

**SENATE MEETING  
PUBLIC SESSION  
MINUTES**

August 28, 2013  
3:30 – 5:30 PM

Senate Chambers (Room 1079 Administration Building)

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**Present:**

E. Annis (Acting University Librarian), M. Archie, R. Brouwer, D. Casperson, M. Dale, A. Daniele, B. Deo, L. Dickson, M. Green, S. Green, L. Handfield, T. Hanschen (Secretary of Senate), G. Iwama (Chair), E. Korkmaz, J. Kormos, B. Murray, C. Myers (Recording), M. Nitz, C. Nolin (Vice Chair), D. Nyce, K. Reimer, J. Safaei Boroojeny, P. Sanborn, B. Schorcht, P. Siakaluk, A. Stroet, R. Tallman, S. Wagner, T. Whitcombe

**Regrets:**

R. Bird, J. Brown, D. Burke, D. de Vries, K. Guest, A. LeBlanc, I. Legault, D. Leighton-Stephens, B. McGill (Acting Dean, Graduate Programs), R. Robinson, D. Ryan, C. Silva, K. Walker, S. Zahir

**Absent:**

K. Kuo, B. Wang

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The meeting commenced at 3:30 p.m. Dr. Iwama welcomed new Senators, Dr. Lisa Dickson and Dean Blanca Schorcht. He also thanked Senator Cristian Silva for his service to Senate, as Mr. Silva had resigned his position.

**1.0 S-201308.01**

**Approval of the Agenda**

Deo

That the agenda for the August 28, 2013 Public Session of Senate be approved as presented.

CARRIED.

**2.0 S-201308.02**

**Approval of Senate Minutes**

Nitz

That the minutes of the June 26, 2013 Public Session of Senate be approved as presented.

CARRIED.

**3.0 Business Arising from Previous Minutes of Senate**

No business arising was identified.

**4.0 President's Report**

**Iwama**

Dr. Iwama reported on UNBC Engineering programs and an award received in relation to the UNBC Bioenergy Plant (report attached to these minutes as "Appendix I").

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## 5.0 Report of the Provost

Dale

Dr. Dale reported on several matters (report attached to these minutes as "Appendix II").

## 6.0 Report of the Registrar

Hanschen

Mr. Hanschen provided a presentation to Senators, which included some enrolment data and information regarding course offerings (report attached to these minutes as "Appendix III").

## 7.0 Question Period

Several questions were raised regarding the Registrar's report and he indicated that the data was unverified and, for now, had only been presented to encourage discussion.

A Senator imparted some concerns with regard to hiring post-doctoral fellows and asked if there was any way the process could be streamlined. He added that the manner in which research space is assigned should be reviewed and that because of these processes UNBC's ability to secure grant funding is undermined. Dr. Dale replied that, with regard to space, Vice President Bird should be consulted. In relation to the processes, Dr. Dale agreed with the Senator's suggestion that a template for job postings would be useful in streamlining the hiring process. Dr. Iwama indicated he would bring the matter of streamlining hiring processes to Dr. Bird's attention.

A Senator asked whether experiential learning, as referred to in the Provost's report, was a shift away from Co-operative Education or whether Co-op would continue and experiential learning would be provided as an alternative. Dr. Dale replied that it was an alternative to Co-op. The Senator asked how many students were currently undertaking the Co-op option and the response was that the uptake is low and there is a shift away from Co-op toward internships. Dr. Owen indicated he would provide the number of students enrolled in Co-op to Senators at the next meeting of Senate.

A Senator expressed thanks to Information Technology Services for providing Eduroam.

It was questioned, in relation to Dr. Dale's statement in his presentation that there is a need for UNBC to do less with less, how it can be determined what the principles and priorities will be in that regard since the UNBC "Conversations" are incomplete. Dr. Iwama replied that he viewed the Conversations as ongoing and informative rather than decisive in this regard. He added that Dr. Theresa Healy has now joined the Conversations to facilitate and shape the discussions. She conducted an exercise at one of the recent Conversations on identifying barriers to the situations we want to realize at UNBC, such as governance transparency and resources, for instance. Her presentation will be uploaded to the blog and will be repeated with focus groups to ensure that the University is moving in the intended direction.

It was noted by a Senator that the YouTube video about the Wood Innovation and Design Centre appeared to indicate that the Engineering programs were "a done deal" and asked whether that was intended. Dr. Dale replied that it had been emphasized with the Ministry from the earliest discussions that these degrees would require the approval of Senate. The Senator also asked about the approval process for the Engineering degrees, including whether the intended start date is September 2014 and if these degrees would be approved in principle initially. Dr. Dale responded that he believed the degrees would be approved in principle to begin with as UNBC does not have the expertise to design the final details about how the program should look. With regard to the start date, Dr. Dale replied that the course-based degree would not be in place by September 2014 but that the other degree may be.

As a result of a radio program he listened to on which bamboo was being discussed, a Senator suggested that perhaps fibres other than wood should be considered in the new Engineering programs.

In relation to an earlier conversation about the hiring process for post-doctoral fellows, another Senator indicated that there is a committee headed by Dr. Bird to which these concerns could be forwarded.

With regard to Dr. Dale's report, a Senator asked whether the decrease in funding also applies to the Canada Foundation for Innovation. Dr. Dale said he believed there was no decrease in this area but that Vice President Bird would need to address this question.

In Dr. Dale's report he referred to a "10+3, 3+10" semester and a Senator asked whether there were other institutions using this model so it could be examined in greater depth. Dr. Dale replied that he didn't think there were other institutions doing something identical but that Middlebury College in Vermont was doing something similar.

## 8.0 Removal of Motions from the Consent Agenda

There were no requests to remove motions from the Consent Agenda.

## 9.0 Committee Reports

### 9.1 Senate Committee on Academic Affairs

Dale

#### "For Approval" Items:

An Executive Summary of the proposed revisions to the First Nations Studies Department curriculum was included for information.

#### **S-201308.03**

##### **Change of the Word "Carrier" to "Dakelh / Carrier"**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change of the word "Carrier" to "Dakelh / Carrier," on pages 105 (1), 106 (8), 107 (1), 132 (4), 134 (1), 323 (8), 233 (4), 324 (4), and 237 (2) of the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: Immediately upon approval by Senate  
CARRIED (consent agenda).

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

Dakelh / Carrier

#### **S-201308.04**

##### **Change of the Word "Gitksan" to "Gitxsan"**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change of the word "Gitksan" to "Gitxsan," on pages 105(2), 106(3), 232(6), 234(3), and 235(3) of the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: Immediately upon approval by Senate  
CARRIED (consent agenda).

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

~~Gitksan~~ Gitxsan

#### **S-201308.05**

##### **Change of the Word "Gitksanimx" to "Gitxsanimx"**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change of the word "Gitksanimx" to "Gitxsanimx," on pages 106(5), 231(1), 232(6), 233(3), 234(5), and 237(2) of the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: Immediately upon approval by Senate  
CARRIED (consent agenda).

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

~~Gitksanimx~~ Gitxsanimx (please note the second X in Gitxsanimx is underlined)

**S-201308.06**

**Changes to the Certificate Requirements for FNST “First Nations Public Administration”**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the Certificate Requirements for FNST “First Nations Public Administration,” on page 137 of the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (consent agenda).

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

Certificate Requirements

COMM 210-3 Financial Accounting

ECON 101-3 Macroeconomics

ENGL 170-3 Writing and Communication Skills

or ARTS 102-3 Research Writing

FNST 100-3 The Aboriginal Peoples of Canada

FNST 217-3 Contemporary Challenges Facing Aboriginal Communities

POLS 100-3 Contemporary Political Issues

POLS 200-3 Canadian Government and Politics

~~POLS 220-3 Canadian Law and Aboriginal Peoples~~

~~POLS 340-3 First Nations Self-Government and Administration~~

FNST 249-3 Aboriginal Resource Planning

FNST 350-3 Canadian Law and Aboriginal Peoples

Three credit hours of any First Nations Culture Level 1 course or any First Nations Language Level 1 course.

**S-201308.07**

**Changes to Certificate Title and Course requirements for FNST “Traditional Environmental Knowledge”**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the Certificate Title and course requirements for FNST “Traditional Environmental Knowledge” on page 138 and 139 of the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (consent agenda).

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

Traditional ~~Environmental~~ Ecological  
Knowledge

The Certificate in Traditional ~~Environmental~~ Ecological Knowledge (TEK) is a multidisciplinary program allowing individuals to pursue their interests in TEK through a concentrated program of courses on First Nations and Environmental subjects.

This program ladders well into a major in First Nations Studies, Anthropology, Biology, History, Education, English, Environmental Studies, Forestry, Geography, Nursing and Community Health, Political Science, Psychology, Social Work and Women’s Studies as well as leading into majors in Physics and Chemistry.

The Certificate requires successful completion of 10 courses (minimum 30 credit hours). Eighteen of these hours are earned by

completing six required First Nations courses. Options for a writing course include one additional First Nations Studies course. The remaining ~~four~~three courses (minimum ~~42~~9 credit hours) ~~consist of options from four different streams: Non-Science must be selected from the approved list for Ecology, Biology, and Chemistry or Physics. Chemistry, Geography, Physics and Natural Resources.~~ Students must establish their course of study with approval from the Chair of First Nations Studies.

#### Certificate Requirements

FNST 100-3 The Aboriginal Peoples of Canada  
FNST 203-3 Introduction to Traditional ~~Environmental~~ Ecological Knowledge  
~~FNST 302-3 First Nations Health and Healing~~  
FNST 304-3 First Nations Ecological Philosophy and Knowledge

Any First Nations Culture ~~Level 4~~ course or any First Nations Language Level 1 course.

~~One~~Two of:

FNST 206-3 First Nations Oral Literatures  
FNST 217-3 Contemporary Challenges Facing Aboriginal Communities

~~One~~ of:

~~FNST 302-3 First Nations Health and Healing~~  
~~FNST 303-3 First Nations Religions and Philosophy~~  
~~FNST 304-3 First Nations Environmental Philosophy and Knowledge~~

One of:

ARTS 102-3 Research Writing  
NRES 100-3 Communications in Natural Resources and Environmental Studies  
ENGL 170-3 Writing & Communication Skills  
FNST 200-3 Methods in First Nations Studies  
~~FNST 302-3 First Nations Health and Healing~~  
~~FNST 303-3 First Nations Religions and Philosophy~~  
Ecology Stream  
BIOL 101-4 Introductory Biology I  
BIOL 102-4 Introductory Biology II  
BIOL 201-3 Ecology  
ENSC 201-3 Weather and Climate  
or NREM 204-3 Introduction to Wildlife and Fisheries  
Chemistry Stream  
MATH 115-3 Precalculus  
or MATH alternative  
CHEM 100-3 General Chemistry I  
and/or CHEM 120-1 General Chemistry Lab I  
CHEM 101-3 General Chemistry II  
and/or CHEM 121-1 General Chemistry Lab II  
ENSC 201-3 Weather and Climate  
or optional course  
Non-Science Major Stream  
CORE 104-3 Life Sciences  
NREM 100-2\* Natural Resource Management I  
or NREM 101-2 Natural Resource Management II  
NREM 210-4 Integrated Resources Management  
or Optional Course (except ENSC 201-2)

\*Note: Applications for exemption from NREM 100-2 must be made within the first year of study in any Natural Resource Management major.

Physics Stream

MATH 115-3 Precalculus  
or MATH alternative  
PHYS 115-4 General Introduction to Physics  
PHYS 100-4 Introduction to Physics I

or PHYS 110-4 Introduction to Physics I: Mechanics  
PHYS 101-4 Introduction to Physics II  
or PHYS 111-4 Introduction Physics II: Waves and Electricity  
Optional Courses  
COMM 100-3 Introduction to Canadian Business  
ENPL 104-3 Introduction to Planning  
GEOG 100-3 Environments and People  
ENSC 201-3 Weather and Climate  
GEOG 200-3 Geography of BC

Select 3 Three courses (at least 9 credit hours) from:

Ecology, Biology, Chemistry, Environmental Planning, Environmental Science, Geography, Physics and Natural Resource Management

BIOL 101-4 Introductory Biology I  
BIOL 102-4 Introductory Biology II  
BIOL 201-3 Ecology  
CHEM 100-3 General Chemistry I  
CHEM 101-3 General Chemistry II  
ENPL 104-3 Introduction to Planning  
ENSC 201-3 Introduction to Atmospheric Science  
GEOG 100-3 Environments and People: The Geography of Natural Hazards  
GEOG 200-3 British Columbia: People and Places  
NREM 100-3 Field Skills  
NREM 204-3 Introduction to Wildlife and Fisheries  
NREM 210-4 Integrated Resources Management  
PHYS 100-4 Introduction to Physics I  
PHYS 101-4 Introduction to Physics II  
PHYS 110-4 Introduction to Physics I: Mechanics  
PHYS 111-4 Introduction to Physics II: Waves and Electricity  
PHYS 115-4 General Introduction to Physics

### **S-201308.08**

#### **Changes to Calendar Description — Environmental Engineering BSc Program**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the Environmental Engineering BSc Program be approved as proposed.

Effective date: September 2013

CARRIED (consent agenda).

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

#### **Program Requirements**

UNBC degree requirements: 90 credit hours

UBC degree requirements: 71 credit hours

Total credits for degree: 161 credit hours

#### **Semester 1 and 2 completed at UNBC**

CHEM 100-3 General Chemistry I

CHEM 101-3 General Chemistry II

CHEM 120-1 General Chemistry Lab I

CHEM 121-1 General Chemistry Lab II

CPSC 110-3 Introduction to Computer Systems and Programming

ENSC 100-1 Introduction to Engineering Seminar

ENSC 150-3 Fundamentals of Environmental Engineering

ENSC 151-1 Engineering Tools

MATH 100-3 Calculus I

MATH 101-3 Calculus II

NRES 100-3 Communications in NRES

PHYS 110-4 Introductory Physics I: Mechanics  
PHYS 111-4 Introductory Physics II: Waves and Electricity

Three credit hours of Humanities and Social Science courses with subject matter that deals with the central issues, methodologies, and thought processes of the humanities and social science (for example, any ANTH, ENGL, ENVS, FSNT, HIST, INTS, NORS, PHIL, POLS, or WMST course that does not principally impart language skills or statistics). GEOG and ENPL courses may qualify with approval.

**Semester 3 and 4 completed at UNBC**

BIOL 110-3 Introductory Ecology  
CHEM 200-3 Physical Chemistry I  
CHEM 220-3 Organic and Biochemistry  
ENSC 201-3 Weather and Climate  
ENSC 210-3 Material and Energy Balances  
ENSC 350-3 Fluid Mechanics  
ENSC 451-3 Groundwater Hydrology  
GEOG 210-3 Geomorphology  
MATH 200-3 Calculus III  
MATH 220-3 Linear Algebra  
MATH 230-3 Linear Differential Equations and Boundary Value Problems  
STAT 371-3 Probability and Statistics for Scientists and Engineers

**Semester 5 and 6 completed at UBC**

**Note:** Course lists for Semester 5 through 8 completed at UBC are provided for information only. Please refer to the UBC calendar for official requirements.

~~CHBE 243-1 Introduction to Chemical and Biological Engineering Process and Technology~~  
CHBE 244-23 Chemical and Biological Engineering Thermodynamics I  
CHBE 364-2 Environmental Engineering Laboratory  
CHBE 373-3 Water Pollution Control  
CHBE 484-3 Green Engineering Principles and Applications for Process Industries  
CHBE 485-3 Air Pollution Prevention and Control  
CIVL 200-3 Engineering and Sustainable Development  
CIVL 210-4 Soil Mechanics I  
CIVL 315-4 Fluid Mechanics II  
CIVL 316-4 Hydrology and Open Channel Flow  
EOSC 429-3 Groundwater Contamination  
MINE 486-3 Mining and the Environment

**Semester 7 and 8 completed at UBC**

~~CHBE 346-3 Chemical and Biological Engineering Thermodynamics~~  
CHBE 351-3 Transport Phenomena II  
CHBE 459-3 Chemical and Biological Engineering Economics  
CIVL 311-4 Soil Mechanics II  
CIVL 402-2 Engineering Law and Contracts in Civil Engineering  
CIVL 408-3 Geoenvironmental Engineering  
CIVL 416-3 Environmental Hydraulics  
CIVL 418-3 Engineering Hydrology

Twelve credit hours of technical electives chosen from a constrained list.

**Semester 9 completed at UNBC**

ENPL 401-3 Environmental Law  
ENSC 417-6 Designing Solutions in Environmental Engineering  
ENSC 418-3 Environmental Measurement and Analysis

Three credit hours of Social Science or Humanities elective.  
Three credit hours of elective.

**Technical electives available at UNBC for the UBC portion of the curriculum in the UBC/UNBC Joint Environmental Engineering Program**

The following UNBC courses may be used to meet a Technical Elective requirement in the UBC portion of the

Joint UBC/UNBC Environmental Engineering BASc program. Normally, no more than one course from the list may be used. To qualify towards UBC technical elective requirements, the technical elective must be taken prior to transition to UBC.

#### **Technical Electives at UNBC**

ENSC 302-3 Low Carbon Energy Development  
ENSC 404-3 Waste Management  
ENSC 406-3 Environmental Modelling  
ENSC 408-3 Storms  
ENSC 425-3 Climate Change and Global Warming  
ENSC 450-3 Environmental and Geophysical Data Analysis  
ENSC 452-3 Reclamation and Remediation of Disturbed Environments  
ENSC 453-3 Environmental Resources Management and Decision Making  
ENSC 460-3 Soil Chemical Processes and the Environment  
NREM 410-3 Watershed Management

#### **S-201308.09**

##### **Approval of Policy — University Artwork Acquisitions**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the University Artwork Acquisitions Policy be approved as proposed.

Effective date: Immediately upon approval by Senate  
CARRIED.

## **9.2 Senate Committee on Admissions and Degrees**

**Owen**

#### **S-201308.10**

##### **Revision to List of Recognized Approved Grade 12 Courses Used for Admission to UNBC**

Whitcombe

That, on the recommendation of the Senate Committee on Admissions and Degrees, the course Middle Earth 12 that is being offered at DP Todd Secondary School in Prince George be added to the list of recognized Approved Grade 12 courses used for admission to UNBC.

Effective date: September 2013  
CARRIED (consent agenda).

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

\* Approved Grade 12 Courses: Applications of Mathematics, BC First Nations Studies, Biology, Calculus, Chemistry, Comparative Civilizations, Economics, English Literature, Français, Français Langue Seconde-Immersion, French, German, Geography, Geology, History, Japanese, Latin, Law, Mandarin, Math Foundations, Middle Earth 12, Physics, Pre-Calculus, Principles of Mathematics, Punjabi, Social Justice, Spanish, Sustainable Resources, Technical and Professional Communications, Writing.

#### **S-201308.11**

##### **Change to Application for Admission Deadline Dates — Education (MEd – Counselling Specialization)**

Whitcombe

That, on the recommendation of the Senate Committee on Admissions and Degrees, the change to Application for Admission Deadline Dates under 1.0 of the online 2013/2014 graduate calendar be approved as proposed, effective immediately, and that the change on page 35 of the 2012/2013 graduate calendar be approved as soon as possible.

Effective date: Effective immediately with next deadline for application being Dec. 15, 2013  
CARRIED (consent agenda).

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

## Application for Admission Deadline\* Dates

Degree (Alphabetical by Subject)	Application Deadline According to Preferred Semester of Entry		
	September	January	May
Business Administration (MBA)	February 01	no intake	no intake
Business Administration (MSc)	February 15	no intake	no intake
Community Health Science (MSc)	February 15	no intake	no intake
Development Economics (MA)	February 15	September 15	no intake
Disability Management (MA)	February 15	no intake	no intake
Education (MEd -- Counselling Specialization)	<del>February 15</del> <u>December 15</u>	no intake	no intake

### **S-201308.12**

#### **Change to Admission Requirements — Education (MEd Program)**

Dale

That, on the recommendation of the Senate Committee on Admissions and Degrees, the change to Admission (Education MEd Program), on page 68 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: Immediately

CARRIED.

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

#### Admission

Application deadlines are found in this calendar under ~~“Semester Dates”~~ “1.0 General Admission” or online at: [www.unbc.ca/calendar/graduate](http://www.unbc.ca/calendar/graduate), [www.unbc.ca/calendar/graduate/admissions](http://www.unbc.ca/calendar/graduate/admissions) ~~also under “Semester Dates.”~~ ~~The Education MEd Program accepts students for the September and May Semesters.~~

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

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

### **S-201308.13**

#### **Change to Calendar Description — Addition of Admission Requirements for Education (MEd – Counselling Specialization)**

Dale

That, on the recommendation of the Senate Committee on Admissions and Degrees, the change(s) to the Counselling specialization description on page 69 of the 2012/1013 print graduate calendar (Education MEd Program) be approved as proposed.

Effective date: Immediately

CARRIED.

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

#### **Counselling**

The Counselling specialization is designed to prepare counselors to provide professional services and leadership in counselling and psycho-educational programs offered in schools, post-secondary institutions, social service agencies, and community health organizations. Students have the opportunity to choose the type(s) of counselling they wish to focus upon, and to complete periods of supervised clinical practice in practicum settings that are relevant to their interests, based on availability. The specialization includes an integrated core of required courses, elective courses, and a thesis, project or comprehensive examination. Counselling students are required to complete eight required courses, three elective courses, and a comprehensive examination. Application can be made to the School of Education to enter a thesis or project route after completion of at least 12 credit hours of course work. If approved, the thesis route would consist of eight required courses, one elective, and the thesis, while a project route would consist of eight required courses, two electives, and a project. ~~The course requirements and courses for the~~

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Counselling specialization appear below.

Admission to the MEd Counselling specialization at the Prince George campus occurs each September; deadline for applications is December 15 of the prior year. Admission to the program at regional campuses does not normally occur each year and will vary in response to demand and resources.

In addition to the admission application requirements outlined in section 1.0 of the Graduate Admissions and Regulations, applicants who are applying to the Prince George campus MEd Counselling specialization are required to have graduated with a Baccalaureate degree a minimum of two years prior to the admission date to which they are applying, and to have obtained some paid or unpaid work experience in a helping capacity at a counselling-related or teaching-related setting since receiving their Baccalaureate degree. The two year post-Baccalaureate requirement does not apply to admissions to the MEd Counselling specialization at regional campuses.

Example: Terry wishes to apply to the Prince George campus MEd Counselling specialization for the 2014 admissions. Terry graduated with a Baccalaureate degree in May of 2012 and six months later obtained employment as a probation officer. Terry's application meets this admissions criteria.

Example: Dan wishes to apply to the Prince George campus MEd Counselling specialization for the 2014 admissions. Dan graduated with a Baccalaureate degree in May of 2013. Dan does not have a minimum of two years between receiving his Baccalaureate degree and the date of admissions; therefore, the application does not meet this admissions criteria.

Example: Mary wishes to apply to the Prince George campus MEd Counselling specialization for the 2014 intake. Mary graduated with a Baccalaureate degree in May of 2010. Since then Mary has not accumulated any experience working in helping capacity in a counselling-related or teaching-related setting; therefore, the application does not meet admissions criteria.

Applicants are also required to submit a Curriculum Vitae or Resumé that indicates the number of hours in each employment or volunteer position. A list of any scholarships or publications should also be included.

### 9.3 Steering Committee of Senate

Iwama

#### **S-201308.14**

#### **Revision to Senate Handbook — Committee Membership**

Dale

That, on the recommendation of the Steering Committee of Senate, the Senate Handbook be revised to reflect revisions to Senate committee membership, as proposed in the attached documents.

Effective date: Immediately upon approval by Senate

CARRIED, with a two-thirds majority as required by Section 3(b)(iii) of the Senate Handbook.

### 10.0 **S-201308.15**

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

Whitcombe

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

CARRIED.

### 11.0 Other Business

There was no other business.

### 12.0 Information

#### 12.1 Presentation — *Trends Regarding Post-Secondary Students with Mental Health Concerns*

Owen

Dr. Owen delivered a presentation, attached to these minutes as "Appendix IV." The presentation was discussed and several questions were responded to by Dean Owen. He noted that the focus of this presentation was undergraduate students in particular.

**13.0**     **S-201308.16**  
**Move to In Camera Session**  
Murray  
That the meeting move In Camera.  
CARRIED.

**14.0**     **S-201308.20**  
**Adjournment**  
Nitz  
That the Senate meeting be adjourned.  
CARRIED.

The meeting ended at 5:25 p.m.

## APPENDIX I

**President's Report**  
**Senate meeting of August 28, 2013**  
**Prepared by Charlene Myers**

Dr. Iwama reported that the Ministry of Advanced Education has announced funding for a new Master of Engineering degree and a Master of Applied Science degree at UNBC. These two new degrees will result in expansion of the UNBC Environmental Engineering program administered jointly with UBC. Dean Ryan is currently working to recruit faculty members. These degrees are yet to be approved by Senate so they will be presented to Senate for consideration in the near future. The academic units associated with these degrees will be housed downtown at the Wood Innovation and Design Centre, the construction of which is on schedule and expected to be complete by next summer.

Dr. Iwama also reported that the Bioenergy Plant had just been awarded Platinum certification in the Leadership in Energy and Environmental Design (LEED) Green Building Rating System from the Canada Green Building Council. He noted that this was a prestigious award.

With regard to the upcoming student Orientation, Teaching and Learning Conference, and preparation for Residence Move-in, Dr. Iwama thanked all those for their efforts in making these initiatives possible.

Provost's Senate Report: August 28, 2013

Over the summer, the UNBC conversations have been developing principles and priorities on which decisions can be based about future course and program offerings. Our current context includes budget constraints resulting from provincial funding limitations and from a number of salary obligations, especially those to CRCs whose funding is coming to an end. We will be proceeding, however, with some faculty recruitment this fall, and I will be holding a series of “one on one on one” meetings with the Chairs of the academic units and their College dean to discuss the recruitments that will be going forward and those that will not. Because of our obligations, we will end up with fewer teaching resources, and we must prepare to do less with less; that is, to focus our course and degree program offerings based on the principles and priorities developed over the summer. Through the one-on-one-on-one meetings and working with the Registrar and College Deans, suggestions for such adjustments will be brought forward through SCAAF for discussion and decision. Other factors that will contribute to the context of our decisions are current discussions about possible changes to the structure of Regional Operations, which will be moving forward this term, and the suggestion to modify the arrangement of our semesters (now 13 weeks + 13 weeks) to an uneven block model of 3 + 10 + 10 + 3, which has a number of advantages and, of course, some challenges for implementation.



August 28, 2013

***REGISTRAR'S REPORT TO SENATE***

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# ADDED & DELETED UNDERGRADUATE COURSES

2008		2009		2010		2011		2012	
Added	Deleted								
56	24	53*	17	41**	18	15	17	39	37

\* 53 New courses includes 10 Continuing Studies for Credit Courses

\*\* 41 New courses includes 5 NOLS courses & 16 Continuing Studies for Credit Courses

5-Year Total # of UGRAD New Courses Added: 204

5-Year Total # of UGRAD Deleted Courses: 113

5-Year Total # of Graduate Courses Added: 99

5-Year Total of Graduate Courses Deleted: 32

# 5-YEAR SUMMARY OF UNDERGRADUATE COURSES OFFERED

2008-09		2009-10		2010-11		2011-12		2012-13*	
Classes Offered	Classes Filled								
1,803	1,456	1,821	1,457	1,729	1,456	1,664	1,441	1,628	1,491

**Classes Offered:** The total number of undergraduate courses available for registration

**Classes Filled:** The number of classes in which at least one student was enrolled

\*Statistics may be adjusted to reflect official enrolment date for January 2013 semester

# DCU PROJECT RESEARCH

	A	B	C	D	E	F	G	H	I	J	K	L	M	O	P	Q	R	S	T	U	V	W	X	Y	Z
1			F08	F09	F10	F11	F12		S08	S09	S10	S11	S12	W09	W10	W11	W12	W13		Minimum	Maximum		Average		
2	COMM	100	183	156	163	167	176		20	0	39	31	48	110	93	112	122	121		93		183		140	
3	COMM	210	75	45	35	57	57		18	27	16	45	33	71	55	61	46	55		35		75		56	
4	COMM	211	48	79	45	53	69		11	21	22	41	26	58	49	23	50	61		23		79		54	
5	COMM	220	57	58	39	73	59		18	18	7	0		59	61	64	65	62		39		73		60	
6	COMM	230	59	71	86	91	78		12	24	18	30	35	50	58	59	87	75		50		91		71	
7	COMM	240	25	54	63	83	62			12	3	0		87	73	87	92	77		25		92		70	
8	COMM	251	52	55	37	41	41		32	18	12	32	40	63	68	78	62	69		37		78		57	
9	COMM	300	39	51	43	56	56		0		8			53	52	55	59	67		39		67		53	
10	COMM	302	22	44	22	36	41					12	1	10						10		44		29	
11	COMM	303	27	34	27	21	35		24	12	19	15	0							0		35		29	
12	COMM	304	34	44	29	32	24													24		44		33	
13	COMM	305					18													18		18		18	
14	COMM	310	37	37	31	28	25					0		20	24	17	36	7		7		37		26	
15	COMM	311	35	20	31	18	13					0		27	26	19	23	39		13		39		25	
16	COMM	312	55	43	29	43	36				2			25	16	19	25	25		2		55		32	
17	COMM	313	33	43	45	57	66		12											12		66		49	
18	COMM	314												38	42	33	53	51		33		51		43	
19	COMM	315	10	15	12	7	28			0	27	1		0	11	13	29			0		29		14	
20	COMM	320	48	39	38	31	34		32	27	14	18	29	64	67	65	69	54		31		69		51	
21	COMM	321	29	28	14	20	31		31	27	41	20	32	26	34	37	21	19		19		37		26	
22	COMM	322	42	27	18	16	37			41	21	11	20		20	21	27	21		16		42		25	
23	COMM	323	0	1		13				22	16	4		46	36	33	13	40		0		46		23	
24	COMM	330	43	32	28	36	37		29	17	13	19	17	61	75	62	54	54		28		75		48	
25	COMM	331			6		9											21		6		21		12	
26	COMM	332	11	23	21	38	42						0							11		42		27	
27	COMM	333																						N/A	
28	COMM	334	40	25	23	31				0		13	13					32		25		40		30	
29	COMM	335	25	26	22	19	27													19		27		24	
30	COMM	340				34	30		0					25	23					23		34		28	
31	COMM	341							0							18	35	38		18		38		30	
32	COMM	342							24						57	28	26			24		57		37	

# COURSE ENROLMENT DATA

## (REQUIRED COURSES)



September 2000 – January 2013	September 2009 – January 2013
EDUC 366	ANTH 430
MATH 224	ECON 210*
NORS 321	ENGL 231
NORS 322	ENPL 409
POLS 350	FNST 315
POLS 351	FNST 316
POLS 360	HHSC 110
SOCW 497	HHSC 330
	HIST 311
	INTS 131
	SOCW 497

# COURSE ENROLMENT DATA

## (OPTIONAL COURSES)

September 2000 – January 2013

<b>ANTH 335</b>	<b>GEOG 305</b>	<b>PHIL 210</b>
<b>ECON 453</b>	<b>HIST 380</b>	<b>PHYS 150</b>
<b>EDUC 414</b>	<b>INTS 141</b>	<b>POLS 350</b>
<b>EDUC 415</b>	<b>INTS 142</b>	<b>POLS 351</b>
<b>FNST 135</b>	<b>INTS 202</b>	<b>POLS 360</b>
<b>FNST 136</b>	<b>INTS 241</b>	<b>PSYC 408</b>
<b>FNST 143</b>	<b>INTS 242</b>	<b>PSYC 480</b>
<b>FNST 144</b>	<b>INTS 444</b>	<b>SOCW 449</b>
<b>FNST 173</b>	<b>NORS 321</b>	<b>SOCW 454</b>
<b>FNST 243</b>	<b>NORS 498</b>	<b>WMST 410</b>
<b>FNST 244</b>	<b>NURS 430</b>	
<b>GEOG 220</b>	<b>NURS 435</b>	

# COURSE ENROLMENT DATA

## (OPTIONAL COURSES)

September 2009 – January 2013

ANTH 304	COMM 413	FNST 132	GEOG 307	INTS 262	PHIL 200
ANTH 316	COMM 430	FNST 167	HHSC 110	INTS 307	PHIL 201
ANTH 380	COMM 449	FNST 171	HIST 290	INTS 309	POLS 412
ANTH 415	CPSC 270	FNST 232	HIST 311	INTS 350	SOCW 424
ANTH 419	CPSC 350	FNST 237	HIST 355	INTS 402	SOCW 435
ANTH 421	ECON 301	FNST 238	INTS 131	INTS 410	SOCW 438
ANTH 430	ECON 452	FNST 271	INTS 161	INTS 480	WMST 304
ANTH 451	EDUC 315	FNST 272	INST 162	NURS 301	WMST 307
CHEM 311	ENGL 103	FNST 280	INTS 204	NURS 402	WMST 309
CHEM 400	ENGL 282	FNST 281	INTS 231	NURS 409	WMST 311
CHEM 403	ENGL 320	FNST 316	INTS 232	NURS 411	WMST 401
CHEM 408	ENPL 402	FSTY 405	INTS 258	NURS 412	WMST 420
COMM 333	ENPL 409	FSTY 407	INTS 261	NURS 428	

# COURSE ENROLMENT DATA

## (ELECTIVE COURSES)

September 2000 – January 2013

<b>ANTH 240</b>	<b>FNST 174</b>	<b>FNST 423</b>
<b>ARTS 110</b>	<b>FNST 205</b>	<b>FNST 425</b>
<b>CHEM 303</b>	<b>FNST 221</b>	<b>HIST 441</b>
<b>CHEM 430</b>	<b>FNST 235</b>	<b>INTS 430</b>
<b>CPSC 199</b>	<b>FNST 236</b>	<b>MATH 460</b>
<b>CPSC 299</b>	<b>FNST 262</b>	<b>ORTM 440</b>
<b>CPSC 346</b>	<b>FNST 267</b>	<b>PHYS 304</b>
<b>CPSC 424</b>	<b>FNST 268</b>	<b>POLS 422</b>
<b>ECON 206</b>	<b>FNST 273</b>	<b>PSYC 220</b>
<b>ECON 423</b>	<b>FNST 274</b>	<b>SOCW 454</b>
<b>ECON 440</b>	<b>FNST 283</b>	
<b>ENGL 444</b>	<b>FNST 323</b>	

# COURSE ENROLMENT DATA

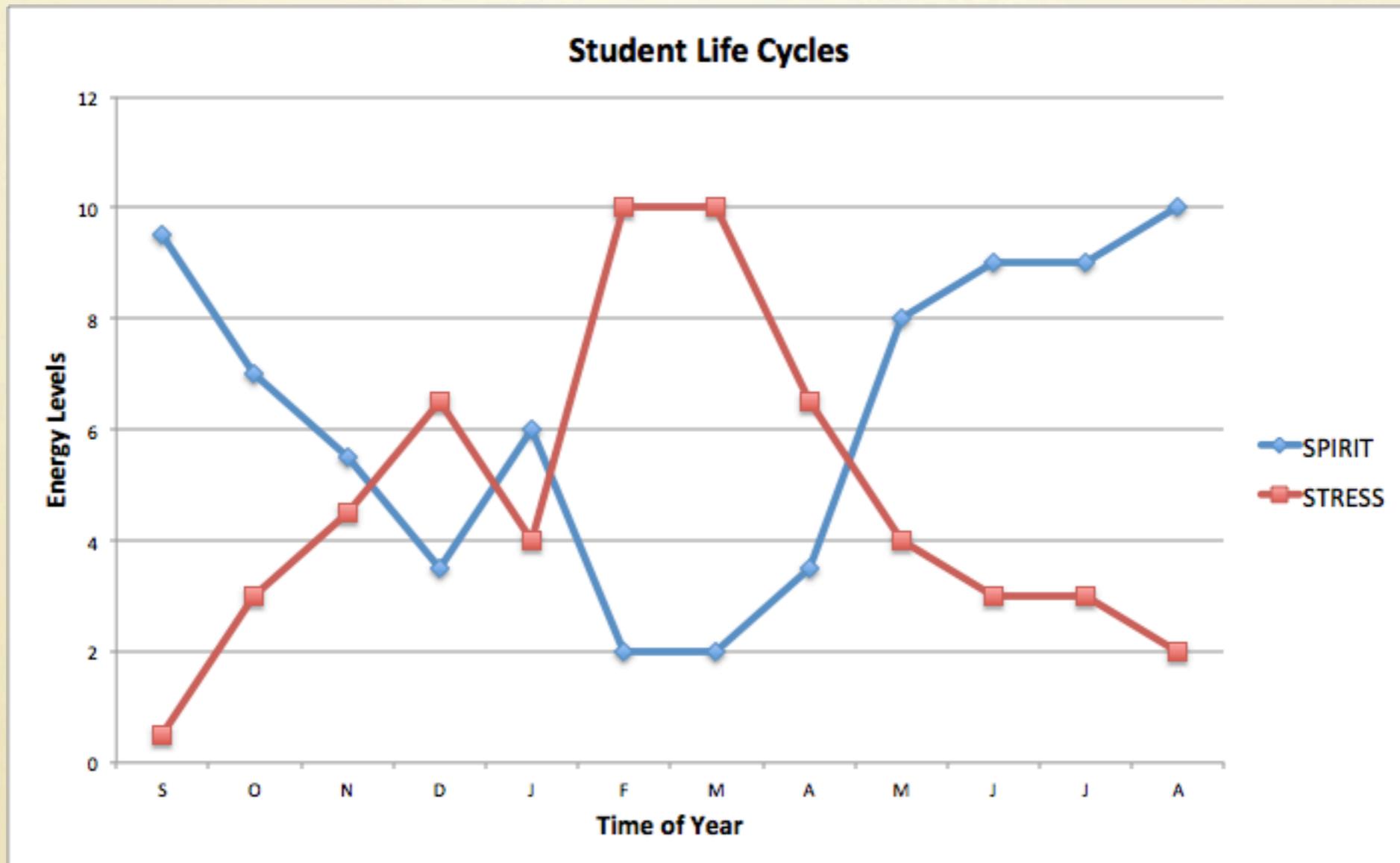
## (ELECTIVE COURSES)

September 2009 – January 2013

ANTH 440	ENGL 201	ENVS 498	FNST 497	INTS 301	POLS 401
ANTH 450	ENGL 390	FNST 261	FSTY 440	INTS 403	POLS 434
CHEM 221	ENGL 404	FNST 263	FSTY 499	INTS 404	POLS 440
CHEM 410	ENSC 430	FNST 264	GEOG 440	MATH 389	POLS 441
CPSC 325	ENSC 453	FNST 312	HHSC 420	MATH 450	PSYC 220
CPSC 474	ENSC 498	FNST 317	HIST 222	NURS 202*	WMST 210
ECON 315	ENPL 420	FNST 406	HIST 301	PHYS 390	WMST 499
ECON 322	ENPL 430	FNST 408	HIST 490	PHYS 410	
EDUC 176	ENPL 431	FNST 412	HIST 493	PHYS 451	
EDUC 187	ENVS 311	FNST 424	INTS 160	POLS 205	

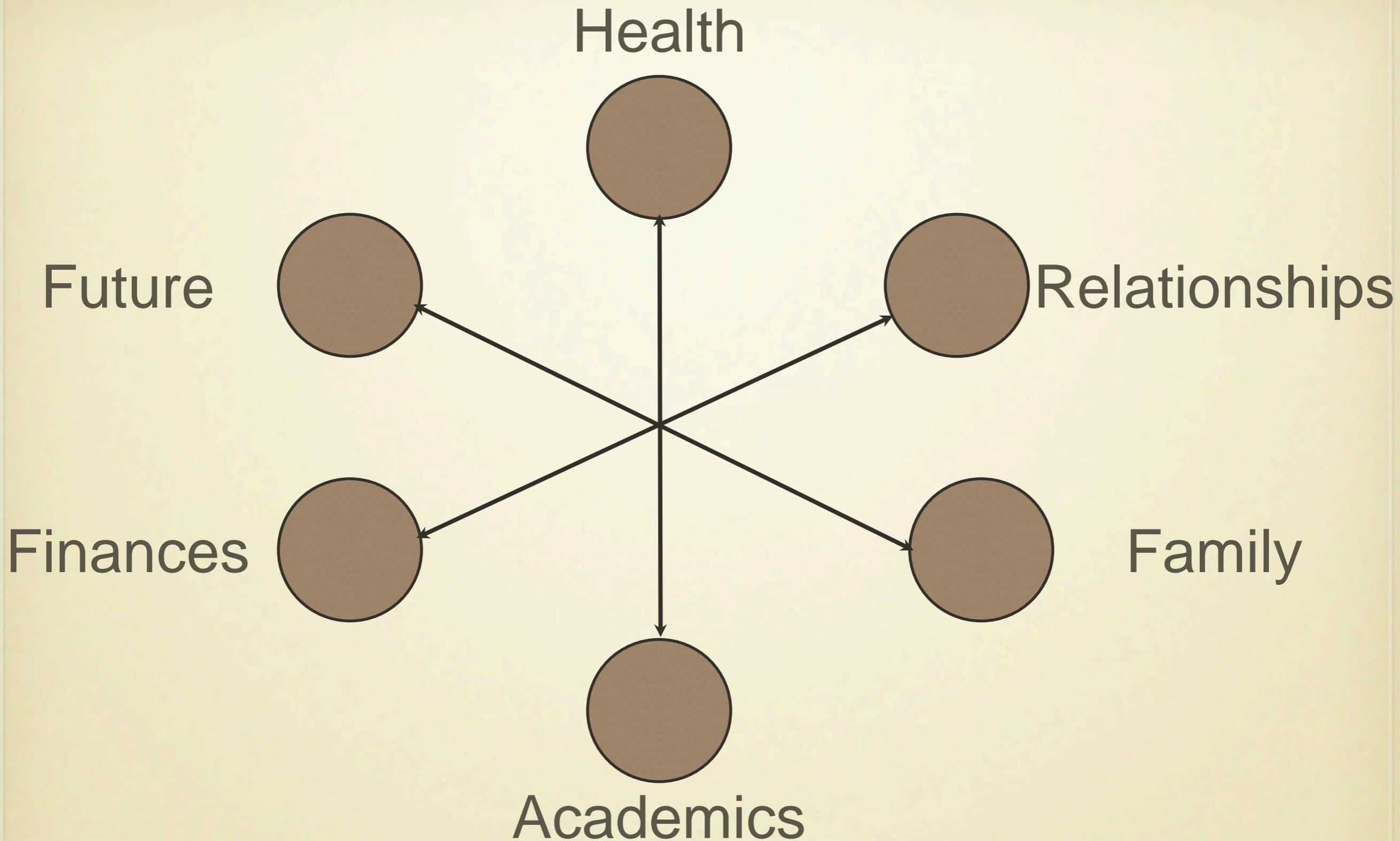
# Trends Regarding Post- Secondary Students with Mental Health Concerns

# Student Life Cycle



# The national Picture

- In 2008/09, Canadian colleges and universities began taking notice of the impact of an increase of students with mental health issues on their campuses.
  - [Mental illness increasing on Canadian Campuses \(2008\)](#)
- Today, 90% felt overwhelmed, 50% felt hopeless, and 63% felt very alone.
  - [Postsecondary students dealing with multiple mental-health issues \(2013\)](#)



**55 % of ALL students  
experience 3+ stressors**

# STATE *of* MIND

Addressing mental health  
issues on university campuses

Only 20% of students say  
they would seek help.

# how are Canadian Universities addressing this issue?

- Queen's allocates more than \$4 million to support student wellness (2012)
- Inter-institutional shared services (Dalhousie University, St. Mary's University and other Halifax based PSE)
- Brock instituted the Fall semester break.
- Threat assessment teams.....

# how are Canadian Universities addressing this issue?

- Please watch this 4 minute video on designing healthy campus communities:
- <http://www.healthycampuses.ca/news/new-designing-healthy-campus-communities-video>

# What is the Picture at UNBC?

- In 2008/09, the Access Resource Centre served 25 students with learning disabilities, and 15 students with mental health concerns.
  - 11 high needs students
- In 2012/13, the Access Resource Centre served 31 students with learning disabilities, and 50 students with mental health concerns.
  - 21 high needs students.

# What can we offer you today?

- Connect with the services already provided on campus:
  - Counselling, Health, Access Resource Centre, Academic Success Centre, First Nations Centre, Peer Support Network, Student Life, Residence Life ....
- CARE File and handout

students with mental health concerns will become a larger proportion of our student body.