 206-3

Precluded: ENVS 415-3

6. Authorization:

SCCC Reviewed: December 14, 2023

Program / Academic / Administrative Unit: School of Planning & Sustainability

Faculty(ies): Environment

Faculty Council Motion Number(s): FEFC 2024020812

Faculty Council Approval Date(s): FEB 8, 2024

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.23

Moved by: Trina Fyfe

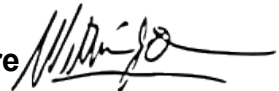
Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF:

Date April 10, 2024

Chair's Signature



For recommendation to _____, or information of _____ Senate.

Motion Number (assigned by Steering Committee of Senate): S-202404.25

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and description, for ENPL 609 on page 127 of the 2023/2024 graduate calendar, be approved as proposed.

1. **Effective date:** January 2025

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

Proposed revisions to ENPL 609 are part of a broader update that will refresh the ENPL curriculum, which includes a commitment to decolonization and indigenization across the curriculum. Change to the title reflects new theory in indigenous planning. Change to the description reflects consultation requirements. Changes to the credits aligns the course credits for ENPL 609 with ENPL 409 as an integrated offering.

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

ENPL 609 is the graduate component of an integrated planning course (ENPL 409-4). It is not listed as a required or elective course in any programs. Changes to ENPL 609 do not require motions from any other program.

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

ENPL 609-3 First Nations Community and Environmental Planning This is a workshop style, project-based course that will allow students to work on an applied, field-based planning project in collaboration with a First Nations community.

Prerequisites: Permission of the instructor

Precluded: ENPL 409-4

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

ENPL 609-3 ~~4~~ Advanced First Nations Community and Environmental Indigenous Planning Studio This is a In this advanced workshop style, project community-based course, that will allow students to work on a applied, field-based planning project that addresses Indigenous reconciliation and governance in land and water relationships. In collaboration with a First Nations community. Students ~~will be~~ are expected to be able to work ~~in the field~~ in off-campus settings.

Prerequisites: Permission of the instructor

Precluded: ENPL 409-4

6. **Authorization:**

SCCC Reviewed: December 14, 2023

Program / Academic / Administrative Unit: School of Planning & Sustainability

Faculty(ies): Environment

Faculty Council Motion Number(s): FEFC 2024020813

Faculty Council Approval Date(s): Feb 8, 2024

Senate Committee on Indigenous Initiatives Motion Number: SCII202403.05

Senate Committee on Indigenous Initiatives Meeting Date: March 14, 2024

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.24

Moved by: Trina Fyfe

Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by Steering Committee of Senate): S-202404.26

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title, description, prerequisite, preclusions, and course credit hours for ENPL 619-3 Ecological Design, on page 127 of the 2023/2024 graduate calendar, be approved as proposed.

1. **Effective date:** September 2024

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

Proposed revisions to ENPL 619-3 Ecological Design are part of a broader update that will refresh the ENPL curriculum and introduce studio pedagogy as a relevant mode of experiential learning. Changes proposed here maintain alignment of an integrated ENPL 415/619 course. Changes to the course title and course description reflect an evolution of the planning profession and the course toward sustainability thinking that includes an integrated focus on inclusion in linked social-ecological systems. Changes to course credit hours reflect the resource requirements of studio courses, which include two 3-hour course blocks each week. The update to prerequisites ensures incoming students have the necessary planning and design background to succeed in a studio project.

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

ENPL 619 is the graduate component of an integrated planning course (ENPL 419). It is not listed as a required or elective course in any program. Changes to ENPL 619 do not require motions from any other program.

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

ENPL 619-3 Ecological Design This course provides an overview of the unique planning and development dimensions of small communities and rural regions, with specific focus on ecological constraints and opportunities. Current planning practice and new ecological planning principles are examined. Design and planning technologies are utilized.

Precluded: ENPL 415-3, ENVS 415-3, ENVS 619-3

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

ENPL 619-3 ~~4 Ecological Design~~ Sustainable and Inclusive Design Studio This course ~~provides an overview of the unique planning and development dimensions of small~~

~~communities and rural regions, with specific focus on ecological constraints and opportunities. Current planning practice and new ecological planning principles are examined. Design and planning technologies are utilized. This advanced studio course engages students in an applied and hands-on site design project as they embody design thinking. Students learn and apply current concepts and principles that advance social-ecological sustainability with a strong emphasis on inclusion. Students are prepared for a professional career by learning, applying, and critically reflecting on techniques and technologies used in planning and design practice.~~

Prerequisites: Permission of the instructor

Precluded: ENPL 415-3(3, 4), ENVS 415-3, ENVS 619-3

6. Authorization:

SCCC Reviewed: December 14, 2023

Program / Academic / Administrative Unit: School of Planning & Sustainability

Faculty(ies): Environment

Faculty Council Motion Number(s): FEFC 2024020814

Faculty Council Approval Date(s): Feb 8, 2024

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON
ACADEMIC AFFAIRS MEETING**

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.25

Moved by: Trina Fyfe

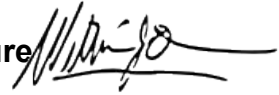
Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF:

Date April 10, 2024

Chair's Signature



For recommendation to ____, or information of ____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202404.27

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the credit hours in the BSc Major in Environmental Science on page 117 of the 2023/24 undergraduate calendar, be approved, as proposed.

1. **Effective date:** September 2024

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

Following discussions between the Environmental Science and Physical Geography curriculum committees, it was decided that ENSC 250-2 (Introduction to Environmental Data Analysis) and GEOG 250-3 (Introduction to Geospatial Analysis with Python) be merged into a single cross-listed course with a new common title: "Environmental and Geospatial Data Analysis". A new course description will be shared with both ENSC 250-3 and GEOG 250-3.

The proposed change follows the formation of the Department of Geography, Earth, and Environmental Sciences within the Faculty of Environment, and the aligned course will be required by the combined larger cohort of second-year environmental science and physical geography students to learn programming essentials relevant to their degree programs and future careers. Environmental Science has historically taught the R language for data analysis and visualization, while Physical Geography has taught the Python programming language. The combined course will feature common lectures for all students that cover the core concepts (e.g. linear regressions, time-series analysis, geospatial data) related to each week's lab. Students will then be separated into two lab groups depending on their degree and programming stream (R for ENSC 250 and Python for GEOG 250).

The proposed change will result in a single class with an estimated 15-25 students each year, as opposed to two smaller classes with low enrolments in the past few years.

Since the original ENSC 250 is 2 credits (1 hour lecture plus 3 hour lab) and the revised ENSC 250 is 3 credits (2 hour lecture plus 3 hour lab) to be consistent with GEOG 250-3, this motion is to change the credit hours in the BSc Major in Environmental Science to reflect the additional credit hour.

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

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

Major in Environmental Science

The Environmental Science Bachelor of Science is an interdisciplinary degree in which students take a core curriculum along with a minor. The core curriculum is designed to provide students with knowledge of the fundamental biological, chemical, physical and applied aspects integral to the field of environmental science. In addition, students are exposed to many of the human dimensions that underlie environmental issues. This approach ensures a uniform preparation among students and allows for the development of a diversity of expertise necessary to address the complexity of present environmental problems and future unanticipated ones.

The degree has been designed in part to address educational components of the National Occupational Standards (NOS) for Environmental Employment set out by Environmental Careers Organization (ECO Canada). The NOS forms the basis of the Canadian Certified Environmental Practitioner (CCEP) accreditation process of the Canadian Environmental Certification Approvals Board (CECAB). In addition,

it may be possible to use some courses toward professional designations (i.e. P.Ag., P.Geo.). Students interested in this option are responsible for making themselves aware of the required courses for the professional designations and for planning to take the courses at the appropriate points in their program.

Undergraduate students are required to take a total of 93 credit hours of program core requirements in addition to a minor as indicated below. Students take foundational science courses in year 1 (e.g. biology, chemistry, physics and calculus) as well as an introduction to environmental science course that introduces students to environmental systems and provides information on courses and options available in years 2 to 4 of the Environmental Science major. The minor requirement allows students to develop expertise within an area of their interest. There is also an option to take a BSc Honours in Environmental Science program, which is described below. The major requires elective credit hours as necessary to ensure completion of a minimum of 126 credit hours including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Undergraduate Academic Regulation on Academic Breadth). Students needing to improve their communication skills should take ENGL 170-3 or NRES 100-3 as an elective. Note that ENGL 170-3 also fulfills the Academic Breadth requirement for Arts and Humanities. Other areas of Academic Breadth are covered in the major.

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

Major in Environmental Science

The Environmental Science Bachelor of Science is an interdisciplinary degree in which students take a core curriculum along with a minor. The core curriculum is designed to provide students with knowledge of the fundamental biological, chemical, physical, and applied aspects integral to the field of environmental science. In addition, students are exposed to many of the human dimensions that underlie environmental issues. This approach ensures a uniform preparation among students and allows for the development of a diversity of expertise necessary to address the complexity of present environmental problems and future unanticipated ones.

The degree has been designed in part to address educational components of the National Occupational Standards (NOS) for Environmental Employment set out by Environmental Careers Organization of Canada (ECO Canada). The NOS forms the basis of the Canadian Certified Environmental Practitioner (CCEP) accreditation process of the Canadian Environmental Certification Approvals Board (CECAB). In addition, it may be possible to use some courses toward professional designations (i.e. P.Ag., P.Geo.). Students interested in this option are responsible for making themselves aware of the required courses for the professional designations and for planning to take the courses at the appropriate points in their program.

Undergraduate students are required to take a total of ~~93~~934 credit hours of program core requirements in addition to a minor as indicated below. Students take foundational science courses in year 1 (e.g. biology, chemistry, physics, and calculus) as well as ~~an introduction to environmental science course that~~ ENSC 111-1 which introduces students to environmental systems and provides information on courses and options available in years 2 to 4 of the Environmental Science major. The minor requirement allows students to develop expertise within an area of their interest. There is also an option to take a BSc Honours in Environmental Science program, which is described below. The major requires elective credit hours as necessary to ensure completion of a minimum of ~~126~~1267 credit hours including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Undergraduate Academic Regulation on *Academic Breadth*). Students needing to improve their communication skills should take ENGL 170-3 or NRES 100-3 as an elective. Note that ENGL 170-3 also fulfills the Academic Breadth requirement for Arts and Humanities. Other areas of Academic Breadth are covered in the major.

6. Authorization:

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: Environmental Science / GEES

Faculty(ies): Environment

Faculty Council Motion Number(s): FEFC 2024 031406

Faculty Council Approval Date(s): March 14, 2024

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

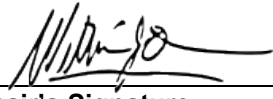
Motion No.: SCAAF 202404.26

Moved by: Grant Potter

Seconded by: Clarence Hofsink

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): **S-202404.28**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the requirements for the Geography BSc Areas of Specialization and the Minor in Earth Sciences on pages 145 and 146 in the 2023/24 undergraduate PDF calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The School of Engineering has replaced ENGR 451-3 with ENVE 351-4; this motion is to make that change where those courses are mentioned in the Geography BSc Major Areas of Specialization (Water and Soil Science), and the Minor in Earth Science.

Following discussions between the Environmental Science and Physical Geography curriculum committees, it was decided that ENSC 250-2 (Introduction to Environmental Data Analysis) and GEOG 250-3 (Introduction to Geospatial Analysis with Python) be merged into a single cross-listed course with a new common title: "Environmental and Geospatial Data Analysis". A new course description will be shared with both ENSC 250-3 and GEOG 250-3.

The proposed change follows the formation of the Department of Geography, Earth, and Environmental Sciences within the Faculty of Environment, and the aligned course will be required by the combined larger cohort of second-year environmental science and physical geography students to learn programming essentials relevant to their degree programs and future careers. Environmental Science has historically taught the R language for data analysis and visualization, while Physical Geography has taught in Python. The combined course will feature common lectures for all registered students that cover the core concepts (e.g. linear regressions, time-series analysis, geospatial data) related to each week's lab. Students will then be separated into two lab groups depending on their degree and programming stream (R for ENSC 250 and Python for GEOG 250).

The proposed change will result in a single class with an estimated 15-25 students each year, as opposed to two smaller classes with low enrolments in the past few years.

Students pursuing the Specialization in Geospatial Science (P. 146) had the option of using GEOG 250-3 or ENSC 250-2 to meet the requirements of the specialization. But as ENSC 250-3 is now precluded from GEOG 250-3, and GEOG 250-3 is a required course for the Geography BSc degree, students may not use either for the Specialization in Geospatial Science.

3. **Implications of the changes for other programs, etc., if applicable:** none.
4. **Reproduction of current Calendar entry for the item to be revised:**

On calendar page 145 and 146, Geography BSc Major, Areas of Specialization, Water, and Soil Science, and the Minor in Earth Sciences:
[earlier material on page 144 that remains unchanged is not included here]

Areas of Specialization

In order to increase the breadth and utility of their degree, and to demonstrate an interest in a particular sub-discipline, students are encouraged to complete an Area of Specialization (normally 12 credit hours) during their degree, which can

be chosen from the following list:

1. Air
2. Water
3. Earth
4. Soil Science
5. Ecogeography
6. Geospatial Science

Courses used to fulfill the requirements for the BSc Geography major (excluding the science electives) cannot be used to fulfill the requirement of the selected Area of Specialization. Students who are considering an Area of Specialization are strongly encouraged to talk to an advisor early in their second year in order to ensure that the pre-requisites are met for upper-division courses.

Air

A specialization in Air provides a deeper understanding of atmospheric processes near Earth's surface that govern the development of weather systems, regulate climate, and are implicit in environmental challenges such as climate change and air pollution.

Choose four of the following:

- ENSC 312-3 Biometeorology
- ENSC 408-3 Storms
- ENSC 412-3 Air Pollution
- ENSC 425-3 Climate Change and Global Warming
- ENSC 450-3 Environmental and Geophysical Data Analysis
- ENSC 454-3 Snow and Ice

Water

Water and water resources represent an important component of physical geography. The Water specialization provides students with courses that develop key competencies in water science.

Choose four of the following:

- BIOL 302-3 Limnology
- ENGR 451-3 Groundwater Hydrology
- ENSC 202-3 Introduction to Aquatic Systems
- ENSC 450-3 Environmental and Geophysical Data Analysis
- ENSC 454-3 Snow and Ice
- GEOG 405-3 Fluvial Geomorphology

Earth

The Earth specialization provides foundational knowledge about the Earth's materials, processes and resources, and examines key challenges such as energy and resource availability, geological hazards, and environmental sustainability.

Choose four of the following:

- ENSC 307-3 Introduction to Geochemistry
- ENSC 325-3 Soil Physical Processes and the Environment
- GEOG 333-3 Geography Field School
- GEOG 405-3 Fluvial Geomorphology
- GEOG 411-3 Quaternary and Surficial Geology
- GEOG 416-3 Mountains

Soil Science

The Soil Science specialization focuses on the physical, chemical and biological processes which regulate the formation, maintenance, and restoration of the Earth's range of soils.

Choose four of the following:

- ENGR 451-3 Groundwater Hydrology
- ENSC 325-3 Soil Physical Processes and the Environment
- ENSC 404-3 Waste Management
- ENSC 435-3 Soil Biological Processes and the Environment

ENSC 452-3 Reclamation and Remediation of Disturbed Environments
FSTY 415-3 Forest Soils
FSTY 425-3 Soil Formation and Classification
GEOG 411-3 Quaternary and Surficial Geology

Ecogeography

The Ecogeography specialization combines elements of physical geography with a selection of theory and methods-based ecology courses.

BIOL 201-3 Ecology
BIOL 325-3 Ecological Analyses

Choose two of the following:

BIOL 333-3 Field School
BIOL 404-3 Plant Ecology
BIOL 410-3 Population and Community Ecology
BIOL 411-3 Conservation Biology

Geospatial Science

A specialization in Geospatial Science provides students with theoretical and practical skills necessary to analyze and visualize large geospatial datasets, and to solve geophysical problems with code-based solutions.

Choose four of the following:

ENPL 303-3 Spatial Planning with Geographical Information Systems (GIS)
ENSC 450-3 Environmental and Geophysical Data Analysis
GEOG 250-3 Introduction to Geospatial Analysis*
GEOG 413-3 Advanced GIS
GEOG 450-3 Advanced Geospatial Analysis
GEOG 457-3 Advanced Remote Sensing

*Students who choose GEOG 250-3 to meet the requirements of this specialization must take ENSC 250-2 to meet the requirements for the BSc Major.

Minor in Earth Sciences

The Earth Sciences minor provides depth in areas of earth science that support natural resource management. Students are required to complete 18 credit hours (12 of which must be at the 300- or 400-level) chosen from the following lists, with at least one course from each of the first three groups. Students may use a maximum of two upper-division courses (6 credit hours) used to fulfill the requirements for a major or another minor. Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Note: Some upper-division courses may be taught in alternate years; students should consider this when planning their course sequences.

Hydrology

ENGR 451-3 Groundwater Hydrology
ENSC 202-3 Introduction to Aquatic Systems
ENSC 454-3 Snow and Ice
GEOG 310-3 Hydrology

Geomorphology

GEOG 311-3 Drainage Basin Geomorphology
GEOG 405-3 Fluvial Geomorphology
GEOG 411-3 Quaternary and Surficial Geology
GEOG 416-3 Mountains

Soil Science

ENSC 325-3 Soil Physical Processes and the Environment
ENSC 435-3 Soil Biological Processes and the Environment
FSTY 415-3 Forest Soils

FSTY 425-3 Soil Formation and Classification

Other

ENSC 307-3 Introduction to Geochemistry
ENSC 425-3 Climate Change and Global Warming
GEOG 315-3 Earth's Critical Zone
GEOG 357-3 Introduction to Remote Sensing
GEOG 413-3 Advanced GIS
GEOG 457-3 Advanced Remote Sensing

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

On calendar page 145 and 146, Geography BSc Major, Areas of Specialization, Water, and Soil Science, and the Minor in Earth Sciences:
[earlier material on page 144 that remains unchanged is not included here]

Areas of Specialization

In order to increase the breadth and utility of their degree, and to demonstrate an interest in a particular sub-discipline, students are encouraged to complete an Area of Specialization (normally 12 credit hours) during their degree, which can be chosen from the following list:

1. Air
2. Water
3. Earth
4. Soil Science
5. Ecogeography
6. Geospatial Science

Courses used to fulfill the requirements for the BSc Geography major (excluding the science electives) cannot be used to fulfill the requirement of the selected Area of Specialization. Students who are considering an Area of Specialization are strongly encouraged to talk to an advisor early in their second year in order to ensure that the pre-requisites are met for upper-division courses.

Air

A specialization in Air provides a deeper understanding of atmospheric processes near Earth's surface that govern the development of weather systems, regulate climate, and are implicit in environmental challenges such as climate change and air pollution.

Choose four of the following:

- ENSC 312-3 Biometeorology
- ENSC 408-3 Storms
- ENSC 412-3 Air Pollution
- ENSC 425-3 Climate Change and Global Warming
- ENSC 450-3 Environmental and Geophysical Data Analysis
- ENSC 454-3 Snow and Ice

Water

Water and water resources represent an important component of physical geography. The Water specialization provides students with courses that develop key competencies in water science.

Choose four of the following:

- BIOL 302-3 Limnology
- ~~ENGR 451-3 Groundwater Hydrology~~
- ENSC 202-3 Introduction to Aquatic Systems
- ENSC 450-3 Environmental and Geophysical Data Analysis
- ENSC 454-3 Snow and Ice
- ENVE 351-4 Groundwater Flow and Contaminant Transport
- GEOG 405-3 Fluvial Geomorphology

Earth

The Earth specialization provides foundational knowledge about the Earth's materials, processes and resources, and examines key challenges such as energy and resource availability, geological hazards, and environmental sustainability.

Choose four of the following:

- ENSC 307-3 Introduction to Geochemistry
- ENSC 325-3 Soil Physical Processes and the Environment
- GEOG 333-3 Geography Field School
- GEOG 405-3 Fluvial Geomorphology
- GEOG 411-3 Quaternary and Surficial Geology
- GEOG 416-3 Mountains

Soil Science

The Soil Science specialization focuses on the physical, chemical and biological processes which regulate the formation, maintenance, and restoration of the Earth's range of soils.

Choose four of the following:

- ~~ENGR 451-3 Groundwater Hydrology~~
- ENSC 325-3 Soil Physical Processes and the Environment
- ENSC 404-3 Waste Management
- ENSC 435-3 Soil Biological Processes and the Environment
- ENSC 452-3 Reclamation and Remediation of Disturbed Environments
- ENVE 351-4 Groundwater Flow and Contaminant Transport
- FSTY 415-3 Forest Soils
- FSTY 425-3 Soil Formation and Classification
- GEOG 411-3 Quaternary and Surficial Geology

Ecogeography

The Ecogeography specialization combines elements of physical geography with a selection of theory and methods-based ecology courses.

- BIOL 201-3 Ecology
- BIOL 325-3 Ecological Analyses

Choose two of the following:

- BIOL 333-3 Field School
- BIOL 404-3 Plant Ecology
- BIOL 410-3 Population and Community Ecology
- BIOL 411-3 Conservation Biology

Geospatial Science

A specialization in Geospatial Science provides students with theoretical and practical skills necessary to analyze and visualize large geospatial datasets, and to solve geophysical problems with code-based solutions.

Choose four of the following:

- ENPL 303-3 Spatial Planning with Geographical Information Systems (GIS)
- ENSC 450-3 Environmental and Geophysical Data Analysis
- ~~GEOG 250-3 Introduction to Geospatial Analysis*~~
- GEOG 413-3 Advanced GIS
- GEOG 450-3 Advanced Geospatial Analysis
- GEOG 457-3 Advanced Remote Sensing

~~*Students who choose GEOG 250-3 to meet the requirements of this specialization must take ENSC 250-2 to meet the requirements for the BSc Major.~~

Minor in Earth Sciences

The Earth Sciences minor provides depth in areas of earth science that support natural resource management. Students are required to complete 18 credit hours (12 of which must be at the 300 or 400 level) chosen from the following lists, with

at least one course from each of the first three groups. Students may use a maximum of two upper-division courses (6 credit hours) used to fulfill the requirements for a major or another minor. Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Note: Some upper-division courses may be taught in alternate years; students should consider this when planning their course sequences.

Hydrology

~~ENGR 451-3 Groundwater Hydrology~~
ENSC 202-3 Introduction to Aquatic Systems
ENSC 454-3 Snow and Ice
ENVE 351-4 Groundwater Flow and Contaminant Transport
GEOG 310-3 Hydrology

Geomorphology

GEOG 311-3 Drainage Basin Geomorphology
GEOG 405-3 Fluvial Geomorphology
GEOG 411-3 Quaternary and Surficial Geology
GEOG 416-3 Mountains

Soil Science

ENSC 325-3 Soil Physical Processes and the Environment
ENSC 435-3 Soil Biological Processes and the Environment
FSTY 415-3 Forest Soils
FSTY 425-3 Soil Formation and Classification

Other

ENSC 307-3 Introduction to Geochemistry
ENSC 425-3 Climate Change and Global Warming
GEOG 315-3 Earth's Critical Zone
GEOG 357-3 Introduction to Remote Sensing
GEOG 413-3 Advanced GIS
GEOG 457-3 Advanced Remote Sensing

6. Authorization:

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: GEES

Faculty(ies): Environment

Faculty Council Motion Number(s): FEFC 2024 031404

Faculty Council Approval Date(s): March 14, 2024

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

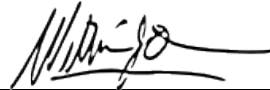
Motion No.: SCAAF 202402.27

Moved by: Grant Potter

Seconded by: Clarence Hofsink

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.29

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course title and course description for GEOG 250-3, on page 256 of the 2023/2024 undergraduate calendar, be approved as proposed. If approved, this will also necessitate changes where GEOG 250-3 is listed in the calendar – on pages 108, 144, 145, and 147.

A separate motion will be submitted for changes to GEOG 250 and ENSC 250 that affect the Geospatial Specialization within the Geography BSc degree (page 146).

1. **Effective date:** September 2024

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

Following discussions between the Environmental Science and Physical Geography curriculum committees, it was decided that ENSC 250-2 (Introduction to Environmental Data Analysis) and GEOG 250-3 (Introduction to Geospatial Analysis with Python) be merged into a single cross-listed course with a new common title: “Environmental and Geospatial Data Analysis”. A new course description will be shared with both ENSC 250-3 and GEOG 250-3.

The proposed change follows the formation of the Department of Geography, Earth, and Environmental Sciences within the Faculty of Environment, and the aligned course will be required by the combined larger cohort of second-year environmental science and physical geography students to learn programming essentials relevant to their degree programs and future careers. Environmental Science has historically taught the R language for data analysis and visualization, while Physical Geography has taught in Python. The combined course will feature common lectures for all registered students that cover the core concepts (e.g. linear regressions, time-series analysis, geospatial data) related to each week’s lab. Students will then be separated into two lab groups depending on their degree and programming stream (R for ENSC 250 and Python for GEOG 250).

The proposed change will result in a single class with an estimated 15-25 students each year, as opposed to two smaller classes with low enrolments in the past few years.

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

None

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

On Page 256:

GEOG 250-3 Introduction to Geospatial Analysis

Geospatial analysis through coding provides the means to address critical questions about our world in an objective and automated way. Large spatial datasets obtained from remote sensing and geophysical models require specialized analytic tools. This course introduces students to geospatial datasets including visualization and analysis techniques using the Python coding language.

Prerequisites: None

On Page 108:

GEOG 250-3 Introduction to Geospatial Analysis

On Page 144:

GEOG 250-3 Introduction to Geospatial Analysis

On Page 145:

GEOG 250-3 Introduction to Geospatial Analysis

On Page 147:

CPSC 100-4 Computer Programming I
or CPSC 110-3 Introduction to Computer Systems and Programming
or GEOG 250-3 Introduction to Geospatial Analysis

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

On Page 256:

GEOG 250-3 ~~Introduction to Geospatial Analysis~~ Environmental and Geospatial Data Analysis

~~Geospatial analysis through coding provides the means to address critical questions about our world in an objective and automated way. Large spatial datasets obtained from remote sensing and geophysical models require specialized analytic tools. This course introduces students to geospatial datasets including visualization and analysis techniques using the Python coding language.~~

This introductory course assists students in developing data science skills and visualization skills using code-based solutions. Students learn how to create, store, manipulate, analyze, and visualize different environmental and geophysical datasets. Lecture and lab topics introduce students to different environmental and geospatial dataset formats that are commonly used by data scientists working in government, academia, and the private sector. The labs emphasize developing practical skills in data analysis (statistical, time series, and spatial analysis) using Python as a key programming language.

Prerequisites: None

Precluded: ENSC 250-3

On Page 108:

GEOG 250-3 ~~Introduction to Geospatial Analysis~~ Environmental and Geospatial Data Analysis

On Page 144:

GEOG 250-3 ~~Introduction to Geospatial Analysis~~ Environmental and Geospatial Data Analysis

On Page 145:

GEOG 250-3 ~~Introduction to Geospatial Analysis~~ Environmental and Geospatial Data Analysis

On Page 147:

GEOG 250-3 ~~Introduction to Geospatial Analysis~~ Environmental and Geospatial Data Analysis

6. **Authorization:**

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: Department of Geography, Earth and Environmental Sciences

Faculty: Faculty of Environment

Faculty Council Motion Number: FEFC 2024 031403

Faculty Council Approval Date: March 14, 2024

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

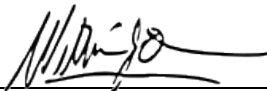
Motion No.: SCAAF 202404.08

Moved by: Grant Potter

Seconded by: Clarence Hofsink

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-20240304.

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course title, course description, and credits for ENSC 250-2, on page 241 of the 2023/2024 undergraduate calendar, be approved as proposed. If approved, this will also necessitate changes where ENSC 250 is listed in the calendar – on pages 117, 144.

1. **Effective date:** September 2024

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

Following discussions between the Environmental Science and Physical Geography curriculum committees, it was decided that ENSC 250-2 (Introduction to Environmental Data Analysis) and GEOG 250-3 (Introduction to Geospatial Analysis with Python) be merged into a single cross-listed course with a new common title: “Environmental and Geospatial Data Analysis”. A new course description will be shared with both ENSC 250-3 and GEOG 250-3.

The proposed change follows the formation of the Department of Geography, Earth, and Environmental Sciences within the Faculty of Environment, and the aligned course will be required by the combined larger cohort of second-year environmental science and physical geography students to learn programming essentials relevant to their degree programs and future careers. Environmental Science has historically taught the R language for data analysis and visualization, while Physical Geography has taught the Python programming language. The combined course will feature common lectures for all students that cover the core concepts (e.g. linear regressions, time-series analysis, geospatial data) related to each week’s lab. Students will then be separated into two lab groups depending on their degree and programming stream (R for ENSC 250 and Python for GEOG 250).

The proposed change will result in a single class with an estimated 15-25 students each year, as opposed to two smaller classes with low enrolments in the past few years.

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

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

On page 241:

ENSC 250-2 Introduction to Environmental Data Analysis

This course introduces the principles and practice of developing computer programs to analyze and visualize environmental data. Topics include input and output of data, formatting data, accessing and using package libraries, writing functions, profiling and documenting code, and developing algorithms for environmental data analysis. Example datasets and problems from the geophysical and environmental sciences provide working examples. This course consists of lectures and labs with an emphasis on the development of practical skills in the lab.

Prerequisites: MATH 100-3 and MATH 101-3, or MATH 152-3

Corequisites: STAT 240-3 or STAT 371-3

On Page 117:

ENSC 250-2 Introduction to Environmental Data Analysis

On Page 144:

GEOG 250-3 Introduction to Geospatial Analysis
or ENSC 250-2 Introduction to Environmental Data Analysis

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

On Page 241:

ENSC 250-2 Introduction to Environmental Data Analysis-3 Environmental and Geospatial Data Analysis

~~This course introduces the principles and practice of developing computer programs to analyze and visualize environmental data. Topics include input and output of data, formatting data, accessing and using package libraries, writing functions, profiling and documenting code, and developing algorithms for environmental data analysis. Example datasets and problems from the geophysical and environmental sciences provide working examples. This course consists of lectures and labs with an emphasis on the development of practical skills in the lab.~~

This introductory course assists students in developing data science skills and visualization skills using code-based solutions. Students learn how to create, store, manipulate, analyze, and visualize different environmental and geophysical datasets. Lecture and lab topics introduce students to different environmental and geospatial dataset formats that are commonly used by data scientists working in government, academia, and the private sector. The labs emphasize developing practical skills in data analysis (statistical, time series, and spatial analysis) using R as a key programming language.

~~Prerequisites: MATH 100-3 and MATH 101-3, or MATH 152-3~~ None

~~Precluded: GEOG 250-3~~

~~Corequisites: STAT 240-3 or STAT 371-3~~

On Page 117:

~~ENSC 250-2 Introduction to Environmental Data Analysis-3 Environmental and Geospatial Data Analysis~~

On Page 144:

GEOG 250-3 Introduction to Geospatial Analysis
or ~~ENSC 250-2 Introduction to Environmental Data Analysis-3 Environmental and Geospatial Data Analysis~~

6. **Authorization:**

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: Department of Geography, Earth and Environmental Sciences

Faculty: Faculty of Environment

Faculty Council Motion Number: FEFC 2024 031405

Faculty Council Approval Date: March 14, 2024

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

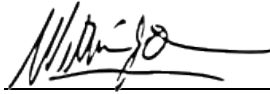
Motion No.: SCAAF 202404.29

Moved by: Grant Potter

Seconded by: Clarence Hofsink

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

MEMORANDUM

TO: Senate

FROM: Dr. John Sherry, Acting Chair

CC: Dr. Rebecca Schiff, Dean – Faculty of Human and Health Sciences

PROGRAM: Psychology

DATE: February 24, 2024

RE: New Subject Code (COUN)

The Counselling Program moved to Psychology over five years ago and began the process with DQAB to change the degree from an MEd in Counselling to a Master of Arts (MA) in Counselling Psychology. The move to psychology and the change in the degree better represent the multidisciplinary nature of the program--- this program prepares counsellors to work in various mental health community centres, including hospitals, counselling organizations, schools and other social service agencies. To change the degree, we first need to respond to DQUAB's recommendations, which include adding another tenure-track position to the program. This has been a slow process, and meanwhile, students in the counselling program, which is located in psychology, still register for classes with the subject code EDUC. A few courses either have education instead of counselling in the title or course description, which is outdated and confuses students registering for these courses. To better represent the degree we are moving towards and make it easier to complete the paperwork linked to this program, we suggest changing the subject code from EDUC to COUN and replacing education with counselling in the title/description.

Motion Number (assigned by
Steering Committee of Senate): S-202404.31

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the new subject code COUN (Counselling) be approved as proposed.

Effective Date: September 2024

Rationale: Counselling courses are currently using the subject code EDUC, although the Counselling program has not been housed within the School of Education since 2021.

Motion proposed by: John Sherry, Acting Chair of Psychology

Academic Program: MEd Counselling Psychology

Implications for Other Programs / Faculties? MA Disability Management and MSW students sporadically choose their elective courses from Counselling offerings. Both programs have been informed.

Faculty: Human and Health Sciences

SCCC Reviewed: March 12, 2024

Faculty Council Committee Motion Number: FHHS.2024.03.21.25

Faculty Council Committee Approval Date: 2024.03.21

Attachment Pages (if applicable): 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

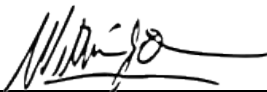
Motion No.: SCAAF 202404.30

Moved by: David Casperson

Seconded by: Stacey Linton

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.32

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the program requirements for the MEd Counselling Psychology on page 99 of the 2023/2024 graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** Counselling courses are currently using the subject code EDUC, although the Counselling program has not been housed within the School of Education since 2021. The change to a new subject code, COUN, aims to reduce confusion.
3. **Implications of the changes for other programs, etc., if applicable:** MA Disability Management and MSW students sporadically choose their elective courses from Counselling offerings. Both programs have been informed.
4. **Reproduction of current Calendar entry for the item to be revised:**

Required Courses

EDUC 601-3 Educational Research Design and Methodology
EDUC 612-3 Trauma Counselling
EDUC 613-3 Interpersonal Counselling Skills
EDUC 618-3 Family Counselling
EDUC 619-3 Counselling for Aboriginal/Indigenous Peoples
EDUC 711-3 Counselling Theory
EDUC 712-3 Counselling Practice
EDUC 714-3 Group Counselling Processes
EDUC 717-3 Ethics in Counselling
EDUC 719-6 Counselling Practicum

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

EDUC 602-4 Quantitative Research Design and Data Analysis
EDUC 610-3 Qualitative Analysis in Education

Elective Courses

EDUC 603-4 Advanced Quantitative Data Analysis
EDUC 633-3 Human Development: Implications for Education
EDUC 692-3 Special Topics (Assessment in Counselling, Child and Youth Counselling, Multicultural Counselling)
EDUC 693-3 Directed Reading
EDUC 715-3 Career Counselling
EDUC 716-3 Clinical Counselling
EDUC 795-3 Research Seminar

Thesis, Project or Comprehensive Examination

EDUC 797-3 Comprehensive Examination
EDUC 798-6 MEd Project
EDUC 799-9 MEd Thesis

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

Required Courses

~~EDUC COUN~~ 601-3 ~~Educational~~ Research Design and Methodology
~~EDUC COUN~~ 612-3 Trauma Counselling
~~EDUC COUN~~ 613-3 Interpersonal Counselling Skills
~~EDUC COUN~~ 618-3 Family Counselling
~~EDUC COUN~~ 619-3 Counselling for Aboriginal/Indigenous Peoples
~~EDUC COUN~~ 711-3 Counselling Theory
~~EDUC COUN~~ 712-3 Counselling Practice
~~EDUC COUN~~ 714-3 Group Counselling Processes
~~EDUC COUN~~ 717-3 Ethics in Counselling
~~EDUC COUN~~ 719-6 Counselling Practicum

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

~~EDUC COUN~~ 610-3 Qualitative Analysis in ~~Education~~ Counselling
~~EDUC~~ 602-4 Quantitative Research Design and Data Analysis

Elective Courses

~~EDUC COUN~~ 633-3 Human Development: Implications for Education Counselling
~~EDUC COUN~~ 692-3 Special Topics (~~Assessment in Counselling, Child and Youth Counselling, Multicultural Counselling~~)
~~EDUC COUN~~ 693-3 Directed Reading
~~EDUC COUN~~ 715-3 Career Counselling
~~EDUC COUN~~ 716-3 Clinical Counselling
~~EDUC COUN~~ 795-3 Research Seminar
~~EDUC~~ 603-4 Advanced Quantitative Data Analysis

Thesis, Project or Comprehensive Examination

~~EDUC COUN~~ 797-3 Comprehensive Examination
~~EDUC COUN~~ 798-6 MEd Project
~~EDUC COUN~~ 799-9 MEd Thesis

6. **Authorization:**

SCCC Reviewed: March 12, 2024

Program / Academic / Administrative Unit: MEd Counselling Psychology

Faculty(ies): Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.36

Faculty Council Approval Date(s): 2024.03.21.

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.31

Moved by: David Casperson

Seconded by: Stacey Linton

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.33

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the subject code for MEd Counselling courses on pages 119-124 of the 2023/2024 graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** Counselling courses are currently using the subject code EDUC, although the Counselling program has not been housed within the School of Education since 2021. The change to a new subject code aims to reduce confusion.
3. **Implications of the changes for other programs, etc., if applicable:** MA Disability Management and MSW students sporadically choose their elective courses from Counselling offerings. Both programs have been informed.
4. **Reproduction of current Calendar entry for the item to be revised:**

EDUC 612-3 Trauma Counselling This course is designed as the foundation for counsellors and clinicians to provide trauma informed support to people who have experienced adversity. This course presents the basic neurobiology of trauma, including implications for memory, learning, and emotional regulation. The connection between trauma and addictions is explored. Various interventions and strength-based approaches are included, guided by the importance of safety in all aspects of clients/patients' lives and in service provision.

Precluded: EDUC 692-3 when offered as Trauma Counselling

EDUC 613-3 Interpersonal Counselling Skills This course explores the theory and practice of interpersonal communication and helping skills in counselling. It provides opportunity within the classroom setting to practice and receive feedback on basic helping and communications skills.

Prerequisites: This course is restricted to MEd Counselling or DISM students, or by permission of the instructor

EDUC 618-3 Family Counselling This course is an introduction to classic and postmodern theories of family counselling including Bowen, Structural, Strategic, and Experimental Family Therapies. Application of theory to practice is included.

Prerequisites: This course is restricted to MEd students or permission of the instructor

EDUC 619-3 Counselling for Aboriginal/Indigenous Peoples This course examines the place of counselling in the holistic context of Aboriginal/Indigenous approaches to health and healing. In particular, it examines the counselling processes that are inherent in traditional healing practices such as the sweat lodge, concentric circle, talking circle and vision quest.

EDUC 711-3 Counselling Theory This course is an examination of the theoretical foundations of counselling. Topics reviewed include analytic, behavioural, cognitive, existential, person-centred, gestalt, feminist, and postmodern therapies.

EDUC 712-3 Counselling Practice This course is an integrative exploration of information on counselling skills, strategies, techniques, and client issues required for effective practice. It includes an overview of current versions of Brief Therapy (Solution-Focused), Narrative Therapy, and Cognitive Behavioural Therapy. Individual clinical supervision of video-recorded sessions is a major component of this course.

Prerequisites: EDUC 613-3. This course is restricted to MEd Counselling students

EDUC 714-3 Group Counselling Processes This course addresses the theory and practice of group counselling. Opportunities are provided to participate in and conduct group sessions.

EDUC 715-3 Career Counselling This course is an evaluative survey of the counselling theories and practices employed to facilitate career decision making in schools and community agency settings.

EDUC 716-3 Clinical Counselling This course is an examination of specific areas of clinical counselling such as behaviour disorders, mental subnormality, learning disabilities, mood disorders, anxiety disorders, and personality disorders.

EDUC 717-3 Ethics in Counselling This course examines the ethical and legal issues found in counselling practice with individuals, couples, families, and groups. It also presents an ethical decision-making process and model for application to counselling practice dilemmas. Students become familiar with counselling codes of ethics.

EDUC 719-6 Counselling Practicum This course includes a practicum placement in at least one school, agency or institutional setting; scheduled seminars; and individual supervision. Students are required to complete 150 hours of direct client contact time at their practicum. This course is PASS/FAIL.

Prerequisites: EDUC 613-3, EDUC 711-3, EDUC 712-3, and EDUC 714-3 and one Counselling elective course. This course is restricted to MEd Counselling students

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

EDUC COUN 612-3 Trauma Counselling This course is designed as the foundation for counsellors and clinicians to provide trauma-informed support to people who have experienced adversity. This course presents the basic neurobiology of trauma, including implications for memory, learning, and emotional regulation. The connection between trauma and addictions is explored. Various interventions and strength-based approaches are included, guided by the importance of safety in all aspects of clients/patients' lives and in service provision.

Precluded: EDUC 612-3, EDUC 692-3 when offered as Trauma Counselling

EDUC COUN 613-3 Interpersonal Counselling Skills This course explores the theory and practice of interpersonal communication and helping skills in counselling. It provides opportunity within the classroom setting to practice and receive feedback on basic helping and communications skills.

Precluded: EDUC 613-3

Prerequisites: Restrictions: This course is restricted to MEd Counselling or DISM students, or by permission of the instructor

EDUC COUN 618-3 Family Counselling This course is an introduction to classic and postmodern theories of family counselling including Bowen, Structural, Strategic, and Experimental Family Therapies. Application of theory to practice is included.

Prerequisites: ~~This course is restricted to MEd students or permission of the instructor~~

Precluded: EDUC 618-3

Restrictions: This course is restricted to MEd Counselling students or permission of the instructor

EDUC COUN 619-3 Counselling for Aboriginal/Indigenous Peoples This course examines the place of counselling in the holistic context of Aboriginal/Indigenous approaches to health and healing. In particular, it examines the counselling processes that are inherent in traditional healing practices, such as the sweat lodge, concentric circle, talking circle, and vision quest.

Precluded: EDUC 619-3

EDUC COUN 711-3 Counselling Theory This course is an examination of the theoretical foundations of counselling. Topics reviewed include analytic, behavioural, cognitive, existential, person-centred, gestalt, feminist, and postmodern therapies.

Precluded: EDUC 711-3

EDUC COUN 712-3 Counselling Practice This course is an integrative exploration of information on counselling skills, strategies, techniques, and client issues required for effective practice. It includes an overview of current versions of Brief Therapy (Solution-Focused), Narrative Therapy, and Cognitive Behavioural Therapy. Individual clinical supervision of video-recorded sessions is a major component of this course.

Prerequisites: EDUC COUN 613-3. ~~This course is restricted to MEd Counselling students~~

Precluded: EDUC 712-3

Restrictions: This course is restricted to MEd Counselling students

EDUC COUN 714-3 Group Counselling Processes This course addresses the theory and practice of group counselling. Opportunities are provided to participate in and conduct group sessions.

Precluded: EDUC 714-3

EDUC COUN 715-3 Career Counselling This course is an evaluative survey of the counselling theories and practices employed to facilitate career decision-making in ~~schools and~~ a variety of community agency settings.

Precluded: EDUC 715-3

EDUC COUN 716-3 Clinical Counselling This course is an examination of specific areas of clinical counselling such as behaviour disorders, mental subnormality, learning disabilities, mood disorders, anxiety disorders, and personality disorders.

Precluded: EDUC 716-3

EDUC COUN 717-3 Ethics in Counselling This course examines the ethical and legal issues found in counselling practice with individuals, couples, families, and groups. It also presents an ethical decision-making process and model for application to counselling practice dilemmas. Students become familiar with counselling codes of ethics.

Precluded: EDUC 717-3

EDUC COUN 719-6 Counselling Practicum This course includes a practicum placement in at least one ~~school, agency or institutional~~ community agency setting, scheduled seminars, and individual supervision. Students are required to complete 150 hours of direct client contact time at their practicum. This course is PASS/FAIL.

Prerequisites: EDUC COUN 613-3, EDUC COUN 711-3, EDUC COUN 712-3, and EDUC COUN 714-3 and one Counselling elective course. ~~This course is restricted to MEd Counselling students~~

Precluded: EDUC 719-6

Restrictions: This course is restricted to MEd Counselling students

6. **Authorization:**

SCCC Reviewed: March 12, 2024

Program / Academic / Administrative Unit: MEd Counselling Psychology

Faculty(ies): Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.26

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number:

Senate Committee on Indigenous Initiatives Meeting Date:

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202404.32

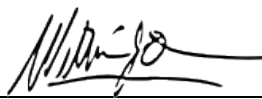
Moved by: David Casperson

Seconded by: Stacey Linton

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date



Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202404.34

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course COUN 601-3 Research Design and Methodology be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** MEd Counselling Psychology
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** COUN 601-3
4. **Course Title:** Research Design and Methodology
5. **Goal(s) of Course:** Provide students with an overview of quantitative and qualitative research
6. **Calendar Course Description:**

This course provides an introduction to the paradigms of research, the formulation of research questions, the consideration of ethical issues, the principal types and methods of research in counselling, the preparation of research proposals, and the reporting of research results. Students are encouraged and assisted to utilize this course to develop either a thesis or project proposal that satisfies the research requirement of the MEd degree program.

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

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

Yes* _____ No X

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

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 3 Seminar _____
Laboratory _____ Other (please specify) _____

9. Prerequisites (taken prior): none

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

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

12. Preclusions: EDUC 601-3

13. Course Equivalencies: none

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

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

16. Proposed text / readings: TBA by instructor

B. Significance Within Academic Program

1. Anticipated enrolment 20

2. If there is a proposed enrolment limit, state the limit and explain: No

3. Required for: Major: MEd Counselling Psychology Minor: _____ Other: _____

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

5. Course required by another major/minor: No

6. Course required or recommended by an accrediting agency: Required

7. Toward what degrees will the course be accepted for credit? MED Counselling

8. What other courses are being proposed within the Program this year? COUN 610-3, COUN 633-3, COUN 692-3, COUN 693-3, COUN 795-3, COUN 797-3, COUN 798-6, COUN 799-9

9. What courses are being deleted from the Program this year? EDUC 612-3, EDUC 613-3, EDUC 618-3, EDUC 619-3, EDUC 711-3, EDUC 712-3, EDUC 714-3, EDUC 715-3, EDUC 716-3, EDUC 717-3, EDUC 719-6

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: This is the same course as EDUC 601-3.

2. Is a preclusion required? Yes X No _____

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

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

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

Yes No

If yes, please describe requirements:

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

Yes No

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

D. Resources required

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

- i. Faculty Staffing: None
- ii. Space (classroom, laboratory, storage, etc.): None
- iii. Library Holdings: No additional resources required
- iv. Computer (time, hardware, software): None

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** No

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

**If "yes," refer the motion to the Senate Committee on Indigenous Initiatives prior to SCAAf.

2. Other Information:

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

G. Authorization

SCCC Reviewed: March 12, 2024

- 1. Faculty(ies): Human and Health Sciences
- 2. Faculty Council Motion Number(s): FHHS.2024.03.21.27
- 3. Faculty Council Approval Date(s): 2024.03.21
- 4. Senate Committee on Indigenous Initiatives Motion Number: N/A
- 5. Senate Committee on Indigenous Initiatives Meeting Date: N/A

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

Brief Summary of Committee Debate:

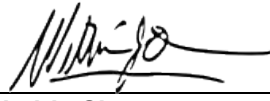
Motion No.: SCAAF 202404.33

Moved by: David Casperson

Seconded by: Stacey Linton

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.35

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course COUN 610-3 Qualitative Analysis in Counselling be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** MEd Counselling Psychology
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** COUN 610-3
4. **Course Title:** Qualitative Analysis in Counselling
5. **Goal(s) of Course:** Provide students with an overview of qualitative research.
6. **Calendar Course Description:**

This course provides an introduction to the conceptual underpinnings of qualitative research and to qualitative data analysis methods, including case study, discourse analysis, grounded theory, action research, phenomenology, narrative inquiry, and ethnography. Students have the opportunity to learn hand coding and analysis.

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

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

Yes* No X

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

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 3 Seminar _____
Laboratory _____ Other (please specify) _____

9. Prerequisites (taken prior): none

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

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

12. Preclusions: EDUC 610-3

13. Course Equivalencies: none

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

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

16. Proposed text / readings: TBA by instructor of the course

B. Significance Within Academic Program

1. Anticipated enrolment 20

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

3. Required for: Major: MEd Counselling Psychology Minor: _____ Other: _____

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

5. Course required by another major/minor: No

6. Course required or recommended by an accrediting agency: Required

7. Toward what degrees will the course be accepted for credit? MEd

8. What other courses are being proposed within the Program this year? COUN 601-3, COUN 633-3, COUN 692-3, COUN 693-3, COUN 795-3, COUN 797-3, COUN 798-6, COUN 799-9

9. What courses are being deleted from the Program this year? EDUC 612-3, EDUC 613-3, EDUC 618-3, EDUC 619-3, EDUC 711-3, EDUC 712-3, EDUC 714-3, EDUC 715-3, EDUC 716-3, EDUC 717-3, EDUC 719-6

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: This is the same course as EDUC 610-3.

2. Is a preclusion required? Yes X No _____

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

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

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

Yes No

If yes, please describe requirements:

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

Yes No

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

D. Resources required

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

i. Faculty Staffing: None

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

iii. Library Holdings: No additional resources

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

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** No

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

**If "yes," refer the motion to the Senate Committee on Indigenous Initiatives prior to SCAAF.

2. Other Information:

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

G. Authorization

SCCC Reviewed: March 12, 2024

1. Faculty(ies): Human and Health Sciences

2. Faculty Council Motion Number(s): FHHS.2024.03.21.28

3. Faculty Council Approval Date(s): 2024.03.21

4. Senate Committee on Indigenous Initiatives Motion Number: N/A

5. Senate Committee on Indigenous Initiatives Meeting Date: N/A

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

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.34

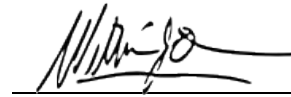
Moved by: David Casperson

Seconded by: Stacey Linton

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.36

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course COUN 633-3 Human Development: Implications for Counselling be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** MEd Counselling Psychology
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** COUN 633-3
4. **Course Title:** Human Development: Implications for Counselling
5. **Goal(s) of Course:** Provide students with an overview of theories of human development, birth to old age.
6. **Calendar Course Description:**

Contemporary theories of human development are examined along with their implications for counselling children, adolescents, and adults.

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

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

Yes* No X

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

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 3 Seminar _____
Laboratory _____ Other (please specify) _____

9. Prerequisites (taken prior): none

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

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

12. Preclusions: EDUC 633-3

13. Course Equivalencies: none

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

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

16. Proposed text / readings: TBA by instructor

B. Significance Within Academic Program

1. Anticipated enrolment 20

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

3. Required for: Major: MEd Counselling Psychology Minor: _____ Other: _____

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

5. Course required by another major/minor: No

6. Course required or recommended by an accrediting agency: Recommended

7. Toward what degrees will the course be accepted for credit? MEd

8. What other courses are being proposed within the Program this year? COUN 601-3, COUN 610-3, COUN 692-3, COUN 693-3, COUN 795-3, COUN 797-3, COUN 798-6, COUN 799-9

9. What courses are being deleted from the Program this year? EDUC 612-3, EDUC 613-3, EDUC 618-3, EDUC 619-3, EDUC 711-3, EDUC 712-3, EDUC 714-3, EDUC 715-3, EDUC 716-3, EDUC 717-3, EDUC 719-6

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: This is the same course as EDUC 633-3.

2. Is a preclusion required? Yes X No _____

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

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

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

Yes No

If yes, please describe requirements:

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

Yes No

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

D. Resources required

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

i. Faculty Staffing: None

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

iii. Library Holdings: No additional resources

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

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** No

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

**If "yes," refer the motion to the Senate Committee on Indigenous Initiatives prior to SCAAF.

2. Other Information:

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

G. Authorization

SCCC Reviewed: March 12, 2024

1. Faculty(ies): Human and Health Sciences

2. Faculty Council Motion Number(s): FHHS.2024.03.21.29

3. Faculty Council Approval Date(s): 2024.03.21

4. Senate Committee on Indigenous Initiatives Motion Number: N/A

5. Senate Committee on Indigenous Initiatives Meeting Date: N/A

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

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.35

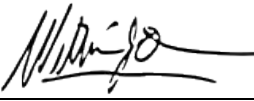
Moved by: David Casperson

Seconded by: Stacey Linton

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.37

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course COUN 692-3 Special Topics be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** MEd Counselling Psychology
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** COUN 692-3
4. **Course Title:** Special Topics
5. **Goal(s) of Course:** Provide Students with an opportunity to learn about a specialty topic in counselling
6. **Calendar Course Description:**

Topics to be determined by the special interests of students and the availability of faculty members to teach those topics. This course may be retaken any number of times, provided all topics are distinct.

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

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

Yes* No

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: No limit

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

"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 3

Laboratory _____

Seminar _____

Other (please specify) _____

9. Prerequisites (taken prior): none
10. Prerequisites with concurrency (taken prior or simultaneously): none
11. Co-requisites (must be taken simultaneously): none
12. Preclusions: EDUC 692-3 when topic is the same
13. Course Equivalencies: none
14. Grade Mode: NORMAL (i.e., alpha grade)
15. Course to be offered: each semester _____
each year X
alternating years _____
16. Proposed text / readings: TBA by instructor

B. Significance Within Academic Program

1. Anticipated enrolment 20
n
2. If there is a proposed enrolment limit, state the limit and explain: NA
3. Required for: Major: MEd Counselling Psychology Minor: _____ Other: _____
4. Elective in: Major: _____ Minor: _____ Other: _____
5. Course required by another major/minor: NO
6. Course required or recommended by an accrediting agency: Recommended
7. Toward what degrees will the course be accepted for credit? MEd Counselling
8. What other courses are being proposed within the Program this year? COUN 601-3, COUN 610-3, COUN 633-3, COUN 693-3, COUN 795-3, COUN 797-3, COUN 798-6, COUN 799-9
9. What courses are being deleted from the Program this year? EDUC 612-3, EDUC 613-3, EDUC 618-3, EDUC 619-3, EDUC 711-3, EDUC 712-3, EDUC 714-3, EDUC 715-3, EDUC 716-3, EDUC 717-3, EDUC 719-6

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: This is the same course as EDUC 692-3.
2. Is a preclusion required? Yes X No _____
3. If there is an overlap, and no preclusion is required, please explain why not:
4. Has this overlap been discussed with the Program concerned? Yes X No _____
5. In offering this course, will UNBC require facilities or staff at other institutions?

Yes _____ No X

If yes, please describe requirements:

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

Yes _____ No X

If **“yes,”** please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

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

- i. **Faculty Staffing:** None
- ii. **Space (classroom, laboratory, storage, etc.):** None
- iii: **Library Holdings:** No additional resources needed
- iv. **Computer (time, hardware, software):** None

E. Additional Attached Materials

F. Other Considerations

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

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

****If “yes,”** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAf.

2. **Other Information:**

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

G. Authorization

SCCC Reviewed: March 12, 2024

- 1. **Faculty(ies):** Human and Health Sciences
- 2. **Faculty Council Motion Number(s):** FHHS.2024.03.21.30
- 3. **Faculty Council Approval Date(s):** 2024.03.21
- 4. **Senate Committee on Indigenous Initiatives Motion Number:** N/A
- 5. **Senate Committee on Indigenous Initiatives Meeting Date:** N/A

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

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.36

Moved by: David Casperson

Seconded by: Stacey Linton

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.38

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course COUN 693-3 Directed Reading be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** MEd Counselling Psychology
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** COUN 693-3
4. **Course Title:** Directed Reading
5. **Goal(s) of Course:** Provide students with an opportunity to study an area of interest related to counselling

6. Calendar Course Description:

This course is an independent study under the direction of a faculty member, and provides an opportunity for students to study a topic relevant to their program of studies if additional study is either desirable or necessary to correct possible deficiencies in their preparation for graduate study.

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

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

Yes* _____ No X

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

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

"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture _____

Seminar _____

Laboratory _____

Other (please specify) Self-directed

9. Prerequisites (taken prior): none

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

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

12. Preclusions: EDUC 693-3

13. Course Equivalencies: none

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

15. Course to be offered: each semester _____

each year X

alternating years _____

16. Proposed text / readings: TBD by instructor

B. Significance Within Academic Program

1. Anticipated enrolment 20

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

3. Required for: Major: MEd Counselling Psychology Minor: _____ Other: _____

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

5. Course required by another major/minor: NO

6. Course required or recommended by an accrediting agency: Recommended

7. Toward what degrees will the course be accepted for credit? MEd

8. What other courses are being proposed within the Program this year? COUN 601-3, COUN 610-3, COUN 633-3, COUN 692-3, COUN 795-3, COUN 797-3, COUN 798-6, COUN 799-9

9. What courses are being deleted from the Program this year? EDUC 612-3, EDUC 613-3, EDUC 618-3, EDUC 619-3, EDUC 711-3, EDUC 712-3, EDUC 714-3, EDUC 715-3, EDUC 716-3, EDUC 717-3, EDUC 719-6

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: This is the same course as EDUC 693-3.

2. Is a preclusion required? Yes X No _____

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

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

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

Yes No

If yes, please describe requirements:

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

Yes No

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

D. Resources required

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

i. Faculty Staffing: None

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

iii. Library Holdings: No additional resources needed

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

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** No

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

**If "yes," refer the motion to the Senate Committee on Indigenous Initiatives prior to SCAAf.

2. Other Information:

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

G. Authorization

SCCC Reviewed: March 12, 2024

1. Faculty(ies): Human and Health Sciences

2. Faculty Council Motion Number(s): FHHS.2024.03.21.31

3. Faculty Council Approval Date(s): 2024.03.21

4. Senate Committee on Indigenous Initiatives Motion Number: N/A

5. Senate Committee on Indigenous Initiatives Meeting Date: N/A

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

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.37

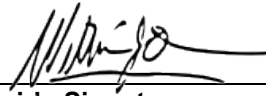
Moved by: David Casperson

Seconded by: Stacey Linton

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.39

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course COUN 795-3 Research Seminar be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** MEd Counselling Psychology
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** COUN 795-3
4. **Course Title:** Research Seminar
5. **Goal(s) of Course:** Provides students with an opportunity to develop their thesis or project proposal
6. **Calendar Course Description:**

This course is a seminar focused on supporting students' ongoing work on their theses or projects. In particular, the course identifies and explains the various tasks that are typically involved in the development of a thesis or project; for example, design, implementation, analysis, interpretation, and writing. Cooperative problem solving is employed to assist students to develop their theses or project plans. This course is PASS/FAIL.

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

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

Yes* _____ No X

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

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

"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture _____ Seminar 3
Laboratory _____ Other (please specify) _____

9. Prerequisites (taken prior): COUN 601-3 and EDUC 602-3 or equivalent

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

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

12. Preclusions: EDUC 795-3

13. Course Equivalencies: none

14. Grade Mode: PASS/FAIL

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

16. Proposed text / readings:

B. Significance Within Academic Program

1. Anticipated enrolment 20

2. If there is a proposed enrolment limit, state the limit and explain: N/A

3. Required for: Major: MEd Counselling Psychology Minor: _____ Other: _____

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

5. Course required by another major/minor: No

6. Course required or recommended by an accrediting agency: Required

7. Toward what degrees will the course be accepted for credit? MEd Counselling

8. What other courses are being proposed within the Program this year? COUN 601-3, COUN 610-3, COUN 633-3, COUN 692-3, COUN 693-3, COUN 797-3, COUN 798-6, COUN 799-9

9. What courses are being deleted from the Program this year? EDUC 612-3, EDUC 613-3, EDUC 618-3, EDUC 619-3, EDUC 711-3, EDUC 712-3, EDUC 714-3, EDUC 715-3, EDUC 716-3, EDUC 717-3, EDUC 719-6

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: This is the same course as EDUC 795-3.

2. Is a preclusion required? Yes X No _____

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

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

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

Yes No

If yes, please describe requirements:

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

Yes No

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

D. Resources required

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

i. Faculty Staffing: None

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

iii. Library Holdings: No additional resources needed

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

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** No

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

**If "yes," refer the motion to the Senate Committee on Indigenous Initiatives prior to SCAAf.

2. Other Information:

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

G. Authorization

SCCC Reviewed: March 12, 2024

1. Faculty(ies): Human and Health Sciences

2. Faculty Council Motion Number(s): FHHS.2024.03.21.32

3. Faculty Council Approval Date(s): 2024.03.21

4. Senate Committee on Indigenous Initiatives Motion Number: N/A

5. Senate Committee on Indigenous Initiatives Meeting Date: N/A

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

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.38

Moved by: David Casperson

Seconded by: Stacey Linton

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.40

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course COUN 797-3 Comprehensive Examination be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** MEd Counselling Psychology
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** COUN 797-3
4. **Course Title:** Comprehensive Examination
5. **Goal(s) of Course:** Provide students with an opportunity to convey their knowledge of counselling theory, practice and research.
6. **Calendar Course Description:**

The comprehensive examination evaluates a candidate's knowledge of theory and practice in their field of counselling. This examination is designed to enhance and reinforce a student's knowledge of both counselling theory and practice as well as their interrelationship. This course is PASS/FAIL.

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

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

Yes* No X

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

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture _____ Seminar 3
Laboratory _____ Other (please specify) _____

9. Prerequisites (taken prior): successful completion of all other degree requirements

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

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

12. Preclusions: EDUC 797-3

13. Course Equivalencies: none

14. Grade Mode: PASS/FAIL

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

16. Proposed text / readings: TBD by instructor

B. Significance Within Academic Program

1. Anticipated enrolment 20

2. If there is a proposed enrolment limit, state the limit and explain: NO

3. Required for: Major: MEd Counselling Psychology Minor: _____ Other: _____

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

5. Course required by another major/minor: NO

6. Course required or recommended by an accrediting agency: Required

7. Toward what degrees will the course be accepted for credit? MEd Counselling

8. What other courses are being proposed within the Program this year? COUN 601-3, COUN 610-3, COUN 633-3, COUN 692-3, COUN 693-3, COUN 795-3, COUN 798-6, COUN 799-9

9. What courses are being deleted from the Program this year? EDUC 612-3, EDUC 613-3, EDUC 618-3, EDUC 619-3, EDUC 711-3, EDUC 712-3, EDUC 714-3, EDUC 715-3, EDUC 716-3, EDUC 717-3, EDUC 719-6

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: This is the same course as EDUC 797-3.

2. Is a preclusion required? Yes X No _____

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

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

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

Yes No

If yes, please describe requirements:

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

Yes No

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

D. Resources required

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

i. Faculty Staffing: None

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

iii. Library Holdings: NA

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

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** No

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

**If "yes," refer the motion to the Senate Committee on Indigenous Initiatives prior to SCAAf.

2. Other Information:

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

G. Authorization

SCCC Reviewed: March 12, 2024

1. Faculty(ies): Human and Health Sciences

2. Faculty Council Motion Number(s): FHHS.2024.03.21.33

3. Faculty Council Approval Date(s): 2024.03.21

4. Senate Committee on Indigenous Initiatives Motion Number: N/A

5. Senate Committee on Indigenous Initiatives Meeting Date: N/A

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

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.39

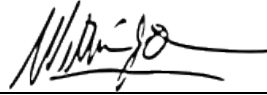
Moved by: David Casperson

Seconded by: Stacey Linton

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.41

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course COUN 798-6 MEd Project be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** MEd Counselling Psychology
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** COUN 798-6
4. **Course Title:** MEd Project
5. **Goal(s) of Course:** Provides students the opportunity to design a program that can be utilized in the counselling field.

6. Calendar Course Description:

In this course, students are asked to develop theoretical innovations in the field of counselling. These may include program development, psychoeducational strategies, or counselling practices. The efficacy of the innovations must be evaluated and the results reported as a part of a formal report. The completed project report must be submitted to the student's supervisory committee for evaluation. This course is PASS/FAIL.

7. **Credit Hours:** 6 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* _____ No X

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

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

"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture _____

Seminar _____

Laboratory _____

Other (please specify) Self-directed

9. Prerequisites (taken prior): none

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

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

12. Preclusions: EDUC 798-6

13. Course Equivalencies: none

14. Grade Mode: PASS/FAIL

15. Course to be offered: each semester _____

each year X

alternating years _____

16. Proposed text / readings:

B. Significance Within Academic Program

1. Anticipated enrolment 20

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

3. Required for: Major: MEd Counselling Psychology Minor: _____ Other: _____

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

5. Course required by another major/minor: No

6. Course required or recommended by an accrediting agency: Required

7. Toward what degrees will the course be accepted for credit? MEd Counselling

8. What other courses are being proposed within the Program this year? COUN 601-3, COUN 610-3, COUN 633-3, COUN 692-3, COUN 693-3, COUN 795-3, COUN 797-3, COUN 799-9

9. What courses are being deleted from the Program this year? EDUC 612-3, EDUC 613-3, EDUC 618-3, EDUC 619-3, EDUC 711-3, EDUC 712-3, EDUC 714-3, EDUC 715-3, EDUC 716-3, EDUC 717-3, EDUC 719-6

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: This is the same course as EDUC 798-6.

2. Is a preclusion required? Yes X No _____

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

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

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

Yes No

If yes, please describe requirements:

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

Yes No

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

D. Resources required

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

i. Faculty Staffing: None

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

iii. Library Holdings: NA

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

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** No

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

**If "yes," refer the motion to the Senate Committee on Indigenous Initiatives prior to SCAAF.

2. Other Information:

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

G. Authorization

SCCC Reviewed: March 12, 2024

1. Faculty(ies): Human and Health Sciences

2. Faculty Council Motion Number(s): FHHS.2024.03.21.34

3. Faculty Council Approval Date(s): 2024.03.21

4. Senate Committee on Indigenous Initiatives Motion Number: N/A

5. Senate Committee on Indigenous Initiatives Meeting Date: N/A

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

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.40

Moved by: David Casperson

Seconded by: Stacey Linton

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.42

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course COUN 799-9 MEd Thesis be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** MEd Counselling Psychology
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** COUN 799-9
4. **Course Title:** MEd Thesis
5. **Goal(s) of Course:** Provides students the opportunity to research, write and defend a topic in the field of counselling

6. Calendar Course Description:

In this course, students are asked to identify a significant question in the field of counselling and implement a research strategy that addresses the question. The completed thesis must be submitted to the student's supervisory committee for evaluation. This course is PASS/FAIL.

7. **Credit Hours:** 9 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* No

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

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

"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture _____

Seminar _____

Laboratory _____

Other (please specify) Self-directed

9. Prerequisites (taken prior): none

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

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

12. Preclusions: EDUC 799-9

13. Course Equivalencies: none

14. Grade Mode: PASS/FAIL

15. Course to be offered: each semester _____

each year X

alternating years _____

16. Proposed text / readings:

B. Significance Within Academic Program

1. Anticipated enrolment 20

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

3. Required for: Major: MEd Counselling Psychology Minor: _____ Other: _____

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

5. Course required by another major/minor: No

6. Course required or recommended by an accrediting agency: Required

7. Toward what degrees will the course be accepted for credit? MEd Counselling

8. What other courses are being proposed within the Program this year? COUN 601-3, COUN 610-3, COUN 633-3, COUN 692-3, COUN 693-3, COUN 795-3, COUN 797-3, COUN 798-6

9. What courses are being deleted from the Program this year? EDUC 612-3, EDUC 613-3, EDUC 618-3, EDUC 619-3, EDUC 711-3, EDUC 712-3, EDUC 714-3, EDUC 715-3, EDUC 716-3, EDUC 717-3, EDUC 719-6

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: This is the same course as EDUC 799-9.

2. Is a preclusion required? Yes X No _____

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

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

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

Yes No

If yes, please describe requirements:

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

Yes No

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

D. Resources required

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

i. Faculty Staffing: None

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

iii. Library Holdings: NA

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

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** No

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

**If "yes," refer the motion to the Senate Committee on Indigenous Initiatives prior to SCAAf.

2. Other Information:

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

G. Authorization

SCCC Reviewed: March 12, 2024

1. Faculty(ies): Human and Health Sciences

2. Faculty Council Motion Number(s): FHHS.2024.03.21.35

3. Faculty Council Approval Date(s): 2024.03.21

4. Senate Committee on Indigenous Initiatives Motion Number: N/A

5. Senate Committee on Indigenous Initiatives Meeting Date: N/A

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

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.41

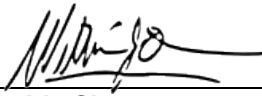
Moved by: David Casperson

Seconded by: Trina Fyfe

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date



Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.43

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the Health Sciences PhD Program description on pages 70 and 71 of the 2023/2024 Graduate Calendar be approved as proposed

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** Addition/reintegration of HHSC 801 Graduate Seminar II
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

...

Students must complete 6 credit hours of a mandatory interdisciplinary seminar series: HHSC 800-6 Graduate Seminar. The seminar covers core topics of grant writing and project management, ethics and human subjects research, and methodologies employed in health sciences research, and features presentations on areas of concentration by faculty and senior students in the program.

...

Summary

HHSC 800-6 Graduate Seminar	6 credit hours
Elective Courses	6 credit hours
HHSC 890-12 PhD Dissertation	12 credit hours
Total Required	24 credit hours

...

Recommended Progression

First Year: Mandatory Interdisciplinary Seminar, Elective Graduate Courses, Qualifying Exam

During the first two semesters, students take a mandatory interdisciplinary seminar series: HHSC 800-6 Graduate Seminar. Based upon determinations made either prior to entry into to the program, or in the first semester, elective courses determined by the supervisor will be also taken.

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

...

Students must complete ~~6 credit hours of a two~~ mandatory interdisciplinary seminar series graduate seminar courses: HHSC 800-3 and HHSC 801-3 ~~HHSC 800-6 Graduate Seminar. The seminar covers core topics of grant writing and project management, ethics and human subjects research, and methodologies employed in health sciences research, and features presentations on areas of concentration by faculty and senior students in the program .~~ The seminar courses cover the areas of critical thinking, research skills development, debate and exchange of ideas on key issues important for health sciences, with emphasis on specific research themes relevant to the student cohort and faculty, peer learning through presentations and peer feedback, as well as the importance of team science and communication skills, leadership, and the process of knowledge mobilization.

Summary

HHSC 800-6 Graduate Seminar	6 credit hours
HHSC 800-3 Graduate Seminar I	3 credit hours
HHSC 801-3 Graduate Seminar II	3 credit hours
Elective Courses	6 credit hours
HHSC 890-12 PhD Dissertation	12 credit hours
Total Required	24 credit hours

...

Recommended Progression

First Year: Mandatory Interdisciplinary Seminar, Elective Graduate Courses, Qualifying Exam

~~During the first two semesters, students take a mandatory interdisciplinary seminar series: HHSC 800-6 Graduate Seminar take the mandatory graduate seminar courses HHSC 800-3 and HHSC 801-3. Based upon determinations made either prior to entry into to the program, or in the first semester, elective courses determined by the supervisor will be also taken. Prior to entry into the program or in the first semester, students should consult with their supervisors about selection of elective courses.~~

6. Authorization:

SCCC Reviewed: March 14, 2024

Program / Academic / Administrative Unit: School of Health Sciences

Faculty(ies): FHHS

Faculty Council Motion Number(s): FHHS.2024.03.21.03

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

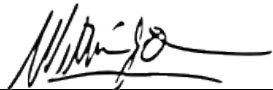
Motion No.: SCAAF 202404.42

Moved by: Ron Camp

Seconded by: Allan Kranz

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.44

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course title and description for HHSC 800-6 Graduate Seminar, on page 132 of the 2023-2024 Graduate Academic Calendar be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** Addition/reintegration of HHSC 801 Graduate Seminar II, forced some changes to HHSC 800 Graduate Seminar I
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

HHSC 800-6 Graduate Seminar This seminar develops critical thinking skills and helps students evaluate a broad spectrum of topics. The seminar generates debate on key issues, promotes interaction with faculty members and other students in the program, and includes presentations by the students and invited speakers. Each PhD student is expected to give four 50-minute presentations. This course is scheduled from September to April.

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

HHSC 800-6 -3 Graduate Seminar I ~~This seminar develops critical thinking skills and helps students evaluate a broad spectrum of topics. The seminar generates debate on key issues, promotes interaction with faculty members and other students in the program, and includes presentations by the students and invited speakers. Each PhD student is expected to give four 50-minute presentations. This course is scheduled from September to April.~~ This seminar introduces foundational concepts to enhance critical thinking, research skills, and capacities to develop as a doctoral-level health sciences scholar. The seminar presents key concepts to generate discussion, debate, and exchange on key issues important for health sciences as a whole, as well as specific research themes relevant to the student cohort, faculty members, guest speakers, and other health researchers. During the course, students are expected to write, reflect, present, share, provide feedback, and engage in peer-learning activities.

6. **Authorization:**

SCCC Reviewed: March 14, 2024

Program / Academic / Administrative Unit: School of Health Sciences

Faculty(ies): FHHS

Faculty Council Motion Number(s): FHHS.2024.03.21.04

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

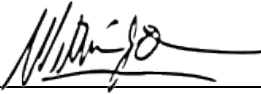
Motion No.: SCAAF 202404.43

Moved by: Ron Camp

Seconded by: Allan Kranz

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202404.45

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the reintegration/addition of HHSC 801-3 to the Graduate Academic Calendar be approved as proposed.

Reproduction of HHSC 801-3 course description at time of deletion:

HHSC 801-3 Graduate Seminar II This seminar is geared toward developing critical thinking skills and aims to help students evaluate a broad spectrum of topics. The seminar functions to generate debate on key issues, promotes interaction with faculty members and other students in the program, and acts as a context for presentations by the students and invited speakers. Each PhD student is expected to give two 50-minute presentations. One presentation will be on a topic agreed upon by the student and the course instructor, and the other related to the student's thesis research.

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

~~HHSC 801-3 Graduate Seminar II—This seminar is geared toward developing critical thinking skills and aims to help students evaluate a broad spectrum of topics. The seminar functions to generate debate on key issues, promotes interaction with faculty members and other students in the program, and acts as a context for presentations by the students and invited speakers. Each PhD student is expected to give two 50-minute presentations. One presentation will be on a topic agreed upon by the student and the course instructor, and the other related to the student's thesis research.~~

Doctoral training in Health Sciences is intended to produce globally competent individuals, suited for a variety of career choices. This course includes key attributes of a successful doctoral training program, including the importance of team science, critical thinking, communication skills, grantsmanship, scholarship of teaching and learning, and the implications of intellectual property law in health care and in higher education.

Effective Date: September 2024

Rationale: To separate the current HHSC 800 Graduate Seminar course into two single term courses rather than one year-long course.

Motion proposed by: Jalil Safaei Borojeny

Academic Program: School of Health Sciences

Implications for Other Programs / Faculties? None

SCCC Reviewed: March 14, 2024

Faculty: FHHS

Faculty Council / Committee Motion Number: FHHS.2024.03.21.05

Faculty Council / Committee Approval Date: 2024.03.21

Attachment Pages (if applicable): 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

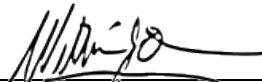
Motion No.: SCAAF 202404.44

Moved by: Ron Camp

Seconded by: Allan Kranz

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.46

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the removal of NURS 705-3, Mobilizing Knowledge in Health and Health Care, on page 145 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** In reviewing the MScN-FNP and MScN Thesis/Project programs, we identified that NURS 705 has never been offered. As an elective option for the MScN Thesis/Project, and in light of the program not having expertise to teach the course, we would like to remove it as a potential course offering.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 705-3 Mobilizing Knowledge in Health and Health Care

This course addresses the theory and practice of knowledge translation across the health research spectrum such as biomedical, clinical, population and public health, and health services and policy. In addition to critically examining knowledge exchange and translation theories, students engage in practical approaches to facilitating the exchange of knowledge and the uptake of evidence. Emerging topics in this rapidly changing field are explored.

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

~~**NURS 705-3 Mobilizing Knowledge in Health and Health Care**~~

~~This course addresses the theory and practice of knowledge translation across the health research spectrum such as biomedical, clinical, population and public health, and health services and policy. In addition to critically examining knowledge exchange and translation theories, students engage in practical approaches to facilitating the exchange of knowledge and the uptake of evidence. Emerging topics in this rapidly changing field are explored.~~

6. **Authorization:**

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.23

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.45

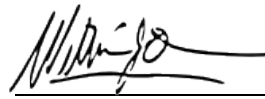
Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date



Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202404.47

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course NURS 463-3 Palliative Care be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** Nursing
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** NURS 463-3
4. **Course Title:** Palliative Care
5. **Goal(s) of Course:** Utilize a palliative care philosophy and practices to engage in effective and appropriate end-of-life care and serious illness management; to equip students with knowledge and skills to provide palliative nursing care in a rural context; to increase knowledge and skill in pain and symptom management for serious illness management and at end of life, to understand and be prepared to apply family-centred, equity-informed and culturally safe approaches to end-of-life care and serious illness management, to consider age-related and cultural perspectives or differences related to death and dying.

6. Calendar Course Description:

This course equips students with knowledge and skills to provide palliative nursing care for people living in rural communities. Students are provided with a foundation to support people and family at the end of life and serious illness management, using principles of palliative care and palliative approaches including pain and symptom management; loss, grief, and bereavement; person- and family-centred care; comfort and quality of life; culturally safe care; ethical decision-making; and effective communication. Students explore issues particular to serious illness management, oncology, geriatric, and pediatric populations, as well as perspectives on death and dying in the context of culture.

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

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

Yes* No

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

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

"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

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

Variable credit is denoted by the following examples:

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

Yes _____ No X

If yes, please describe requirements:

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

Yes _____ No X

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

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.
 - i. **Faculty Staffing:** No additional resources are required as this course is replacing part of an existing course.
 - ii. **Space (classroom, laboratory, storage, etc.):** No additional resources are required as this course is replacing part of an existing course.
 - iii. **Library Holdings:** See attached form
 - iv. **Computer (time, hardware, software):** No additional resources are required as this course is replacing part of an existing course.

E. Additional Attached Materials

None

F. Other Considerations

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

**If “yes,” refer the motion to the Senate Committee on Indigenous Initiatives prior to SCAAF.

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

G. Authorization

SCCC Reviewed: January 11, 2024

1. **Faculty(ies):** Faculty of Human and Health Sciences
2. **Faculty Council Motion Number(s):** FHHS.2024.01.18.09.
3. **Faculty Council Approval Date(s):** January 18th 2024
4. **Senate Committee on Indigenous Initiatives Motion Number:** SCII202403.07
5. **Senate Committee on Indigenous Initiatives Meeting Date:** March 14, 2024

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

Brief Summary of Committee Debate:

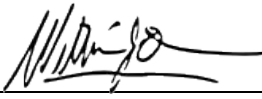
Motion No.: SCAAF202404.46

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

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

PROPOSED NEW COURSE: NURS 463-3 Palliative Care

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

a) Are current library holdings adequate? Yes X No

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

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



University Librarian (or designate) signature

6 December 2023

Date

Motion Number (assigned by
Steering Committee of Senate): S-202404.48

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the Clinical Practica Schedule and Expectations on page 91 of the 2023/2024 PDF graduate calendar be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Clinical Practica Scheduling and Expectations

The MScN (FNP) Program focuses on practice in rural and northern settings. Clinical practica at sites across British Columbia are arranged by the School of Nursing. Students must be prepared to complete clinical hours where and when assigned.

Clinical practica sites are based on availability as well as student learning needs towards achieving Entry-Level Competencies for Nurse Practitioners in Canada.

Attendance for all 752 clinical hours is required through 12 credit hours of practicum and 9 credit hours of consolidating internship. Students who do not complete their total required hours in each semester are at risk of failure. Students who are unable to attend their practicum for any reason must contact their clinical faculty and preceptor or site contact with as much notice as possible.

For those in the MScN (Thesis or Project option): NURS 701-6 Advanced Clinical Practice Nursing clinical hours and practice sites are tailored to the specific clinical focus.

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

Clinical Practica Scheduling and Expectations

The MScN (FNP) Program focuses on practice in rural and northern settings. Clinical practica at sites

across British Columbia are arranged by the School of Nursing. Students must be prepared to complete clinical hours where and when assigned.

Clinical practica sites are based on availability as well as student learning needs towards achieving Entry-Level Competencies for Nurse Practitioners in Canada.

Attendance for all 752 clinical hours is required through 12 credit hours of practicum and 9 credit hours of consolidating internship. Students who do not complete their total required hours in each semester are at risk of failure. Students who are unable to attend their practicum for any reason must contact their clinical faculty and preceptor or site contact with as much notice as possible.

For those in the MScN (Thesis or Project option): NURS 701-6 Advanced Clinical Practice Nursing clinical hours and practice sites are tailored to the specific clinical focus.

Students who are away from the program for more than 12 months are assessed on an individual basis to determine whether there is a need for remediation to allow a return to a clinical practice setting. This may include repeating all components of courses taken previously, regardless of whether the student successfully completed the course, and dependent on the timing of the absence related to the program sequence.

6. Authorization:

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.24

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.47

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date

Chair's Signature



For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202404.49

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions and course prerequisites for NURS 602-3 Pathophysiology, on page 143 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 602-3 Pathophysiology

This course provides an intensive, comprehensive, evidence-based background for assessment and advanced nursing management of common acute/episodic and chronic illnesses encountered across the lifespan in primary health care settings. Normal anatomy and physiology are reviewed and the pathophysiology of selected conditions, diseases or disorders is examined in depth. Particular attention is given to epidemiological evidence relevant to northern British Columbia.

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

NURS 602-3 Pathophysiology

This course provides an intensive, comprehensive, evidence-based background for assessment and advanced nursing management of common acute/episodic and chronic illnesses encountered across the lifespan in primary health care settings. Normal anatomy and physiology are reviewed and the pathophysiology of selected conditions, diseases~~1~~, or disorders is examined in depth. Particular attention is given to epidemiological evidence relevant to northern British Columbia.

Co-requisite: NURS 605-3

Major Restriction: Master of Science in Nursing (Family Nurse Practitioner) students, or permission of the Chair

6. Authorization:

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.07

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

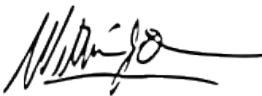
Motion No.: SCAAF 202404.48

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202404.50

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions and course prerequisites for NURS 603-3 Health Assessment and Diagnostic Reasoning, on page 143 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 603-3 Health Assessment and Diagnostic Reasoning

This course prepares students to perform comprehensive advanced health assessments with clients across the life-span. The integration of interpersonal communication and physical assessment skills with diagnostic reasoning, critical thinking and clinical decision-making in determining differential diagnoses is emphasized. Students learn health assessment and diagnostic reasoning in accordance with Nurse Practitioner professional regulations and within the context of interpersonal practice.

Pre- or Corequisites: NURS 602-3 or permission of the Program Coordinator or Chair, School of Nursing

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

NURS 603- (3) Health Assessment and Diagnostic Reasoning

This course prepares students to perform comprehensive advanced health assessments with clients across the life-span. The integration of interpersonal communication and physical assessment skills with diagnostic reasoning, critical thinking, and clinical decision-making in determining differential diagnoses is emphasized. Students learn health assessment and diagnostic reasoning in accordance with Nurse Practitioner professional regulations and within the context of interpersonal practice.

~~*Pre- or Corequisites:* NURS 602-3 or permission of the Program Coordinator or Chair, School of Nursing~~
Major Restriction: Master of Science in Nursing (Family Nurse Practitioner) students

6. **Authorization:**

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.08

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

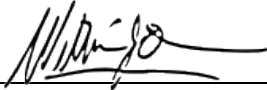
Motion No.: SCAAF 202404.49

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.51

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions and course prerequisites for NURS 605-3 Pharmacological Management and Therapeutic Interventions, on page 143 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 605-3 Pharmacological Management and Therapeutic Interventions

This course provides students with the most current advanced knowledge of pharmacology, including pharmacokinetics and pharmacodynamics. Students learn about evidence-based practice in the selection, prescription and monitoring of drugs to treat diseases, disorders, conditions and injuries commonly used in primary health care settings within the BCCNM limits and conditions prescribing and dispensing regulations. Based on client health history, disease, disorder or condition, this course involves in-depth study of the mechanisms of drug interactions, therapeutic and adverse effects, drug interactions, and client education. Emphasis is on clinical decision-making applied in case studies that span a variety of age groups and conditions.

Prerequisites: NURS 602-3

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

NURS 605-3 Pharmacological Management and Therapeutic Interventions

~~This course provides students with the most current advanced knowledge of pharmacology, including pharmacokinetics and pharmacodynamics. Students learn about evidence-based practice in the selection, prescription, and monitoring of drugs to treat diseases, disorders, conditions and injuries commonly used in primary health care settings within the BCCNM limits and conditions prescribing and~~

~~dispensing regulations. Based on client health history, disease, disorder or condition, this course involves in-depth study of the mechanisms of drug interactions, therapeutic and adverse effects, drug interactions, and client education. Emphasis is on clinical decision-making applied in case studies that span a variety of age groups and conditions.~~

This course provides students with the most current advanced knowledge of pharmacology, including pharmacokinetics and pharmacodynamics. Students learn about evidence-based practice, including BCCNM limits and regulations, in the selection, prescription, and monitoring of drugs that are commonly used to treat diseases, disorders, conditions, and injuries. This course involves in-depth study of the mechanisms of drug interactions, therapeutic and adverse effects, and client education. Emphasis is on clinical decision-making, applied in case studies that span a variety of age groups and conditions.

~~Prerequisites:~~ Corequisite: NURS 602-3

Major Restriction: Master of Science in Nursing (Family Nurse Practitioner) students, or permission of the Chair

6. Authorization:

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.09

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

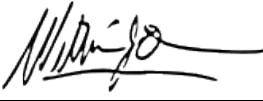
Motion No.: SCAAF 202404.50

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.52

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions for NURS 606-3, Developing Nursing Knowledge, on page 144 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 606-3 Developing Nursing Knowledge

This course explores the historical, philosophical and theoretical underpinnings of professional nursing and the evolution and application of nursing knowledge. This course examines the relationships between nursing theory, nursing science and practice. Students examine the core elements of nursing knowledge, the distinct nature of nursing research and the dynamic relationship between theory and practice.

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

NURS 606-3 Developing Nursing Knowledge

This course explores the historical, philosophical, and theoretical underpinnings of professional nursing and the evolution and application of nursing knowledge. This course examines the relationships between nursing theory, nursing science, and practice. Students examine the core elements of nursing knowledge, the distinct nature of nursing research, and the dynamic relationship between theory and practice.

Major Restriction: Master of Science in Nursing (Family Nurse Practitioner) and Master of Science in Nursing (Thesis or Project) students

6. **Authorization:**

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.10

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.51

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.53

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions for NURS 607-3, Appraising and Synthesizing Evidence for Practice, on page 144 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 607-3 Appraising and Synthesizing Evidence for Practice

This course provides students with the knowledge and skills to undertake a systematic search of literature, to critically examine and analyze the evidence, and to prepare an integrative or narrative literature review in response to a specific practice question. Students critique qualitative and quantitative research, systematic reviews, evidence-based guidelines, and other relevant sources and explore ways to apply that research and evidence in practice.

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

NURS 607-3 Appraising and Synthesizing Evidence for Practice

This course provides students with the knowledge and skills to undertake a systematic search of literature, to critically examine and analyze the evidence, and to prepare an integrative or narrative literature review in response to a specific practice question. Students critique qualitative and quantitative research, systematic reviews, evidence-based guidelines, and other relevant sources, and explore ways to apply that research and evidence in practice.

Major Restriction: Master of Science in Nursing (Thesis or Project) or Master of Science in Nursing (Family Nurse Practitioner) students

6. **Authorization:**

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.11

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

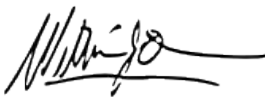
Motion No.: SCAAF 202404.52

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.54

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions for NURS 608-3 Nurse Practitioner Professional Practice, on page 144 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 608-3 Nurse Practitioner Professional Practice

This course focuses on building an in-depth understanding of family nurse practitioner practice in British Columbia, including related legislative, regulatory and professional practice concepts. The course addresses the professional responsibility, accountability, and practice management implications of the family nurse practitioner role, and emphasizes the responsibility for continued professional development and maintenance of the family nurse practitioner's competence and fitness to practice.

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

NURS 608-3 Nurse Practitioner Professional Practice

This course focuses on building an in-depth understanding of family nurse practitioner practice in British Columbia, including related legislative, regulatory, and professional practice concepts. The course addresses the professional responsibility, accountability, and practice management implications of the family nurse practitioner role, and emphasizes the responsibility for continued professional development and maintenance of the family nurse practitioner's competence and fitness to practice.

Prerequisites: NURS 606-3, NURS 704-3

Major Restriction: Master of Science in Nursing (Family Nurse Practitioner) students

6. **Authorization:**

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.13

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

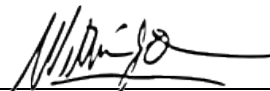
Motion No.: SCAAF 202404.53

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.55

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions for NURS 618-3, Research Approaches for Nursing and Health, on page 144 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 618-3 Research Approaches for Nursing and Health

This course introduces a broad overview of research approaches and methods relevant to nursing and health care. Students examine the philosophical and methodological foundations of qualitative, quantitative and mixed methods research and explore the development of research questions and the selection of appropriate methods to address these questions. Topics covered include research design, data collection and analysis principles, ethical and culturally safe research, and approaches to knowledge translation.

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

NURS 618-3 Research Approaches for Nursing and Health

This course introduces a broad overview of research approaches and methods relevant to nursing and health care. Students examine the philosophical and methodological foundations of qualitative, quantitative, and mixed methods research, and explore the development of research questions and the selection of appropriate methods to address these questions. Topics covered include research design, data collection and analysis principles, ethical and culturally safe research, and approaches to knowledge translation.

Major Restriction: Master of Science in Nursing (Thesis or Project) students, or with permission of the Chair

6. **Authorization:**

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.13

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.54

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date



Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202404.56

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions for NURS 619-3, Qualitative Research in Nursing and Health, on page 144 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 619-3 Qualitative Research in Nursing and Health

This course explores various approaches to qualitative research in nursing and health, beginning with the epistemological and ontological commitments. Approaches may include qualitative description, phenomenology, participatory action research, feminist research, grounded theory, and forms of ethnography. Practical concerns encountered in undertaking qualitative research, including issues of ethics and rigour, are explored.

Prerequisites: NURS 618-3

Precluded: EDUC 610-4, GNDR 609-3, HHSC 703-3, and NURS 609-3

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

NURS 619-3 Qualitative Research in Nursing and Health

This course explores various approaches to qualitative research in nursing and health, beginning with the epistemological and ontological commitments. Approaches may include qualitative description, phenomenology, participatory action research, feminist research, grounded theory, and forms of ethnography. Practical concerns encountered in undertaking qualitative research, including issues of ethics and rigour, are explored.

Prerequisites: NURS 618-3

Precluded: EDUC 610-4, GNDR 609-3, HHSC 703-3, and NURS 609-3

Major Restriction: Master of Science in Nursing (Thesis) students, or with permission of the Chair

6. **Authorization:**

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.14

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

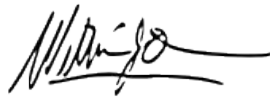
Motion No.: SCAAF 202404.55

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.57

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions for NURS 620-3 Quantitative Research in Nursing and Health, on page 144 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 620-3 Quantitative Research in Nursing and Health

This course introduces students to a range of quantitative research designs, methods and statistical approaches that are commonly used in nursing practice, nursing education and health care. This course exposes students to methodological tools.

Prerequisites: NURS 618-3

Precluded: NURS 610-3 and SOCW 609-3

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

NURS 620-3 Quantitative Research in Nursing and Health

This course introduces students to a range of quantitative research designs, methods₁ and statistical approaches that are commonly used in nursing practice, nursing education₁ and health care. This course exposes students to methodological tools.

Prerequisites: NURS 618-3

Precluded: NURS 610-3 and SOCW 609-3

Major Restriction: Master of Science in Nursing (Thesis) students, or with permission of the Chair

6. **Authorization:**

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.15

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.56

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.58

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions for NURS 704-3 Leadership in Health Care and Practice, on page 145 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 704-3 Leadership in Health Care and Practice

This course provides a critical examination of selected current issues in health and advanced practice nursing in Canada with a focus on underlying social, political, cultural, historical, legal, and economic factors. This course examines ways in which nurses can influence policy development and foster change in the health system, including how theories of leadership and change can be implemented to ensure quality care, provider and client satisfaction, and equitable distribution of resources in various practice settings.

Precluded: HHSC-602 POLS-603

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

NURS 704-3 Leadership in Health Care and Practice

This course provides a critical examination of selected current issues in health and advanced practice nursing in Canada with a focus on underlying social, political, cultural, historical, legal, and economic factors. This course examines ways in which nurses can influence policy development and foster change in the health system, including how theories of leadership and change can be implemented to ensure quality care, provider and client satisfaction, and equitable distribution of resources in various practice settings.

Precluded: HHSC 602-3 and POLS 603-3

Major Restriction: Master of Science in Nursing (Family Nurse Practitioner), Master of Science in Nursing (Project), Master of Science in Nursing (Thesis) students

6. Authorization:

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.16

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

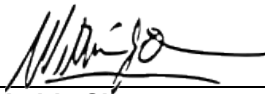
Motion No.: SCAAF 202404.57

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.59

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions for NURS 720-6, Practicum: Integrating Primary Health Care I, on page 145 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 720-6, Practicum: Integrating Primary Health Care I

This course enables students to consolidate and practice knowledge and skills in assessing, diagnosing and managing physical and mental health/illness of adults, older adults and their families. The focus is on the management of common episodic and chronic health conditions of individuals across the lifespan, within the context of family and community in northern primary health care settings. Emphasis is placed on health promotion and illness/injury prevention strategies and on chronic self-care management. Situations requiring physician referral and managing rapidly changing situations are also addressed. This two-part course, which consists of on-site practice seminars and a clinical practicum, includes structured clinical evaluation.

Prerequisites: NURS 602-3, NURS 603-3, NURS 605-3, NURS 607-3, NURS 608-3, or permission of the Program Coordinator or Chair, School of Nursing.

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

NURS 720-6 Practicum: Integrating Primary Health Care I

This course enables students to consolidate and practice ~~knowledge and skills in~~ assessing, diagnosing, and managing physical and mental health/illness of in adults, older adults, and their families. The focus is on the management of common episodic and chronic health conditions of individuals across the lifespan, within the context of family and community in northern primary health care settings. Emphasis is placed on health promotion and illness/injury prevention strategies and on chronic self-care management.

Situations requiring physician referral and managing rapidly changing ~~situations~~ conditions are also addressed. This two-part course, which consists of on-site practice seminars and a clinical practicum, includes structured clinical evaluation.

Prerequisites: NURS 602-3, NURS 603-3, NURS 604-3, NURS 605-3, NURS 607-3, NURS 608-3, NURS 703-3, NURS 704-3

Major Restriction: Master of Science in Nursing (Family Nurse Practitioner) students ~~or permission of the Program Coordinator or Chair, School of Nursing.~~

6. Authorization:

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.17

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.58

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024

Date



Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202404.60

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions and course prerequisites for NURS 730-6 Practicum: Integrating Primary Health Care II, on page 145 of the PDF 2023/2024 graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 730-6 Practicum: Integrating Primary Health Care II

This course enables students to extend their knowledge and practice skills in northern primary health care settings with an emphasis on the development of core family nurse practitioner competencies related to caring for perinatal women, infants, children and adolescents. Emphasis is placed on health promotion and illness/injury prevention strategies and on chronic self-care management. Situations requiring physician referral and managing rapidly changing situations are also addressed. This two-part course, which consists of on-site practice and seminars and a clinical practicum, includes a structured clinical evaluation.

Prerequisites: NURS 720-6, or permission of the Program Coordinator or Chair, School of Nursing.

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

NURS 730-6 Practicum: Integrating Primary Health Care II

This course enables students to extend their knowledge and practice skills in northern primary health care settings with an emphasis on the development of core family nurse practitioner competencies related to caring for perinatal women, infants, children, and adolescents. Emphasis is placed on health promotion and illness/injury prevention strategies and on chronic self-care management. Situations requiring physician referral and managing rapidly changing situations conditions are also addressed. This two-part course, which consists of on-site practice, ~~and~~ seminars, and a clinical practicum, includes a structured clinical evaluation.

~~Prerequisites: NURS 720-6, or permission of the Program Coordinator or Chair, School of Nursing.~~
Major Restriction: Master of Science in Nursing (Family Nurse Practitioner) students

6. Authorization:

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.18

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

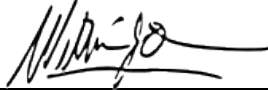
Motion No.: SCAAF 202404.59

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.61

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions and course prerequisites for NURS 790-9 Nurse Practitioner Internship, on page 145 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 790-9 Nurse Practitioner Internship

This final practicum course, consisting of seminars and concentrated clinical practice, sees students building upon previously acquired family nurse practitioner knowledge and skills. Students undertake autonomous, collaborative primary health care practice, through consolidating their skills and judgement in the assessment, management and care of individuals and families across the lifespan. Students collaborate with other health professionals to provide comprehensive care, and begin to take on leadership roles in addressing population health needs, service gaps and the promotion of health in primary care settings.

Prerequisite: NURS 730-6

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

NURS 790-9 Nurse Practitioner Internship

This final practicum course, consisting of seminars and concentrated clinical practice, sees students building upon previously acquired family nurse practitioner knowledge and skills. Students undertake autonomous, collaborative primary health care practice, through consolidating their skills and judgement in the assessment, management₁ and care of individuals and families across the lifespan. Students collaborate with other health professionals to provide comprehensive care, and begin to take on leadership roles in addressing population health needs, service gaps₁ and the promotion of health in primary care settings.

Prerequisite: NURS 730-6

Major Restriction: Master of Science in Nursing (Family Nurse Practitioner) students

6. **Authorization:**

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.19

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.60

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.62

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions and prerequisites for NURS 797-6, MScN Project, on page 145 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 797-6 MScN Project

The project is an original piece of evidence-based and theoretically informed scholarship that addresses a current issue relevant to nursing. The project advances nursing practice, education or leadership through a critical examination that can contribute to decision-making in clinical, ethical, and evidenced-informed health care practice and patient care. This is a PASS/FAIL course.

Prerequisites: NURS 604-3, NURS 606-3, NURS 607-3, NURS 618-3, NURS 704-3, and NURS 703-3 or NURS 705-3

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

NURS 797-6 MScN Project

The project is an original piece of evidence-based and ~~theoretically~~ theory-informed scholarship that addresses a current issue relevant to nursing. The project advances nursing practice, education, or leadership through a critical examination that can contribute to decision-making in clinical, ethical, and evidenced-informed health care practice and patient care. This is a PASS/FAIL course.

Prerequisites: NURS 604-3, NURS 606-3, NURS 607-3, NURS 618-3, NURS 704-3, and NURS 703-3 ~~or NURS 705-3~~

Major Restriction: Master of Science in Nursing (Project) students, or with permission of the Chair

6. **Authorization:**

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.20

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.61

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.63

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions and course prerequisites for NURS 798-3 Nurse Practitioner Project, on page 146 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 798-3 Nurse Practitioner Project

In this course, which spans the final three semesters of the program, students undertake a practice-based project that examines and synthesizes knowledge in a critical area of concern to nurse practitioners. This is a PASS/FAIL course.

Prerequisites: NURS 607-3

Major Restriction: MScN (Family Nurse Practitioner) students

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

NURS 798-3 Nurse Practitioner Project

In this course, which spans the final ~~three~~ two semesters of the program, students undertake a practice-based project that examines and synthesizes knowledge in a critical area of concern to nurse practitioners. This is a PASS/FAIL course.

Prerequisites: NURS 602-3, NURS 603-3, NURS 604-3, NURS 605-3, NURS 606-3, NURS 607-3, NURS 608-3, NURS 703-3, NURS 704-3, NURS 720-6

Major Restriction: ~~MScN~~ Master of Science in Nursing (Family Nurse Practitioner) students

6. **Authorization:**

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.21

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202404.62

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.64

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course restrictions and prerequisites for NURS 799-12, MScN Thesis, on page 146 of the 2023/2024 PDF graduate calendar, be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** The Master of Science in Nursing (Family Nurse Practitioner) program is expanding to a 40-seat program. In order to best deliver the program to a larger cohort, it is moving to an 8-semester delivery model. In preparing the new model, a full review of course content, pre- and corequisites, major restrictions, and credits was done for the MScN-FNP and MScN-Thesis/Project options to ensure alignment with the new model. The changes here are a result of that review and alignment.
 - Students in the MScN-FNP program follow a clear (and fairly set) progression of courses designed to achieve specific pre-determined professional competencies.
 - The options maintain the current offering of the courses required by the MScN-FNP program, while adjusting to the 8-semester model.
 - Core Advanced Nursing Practice courses are shared by MScN-Thesis, MScN-Project, and MScN-FNP; changes made ensure that students in the MScN-Thesis and MScN-Project options are not impacted by changes to the MScN-FNP program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

NURS 799-12 MScN Thesis

The thesis is an original, independent research project carried out under the supervision of faculty. This is a PASS/FAIL course.

Prerequisites: Completion of the course requirements for Master's in Nursing Science.

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

NURS 799-12 MScN Thesis

The thesis is an original, independent research project carried out under the supervision of faculty. This is a PASS/FAIL course.

Prerequisites: ~~Completion of the course requirements for Master's in Nursing Science.~~ NURS 604-3, NURS 606-3, NURS 607-3, NURS 618-3, NURS 619-3, NURS 620-3, and NURS 704-3
Major Restriction: Master of Science in Nursing (Thesis), or with permission of the Chair

6. **Authorization:**

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Nursing

Faculty(ies): Faculty of Human and Health Sciences

Faculty Council Motion Number(s): FHHS.2024.03.21.22

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

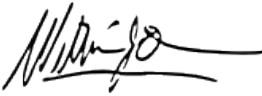
Motion No.: SCAAF 202404.63

Moved by: Kriston Rennie

Seconded by: Pranesh Kumar

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202404.65

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW ACADEMIC PROGRAM PROPOSAL

Motion: That the new Joint Major in Anthropology/First Nations Studies be approved as proposed.

A. General Information

Program Title: Joint Major in Anthropology/First Nations Studies

Program Objectives: Rationale: Many students are already taking courses in both Anthropology and First Nations Studies. These programs include courses that focus on community-based research theory and methods, gender, environment and place studies, traditional use wear, and heritage. A joint major would better serve students who are interested in both disciplines by formalizing their interest in both programs while fostering inter-disciplinary connections across the FISSSH. Students may also benefit from enhanced advising when registered in joint majors.

Credential upon Completion of the Program: Bachelor of Arts - Joint Major in Anthropology/First Nations Studies

Program Offering the Degree: Anthropology and First Nations Studies

Proposed Start Date: September 2024

Suggested Institutional Priority: This joint major does not introduce new resources, faculty, or staff, and does not introduce new courses, but provides a formalized way of combining these areas of study by drawing from the existing programs of Anthropology and First Nations Studies. The priority is high as programs are being encouraged to collaborate more in FISSSH.

Relationship of Proposed Program to the Mandate of the Institution: This joint major would offer a formalized way of recognizing a student's interest in both disciplines while fostering inter-disciplinary connections across the Faculty of Indigenous Studies, Social Sciences and Humanities. The joint major will "ignite curiosity" and "inspire creativity" (UNBC Mission) through complementary courses that students can take in Anthropology and First Nations Studies. Courses in Anthropology and First Nations Studies promote inclusiveness and diversity (UNBC Values).

Implications for the Cooperative Education Option: N/A

Specialties within Program: N/A

Related Programs at Other Institutions: Many institutions have joint/combined, double or interdisciplinary BAs between Anthropology and other disciplines: e.g. McMaster University; University of British Columbia; University of Alberta; University of Victoria.

Relation to Existing Programs: This joint major reinforces and complements the existing Anthropology and

First Nations Studies programs. As students are already taking courses in both disciplines, offering a joint major would allow them to better realize their interests through the structure of a joint major and through the guidance of student advisors. Potential outcomes would be higher student enrollments in both programs, and the potential for increased student interest in interdisciplinary graduate studies at UNBC.

Articulation Arrangement: Articulation of specific courses would continue to be the responsibility of Anthropology and First Nations Studies accordingly. There would be no change.

Consultations with Other Institutions: None (This program is based on existing courses at UNBC and is not a completely new program of study with new courses.)

B. Program Description

General Calendar Description:

The Anthropology and First Nations Studies joint major equips students with knowledge of anthropological issues and societal concerns as well as engages students to critically assess underlying everyday assumptions by taking a First Nations perspective. The joint major offers complementary courses in areas such as community-based research theory and methods, gender, environment and place studies, traditional use wear, and heritage.

Students fulfilling a Joint Anthropology/First Nations Studies major must take 69 credit hours or 23 courses (36 credit hours or 12 courses in Anthropology and 33 credit hours or 11 courses in First Nations Studies). The minimum requirement for completion of a Bachelor of Arts with a Joint Major in Anthropology and First Nations Studies is 120 credit hours.

Curriculum:

Program Requirements

Lower-Division Requirement

ANTH 102-3 Anthropology: A World of Discovery
FNST 100-3 The Aboriginal Peoples of Canada
FNST 200-3 Perspectives in First Nations Studies

Two of the following:

ANTH 200-3 Biological Anthropology
ANTH 205-3 Introduction to Archaeology
ANTH 213-3 Peoples and Cultures
ANTH 217-3 Language and Culture

One of the following:

FNST 131-3 A First Nations Language: Level 1
FNST 132-3 A First Nations Language: Level 2
FNST 133-3 Dakelh / Carrier Language: Level 1
FNST 134-3 Dakelh / Carrier Language: Level 2
FNST 135-3 Haisla Language (X-a'islak'ala): Level 1
FNST 136-3 Haisla Language (X-a'islak'ala): Level 2
FNST 137-3 Tsimshian Language (Sm'algyax): Level 1
FNST 138-3 Tsimshian Language (Sm'algyax): Level 2
FNST 139-3 Nisga'a Language: Level 1
FNST 140-3 Nisga'a Language: Level 2
FNST 161-3 A First Nations Culture: Level 1

FNST 162-3 A First Nations Culture: Level 2
FNST 163-3 Dakelh / Carrier Culture: Level 1
FNST 164-3 Dakelh / Carrier Culture: Level 2
FNST 167-3 Tsimshian Culture: Level 1
FNST 168-3 Tsimshian Culture: Level 2
FNST 169-3 Nisga'a Culture: Level 1
FNST 170-3 Nisga'a Culture: Level 2
FNST 171-3 Métis Studies: Level 1
FNST 172-3 Métis Studies: Level 2

Two additional courses (6 credit hours) of Anthropology at the 200 level.

Upper-Division Requirement

One of the following:

ANTH 300-3 Qualitative Methods
ANTH 301-3 Archaeological Lab Methods
ANTH 310-3 Practicing Anthropology
ANTH 312-3 Human Adaptability and Environmental Stress

One of the following:

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

Required:

ANTH 460-3 Anthropology Capstone

Required:

FNST 300-3 Research Methods in First Nations Studies
FNST 440-3 Internship in First Nations Studies

Four additional courses (12 credit hours) in Anthropology at the 300 or 400 level.

Six additional courses (18 credit hours) in First Nations Studies at the 300 or 400 level or approved ancillary courses for the major in First Nations Studies.

Elective and Academic Breadth Requirement

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

C. Need for Program

Enrolment Projections: 2-5 students each year

Cultural, Social and Economic Needs: Students are increasingly asking for formal recognition of “joint” academic interests or enhanced degrees like Honours degrees to give them a competitive edge in the job market.

Labour Market Demands: The labour market might be interested in a formal credential like a joint major during the hiring process. This ANTH/FNST program suggests that graduates possess the flexibility to move between disciplines and different knowledge systems.

Other Benefits: A student's transcript will list joint major in ANTH/FNST.

D. Faculty:

Faculty list: The existing faculty in both Anthropology and First Nations Studies would be involved in teaching the Joint Major. No new faculty would be required.

Expected Teaching Loads: No change from present.

Research Funding: Not applicable.

E. Program Delivery

Distance Learning Components: No change from present.

Class Size and Structure: No change from present.

Experiential Learning: No change from present.

F. Program Resources

Administrative Requirements: This would simply be another Joint Major and student advisors are already familiar with Joint Majors as an institutional program.

Operating Requirements: No change from present.

Capital Requirements: No change from present.

Start-up Costs: No change from present.

Special Resource Requirements: No change from present.

G. Library Resource Requirements (See attached form)

H. Evaluation

Academic Quality of Program: The Joint Major follows a similar structure to existing joint majors. There is a balance of required components and electives.

Methods of Internal Institutional Review: Anthropology and First Nations Studies have regular internal assessments of programs and courses (e.g. through curriculum committees) and submit calendar revisions as appropriate.

Relevant External Program Experts: Joint Majors are reviewed as part of the External Review process of academic units and their degree programs.

I. Miscellaneous

Special Features: N/A

Attachment Pages (in addition to required Library Form): 0 pages

J. Authorization

SCCC Reviewed: February 8, 2024

Faculty(ies): Indigenous Studies, Social Sciences and Humanities

Faculty Council Motion Number: FISSSHFC.2024.03.21.05

Faculty Council Approval Date: March 21, 2024

Senate Committee on Indigenous Initiatives Motion Number: SCII202404.03

Senate Committee on Indigenous Initiatives Meeting Date: April 11, 2024

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

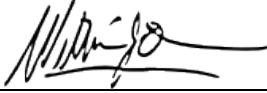
Motion No.: SCAAF 202404.64

Moved by: Bill Owen

Seconded by: Allan Kranz

Committee Decision: CARRIED

Approved by SCAAF: April 10, 2024
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Library Resource Requirements Form
(to be submitted with SCAAF New Academic Program Proposal Motion Form)

NEW ACADEMIC PROGRAM PROPOSAL: Joint Major in Anthropology and First Nations Studies (BA)

G. Library Resource Requirements (to be completed by Librarians)

- The resources already available in the library are sufficient to support this degree. Faculty are encouraged though to contact their liaison librarian with additional material requests as needed.

1. Space Requirements:

- a) holdings: N/A
- b) study / work: N/A

2. Library Administrative Support Requirements: N/A

3. Capital Requirements (other than new course-specific): N/A

4. Holdings Requirements (List all new courses that carry new holdings requirements, and include total cost): N/A

Geoffrey Boyd

University Librarian (or designate) signature

1 February 2024

Date

Quality Assurance Process Audit

Response and
Action Plan

APRIL
2024

*Prepared for the Ministry of
Post-Secondary Education and
Future Skills*



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SECTION 1 – PREAMBLE

1.1 Territorial Acknowledgement

Since time immemorial, Indigenous peoples have walked gently on the diverse traditional territories where the University of Northern British Columbia community is grateful to live, work, learn, and play.

UNBC are committed to building and nurturing relationships with Indigenous peoples, we acknowledge their traditional lands, and we thank them for their hospitality.

- UNBC's largest campus is in Prince George, situated on the traditional territory of the Lheidli T'enneh, part of the Dakelh (Carrier) First Nations.
- The Northwest campus in Terrace is situated on traditional Ts'msyen (Tsimshian) territory of the Kitsumkalum and Kitselas First Nations. It includes a satellite campus in the coastal community of Prince Rupert, situated on the unceded traditional Tsimshian territory of the Lax Kw'alaams Band and Metlakatla First Nation.
- The Peace River-Liard campus in Fort St. John is situated in Treaty 8 territory on the traditional lands of the Dane-zaa peoples of the Doig River First Nation, Blueberry River First Nation, and Halfway River First Nation.
- The South-Central campus in Quesnel is shared with the College of New Caledonia and is situated on the traditional territory of the Lhtako Dené (Red Bluff Band), Nazko, Lhoosk'uz Dené Nation (Kluskus Band), and ?Esdilagh First Nations (formerly Alexandria Band). Lhtako, Nazko, and Lhoosk'uz are Dakelh First Nations, and ?Esdilagh is a member of the Tsilhqot'in Nation.
- UNBC has a federated agreement with the Wilp Wilxo'oskwhl (House of Wisdom) Nisga'a Institute (WWNI). Established by the Nisga'a Lisims Government in 1993 and situated on Gitwinksihlkw Village Lands within Nisga'a Treaty territory, WWNI is a fully accredited university-college serving all people in northwestern British Columbia.

1.2 Quality Assurance Process Audit (QAPA)

Initiated by the provincial ministry's Degree Quality Assessment Board (DQAB), the Quality Assurance Process Audit (QAPA) is an external review process to ensure that public post-secondary institutions periodically conduct rigorous, ongoing program and institutional quality assessment. All B.C. public institutions participate in the QAPA once every seven years.

The Terms of Reference for the DQAB establish that audits will be based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented.

The Quality Assurance Audit Committee endorsed the definition of periodic audit used in the 2011 Review of the Degree Approval Process in British Columbia (Stubbs Report):

An evidence-based process undertaken through peer review that investigates the procedures and mechanisms by which an institution ensures its quality assurance and quality enhancement (p. 21).

As defined in the QAPA Handbook, the main objectives of the audit are to ascertain that the institution:

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

The QAPA assessment is focused on answering questions in two categories:

1. Overall process
 - a. Does the process reflect the institute's mandate, mission, and values?
 - b. Is the scope of the process appropriate?
 - c. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g., faculties or departments or credential level?
 - d. Does the process promote quality improvement?
2. Review findings
 - a. Were the responses to the sample program review findings adequate?
 - b. Does the process inform future decision making?
 - c. Are the review findings appropriately disseminated?

Three sample program reviews were chosen by the Degree Quality Assessment Board to be the primary focus for assessors during a two-day site visit to UNBC in November 2023;

- Faculty of Indigenous Studies, Social Sciences and Humanities – Global and International Studies (under review 2023)
- Faculty of Indigenous Studies, Social Sciences and Humanities – Northern Studies (reviewed 2022)
- Faculty of Human and Health Sciences – Health Sciences (reviewed 2018)

The QAPA assessment was carried out by senior academics with applicable experience in reviewing quality assurance processes at post-secondary institutions in Canada.

Following a site visit, UNBC received the QAPA Assessor's Report in January 2024. This document has been prepared in response to the Assessor's Report, as a standard requirement in the completion of the audit process.

1.3 Institutional Remarks

Office of the Vice-President Academic and Provost

The University of Northern British Columbia would like to thank the DQAB Secretariat and the QAPA Assessment Panel for their professional and constructive approach to the audit process. UNBC is committed to offering programs of the highest quality, and the opportunity to engage with the panel, reflecting on current practice, exchanging ideas on the quality assurance process, and focusing on further development and enhancement of our processes was highly valuable.

The commendations, affirmations, and recommendations from the Assessor's Report validated many if not all of the conclusions established during the self-study component of the review and will provide critical impetus and leverage to generate and implement solutions at UNBC that will see our policies and procedures further refined and strengthened in the years ahead.

The QAPA Assessor's Report recognizes that processes for new program development are well established and meet DQAB requirements, and further commends the comprehensive new process at UNBC for managing ongoing external reviews, highlighting the standardized templates and data sets supporting self-studies, clear processes for developing and implementing actions plans, and equitable guidelines for selection of external reviewers. A renewed mission, vision, and strategic plan, as well as a stabilized and enriched leadership structure was also noted as contributing to the University's ability to enhance the quality of the student experience. The report further commends UNBC's establishment of regular consultation with numerous communities and sectors in northern British Columbia that materially assists UNBC in fulfilling its mandate through education programs and research.

The assessor's affirmations that UNBC can build on the already excellent progress made in restructuring the external review process is in alignment with the institution's own identified areas for improvement, including for enhanced data-packs for reviews, alignment of new and revised educational programs with the University's strategic direction, and leveraging the reorganization of academic programs into five Faculties which is acknowledged as positive and important for building consistency, managing resources, improving quality assurance, building external engagement and creating capacity to support teaching, research, engagement, and student experience.

The following section provides UNBC's responses to the individual recommendations of the QAPA Assessor's Report.

SECTION 2 – RESPONSE & ACTION PLAN

The response and action plan were developed by a *QAPA response steering committee*, led by the Vice-President Academic and Provost, consisting of senior administrators, program Chairs, and representation from the Centre for Teaching, Learning and Technology. Implementation of the actions will require ongoing institutional consultation, engagement, and necessary adaptation, and as such the timelines presented in the action plan are tentative pending that next phase.

All recommendations have been considered for incorporation into UNBC’s renewed Academic Plan, due for publication prior to Fall semester 2024.

2.1 High-priority recommendations

1 - The student experience

‘A significant omission from UNBC’s quality assurance process is the lack of regular, systematic surveys of the student experience, including a lack of student evaluation of courses and teaching, and a lack of broader surveys of students’ experience at the University. The review panel heard repeatedly from faculty members that such data are needed. The review panel acknowledges that UNBC’s collective agreements may prevent the use of student input for the evaluation of individual instructors (e.g. for tenure and promotion); however, many universities collect useful data from their students for the purposes of quality assurance and course / program evaluation, and do not use such data for evaluation of individual instructors. The review panel strongly recommends that UNBC implement consistent and regular surveys of students, modeled on best practice at other universities.’

Ref.	Response / Action	Responsibility	Timeline / Implementation details
1.1	A Senate Committee on Academic Affairs special working group was established in early 2023 to review student evaluations of learning and to present a report to the committee that reviews teaching feedback mechanisms and makes a recommendation for the adoption of a suitable survey tool, on a pilot basis, for use within UNBC.	Senate Committee on Academic Affairs (SCAAf), Centre for Teaching, Learning and Technology	Ongoing / ASAP Report drafted and under review by the Office of the Vice President Academic and Provost. Presentation to Senate Committee on Academic Affairs early April 2024.
1.2	Communication to and consultation with UNBC teaching and learning community regarding the survey tool recommendation developed through 1.1: Establish clear communications to UNBC faculty articulating the design and purpose with this ‘new’ instrument, and detailing how the feedback results will be communicated and utilized. UNBC Office of University Governance, Privacy, ITS, the Digital Collection and Data Infrastructure Committee, and Institutional Research will be consulted on operational issues.	Office of the Vice-President Academic and Provost, Centre for Teaching, Learning and Technology	Ongoing from April 2024 Mechanisms will include presentation at Faculty Councils, and other suitable community engagement forums.

1.3	<p>Establish an implementation framework for the process, and launch pilot of the survey tool (after 1.1, incorporating 1.2)</p> <p>Determine the desired evaluation administration process and platform. UNBC will need to consider a Request For Proposal process to license the desired platform. This platform will need to integrate with existing UNBC student information systems.</p> <p>Decide how data will be analyzed and who will have access to results.</p> <p>Plan for regular review of the evaluation process for continuous improvement.</p> <p>Pilot the new process.</p>	Office of the Vice-President Academic and Provost, Centre for Teaching, Learning and Technology	Launch of pilot targeting Fall 2024/Winter 2025
1.4	<p>Incorporate the student experience of learning and instruction into program evaluation processes and into the standard data-pack provision available to programs undergoing comprehensive periodic quality assurance reviews (pending successful launch of the survey tool, 1.3).</p>	Office of the Vice-President Academic and Provost, Centre for Teaching, Learning and Technology	<p>Targeting readiness for scheduled reviews in the 2025/26 cycle (data packs prepared Summer 2025)</p> <p>Data can be provided to programs as available for the 2024/25 review cycle.</p>
1.5	<p>Beyond 1.1 to 1.4, conduct an environmental scan of practice at peer institutes regarding broader learner feedback, and develop a strategy to gather data to help UNBC assess student engagement, the student experience, the learning environment, and the quality of services.</p>	Office of the Vice-President Academic and Provost, Office of Student Recruitment, Office of the Registrar, Student Success, Centre for Teaching, Learning and Technology	Ongoing / ASAP

2 - Current trends and knowledge

'It is important that instructors remain current in their discipline. The review panel recommends that UNBC improve ways to ensure that instructors incorporate current trends and knowledge, and that research faculty are actively contributing to their discipline. Reporting the results of this assessment should be included in all self-study documents for future program reviews.'

Ref.	Response / Action	Responsibility	Timeline / Implementation details
2.1	<p>Promote implementation/use of scholarly expectations across programs and faculties:</p> <p>Review current practice and develop any necessary guidance on consistent commitment to and use of scholarly expectations at the faculty level, including in relation to teaching and disciplinary contribution.</p>	Office of the Dean / Office of the Vice-president Academic and Provost	<p>ASAP</p> <p>Requires consultation with VP Faculty Relations, potentially the Faculty Association, and broader Faculty engagement on expectations.</p>
2.2	<p>Ensure adequate onboarding of program Chairs, Deans, and other faculty regarding the faculty governance structures, including for example with regards to relevant academic quality assurance mechanisms including but not limited to curriculum committees and/or</p>	Office of University Governance / Office of the Dean / Office of the Vice-president Academic and Provost	Ongoing – linking to UNBCs renewed Academic Plan where possible.

	<p>teaching and learning committees or other such Faculty specific processes.</p> <p>Review current practice and develop any necessary guidance to enhance onboarding information available to Faculty members.</p>		
2.3	<p>Promote awareness of faculty support frameworks, including for example the Centre for Teaching, Learning, and Technology for guidance around pedagogical approach, incorporation of new teaching methods, and support for instructors' preparation and ongoing review of course outlines.</p>	Office of the Vice-President Academic and Provost	<p>ASAP – A new Director of CTLT starting on June 1st, 2024, and full complement of staff in that department will enhance capacity to develop and coordinate resources across the university.</p>
2.4	<p>Enhance the program review procedural guidance related to reflecting on faculty practice in both the realms of the quality of teaching and student experience, and in the demonstrable currency in the field of specialization.</p>	Office of the Vice-President Academic and Provost	<p>ASAP</p> <p>Requires consultation with VP Faculty Relations, potentially the Faculty Association, and broader Faculty engagement on expectations.</p> <p>Initial revisions/additions to be implemented targeting the start of the 2025/26 review cycle.</p>

3 – Learning outcomes

'Recognizing that this would be a long-term project, the review panel encourages the university to start developing a systematic process to define and assess learning outcomes at the University, Faculty, and Program level for both graduate and undergraduate programs. The process should plan for a multi-year, phased implementation of this project, and should be consistent with the DQAB standards for degree level expectations.'

Ref.	Response / Action	Responsibility	Timeline / Implementation details
3.1	<p>Establish a working group to develop a strategy that clearly articulates a process for the development, definition, and assessment of learning outcomes, both for new programs and for existing programs needing to develop or refresh learning outcomes.</p>	Office of the Vice-President Academic and Provost / Offices of the Deans / Senate / Centre for Teaching, Learning and Technology	<p>A working group report by Fall 2025</p> <p>All programs to have learning outcomes defined, including plans on assessment of learning outcomes targeting 2029.</p>
3.2	<p>Continue to foster a culture of engagement around learning.</p> <p>Support the development of learning outcomes, inclusive of ongoing opportunities for faculty education and development in this area.</p>	Office of the Vice-President Academic and Provost / Offices of the Deans / Centre for Teaching, Learning and Technology	Ongoing, tied into 3.1
3.3.	<p>Enhance the program review procedural guidance related to evaluation of learning outcomes, (including for in the absence of fully</p>	Office of the Vice-President Academic and Provost	<p>ASAP - Ongoing</p> <p>Initial revisions/additions to be implemented targeting</p>

	developed learning outcomes, prior to the full implementation of 3.1, 3.2).		the start of the 2025/26 review cycle.
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2.2 Medium priority recommendations

4 – Program support

'Building on the new external review process, UNBC should ensure that programs are provided with appropriate support/assistance in developing self-study document and in implementing action plans.'

Ref.	Response / Action	Responsibility	Timeline / Implementation details
4.1	<p>Dedicated oversight and governance support to the program development and review processes:</p> <p>Management support is provided through the staff within the Office the Vice-President Academic and Provost. As a part of ongoing review, resourcing needs are assessed. Where necessary, additional resources can be identified and prioritized.</p>	Office of the Vice-President Academic and Provost / Offices of the Deans	Ongoing - linking to UNBCs renewed Academic Plan where possible.
4.2	Review and revise UNBC's program development and ongoing review policies and/or procedures to provide further contextual guidance on process steps and expectations on content and faculty resourcing required, including provision of examples of good practice with regards to self-studies.	Office of the Vice-President Academic and Provost / Offices of the Deans	Ongoing Initial revisions/additions to be implemented targeting the start of the 2025/26 review cycle.
4.2 (a)	Enhance the support available and accommodate provisions in the policy and procedures for programs that are accredited and/or recognized by relevant professional governing bodies and associations, to facilitate efficiencies in the preparation of material for the degree program review process.	Office of the Vice-President Academic and Provost / Offices of the Deans	Ongoing Initial revisions/additions to be implemented targeting the start of the 2025/26 review cycle.
4.3	<p>Annual action plan progress reports are required to be submitted both to the Dean and Vice-President Academic and Provost.</p> <p>Challenges around implementation of the action plan and adaptations/revisions to the action plan can be raised and solution informing recommendations added. UNBC will consider how best to raise awareness of this mechanism.</p>	Offices of the Deans	Ongoing
4.4	<p>Continually review and enhance the data-packs provided to programs undergoing review, including:</p> <p>Incorporating data on the student experience of learning and instruction (1.4).</p>	Office of the Vice-President Academic and Provost / Institutional Research	Ongoing Initial revisions/additions to be implemented targeting the start of the 2025/26 review cycle.

	<p>Adding qualitative assessments where possible and where deemed high value to the program.</p> <p>Improving communications and ‘training’ on data selection, use (included graphic templates), and interpretation.</p>		
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5 – Authority to assign or deny resource

‘When a program proposal or an external review report, or the resulting action plan recommend additional resources, there should be a clear process for determining who has the authority to assign or deny those resources.’

Ref.	Response / Action	Responsibility	Timeline / Implementation details
5.1	<p>Review and revise UNBC’s program development and ongoing review policies and/or procedural guidance to provide clarity and set expectations around ‘authority to approve’ resources and where not already defined in regular academic planning process and practice.</p>	<p>Office of the Vice-President Academic and Provost / Office of University Governance</p>	<p>Initial revisions/additions to be implemented targeting the start of the 2025/26 review cycle.</p>
5.2	<p>Continue to promote discussion with senior leadership on budget implications from review recommendations:</p> <p>Current policy now provides for deeper engagement with senior leadership in the follow-up procedures for degree program reviews, which was not articulated in the prior policy and procedures.</p>	<p>Office of the Vice-President Academic and Provost / Offices of the Deans</p>	<p>Ongoing</p>

6 – Input from stakeholders

‘Input from stakeholders (e.g. students, alumni, employers, research partners, external communities) should be consistently required in both the program development and program review processes. Ideally these stakeholders are partners in program development and review processes, rather than groups with whom programs consult. In particular, UNBC should facilitate mechanisms for the effective and respectful engagement of Indigenous partners in these processes.’

Ref.	Response / Action	Responsibility	Timeline / Implementation details
6.1	<p>Review and revise UNBC’s program development and ongoing review policies and/or procedural guidance to promote the value of stakeholder input and the requirement as appropriate for its inclusion in these processes.</p> <p>Develop best practice guidance on how to approach other institutions/experts/communities.</p>	<p>Senate / Office of the Vice-President Academic and Provost / Office of University Governance</p>	<p>Initial revisions/additions to be implemented targeting the start of the 2025/26 review cycle.</p>
6.2	<p>Key activities considered for UNBC’s renewed Academic Plan include;</p>	<p>Office of the Vice-President Academic and Provost / Offices of the Deans</p>	<p>In progress, ongoing</p>

	<p><i>Develop foundational sustainable approaches to program development, and identify suitable and appropriate expertise, and</i></p> <p><i>Complete ‘environmental scan ’in the regions with a specific focus on Indigenous communities, and,</i></p> <p><i>Identify key expert support with curriculum review and revision.</i></p>		<p>These are foundational activities at UNBC, aligned with our Strategic Plan</p>
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7 – Cross-program collaborations

‘The review panel heard from representatives of all three of the programs with whom they met that courses taught in other programs were often incorporated in their own curriculum. This is commendable because it reduces duplication and exposes students to different perspectives. However, as the external review process is refined, it is critical to ensure that such cross-program collaborations are meeting the needs of the students and expectations of the academic unit responsible for the program. This is particularly important for inherently interdisciplinary programs that do not align directly with a department.’

Ref.	Response / Action	Responsibility	Timeline / Implementation details
7.1	<p>Enhance guidance available to program Chairs, Deans, and other faculty regarding the faculty governance structures, including for example with regards to relevant academic quality assurance mechanisms including but not limited to curriculum committees and/or teaching and learning committees or other such Faculty specific processes.</p> <p>Align this process with the recommendation (#3) on defining, developing, and assessing learning outcomes.</p>	Office of the Vice-President Academic and Provost / Offices of the Deans / Senate / Centre for Teaching, Learning and Technology	Ongoing
7.2	Review and revise UNBC’s program development and ongoing review policies and/or procedural guidance to highlight the need to reflect on such specific cases.	Office of the Vice-President Academic and Provost / Offices of the Deans / Program Chairs	ASAP Initial revisions/additions to be implemented targeting the start of the 2025/26 review cycle.

8 – Administrative continuity

‘The University should be attentive to the need to continue with important projects and maintain business (and quality assurance) continuity when academic or administrative leaders resign or retire.’

Ref.	Response / Action	Responsibility	Timeline / Implementation details
8.1	<p>Key activities considered for UNBC’s renewed Academic Plan include;</p> <p>Identification of key subject areas gaps in faculty and provide for succession/absence planning.</p>	Office of the Vice-President Academic and Provost / Offices of the Deans / Program Chairs / Faculty Association / Union Representatives	Ongoing These are foundational activities at UNBC, aligned with our Strategic Plan

	Onboarding of faculty and staff to enhance understanding of the scope and context of unit priorities and responsibilities.		
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2.3 Additional actions/initiatives ongoing at UNBC

Process oversight

With the restructuring of academic units, transitioning from a two-college model to a framework in 2021 of five faculties and a division, there is an opportunity to continue to refine and enhance the level of support, transparency, and oversight for academic planning, new program development and ongoing quality assurance processes and initiatives. In addition to the action plans outlined for individual recommendations UNBC continues to reflect on pan-institutional oversight of and communication around program quality assurance and its effective resourcing, seeking to be aspirational in the value-add of our governance.

Curriculum review and pedagogical innovation

Curriculum planning, including diverse and innovative pedagogical approaches to course and program delivery are critical to successfully offering attractive, relevant, and accessible programming. The redevelopment of the quality assurance degree program review process at UNBC has enabled one mechanism of reviewing and ensuring the relevance of programs. In addition, an overall curriculum review process will be required to ensure the highest priority programs and the most obvious curricular challenges are also addressed. Key activities considered for UNBC's renewed Academic Plan include an examination of programs (name, enrollment history, pre-requisites, course requirements, course sequencing, pedagogical modality etc.) to ensure effective delivery and optimal learning outcomes are achieved for students, and to support the effective navigation of UNBC's programs by all learners.

QUALITY ASSURANCE PROCESS AUDIT

ASSESSORS' REPORT WORKBOOK

INSTITUTION NAME: University of Northern BC

SITE VISIT DATES: 20th,21st November 2023

SUBMISSION DATE: 12th December 2023

OVERALL ASSESSMENT

The panel is requested to keep in mind the objectives and the guiding principles when undertaking the QAPA assessment.

Objectives

The main objectives of the quality assurance process audit (QAPA) are to ascertain that the institution:

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

Guiding Principles

- 1) Transparent and credible evidence of robust quality assurance criteria and processes are vital to BC public post-secondary institutions, the Degree Quality Assessment Board and the Ministry; demonstrate accountability; and contribute to the national and international reputation of the BC public post-secondary system.
- 2) Credible quality assurance should be rigorous and have peer evaluation as an essential feature.
- 3) QAPA standards will recognize the diversity and different mandates of BC public post-secondary institutions.
- 4) Primary responsibility and accountability for educational program quality assurance rests with post-secondary institutions themselves.
- 5) QAPA will be carried out so as to maximize the opportunity to:
 - a. affirm, and add value to, the internal quality assurance processes at each institution; and
 - b. share best practices from other BC institutions and elsewhere.
- 6) QAPA will promote a collaborative and supportive process that benefits BC public post- secondary system.

Summary:

The review panel read extensive documentation on UNBC policies and processes concerning quality assessment, including those related to new program development and external reviews of academic programs. The panel also reviewed documentation about other quality assurance processes, such as the annual accountability report. The panel received documentation related to three recent external reviews of academic programs at UNBC. During a two-day site visit the review panel met the senior leadership team and representatives of three academic programs that had participated in external reviews during the last five years. The review panel thanks UNBC for organizing good documentation and a productive site visit. The panel

appreciated all participants' willingness to contribute to the review in a forthright manner.

UNBC has recently launched a new vision, mission and strategic plan that define future directions, and a rejuvenated leadership team is keen to move forward.

The processes for new program development are well established and meet DQAB requirements. Therefore, the review panel has only minor suggestions for their improvement.

Under the leadership of the provost, the external review process for academic programs has been substantially revised, with significant improvements over the previous process that bring the revised process in line with most DQAB requirements. The review panel met with representatives of programs reviewed under the previous and current processes. The panel concluded that the new process is better focused on a comprehensive assessment of quality, and that the development of action plans and progress check-ups mandated by the new process will incentivize quality improvement and will ensure that action plans are operationalized.

Because the new external review process has just been developed, there are opportunities to enhance it, and to ensure that the process is fully compliant with DQAB guidelines. Therefore, most of the panel's recommendations focus on the external review process.

Commendations

- UNBC has created a comprehensive new process for managing external reviews that is consistent with most DQAB guidelines and with best practices at other institutions. Highlights include standardized templates and data sets for the self-study process; a clear process for developing, approving, and implementing an action plan; clear and equitable guidelines for the selection of external reviewers.
- UNBC has recently approved a new mission, vision, and strategic plan; the review panel heard positive comments from representatives of academic programs about the outcome of this process and the planned directions for UNBC in the future.
- Following several disruptive events over the past few years (including COVID, a strike, and many changes in senior leadership) a stable leadership team has been established and is starting to implement the new strategic plan and a robust external review process. The leadership team also includes a number of new positions (e.g. Vice-Provost Graduate and Postdoctoral Studies and AVP Indigenous Initiatives) that will enhance the University's ability to move forward with strategic planning and enhance the quality of the student experience.
- UNBC has established regular consultation and communication with numerous communities and sectors in northern British Columbia, including leaders of Indigenous communities and municipalities, the healthcare sector, and business

and industry; this will materially assist UNBC in fulfilling its mandate to support northern BC communities and students through educational programs and research.

Affirmations

- The provost and staff have made excellent progress in restructuring the external review process. The review panel encourages them to build on this foundation, for example, by expanding the standardized data sets provided to programs at the start of the self-study.
- The recently launched strategic plan provides a chance to align new or revised educational programs and research with the University's strategic direction.
- The reorganization of academic programs into five Faculties is positive and important for building consistency, managing resources, improving quality assurance, building external engagement and creating capacity to support teaching, research, engagement, and student experience.

Recommendations

(a) High priority

- A significant omission from UNBC's quality assurance process is the lack of regular, systematic surveys of the student experience, including a lack of student evaluation of courses and teaching, and a lack of broader surveys of students' experience at the University. The review panel heard repeatedly from faculty members that such data are needed. The review panel acknowledges that UNBC's collective agreements may prevent the use of student input for the evaluation of individual instructors (e.g. for tenure and promotion); however, many universities collect useful data from their students for the purposes of quality assurance and course / program evaluation, and do not use such data for evaluation of individual instructors. The review panel strongly recommends that UNBC implement consistent and regular surveys of students, modeled on best practices at other universities.
- It is important that instructors remain current in their discipline. The review panel recommends that UNBC improve ways to ensure that instructors incorporate current trends and knowledge, and that research faculty are actively contributing to their discipline. Reporting the results of this assessment should be included in all self-study documents for future program reviews.
- Recognizing that this would be a long-term project, the review panel encourages the University to start developing a systematic process to define and assess learning outcomes at the University, Faculty and Program level for both graduate and undergraduate programs. The process should plan for a multi-year, phased implementation of this project, and should be consistent with the DQAB standards for degree level expectations.

(b) Medium priority

- Building on the new external review process, UNBC should ensure that programs are provided with appropriate support/assistance in developing self-study documents and in implementing action plans.
- When a new program proposal or an external review report or the resulting action plan recommend additional resources, there should be a clear process for determining who has the authority to assign or deny those resources.
- Input from stakeholders (e.g. students, alumni, employers, research partners, external communities) should be consistently required in both the program development and program review processes. Ideally, these stakeholders are partners in the program development and review processes, rather than groups with whom programs consult. In particular, UNBC should facilitate mechanisms for the effective and respectful engagement of Indigenous partners in these processes.
- The review panel heard from representatives of all three of the programs with whom they met that courses taught in other programs were often incorporated in their own curriculum. This is commendable because it reduces duplication and exposes students to different perspectives. However, as the external review process is refined, it is critical to ensure that such cross-program collaborations are meeting the needs of the students and expectations of the academic unit responsible for the program. This is particularly important for inherently interdisciplinary programs that do not align directly with a department.
- The University should be attentive to the need to continue with important projects and maintain business (and quality assurance) continuity when academic or administrative leaders resign or retire.

Signed:

Chair of the QAPA Team:

(Signature)

12th December 2023
(Date)

Jonathan Driver
(Printed Name)

QAPA Assessors:



(Signature)

____ 12th December 2023 ____
(Date)

Brad Wuetherick

(Printed Name)

(Signature)

12th December 2023
(Date)

Dena McMartin

(Printed Name)

4.1. Overall Process

A. Does the process reflect the institution's mandate, mission, and values?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
(i) The institution should be able to demonstrate that it has an established institutional and program review planning cycle and process to assess the effectiveness of its educational programs and services, their responsiveness to student, labour market, and social needs.	<ul style="list-style-type: none"> • UNBC has a Senate-approved process that requires all programs to undergo external review regularly. The evidence-based review assesses the quality and effectiveness of educational programs, and relevance to the needs of students and the broader community. • There was a period of disruption where reviews appear to have been delayed, but the institution has accelerated the review process with 10 reviews this past year and 10 scheduled for this year. • The new UNBC policy and procedures, and the guidelines provided to academic units (including supporting templates and other resources) addresses most of the expected requirements for program review
(ii) The process should contribute to the continuous improvement of the institution.	<ul style="list-style-type: none"> • The newly developed program review process identifies areas for improvement within degree programs and provides for an action plan (at the level of program, Dean, and Provost), with a 12-month, 24-month, and 36-month follow-up process to ensure that recommended actions are achieved. • The revised process for reviews has highlighted areas of change (for example, the need to access enhanced institutional data) that should effectively support the continuous improvement within programs.

B. Is the scope of the process appropriate?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
(i) There should be evidence of a formal, institutionally approved policy and procedure	<ul style="list-style-type: none"> • UNBC has developed a new process for regular review of academic programs that

<p>for the periodic review of programs against published standards that includes the following characteristics:</p> <ul style="list-style-type: none"> • A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. A self-study takes into account: • the continuing appropriateness of the program’s structure, admissions requirements, method of delivery and curriculum for the program’s educational goals and standards; • the adequacy and effective use of resources (physical, technological, financial and human); • faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization; • that the learning outcomes achieved by students/graduates meet the program’s stated goals, the credential level standard, and where appropriate, the standards of any related regulatory, accrediting or professional association; • the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program’s stated goals have been achieved; • the graduate satisfaction level, student satisfaction level, and graduation rate; and • where appropriate, the graduate employment rates, employer satisfaction level, and advisory board satisfaction level. <p>➤ An assessment conducted by a panel that includes independent experts external to the institution. The assessment should normally include a site visit, a written</p>	<p>conforms to DQAB requirements and generally-accepted best practices in post-secondary educational institutions.</p> <ul style="list-style-type: none"> • A self-study is a requirement of the UNBC external review process. The relevant policy and procedures (UNBC Policy Number S- 201906.19) require that it be evidence-based, and that it be a comprehensive evaluation of the program. • The self-study template includes description of curriculum and teaching methods, admissions processes (when mandated at the program level). The review panel recommends that more attention be paid in future to learning outcomes (both the development and articulation of learning outcomes, as well as the assessment of learning outcomes). • The new guidelines, and the self-study template provided to all academic units undergoing review, do incorporate components related to the adequacy and effective use of resources • There are significant gaps in the existing self-study guidelines related to faculty performance in both the realms of the quality of teaching and student experience, and in the demonstrable currency in the field of specialization. The review panel has made suggestions for improvements in its recommendations. • The new guidelines and self-study template for UNBC used to support academic reviews lays out requirements for the articulation of achievement related to student progress and goals • While UNBC has done significant work related to data packages to support the understanding of student enrolment, retention, and degree completion, the review found a gap in data related to student experiences in courses and programs. • The UNBC criteria for the identification for external reviewers, developed in the past
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<p>report that assesses program quality and may recommend quality improvements; and an institution response to the report;</p> <p>➤ A summary of the conclusions of the evaluation that is made appropriately available.</p>	<p>year, should be considered a model practice for other institutions (as it addresses core requirements for reviewers, including equity considerations).</p> <ul style="list-style-type: none"> • The review outcomes, responses, and action plans are made publicly available
<p>(ii) The institution can demonstrate that it has a policy and process for new program approval that includes peer / external review by appropriate experts.</p>	<ul style="list-style-type: none"> • Yes, Senate committees are identified with specific roles and policies in place across program, Faculty, Senate/BOG, and leadership levels. External input is required during new program development. <p>https://www2.unbc.ca/provost/new-degree-program-proposals</p>

<p><i>C. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?</i></p>	
<p>CRITERIA:</p>	<p>COMMENTS / RECOMMENDATIONS:</p>
<p>(i) Are the guidelines adaptable to the range of programs and offerings within the institution?</p>	<ul style="list-style-type: none"> • From the panel’s limited exposure to current implementation of the new guidelines, there does seem to be sufficient adaptability and flexibility in the templates and procedures to reflect the disciplinary differences and range of programs subjected to review processes. • One area for ongoing improvement will be inclusions for the data pack: <ul style="list-style-type: none"> ○ Improving communications and understandings about which data are selected and made available as well as education on the use, applicability, and interpretation of that data is warranted, especially as this is a relatively new process and pack. ○ Including qualitative assessments and feedback as part of the guidelines should be considered for those programs where it is deemed particularly important and informative.

<p>(ii) Do the guidelines provide measurable, consistent means and direction to undertake diversified program review?</p>	<ul style="list-style-type: none"> The incorporation of more standardized methods, data pack, and templates for the self-study provide significant improvement for consistency and direction, as well as ensuring that quantitative and evidence-based details are provided. The mandate for the external reviewers can be customized to accommodate the diversity of academic programs.
<p>(iii) Are the guidelines consistent with institutional Mandate, mission, vision and associated strategic goals?</p>	<ul style="list-style-type: none"> Yes, there is institutional cohesion and consistency in terms of the guidelines supporting the mission, vision, values, and strategic goals of UNBC. UNBC launched new mission, vision, and values alongside a new strategic plan in fall 2023: https://www2.unbc.ca/strategic-planning The degree review guidelines were created and approved in 2019 per policy No: S-201906.19 <ul style="list-style-type: none"> Self-study templates and follow up procedures to the external reviewers' report were created and approved in 2022 There is a clear and well-articulated process for internal review and approval of new degree program proposals, as well as the criteria and processes for DQAB review and approval per: https://www2.unbc.ca/provost/new-degree-program-proposals

<p>D. Does the process promote quality improvement?</p>	
<p>CRITERIA:</p>	<p>COMMENTS / RECOMMENDATIONS:</p>
<p>(i) The institution should be able to demonstrate that it has appropriate accountability mechanisms functioning for vocational, professional and academic programs.</p>	<ul style="list-style-type: none"> Verbal confirmation was provided to indicate that, on a case-by-case basis, programs that undergo extensive external accreditation processes will experience different degree program review processes to address gaps in accreditation (e.g., in engineering

	<p>programs, only undergraduate programs are accredited, so an external review might focus more on graduate programs, and rely on accreditation for quality assurance of undergraduate programs). Extending the guidelines to include information about how decisions are made relative to identifying gaps in accreditation and addressing those via degree program review is recommended.</p> <ul style="list-style-type: none"> • The review panel has recommended explicit quality assurance procedures be implemented for cross-unit courses and faculty member contributions to increase transparency and accountability.
<p>(ii) The institution should be able to demonstrate how faculty scholarship and professional development inform teaching (including graduate teaching) and continue to be a foundation for ensuring that programming is up to date.</p>	<ul style="list-style-type: none"> • Specific criteria, tracking and reporting mechanisms, and quantitative plus qualitative assessments are limited in terms of explicitly demonstrating currency of specialization and scholarship-informed instruction, curriculum, and pedagogies. This is addressed in the review panel’s recommendations. • Implementing explicit evidence-based criteria for faculty scholarship and professional development reporting and tracking linked to course and program learning outcomes is recommended. • At times when there is faculty turnover or opportunities to create new faculty lines, the invocation of programmatic learning outcomes is recommended for identifying the field(s) of scholarship and relevant skills of new hires.
<p>(iii) The institution should be able to demonstrate how learning outcomes are being achieved and how student progress is assessed and measured.</p>	<ul style="list-style-type: none"> • Learning outcomes and assessments are generally lacking outside externally accredited professional programs. One of the review panel’s recommendations is that a systematic project to define and

	<p>assess learning outcomes be initiated at UNBC.</p> <ul style="list-style-type: none"> The review panel anticipates that the current project to address gaps in academic communications, particularly writing, as well as to reduce the redundancy of courses across units will necessarily result in improved articulation of learning outcomes as a function and feature of those courses being accountable to multiple programs and departments.
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4.2. Review findings

<i>A. Were the responses to the sample program review findings adequate?</i>	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>The institution has a follow-up process for internal program reviews and acts in accordance with it.</p>	<ul style="list-style-type: none"> UNBC has implemented a new, iterative, and engaged follow-up process to create action plans with 12, 24, 36-month reporting timelines. The process includes Departmental/Program response and plans, with support and input from deans, and contributions from the Provost's Office to confirm, adjust, or respond to action items and timelines. Templates and processes, including Senate access and public accountability (webpage posting of all documents) are in place. The Health Sciences external review conducted in 2018 did not produce an action plan or clear progress toward recommendations. The reasoning for that lack of progress was couched in the numerous department and program-level disruptions as well as institutional leadership changes that resulted in a lack of business continuity and clarity about responsibilities and accountabilities for producing, consulting on, approving, and enacting a follow up to the review.

	<ul style="list-style-type: none"> The most recent sample, International Studies, provided a distinctly different experience although still early in its progress having only received the external report on November 17, 2023. The faculty members, department chair, and dean all reported that the process of creating the self-study, leveraging the data packs, and completing the templates (including that for identification of external reviewers that incorporate consideration of EDI and Indigenization) were easy to follow and comprehensive. Work remains in terms of providing adequate supports and resources to create and implement the action plan from the review (which will, in part be addressed during a program retreat scheduled in January 2024) and continuing to improve the quality and understandings of the purpose and inclusions in the standardized data pack.
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B. Does the process inform future decision making?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>The program review ensures that the program remains consistent with the institution's current mission, goals and long-range plan.</p>	<ul style="list-style-type: none"> UNBC recently approved a new institutional mission, vision, and values (https://www2.unbc.ca/sites/default/files/sections/strategic-planning/ready_fulldoc.pdf). The panel observed and heard about strong buy-in and support for these new guiding statements and goals from the participants with whom the review panel met. As both the changes to the program review process and the renewed mission, goals and long-range plan are now in place at UNBC, it can be reasonably expected that the new templates and processes are aligned and will demonstrate consistency as/when employed.

	<ul style="list-style-type: none"> • The panel limited the depth and extent of “looking back” perspectives given the dramatic and constructive changes made by the newly appointed senior executive team, particularly the VPA Provost and VPAP Administrative Officer. Assessing processes no longer relevant is not formative to the QAPA mechanism.
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<i>C. Are the review findings appropriately disseminated?</i>	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>The institution has a well-defined system to disseminate the review findings to the appropriate entities.</p>	<ul style="list-style-type: none"> • The current process for dissemination is transparent and inclusive of both collegial governance and academic leadership. • All reports, responses, and action plans are posted on the public facing VPAP webpage (https://www2.unbc.ca/provost/degree-program-reviews), as defined in the process documents.

Motion Number (assigned by
Steering Committee of Senate): _____

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the Admission Requirements to Health Sciences (BHSc Program) in the Undergraduate Calendar, page 152 of the 2023/2024 Undergraduate Calendar be approved as proposed.

1. **Effective date:** September 2024
2. **Rationale for the proposed revisions:** This revision provides greater flexibility for potential credit transfer and facilitates student enrolment. As well, it ensures students are prepared for success in the program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Applicants from British Columbia and Yukon secondary schools must:

- Meet the basic UNBC admission requirements, and
- Have completed Principles of Mathematics 11 or PreCalculus 11, Chemistry 11, Biology 12, English 12 and other approved Grade 12 courses as specified in the Admissions sections of the Undergraduate Calendar with a minimum of 70% in each course.

Other Applicants must:

- Meet UNBC admission requirements, and
- Have completed the equivalent of Principles of Mathematics 11 or Pre-Calculus 11, Chemistry 11, Biology 12, English 12, and other approved Grade 12 courses as specified in the Admissions section of the Undergraduate Calendar with a minimum of 70% in each course.

Students interested in specializing in the Biomedical Studies Major are strongly encouraged to take: Pre-Calculus 12, or Principles of Mathematics 12, and Chemistry 12 before entering the Program

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

Applicants from British Columbia and Yukon secondary schools must:

- Meet the basic UNBC admission requirements, and
- Have completed ~~Principles of Mathematics 11 or PreCalculus 11~~, Mathematics 12 or Pre-calculus 12, ~~Chemistry 11 or Chemistry 12~~, Biology 12, English 12, and other approved Grade 12 courses as specified in the Admissions sections of the Undergraduate Calendar, with a minimum of 70% in each course.

Other Applicants must:

- Meet UNBC admission requirements, and
- Have completed the equivalent of ~~Principles of Mathematics 11 or Pre-Calculus 11~~, Mathematics 12 or Pre-calculus 12, ~~Chemistry 11 or Chemistry 12~~, Biology 12, English 12, and other approved

Grade 12 courses as specified in the Admissions section of the Undergraduate Calendar, with a minimum of 70% in each course.

Students interested in specializing in the Biomedical Studies Major are strongly encouraged to take: Pre-Calculus 12, ~~or Principles of Mathematics 12~~, and Chemistry 12 before entering the Program

6. Authorization:

SCCC Reviewed: February 8, 2024

Program / Academic / Administrative Unit: School of Health Sciences

Faculty(ies): FHHS

Faculty Council Motion Number(s): FHHS.2024.03.21.06

Faculty Council Approval Date(s): 2024.03.21

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

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

Brief Summary of Committee Debate:

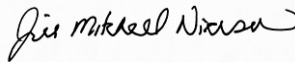
Motion No.: SCAD202404.03

Moved by: Huynh

Seconded by: Fonda

Committee Decision: Approved

Approved by SCAD: April 16, 2024
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the 2023-2024 SCSB Annual Report be approved.

Rationale: The annual report is due to be submitted to Senate in April.

Proposed By: Linda Fehr, Coordinator – Awards & Financial Aid

External Relations Contact: N/A

Faculty / Academic Department: N/A

Date: March 27, 2023

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20240327.09

Moved by: Hanlon

Seconded by: Mayes

Committee Decision: CARRIED

Attachments: 4 Pages

Approved by SCSB: March 27, 2024



Date

Chair's Signature

For Information of Senate & Board

Senate Committee on Scholarships and Bursaries

Annual Report to Senate

March 27, 2024

OVERVIEW

Since the last annual report in March of 2023 the Senate Committee on Scholarships and Bursaries has met seven (7) times. During this time, and on behalf of Senate, the Committee has completed the following administrative tasks:

- Recommended to Senate the 2023/2024 general scholarships and bursaries fund expenditures.
- Ratified nominations of 2023/2024 awards recipients
- Reviewed and approved fourteen Terms and Conditions for thirty-one newly established awards.
- Approved sixteen revisions to Terms and Conditions for existing awards.
- Reviewed seven student requests for scholarship deferrals/reinstatements.

STATISTICAL SUMMARY – 2023/2024

Award Type	Number	Value
Donor-Directed	790	\$2,386,667.51
UNBC General Fund (not including waivers)	136	\$ 403,350.00
UNBC Scholars Waivers	99	\$ 531,593.97
Graduate Tuition Waivers	84	\$ 388,491.29
Athletic Tuition Waivers	48	\$ 188,740.55
Provincial/Youth in Care Tuition Waivers	20	\$ 84,826.35
School District 57 Waivers (matching)	6	\$ 8,000.00
Canada 150th Anniv. Intn'l Scholarship Waivers	2	\$ 3,000.00
Totals	*1185	\$3,994,669.67**

* 1% **increase** in number from 2022/2023

** 15% **increase** in value from 2022/2023

Student Data	Number	% of Recipients	Notes:
Self-declared Female Recipients	481	58%	
Self-declared Male Recipients	268	32%	
Undeclared Gender/nonbinary	84	10%	
Self-declared Indigenous Recipients	73	9%	
International Recipients	172	20%	
Northern Residents	464	56%	
Undergraduate Entrance Recipients	119	14%	
General Awards Recipients	215	29%	(all student types)
In-Course Undergraduate Award Recipients	295	35%	
Graduate Award Recipients	188	22%	(UNBC-administered)
Athletic Award Recipients	61	7%	
Number of individual recipients	833		(students with one or more awards)

Award Category	Number	Value	Median Value
Needs-based Awards	368	\$ 671,788.45	\$1,500
Merit-based Awards	817	\$3,322,881.22	\$3,000

NEW DONOR-NAMED AWARDS ESTABLISHED IN 2023/2024

Name of Award	Number	Value	Total
Pharmasave Prince George Scholarship	1	\$ 500	\$ 500
Vohora LLP Scholarship	2	\$5,500	\$10,000
Fort St. John Hospital Foundation Award	1	\$2,500	\$ 2,500
McElhanney Engineering Scholarship	1	\$2,500	\$2,500
Prince Rupert Port Authority Award	2	\$1,500	\$3,000
Todd French Memorial Award	1	\$1,000	\$1,000
Arrow Group Award	1	\$2,000	\$2,000
UNBC Chemistry & Biochemistry Alumni Award	1	\$1,000	\$1,000
DMC and CPAEF Bursary	1	\$2,000	\$2,000
DMC and CPAEF Scholarship	1	\$2,000	\$2,000
Magnifying Black Voices Bursary	12	\$1,000	\$12,000
Pacific Blue Cross Indigenous Health Award	1	\$1,000	\$ 1,000
Rosemary & Irving Fox Memorial Award	1	\$10,000	\$ 10,000

UNBC Master of Engineering Award	5	\$1,400	\$14,000
TOTALS	31	\$33,400	\$56,500

UNAWARDED DONOR-NAMED SCHOLARSHIPS AND BURSARIES 2023/2024

Name Of Award	Reason	Total Value	# Times Not Awarded (past Five Years including this year)
Arne & Lesley Carlson Graduate Scholarship (1)	Program specific	\$1,500	2
BC Psychological Assoc. Award (1)	Specific criteria	Certificate	3
Ricci Dalton Award (2)	Specific criteria	\$ 500	3
Spike Kendy Bursary (1)	Specific criteria	\$1,000	1
EGBC NB Matching Scholarship (1)	Matches external funding previously received at CMTN	\$1,000	1
Geoffrey R. Weller Scholarship (1)	Study abroad program – should be able to award 2024/2025	\$2,000	4
Lake Biodiversity Scholarship (1)	Program specific	\$1,250	1
McGeachy Charitable Foundation – Vanderhoof Community Scholarship (1)	Donor did not nominate a recipient	\$1,500	1
Fort St. James Scholarship (1)	Donor did not nominate a recipient	\$ 500	2
Associated Canadian Travelers and Auxiliary Bursary (1)	Program Specific	\$1,500	1
Nechako Chapter No. 40 – Order of the Eastern Star Bursary (1)	Affiliation specific	\$1,000	4
Nordic Sport Leadership Award (2)	Affiliation specific- donor nominated	\$2,000	5
van Adrichem Undergraduate Summer Research Bursary (1)	Specific criteria related to summer research	\$3,000	3
van Adrichem Family Nisga'a Leadership Award (1)	WWN Award – no eligible applicants	\$ 500	2

Ryan-Sanford Cadet Service Scholarship (1)	Affiliation specific	\$1,000	2
S.M. Blair Family Foundation Scholarship (2)	Affiliation specific	\$4,000	3
Sophie Thomas Bursary (1)	Donor did not nominate	\$1,000	4
Tom Dennett Memorial Scholarship (1)	Specific Criteria	\$1,000	5
William Dow Ferry Scholarship (1)	Program and GPA specific	\$2,000	1
TOTALS	22 Awards	\$26,250	

*Percentage of *number* of available awards not awarded 2023/2024: 1% (.8% decrease over 2022/2023)

**Percentage of *value* of available awards not awarded 2023/2024: .65% (50% decrease over 2022/2023)

DISSOLVED AWARDS 2023/2024

The following awards were dissolved in 2023/2024:

Award Description	Amount	Inactive Date	Reason
Nora Jean Garland Bursary	\$200.00	5/16/2023	Requested by ORI
Din Family Award	\$1,500.00	5/16/2023	Requested by ORI
Miriam Matejova Award	\$1,250.00	4/12/2023	Requested by ORI
Handfield Family Scholarship	\$500.00	5/16/2023	Requested by ORI
Jim and Noreen Rustad and Family Award	\$3,250.00	5/16/2023	Requested by ORI
Discretionary Student Need Fund	\$5,000.00	5/15/2023	one-time funding
Inspiring Women Among Us (IWAWU) Award - Quesnel Campus	\$1,000.00	5/16/2023	Requested by ORI
Prince George Italian Club Award	\$500.00	10/24/2023	Requested by donor
Anytime Fitness Prince George Award	\$1,000.00	4/14/2023	Requested by ORI
Elan Travel Bursary	\$1,500.00	2/23/2024	Requested by ORI
Total Number	10		
Total Value:	\$15,700.00		



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Bursary for Rural and Remote Youth be approved.

Rationale: To activate the Bursary for Rural and Remote Youth commencing the 2024-2025 Academic Year.

Proposed By: Tara Mayes, Manager, Philanthropy & Engagement

Research & Innovation Contact: Tara Mayes, Manager, Philanthropy & Engagement

Faculty/Academic Department: N/A

Indigenous Content: No (Determined by the Manager, Philanthropy & Engagement)

Date to SCSB: March 5, 2024

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20240327.03

Moved by: Hanlon

Seconded by: Mayes

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: March 27, 2024

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Bursary for Rural and Remote Youth

Awards Guide Description/Intent: This bursary has been established to support students under the age of 30, from rural and remote communities in northern British Columbia (excluding Prince George) who are facing significant financial barriers to achieving their dream of accessing post-secondary education.

Donor: An anonymous donor

Value: \$5,000

Number: Five

Award Type: Bursary

Eligibility: Available to a full-time or part-time undergraduate or graduate student under the age of 30, from a rural and remote community in northern British Columbia (excluding Prince George). First preference will be given to a student in greatest financial need.

Criteria: Demonstrated financial need and satisfactory academic standing

Note: Successful applicants cannot receive this award more than once.

Effective Date: Established 2024

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the UNBC Emergency Financial Aid Bursary be approved.

Rationale: To activate the UNBC Emergency Financial Aid Bursary commencing the 2024-2025 Academic Year.

Proposed By: Tara Mayes, Manager, Philanthropy & Engagement

Research & Innovation Contact: Tara Mayes, Manager, Philanthropy & Engagement

Faculty/Academic Department: N/A

Indigenous Content: No (Determined by the Manager, Philanthropy & Engagement)

Date to SCSB: March 4, 2024

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20240327.04

Moved by: Stathers

Seconded by: Bankole

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: March 27, 2024



Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: UNBC Emergency Financial Aid Bursary

Awards Guide Description/Intent: This award has been established to support students who face unforeseen financial crises or emergencies that jeopardize their education. The emergency bursary exists to provide immediate, one-time financial relief to students in dire need and may be used toward their education, emergency costs or living costs such as food, housing and transportation.

Donor: Anonymous

Value: Variable

Number: Variable

Award Type: Bursary

Eligibility: Available to a full-time undergraduate or graduate student facing an unforeseen financial crisis or emergency that jeopardizes their education. First preference will be given to students in greatest need.

Criteria: Satisfactory academic standing and significant unforeseen financial crisis or emergency need

Note: Students cannot receive this emergency bursary more than once. Distribution of emergency bursary funding is at the discretion of the UNBC Awards and Financial Aid Office.

Effective Date: Established 2024

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the Northern BC Graduate Research Scholarship be approved.

Rationale: To revise the Northern BC Graduate Research Scholarship commencing the 2024-2025 Academic Year.

Proposed By: Tara Mayes, Manager, Philanthropy & Engagement

Research & Innovation Contact: Tara Mayes, Manager, Philanthropy & Engagement

Faculty/Academic Department: N/A

Indigenous Content: No (Determined by the Manager, Philanthropy & Engagement)

Date to SCSB: March 4, 2024

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20240327.05

Moved by: Stathers

Seconded by: Hanlon

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: March 27, 2024

Date

Chair's Signature

For Information of Senate & Board

AWARD GUIDE INFORMATION:

Award Category: Graduate

Award Name: Northern BC Graduate Research Scholarship

Calendar Description/Intent: This award has been established to support graduate students at UNBC who are completing their thesis or studies in ~~History, Anthropology, Northern Studies or other coursework regarding~~ relating to Northern British Columbia.

Donor: Anonymous

Value: ~~\$5,000~~ 10,000

Number: ~~One in 2020/21 and one in 2021/22~~

Award Type: Scholarship

Eligibility: Available to a full-time graduate student who is completing their thesis or studies related to Northern British Columbia. ~~First preference will be given to students in History, Anthropology and Northern Studies.~~

Criteria: Academic ~~P~~roficiency.

Effective Date: ~~January~~ Established 2018, revised 2024

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the Northern First Nations Award be approved.

Rationale: To revise the Northern First Nations Award commencing the 2024-2025 Academic Year.

Proposed By: Tara Mayes, Manager, Philanthropy & Engagement

Research & Innovation Contact: Tara Mayes, Manager, Philanthropy & Engagement

Faculty/Academic Department: N/A

Indigenous Content: Yes (Determined by the Manager, Philanthropy & Engagement)

Date to SCSB: March 4, 2024

***SCII Vetting Process: (Section to be completed by SCII Committee Recording Secretary)**

SCII Motion Number: SCII202403.08

SCII Meeting Date: March 14, 2024

SCII Brief Summary of Committee Discussion: CARRIED

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20240327.06

Moved by: Mayes

Seconded by: Bankole

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: March 27, 2024



Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Northern First Nations Award

Awards Guide Description/Intent: This award has been established to support a northern First Nations student in furthering his/her/their undergraduate or graduate education and achieving their career goals.

Donor: Anonymous

Value: \$5,000/10,000

Number: One

Award Type: Award

Eligibility: Available to a full-time undergraduate or graduate student from a First Nations Community in Northern British Columbia. ~~First preference will be given to an undergraduate student.~~

Criteria: Satisfactory academic standing.

Note: ~~This one-time award will be offered in the 2019/20 academic year and is renewable for four up to (4) years, subject to the recipient maintaining the criteria of satisfactory academic standing for this award. The renewal may be deferred for up to one (1) year if the recipient takes personal leave from UNBC. If the recipient discontinues their studies at UNBC, the award may be provided to another eligible applicant for the remaining term of the agreement.~~

~~Following each academic year, the recipient must provide a brief report (500-1000 words) on their program of study, what they have done, how the year went, what their cumulative GPA is and what they plan on doing in the coming year.~~

Effective Date: Established 2012, revised 2024

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the College Heights Veterinary Clinic Ltd Award be approved.

Rationale: To revise the College Heights Veterinary Clinic Ltd Award commencing the 2024-2025 Academic Year.

Proposed By: Carolyn Chrobot, Development Officer

Research & Innovation Contact: Carolyn Chrobot, Development Officer

Faculty/Academic Department: N/A

Indigenous Content: No (Determined by the Development Officer)

Date to SCSB: March 21, 2024

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20240327.07

Moved by: Hanlon

Seconded by: Stathers

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: March 27, 2024



Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: College Heights Veterinary Clinic Ltd Award

Awards Guide Description/Intent: The owners of College Heights Veterinary Clinic came from Argentina to Canada, looking for a better life for their family. They moved to Prince George, and in 2012 opened their clinic. They love the life and community in northern BC, and decided to establish this award for students from low income families who wish to attend UNBC and, if they are doing well, continue to support them for the duration of their diploma/degree. The recipient can be working towards any career and is encouraged to stay in the north after graduation.

Donor: College Heights Veterinary Clinic Ltd

Value: \$2,000

Number: One

Award Type: Award

Eligibility: Available to a full-time undergraduate or graduate student who is a resident of Northern British Columbia. First preference will be given to students who plan to pursue a career in northern British Columbia following their studies.

Criteria: Demonstrated financial need and academic proficiency.

Note: This award is renewable for up to three years, subject to the recipient maintaining the criteria of academic proficiency for this award.

Effective Date: Established 2020, revised 2024

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