

SENATE MEETING
Tuesday, April 5, 2016 4:00 – 6:00 pm
Capilano University - LB322

AGENDA

1. **Approval of the Agenda**
 2. **Approval of the March 1, 2016 Minutes** Schedule 2
 3. **Chair and Vice-Chair's Reports**
 4. **Correspondence**
 5. **Business Arising**
 - 5.1 Approvals in Principle:
 - 5.1.1 Tourism Management Post Baccalaureate Diploma Schedule 5.1.1
 - 5.1.2 Adventure Management Post Baccalaureate Diploma Schedule 5.1.2
 - 5.1.3 University One for Aboriginal Learners Schedule 5.1.3
 6. **New Business** Nanci Lucas
 - 6.1 Senate Nominating Committee – Election of Senate Vice-Chair and Election of Senate Student Appeals Chair
 - 6.2 Senate Election Results
 7. **Standing Items**
 - 7.1 Academic Initiatives Rick Gale
 8. **Other Business**
 9. **Committee Reports**
 - 9.1 Academic Planning and Program Assessment Committee Paul McMillan
 - 9.2 By-law, Policy and Procedure Committee Nanci Lucas
 - 9.2.1 S.2002-04 Definition of Full Time Student Schedule 9.2.1
 - 9.2.2 S.2008-02 Senate Naming Opportunities Committee Mandate and Structure Schedule 9.2.2
 - 9.2.3 S.2011-02 Posthumous Credential Policy Schedule 9.2.3
 - 9.2.4 S.2016-XX Grade Assignment During an Academic Disruption Schedule 9.2.4
 - 9.2.5 S.2016-XX Grade Assignment During an Academic Disruption Procedures Schedule 9.2.5
 - 9.3 Curriculum Committee – March 18th and March 24th [Link to Draft Minutes](#) Deb Jamison
 - 9.3.1 Resolution Memorandum – March 18th Schedule 9.3.1
 - 9.3.2 Resolution Memorandum – March 24th Schedule 9.3.2
 - 9.3.3 SCC Members - Motion to endorse the following members:
 - Pascal Milelli – Art and Design
 - Kim Bothen – Performing Arts
 - Debbie Jamison – Applied Business, Legal Studies, Communications
 - Caroline Depatie – Tourism and Outdoor Recreation Management
 - Karin Hall – Library
 10. **Discussion Items**
 - 10.1 Chancellor – *In Camera Discussion* Kris Bulcroft
 11. **Information Items**
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Present: Kris Bulcroft (Chair), Carol Aitken, Don Bentley, Chris Bottrill, Brent Calvert, Leighan Crowe, Julia Denholm, Caroline Depatie, Sacha Fabry, Darin Feist, Rick Gale, Benjamin Glassen, Alys Huppler-Polick, Rhita Hassar, Deb Jamison, Sylvia Kind, David Kirk, Brent Leigh, Nance Lucas, Grace Makarewicz, Karen McCredie, Kim McLeod, Paul McMillan, Grace McNab, Jennifer Moore, Natahsha Prakash, Emma Russell, Sandra Seekins, Sharka Stuyt, Michael Thoma, Cheryl Webb, Stephanie Wells, Bacel Younan, Recording Secretary: Mary Jukich

Regrets: Reini Klein, Daniel Yasinski

As the Chair was delayed, the Vice-Chair called the meeting to order at 4:00 pm.

1. Approval of Agenda

Item 11.2 Student Senate Elections Timeline

Stephanie Wells moved and Natahsha Prakash seconded:
 To adopt the amended agenda

CARRIED

2. Minutes

Caroline Depatie moved and Stephanie Wells seconded:
 To adopt the February 2, 2016 minutes

CARRIED

3. Chair and Vice-Chair's Reports

Chair's Report

A report was not provided.

Vice-Chair's Report

The Moodle site for Board "C" policies will be activated by the end of the week. Policies posted on the site are those forwarded by the Board for Senate advice.

4. Correspondence

No correspondence was presented.

5. Business Arising

5.1 Presidential Stakeholders Meeting

Presented by: Nanci Lucas

Senators were thanked for attending the Senate Presidential stakeholders meeting and preparing the report from Senate.



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5.2 Academic Freedom – Ad Hoc Committee Members

Senators were requested to volunteer to serve on the remaining vacancies on the ad hoc committee. Names can be forwarded to either Nanci Lucas or the Committee's clerk.

6. New Business

6.1 Alumni Awards Selection Committee – Senate Representatives

Presented by: Nanci Lucas

Senate was requested for three representatives (faculty, staff and student) to serve on the Alumni Awards of Excellence Selection Committee. The following members volunteered to serve:

Faculty – to be determined

Staff – Bacel Younan

Student – Ben Glassen

6.2 2016 – 2017 Academic Schedule – Revised

Presented by: Karen McCredie

Senate was informed that the 2016-2017 Academic Schedule was revised to reflect changes to the December University closures as defined by the Human Resources Department.

7. Standing Items

7.1 Academic Initiatives

The following reported was provided to Senate:

Academic Updates

NWCCU

- The VP Academic and the Dean of Arts and Sciences attended the NWCCU Year Seven meeting in Seattle on February 29th. The meeting was a gathering of representatives from institutions approaching their Year Seven Review, and included background information about the role of accreditation, dissemination of minor changes in the Year Seven expectations and documentation, and discussions how learning outcomes and university structures contribute to mission fulfillment, which is the main focus of Year Seven Review. Cap's Academic Liaison Officer (ALO),



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Bernadette Andrade, will be attending an ALO meeting on March 2nd so as to remain current with all reporting and accountability expectations.

- Our Mid-Cycle report was accepted by NWCCU at its January meeting. The Commission determined that Capilano University had met all expectations with the exception of Recommendation 4, for which we were in need of improvement.
 - “Specifically, lack of University consensus moving forward to adopt the tenets of regional accreditation and the norms and values associated with the general education program of study must be addressed.”
 - “The Commission noted that the institution has the resources and capacity necessary to fulfill its expectations to develop a general education program of study. The Commission strongly encourages the institution to build upon its Mid-Cycle Evaluation efforts, paying particular attention to the goal of creating a general education program of study which meets both the institution’s needs and NWCCU’s accreditation standards.”
 - We have been asked to submit an ad-hoc report on how we intend to address this concern prior to our Year Seven review.

General Education

- The consultation report from the Gen Ed committee has been posted online
- SAPPAC has requested the development of potential structures based on the recommendations coming from the consultation report.
- A small working group will be struck to develop initial proposals consistent with the report that will then be brought forward for additional consultation.

Cap Year Experience

- The consultation report was completed in early January 2016 and an RFP was sent out to faculty members on January 8th, 2016. There were two meeting dates scheduled where faculty members were invited to share ideas and collaborate, with a February 15th deadline for submissions. The proposals were the first stage in the development of a CYE pilot.
- The committee received six proposals from faculty members across the five faculties. In total there were 43 faculty members who worked on the



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proposals and/or expressed interest in working on elements of a proposal. Each proposal had several strong elements.

- The committee selected one proposal called “Sea to Sky Sustainability Lab” as one to be further developed. This proposal takes an interdisciplinary place based approach to exploring the Sea to Sky region. The committee will work with the group in revising the format and increasing the cross disciplinary elements. The remaining five proposals groups will be given feedback with the possibility of resubmission for a future CYE.
- Next steps include development of an action plan and detailed budget.

Strategic Enrolment Management

- SEMWorks consultant Jim Black will be on campus March 9th and 10th to work with teams involved in the areas of Admissions, Financial Aid, Recruitment, Marketing, and Integrated Student Supports.

Academic Plan

- According to the 2014-2018 Academic Plan, the University should be starting the process of review and preparation in anticipation of creating the next academic plan, which will run from 2018 until a date to be determined. SAPPAC is aware of this, and has put academic planning on its next agenda.

Academic Searches

- The search committee for the AVP Student Success has identified a short list of candidates and will be holding video interviews this week.
- The search committee for the Dean of Business has identified a long list and will be developing a short list next week.
- The search committee for the Dean of Education Health and Human Development will be meeting next week to identify a long list.

8. Other Business

No other business was presented.

9. Committee Reports



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9.1 Academic Planning and Program Assessment Committee

Presented by: Paul McMillan

It is anticipated that the revised Committee mandate will be brought for approval to the April Senate meeting. The mandate is being revised to replace program assessment with program review as part of the Committee's responsibility.

Work is also underway in reviewing the procedure for program review which is expected to be implemented next year.

For this year, the Committee will continue to be involved in program assessment. Nadia Mallay, the new Institutional Research Analyst will attend the Committee meeting to provide guidance on the approach, and determine a procedure for this year's process.

9.2 Budget Advisory Committee

Presented by: Paul McMillan

The Budget Advisory Committee met on February 16th and undertook a detailed analysis and review of the proposed budget documents. The Committee requested clarification on items, and some minor formatting modifications.

The Committee reported that it fulfilled its mandate for this year's budget process.

9.3 By-law, Policy and Procedure Committee

Presented by: Nanci Lucas

9.3.1 Board and Senate Election Procedures

Senate previously requested the By-law, Policy and Procedure Committee to review the Board and Senate Election Procedures, specifically on how to break a tie.

In order to conform to the University Act, the Senate Election Procedures were revised to indicate that in case of a tie, the tie must be decided by a vote instead of a coin toss.

With regard to the Board Election Procedures, a tie vote will continue to be resolved by coin toss as it would not be prudent for Senate to decide Board representation.

Nanci Lucas moved and Natahsha Prakash seconded:



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16/10 Senate adopt the revisions to the Senate Election Procedures **CARRIED**

Nanci Lucas moved and Natahsha Prakash seconded:

16/11 Senate adopt the revisions to the Board Election Procedures. **CARRIED
2 opposed**

9.3.2 S1988-01 Registration for Student Athletes

Senate was requested to approve rescission of S1988-01 Registration for Student Athletes Policy. The process for time ticketing will change in the summer of 2016 and the Policy will no longer align with the new process.

Nanci Lucas moved and Bacel Younan seconded:

16/12 To rescind S1988-01 Registration for Student Athletes. **CARRIED**

9.4 Curriculum Committee

Presented by: Deb Jamison

The resolutions brought forward from the February 19th Senate Curriculum committee were presented to Senate for approval.

Deb Jamison moved and Paul McMillan seconded: **CARRIED**

16/13 SCC resolution 16/07 and 16/08 be endorsed by Senate.

Deb Jamison moved and Rhita Hassar seconded:

16/14 SCC resolution 16/09 and 16/10 be endorsed by Senate. **CARRIED**

Deb Jamison moved and Kim McLeod seconded:

16/15 SCC resolution 16/11 and 16/12 be endorsed by Senate. **CARRIED**

Deb Jamison moved and Caroline Depatie seconded:

16/16 SCC resolution 16/13 and 16/14 be endorsed by Senate. **CARRIED**

Deb Jamison moved and Jennifer Moore seconded:

16/17 SCC resolution 16/15 be endorsed by Senate. **CARRIED**

Deb Jamison moved and Natahsha Prakash seconded:

16/18 SCC resolution 16/16 be endorsed by Senate. **CARRIED**

Deb Jamison moved and Natahsha Prakash seconded:

16/19 SCC resolution 16/17 and 16/18 be endorsed by Senate. **CARRIED**



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Deb Jamison moved and Michael Thoma seconded:
16/20 SCC resolution 16/19 be endorsed by Senate.

CARRIED

On presentation of SCC resolution 16/20, a question was raised with regard to the wording of the resolution, and it was suggested that the resolution be brought back to SCC for clarification.

9.5 Instructional Technologies Advisory Committee
 As the presenter was absent, a report was not presented.

9.6 Tributes Committee – In Camera

9.6.1 Honorary Degree / Faculty Emeritus

Three nominations for Honorary Doctorate and two nominations for Faculty Emeritus were presented, and motions passed approving the nominations.

10. Discussion Items

No discussion items were presented.

11. Information Items

11.1 First Nations Student Services Department – Gathering of First Nations Voices Through Song and Dance

Presented by: David Kirk

The Gathering of First Nations Voices Through Song and Dance will be held on Friday, March 4th, 2:30 – 4:30 pm, at the Blue Shore Financial Centre for the Performing Arts.

11.2 Timelines for Student Senate Elections

Presented by: Karen McCredie

Senate was informed that nominations for Senate student representatives will be called on Thursday, March 3rd and results announced on Friday, April 1st. Complete timelines will be posted on the website.

There being no further business, and on motion duly made, the meeting was adjourned 5:15 pm.

Next Meeting: Tuesday, April 5th, 2016



Approval in Principle Form

Type of Credential

Post Baccalaureate Diploma

Short Program Title

Tourism Management Post Bacc

Long Program Title:

Tourism Management Post Baccalaureate Diploma

Program Description

Capilano University has offered the Bachelor of Tourism Management since 1998 and is the only public post secondary institution in the Vancouver region offering this level of tourism management qualification. We have earned a positive reputation among our industry peers and are recognized leaders in our field. Our graduates develop careers in a variety of industry sectors including, but not limited to, hotels, attractions, transportation, tourism services, marketing, human resources, parks and resource management, and community management.

The Tourism Management Post Baccalaureate diploma will consist of existing 300 and 400 level courses offered in our Bachelor of Tourism Management degree, plus a newly developed Post Baccalaureate Practicum and three additional new courses. This new diploma is geared mainly towards international students and will be ideally suited to individuals holding an undergraduate three-year bachelor degree in tourism, hospitality, business or other fields. The diploma will enable individuals to gain an in-depth understanding of North American tourism management and development standards and practices in a global context. As tourism is a global industry, students joining us with diverse international experience will have the added benefit of strengthening our program and the network available to domestic students. The Post Baccalaureate Diploma is also a foundational element to a tourism masters program that we wish to launch in 2018.

We will package courses in the Post Baccalaureate diploma into a four semester consecutive program that will enable participants under current policy to gain a three-year work visa in Canada. This creates multiple benefits for the prospective student, Capilano University, and the tourism industry in BC and Canada which is forecast to have employment shortages in this exceptionally strong economic sector (see later demand discussion). The diploma will consist of 39 credits in total. This will include 24 credits of required tourism courses that will include five core courses (15 credits) in communications, cross cultural tourism, strategic management, organizational leadership, applied human resources, and applied project management which is currently a capstone courses in our Bachelor of Tourism Management degree. Participants will also complete a 6-credit practicum that we will organize and oversee through our extensive industry network both here in Canada and overseas. The latter may be of particular interest for domestic students completing the diploma and for those interested in a broader international learning experience. Students will have the option of completing a further 15 credits into one of three post baccalaureate concentrations in the following areas: Tourism Development; Hotel and Resort Management; or Sustainable Tourism. Those that have a tourism and/or hospitality degree or a business degree will be able to complete any of the concentrations. Those with other degrees may not have the necessary knowledge base for the upper level finance courses of the Tourism Development and Hotel and Resort Management but will be able to pursue a concentration in Sustainable Tourism. We believe this will generate interest from individuals with general arts and sciences degrees in particular.

In summary, the program profile will feature the following courses (total 39 credits)¹:

Required Tourism Courses (24 credits):

- CMNS 354 – Advanced Communications in Tourism
- TOUR 326 – Advanced Topics in Cross Cultural Tourism
- TOUR 335 – Strategic Management in Tourism
- TOUR 321 – Organizational Leadership in Tourism
- TOUR 435 – Applied Project Management in Tourism (capstone course)
- TOUR 3X1 – Applied Service Management and Workplace Culture in North America
- TOUR 3X2 – Post Baccalaureate Practicum/Internship

Concentration Courses (15 credits from the following – all 15 within one grouping will constitute a concentration)

Tourism Development:

- TOUR 3X3 – Tourism Operations: International Context
- TOUR 423 – Tourism Policy and Planning
- TOUR 328 – International Destination Marketing
- TOUR 316 – Financial Management in Tourism
- TOUR 450 – Tourism Operations II

Hotel and Resort Management:

- TOUR 3X4 – Hotel Operations: International Context
- TOUR 4X1 – Hotel and Resort Human Resources Management and Development
- TOUR 404 – Travel Distribution Management
- TOUR 316 – Financial Management in Tourism
- TOUR 451 – Hotel Operations II

Sustainable Tourism:

- TOUR 455 – Adventure Tourism Community Based Economic Development
- TOUR 307 – Tourism and Climate Change
- TOUR 342 – Environmental Stewardship II
- TOUR 344 – International Ecotourism
- TOUR 343 – Cultural Tourism Management

Program Admission Requirements

Program requirements have been designed based on academic requirement, comparative analysis with other Post Baccalaureate programs, and in consultation with the Centre for International Experience:

- Completion of an undergraduate degree from a recognized institution with a cumulative GPA (CGPA) of 2.0 or higher with preference given to students with a 2.5 or higher on the final two years of study. The completed degree should normally be in a subject area other than tourism.
- Evidence of English Language Proficiency as follows (See Admission/Application notes for exceptions): EAP 090 B+ minimum, or IELTS Overall score of 6.0 or better and no one score less than 5.5 and a min score of 6.0 in writing. Preference will be given to applicants with a minimum score of 6.5 in writing

¹ Note, We will revise pre-requisites to enable access to Post Baccalaureate courses for those accepted to the program and/or facilitate access to pre-requisite courses where necessary

- A 1200 word letter of intent written by the applicant.
- A resume or experience summary.

Admission Notes

- This program is not designed for students who have completed the Capilano Bachelor of Tourism Management. Students with degrees in tourism from other institutions should consult with the department before applying.
- The English Language proficiency requirements will be waived if the student has successfully completed an undergraduate degree at a university where study was in English and the student was based in that university's home country during study.
- Students may also meet the English Language Requirement by submitting one of the following tests as an alternative to IELTS: PTE Academic=50, or TOEFL internet=75, or CAEL=60. Equivalent IELTS requirements for writing will be required.
- The letter of intent will be evaluated for thoughtfulness of content and quality of writing.

Program Learning Outcomes and Objectives

This program is in direct alignment with Institutional Learning outcomes and with program Student Learning Outcomes and assessment procedures already in place with the Bachelor of Tourism Management. Specifically, the program complements the strategic directions of the university in the following ways:

- It complements the existing pathway options to degree completion by strengthening current degree course offerings in the BTM and establishing a stepping stone to masters degree programming when the time is right for related masters development
- It features considerable experiential learning elements in the applied work within courses and through the practicum/internship, and as with all tourism programming, we will ensure that students participate regularly in various tourism industry activities and initiatives
- There are options in the diploma to satisfy general education requirements as these unfold consistent with the common experiences goals identified in the strategic plan
- There are strong community connections in this diploma program through the wide array of sector based activities within the program

This program will align directly with the student learning outcomes and the program objectives of the Bachelor of Tourism Management. The program will feature a combination of lecture based academic dialogue, and experiential learning. As relevant to their area of specialization, students will engage with industry through assignments, fieldwork, internships and practicums, and either applied strategic management projects or applied research working directly with industry mentors. Also, of note, students in the program will engage in a six to eight week practicum/internship to assist them learn and apply their knowledge in a practical setting and enhance their readiness and preparation for success in the sector upon graduation.

In addition, specific student learning outcomes will include the following themes and characteristics as they related to tourism and hospitality:

- Evaluate social and environmental issues in a tourism context to create positive change
- Demonstrate capacity to implement strategies for evidence-based decision making
- Apply practices to develop connections within the tourism sector and generate professional networks
- Demonstrate professional behaviour that contributes to the functions of a team in resolving conflict and delivering customer service
- Plan, lead, organize and manage resources for effective and efficient tourism and hospitality business operations
- Determine and apply communication strategies appropriate to audience and purpose in a tourism and hospitality context

- Identify individual values that promotes global citizenry.

Program Assessment Review

The program will be assessed and reviewed consistent with procedures already in place for the BTM. All BTM assessment plans, reviews and reports have been submitted on time and we have now implemented several findings from the reviews over past years. These continual improvements will directly benefit the Post Baccalaureate diploma and we will endeavour to continually improve this program through the annual review process as well. This will involve a combination of measures including student surveys, capstone course review, and external assessment measures through our industry partnerships

Program Rationale for Offering

Globally the tourism industry continues to increase and there are extensive prospects for employment for tourism graduates. According to the United Nations Tourism Organization (UNWTO) in 2012, a record of one billion tourists crossed international borders in a single year and this trend continues to grow. In addition, tourism contributes 1 in 11 jobs worldwide, accounts for \$1.3 trillion in exports, 9% of global GDP, and 6% of world trade. At the same time, the industry faces significant human resource challenges. According to a 2015 released report by the World Tourism and Travel Council (WTTC), 37 out of 46 countries that make up 80% of the worlds travel show a talent 'deficit' or 'shortage' in skilled travel and tourism workers over the next ten years. This means that at a global level the industry is facing a shortfall of 14 million jobs and stands to reduce its contribution to global GDP by US\$ 610 billion over the next ten years because of this shortage. According to a recent report by Oxford Economics, global overnight visitor flows are forecast to increase at 5.4% per annum over the next decade (significantly faster than GDP growth of 3.4% for the same period).

Capilano University is placed in a highly advantageous position to capitalize on these trends by providing programming like the Tourism Management Post Baccalaureate that is suited to the needs of an international education market. We are positioned on the edge of the Pacific Rim, located in a globally recognized leading destination, and Canada is a highly regarded destination for international education. While the industry is forecast to grow in the Americas by an annual growth rate of 6.4% over the period 2013 to 2023, visitor flows for Asia are forecast to grow at an annual average rate of 15.1%, nearly double the prior ten-year period and triple growth worldwide. Capilano University has a very positive reputation in tourism studies in to Asia through our acclaimed work in Vietnam over the past 12 years and our extensive network generated principally through our contributions and representation in the Pacific Asia Travel Association (PATA) which we have fostered for over the last six years. We are deeply engrained in many initiatives aimed at increasing professionalism and mobility in the tourism and hospitality sector in the Asia Pacific region.

From a local industry perspective, Tourism is identified as one of 8 key priorities in the BC Jobs Plan. In the past year, tourism has out performed any other sector in terms of growth and further investment to tourism has resulted. There is however a significant shortfall in skilled workers forecast. This means strong career prospects and the industry continues to develop in BC and support from government for advanced tourism management programming. Indicators of growth and need include the following:

- In the BC Jobs Plan, Roslyn Kunin & Associates (RKA) estimate that by 2020 there will be a total of 101,430 job openings (full time equivalencies) in the tourism sector representing 10% of all expected job openings in the province by that year. This will consist of 44,220 new jobs created by expansion in the industry and a further 57,210 from replacement needs generated mostly through retirements.
- The BC Tourism Strategy 'Gaining the Edge' has targeted sector revenue of \$18 billion by 2016, which represents 5% growth per year. This strategic goal is integrated in the BC Jobs Plan.
- According to Go2's BC Tourism Labour Market Strategy (2012) there are an estimated 17,943 tourism-related businesses across the province, employing about 260,000 workers, or 10.8 per cent of British

Columbia's total labour force of 2.4 million people. The number of jobs (full year equivalencies) in the tourism and hospitality sector is projected to increase from 255,860 in 2010 to 300,080 by 2020. This represents an average annual employment growth of 1.6 per cent, higher than the 1.4 per cent average annual growth rate projected for the province as a whole. It is estimated that there will be around 20,500 new jobs in recreation and entertainment and 18,900 new jobs in accommodation services.

- In 2014 there were 72 hotel properties in downtown Vancouver providing 12,500 rooms accommodation representing one of the largest concentration of hotels in British Columbia and Canada. In addition, hotels are critical ingredients of the events and convention sector, which based on 2009-2012 data, provides between 6,500 and 9,000 jobs annually and creates an economic impact of between \$500 and 700million annually.
- Growth trends for visitation to Vancouver are positive. According to Tourism Vancouver, 2014 was the highest visitation year for the city recording 8.94 million visitors – 400,000 more than 2013 and nearly half a million more than the Olympic Games 2010 year. Forecast growth for 2015 is 2.9% to exceed 9 million for the first time.

Overall, the rationale for offering this program is compelling. International students have demonstrated a strong interest in post baccalaureate programs, and tourism is a globally relevant and attractive industry for employment. We anticipate strong interest in this program for students that have completed degrees elsewhere and want to gain a highly credible qualification from an internationally recognized program. In addition, the program will serve BC government strategic priorities identified in the jobs plan with skilled workers that combine advanced academic knowledge and relevant practical competencies through industry connected programming.

Program Competition/Comparison

Thompson Rivers University has four Tourism Management Post Baccalaureates that are under review in: Adventure Studies, International Tourism Development, Tourism Destination Development, and Tourism Experience Management. These post baccalaureate programs include 100, 200, 300 and 400 level courses. Douglas College has Post Degree Diplomas in Hospitality Management and Hospitality Marketing consisting of mostly 200 and 300 level courses. Okanagan College has Post Baccalaureate diploma in Marketing of which they offer a few tourism related elective options. Finally, Royal Roads University offers a Graduate Certificate in Tourism Studies.

Capilano University's Post Baccalaureate will feature established 300 and 400 level courses all of which have been endorsed and in some cases cooperatively designed with industry advisory teams and our established Industry Advisory Committee. We have the strategic advantage over domestic competition of our industry reputation; our location in a globally recognized destination city, and our established global connections in the sector. Currently we also have around 130 international students enrolled in our Tourism Management Diploma for International Students, and our Bachelor of Tourism Management degree. Our alumni network is therefore strong in the region, and we already have an established reputation for quality education.

There are limited additional options either within Canada or globally

Program Length

Four consecutive semesters beginning fall 2016, shifting to a summer semester start in 2017 and thereafter. All practicums will be scheduled in the busy tourism season after students have completed at least two semesters of studies on campus. The summer semester and third semesters listed below are therefore inter-changeable depending on whether the program starts in the summer or fall semester.

Program Format

Full time equivalent, four consecutive semesters

First Semester:

- CMNS 354 – Advanced Communications in Tourism
- TOUR 326 – Advanced Topics in Cross Cultural Tourism
- 1 Concentration Course

Second Semester

- TOUR 335 – Strategic Management in Tourism
- TOUR 321 – Organizational Leadership in Tourism
- 2 Concentration Courses

Third Semester

- TOUR 435 – Applied Project Management in Tourism (capstone course)
- 2 Concentration Courses

Fourth Semester (summer)

- TOUR 3XX – Applied Service Management and Workplace Culture in North America
- TOUR 3XX – Post Baccalaureate Practicum/Internship

Tentative Program Framework

See Program Description.

Proposed Start Date

September, 2016

Faculty/Area

Faculty of Global and Community Studies, School of Tourism Management

Faculty Contact

Stephanie Wells

Co-Chair, School of Tourism Management

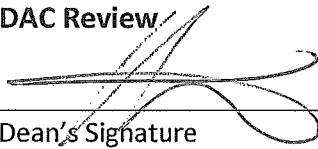
Local: 5825

swells@capilano.ca

REVIEWS & APPROVALS

The following signatures indicate that the Final Program Approval in Principle has been completed.

DAC Review

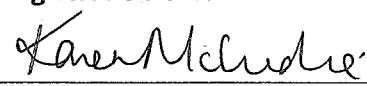


Dean's Signature

Jan 6, 2016

Date

Registrar's Review

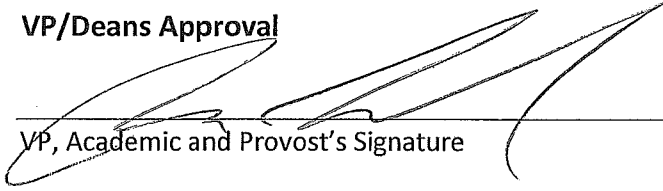


Registrar's Signature

Jan 25, 2016

Date

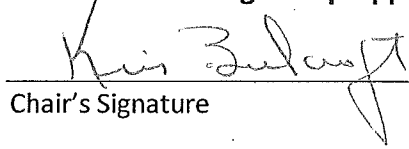
VP/Deans Approval



VP, Academic and Provost's Signature

Date

Executive Meeting Group Approval



Chair's Signature

March 15, 2016

Date

Senate Approval

Chair's Signature

Date

NOTE: If this program involves a partnership, the Capilano University Public/Private Partnership form must be completed and attached to this document.

NOTE: Before a program is offered, the Final Program Approval Form and Course Approvals must be passed by Senate

NOTE: If it is anticipated that students will be applying for financial aid for this program, consultation with Financial Aid is required.

Short Program Title

Tourism Management Post Bacc – Hotel Management Stream

Program Timelines

The following calculations are based on an 80% capacity international student intake.

Revenues		-20% recruitment fee			
Course	Enrolment	Credits	Per Credit Intnl	Surcharge	Total
CMNS 354	28	3	\$449	\$44	\$41,395
TOUR 326	28	3	\$449	\$44	\$41,395
TOUR 335	28	3	\$449	\$44	\$41,395
TOUR 321	28	3	\$449	\$44	\$41,395
TOUR 435	28	3	\$449	\$44	\$41,395
TOUR 3X1	28	3	\$449	\$120	\$47,779
TOUR 3X2	28	6	\$449	\$120	\$95,558
TOUR 3X4	28	3	\$449	\$120	\$47,779
TOUR 4X1	28	3	\$449	\$120	\$47,779
TOUR 404	28	3	\$449	\$120	\$47,779
TOUR 316	28	3	\$449	\$44	\$41,395
TOUR 451	28	3	\$449	\$120	\$47,779
Total Revenues					\$582,826

Expenditures					
Instructional	15	\$13,206		\$198,090	
Coordination	3	\$13,206		\$39,618	
Staff	1	\$45,000	\$56,025	\$56,025	
Operating Expenses		\$20,000		\$20,000	
Library Resources		\$4,000		\$4,000	
One Time Start Up Costs (marketing)	\$20,000			\$20,000	
Total Costs				\$337,733	
Balance					\$245,093

Program Additional Information

- Instructional sections include course delivery and international student writing and language support.
- Coordination includes 2 sections for continuous program coordination, plus one section for first year program implementation
- Staff includes positions for program and practicum administrative support
- Operating expenses include program field activities and related experiential learning costs, plus industry networking activities

REVIEWS & APPROVALS

The following signatures indicate that the Final Program Approval in Principle Budget Form has been completed.

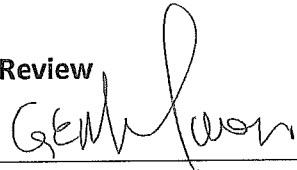
VP, Finance and Administration's Review



VP, Finance and Administration's Signature

Date

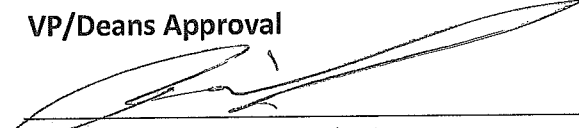
Librarian's Review



Librarian's Signature

Date

VP/Deans Approval



VP, Academic and Provost's Signature

Date



Approval in Principle Form

Type of Credential

Post Baccalaureate Diploma

Short Program Title

Adventure Management Post Bacc

Long Program Title:

Adventure Management Post Baccalaureate Diploma

Program Description

Adventure industry is rapidly growing, with participants engaging in recreational activities that combine physical activity, cultural exchange, and interaction with the natural environment – both in the front country and the back country (Adventure Travel Trade Association and George Washington State University, 2013). According to the United Nations World Tourism Organization (UNTWO) (2014), the demand for adventure products has grown exponentially in recent years due to rising levels of disposable income globally, coupled with consumer interest in customized and transformative experiences. Here in British Columbia, tourism is one of eight economic priorities in the jobs plan and continues to be one of the best performing sectors as it has been ever since the World Expo in 1986. A key strategic priority has been investment in adventure tourism activities to build upon the globally recognized Super Natural BC brand. As noted in Destination BC's May 2014 Outdoor Adventure sector update: *'while the size and scope of this sector globally is unknown, growth is evident. The 2013 Adventure Tourism Market study shows 42% of Europeans and North and South Americans reported the main activity of their most recent trip (domestic or international) to be adventure-related, up from 26% in 2010.'*

Significant trends in the sector warrant focussed attention on advanced skills development that will be achieved through a new Adventure Management Post Baccalaureate Diploma. These include: the thirst for more extreme forms of adventure and related risk management, global competition for adventure tourism and the need to remain progressive in products and experiences, adaptation and accessibility of adventure products for aging populations, adventure product development for resort environments and communities to increase visitation and broaden seasonality, developing and collaborating in indigenous and adventure tourism, growth of adventure entertainment in film, festivals, and on-line media, and the linkage of adventure with health, fitness, and 'whole person' wellness trends in society.

The Adventure Management Post Baccalaureate diploma will consist of existing and new 300 and 400 level courses offered in our Bachelor of Tourism Management degree and our proposed Bachelor of Adventure Management. This new diploma is geared mainly towards international students and will be ideally suited to individuals holding an undergraduate three-year bachelor degree in tourism, hospitality, business or other fields. The diploma will enable individuals to gain an in-depth understanding of North American adventure management and development standards and practices in a global context. Students joining us with diverse international experience will have the added benefit of strengthening our program and the network available to domestic students.

We will package courses in the Post Baccalaureate diploma into a four semester consecutive program that will enable participants under current policy to gain a three-year work visa in Canada. This creates multiple benefits for the prospective student, Capilano University, and the adventure industry in BC and Canada which is forecast to have employment shortages in this exceptionally strong economic sector (see later demand discussion). The diploma will consist of 39 credits in total. This will include 27 credits of required Adventure Management courses that will include five core courses (12 credits) studying networks, dynamics and change in Adventure Management, risk management, tourism policy and planning, adventure tourism community based economic development, land use and tourism operations, and applied industry and community based project work. In addition students will

participate in a course on applied service management and workplace culture in North America which will prepare them for a 3 month 6 credit practicum. Students will also be able to select an additional four courses (12 credits) from a selection of electives offered in the Tourism Management and the proposed Adventure Management degrees.

In summary, the program profile will feature the following courses (total 39 credits)¹:

Required Tourism Courses (27 credits):

- ADVM 3X1 – Networks, Dynamics and Change in Adventure Management
- TOUR 457 – Adventure Advanced Risk Management and Tourism Law
- TOUR 455 – Adventure Tourism Community Based Economic Development
- TOUR 456 – Land Use and Tourism Operations
- TOUR 3X1 – Applied Service Management and Workplace Culture in North America
- TOUR 3X2 – Post Baccalaureate Practicum
- TOUR 435/ADVM 435 – Applied Project Management in Tourism/Adventure Management
- ADVM 4X3 – Conservation/Community/Resort Applied Project

Elective Courses (12 Credits from the following)

- ADVM 4X1 – Parks and Protected Areas
- TOUR 423 – Tourism Policy and Planning
- ADVM 3X2 – Adventure Sport Event Management
- TOUR 344 – International Ecotourism
- TOUR 342 – Environmental Stewardship II
- ADVM 3X3 – Adventure Management – Indigenous Perspectives and Application
- FILM 3X4 – Adventure Film and Media
- GLBS 3XX – Social Entrepreneurship
- ADVM 4X2 – Youth Wellness in Adventure Management

Program Admission Requirements

Program requirements have been designed based on academic requirement, comparative analysis with other Post Baccalaureate programs, and in consultation with the Centre for International Experience:

- Completion of an undergraduate degree from a recognized institution with a cumulative GPA (CGPA) of 2.0 or higher with preference given to students with a 2.5 or higher on the final two years of study. The completed degree should normally be in a subject area other than Outdoor Recreation or Adventure Tourism.
- Evidence of English Language Proficiency as follows (See Admission/Application notes for exceptions): EAP 090 B+ minimum, or IELTS Overall score of 6.0 or better and no one score less than 5.5 and a min score of 6.0 in writing. Preference will be given to applicants with a minimum score of 6.5 in writing
- A 1200 word letter of intent written by the applicant.
- A resume or experience summary.

Admission Notes

- This program is not designed for students who have completed the Capilano Bachelor of Tourism Management or the proposed Bachelor of Adventure Management. Students with degrees in Outdoor

¹ Note, We will revise pre-requisites to enable access to Post Baccalaureate courses for those accepted to the program and/or facilitate access to pre-requisite courses where necessary

Recreation or Adventure Tourism from other institutions should consult with the department before applying.

- The English Language proficiency requirements will be waived if the student has successfully completed an undergraduate degree at a university where study was in English and the student was based in that university's home country during study.
- Students may also meet the English Language Requirement by submitting one of the following tests as an alternative to IELTS: PTE Academic=50, or TOEFL internet=75, or CAEL=60. Equivalent IELTS requirements for writing will be required.
- The letter of intent will be evaluated for thoughtfulness of content and quality of writing.

Program Learning Outcomes and Objectives

This program will align directly with Strategic directions of the university, Institutional Learning Outcomes and with program Student Learning Outcomes and assessment procedures that will also be established for the proposed Bachelor of Adventure Management. The program complements the strategic directions of the university in the following ways:

- It complements the proposed pathway to degree that will be established with the proposed Bachelor of Adventure Management and will also establish a stepping stone to masters degree programming when the time is right for related masters development
- It features considerable experiential learning elements in the applied work within courses and through the practicum/internship, the conservation/community/resort applied project, and as with all outdoor recreation programming, we will ensure that students participate regularly in various adventure and tourism industry activities and initiatives
- There are strong community connections in this diploma program through the wide array of sector based activities within the program

This program will align directly with the student learning outcomes and the program objectives of the proposed Adventure Management degree. The program will feature a combination of lecture based academic dialogue, and experiential learning. Students will engage with industry through assignments, fieldwork, and applied projects. Also, of note, students in the program will engage in a six to eight week practicum/internship to assist them learn and apply their knowledge in a practical setting and enhance their readiness and preparation for success in the sector upon graduation.

Upon completion of the degree students will be able to:

- Apply business and entrepreneurial skills in the adventure management sector
- Demonstrate resilience and resourcefulness to make decisions in a dynamic and rapidly changing industry
- Network and collaborate to be successful in the workforce
- Integrate ethics and stewardship of cultures, environments and resources in both their employment and their daily lives
- Demonstrate leadership skills in all areas of the adventure management sector
- Communicate in a professional and effective manner as required by the adventure management sector
- Identify individual values that promotes global citizenry.

Program Assessment Review

The program will be assessed and reviewed consistent with procedures for the proposed Bachelor of Adventure Management that also reflect procedures in place for the Diploma of Outdoor Recreation Management and Bachelor of Tourism Management (BTM). All Outdoor Recreation Management assessment plans, reviews and reports have been submitted on time and we have now implemented several findings from the reviews over past years. These continual improvements will directly benefit the Post Baccalaureate diploma and we will endeavour to continually improve this program through the annual review process as well. This will involve a combination of

measures including student surveys, capstone course review, and external assessment measures through our industry partnerships

Program Rationale for Offering

The adventure management sector includes adventure tourism, outdoor recreation, and adventure sports activities located in urban to rural and backcountry environments. This sector differs from the outdoor recreation sector we have traditionally focused on in our programming which had greater focus on back country recreation activities. From a tourism perspective alone, globally the tourism industry continues to increase and there are extensive prospects for employment for tourism graduates, a portion of which require advanced adventure tourism skills and knowledge as this and related sectors such as ecotourism and indigenous tourism continue to grow. According to the United Nations Tourism Organization (UNWTO) in 2012, a record of one billion tourists crossed international borders in a single year, tourism contributes 1 in 11 jobs worldwide, accounts for \$1.3 trillion in exports, 9% of global GDP, and 6% of world trade. At the same time, the industry faces significant human resource challenges. According to a 2015 released report by the World Tourism and Travel Council (WTTC), 37 out of 46 countries that make up 80% of the world's travel show a talent 'deficit' or 'shortage' in skilled travel and tourism workers over the next ten years. Some of this shortage is in the aforementioned adventure tourism sector.

From a BC and North American perspective, there is also significant value in this certification and there will be related demand. The new Adventure Management degree aligns directly with economic goals of the province and employment trends as follows:

- The BC Tourism Strategy 'Gaining the Edge' has targeted sector revenue of \$18 billion by 2016, which represents 5 percent growth per year. This strategic goal is integrated in the BC Jobs Plan. The strategy identifies key product growth areas, which includes skiing/snowboarding, outdoor adventure and ecotourism, and aboriginal tourism (Ministry of Jobs, Tourism and Innovation). Our graduates will have the knowledge and skills to fill positions in these growth areas.
- According to Go2's BC Tourism Labour Market Strategy (2012) there are an estimated 17,943 tourism-related businesses across the province, employing about 260,000 workers, or 10.8 per cent of British Columbia's total labour force of 2.4 million people. The number of jobs (full year equivalencies) in the tourism and hospitality sector is projected to increase from 255,860 in 2010 to 300,080 by 2020. This represents an average annual employment growth of 1.6 per cent, higher than the 1.4 per cent average annual growth rate projected for the province as a whole. It is estimated that there will be around 20,500 new jobs in the outdoor recreation and entertainment sector alone by 2020. (Go2, 2012).
- According to a study conducted for the US National Fish and Wildlife Council in 2011, the total contribution from outdoor sports in the United States is nearly \$821 billion a year, generates 6,435,000 U.S. jobs and \$99 billion in federal and state tax revenues. This revenue is generated primarily from hunting, fishing, wildlife viewing and the "human-powered" sports such as hiking, camping, skiing, paddle sports and bicycling. Outdoor recreation sales (gear and trips combined) of \$325 billion per year are greater than annual returns from pharmaceutical and medicine manufacturing (\$162 billion), legal services (\$253 billion), and power generation and supply (\$283 billion).

Capilano University is placed in a highly advantageous position to capitalize on these trends by providing programming like the Adventure Management Post Baccalaureate that will be of interest to an international education market. Specifically, we believe the opportunity for students from Europe, Australia and New Zealand and potentially Japan and Korea to study in adventure management for four months in Vancouver and the Sea to Sky region, and then have the opportunity to work here in the sector as well, will be highly attractive.

Program Competition/Comparison

Thompson Rivers University has a Post Baccalaureates in Adventure Studies which features courses at the 100 to 400 level. Capilano University's Post Baccalaureate will feature established 300 and 400 level courses all of which have been endorsed with industry advisory teams. We have the strategic advantage over domestic competition of

our industry reputation, our location in a globally recognized destination city, and our established global connections in the sector. With 1500 graduates, our alumni network is strong and we already have an established reputation for quality education. There are limited additional options either within Canada or globally

Program Length

Four consecutive semesters beginning fall 2016, shifting to a summer semester start in 2017 and thereafter. All practicums will be scheduled in the busy tourism season after students have completed at least two semesters of studies on campus. The summer semester and third semesters listed below are therefore inter-changeable depending on whether the program starts in the summer or fall semester.

Program Format

Full time equivalent, four consecutive semesters

First Semester:

- ADVM 3X1 – Networks, Dynamics and Change in Adventure Management
- TOUR 457 – Adventure Advanced Risk Management and Tourism Law
- 1 elective

Second Semester

- TOUR 435/ADVM 435 – Applied Project Management in Tourism/Adventure Management
- TOUR 455 – Adventure Tourism Community Based Economic Development
- TOUR 456 – Land Use and Tourism Operations
- 1 elective

Third Semester

- TOUR 435/ADVM 435 – Applied Project Management in Tourism/Adventure Management
- ADVM 4X3 – Conservation/Community/Resort Applied Project
- 1 elective

Fourth Semester (summer)

- TOUR 3X1 – Applied Service Management and Workplace Culture in North America
- TOUR 3X2 – Post Baccalaureate Practicum

Tentative Program Framework

See Program Description.

Proposed Start Date

September, 2016

Faculty/Area

Faculty of Global and Community Studies, School of Tourism Management

Faculty Contact

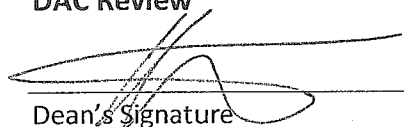
Caroline Depatie

Chair, School of Outdoor Recreation Management

cdepattie@capilanou.ca

REVIEWS & APPROVALS

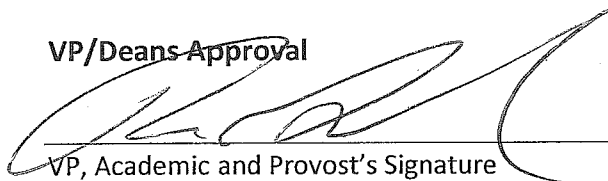
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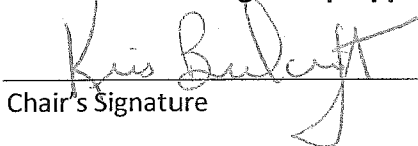
DAC Review

Dean's SignatureDec 17, 2015

Date**Registrar's Review**

Registrar's SignatureJan 25, 2016

Date**VP/Deans Approval**

VP, Academic and Provost's Signature_____
Date**Executive Meeting Group Approval**

Chair's SignatureMarch 15, 2016

Date**Senate Approval**_____
Chair's Signature_____
Date

NOTE: If this program involves a partnership, the Capilano University Public/Private Partnership form must be completed and attached to this document.

NOTE: Before a program is offered, the Final Program Approval Form and Course Approvals must be passed by Senate

NOTE: If it is anticipated that students will be applying for financial aid for this program, consultation with Financial Aid is required.

Short Program Title

Adventure Management Post Bacc

Program Timelines

Calculations are based on an 80% capacity international student intake

Course	Enrolment	Credits	-20% recruitment fee		Total
			Per Credit Intl	Surcharge	
ADVM 3X1	28	3	\$449	\$120	\$47,779
TOUR 457	28	3	\$449	\$120	\$47,779
TOUR 455	28	3	\$449	\$120	\$47,779
TOUR 456	28	3	\$449	\$120	\$47,779
TOUR 3X1	28	3	\$449	\$120	\$47,779
TOUR 3X2	28	6	\$449	\$120	\$95,558
TOUR 435/ADVM 435	28	3	\$449	\$44	\$41,395
ADVM 4X3	28	3	\$449	\$120	\$47,779
ADVM 3X2/3X3/GLBS 3XX	28	3	\$449	\$120	\$47,779
ADVM 4X1/4X2	28	3	\$449	\$120	\$47,779
TOUR 423/342/344	28	3	\$449	\$44	\$41,395
FILM 3X4	28	3	\$449	\$120	\$47,779
					\$608,362

Expenditures

Instructional	15	\$13,206		\$198,090	
Coordination	3	\$13,206		\$39,618	
Staff	1	\$45,000	\$56,025	\$56,025	
Operating Expenses		\$30,000		\$30,000	
Library Resources		\$4,000		\$4,000	
One Time Start Up Costs (marketing)	\$20,000			\$20,000	
Total Costs				\$347,733	
Balance					\$260,629

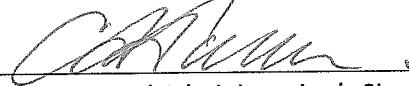
Program Additional Information

- Instructional sections include course delivery and international student writing and language support.
- Coordination includes 2 sections for continuous program coordination, plus one section for first year program implementation
- Staff includes positions for program and practicum administrative support
- Operating expenses include program field activities and related experiential learning costs, plus industry networking activities

REVIEWS & APPROVALS

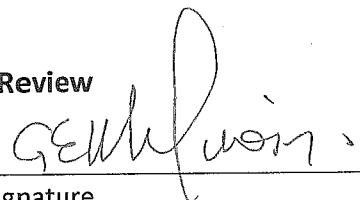
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VP, Finance and Administration's Review



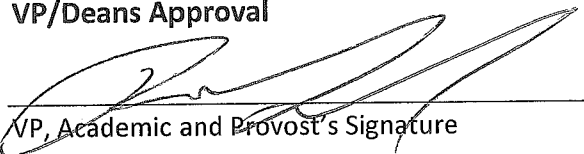
VP, Finance and Administration's Signature Date

Librarian's Review



Librarian's Signature Date

VP/Deans Approval



VP, Academic and Provost's Signature Date

Approval in Principle

February 16, 2016

New Program: University One for Aboriginal Learners

Type of Credential

Citation

Short Program Title

U One A

Long Program Title

University One for Aboriginal Learners

Program Description

The University One for Aboriginal Learners program (U One A) is designed to facilitate both the engagement, and academic and lifelong learning goals of Aboriginal Learners, as outlined in *Capilano University's Aboriginal Student Success Strategy (2015)*, and to support *The Truth and Reconciliation Commission of Canada: Calls to Action (2015)*. The program will help Aboriginal learners meet their academic goals by bridging the gap between their prior learning and education, and the requirements for success in university level courses. U One A will provide Aboriginal learners with a meaningful, holistic curriculum and educational context to develop and strengthen key academic skills: critical reading, academic writing, oral communication, and quantitative reasoning ability. Learners will benefit from cohort learning and small classes (our maximum is 20), individualized and consistent one-to-one support from instructors, and a critical pedagogy and delivery that integrates talking/sharing circles and dialogues, Aboriginal story tellers, and collaborative and experiential learning supported by Aboriginal guest speakers and Elders.

U One A is designed to attract, retain, and support Aboriginal learners, and will do so by offering 100-level programming. 100-level programming prepares students well for further university studies, plays a role in learners' decisions to attend a post-secondary institution, and is one of the criteria for band funding. Furthermore, some bands will only fund a program that is longer than one term, and/or they will only fund one program (as opposed to two separate programs). To address these two funding challenges, U One A is currently developing pathway programs, starting with Liberal Studies, Communications, and Business Administration, to ensure Aboriginal learners' needs

and funding requirements are met. Both 100-level and pathway programming will help engage Aboriginal learners and help them to achieve their lifelong learning goals.

The U One A program includes ENGL 100 (with Indigenous content); a new 6 credit 100-level critical reading, thinking, writing and communication course with an Indigenous focus for both content and delivery (**please see Appendix 1 for rationale and outline**); and a 100 level mathematics course. Both Sechelt and Squamish bands have confirmed that math is an integral component of a transition program for Aboriginal students, as math skills are often weak. Existing math courses will be used in U One A, with the possibility of a new computer based/Indigenous math course in the future (currently in development). Consultation with the Aboriginal communities will be ongoing.

Students will also be encouraged to take another 100-level course to better prepare them for further studies and to develop their breadth of learning.

Program Admission Requirements

- High School graduation, or permission of the department.
- English 11 and 12 with a C or higher. However, students whose grades do not reflect their academic potential may be admitted into the program after completing the department's writing assessment and interview.
- Writing Assessment and Interview with Coordinator.
- Must meet the English Language Requirement for students whose primary language is not English: **TOEFL** (Test of English as a Foreign Language): 83 (internet-based score), 220 (computer-based score), 560 (paper-based score). Contact www.ets.org/toefl. **ELA** (English Language Assessment Test): 145. Contact: Vancouver Community College, King Edward Campus, 1155 East Broadway. **Academic IELTS** (International English Language Testing System): 6.5 overall and no one score less than 6. Contact www.ielts.org or ielts@stu.ca. **CAEL** (Canadian Academic English Language Assessment Test): 70. Contact www.cael.ca. **PTE** (Pearson Test of English - Academic): 56. Contact www.pearsonpte.com.

Program Learning Outcomes

University One for Aboriginal Learners proposes the following student learning outcomes.

Students will

1. identify cultural influences on learning in order to develop personal strategies for lifelong learning;
2. apply strategies for academic success;
3. apply the elements of clear spoken and written communication;
4. collaborate with others to achieve a common goal;
5. apply critical thinking, critical reading, and critical writing to articulate multiple points of view; and
6. apply quantitative reasoning skills to solve mathematical problems.

#	Institutional Outcomes	Associated Program Student Learning Outcomes
1	Self-directed learning, awareness & responsibility	#1, #2
2	Up-to-date information gathering and research skills	#4, #5
3	Communication skills	#3, #4, #5
4	Quantitative reasoning ability	#6
5	Group and social interaction skills	#4
6	Creative, critical and analytical thinking skills	#4, #5
7	Community/global consciousness and responsibility	#1, #5

Program Assessment Review

The First Nations Advisory Committee will review both the impact and efficacy of the program on a term by term basis.

Program Rationale for Offering

First Nations Transition (FNT) sees both the need and the opportunity to provide Aboriginal students with programming, content, and delivery that support the engagement, and academic and lifelong learning goals in *Capilano University's Aboriginal Student Success Strategy (2015)* and that align with *The Truth and Reconciliation Commission of Canada: Calls to Action (2015)*.

FNT has had a mandate to offer upgrading programs to Aboriginal students at Capilano University. CUP (College and University Preparation), a program delivered by FNT, has offered upgrading courses in a supportive cohort environment since 2004. Over the years, the percentage of Aboriginal students in CUP has declined due to changes in band funding criteria. Prior to these changes, approximately 50% of CUP students were Aboriginal. In the past few years, the percentage of Aboriginal students in the CUP program has fallen sharply. Over the last several months, FNT has engaged in a consultative process and dialogue with the Sechelt and Squamish bands and the First Nations Advisor to help facilitate increased Aboriginal enrollment and to develop an academic model that helps ensure Aboriginal student success. During this time, FNT has also completed significant research into best practices for Aboriginal university transition programs in Canada, the US, Australia, and New Zealand to determine a model that would work best for Aboriginal students here at Capilano University. Please see the bibliography at the end of this document for a list of works consulted.

FNT is aiming to launch University One for Aboriginal Learners—an academic transition term for Aboriginal students who would benefit from instruction in critical reading, thinking, writing, oral communication, and mathematics before enrolling in full-time university programs. Up until this fall, CUP was strictly an upgrading program, offering courses up to the grade 12 equivalent level. In Fall 2015, CUP offered a three-course package, which included two university level courses (ENGL 100, and USSD 110—a critical reading course) and an academic writing support course (BENG 052). The same course package will be offered to a new cohort of students in Spring 2016.

The local Aboriginal communities have always supported CUP as an upgrading program to boost university readiness. This new transition program, comprised of 100 level courses, has strong initial support from the Sechelt and Squamish bands. To ensure student success, consultation and dialogue will continue as program content is developed and refined. Currently, only students enrolled in 100 level course programming are eligible for band funding. Shifting our program to include only courses at the 100 level will increase Aboriginal enrollment as students will now be eligible for band funding.

Research in the US has shown that many developmental level students who are near 'university readiness' thrive in first year university level courses when given thoughtfully

designed supports in critical reading and academic writing, and when provided with a learning environment that builds confidence and a healthy educational identity. Research and experience also show that many new university students have weak critical reading skills and would greatly benefit from instruction and support in that area. Both the grades and the feedback from the first cohort of students finishing our current course package are proving this to be true: academic reading, writing skills, oral communication, and confidence have improved significantly, and students are feeling ready to move into full-time university programs at Capilano University after one term of our transition model.

Program Competition/Comparison

Most universities in Canada and the US have bridging and transition models for Aboriginal students. Many are focused on Arts and Science entry, or pathways into Science/Nursing, and all are one year long (UBC, SFU, UFV). However, FNT is proposing a meaningful **one term** program to prime students for academic success, with further options for pathway programs for students who prefer those options or require them for funding. All current CUP students surveyed support a one term model to boost skills, since they are eager to quickly move on to their studies in Business, Sciences, Humanities, Tourism, Education, Kinesiology, etc.

Program Length

One term program, 15 weeks in length, which includes the examination period. The program will have fall and spring intakes.

Format

12 credits required, with an additional 3 optional credits, for a total of 15 credits.

Schedule

Daytime.

Tentative Program Framework

Course Content:

Required

Existing: ENGL 100 (Academic Writing Strategies), **3 credits**
 New: *** 100 (Foundations in Critical Reflection & Composition), **6 credits**
 Existing: BTEC 115 , BADM 102, MATH 101, MATH 190, etc., **3 credits**

OR an upgrading course: BMTH 021, BMTH 033, BMTH 034, BMTH 043, BMTH 044, BMTH 047, BMTH 048, BMTH 053, BMTH 054, or MATH 097, 1-2

OR the *new* Computer-based math course currently in development, 3 credits (*see appendix 2),

Recommended/Optional

Existing: *** 100 level or higher, **3 credits**
Chosen from courses in other departments.

Proposed Start Date

September 2016.

Faculty/Area

First Nations Transition, School of Access and Academic Preparation

Faculty Contact

Lorraine Argatoff, Coordinator and Instructor, First Nations Transition/College and University Preparation

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Appendix 1

New course rationale

The new 6 credit Foundations in Critical Reflection & Composition course in the University One for Aboriginal Learners program both supports the learning in ENGL 100 (a corequisite) and primes the critical reading, thinking, and writing skills necessary for post-secondary success. Students in this course have the opportunity for extended practise with summary writing, critical reviews, oral presentations, reflective writing, and essay writing, for example, to enable success with similar kinds of assignments assigned at the first-year level. Readings from ENGL 100 become subjects for further discussion, critique, and collaborative analysis. Students will develop breadth of learning within a collaborative teaching model, as FNT and ENGL instructors will work together to ensure the best possible academic learning environment. Students in this course also have the opportunity to work with and have support from Aboriginal storytellers and Elders, and use both talking circles/dialogues and narrative writing as ways to reflect on what they read, write, experience, and hear in the context of the program and course.

Aboriginal students who may have struggled in high school settings and may come to a post-secondary setting with histories of trauma, mental health challenges, and learning difficulties, will have the opportunity to learn university level academic reading, writing, and critical thinking skills in a nurturing learning and cultural context which supports and validates their learning processes and histories. This course content, along with the consistent and personalized support of both the instructor and the Aboriginal and university community, will help ensure success.

Foundations in Critical Reflection & Composition's description, learning outcomes, and evaluation profile were received well by the English department co-coordinators, who agreed that Aboriginal students or, indeed, any transition student, would benefit from a collaborative model to support learning and build academic capacity. The coordinators also suggested that students who successfully complete the two course combination would be ready for other courses in their department, such as ENGL 107 or their new narrative writing course.

 CAPILANO UNIVERSITY COURSE OUTLINE	
TERM:	COURSE NO. *** 100
INSTRUCTORS:	COURSE NAME: Foundations in Critical Reflection & Composition
COURSE CREDITS: 6.0	SECTION NO(S):

COURSE DESCRIPTION:

*** 100 both supports the learning in ENGL 100 (a corequisite) and primes the critical reading, thinking, and writing skills necessary for post-secondary success. Students will reflect on, critique, and write about readings and spoken material, relating and comparing what they see and hear to their knowledge of human experience. The course employs a critical pedagogy and delivery that integrates talking circles and dialogues, Aboriginal story-tellers, and collaborative and experiential learning activities supported by Aboriginal guest speakers and Elders.

COURSE FORMAT:

8 instructional hours per week. 6 hours scheduled in the classroom and 2 fourth hours delivered in a variety of ways, which may include small group meetings with faculty, field trips, guest speakers, Aboriginal story-tellings, on-line instruction, or tutorials.

PREREQUISITES:

English 11 and 12 with a C or higher. Students whose grades do not reflect their academic potential may be granted permission to enrol after completing the department's writing assessment and interview.

COREQUISITES:

ENGL 100

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to do the following:

- Apply active pre-reading, reading, and post-reading strategies to cross-disciplinary readings;
- Reflect on ideas by asking meaningful questions and considering multiple sides of an issue;
- Describe relationships and patterns in written, spoken, and visual information;
- Recognize, question, challenge and explore the implications of assumptions, gaps and silences in their own ideas and in the ideas of others;
- Assess the strength of an argument;
- Analyse, interpret, summarize, and evaluate a variety of cross disciplinary readings;
- Write grammatically accurate and well-structured sentences;

- Compose coherent, unified paragraphs and essays with adequate support and detail; and
- Apply effective research skills and documentation in MLA and/or APA styles.

REQUIRED TEXTS:

Henderson, Eric. *The Active Reader: Strategies for Academic Reading and Writing*. 3rd ed. Toronto: Oxford University Press Canada, 2015.

Texts as required for English 100 (U One A section)

RECOMMENDED READINGS:

As recommended by the instructor in relation to particular assignments in English 100.

EVALUATION PROFILE:

Learning Journals (self-assessment & reflection)	10%
Short Writing Assignments (responses to readings, story tellers, field trips)	10%
Summaries	10%
Critical Review	10%
Comparative Analysis	10%
Group Project & Presentation	10%
Oral Presentation	5%
Research Project	10%
Class discussions and participation	10%
Grammar/Documentation Assignments	10%
Portfolio Reflection	5%
Total	100%

GRADING PROFILE:

The instructor will describe expectations for each assignment as the due date approaches. Students will be given a letter grade for each assignment and upon completion of the course, corresponding to the table below:

A+	90-100%	B+	77-79%	C+	67-69%	D	50-59%
A	85-89%	B	73-76%	C	63-66%	F	0-49%
A-	80-84%	B-	70-72%	C-	60-62%	NC	*

OPERATIONAL DETAILS:

- University Policies:*** Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.
- Attendance:*** Regular attendance is essential. Students who miss more than 10% of classes will not receive credit for the course.
- Participation:*** The grade for the participation component of the course is based on both the frequency and the quality of the student's comments, questions, and observations, with the emphasis on quality. The quality is determined by, among other things, the relevance, insight, and clarity of remarks.
- Late Assignments:*** Late assignment will only be accepted if prior approval for a late submission date has been given by the instructor.
- Marks will be deducted for the late submission of assignment. The penalty for the late submission of an assignment is 10% per week.
- Cheating/Plagiarism:*** All forms of cheating including plagiarism are serious offences. The instructor has the right to assign a "0" on the assignment or a grade of "F" on the course. A second offence in any course may result in expulsion from the program. All students should familiarize themselves with the University Policy on Cheating and Plagiarism as such behaviour can result in suspension from the University.
- Grades of Incomplete "I":*** Grades of Incomplete "I" will be granted only if there is a valid reason for extending the evaluation deadline and if students have a reasonable chance of improving their grade to pass the course.
- Emergency Procedures:*** Please read the emergency procedures posted on the wall of the classroom.

Appendix 2

***Consultation with Business and Psychology instructors confirmed the need for an innovative, one term math course that provides students with the prerequisite for entry into 100 level courses with a statistics component. Consultation with other receiving departments will be ongoing.*

The New Mathematics Course in development

Research shows that math anxiety is a barrier for Aboriginal students and that it can be reduced by changing the curriculum in a mathematics course to include Indigenous content and discussion of student beliefs about mathematics anxiety, and, in particular, by using a socio-cultural learning approach to reduce mathematics anxiety.

A decade of research in mathematics education has demonstrated the benefits of adopting a socio-cultural perspective to mathematics education. A socio-cultural perspective offers a different lens through which to view student success, curricular content, historical contributions and educational practices by recognizing that mathematics is not free of social, political, economic or cultural context. The adoption of an alternative epistemology that questions a dominant western discourse of mathematics as culturally neutral is recommended. (McGregor, MacMillan, and Old)

In addition to the above idea to Indigenize the curriculum, this course will also incorporate a radical new approach to the teaching of mathematics. We will use a 4 step approach to solving everyday problems ("Making the Case").

1. Pose the right question
2. Move the question into a mathematical formulation (from real world to math)
3. Compute the answer (often using electronic tools)
4. Transfer the answer back to a real world and verify if it makes contextual sense.

In most math classes, we teach students how to do step 3 by hand. Quite a large proportion of doing math is teaching step 3 by hand and largely not doing much of steps 1, 2, and 4. Yet, step 3 is the step that computers can do vastly better than any human.

In this course, we will use a computational thinking approach for steps 1, 2, and 4. Technology is used extensively but not exclusively for step 3 to help students do the computation part of math that has now been liberated by technology and computer applications, such as graphing calculators, statistical and business calculators, Excel, and apps such as Wolfram Course Assistant (pre-algebra and algebra).

Computational thinking allows us to take a complex problem, understand what the problem is and develop possible solutions. We can then present these solutions in a

way that a computer, a human, or both, can understand. More information can be found in the article from the following website:

“Computational Thinking Overview.” *Google for Education*.

<https://www.google.com/edu/resources/programs/exploring-computational-thinking/index.html#!ct-overview>

Works Cited


McGregor, Catherine, Peter MacMillan, and Barbara Old. “Ethnomathematics and Aboriginal Student Anxiety.” *The Free Library*. Rapid Intellect Group, Inc., 2005. Web. December 2015.

“Making the Case.” Computer Based Math Organization. N.p., n.d. Web. November 2015.

REVIEWS & APPROVALS

The following signatures indicate that the Final Program Approval in Principle has been completed.

DAC Review




Dean's Signature

March 3, 2016

Date

Registrar's Review




Registrar's Signature

March 7, 2016

Date

VP/Deans Approval

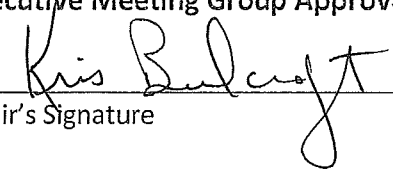


VP, Academic and Provost's Signature

March 17, 2016

Date

Executive Meeting Group Approval



Chair's Signature

March 23, 2016

Date

Senate Approval

Chair's Signature

Date

NOTE: If this program involves a partnership, the Capilano University Public/Private Partnership form must be completed and attached to this document.

NOTE: Before a program is offered, the Final Program Approval Form and Course Approvals must be passed by Senate

NOTE: If it is anticipated that students will be applying for financial aid for this program, consultation with Financial Aid is required.

REVIEWS & APPROVALS

The following signatures indicate that the Final Program Approval in Principle Budget Form has been completed.

VP, Finance and Administration's Review



MAR 24 2016

VP, Finance and Administration's Signature

Date

Librarian's Review



Mar 24, 2016

Librarian's Signature

Date

VP/Deans Approval



March 27, 2016

VP, Academic and Provost's Signature

Date

NOTE: If this program involves a partnership, the Capilano University Public/Private Partnership form must be completed and attached to this document.

NOTE: Before a program is offered, the Final Program Approval Form and Course Approvals must be passed by Senate

NOTE: If it is anticipated that students will be applying for financial aid for this program, consultation with Financial Aid is required.

Short Program Title: University One Aboriginal

Program Timelines

One semester certificate, 12 credits.

Course Name	# of Students	# of Credits	\$ per Credit	Surcharge	Total
<i>University one Aboriginal Certificate will be 12 credits</i>					
English 100	16	3	\$125	\$0	\$6,010
Math 100-level	16	3	\$125	\$0	\$6,010
FNT 1XX	16	6	\$125	\$120	\$23,540
Total Revenues					\$35,560

Program Additional Information

(This initial estimate is intended to focus attention on planning for needed resources.)

- 4 additional sections
- 16 additional students
- 0.5 additional coordination sections
- 0.25 additional staff. Anticipate greater staff support needed for Aboriginal students and their needs as they transition into a public post secondary environment.
- Additional operating expenses of \$1,700
- Library resources specific to indigenous learning and support
- *Equipment (existing or additional)* – none anticipated
- *Space requirements (existing or additional)* – additional rooms required for the courses
- *One-time start-up costs* – none required
- *Other needs (existing or additional)* – if cohorts run in First Nations communities, transportation and accommodation costs will need to be factored in.

Description			Total
Instructional	4 FTE	\$13,206 per FTE	\$52,824.00
Coordination	0.5 FTE	\$13,206	\$6,603.00
Staff	0.25 FTE	\$45,000	\$14,006.00
Operating			\$1,700
Library Resources		\$500	\$500
Total Expenses			\$75,133

Note: subject to funding under the Aboriginal Service Plan

Posthumous Credential

Memo


To: Senate
From: Nanci Lucas, Chair of Bylaw, Policy and Procedure Committee
cc: Members of the Bylaw, Policy and Procedure Committee
Date: April 5, 2016
Re: Definition of a full-time student

Senators:

One of our mandated duties is to periodically review policies. This is one of these policies. Comparing the recommended version with the existing policy, it is clear that the recommended changes add clarity.

Therefore, SBPPC recommends that Senate approve the changes to S2002-04 Definition of a Full-Time Student.

Nanci Lucas
Chair, SBPPC

	Policy No.	Replaces	Policy
	S2002-04	EC2002-04 02/42	Senate
	Policy Name		
Definition of Full-Time Student			
Approved by	Responsibility		Category
Senate	Senate		
Date Issued	Date Revised	Revision	Related Policies, Reference
November 2002	April 2016		

Purpose:

This policy is to provide guidance regarding the criteria used for Capilano University enrolment purposes.

Scope:

This policy does not relate to definitions provided by scholarships, bursaries, awards, government student aid, students registered with Accessibility Services, or any external agencies.

Definition:

A full time student at Capilano University is enrolled in nine or more credits in a given term.

DRAFT

Naming Opportunities Committee Mandate and Structure

Memo

To: Senate

From: Nanci Lucas, Chair of Bylaw, Policy and Procedure Committee

cc: Members of the Bylaw, Policy and Procedure Committee

Date: April 5, 2016


Re: Naming Opportunities Committee Mandate and Structure

Senators:

One of our mandated duties is to periodically review policies, including the mandate and structure of Senate committees. This is one of these policies. Comparing the recommended version with the existing policy, it is clear that the recommended changes add clarity.

Therefore, SBPPC recommends that Senate approve the changes to S2008-02 Senate Naming Opportunities Committee Mandate and Structure

Nanci Lucas
Chair, SBPPC

	Policy No.	Replaces	Policy
	S2008-02	EC2008-02	Senate
	Policy Name		
Senate Naming Opportunities Committee Mandate and Structure			
Approved by	Responsibility		Category
Senate	Senate		
Date Issued	Date Revised	Revision	Related Policies, Reference
March 2009	April 2016		B. 301 B. 305

REPORTING

The Senate Naming Opportunities Committee (SNOC) is a standing committee of Senate that gives advice to the Board.

MANDATE

To act on behalf of Senate to fulfill its responsibilities regarding the advice for the naming of buildings, spaces and programs as outlined in B. 301 and B. 305, and in Section 27(2)(d) of the *University Act*.

MEMBERSHIP

The Chair

The Chair will be a member of Senate who is elected by the members of the Committee. The duties of the Chair are as follows:

1. To chair the meetings of SNOC and to prepare agendas.
2. To ensure that the advice of the SNOC is presented to the Chair of the Board.

Members

The voting members consist of:

- eight members appointed by Senate from the Senate voting (or alternate voting) members as follows:
 - Chair of Senate
 - Vice-chair of Senate
 - Six additional members such that the committee membership, includes four faculty members, one staff member, one student and one administrator.


Resource Members

The non-voting members consist of:

- The Executive Director, Advancement will be invited to attend all meetings *ex officio* (non-voting).

Term of Office

Each member is appointed annually. If vacancies occur, appointments are made to complete the term

	Policy No.	Replaces	Policy
	S2008-02	EC2008-02	Senate
	Policy Name		
Senate Naming Opportunities Committee Mandate and Structure			
Approved by	Responsibility		Category
Senate	Senate		
Date Issued	Date Revised	Revision	Related Policies, Reference
March 2009	April 2016		B. 301 B. 305

CONDUCT OF MEETINGS

Schedule

As required, at the call of the Chair.

Quorum

Four voting members

Tie Votes

In the event of a tie, the Chair may vote to break the tie.

Visitors to Meetings

All meetings are held *in camera*.

DRAFT

Posthumous Credential

Memo


To: Senate
From: Nanci Lucas, Chair of Bylaw, Policy and Procedure Committee
cc: Members of the Bylaw, Policy and Procedure Committee
Date: April 5, 2016
Re: Posthumous Credential

Senators:

One of our mandated duties is to periodically review policies, including the mandate and structure of Senate committees. This is one of these policies. Comparing the recommended version with the existing policy, it is clear that the recommended changes add clarity and the procedures are removed.

Therefore, SBPPC recommends that Senate approve the changes to S2011-02 Posthumous Credential.

Nanci Lucas
Chair, SBPPC

	Policy No.	Replaces	Policy
	S2011-02		Senate
	Policy Name		
Posthumous Credential			
Approved by	Responsibility		Category
Senate	Senate		B
Date Issued	Date Revised	Next Review	Related Policies, Reference
November 1, 2011	April 2016	April 2021	

PURPOSE

This policy is to provide direction regarding the awarding of posthumous credentials at Capilano University.

SCOPE

This policy relates to all credentials awarded at Capilano University.

Students who have completed all the requirements of their credential prior to their death are to have their credentials awarded under the standard graduation process.

POLICY STATEMENT

Posthumous credentials will be awarded to students who, at the time of their death, were actively enrolled at Capilano University and had completed a minimum of 75% of the credential in which they were registered and who had satisfied the continuation requirements and graduation requirements up to that stage in their credential.

If less than 75% of their credential was completed, a lesser credential may be awarded if the student meets a minimum of 75% of the requirements for that credential.

A minimum residency requirement of 15 credits is required for the awarding of a Posthumous Bachelor Degree.

**Grade Assignment
during an Academic
Disruption Policy and
Procedures**

Memo

To: Senate

From: Nanci Lucas, Chair of Bylaw, Policy and Procedure Committee

cc: Members of the Bylaw, Policy and Procedure Committee

Date: April 5, 2016


Re: Grade Assignment during an Academic Disruption Policy and Procedures

Senators:

In the Fall 2015, SBPPC presented a previous version to Senate for approval. Senate decided to send the policy back to the subcommittee to clarify a few sentences and to create a set of procedures to accompany the policy. After numerous subcommittee meetings and many lengthy discussions on this policy and procedures, it is ready to be presented to Senate again.

Therefore, SBPPC recommends that Senate approve S2016-XX Grade Assignment during an Academic Disruption Policy. SBPPC also recommends that Senate approve S2016-XX-01 Grade Assignment during an Academic Disruption Procedures.

Nanci Lucas
Chair, SBPPC

	Policy No.	Officer Responsible	
	S.2016-XX	President	
	Policy Title	GRADE ASSIGNMENT DURING AN ACADEMIC DISRUPTION	
Approved by	Replaces	Category	Next Review
Senate		B	2020
Date Issued	Date Revised	Related Policies, Procedures, Reference	
April 2016		S. 2016-XX-01 GRADE ASSIGNMENT DURING AN ACADEMIC DISRUPTION PROCEDURES	

1. OVERVIEW

Capilano University is committed to the success of its students. If an academic disruption occurs during the normal course of educational programs, the University will take all reasonable steps to ensure that students' academic progress is not unfairly affected. This policy outlines how grades will be assigned when normal learning and assessment are disrupted.

2. LEGAL FRAMEWORK

Section 35.2(5) of the *University Act* states that the Senate has the power and duty to:

- a. set policies concerning examinations and evaluation of student performance (subsection (e)); and
- b. set criteria for academic standing, academic standards and the grading system (subsection (h)).

3. PRINCIPLES


The University recognizes that an academic disruption may affect the operation of the University and may have an impact on the ability of students to complete their academic requirements. The goals of this policy are:

- to ensure the academic integrity of Capilano University programs;
- to ensure the fair and equitable treatment of students; and
- to provide timely information to students, faculty, and staff.

4. ACADEMIC DISRUPTION

To enact this policy, the President must declare that an academic disruption has occurred.

An academic disruption may occur when academic activities are substantially interrupted or impeded as a result of a strike, a lockout, a demonstration, a natural disaster, or other events.

	Policy No.	Officer Responsible	
	S.2016-XX	President	
	Policy Title	GRADE ASSIGNMENT DURING AN ACADEMIC DISRUPTION	
Approved by	Replaces	Category	Next Review
Senate		B	2020
Date Issued	Date Revised	Related Policies, Procedures, Reference	
April 2016		S. 2016-XX-01 GRADE ASSIGNMENT DURING AN ACADEMIC DISRUPTION PROCEDURES	

An academic disruption halts the delivery of the University's academic programs and/or courses for a period of time with no immediate prospect for restarting.

In determining whether a disruption is substantial, the following factors may be considered:

- the duration of the actual or anticipated disruption;
- the point in time at which the disruption occurs;
- the availability and/or accessibility of physical and instructional resources;
- the impact on timing and sequence of evaluations such as assignments, presentations, examinations, practicums etc.;
- the degree to which the disruption is limited to a physical location or to one or more departments or Faculties;
- the impact on academic program(s).


When the President declares an academic disruption, all policies related to admission, continuance, grading, graduation, and appeals are temporarily suspended and authority is delegated to the Vice-President Academic and Provost. This delegation will be in effect until the President rescinds the declaration of an academic disruption. After rescission, all policies are reinstated and all defined authority will be returned to the Senate. The resumption of the regular class schedule may not, in itself, be sufficient grounds to rescind the declaration of an academic disruption.

5. GRADES ASSIGNED UNDER A DECLARATION OF AN ACADEMIC DISRUPTION

Under a declaration of an academic disruption, the Vice-President Academic and Provost, in consultation with the Registrar and the Deans, will determine if it is possible and appropriate for grades to be assigned and which grading options can be used.

The following grading options may be considered:

- a final letter grade based on work submitted to date;
- a final grade of "Credit" or "No Credit" ("CR"/ "NC") based on work submitted to date;

	Policy No.	Officer Responsible	
	S.2016-XX	President	
	Policy Title	GRADE ASSIGNMENT DURING AN ACADEMIC DISRUPTION	
Approved by	Replaces	Category	Next Review
Senate		B	2020
Date Issued	Date Revised	Related Policies, Procedures, Reference	
April 2016		S. 2016-XX-01 GRADE ASSIGNMENT DURING AN ACADEMIC DISRUPTION PROCEDURES	


- a final grade based on the completion of the remaining work, if feasible;
- a final grade of “Withdrawn” or “W” if requested by the student.

The Vice-President Academic and Provost, in consultation with the Registrar and the Deans, will determine which option(s) will be applied by faculty when submitting final grades. Where no agreement can be reached among the Deans, Registrar, and Vice-President Academic and Provost, the decision of the Vice-President Academic and Provost will be final.

The Registrar retains the right to assign a grade of “No Grade Reported” (“NGR”).

6. GRADE APPEAL

Once the declaration of an academic disruption has been rescinded by the President, grades assigned under this policy may be appealed to the Senate under the standard appeals processes.

	Procedure No.	Officer Responsible	
	S.2016-XX-01	President	
	Procedure Title	GRADE ASSIGNMENT DURING AN ACADEMIC DISRUPTION PROCEDURES	
Approved by	Replaces	Category	Next Review
Senate		B	2020
Date Issued	Date Revised	Related Policies, Reference	
April 2016		S.	

1. OVERVIEW

These procedures outline how grades will be assigned when normal learning and assessment are disrupted. Depending on the nature of the academic disruption, it may not be possible or necessary to complete each step.

2. PROCEDURES

- a) The President declares an academic disruption, and informs the Vice-President Academic & Provost and Senate.
- b) The Vice-President Academic & Provost informs Senate and the wider University community on the implementation of the procedures, changes to academic programs, and the specific policies to be suspended.
- c) In consultation with the Registrar and Deans, the Vice-President Academic and Provost determines whether it is possible and appropriate for faculty to assign grades to students and determines the grading options for each program.
- d) The Vice-President Academic & Provost informs each Faculty of the grading options to be used to submit final grades and other related processes.
- e) The President or the Vice-President Academic & Provost gives a minimum of twenty-four (24) hours' notice to the University community before the regular class schedule resumes.
- f) The declaration of an academic disruption may continue after the regular class schedule is resumed and, as a result, the grading schemes outlined under this policy may continue to apply.
- g) In consultation with the Vice-President, Academic & Provost, the President rescinds the declaration of an academic disruption. Once the declaration is rescinded, all policies related to admission, continuance, grading, and graduation are automatically re-enacted and all defined authority returns to Senate.



DATE: March 21, 2016
TO: Kris Bulcroft, Chair, Senate
FROM: Debbie Jamison, Chair, Senate Curriculum Committee

The following motions were carried by the Senate Curriculum Committee at its meeting on March 18, 2016. Please acknowledge below that the Senate endorses its approval of the following motions:

- 16/20** In response to the approved pre-requisite changes to 300-level English courses, we recommend to Senate that the Bachelor of Arts in Liberal Studies profile be revised to eliminate the specific requirement to take a 200-level English course.
- 16/21** COMP 220 Data Structures and Algorithms for Engineers be recommended to Senate for quantitative/analytical status.
- 16/22** SCC recommend to Senate that the name of the Bachelor of Arts in Liberal Studies be revised to Bachelor of Arts with a Major in Liberal Studies, effective Fall 2016.
- 16/23** The new courses, ABA 200 - Survey of ABA Applications, ABA 201 - Observation Practicum, and ABA 415 - Adults: ABA Interventions, be recommended to Senate for approval.
- 16/24** SCC recommend to Senate that ABA 101 - Observation Practicum be revised to 4 lecture hours per week and that the course name be changed to Observations of ABA in Community Settings.
- 16/25** The revisions to the admission requirements and program profile of the Bachelor of Arts – Applied Behaviour Analysis (Autism) be recommended to Senate for approval.
- 16/26** The revisions to the Applied Behaviour Analysis (Autism) Post Baccalaureate Diploma program profile be recommended to Senate for approval.
- 16/27** SCC recommend to Senate to approve the name of the Retail Marketing Certificate be changed to Retail Business Fundamentals Certificate, as well as the changes to the core courses and laddering.
- 16/28** The new Continuing Studies course, LACG 704 Multi-Level ESL, be recommended to Senate for approval.
- 16/29** SCC recommend to Senate that the Business Administration Certificate program profile be revised to include CMNS 152 as an elective.
- 16/30** SCC recommends to Senate to approve the prerequisite revisions to the following courses:

- JAZZ 172 – Arranging I
- JAZZ 240 – Form and Analysis
- JAZZ 241 – Counterpoint
- JAZZ 272 – Arranging II
- JAZZ 200 – 20th Century Theory
- JAZZ 310 – Jazz Pedagogy
- JAZZ 370 – JAZZ Styles
- JAZZ 372 – Arranging III
- JAZZ 383 – Jazz Improvisation VI
- JAZZ 394 – Small Ensemble V

DATE: March 21, 2016
TO: Kris Bulcroft, Chair, Senate
FROM: Debbie Jamison, Chair, Senate Curriculum Committee

JAZZ 410 – Conducting I
JAZZ 470 – World Music
JAZZ 472 – Arranging IV
JAZZ 494 – Small Ensemble VII

16/31 SCC recommends to Senate to approve the prerequisites revisions to the following courses:

PMI 227 - Jazz Bass
PMI 327 - Jazz Bass
PMI 427 - Jazz Bass
PMI 527 - Jazz Bass
PMI 627 - Jazz Bass
PMI 727 - Jazz Bass
PMI 827 - Jazz Bass
PMI 226 - Jazz Guitar
PMI 326 - Jazz Guitar
PMI 426 - Jazz Guitar
PMI 526 - Jazz Guitar
PMI 626 - Jazz Guitar
PMI 726 - Jazz Guitar
PMI 826 - Jazz Guitar
PMI 240 - Jazz Percussion (Indef. Pitch)
PMI 340 - Jazz Percussion (Indef. Pitch)
PMI 440 - Jazz Percussion
PMI 540 - Jazz Percussion
PMI 640 - Jazz Percussion
PMI 740 - Jazz Percussion
PMI 840 - Jazz Percussion
PMI 241 - Jazz Percussion (Def. Pitch)
PMI 341 - Jazz Percussion
PMI 441 - Jazz Percussion
PMI 541 - Jazz Percussion
PMI 641 - Jazz Percussion
PMI 741 - Jazz Percussion
PMI 841 - Jazz Percussion
PMI 228 - Jazz Piano
PMI 328 - Jazz Piano
PMI 428 - Jazz Piano
PMI 528 - Jazz Piano
PMI 628 - Jazz Piano
PMI 728 - Jazz Piano
PMI 828 - Jazz Piano
PMI 234 - Jazz Saxophone
PMI 334 - Jazz Saxophone
PMI 434 - Jazz Saxophone
PMI 534 - Jazz Saxophone
PMI 634 - Jazz Saxophone

DATE: March 21, 2016
TO: Kris Bulcroft, Chair, Senate
FROM: Debbie Jamison, Chair, Senate Curriculum Committee

PMI 734 - Jazz Saxophone
PMI 834 - Jazz Saxophone
PMI 236 - Jazz Trombone
PMI 336 - Jazz Trombone
PMI 436 - Jazz Trombone
PMI 536 - Jazz Trombone
PMI 636 - Jazz Trombone
PMI 736 - Jazz Trombone
PMI 836 - Jazz Trombone
PMI 235 - Jazz Trumpet
PMI 335 - Jazz Trumpet
PMI 435 - Jazz Trumpet
PMI 535 - Jazz Trumpet
PMI 635 - Jazz Trumpet
PMI 735 - Jazz Trumpet
PMI 835 - Jazz Trumpet
PMI 145 - Jazz Voice
PMI 245 - Jazz Voice
PMI 345 - Jazz Voice
PMI 445 - Jazz Voice
PMI 545 - Jazz Voice
PMI 645 - Jazz Voice
PMI 745 - Jazz Voice
PMI 845 - Jazz Voice
PMI 238 - Jazz Bowed Strings
PMI 338 - Jazz Bowed Strings
PMI 438 - Jazz Bowed Strings
PMI 538 - Jazz Bowed Strings
PMI 638 - Jazz Bowed Strings
PMI 738 - Jazz Bowed Strings
PMI 838 - Jazz Bowed Strings
PMI 230 - Jazz Flute
PMI 330 - Jazz Flute
PMI 430 - Jazz Flute
PMI 530 - Jazz Flute
PMI 630 - Jazz Flute
PMI 730 - Jazz Flute
PMI 830 - Jazz Flute
PMI 544 - Composition
PMI 644 - Composition
PMI 744 - Composition
PMI 844 - Composition


16/32 The two new courses, ENSJ 347 – Percussion Ensemble V ENSJ 348 – Percussion Ensemble VI, be recommended to Senate for approval.

DATE: March 21, 2016
TO: Kris Bulcroft, Chair, Senate
FROM: Debbie Jamison, Chair, Senate Curriculum Committee

- 16/33** The revisions to Bachelor of Music in Jazz Studies Program Profile and Continuation Requirements; Bachelor of Music in Jazz Studies – Arranging/Composition Program Profile and Continuation Requirements; and Bachelor of Music in Jazz Studies – Education Stream Program Profile and Continuation Requirements be recommended to Senate for approval.

- 16/34** The revisions to the Bachelor of Business Administration Program Profile to include the five credentials of BBA with available concentrations in Accounting, Financial Planning, International Business & Logistics, Marketing, and Human Resource Management be recommended to Senate for approval.

- 16/35** The revisions to the admission requirements of the North American Business Management Post Baccalaureate Diploma, North American Business Management Applied Post Baccalaureate Diploma, and the North American and International Management Graduate Diploma be recommended to Senate for approval.



Debbie Jamison
Chair, Senate Curriculum Committee

Date: March 22, 2016

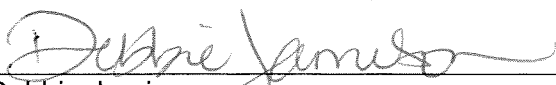
Kris Bulcroft
Chair, Senate

Date: _____

DATE: March 29, 2016
TO: Kris Bulcroft, Chair, Senate
FROM: Debbie Jamison, Chair, Senate Curriculum Committee

The following motions were carried by the Senate Curriculum Committee at its meeting on March 24, 2016. Please acknowledge below that the Senate endorses its approval of the following motions:

- 16/36** The new course, APSC 278 Materials Science, be recommended to Senate for approval.
- 16/37** APSC 278 Materials Science be recommended to Senate for quantitative/analytical status.
- 16/38** The two new courses, HIST 250 – Thinkers and Thugs and HIST 340 – History of Genocide be recommended to Senate for approval.
- 16/39** The new course GEOG 330 Water Changes Everything be recommended to Senate for approval.
- 16/40** SCC recommend to Senate that the prerequisites for HCA 110 - Complex Care Practice and HCA 112 - Home Support/Assisted Living be revised to require a B- in HCA 100, HCA 101, HCA 102, HCA 103 and HCA 106.
- 16/41** SCC recommend to Senate to approve the revision of the prerequisites of POL 320 - Global Ecopolitics and POL 330 - The Political Economy of Globalization to 45 credits of 100-level or higher coursework and to approve the change of mode to incorporate online and mixed mode.
- 16/42** The new courses, NABU 305 - Business Essentials, NABU 334 Leadership & Teams, NABU 335 Law & Business Communications, NABU 340 Financial Management and NABU 470 NA Business Policy & Strategy, be recommended to Senate for approval.
- 16/43** SCC recommend to Senate to approve that the credits for INMA 530 - International Business Report and INMA 535 - International Business Plan be increased from 6 to 9 credits.
- 16/44** SCC recommend to Senate to approve the revisions to the North American Business Management Post Baccalaureate Diploma Program Profile, North American Business Management Applied Post Baccalaureate Diploma Program Profile, International Management Graduate Diploma Program Profile, International Management Graduate Certificate Program Profile, North American and International Management Graduate Diploma Program Profile


Debbie Jamison
Chair, Senate Curriculum Committee

Kris Bulcroft
Chair, Senate

Date: March 29, 2016

Date: