



## SENATE REGULAR MEETING

Tuesday, May 12<sup>th</sup>, 2020 4:00 – 6:00 pm  
VIA MS TEAMS

### AGENDA

---

#### ***Acknowledgement***

*We respectfully acknowledge the unceded lands of Lil'wat, Musqueam, Squamish, Sechelt and Tsleil-Waututh people on whose territories our campuses are located.*

1. **Welcome**
2. **Approval of the Agenda - Decision** Senate Members
3. **Approval of the April 7, 2020 Minutes – Decision** Senate Members  
Schedule 3
4. **Correspondence Received**  
University Response Letter to Student Concerns Schedule 4
5. **Business Arising**
  - 5.1 Vice-Chair Nominating Committee – Decision Bridget Stringer-Holden
  - 5.2 Self-Evaluation Committee – Information Robert Thomson
  - 5.3 Academic Plan – Information Laureen Styles  
Schedule 5.3
  - 5.4 Academic and Teaching Continuity – Decision Laureen Styles  
Schedule 5.4
6. **New Business**
  - 6.1 Results of By-election – Information Kyle Vuorinen  
Schedule 6.1
  - 6.2 Graduates – Decision Kyle Vuorinen
  - 6.3 June Convocation Date – Decision Kyle Vuorinen  
Schedule 6.3
  - 6.4 Honorary Degrees / Faculty Emeritus – Information Kyle Guay



**SENATE REGULAR MEETING**  
Tuesday, May 12<sup>th</sup>, 2020 4:00 – 6:00 pm  
VIA MS TEAMS

**AGENDA**

---

**7. Committee Reports**

- |   |                                  |
|---|----------------------------------|
| 7.1 Academic Planning and Program Review Committee – <i>Information</i>                                   | Michael Thoma                    |
| 7.2 Bylaw, Policy and Procedure Committee – <i>Decision</i>   | Marnie Findlater                 |
| 7.2.1 S2020-01 Academic Credentials Policy – Motion to Approve  | Schedule 7.2.1                   |
| 7.2.2 S2020-02 Course Numbering and Credit Level Policy –<br>Motion to Approve                            | Schedule 7.2.2                   |
| 7.2.3 S2015-05 Credential and Course Criteria Policy – Motion to Rescind                                  | Schedule 7.2.3                   |
| 7.2.4 Faculty of Global and Community Studies Bylaws –<br>Motion to Approve                               | Schedule 7.2.4                   |
| 7.3 Curriculum Committee – <i>Decision</i>  |                                  |
| 7.3.1 Resolution Memo<br><a href="#">April 17 Agenda Package</a> / <a href="#">April 17 Draft Minutes</a> | Debbie Jamison<br>Schedule 7.3.1 |
| 7.3.2 SCC Membership – Motion to endorse the following members:   |                                  |
| Jennifer Nesselroad - Performing Arts   |                                  |
| Deb Jamison - Applied Business, Legal Studies,<br>Communications  |                                  |
| Mohna Baichoo - Tourism and Outdoor Recreation Management   |                                  |
| Rachel Yu - Health and Education  |                                  |
| Caroline Soo - Global Stewardship, Public Administration &<br>Human Kinetics                              |                                  |
| Fiacre M.O. Dunn - Library  |                                  |
| Keith Lam - Student Services  |                                  |
| 7.4 Instructional Technologies Advisory Committee - <i>Information</i>                                    | Debbie Schachter                 |
| 7.5 Budget Advisory Committee – <i>Information</i>  | Oscar Blue                       |



## SENATE REGULAR MEETING

Tuesday, May 12<sup>th</sup>, 2020 4:00 – 6:00 pm  
VIA MS TEAMS

### AGENDA

---

#### 8. Other Reports

- |  |                  |
|--|------------------|
| 8.1 Chair of Senate – <i>Information</i>         | Paul Dangerfield |
| 8.2 Vice Chair of Senate – <i>Information</i>    | Stephen Williams |
| 8.3 VP Academic and Provost – <i>Information</i> | Laureen Styles   |
| 8.4 Board Report – <i>Information</i>            | Ash Amlani       |

#### 9. Discussion Items

#### 10. Other Business

#### 11. Information Items



## SENATE MEETING

Tuesday, April 7<sup>th</sup>, 2020 4:00 pm  
VIA MS TEAMS

### MINUTES

---

**Present:** Paul Dangerfield (Chair), Ash Amlani, Christopher Ballard, Oscar Blue, Brent Calvert, Joel Cardinal, Lara Due, Marnie Findlater, David Fung, Pardis Daneshyar, Ted Gervan, Kyle Guay, Bridget Stringer-Holden Miranda Huron, Nazmi Kamal, Deb Jamison, Pouyan Mahboubi, Anthea Mallinson, Brad Martin, Lauren Moffatt, John Molendyk, Corey Muench, Alea Rzeplinski, Debbie Schachter, Nandi Sharda, Judy Snaydon, Laureen Styles, Michael Thoma, Robert Thomson, Diana Twiss, Mark Vaughan, Kyle Vuorinen, Stephanie Wells, Stephen Williams, Recorder: Mary Jukich

**Regrets:** None

---

#### ***Acknowledgement***

*We respectfully acknowledge the unceded lands of Lil'wat, Musqueam, Squamish, Sechelt and Tsleil-Waututh people on whose territories our campuses are located.*

The Chair called the meeting to order at 4:00 pm.

#### **1. Welcome**

As a result of Sean Ashley's resignation from Senate, Mark Vaughan assumed voting rights for the Faculty of Arts and Sciences.

#### **2. Approval of the Agenda**

The following revision was made to the agenda:

- Item 8.1 – Chair's Report – moved to the first item on the agenda.

*Paul Dangerfield moved and Laureen Styles seconded:  
To adopt the amended agenda.*

**CARRIED**

Paul Dangerfield, provided the Chair's report, and some of the key highlights were as follows:

- During the last four weeks, the University transitioned from face to face based classroom and service delivery to online classroom and service delivery mode. The Emergency Operation Centre (EOC) which is comprised of administrators from across the institution met frequently to assist with the transition and now continues



## SENATE MEETING

Tuesday, April 7<sup>th</sup>, 2020 4:00 pm  
VIA MS TEAMS

### MINUTES

---

to meet to address ongoing concerns and requests from both students and employees.

- The University will be revisiting the recently approved budget and integrated plan in terms of revenues and expenses, and operations, as well as relooking at the five key priorities that were identified during the budget and integrated planning process. In addition, Envisioning 2030 will also guide the University in moving forward within the context of the integrated plan.
- Some decisions have been made, including the move to a remote delivery of the summer semester, as well as the important decision of moving to virtual for the June convocation.
- The University continues to work with the Federal and Provincial governments, and the Health Agencies with respect to COVID-19 and resulting impacts. Although Capilano has always been a University that delivers face to face programs and services, in the short and mid-term this will not be possible, and that the new normal will see a different delivery in terms of programming and services. To that end, as Capilano is a leader in exceptional teaching and service providers in a face to face model, the University will need to ensure that the same continues remotely.
- The campus community was thanked and acknowledged for their work in rapidly transitioning to a remote model for delivering programs and services.

### 3. Approval of the Minutes

*Paul Dangerfield moved and Bridget Stringer-Holden seconded:  
To adopt the March 3<sup>rd</sup>, 2020 minutes.*

**CARRIED**

### 4. Correspondence Received

A written letter with a number of recommendations from student, Shelley Ferguson, was recorded as received by Senate.

With respect to the correspondence, it was suggested that through the Office of the VP Academic and Provost and the appropriate Senate committees work be undertaken to review the recommendations provided by the student in order to address possible



## SENATE MEETING

Tuesday, April 7<sup>th</sup>, 2020 4:00 pm  
VIA MS TEAMS

### MINUTES

---

solutions to support students and faculty. It was also noted that the student was provided with an opportunity at the end of the Senate meeting to highlight key concerns.

*Paul Dangerfield moved and Kyle Guay seconded:*

**20/15** Senate acknowledge the concerns raised in the letter and direct the VP Academic and Provost, the Vice-Chair of Senate, and the VP Strategic Planning, Assessment and Institution Effectiveness to review and follow up with a report to Senate within the next two weeks.

**CARRIED  
1 Abstention**

#### 5. Business Arising

##### 5.1 Self-Evaluation Committee

*Presented by: Paul Dangerfield*

The Self-Evaluation Committee was requested to convene to begin work on the Senate self-evaluation survey and report.

##### 5.2 Vice-Chair Nominating Committee

*Presented by: Paul Dangerfield*

The Vice-Chair Nominating Committee was requested to convene to determine candidates for the position of Vice-Chair of Senate.

#### 6. New Business

##### 6.1 COVID-19 Academic & Teaching Continuity

*Presented by: Paul Dangerfield*

As background, a memorandum from the VP Academic and Provost was distributed to the Senate voting members for consideration and e-vote. The memorandum set out three recommendations related to how the University would deal with the COVID-19 situation and allow the University to respond more quickly to the various needs, concerns and activities of the campus community.

On discussion, some concerns were raised with the e-vote process that it may not have allowed for adequate discussion prior to voting. However, it was noted that the University was working quickly and in going forward, consideration will be given to possible adjustments to the process.



## SENATE MEETING

Tuesday, April 7<sup>th</sup>, 2020 4:00 pm  
VIA MS TEAMS

### MINUTES

---

As information, the following motions were passed by e-vote:

- Recommendation 1:

THAT the Senate, considering the evolving nature of university responses to COVID- 19, delegate the President (or designate), on the advice of the EOC Policy Group, and in close consultation with the Vice President Academic & Provost, with the authority to enact plan(s) that supports students to complete their courses, program and/or course evaluation requirements by the end of the current session, or as soon as practically possible thereafter.

- Recommendation 2:

THAT the Senate, considering the unknown future of responses to COVID-19, delegate the President (or designate), on the advice of the EOC Policy Group and in close consultation with the Vice President Academic & Provost, with the authority to enact plan(s) that maximize approaches to learning/courses and academic continuity for the summer semester (2020) including, but not limited to, the start and end dates of summer semester and modes of instruction.

- Recommendation 3:

THAT the President and Vice President Academic & Provost provide updates to Senate (at regularly-scheduled meetings) on the plans and actions for academic and teaching continuity.

#### **6.2 Academic Continuity Planning: Credit/Non-Credit Option and Grade Point Average** *Presented by: Lauren Styles*

As a result of the unprecedented changes that the COVID-19 pandemic has prompted and focusing on student mental health and wellbeing, and consistent with the values of the University, Senate was requested to approve the option for students to request a change from a letter grade to credit received, and excluding "F" grades from grade point averaging (GPA) for the Spring 2020 term. As such, the following motion was presented for review and discussion.



## SENATE MEETING

Tuesday, April 7<sup>th</sup>, 2020 4:00 pm  
VIA MS TEAMS

### MINUTES

---

#### ORIGINAL MOTION

THAT for the Spring 2020 term, after final grades are submitted, students can submit a request for a credit grade (CR) rather than the letter grade, providing they have earned a D grade or higher. Such CR grades will count for credit, count towards program requirements, count toward total credits required for a program, and will be used as the minimum grade for any pre-requisite course(s).

On discussion of the proposed motion, several comments and concerns were raised, including the following:

- The Faculty of Arts and Sciences expressed concern that the “D” letter grade may not be a sufficient prerequisite for students in the Faculty to continue to the next course, and could be problematic in terms of long and short term success for students going into the next semester.
- The School of Access also raised some issues on the effects of the proposed motion to students moving through courses and not having met the true prerequisites.

In light of the comments presented, Senators were reminded that the proposed motion was a one-time change for the spring semester, and that similar conversations were taking place within other institutions across the country as a result of COVID-19 impacts.

A suggestion was presented that Senate consider a revision to the original motion to read:

THAT for the Spring 2020 term, after final grades are submitted, students can submit a request for a credit grade (CR) rather than the letter grade, providing they have earned a C- grade or higher. Such CR grades will count for credit, count towards program requirements, count toward total credits required for a program.

Some discomfort was expressed with the proposal to change to a C- because practice at the institution is that a “D” is a passing grade. As well, it was suggested that because of the COVID-19, this is the time for compassion to student wellbeing





## SENATE MEETING

Tuesday, April 7<sup>th</sup>, 2020 4:00 pm  
VIA MS TEAMS

### MINUTES

---

and not specifically focus on implications that the proposal might have for students wanting to move into other programs next year.

In order to address the concerns presented with respect to the motion, and as a result of a review of Senate process with respect to voting and non-voting Senators seconding a motion, the following revised motion was presented for a vote.

*Laureen Styles moved and Michael Thoma seconded:*

<b>20/16</b> That for the Spring 2020 term, after final grades are submitted, students can submit a request for a credit grade (CR) rather than the letter grade, providing they have earned a D grade or higher. Such CR grades will count for credit, count towards program requirements, and count toward total credits required for a program.	<b>CARRIED</b> <b>16 yes</b> <b>5 no</b> <b>1 abstention</b>
--	---

*Laureen Styles moved and Stephanie Wells seconded:*

<b>20/17</b> That for any course where an “F” grade is assigned for Spring 2020, this will be excluded from the GPA calculation for the term.	<b>CARRIED</b>
---	----------------

*Paul Dangerfield moved and Marnie Findlater seconded:*

To extend the Senate meeting to 7:00 pm.	<b>CARRIED</b>
--	----------------

#### **6.3 Senate Meeting: Input During COVID-19**

*Presented by: Paul Dangerfield*

In light of the current COVID-19 pandemic, Senate has transitioned to a MS Teams platform for conducting business. The Senate MS Teams site is set up to allow conversations and ongoing discussions and chats on any issues or points of clarification in advance of meetings. Senators were encouraged to continue to provide input, verbally or in written form to ensure fulsome discussions.

#### **6.4 Aboriginal Service Plan**

*Presented by: Laureen Styles*



## SENATE MEETING

Tuesday, April 7<sup>th</sup>, 2020 4:00 pm  
VIA MS TEAMS

### MINUTES

---

The Aboriginal Service Plan was presented to Senate as information, and a brief overview of the Plan was provided. The Plan has been in the context of previous Senate meeting conversations on how the University continues to focus on working with indigenous communities, how the University is focusing on indigenization and indigenous students within the University. The funding comes from the Ministry geared towards supporting indigenous student access and success as well as the larger institutional efforts around indigenization. The University has received this for the last eight or nine years, although there may be some impending changes on how it is administrated and how the funding is applied.

The proposal distributed to Senate presented a general description of some of the types of things that funding has been received. The University works closely with First Nations partners and has representatives in each of their communities through the Plan, and one of those is supporting a learning and outreach facilitator who works with local indigenous students to identify educational and career pathways, as well as indigenization efforts largely on the North Vancouver campus through a broad range of activities, including Elders, Truth and Reconciliation Week and cultural programming.

#### 6.5 Elections

*Presented by: Kyle Vuorinen*

The Registrar presented the names of the four voting students acclaimed to Senate for a one year term, August 2020 to June 2021. As well, to date, no nominations have been received for the second staff representative or the faculty representative from the Faculty of Arts and Sciences. The election process will remain open until nominations are received.

### 7. Committee Reports

#### 7.1 Academic Planning and Program Review Committee

*Presented by: Michael Thoma*

The Committee met on March 10<sup>th</sup>. At the meeting, Aurelea Mahood, Director of Academic and Initiatives Planning (AIP) provided a follow up around the program development process and ways to make the process more robust, including the development of an academic priority framework when recommending Concept



## SENATE MEETING

Tuesday, April 7<sup>th</sup>, 2020 4:00 pm  
VIA MS TEAMS

### MINUTES

---

Papers, where AIP would identify a first pass of the framework of a Concept Paper, assisting with desk research, which would also inform prioritization of program development.

#### 7.1.3 Concept Paper - Concept Paper – XR Design and Spatial Computing Diploma

The XR Design and Spatial Computing Diploma encompasses mixed reality technologies - most commonly Virtual Reality (VR) or Augmented Reality (AR) – that are being used for a broad range of applications, from fully immersive video games and movies, through education and training, into industrial and military use cases such as digital twinning and synthetic training environments.

This diploma also addresses the rapidly emerging demand for mixed reality technology and platforms across entertainment, commercial and industrial purposes. It will also address both a training gap in the provincial undergraduate postsecondary landscape, as well as the skilled labour shortage in this rapidly evolving and revolutionary field.

*Michael Thoma moved and Diana Twiss seconded:*

**20/18** That Senate approve that the Concept Paper for XR Design and Spatial Computing Diploma be forwarded to the Vice President, Academic & Provost with the recommendation that the target market, level of the credential and in what program area it would be offered be clarified.

**CARRIED**  
**1 Abstention**

#### 7.2 Bylaw, Policy and Procedure Committee

*Presented by: Marnie Findlater*

A report was not provided as the Committee will be meeting on Tuesday, April 14<sup>th</sup>.

#### 7.3 Curriculum Committee

*Presented by: Deb Jamison*

##### 7.3.1 Resolution Memo



## SENATE MEETING

Tuesday, April 7<sup>th</sup>, 2020 4:00 pm  
VIA MS TEAMS

### MINUTES

---

The resolutions brought forward from the March 20<sup>th</sup>, 2020 Senate Curriculum Committee meeting were presented to Senate for approval. On discussion, Resolution 20/12 was removed from the approval pending further review of the item.

*Deb Jamison moved and Diana Twiss seconded:*

**20/19** Resolutions 20/13 to 20/30 be approved and that Resolution 20/12 be removed. **CARRIED**

*Deb Jamison moved and Lauren Styles seconded:*

**20/20** Resolution 20/12 be tabled and brought back by the June Senate meeting. **CARRIED**

#### 7.4 Instructional Technologies Advisory Committee

*Presented by:*

A working group has been established and work initiated in looking at a teaching and learning subcommittee.

#### 7.5 Budget Advisory Committee

*Presented by: Oscar Blue*

Meetings are being scheduled for April and May for presentation and discussion of timelines and approach for the revised budget.

### 8. Other Reports

#### 8.1 Chair of Senate

The Chair's report was presented at the beginning of the meeting.

#### 8.2 Vice-Chair Senate

A report was not provided by the Senate Vice-Chair.

#### 8.3 VP Academic and Provost



## SENATE MEETING

Tuesday, April 7<sup>th</sup>, 2020 4:00 pm  
VIA MS TEAMS

### MINUTES

---

Laureen Styles, VP Academic and Provost acknowledged and thanked the work of Senators and faculty during the University's transition to remote and modified learning, and the quick shift and commitment to make the transition as effective as possible under the circumstances.

#### 8.4 Board Report

Paul Dangerfield reported that the Board is in active conversations with respect to work on the operations of finishing the term and preparing for the next term, as well as managing the integrated plan for next year.

#### 9. Discussion Items

The students were provided an opportunity to address Senate with the concerns noted in their correspondence, as follows:

Refunds – For the students who have cancelled classes will those students be able to get refunds? Students have indicated that they were not going to be allowed a refund for cancelled classes.

**Action: Shelley was going to provide details/specifics of classes that were cancelled.**

Library Resources and IT Problems – although these items did not specifically relate to Senate, there were people at the table who could address these concerns.

Computers and Wi Fi – Will the University be opening up computer labs for students to take finals or open free parking so students can take quizzes in their cars if they don't want to go to computer labs?

**Action: Paul will take to the EOC, but indicated that, generally speaking the University is not in a position to open more spaces on the campus as this would be going in the opposite direction from Health Officials, but the University will look at different solutions and will deal with this item at EOC.**

There was also concern about clear and quick communication to students on the move to credit/no credit so that students are aware of what to expect and their options.

**Action: Paul will work on the communication strategy and looping in with Laureen, Communications, and the Registrar to make sure this gets out quickly.**

#### 10. Other Business



**SENATE MEETING**

Tuesday, April 7<sup>th</sup>, 2020 4:00 pm  
VIA MS TEAMS

**MINUTES**

---

No other business was presented.

**11. Information Items**

No information items were presented.

**12. In Camera Session – Honorary Degrees**

The meeting moved to in camera at 6:56 pm.

*Paul Dangerfield moved and Kyle Guay seconded:*  
To move in camera.

**CARRIED**

*Paul Dangerfield moved and Kyle Guay seconded:*  
To move out of in camera.

**CARRIED**

The meeting was adjourned at 7:15 pm.

**Next Meeting: Tuesday, May 12<sup>th</sup>, 2020**

---

DRAFT

**From:** [Nooshin Shafieian](#)  
**To:** [Mary Jukich](#); [Paul Dangerfield](#); [Laureen Styles](#)  
**Subject:** FW: Student Concerns and Questions - Response Letter  
**Date:** Thursday, April 23, 2020 10:55:38 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)

---

Fyi below...

---

**From:** Nooshin Shafieian  
**Sent:** Thursday, April 23, 2020 10:55 AM  
**To:** 'Shelley Ferguson' <[sferguson1701@gmail.com](mailto:sferguson1701@gmail.com)>  
**Cc:** 'shelleyferguson@my.capilanou.ca' <[shelleyferguson@my.capilanou.ca](mailto:shelleyferguson@my.capilanou.ca)>  
**Subject:** RE: Student Concerns and Questions - Response Letter

Hello Shelley,

Noted, thank you for the confirmation.

Best regards,

Nooshin

**Nooshin Shafieian (she/her)**

*Executive Assistant to Vice-President, Academic and Provost*  
604.983.7560 | [nooshinshafieian@capilanou.ca](mailto:nooshinshafieian@capilanou.ca)

-  
North Vancouver Campus | 2055 Purcell Way, North Vancouver  
British Columbia, Canada V7J 3H5 | [capilanou.ca](http://capilanou.ca)



Capilano University is honoured  
to be recognized as one of the  
best workplaces in the province.

*Capilano University is named after Chief Joe Capilano, an important leader of the Squamish (Sḵwxwú7mesh) Nation of the Coast Salish people. We respectfully acknowledge that our campuses are located on the territories of the Lil'wat, Musqueam, Sechelt (shíshálh), Squamish and Tsleil-Waututh Nations.*

**From:** Shelley Ferguson <[sferguson1701@gmail.com](mailto:sferguson1701@gmail.com)>  
**Sent:** Thursday, April 23, 2020 10:50 AM  
**To:** Nooshin Shafieian <[nooshinshafieian@capilanou.ca](mailto:nooshinshafieian@capilanou.ca)>  
**Subject:** Re: Student Concerns and Questions - Response Letter

Hello Nooshin,

I just wanted to confirm that I have received and read this email. I have no further questions regarding this email thread.

Thank you for getting back to me.

Have a good day,

Shelley

On Thu, Apr 23, 2020 at 9:23 AM Nooshin Shafieian <[nooshinshafieian@capilano.ca](mailto:nooshinshafieian@capilano.ca)> wrote:

Hello Shelley,

On behalf of VP Academic & Provost, Laureen Styles, please find attached a letter in response to your letter of March 29<sup>th</sup> to the Senate. I have also attached here a copy of your letter.

Please let me know if I can be of any further assistance.

Regards,

Nooshin



**Nooshin Shafieian (she/her)**

*Executive Assistant to Vice-President, Academic and Provost*  
604.983.7560 | [nooshinshafieian@capilano.ca](mailto:nooshinshafieian@capilano.ca)

North Vancouver Campus | 2055 Purcell Way, North Vancouver  
British Columbia, Canada V7J 3H5 | [capilano.ca](http://capilano.ca)



**Capilano University is honoured  
to be recognized as one of the  
best workplaces in the province.**

*Capilano University is named after Chief Joe Capilano, an important leader of the Squamish (Sk̓wx̓wú7mesh) Nation of the Coast Salish people. We respectfully acknowledge that our campuses are located on the territories of the Lil'wat, Musqueam, Sechelt (shíshálh), Squamish and Tsleil-Waututh Nations.*

---

**From:** Shelley Ferguson <[shelleyferguson@my.capilano.ca](mailto:shelleyferguson@my.capilano.ca)>

**Sent:** Sunday, March 29, 2020 6:14 PM



**To:** Paul Dangerfield <[pdangerfield@capilano.ca](mailto:pdangerfield@capilano.ca)>; [qayqayt@shaw.ca](mailto:qayqayt@shaw.ca)  
**Cc:** Laureen Styles <[laureenstyles@capilano.ca](mailto:laureenstyles@capilano.ca)>; Brad Martin <[bradmartin@capilano.ca](mailto:bradmartin@capilano.ca)>;  
Pouyan Mahboubi <[pouyanmahboubi@capilano.ca](mailto:pouyanmahboubi@capilano.ca)>; CFA <[CFA@capilano.ca](mailto:CFA@capilano.ca)>; Capilano  
Students' Union <[csu@capilano.ca](mailto:csu@capilano.ca)>; Sacha Fabry <[president@csu.bc.ca](mailto:president@csu.bc.ca)>;  
[stephenwilliams@capilano.ca](mailto:stephenwilliams@capilano.ca); President, Capilano University <[president@capilano.ca](mailto:president@capilano.ca)>  
**Subject:** Student Concerns and Questions

Hello,

I am a current student and I have attached a pdf of concerns from some students of Capilano University.

Thank you,

Shelley Ferguson



April 22, 2020

Shelley Ferguson  
Via email

**RE: Student concerns and questions related to COVID-19**

Dear Shelley,

I want to acknowledge your letter to the Senate, dated March 29, 2020, in which you outlined and expressed your concerns with regard to the impacts of the COVID-19 pandemic experienced by you personally as well as your thoughts about our campus community. The pandemic has resulted in an exceptionally challenging time for everyone involved in the post-secondary educational system, including our university. We recognize that the lives of many of our students and employees have been dramatically affected. We fully recognize that many students are worried about loved ones, education and living costs, course work, exams, and the future of their education during current times.

As we all navigate through this uncharted territory together, our administrators are focused on directing efforts toward supporting our students and employees while also undertaking adapting teaching and learning approaches. I want to assure you that we continue to adjust and find ways to support students to complete their courses and programs, and meet their educational goals. We continue to work closely with the BC Ministry of Advanced Education, Skills and Training to mobilize resources to better support our students.

We have taken the following steps toward addressing the important concerns you raised in your letter.

**Online Teaching and Learning Tools and Support**

Through Provost's memos and resources through the Centre for Teaching Excellence (CTE), we have highlighted the learning tools and services available to all faculty to communicate with students. These include:

- Class emails lists - communication with students is important during this time and instructors can email their entire class directly.
- Recording classes - with our video-conferencing tools, such as MS Teams and WebEx, faculty are able to stream and record their in-person class.
- Virtual office/coaching hours - virtual office or coaching hours offer flexibility for students. This can be accomplished through eLearn, Microsoft Teams, or WebEx video conferencing.
- eLearn (Moodle) - All courses have an eLearn (Moodle) shell already created for online content and this is a key learning tool.



The Centre for Teaching Excellence supports faculty through transition and effective practices with remote and adapted teaching and student learning. Guidance and dialogue also occurs in departments and schools through collegial interactions, as well as with program conveners, coordinators, chairs and deans. Additionally, faculty are apprised of adapted learning and support services for students through usual internal communication channels (e.g., Frontlines, Constant Contact) recognizing the importance of a variety of resources for students beyond direct course learning.

### **Student Remote Access to Computers and the Internet**

At this time, several approaches have been put into place for computer and internet access. Computer labs are available on campus for students who can and wish to access on campus computers and internet, and the Birch building main cafeteria is also a location that students can access internet, while maintaining appropriate physical distancing. Information Technology (IT) has also put into place a system that allows faculty and students to access specific program-related software from off campus.

Guidelines have been re-affirmed and communicated out through senior leadership to foster consistency of online resources used by our Faculties and academic departments (e.g., using university-supported software and tools). As required by Capilano University purchasing policy, technology equipment procurement is centralized through IT Services to ensure standardization, efficiency, security and compatibility.

### **Financial Implications**

The Ministry of Advanced Education, Skills and Training has provided Capilano University with emergency funding, for any student in need of financial aid, including a specified amount for our Indigenous learners. Applications for the COVID-19 Emergency Bursary Fund are now being accepted and more information and application forms are available on our Emergency Funding webpage <https://www.capilanou.ca/admissions/fees--finances/financial-aid--awards/emergency-funding/>.

In addition, on April 22, 2020, the Prime Minister announced comprehensive support of nearly \$9 billion for post-secondary students and recent graduates. The Canada Emergency Student Benefit (CERB) will help provide the financial support students need this summer and into the fall, while simultaneously facilitating employment, volunteerism and meaningful work experience. For more details, please review the full news release <https://pm.gc.ca/en/news/news-releases/2020/04/22/support-students-and-new-grads-affected-covid-19>.

### **Spring 2020 Final Grade Options**

All students who complete a course in Spring 2020 now have a choice in the final grade that they receive. All students who pass their course may choose to receive the final grade they earn, or a grade of CR (credit). This means that the student is receiving credit for the course. A grade of CR will count towards program completion and credit totals, and will not impact a student's Grade Point Average (GPA). Of note, at this time we do not know how other post-secondary institutions will view CR grades for admission or transfer-credit purposes.



Similarly, failing grades will not be counted in a student's GPA for the Spring 2020 term. Instead, a student will receive a grade of NC (no credit) instead of F. While students will not receive credit for the course, the grade of NC will not impact their academic standing at the University in that this grade will also not impact GPA. Information about the Spring 2020 final grade options are now posted on our webpage at <https://www.capilanou.ca/about-capu/get-to-know-us/news/2020/title-556782-en.php>.

Additionally, the deadline to request a "W" grade without academic penalty was extended until April 14, 2020 (the last day of the semester before the final examination period began).

## **Convocation**

In response to the evolving COVID-19 situation, we recognize the need to plan our June 2020 Convocation ceremonies differently. Provincial directives around events and large gatherings prevent us from preparing our usual format of an in-person convocation. After carefully considering options, Capilano University has made the decision to provide an online celebration experience to honour the achievements of our graduating class this June and acknowledge the faculty who helped them reach this milestone.

Gathering together on campus for Convocation is a traditional part of the CapU experience; therefore, all our graduating students who wish to attend convocation in person will have the option to participate in the February 2021 ceremonies if they wish.

Information about the Spring 2020 convocation is posted on our webpage at <https://www.capilanou.ca/mycapu/convocation-ceremonies/> and any questions can be directed at [convocation@capilanou.ca](mailto:convocation@capilanou.ca).

## **Overall Impact**

Amidst the current outbreak of COVID-19, you may be developing feelings of fear, stress, worry, and isolation – these feelings are natural when facing threats that are beyond our control. Everyone reacts differently to these feelings and they can be overwhelming for some. If students are feeling stress and anxiety about COVID-19 as it relates to them, their family or friends, Counselling Services is available, between 9 a.m. and 3 p.m. Monday to Friday, via telephone at 604-984-1744 or email [counselling@capilanou.ca](mailto:counselling@capilanou.ca) to make appointments.

For urgent situations outside of these hours, students can call the 24-hour BC Crisis Centre line 604-872-3311. More information on Health and Counselling Services can be found at <https://www.capilanou.ca/student-life/support-wellness/health-counselling-services/>. We also have supportive measures in place to ensure the physical and mental well-being of our employees.

We have also created a dedicated email channel [safety@capilanou.ca](mailto:safety@capilanou.ca) to answer questions from students and employee, and created a COVID-19 FAQ page with information specific to Students, Employees, Campus Services and Health & Wellness at <https://www.capilanou.ca/about-capu/get-to-know-us/news/covid-19-faqs/>.



As the next few weeks and months unfold, Capilano University, along with other post-secondary institutions in BC, will continue to follow the guidelines and expectations from the Provincial Health Officer of BC, the Ministries of Health and the Ministry of Advanced Education, Skills and Training aligned with our university foci on high-quality education and the well-being of our campus community. We will continue to provide effective and timely communication, through the CapU website and the Registrar's Office, about any changes to upcoming terms in the days and weeks ahead.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Lauren Styles'.

Lauren Styles, EdD  
Vice-President, Academic and Provost  
Capilano University

Cc: Paul Dangerfield, President & Senate Chair  
Toran Savjord, Vice-President, Strategic Planning, Assessment and Institutional Effectiveness  
Jennifer Ingham, Vice-President, University Relations

# MEMO

**To:** Paul Dangerfield, President and Senate Chair  
**From:** Dr. Laureen Styles, Vice President Academic & Provost  
**Subject:** Academic Plan Development  
**Date:** May 12, 2020

## BACKGROUND

With *Envisioning 2030 (E2030)* approved by the Board of Governors at the March 24, 2020 meeting, the path has now been set for the next ten years at the University. This affords the necessary planning context to undertake the development of the next academic plan. The academic plan will utilize and build on the extensive consultations and engagements that occurred with developing *E2030* as well as focus more deeply and specifically on the foundation of the University, that of academic activity inclusive of programming, teaching and learning, community engagement, scholarly pursuits and research, and various forms of service. The last [academic plan](#) identified principles, programming, and academic support to guide the actions and activity of the University. With our next academic plan, we will continue to build on the strengths of what has gone before, as well as create a path forward that enlivens *E2030* through the academic activities of the University. The academic plan is intended to be an expression of key university constituents' collective aspirations and interpretations of the themes and commitments embedded in *Envisioning 2030*.

## PROCESS AND TIMELINES

Initial plans have been reviewed by a subset of the Academic Leadership Council membership in mid-April, with endorsement of a process and timeline as follows.

Under the Vice President Academic & Provost, an ad-hoc advisory group will be struck with membership from key constituents (e.g., Faculties, regional campus/center, Library, Center for Teaching Excellence, Office of Creative Activity, Research & Scholarship, Office of Indigenous Education and Affairs, students, etc.).

Calls for participation will be sent out to the university community (anticipate up to 20 members). The advisory group will be responsible for reviewing and making recommendations on approaches, hosting participation events as available, key content areas, and reviewing drafts (and may include other responsibilities). Additionally, the Senate Academic Planning and Program Review Committee will be actively engaged in commenting on key aspects of the plan (the framework) as well as providing input and perspectives with drafts through to final recommendation to Senate. The Board of Governors will be involved through the Governance and Planning Committee to review draft(s) and a final recommendation at the Board of Governors.

*Timeline and university participation:*

May

- Call for advisory committee members
- Finalize by end of May and convene first meeting

June

- Host a series of webinars, digital workshops, and think-tanks open to interested faculty, administrators, staff, and students with a plan for sessions focused on individual *E2030* themes
- Faculties and other academic units may also choose to host session(s) with a set of key questions shared to guide engagement
- Analysis of results and other forms of data from *E2030* consultations

July

- Academic Initiatives & Planning in consultation with Vice President Academic & Provost develops the first draft (and other members of the advisory committee as available)

August

- Advisory committee meets to review the first draft, and first revision cycle including SAPPRC
- Second draft created

September

- Second draft circulated to Faculties, academic units, Academic Leadership Council, and SAPPRC for input, commentary, and critical review
- Governance and Planning Committee of the Board of Governors review and input

October

- Finalize draft based on September inputs and consultations, Academic Leadership Council, and SAPPRC review
- Shared at Senior Leadership Council as information

November

- Finalized Academic Plan to Senate and the Board of Governors (or their next meeting)



# MEMO

**To:** Paul Dangerfield, President and Senate Chair  
**From:** Dr. Laureen Styles, VP, Academic & Provost  
**Subject:** Academic and teaching continuity – new academic year and Fall 2020  
**Date:** May 5, 2020

## BACKGROUND

Considering what has transpired over the last two months with the COVID-19 global pandemic, the updates from the Provincial Health Officer Dr. Bonnie Henry the week of April 13-19, 2020 and the ongoing updates (including new insights based on modelling), further decisions are required relating to the 2020-2021 academic year, including Fall 2020 classes and beyond.

With a focused pivot to remote and adapted learning the second week of March 2020, a subsequent decision was made on March 26<sup>th</sup> to continue to meet the expectations for physical distancing and only essential travel that all Summer term courses would be offered in a remote and adapted mode. Concurrently, additional resources are being developed and mounted to assist faculty and students to maintain academic and learning continuity to the extent possible (e.g., emergency funding made available through the Ministry of Advanced Education, Skills and Training for students, additional guides and online learning for faculty based on the four university-supported (e.g., Webex, MS Teams, eLearn, and Kaltura) with a goal of continuing to enhance the quality of the teaching-learning experience).

Uncertainty is our constant companion in the absence of known facts on the duration of actions that will be required and asked of us as citizens and as a university to minimize the negative impacts of the virus. Thus, creating a forward-looking academic and teaching continuity plan for the next academic year ought to include consideration of our university vision, mission and values as well as key priorities. With the exam period for Spring 2020 completed, Summer term courses soon launching in adapted remote delivery and applications and admissions processes well underway for Fall 2020 new intakes, communication of the mode of courses and other necessary adaptations (context dependent based on the most current information from the Ministry of Advanced Education, Skills and Training and the Provincial Health Officer) is warranted to provide some level of certainty for students, faculty and all employees at the University involved with the key activities of teaching and learning. Scenario planning is occurring in various forms – Faculties, academic and non-academic offices and units, the Emergency Operations Centre (EOC), Senior Leadership Council, and the Executive team.

Without known respite from physical distancing expectations, planning should occur that secures continuity of teaching and learning, and necessary preparations for shifts in delivery mode for Fall 2020. Such a decision also affords input into the University's integrated planning process and revisions/adaptations to the University budget aligned with academic continuity and projected implications with enrolments and aligned priorities. That is,



preparing and communicating that we will be offering courses and programs through mode(s) that are consistent with the Provincial Health Officer's guidance and direction. At present, this means online/adapted learning with little to no on-campus, in person activity. That said, we also must be prepared to respond proactively to shift the delivery mode(s) as new information is provided (e.g., decreasing online and moving to on-line and in-person instruction as we are able to with essential learning happening in-person based on a set of steps and approvals).

To support safe and timely academic adjustments and adaptations during the COVID-19 pandemic (particularly for Faculties), the following recommendations are proposed.

## RECOMMENDED MOTIONS

### ***Recommendation 1:***

THAT the Senate, considering the evolving nature of the COVID-19 pandemic, delegates the President (or designate), considering relevant advice of the EOC Policy Group, and in close consultation with the Vice President Academic & Provost, with the authority to enact plan(s) that maximize approaches to learning/courses and academic continuity for the academic year 2020-2021 including, but not limited to, program start and end dates, changed sequencing of courses in programs based on their approved program profile, the start and end dates of courses, and mode(s) of instruction.

### ***Recommendation 2:***

THAT in order to facilitate planning and operations and to maximize as much certainty as possible for programs and courses, adapted approaches will be utilized with ongoing flexibility for continuity of learning and essential or critical functions. Determining adapted approaches will be undertaken in a consultative manner within programs, Schools, Faculties and across university units. Updates on adaptations on relevant academic matters will be provided to Senate on a regular basis by the Vice President Academic & Provost.

### ***Recommendation 3:***

THAT the requirements of relevant sections of [Policy S2009-06](#) for establishing alternative mode(s) of course delivery and course evaluation will be suspended during the COVID-19 pandemic.



# MEMO

**To:** Senate  
**From:** Kyle Vuorinen, Registrar  
**Subject:** Senate By-Elections results  
**Date:** April 28, 2020  
**cc:**

## BY-ELECTION

1 support staff representative

- Iana Dokuchaeva : Acclaimed

No nomination for following position. Nomination will be open until a qualified candidate comes forward:

- 1 faculty representative (Arts and Sciences Studies)

# MEMO

**To:** Paul Dangerfield, President and Chair of Senate  
**From:** Kyle Vuorinen, Registrar  
**Subject:** Change of Date for June 2020 Convocation Ceremony  
**Date:** May 4, 2020  
**cc:**

## JUNE 2020 CONVOCATION

Due to COVID-19, Capilano University will not be holding our usual in-person June convocation ceremonies. To accommodate for the changes to the format of the ceremony, a change of date is required. The format will be changing from in-person to online and the date will be pushed forward by nine days.

### MOTION:

That the date of the June 2020 Convocation ceremony be changed from June 9, 2020 to June 18, 2020.



**CAPILANO UNIVERSITY SENATE  
MEMORANDUM**

---

**TO:** Capilano University Senate Members

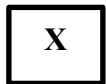
**FROM:** Chair, Bylaw, Policy and Procedure Committee

**SUBJECT:** Faculty of Global and Community Studies Bylaws,  
S2020-01 Academic Credentials Policy,  
S2020-02 Course Numbering and Credit Level Policy

**DATE:** May 5, 2020

**DOCUMENT(S):** S2015-05 Credential and Course Criteria Policy (Existing)  
S2020-01 Academic Credentials Policy (New)  
S2020-02 Course Numbering and Credit Level Policy (New)  
Faculty of Global and Community Studies Bylaws (New)

**ACTION(S) REQUIRED:**



**INFORMATION**



**APPROVAL/DECISION**

---

**ACKNOWLEDGEMENT:**

We respectfully acknowledge the Lil'wat, Musqueam, Sechelt, Squamish, and Tsleil-Waututh people on whose territories our campuses are located.

## **BACKGROUND:**

At the March 5, 2019 Senate meeting, the VP Academic & Provost committed to a review of Senate Policy *S2015-05 Credential and Course Criteria*.

As noted in March 2019, the current policy combines multiple elements that would typically be contained in standalone policies as well as details not typically found in Senate policies such as statements regarding adoption timelines.

With research and writing support from Lynn Newman, Policy & Governance Analyst, we propose that the S2015-05 Credential and Course Criteria Policy be rescinded and replaced with the following two new policies:

- ***S2020-01 Academic Credentials***
- ***S2020-02 Course Numbering and Credit Level***

Minor revisions and additions have been made to the content of the original policy during the redrafting process. See below for a summary of significant revisions and additions.

## **SUMMARY OF CHANGES:**

### ***Academic Credentials:***

- Three-credit English (ENGL) and/or Communications (CMNS) course requirement removed from Certificates;
- Minimum requirements for Master's degree added;
- Option for minors removed from Post-baccalaureate Certificates and Minors.

### ***Course Credentials:***

- Addition of recommended minimum prerequisite requirements for upper-level courses.
- Distinction between 500- and 600-level courses made explicit.

## **CONSULTATION:**

Prior to taking the two proposed policies to By-law, Policy & Procedure (BPP) for preliminary review in early 2020 followed by consultation with the Registrar's Office, input was also received from all five Faculty Councils/DACs and Academic Leadership. Based on the received input, all references to residency requirements and second credentials will be limited to Senate Policy *S2017-04 Graduation*.

Building on the received input, the two policies are now ready for final review by BPP.

Based on the consultation process, the Office of the Provost recommends Senate Policy *S2017-04 Graduation* be reviewed prior to its next review date (January 2023) with the objective of reviewing the University's residency requirement and framework for awarding second credentials

N.B.: The Senate Bylaw, Policy and Procedure Committee has the S2017-04 Policy on the agenda for April 28, 2020.

---

**ACTIONS REQUIRED:**

1. Motion to rescind the existing S2015-05 Credential and Course Criteria Policy.
  2. Motion to approve the S2020-01 Academic Credentials Policy (New).
  3. Motion to approve the S2020-02 Course Numbering and Credit Level Policy (New).
- 

**BACKGROUND:**

On January 27, 2020, the Governance Enhancement Team (GET) ad hoc collective for the Faculty of Global and Community studies began developing revised by-laws for the Faculty. The previous Faculty Terms of Reference were developed and have been in place since May 2013. Inspired by the Universities Canada visit, the GET swiftly created their terms of reference and drafted bylaws working off examples from Capilano University's Faculty Arts and Science and UFV's Health Science Faculty.

Pending Senate approval, GET will create election processes for the Faculty vice-chair, students and staff. In addition, Terms of Reference for the Curriculum Committee and Strategic Planning committee will be drafted by GET and vetted through the current APC and DAC. The goal is to have these Bylaws in place for the 2020-2021 academic year beginning in September 2020.

**SUMMARY OF CHANGES:**

- Faculty Council is reimagined DAC and governs Faculty operational/administrative decisions.
- Curriculum Committee is reimagined APC and governs Faculty curriculum/program decisions.
- Governance Enhancement Team is new to review and guide Faculty governance documentation and elections.
- Strategic Planning Committee is new as a collective and space to spark imaginative and innovative ideas for intentional work across the five schools.
- Three Faculty meetings per year instead of two

**CONSULTATION:**

Once the first draft was completed, there was consultation with all five schools in GCS either in person or electronically. In addition, input was sought at the March 12 Academic Planning


Committee (APC) and the March 27 Dean’s Advisory Committee (DAC). The new Bylaws outline a Faculty governance framework that affords faculty members, staff, and students in the Faculty to partake in the decision-making and leadership roles with the Faculty of GCS. On April 2, at an ad hoc Faculty meeting, the final voting was 29 in favour, 0 opposed, and 0 abstained. The revised Faculty of GCS Bylaws were approved.

---

**ACTION REQUIRED:**

1. Motion to approve the revisions to the Faculty of Global and Community Studies Bylaws.
- 

Thank You,  
Marnie Findlater

 <b>CAPILANO UNIVERSITY</b>		<b>POLICY</b>	
Policy No.	Officer Responsible		
<b>S2020-01</b>	<b>Vice-President, Academic and Provost</b>		
Policy Name			
<b>Academic Credentials</b>			
Approved by	Replaces	Category	Next Review
	<b>S2015-05 Credential and Course Criteria</b>	<b>B</b>	<b>(month) 2023</b>
Date Issued	Date Revised	Related Policies, Reference	
<b>New</b>		<b>B.108 Credit and Non-Credit Courses</b> <b>S2003-03 Academic Standing</b> <b>S2011-02 Posthumous Credential</b> <b>S2017-04 Graduation</b> <b>S2013-01 Transfer Credit</b>	

**1 PURPOSE**

This policy provides a framework for the approval and monitoring of Senate-approved academic programs offered by Capilano University (University), establishing minimum criteria required for the awarding of the University’s academic credentials.

**2 DEFINITIONS**

“**Credential**” is a Senate-approved body of academic work. The credential is awarded to students who have completed the requirements of a recognized citation, certificate, diploma, or degree program.

“**Credit Hour**” is normally defined as a minimum of one hour of instruction per week over a 15 week period.

“**Program**” is a Senate-approved defined set of courses and requirements offered as a credential.



### 3 SCOPE

This policy applies to all academic credentials offered by Capilano University.

### 4 POLICY STATEMENT

In accordance with the *University Act*, Capilano University Senate approves the requirements for academic programs leading to a credential.

### 5 CREDENTIAL TYPES

Credential Type	Credits Required
Citation	Minimum of 6 credits.
Certificate	Minimum of 15 credits.
Diploma	Minimum of 60 credits including 6 credits of English and/or Communications courses.
Associate Degree	Minimum of 60 credits, and meets the requirements set out by the Ministry of Advanced Education, Skills and Training.
Baccalaureate Degree	Minimum of 120 credits in a defined program of study, including: Cap Core curriculum requirements; English 100 and an additional 3 credits of English or Communications courses; 3 credits in a Senate-approved quantitative/analytical course; 24 credits outside of the major or degree program; 45 upper-level credits.
Post-baccalaureate Certificate	Minimum of 15 upper-level credits and completion of a baccalaureate degree that is normally in a different field of study.
Post-baccalaureate Diploma	Minimum of 30 upper-level credits, and completion of a baccalaureate degree that is normally in a different field of study.
Graduate Certificate	Minimum of 15 graduate-level credits, and completion of a baccalaureate degree that is normally in a related field of study.
Graduate Diploma	Minimum of 30 graduate-level credits, and completion of a baccalaureate degree that is normally in the same field of study.
Master's Degree	Minimum of 30 graduate-level credits, and completion of a baccalaureate degree with high academic standing.


## 6 MAJORS, MINORS, HONOURS AND CONCENTRATIONS

- 6.1 Students may complete a major, minor or concentration as an approved program of study within a Baccalaureate or Baccalaureate Honours degree; a concentration may also be completed in a Post-baccalaureate Diploma. Combined programs (double-minor, double-major, minor-major) may incorporate components from within a single Faculty or multiple Faculties; however, the overall degree requirements of at least one Faculty must be met. Meeting these requirements may require the completion of more than 120 credits.
- 6.2 Majors, minors, honours and concentrations reflect varying depths of study at the upper-level within a defined field of study with varying credit requirements in lower-level courses as follows:

Type	Credit Requirement
Minor	Minimum of 15 upper-level credits within a defined area of study outside of a student's honours, major or baccalaureate degree program.
Major	Minimum of 30 upper-level credits within a defined field of study.
Concentration	Minimum of 12 upper-level credits within a defined field of study in a student's honours, major, baccalaureate degree program, or post-baccalaureate diploma.
Major-Minor	Consists of the major requirements of one subject and the minor requirements of another subject within the framework of a single degree.
Double Minor	Consists of the minor requirements of each of two subjects within the framework of a single degree.
Double Major	Consists of the major requirements of each of two subjects within the framework of a single degree.
Joint Major	Consists of a minimum of 30 credits of upper-level study in the joint major subjects.
Honours Baccalaureate	Consists of completion of the degree program or major requirements, a minimum of an additional six credits of project-based research and/or an honours thesis, and an upper-level cumulative B+ grade average.

## 7 AWARDING OF CREDENTIALS

Credentials are awarded by the Registrar's Office following a graduation assessment.

 <b>CAPILANO UNIVERSITY</b>		<b>POLICY</b>	
Policy No.	Officer Responsible		
<b>S2020-02</b>	<b>Vice-President Academic and Provost</b>		
Policy Name			
<b>Course Numbering and Credit Level</b>			
Approved by	Replaces	Category	Next Review
	<b>S2015-05</b>	<b>B</b>	<b>3 years on from approval</b>
Date Issued	Date Revised	Related Policies, Reference	
<b>New</b>		<b>B108 Credit and Non-credit Courses</b> <b>2002-03 Prior Learning Assessment</b> <b>S2002-04 Definition of a Full-time Student</b> <b>S2009-06 Course Outlines of Record and Course Syllabi for Credit Courses</b> <b>S2013-01 Transfer Credit</b>	

## 1 PURPOSE

- a. This policy outlines the specifications of academic course numbering level and credits.
- b. This policy provides a framework for the expected level of academic rigour of courses by detailing the learning outcomes expected for each year level.
- c. This policy ensures that Capilano University’s institutional reputation is upheld in the broader academic community by maintaining quality assurance in its educational programs.

## 2 DEFINITIONS

“**Contact hour**” normally means one hour of instruction per week over a 15-week period.

“**Course**” means a defined set of learning activities in a designated subject with stated learning outcomes that is usually taken to fulfill a credential requirement.

“**Credit**” means a numeric value assigned to a course based on the number of contact hours of instruction with the instructor. In courses with a form of learning other than a lecture or laboratory (e.g. directed studies, field schools, practicums, etc.), a rationale for the proposed credit value is determined at the departmental level.

“Student” means an individual enrolled in any course (credit or non-credit) at the University.

### **3 SCOPE**

The policy applies to all credit courses offered by Capilano University.

### **4 POLICY STATEMENT**

Section 35.2 (5)(b) of the *University Act* requires the Senate to “set criteria for awarding certificates, diplomas and degrees”. This Policy solidifies the standards for adjudicating appropriate year level and number of contact hours for credit courses offered by Capilano University.

### **5 COURSE NUMBERING**

5.1 Course numbers are selected at the discretion of the Registrar’s Office in consultation with the department.

5.2 Courses will be numbered according to the following criteria:

a) Preparatory Courses:

- i. 001 – 099: Preparatory courses carry no credit toward a credential. These courses assist students to develop the necessary knowledge and skills to meet the requirements for university-level work. Preparatory courses do not count as credit toward diplomas and degree programs.

b) Lower-level Courses (100- and 200-level courses):

- i. 100- and 200-level courses develop the knowledge and skill base, and the educational maturity necessary for more independent and more proficient work at the upper-level.
- ii. 100 - 199: 100-level courses that constitute the beginning of academic work in a field of study.
- iii. 200 - 299: 200-level courses are an intermediate step between introductory and advanced undergraduate academic work. Courses at the 200-level may require specific 100-level course(s) as a prerequisite or corequisite.

c) Upper-level courses (300- and 400-level courses):

- i. 300- and 400-level courses require a level of educational maturity that allows for more independent, proficient, and/or in-depth work than at the lower level. These courses are characterized by a structure and learning outcomes that allows for a variety of approaches to the subject matter, a wide range of course material, and an emphasis on independent work in the laboratory, library, studio, field, community, or workplace.

- ii. Upper-level courses strongly emphasize comprehension, analysis, synthesis, evaluation, and application of knowledge and skills. Students are expected to demonstrate increasing responsibility and autonomy for their own learning both inside and outside the classroom.
  - iii. Prerequisites may be based on the completion of specific course(s) or a specific number of accumulated university credits.
  - iv. 300 – 399: 300-level courses are the beginning of advanced-level course work, but do not carry the level of academic rigour needed for graduate-level study. 300-level courses are constructed to build upon skills required in lower-level courses; students must complete a minimum of 45 credits or course-specific prerequisites prior to enrollment.
  - v. 400 – 499: 400-level courses have content that reflects a higher degree of intellectual maturity, focusing on the application of theories and the critical understanding of their scope and limitations. Courses at this level further develop necessary skills that lead to employment and/or graduate-level study. 400-level courses should be supported by a substantial body of 100- to 300-level course offerings from the program requirements; students must complete a minimum of 45 credits or course-specific prerequisites prior to enrollment.
- d) Graduate-level courses (500- and 600-level)
- i. 500- and 600-level courses are intended for students in programs that require completion of a baccalaureate degree for admission. These courses build on knowledge and skills developed in the undergraduate program.
  - ii. 500-599: 500-level courses are primarily intended for students in a graduate certificate, graduate diploma or masters program.
  - iii. 600-699: 600-level courses primarily intended for students in a doctoral degree program.

Policy No.	Officer Responsible		
<b>S2015-05</b>	<b>Vice-President Academic and Provost</b>		
Policy Name			
<b>Credential and Course Criteria</b>			
Approved by	Replaces	Category	Next Review
<b>Senate</b>		<b>B</b>	<b>March 2022</b>
Date Issued	Date Revised	Related Policies, Reference	
<b>October 2015</b>	<b>March 2019</b>	<b>B.108 Credit and Non-Credit Courses</b> <b>S2003-03 Academic Standing</b> <b>S2017-04 Graduation</b> <b>S2013-01 Transfer Credit</b>	

## 1 PURPOSE

This policy outlines the requirements for credentials including definitions of the various credentials, definition of a credit hour, and definitions of course level and numbering.

## 2 REQUIREMENTS FOR CREDENTIALS

2.1 Below are outlined the minimum requirements for credentials offered at Capilano University.

### 2.2 Citation

2.2.1 Six (6) credits.

2.2.2 Approved only with special authorization of the Vice-President Academic and Provost.

### 2.3 Certificate

2.3.1 Fifteen (15) credits, including Cap Core curriculum requirements.

2.3.2 Three (3) credits of English (ENGL) or Communications (CMNS) courses.

### 2.4 Diploma

2.4.1 Sixty (60) credits, including Cap Core curriculum requirements.

2.4.2 Six credits (6) of English (ENGL) and/or Communications (CMNS) courses.

### 2.5 Associate Degree

2.5.1 As defined by the Ministry of Advanced Education, Skills & Training.

## 2.6 Baccalaureate Degree

- 2.6.1 A minimum of one hundred twenty (120) credits, including Cap Core curriculum requirements.
- 2.6.2 ENGL 100 within the first thirty (30) credits.
- 2.6.3 A minimum of three (3) additional credits in English (ENGL) or Communications (CMNS) courses other than ENGL 100.
- 2.6.4 Three (3) credits in a Quantitative/Analytical course.
- 2.6.5 A minimum of twenty-four (24) credits outside of degree program or major requirements, which include courses used to satisfy the Quantitative/Analytical and English language, and Cap Core requirements.
- 2.6.6 Forty-five (45) upper-level credits.
- 2.6.7 Honours requires the completion of the degree program or major requirements as well as, at a minimum, an additional six (6) credits of project-based research or an honours thesis and an upper-level CGPA of 3.50.
- 2.6.8 Majors require the completion of a minimum of thirty (30) upper-level credits in the major subject or field of study.
- 2.6.9 Minors require the completion of a minimum of fifteen (15) upper-level credits in the minor subject or field outside of a student's honours, major, or degree program areas. Minors can be attached to any bachelor's degree.
- 2.6.10 Concentrations require the completion of a minimum of twelve (12) upper-level credits within the major or degree program and represent an increased focus on a particular area of study.
- 2.6.11 Joint major programs require the completion of a minimum of thirty (30) upper-level credits in the joint major subjects. Programs may be combined within a Faculty or across Faculties; however, the overall degree requirements of at least one Faculty must be met.
- 2.6.12 Major/minor programs require the completion of the major requirements of one subject or field of study and the minor requirements of another subject or field of study within a single degree. Programs may be combined within a Faculty or across Faculties; however, the overall degree requirements of at least one Faculty must be met. This may require the completion of more than 120 credits.
- 2.6.13 Double major programs require the completion of the major requirements of each of the two subjects or fields within a single degree. Programs may be combined within a Faculty or across Faculties; however, the overall degree requirements of at least one Faculty must be met. This may require the completion of more than 120 credits.
- 2.6.14 Double minor programs require the completion of the minor requirements of each of the two subjects or fields within a single degree. Programs may be combined within a

Faculty or across Faculties; however, the overall degree requirements of at least one Faculty must be met. This may require the completion of more than 120 credits.

## 2.7 Post-baccalaureate Certificate

2.7.1 Fifteen (15) upper-level credits.

2.7.2 Completion of a baccalaureate degree that is normally in a different discipline.

2.7.3 Must not include a concentration or a minor.

## 2.8 Post-baccalaureate Diploma

2.8.1 Thirty (30) upper-level credits.

2.8.2 Completion of a baccalaureate degree that is normally in a different discipline.

2.8.3 May include a concentration or a minor.

## 2.9 Graduate Certificate

2.9.1 Fifteen (15) graduate-level credits.

2.9.2 Completion of a baccalaureate degree that is normally in the same or a similar discipline.

## 2.10 Graduate Diploma

2.10.1 Thirty (30) graduate-level credits.

2.10.2 Completion of a baccalaureate degree that is normally in the same or a similar discipline.

### **3 CREDIT HOUR**

Normally, a credit hour is defined as one (1) hour of instruction per week over a 15-week period.

### **4 TIMELINES**

#### 4.1 Credential Requirements

4.1.1 Programs have until their next program review or three (3) years from October 2015 (the original policy approval date), whichever comes first, to align with this policy.

#### 4.2 Cap Core Requirements

4.2.1 The timeline for implementation of Cap Core requirements for certificates and diplomas is approved by Senate.

### **5 COURSE LEVEL AND NUMBERING**

5.1 It is expected that individual courses include student learning outcomes reflective of the appropriate level of attainment as set out in Bloom's Taxonomy or similar framework. The



first digit of the course number (e.g. 1xx) indicates the defined course level.

## 5.2 Preparatory courses (0xx)

5.2.1 These courses assist students to develop the necessary knowledge and skills to meet the requirements for university-level work. Credits for pre-university courses do not count toward diploma and degree programs.

## 5.3 Lower-level courses (1xx or 2xx)

5.3.1 5.3.1 These courses develop the knowledge, skill base, and educational maturity necessary for increasingly independent and advanced work at the upper level.

5.3.2 Prerequisites may include completion of specific courses and/or a specific number of accumulated university-level credits.

## 5.4 Upper-level / post-baccalaureate courses (3xx or 4xx)

5.4.1 These courses require a level of educational maturity that allows for more independent, advanced, and/or in-depth work than at the lower level. These courses are characterized by a structure that allows for a variety of approaches to the subject matter, a wide range of course material, and an emphasis on independent work in the laboratory, library, studio, field, community, or workplace.

5.4.2 Upper-level courses strongly emphasize comprehension, analysis, synthesis, evaluation, and application of knowledge and skills. Students are expected to accept increasing responsibility for their own learning both inside and outside the classroom.

5.4.3 Prerequisites may include completion of specific courses and/or a specific number of accumulated university-level credits.

## 5.5 Graduate-level courses (5xx or 6xx)

5.5.1 These courses are intended for students in programs that require completion of a baccalaureate degree for admission. These courses build on knowledge and skills developed in the undergraduate program.

## 5.6 Numbering

5.6.1 Course numbers are assigned at the discretion of the Registrar's Office in consultation with the department.

## **6 CREDENTIAL NOMENCLATURE**

6.1 Credentials will be identified before any areas of specialization.

### 6.2 Citations, Certificates and Diplomas

6.2.1 Credentials of this type will be named as follows:

6.2.2 Citation in [PROGRAM NAME]

6.2.3 Certificate in [PROGRAM NAME]

6.2.4 Diploma in [PROGRAM NAME]

6.2.5 When appropriate, the program name will be followed by an ~~em~~ dash and the field of study.

E.g. Certificate in Early Childhood Care and Education – Infant and Toddler, Diploma in Human Kinetics – Exercise Science.

### 6.3 Associate Degrees

6.3.1 Credentials of this type will be named as follows:

6.3.2 Associate of [PROGRAM NAME] – [Field of Study]

E.g. Associate of Science – Biology.

### 6.4 Baccalaureate Degrees

6.4.1 Credentials of this type will be named as follows:

6.4.2 Bachelor of [PROGRAM NAME]

6.4.3 When appropriate, the program name will be followed by an ~~em~~ dash and the field of study.

E.g. Bachelor of Music in Jazz Studies – Education.

### 6.5 Concentrations, Minors and Majors

6.5.1 Credentials that are accompanied by a concentration, minor or major will be named as follows:

6.5.2 Bachelor of [PROGRAM NAME] with a [CONCENTRATION, MINOR or MAJOR] in [CONCENTRATION, MINOR or MAJOR].

E.g. Bachelor of Business Administration with a Concentration in Human Relations.

### 6.6 Post-Baccalaureate Certificates and Diplomas

6.6.1 Credentials of this type will be named as follows:

6.6.2 Post-Baccalaureate Certificate in [PROGRAM NAME]

6.6.3 Post-Baccalaureate Diploma in [PROGRAM NAME]

E.g. Post-Baccalaureate Diploma in North American Business Management.

### 6.7 Graduate Certificates and Diplomas

6.7.1 Credentials of this type will be named as follows:

6.7.2 Graduate Certificate in [PROGRAM NAME]

6.7.3 Graduate Diploma in [PROGRAM NAME]

E.g. Graduate Diploma in International Management.

## **Faculty of Global and Community Studies Bylaws**

Approved by the Faculty on April 2, 2020

Ratified/Approved by Senate on TBD

### **PREAMBLE**

The structure, composition, powers and duties of the Faculty are established by Sections 39-42 of the *University Act* (the Act) which requires university Faculties establish rules for the governance, direction, and management of affairs and business with representation from the membership.

### **1. DEFINITIONS**

- 1.1 Key terms in these bylaws follow definitions in the Act.
- 1.2 Other clarifications:
  - 1.3 “Faculty” (upper-case “F”) refers to the Faculty of Arts and Sciences.
  - 1.4 “faculty” (lower-case “f”) refers to instructional employees of the Faculty.
  - 1.5 “student” refers to a person currently enrolled in credit courses in the university and registered into one of the programs in the Faculty.
  - 1.6 “staff” refers to administrative support employees of the Faculty.
  - 1.7 “University” means Capilano University.

### **2. COMPOSITION OF THE FACULTY**

The Faculty is composed of the following:

- a) The Dean of the Faculty of Global and Community Studies;
- b) The President or designate;
- c) All faculty appointed in the Faculty of Global and Community Studies: instructors, lab supervisors, special appointees, librarians and instructional associates;
- d) Such other members of the teaching or administrative staff of the Faculty or University as the Faculty shall appoint in conformity with rules determined by the Faculty and approved by the Senate; staff are non-voting members of the Faculty;
- e) Five (5) students (one per school) as non-voting representatives; and,
- f) The Registrar as a non-voting member of the Faculty.

### **3. POWERS AND DUTIES OF THE FACULTY**

Section 40 of the Act sets the powers and duties, and limits to these powers and duties (see Appendix 1).

#### **4. CHAIR AND VICE CHAIR**

- 4.1 The Dean is the Chair of the Faculty.
- 4.2 A Vice-Chair is elected from the faculty for a two-year term. The Vice-Chair serves as the Chair in the absence of the Dean, or when the Dean steps outside of the role of the Chair in a regular meeting of the Faculty.

#### **5. REGULAR MEETINGS OF THE FACULTY**

- 5.1 The Faculty will hold a minimum of three (3) regular meetings per year, one (1) per academic semester. A minimum of fourteen (14) days' notice will be given prior to these meetings.
- 5.2 Agendas are prepared by the Chair and published and distributed to all faculty at least seven (7) days before the scheduled meeting.
- 5.3 Minutes of these regular Faculty meetings are taken, circulated, and archived by the Assistant to the Dean.
- 5.4 Quorum of regular Faculty meetings consists of twenty-five percent (25%) or twenty (20) members (in person or by proxy) of the Faculty of Global and Community Studies, whichever is the lower number.
- 5.5 Minutes of each meeting will be circulated at the subsequent meeting.

#### **6. EXTRAORDINARY MEETINGS OF THE FACULTY**

- 6.1 In matters of urgency, extraordinary meetings will be called by:
  - a) The Chair (Dean);
  - b) The Vice-Chair in combination with the School Chairs/Coordinators; or, written petition of at least fifty percent (50%) of voting members.
- 6.2 Notice of extraordinary meetings will be at least given seven (7) days prior to the meeting.
- 6.3 Minutes of extraordinary meetings will be taken and circulated prior to the subsequent regular meeting of the Faculty.
- 6.4 Extraordinary meetings of the Faculty will normally be closed to the University community.

#### **7. CONDUCT OF BUSINESS**

- 7.1 Regular meetings of the Faculty will normally be open to members of the University community. The Chair will recognize at the beginning of meetings any non-members of the Faculty.
- 7.2 A meeting, or part thereof, may be held *in camera* subject to a majority vote by those present and eligible to vote.
- 7.3 *Robert's Rules of Order* shall govern the conduct of all Faculty meetings.

- 7.4 Normal resolutions or motions require a simple majority of fifty percent (50%) plus one (1) to pass. Amendments to these Bylaws require a majority of two-thirds (2/3) of voting members present to pass.
- 7.5 To conduct its ordinary business in a timely and efficient way, the Faculty will establish a Faculty Council and relevant standing sub-committees.
- 7.6 The powers and duties of the Faculty Council and sub-committees are delegated to them by the Faculty but will not include matters on which the Senate requires a decision of the whole Faculty.

## **8. FACULTY COUNCIL**

- 8.1 The Faculty of Global and Community Studies Council is the working academic governance body for the Faculty of the Global and Community Studies and is responsible for the Faculty's academic governance, planning, and management and for making recommendations to the Faculty, the Senate, and the University administration where appropriate.
- 8.2 *Composition of the Faculty Council:*
  - 8.2.1 The Dean of the Faculty of Global and Community Studies (*ex officio*, voting);
  - 8.2.2 The Vice-Chair of the Faculty (*ex officio*, voting);
  - 8.2.3 The Chairs or Coordinators of the Schools (*ex officio*, voting);
  - 8.2.4 Program convenors;
  - 8.2.5 Two (2) administrative staff employed within the Faculty (*ex officio*, voting), and
  - 8.2.6 Two (2) student representatives elective by students in the Faculty, for one (1) year.
- 8.3 *Chair and Vice-Chair:*
  - 8.3.1 The Chair of the Faculty Council is the Dean.
  - 8.3.2 The Vice-Chair of the Faculty Council is the Vice-Chair of the Faculty.
  - 8.3.3 The Vice-Chair will serve as chair in the absence of the Chair.
- 8.4 *Meetings of the Faculty Council and Conduct of Business:*
  - 8.4.1 The Faculty Council will meet a minimum of once per month between August 15<sup>th</sup> and June 15<sup>th</sup>.
  - 8.4.2 A schedule of meetings will be distributed at the beginning of the fall term.
  - 8.4.3 Agendas are prepared by the Chair with the help of Assistant to the Dean and distributed to the Faculty at least seven (7) days before the scheduled meeting.
  - 8.4.4 Minutes are taken, produced, and archived by the Assistant to the Dean.

- 8.4.5 Draft minutes of each meeting are circulated with the agenda for the subsequent meeting.
  - 8.4.6 Quorum for the Faculty Council meetings is set at fifty percent (50%) of voting members and must include the Chair or Vice-Chair in the absence of the Chair.
  - 8.4.7 Resolutions or motions require a simple majority of fifty percent (50%) plus one (1) to pass.
  - 8.4.8 Elections for elected positions will be conducted concurrently with elections for other elected positions in the Faculty, normally in the spring term in time for the next academic year's scheduling deadlines.
  - 8.4.9 Members of the Faculty Council are expected to act in the interests of the entire Faculty and to avoid conflicts of interest, in accordance with University Policy B.506.
- 8.5 *Powers and Duties of the Faculty Council:*
- 8.5.1 The powers and duties of the Faculty Council are delegated to it by the Faculty.
  - 8.5.2 In general, the Faculty Council will:
    - a) Develop and maintain a set of Faculty rules and procedures for the governance of the Faculty (in accordance with the Act and subject to the approval of the Faculty and subsequent ratification by the Senate);
    - b) Make recommendations to the Faculty regarding joint-curricular initiatives with other Faculties;
    - c) Make recommendations to the Senate, Board, and University administration on relevant matters;
    - d) Facilitate information sharing within the Faculty and both to and from other Faculties, service areas, and non-academic administrative areas of the University;
    - e) Form standing sub-committees to expedite conduct of its business and delegate limited authority to these committees. Sub-committees will conduct their business in accordance with their prescribed terms of reference. The terms of reference for the sub-committees will be approved by the Faculty upon the recommendation of the Faculty Council;
    - f) Form any *ad hoc* committees it deems necessary and expedient.

## **9. STANDING SUB-COMMITTEES OF THE FACULTY COUNCIL**

- 9.1 *Curriculum Committee*
  - 9.1.1 Meets monthly during the fall and spring terms. The meeting schedule is set by the Chair of the sub-committee and distributed by the Dean's office.

- 9.1.2 Duties and responsibilities are set in the sub-committee's terms of reference.
- 9.2 *Strategic Planning Committee*
  - 9.2.1 Meets at least once during each fall and spring terms. The meeting schedule is set by the Chair of the sub-committee and distributed by the Dean's office.
  - 9.2.2 Duties and responsibilities are set in the sub-committee's terms of reference.
- 9.3 *Government Enhancement Team*
  - 9.3.1 Meets at least once during each fall and spring term. The meeting schedule is set by the Chair of the sub-committee and distributed by the Dean's office.
  - 9.3.2 Duties and responsibilities are set in the sub-committee's terms of reference.

## **10. REVIEW**

These Bylaws will be reviewed one (1) year after initial approval by the Senate and subsequently every five (5) years.

Version date: April 20, 2020

Review date: May 5, 2020

## Appendix 1

### Part 8 — Faculties

#### Faculties

**39** (1) The faculties of each university may be constituted by the board, on the recommendation of the senate.

(2) A dean of a faculty is the chair of the faculty of which he or she is the dean.

#### Powers and duties of faculty

**40** A faculty has the following powers and duties:

- a) to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;
- b) to provide for student representation in the meetings and proceedings of the faculty;
- c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business;
- d) to determine, subject to the approval of the senate, the courses of instruction in the faculty;
- e) subject to an order of the president to the contrary, to prohibit lecturing and teaching in the faculty by persons other than appointed members of the teaching staff of the faculty and persons authorized by the faculty, and to prevent lecturing or teaching so prohibited;
- f) subject to the approval of the senate, to appoint for the examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;
- g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;
- h) generally, to deal with all matters assigned to it by the board or the senate.

#### Approval of rules

**41** A general rule made by a faculty is not effective or enforceable until a copy has been sent to the senate and the senate has given its approval.

#### Advice to president

**42** Any of the faculties may advise the president in any matter affecting the interests of the university, whether academic or disciplinary, but that advice does not limit the powers and authority of the president.

University Act: [http://www.bclaws.ca/Recon/document/ID/freeside/00\\_96468\\_01#part8](http://www.bclaws.ca/Recon/document/ID/freeside/00_96468_01#part8)





**SENATE CURRICULUM COMMITTEE  
RESOLUTION MEMO**

---

**DATE:** April 23, 2020  
**TO:** Paul Dangerfield, Chair, Senate  
**FROM:** Deb Jamison, Chair, Senate Curriculum Committee

---

The following motions were carried by the Senate Curriculum Committee at its meeting on April 17<sup>th</sup>, 2020.

- 20/31** The prerequisite revisions to BIOL 110 – General Biology I, BIOL 113 – Human Anatomy and Physiology II for Health Sciences, BIOL 202 – Nutrition, BIOL 203 – Introduction to Microbiology, BIOL 208 – Ecology, BIOL 212 – Invertebrate Zoology, and BIOL 213 – Vertebrate Zoology, as well as Cap Core designation under the heading *Science and Technology* to BIOL 202, BIOL 208, BIOL 212 and BIOL 213, be recommended to Senate for approval.
  
- 20/32** The removal of the mutual exclusivity be between POL 308 – Advanced Canadian Aboriginal Politics and POL 208 – Aboriginal Politics in Canada be recommended to Senate for approval.
  
- 20/33** The revisions to the admission requirements of the Paralegal Diploma, Paralegal Certificate, and Paralegal Certificate (Online) be recommended to Senate for approval.
  
- 20/34** The four new courses, MOPA 327 – The Ethical Producer, MOPA 332 – Multi-Platform Monetization, MOPA 335 – Business Affairs, and MOPA 428 – Advanced Producing, be recommended to Senate for approval.
  
- 20/35** The revisions to the Bachelor of Motion Picture Arts Degree Program Profile and the new Bachelor of Motion Picture Arts Degree – Producing Concentration Program Profile be recommended to Senate for approval.
  
- 20/36** The revisions to the contact hours for JAZZ 184 – Ear Training/Sight Singing I, JAZZ 185 – Ear Training/Sight Singing II, JAZZ 284 – Ear Training/Sight Singing III, and JAZZ 285 – Ear Training/Sight Singing IV be recommended to Senate for approval.

---

Deb Jamison, Chair  
Senate Curriculum Committee

---

Paul Dangerfield  
Chair, Senate

---

Date: April 23, 2020

---

Date: