



## SENATE MEETING

Wednesday, June 6, 2018 4:00 – 6:00 pm  
Capilano University – LB 322

### AGENDA

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#### ***Acknowledgments***

*We respectfully acknowledge the 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 May 8, 2018 Minutes – Decision** Senate Members  
Schedule 3
- 4. Correspondence Received – None**
- 5. Business Arising**
  - 5.1 Senate Cap Core Implementation Ad-Hoc Committee – *Information* Paul McMillan
  - 5.2. Research Task Force – *Information* Debbie Schachter
  - 5.3 Self-Evaluation Committee – *Information* Sandra Seekins  
Schedule 5.3
  - 5.4 Release Sections for Senate Subcommittee Chairs - *Decision* Sandra Seekins  
Schedule 5.4
  - 5.5 Nominating Committee - *Decision* Darin Feist
  - 5.6 Election Update – *Information* Karen McCredie
  - 5.7 By-Election – *Information* Karen McCredie  
Schedule 5.7
  - 5.8 Graduates – *Decision* Karen McCredie
- 6. New Business**
  - 6.1 Discontinued Courses – *Information* Paul Dangerfield  
Schedule 6.1
  - 6.2 Senate Orientation – *Information* Sandra Seekins



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#### 7. Committee Reports

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|--|-----------------------------|
| 7.1 Academic Planning and Program Review Committee   | Michael Thoma               |
| 7.1.1 Stage 1 – Bachelor of Science – General – <i>Decision</i>  | Schedule 7.1.1              |
| 7.2 By-law, Policy and Procedure Committee   | Nanci Lucas                 |
| 7.2.1 S2009-06 Course Outlines of Record and<br>Course Syllabi for Credit Courses Policy - <i>Decision</i>             | Schedule 7.2.1              |
| 7.2.2 S2003-02 Repeated Courses Policy – <i>Decision</i>   | Schedule 7.2.2              |
| 7.2.3 S2018-02 Student Awards Policy - <i>Decision</i>   | Schedule 7.2.3              |
| 7.2.4 EC2008-01 Scholarships, Bursaries and Awards<br>Definitions/Criteria - <i>Motion to Rescind</i>                  | Schedule 7.2.4              |
| 7.3 Curriculum Committee –<br><a href="#">May 18, 2018</a> Agenda Package / <a href="#">May 18, 2018</a> Draft Minutes | Deb Jamison                 |
| 7.3.1 Resolution Memorandum – <i>Decision</i>  | Schedule 7.3.1              |
| 7.3.2 Hyphenation and Ampersand - <i>Information</i>   | Schedule 7.3.2              |
| 7.4 Instructional Technologies Advisory Committee  | Don Bentley<br>Schedule 7.4 |

#### 8. Other Reports

- |  |                  |
|--|------------------|
| 8.1 Chair of Senate – <i>Information</i>         | Paul Dangerfield |
| 8.2 Vice Chair of Senate – <i>Information</i>    | Sandra Seekins   |
| 8.3 VP Academic and Provost – <i>Information</i> | -                |
| 8.4 Board Report – <i>Information</i>            | Duncan Brown     |

#### 9. Discussion Items

#### 10. Other Business

#### 11. Information Items



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**Present:** Paul Dangerfield (Chair), Imroz Ali, Sean Ashley, Kim Bothen, Chris Bottrill, Duncan Brown, Julia Denholm, Dilnavaz Dhillon, Caroline Depatie, Marnie Findlater, Michelle Gervais, Deb Jamison, Sylvia Kind, David Kirk, Brad Martin, Karen McCredie, Anthea Mallinson (for Brent Calvert), Paul McMillan, Joshua Millard, Jorge Ocegueda, Majid Raja, Emma Russell, Adam Sale, Debbie Schachter, Michael Thoma, Recording Secretary: Mary Jukich

**Regrets:** Cyndi Banks, Don Bentley, Bren Calvert, Darin Feist, Megan Fretz, David Fung, Joshua Larsen, Sandra Seekins, Carleen Thomas, Halia Valladares, Stephanie Wells, Bacel Younan

**Guests:** Nanci Lucas, Derek Murray

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#### **Acknowledgement**

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

#### **1. Welcome**

In the absence of Don Bentley, Sylvia Kind assumed voting rights for the Faculty of Education, Health and Human Development.

In the absence of Stephanie Wells, Emma Russell assumed voting rights for the Faculty of Global and Community Studies.

In the absence of Sandra Seekins, Sean Ashley assumed voting rights for the Faculty of Arts & Sciences.

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

*Michelle Gervais moved and Dilnavaz Dhillon seconded:*  
To adopt the agenda.

**CARRIED**

#### **3. Approval of the Minutes**

*Caroline Depatie moved and Kim Bothen seconded:*  
To adopt the April 3, 2018 minutes.

**CARRIED**



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#### 4. Correspondence Received

No correspondence was received.

#### 5. Business Arising

##### 5.1 Senate Cap Core Implementation Ad Hoc Committee

*Presented by: Paul McMillan / Derek Murray*

A summary was provided on work to date, and Senate was requested to approve the following recommendations as presented by the Committee in their report to Senate, Schedule 5.1 of the agenda package.

##### Recommendation 1

*Paul McMillan moved and Deb Jamison seconded:*

**18/17** The ad hoc committee recommends the following timelines for implementation:

- (a) Students starting in their baccalaureate degree on or after fall 2018 and graduating on or after June 2022 must meet Cap Core graduation requirements as part of their program requirements. *\*This is the approved statement that will appear on all baccalaureate program profiles in the 2018–2019 Academic Calendar.*
- (b) A statement to the above effect will need to be prepared for certificates and diplomas to be Cap Core compliant in time for fall 2019.

**CARRIED**

##### Recommendation 2

*Paul McMillan moved and Julia Denholm seconded:*

**18/18** The ad hoc committee recommends the following exception to the Cap Core curriculum:

- (a) Currently, the only approved exception to the Cap Core curriculum framework is in the B.Mus. Jazz Studies degree where it was determined that a Cap Core Numeracy course

**CARRIED**



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could be taken by students in Term 3 (rather than within the first 30 credits) and still be considered “foundational” to the rest of their studies. The ad hoc committee advised that the program area consider Cap Core requirements again when they undertake their next program review.

#### Recommendation 3

On review and discussion, concern was raised that the mandate of the new committee ensure that supports for students and faculty are in place. In this regard, it was suggested to add item (i) to the recommendation.

*Paul McMillan moved and Julia Denholm seconded:*

- 18/19** The ad hoc committee recommends a new committee be struck with the following mandate:
- (a) To oversee implementation of Cap Core for certificates and diplomas in time for fall 2019.
  - (b) To articulate descriptions of each “Integration” category so that faculty have more specific guidance on developing and proposing courses in these categories.
  - (c) To assess the degree to which courses in the Integration categories are open and accessible to non-program students. Such courses should not have program-specific restrictions or burdensome pre-requisite requirements.
  - (d) To rearticulate and communicate the goals of Cap Core and why it is an exciting initiative being undertaken at CapU.
  - (e) To develop an assessment strategy to ensure the curriculum is achieving its stated goals.
  - (f) To encourage the development of interdisciplinary team-taught courses (such as the proposed First Year Seminar initiative).
  - (g) To advise the VP Academic on a review of Cap Core and the degree to which programs are facilitating student achievement of Cap Core outcomes.

**CARRIED**



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- (h) To make recommendations on the establishment of a permanent academic home for Cap Core administration.
- (i) To make recommendations for supports for students and faculty.

#### Recommendation 4

On review and discussion, a concern was noted that the current wording may leave it open to interpretation, and the recommendation was revised as follows.

*Paul McMillan moved and Michelle Gervais seconded:*

**18/20** While indigenization and sustainability outcomes are central to the Cap Core curriculum, the committee recommends that the ongoing and meaningful integration of these outcomes be part of institution-wide planning and not be limited solely to Cap Core.

**CARRIED**

#### Recommendation 5

A motion was not presented for Recommendation 5 as once an ad hoc committee it established under motion 3, it will make recommendations for the next steps.

#### **5.2 Research Task Force**

*Presented by: Debbie Schachter*

Senate was informed that the final meeting of the Research Task Force is scheduled for May 24<sup>th</sup>. Following the completion of the RFT mandate, the recommendation to the President will be to create a new committee to support research at Capilano.

The final work of the Task Force will include:

- Completing a communications piece to be distributed to all faculty regarding research ethics. This piece will include Q&As regarding faculty and student research with humans to be approved by the Research Ethics Board.
- Creating a mechanism for collecting faculty research being conducted at Capilano. This is in support of the Universities Canada membership.



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- Communicating the policy recommendations from the RFT to the Policy Office, in support of the Universities Canada membership and NWCCU accreditation.

#### 5.3 Self-Evaluation Committee

*Presented by: Paul Dangerfield*

The self-evaluation survey will be open for three more days, and everyone was encouraged to complete the survey.

#### 5.4 Nominating Committee

This item was not addressed as the presenter was absent.

### 6. New Business

#### 6.1 OP.101 Class Size Policy

*Presented by: Paul Dangerfield*

For information, Senate was presented with a copy of the OP.101 Class Size Policy. It was noted that the Senate package included the draft version, and that in the final document, room size under section #4, was removed.

The Policy was previously approved by Senior Leadership Council and posted on the policy web page.

#### 6.2 Continuous Improvement

*Presented by: Paul Dangerfield*

A new initiative was introduced to ensure continuous improvement at Senate. The initiative will provide an opportunity for periodic review of processes/templates, etc. to ensure that items in place continue to be effective.

#### 6.3 Election Update

*Presented by: Karen McCredie*

The Registrar reported that a call was made for the two remaining vacant seats; the student position and the non-voting representative from Fine & Applied Arts.



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One nomination was received for the student position and no nominations for Fine & Applied Arts. An email was received from a faculty member indicating interest and accordingly, a further call will be made and timelines communicated for nominations for a representative from Fine & Applied Arts.

#### 6.4 Graduates

*Presented by: Karen McCredie*

The Registrar submitted a list of 966 graduates, verified by the Registrar's Office, to have met the graduation requirements of their program.

*Karen McCredie moved and Dilnavaz Dhillon seconded:*

**18/21** Senate accept the students as graduates.

**CARRIED**

#### 7. Committee Reports

##### 7.1 Academic Planning and Program Review Committee

*Presented by: Michael Thoma*

The Committee understood its role in the review process was to make a recommendation to the VP Academic on whether a proposal should move to the next stage, or if it required additional work. This information was then brought forward by the Chair as information to Senate.

However, Bernadette Andrade, Manager, Academic Initiatives and Planning, informed the Committee that recent information received from the Minister of Advanced Education resulted in a change to the current approval process for Stage 1 proposals. The change in the process requires Board approval prior to posting Stage 1 proposals on PSIPs. Although Concept Papers will still be forwarded to the VP Academic, this change will necessitate that Stage 1 proposals reviewed by SAPPRC are now first brought to Senate for approval, and then forwarded to the Board.

Consequently, at the April 10<sup>th</sup> meeting, the Committee approved that the Stage 1 proposal for the Bachelor of Arts: General, as presented by Julia Denholm, be recommended to the VP Academic to move forward to Stage 2. In light of the new information from the Ministry, the Committee revised this internal





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recommendation in order to comply with the new requirements, where the Committee now seeks approval from Senate for the Stage 1 Bachelor of Arts: General, which, if approved, be forwarded to the Board.

*Michael Thoma moved and Paul McMillan seconded:*

**18/22** That Senate recommends to the Board approval of the Stage 1 – Bachelor of Arts, General.

**CARRIED**

Senate was informed that the Committee reviewed the following proposals:

- Stage 1 – Bachelor of Health and Human Kinetics. The Committee remains supportive of the proposal; however, there were some concerns that needed to be addressed before the Committee can recommend the proposal to move forward.
- Concept Paper – Bachelor of Business Administration Concentration in Information Management and Analytics. The Committee was supportive of the proposal; however, the Committee did not provide a recommendation for the proposal to move forward in its present form.
- Concept Paper – Bachelor of Science with a Major/Minor in Data Science and a Post Baccalaureate Certificate in Data Science. The Committee made a recommendation to the VP Academic that the proposals move to Stage 1.
- Concept Paper – Bachelor of Arts with a Major in Environmental Studies. With the understanding that concerns noted by the Committee are addressed, the Committee made a recommendation to the VP Academic that the proposal move to Stage 1.

## 7.2 By-law, Policy and Procedure Committee

### 7.2.1 B.109 Student Appeal Policy

*Presented by: Nanci Lucas*

As background, Senate was previously requested by the Board for advice on B.109 Student Appeals Policy. Feedback was requested and reviewed by the



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Senate By-law, Policy and Procedure Committee and the Committee made some revisions to the Policy as its advice.

On review of the proposed revisions, some minor formatting changes were requested.

*Kim Bothen moved and Julia Denholm seconded:*

**18/23** That Senate approve its advice to the Board reflected in the revisions made to Policy B.109 Student Appeals as presented.

**CARRIED**

#### **7.2.2 S2015-05 Credential and Course Criteria Policy**

*Presented by: Kim Bothen*

Senate was requested to approve the revisions to the 2015-05 Credential and Course Criteria Policy.

The By-law, Policy and Procedure Committee reviewed the feedback and issues raised by the campus community on the Cap Core requirements and determined that those issues were beyond the scope of the Committee. With regard to including requirements of graduate degrees, the Committee recommended that this be reviewed by an appropriate body and once determined the policy would be reviewed and revised as necessary.

On review and discussion of the Policy, some minor formatting revisions were requested. It was suggested that it may be beneficial that at some point all policies are reviewed for stylistic consistency and standardization around numbering.

*Kim Bothen moved and Julia Denholm seconded:*

**18/24** That Senate approve the revisions to S2015-05 Credential and Course Criteria Policy as presented.

**CARRIED**



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#### 7.3 Curriculum Committee

*Presented by: Deb Jamison*

The resolutions brought forward from the April 20<sup>th</sup>, 2018 Senate Curriculum Committee meetings were presented to Senate for approval.

*Deb Jamison moved and Caroline Depatie seconded:*

**18/25** SCC resolutions 18/72 to 18/75 be adopted by Senate.

**CARRIED**

#### 7.4 Instructional Technologies Advisory Committee

A report was not presented as the Committee did not meet.

### 8. Other Reports

#### 8.1 Chair of Senate

*Presented by: Paul Dangerfield*

Consultations are wrapping up around the Campus Master Plan and on the future direction of the physical campus. It is anticipated that a draft report will be presented to the Board in June with a possible roll out in the Fall.

Discussions have completed around the admissions review done by Academica. Approximately 31 recommendations were provided and work is underway in developing an implementation plan for the recommendations.

Dr. Lauren Styles has been appointed as the new VP, Academic and Provost.

Discussions continue around international student recruitment, possible off-shore programming and addressing the concept and direction of international students.

#### 8.2 Vice Chair Senate

A report was not provided as the Vice-Chair was absent.

#### 8.3 VP Academic and Provost

The VP Academic and Provost report was included in the President's Report.



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#### 8.4 Board Report

*Presented by: Duncan Ross*

At the April 17, 2018 meeting, the Board approved the Operating and Capital Budgets for 2018/2019 and endorsed the notional Operating and Capital Budgets for 2019/2020 and 2020/2021.

The Board was also updated on the following:

- The draft 2018/19 Operational Plan, in particular the first Nations Student Services Plan, which the Board will review at its next meeting.
- New provincial funding for additional students spaces in expanded technology-related diploma programs, including the 3D Animation Diploma and the 2D Animation and Visual Effects Diploma.
- Development of a Campus Master Plan.
- The review of the Academics review of the admission progress.
- The list of programs and schools to be reviewed in the 2018/19 academic Year.
- The President's new First Nations Advisory Committee.
- Communication efforts about Cap's 50<sup>th</sup> anniversary.
- Website redesign project – scheduled to launch on June 12.

The Board is currently completing its 2018 Self –Assessment Survey.

The Board committees are continuing to review their mandates, with a view to updating them and making them consistent with the recently approved standard format for committee mandates.

The next board meeting is on June 19, 2018.



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**9. Discussion Items**

No discussion items were presented.

**10. Other Business**

No other business was presented.

**11. Information Items**

No information items were presented.

There being no further business, and on motion duly made and seconded, the meeting was adjourned at 6:00 pm.

**Next Meeting: Wednesday, June 6<sup>th</sup>, 2018**

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DRAFT

## Motion

Be it moved, that since the By-Law Policy and Procedure Committee is currently revising the Senate By-Laws and terms of reference to include release time for the Senate sub-committee chairs of BPPC, SAPPRC, and SCC, and,

since this work will not be completed in time for the start of the 2018-19 academic year,

Senate approve that these Senate sub-committee chairs receive their release.

### Background:

The following motion brought forward by the Ad-Hoc Committee on Release Sections for Senate Sub-Committee Chairs was approved at the March 2018 Senate meeting:

*That the By-Law, Policy, and Procedure Committee discuss and consider adding under section 8 of the Senate Bylaws the following or similar wording (mirroring section 3.8 on the Vice-Chair release):*

*8.6 Chairs of the following Senate Committees shall receive release time in order to fulfill their mandate as Chairs:*

- Senate Academic Planning and Program Review Committee*
- Senate Curriculum Committee*
- Senate By-Law, Policy, and Procedure Committee*

*8.6.1 For faculty members, the release time shall be no less than 0.5 sections per term per Chair.*

*8.6.2 For support staff other than an administrative position, the release time shall be not less than 12.5% of the employee full-time position.*

*8.6.3 For support staff in an administrative position, the appropriate work load will be adjusted by the nominee and the President.*



## Memorandum

To: Mary Jukich

From: Karen McCredie

Date: May 23, 2018

Subject: Fall 2018 Senate By-Election timeline and seat up for election.

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### Fall 2018 Senate By-Election timeline:

Date	Action	Duration
Thursday, August 23	Call for nominations	Two weeks
Thursday, September 6	Call for nominations CLOSED	One week
Friday, September 7	Orientation (by request)	
Thursday, September 13, 12:01 am	Voting OPEN	One week
Wednesday, September 19: 11:59pm	Voting CLOSED	
Friday, September 21	Election Results Announced	(Posted in two working days)

### Fall 2018 Senate seat up for election:

Faculty of Global and Community Studies	1 Voting Seat	Term ending in December 31, 2018
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*(Replacing Caroline Depatie for the term of August – December 2018)*



To: Vice-President Academic and Provost

From: Julia Denholm, Dean, Faculty of Arts and Sciences

Date: May 14, 2018

Subject: Discontinuance of courses in error

We have recently learned that the following courses were discontinued in error and would like them reactivated:

- SOSC 320 – used in term 201410 by Sociology
- SOSC 349 – used annually for the Aichi program
- SOSC 401 – used in term 201410 by LSBA and 201510 by MOPA

Please support this request and move it to the Board of Governors as per Procedure B.104.1.



## SENATE REPORT

<b>AGENDA ITEM:</b>	<b>Stage 1, Bachelor of Science, General</b>
<b>PURPOSE:</b>	<input checked="" type="checkbox"/> <b>Approval</b> <input type="checkbox"/> <b>Information</b> <input type="checkbox"/> <b>Discussion</b>
<b>MEETING DATE:</b>	<b>June 6, 2018</b>
<b>PRESENTER:</b>	<b>M. Thoma</b>

### PURPOSE

The development of a Bachelor of Science degree is a top priority for Capilano University. The B.Sc. General will be the first B.Sc. to be offered at Cap and provide the framework for the future development of specific majors, minors and concentrations.

### BACKGROUND:

There is high demand for a general degree in sciences, where students may enroll in courses without necessarily declaring a major. The Program Sustainability Worksheet supports the student demand, as well as labour market demand, and offers positive projections for program sustainability and projected revenue.

### DISCUSSION

The committee requested 1) clarification regarding the projections for student headcount and revenue (which were based on 75% enrolment, which is consistent with PSIPs), 2) whether the labs change from year to year and if they become complex and expense, 3) raised questions about projected revenue, but members indicated that the capital question was separate, and that the purpose of the Committee is for an academic review of the proposal, and 4) a question whether to remove the word “General” from the title of the proposal.

### RECOMMENDATION

THAT Senate approve the Stage 1 proposal for the Bachelor of Science forward to the Board with the following two recommendations:

1. An appendix be included with potential upper level courses; and
2. The developers ensure that Stage 1 proposals for Major(s) have been developed before the Bachelor of Science Stage 2 goes forward to the Minister.

Proposed Program Name	Bachelor of Science – General
Faculty/School and Department Name	Faculty of Arts and Sciences, School of STEM
Anticipated Start Date	Fall 2021
Delivery Method(s)	
Institutional Contact	Dr. Paul McMillan

## Description of Program

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### Institutional Alignment

Development of Bachelor of Science has been identified as a top priority for Capilano University. The B.Sc. General will be the first B.Sc. to be offered at our institution and will provide a framework for the development of specific majors, minors, and concentrations in the near future.

The proposed degree aligns well with Capilano University’s mandate and academic plan. See Stage 1 proposal for details.

## Market Analysis

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### Student and Labour Market Demand

There is documented student demand for more degrees at Capilano University and for STEM programs. B.C. labour market projections suggest there will be a growing need for university graduates with STEM credentials. See Stage 1 proposal for details.

### Advertising and Promotion

- Describe how you will advertise and promote the proposed program.

The new degree should be promoted widely both internally and externally. Details will be worked out in consultation with Communications and Marketing as part of the Stage Two process. Promotional support for the B.Sc. General will be built in to the overall University Communications and Marketing plans including website, recruitment, and external communications.

**Website:** The program will require a half-time divisional supervisor or DDA and a half-time coordinator whose responsibilities will include oversight of promotion and internal/external communications including website updates.

**Recruitment:** Current recruitment staff is sufficient; no additional staff costs projected. Further consultation with Manager of Recruitment and Transition as part of Stage Two development. Cost of promotional materials estimated at \$5000.00 annually.

**Promotional posters, postcards and other materials:** Input and work from Communications & Marketing. To be built into work plan.

## Program Sustainability

### Projected Headcount

Rationale for the projected headcount is presented in the Stage 1 proposal. We are projecting just over 800 students in the B.Sc. after four years, which is double the current number of students enrolled in STEM programs other than engineering. We are assuming 20% international students, which may be conservative if current trends continue.

		Year 1	Year 2	Year 3	Year 4	Year 5
Domestic Student Headcount	New	240	240	240	240	240
	Continuing	80	240	360	416	416
	Redistributed from other programs					
International Student Headcount	New	60	60	60	60	60
	Continuing	20	60	90	104	104
	Redistributed from other programs					
Total Headcount		400	600	750	820	820

### Staffing Model

- Describe the need for faculty and administrative support.
- Describe the impact on other non-academic areas. (i.e. Library, Registrar's Office, Counselling, EAP, Writing and Math Centres, Career Services, Accessibility Services, etc.)

The School of STEM currently offers approximately 100 sections per year, exclusive of engineering. Some of these are service sections for non-science students. We estimate 70 sections per year are taken primarily by students registered in STEM programs other than engineering. Since we are conservatively projecting a doubling of the number of students

enrolled in STEM we can also project a need for an additional 70 instructional sections by the fourth year of implementation. This will require 8-9 faculty FTE. The program will also require 4 sections for coordination (equivalent to a Chair) and additional staff support. We are estimating 2 staff FTE for the program, which includes both office staff and laboratory technicians.

### Projected Revenue

- Describe the basis for expense projections.
- Provide a detailed explanation of how existing and proposed faculty resources will be allocated to cover course offerings for the program.
- Referencing your market analysis, describe the basis for revenue projections.
- If applicable, describe how you determined your tuition level.
- Please review StudentAid BC eligibility requirements <http://frontlines.capilanou.ca/Institutional-Appendix.aspx> to ensure you are following the most current guidelines
- Please use the number of credits required for your program to project the projected revenue in the tables below

Projected revenue from tuition is based on a headcount of 820 students, 20% of whom are international. See the Stage 1 proposal for enrolment projection.

#### ***Domestic Students (80% of total)***

<u>Course Name</u>	<u># Students</u>	<u># of Credits</u>	<u>\$ per Credit</u>	<u>Surcharge</u>	<u>Total</u>
100 and 200-level courses	420	60	\$125.21	\$0	\$3,155,292
300 and 400- level courses	235	60	\$125.21	\$66.30	\$2,700,291
<i>Domestic Total</i>	<i>655</i>				<i>\$5,855,583</i>

#### ***International Students (20% of total)***

<u>Course Name</u>	<u># Students</u>	<u># of Credits</u>	<u>\$ per Credit</u>	<u>Surcharge</u>	<u>Total</u>
100 and 200-level courses	105	60	\$561.00	\$0	\$3,534,300
300 and 400- level courses	60	60	\$561.00	\$66.30	\$2,258,280
<i>International Total</i>	<i>165</i>				<i>\$5,792,580</i>

Grand Total	820				\$11,648,163
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Note: FTE in STEM programs other than engineering is typically ~70% of headcount. Using the same assumptions as above steady-state enrolment is about 575 FTE and projected revenue is about \$8,150,000, evenly split between domestic and international students.

### Projected Expenses

- Enter all expenses applicable to your program and indicate if existing or additional (such as instructional, coordination, staff, operating expenses, library resources, equipment, space requirements, any one-time startup costs). Add lines as necessary.

A key component of the proposed degree is interdisciplinary upper-level lab courses. In the initial years of program implementation these can be offered in existing lab facilities, but this will require additional technician support to use the existing space to capacity. As enrolment grows additional lab facilities will be required. The exact nature of the facilities and associated costs are not known at present but must be worked out in consultation with Facilities and Finance departments. These consultations have been initiated and will be ongoing during Stage 2 of the degree development process.

Upper-level science courses will require additional library and IT resources. Consultation with these areas has been initiated and will continue through Stage 2 of degree development.

- Attach any consultations with appropriate units (Finance, Library, Facilities, etc. ) regarding baseline expense projections.
- Provide a detailed explanation of how existing and proposed facilities and equipment will be allocated to the program.
- Provide a detailed explanation of how any additional student services will be delivered. If you expect your program to attract more than 15% international students, or an unusually high number of transfer or practicum students may require additional supports such as advisors, EAP assistance, Career Services, etc.
- Please use the chart below to determine your projected expenses.

<u>Description</u>			<u>Total</u>
Instructional	70 sections	\$13,750 per section	\$962,500
Coordination	4 sections	\$13,750 per section	\$55,000
Staff – Program	2 FTE	\$45,000 per FTE	\$90,000
Staff – RO	1 FTE	\$45,000 per FTE	\$45,000
Marketing			\$15,000
Operating Expenses			\$100,000
Printing & Duplicating			\$5,000
Total (1 year)			\$1,272,500
Total (4 year)			\$5,090,000

The purpose of the Stage 1 Review is to determine the need for the program and how it fits with other programs currently offered by the BC public post-secondary education system. It applies to BC publicly funded post-secondary institutions as a means to ensure public resources are spent effectively.

Submission format:

- To facilitate the Stage 1 Review, institutions must complete this template to ensure that all necessary information is provided for the DQAB review.
- Supporting letters, surveys and other documentary evidence should be included as appendices.
- Use “n/a” or “non-applicable” for a criterion that does not apply and include a brief rationale.
- The submission should be concise and not exceed 12 pages or 4,000 words, excluding appendices.
- In red on to the template are the submission guidelines for each standard. The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

<b>INSTITUTION: Capilano University</b>	<b>PSIPS PROPOSAL #:</b>
<b>PROPOSED DEGREE: Bachelor of Science - General</b>	

## SUMMARY DESCRIPTION OF DEGREE PROGRAM

This proposal is for a Bachelor of Science General degree to be offered at Capilano University. This is part of a larger strategy to increase the number of baccalaureate degrees offered by the University. The University currently offers 12 undergraduate degrees, including a B.A. with a major in Liberal Studies, but we have no B.Sc. options for our students. Capilano University is a special purpose teaching university with a mandate to serve the North Shore, Sunshine Coast, and Howe Sound geographical region, which includes the traditional territories of the Squamish, Sechelt, Lil'wat, and Tsleil-Waututh peoples. We are the only public post-secondary institution serving this growing community. The proposed B.Sc. will be a keystone degree for the University and is essential for us to meet our mandate.

Primary responsibility for developing the B.Sc. lies with the School of Science, Technology, Engineering and Mathematics (STEM). Concurrently with this proposal for the B.Sc. General, we are developing the first majors, minors, concentrations, and upper-level courses to populate the degree. The intention is for students to be able to choose from a range of majors and minors, or to construct their own personalized programs of study. The proposed degree will require 120 credits that can be completed in four years or 8 semesters of full-time study. Most instruction will take the form of face-to-face lectures and labs; online options will be considered as program demand builds. Seminar courses, student-led research projects, and experiential laboratory courses will be core components of the degree.

The proposed degree will be attractive to students who currently register in our open-enrolment "Science General" option, Associate of Science, and Engineering programs. Most of these students come from our local catchment area, although a growing number of international students are coming to Capilano University to study science. Because we do not offer a B.Sc., these students must transfer to other institutions to complete their post-secondary education.

Employment prospects for B.Sc. graduates are excellent, with Health and Professional, Scientific and Technical Services sectors expected to post the highest number of new jobs in the province by 2027<sup>1</sup>. Approximately 78% of these jobs will require some post-secondary education, and 36% will require a Bachelor, Graduate, or Professional degree. Program graduates will have developed adaptable and transferable skills, as called for in the BC Labour Market Outlook. These skills will position them for careers in government and NGOs as well as industries in the knowledge-based economy that require a science foundation. Depending on their choice of major or concentration, graduates will also be prepared for graduate or professional school programs.

### Program Learning Outcomes

- Successfully execute the scientific method (i.e. generate hypotheses, predict outcomes, conduct experiments to collect data, analyze and interpret data to confirm or modify predictions)
- Apply scientific and computing techniques and methods to solve problems
- Communicate technical material in a variety of formats and to diverse audiences
- Apply scientific thinking to critically analyze and interpret information on global issues
- Analyze and synthesize course material to produce original work
- Apply a breadth and depth of knowledge of core academic disciplines
- Work independently and cooperatively; apply leadership skills
- Identify and apply ethical principles in research and practice

<b>INSTITUTIONAL MANDATE / CAPACITY</b>	
<i><b>STANDARD: The institution must establish that it has the mandate and capacity to offer the proposed degree program.</b></i>	
<b>CRITERIA:</b>	<b>COMMENTS:</b>
<b>A. Mandate</b>	
How does the proposed program fit within the mandate of the institution?	<p>The proposed B.Sc. General degree will contribute to Capilano University’s mandate to provide degrees that meet the needs of our designated North Shore, Sunshine Coast, and Howe Sound region. Our institution was founded in 1968 as Capilano College, and was designated a special purpose teaching university in 2008. Offering a B.Sc. will significantly increase our ability to fulfil our mandate.</p> <p>Capilano University’s Mandate Letter for 2018/19<sup>2</sup> specifically directs the University to “Expand technology-related programming and other programs that align with the growing knowledge-based economy.” This proposed B.Sc. General is a key component of our response to this mandate.</p>
How does the proposed program support the current academic and strategic plan of the institution? (how program strategically advances the University’s goals)	<p>Capilano University’s Academic Plan<sup>3</sup> calls for the development of “meaningful credentials that are rigorous, current, relevant, valued, and in demand” which will help the university build degree capacity and attract more students. Along with the B.A. (for which a proposal is currently in development), the B.Sc. is one of the most recognized post-secondary credentials in the world; adding this degree to our offerings would allow us to extend our institutional capacity and consequently attract additional students required to meet our regional mandate.</p> <p>We anticipate high demand for this degree. As documented later, student enrolment in STEM courses is robust and growing. In addition, economic growth in scientific and technical fields is expected to generate a strong labour market demand for university graduates with science credentials.</p>
<b>B. Capacity</b>	
To what extent does the program build on the institution’s existing infrastructure, resources and experience from offering programs in related fields over the past three years?	<p>The proposed B.Sc. General builds on our considerable experience and expertise in offering foundational science courses. Science programming at Capilano University has developed within the context of the B.C. university transfer system. Since the institution was first established as Capilano College in 1968, the primary focus of science programs has been to provide students with a solid foundation of university-level science courses that would transfer to receiving institutions. The School of STEM currently offers first- and second-year courses in Applied Science, Biology, Chemistry, Computing and Data Science, Mathematics and Statistics, and Physics and Astronomy. STEM courses are articulated through the B.C. transfer system and therefore satisfy lower-level requirements for the Bachelor of Science</p>



<p>Provide supporting evidence, such as student outcome surveys or other relevant information that demonstrate satisfaction of students, employers, graduates and receiving institutions.</p>	<p>in their respective fields at all universities in the province. Our intention is to expand on this proven record of excellence by offering the B.Sc. to the students in our catchment area, therefore fulfilling the mandate of the institution.</p> <p>Science programs are already popular at Capilano University. We offer several credentials including the Associate of Science, Associate of Science – Biology, an Engineering Transition Diploma, and an Applied Science: Engineering Certificate. Between 2014/15 and 2017/18 enrolment in our Engineering programs increased from 84 to 126 (50%) and in the Associate of Science – Biology increased from 98 to 186 (90%). As of spring 2018 we have over 500 students enrolled in general sciences, biology, and engineering programs.</p>
<p>To what extent has the institution assessed the resources required and identified funding sources needed to implement the program? Describe the possible impact the program may have on existing programs, resources, services and capacity at the institution. Identify plans for reallocating internal resources. Provide an enrolment plan for the program, identifying the projected number of students (full-time and part-time), minimum viable enrolment, and anticipated number of credentials awarded each year. Provide the timeframe required to implement the program and the anticipated launch date</p>	<p>Development of B.Sc. and B.A. degrees has been identified as a top priority for Capilano University. It is understood that development of a B.Sc. with associated majors will require a long-term commitment of resources by the institution. A complete program sustainability study for the proposed degree has been completed in accordance with Capilano University degree development policy and procedures. The program will require the development of new upper-level courses, and additional teaching sections and faculty to offer them. There will also be a need for increased support from the library and IT department. We expect the program will attract a large number of international students, requiring added support from the Centre for International Experience and our English for Academic Purposes courses. Consultations with these departments have been initiated and are ongoing.</p> <p>The new program will require development of new upper-level courses from all departments in the School of STEM. We have started the process of course development and present descriptions of some of the courses under development in Appendix A.</p> <p>Our enrolment projection (Appendix B) shows an increase from 400 to over 800 students in four years. This projected doubling of students enrolled in STEM programs will require an estimated 70 new course sections and 8-9 faculty (instructors and lab supervisors) FTE to teach them.</p> <p>The proposed degree will require additional laboratory facilities. The School of STEM currently offers first- and second-year laboratory courses in biology, chemistry, physics, and applied science, and computer labs in computing and data science. Existing laboratory facilities are sufficient to offer upper-level labs during the initial years of program implementation, but this will require additional technician support to use the existing facilities to their capacity. As the program grows it will be necessary to add more laboratory facilities. Discussions have begun with our Facilities Department to ensure that these added facilities are reflected in their capital planning document.</p> <p>Given expected timelines for degree approval and implementation we anticipate launching the program in fall 2021.</p>

<b>SOCIAL AND ECONOMIC BENEFIT</b>	
<b>STANDARD: The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.</b>	
<b>CRITERIA:</b>	<b>COMMENTS:</b>
<b>A. Priority of Program Focus</b>	
Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?	<p>As a foundational degree at Capilano University the B.Sc. General will provide both social and economic benefits. Social benefits include increased access to STEM education for diverse students, including First Nations students, and the production of graduates who are broadly educated and possess knowledge and attitudes enabling them to make positive contributions to society.</p> <p>By increasing access to STEM education the proposed degree will also generate many economic benefits for our students and community. There is a growing body of research on the potential impact of disruptive innovation on Canada’s labour market, which shows that the brunt of the impact will be borne by those who lack a post-secondary education<sup>1, 4</sup>. Program graduates in scientific and technical careers will be among those least likely to be negatively affected by these trends.</p>
<b>B. Social Benefit</b>	
<p>What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?</p> <p><b>Provide references to documents that support these statements. If the program advances one or more social goals, policies and/or government priorities, provide details.</b></p>	<p>University education should prepare students to thrive in the rapidly changing world of the early 21<sup>st</sup> century. As the idea of a “Fourth Industrial Revolution” gains traction among government<sup>1</sup>, industry<sup>4</sup>, and NGO<sup>5</sup> groups, there appears to be a growing consensus about the “skills, competencies and characteristics” that will be most valuable in the near future. Our proposed B.Sc. General will deliberately cultivate attributes such as complex problem solving, critical thinking, and creativity in our students through a novel curriculum that we are developing from the ground up. This curriculum also has a purposeful focus on communication, teamwork, and leadership skills. In this way the degree will provide social and cultural benefits to our community and region.</p> <p>Capilano University has recently adopted a new general education curriculum called the Cap Core (Appendix C). All baccalaureate graduates from Capilano University will meet learning outcomes that foster the development of essential skills and attributes in courses across the arts and sciences and exposure to ideas from other disciplines across the University. All degrees are required to have a capstone course, a part of our commitment to experiential learning for our students. In addition, the Cap Core curriculum has intentionally embedded learning outcomes related to environmental sustainability and indigenization.</p>

<p>How would the proposed program advance social goods or government priorities?</p>	<p>In the introductory remarks to the BC Labour Market Outlook, 2017 edition<sup>1</sup>, Minister Mark observed that “all of our citizens [should] have access to affordable post-secondary education and skills training so they can get good paying jobs in every corner of the province.”</p> <p>Capilano University’s B.Sc. General will provide an accessible, relatively low-cost option for students from our region including First Nations students, and for a growing number of international students. The School of STEM is committed to making STEM education accessible to a diverse community of students with a wide range of backgrounds and aspirations.</p>
<p><b>C. Economic Benefit</b></p>	
<p>What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province? <b>If the program advances one or more economic goals, policies and/or government priorities, provide details.</b></p>	<p>Graduates of the proposed program will be prepared for careers in the knowledge economy, including the rapidly growing health and technology industries. The availability of a B.Sc. on the North Shore will be beneficial to the local communities and to the region that is served by Capilano University.</p> <p>An additional benefit for students from our catchment area is the ability to complete their undergraduate studies without the expense and social/economic dislocation of having to transfer to a different institution. For some students, including many First Nations students, leaving the catchment area to pursue their degree causes financial and personal hardship.</p> <p>Our new residences, which opened in the summer of 2017, provide affordable room-and-board accommodation for students who wish to have the residence university experience, and provide an excellent housing option for both domestic and international students in a tight housing market. More residences are under consideration and measures proposed in the 2018-2019 budget advance this opportunity for growth.</p>
<p>How would the proposed program support economic growth and/or government economic priorities? <b>Provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations.</b></p>	<p>As part of their commitment “to build a strong, sustainable, innovative economy that works for everyone” the B.C. government<sup>2</sup> emphasizes the need to “expand B.C.’s technology-related post-secondary programs” Our proposed B.Sc. responds to this need for expansion by providing a degree program that will allow students to study across the STEM disciplines.</p>

<p>What labour market needs would the proposed program meet for the province?  <b>Provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations.</b></p>	<p>According to B.C. government projections the industries that are expected to show the most growth in new jobs over the next decade will be heavily dependent on workers with university credentials in STEM fields (see below). The proposed B.Sc. General program, plus majors that are currently under development, will prepare graduates for direct entry into these industries and thus help meet a critical labour market demand.</p> <p>The Health Care and Scientific and Technical Service industries, which are projected to be the top two industries for labour market growth, are expected to generate 245,000 new jobs in the 2017-2027 period, which represents 27% of all new jobs projected over this period<sup>1</sup>. Almost half of the jobs in both industries will be generated through economic growth and industry expansion, due to the aging B.C. population and increasingly technical nature of the job market. Additionally, almost half of the new jobs in these industries are expected to be filled by new workers, highlighting the need for more university graduates with credentials in these fields.</p> <p>Due to the general nature of the proposed degree, graduates may be prepared for a wide variety of STEM careers. The following NOC codes are most appropriate for a B.Sc. General.</p> <p>National Occupation Classification (NOC) codes:          2112 Chemists          2115 Other professional occupations in physical sciences          2121 Biologists and related scientists          2161 Mathematicians, statisticians, and actuaries          2174 Computer programmers and interactive media developers</p> <p>NOC Job Openings to 2025<sup>6</sup></p> <table border="1" data-bbox="431 1163 1516 1419"> <thead> <tr> <th>NOC Code</th> <th>Projected job openings to 2025</th> <th>Average annual growth rate</th> <th>Provincial median salary</th> </tr> </thead> <tbody> <tr> <td>2112</td> <td>360</td> <td>1.3%</td> <td>\$61,150</td> </tr> <tr> <td>2115</td> <td>110</td> <td>1.6%</td> <td>\$90,390</td> </tr> <tr> <td>2121</td> <td>1300</td> <td>1.2%</td> <td>\$72,996</td> </tr> <tr> <td>2161</td> <td>210</td> <td>1.5%</td> <td>\$68,927</td> </tr> <tr> <td>2174</td> <td>7810</td> <td>2.8%</td> <td>\$77,209</td> </tr> </tbody> </table>	NOC Code	Projected job openings to 2025	Average annual growth rate	Provincial median salary	2112	360	1.3%	\$61,150	2115	110	1.6%	\$90,390	2121	1300	1.2%	\$72,996	2161	210	1.5%	\$68,927	2174	7810	2.8%	\$77,209
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<p>Do potential employers require a degree for graduates to gain employment in the field?</p>	<p>Requirement for a degree was assessed by examining career profiles at WorkBC for the NOC codes listed above. Employment in all of these scientific fields requires a baccalaureate degree. Admission to professional schools requires a degree or equivalent level of post-secondary education.</p>																								
<p>If the main employer will be government or another public agency, what support does the program have from relevant</p>	<p>Not applicable. The main employer is not expected to be either government or public agencies.</p>																								

ministry/public employers?	
<b>D. Consultation</b>	
What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program?	Support for the development of additional degrees at Capilano University has come from the Program Advisory Committee for the Bachelor of Arts with a major in Liberal Studies, and from high school counsellors who attend an annual information session here at the university. Both groups have indicated that students would be likely to come to Capilano University for a B.Sc. if it was available. We are currently seeking appropriate community and employer groups for further consultation.
If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?	Not applicable. The program does not relate to a regulated profession.

<b>SYSTEM COORDINATION / PROGRAM DUPLICATION</b> <b>STANDARD: The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.</b>	
<b>CRITERIA:</b>	<b>COMMENTS:</b>
<b>A. System Context</b>	
What differentiates the proposed program from all other related programs in the province?	<p>Most Bachelor of Science programs require specialization in a major, so general programs are not common. General Bachelor of Science degrees are offered at Simon Fraser University, Thompson Rivers University, University of British Columbia, and University of Northern British Columbia.</p> <p>The Capilano University experience will differentiate the proposed degree from similar programs offered at other universities. We are a teaching-focused university that has maintained small class sizes and a high instructor-to-student ratio. Capilano University policy caps lecture classes at 35 students; labs are usually 18-24 students. A recent Departure Study Survey<sup>7</sup> showed that students highly value the small classes and personal attention they receive from instructors who are dedicated to teaching, with the survey</p>

	<p>report stating that “small class size is the most valued aspect” of the Capilano University experience.</p> <p>Capilano University is in the process of establishing itself as an experiential university, with experiential learning embedded in the curriculum at all levels. The School of STEM is a leader in this area, with hands-on labs and field experiences in most courses, in contrast to many other B.C. universities that offer a larger relative proportion of lecture-only courses. The new Cap Core general education curriculum requires designated experiential and capstone courses in the upper levels of all baccalaureate degrees; at many of the larger universities such experiences are only available to honours students. The new B.Sc. and associated majors will require the development of new upper-level lab courses. These are envisioned as interdisciplinary, inquiry-driven labs where students will engage in designing and performing their own experiments and projects.</p>
<p><b><i>B. Consultation</i></b></p>	
<p>To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?</p>	<p>Proposals for Capilano University’s B.Sc. General and B.A. General were discussed at the meeting of the British Columbia Deans of Arts and Sciences Programs held at the College of the Rockies on April 13, 2018. Both proposals received unanimous support. See the attached letter of support (Appendix D).</p> <p>Additional consultation will be carried out at the science articulation meetings in May 2018.</p>
<p><b><i>C. Rationale for Duplication</i></b></p>	
<p>If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program? (e.g.: <b>demand for graduates exceeds system capacity; the program is unavailable online or within reasonable commuting distance; etc.</b>).</p>	<p>The establishment of a B.Sc. General program at Capilano University is an essential step for the University to fulfill its mandate as a regional, teaching intensive university. Capilano University is an access institution for students on the North Shore, Sea-to-Sky, and Sunshine Coast of B.C., including First Nations communities. Degree options for students within this local region are limited, and there are no B.Sc. options.</p> <p>We have evidence that many students from our local catchment area would prefer to attend Capilano University rather than move or commute to another university. In the Departure Study Survey<sup>7</sup> the most commonly given reason for attending Capilano University, given by 44% of students, was “it is in the region where I live, so I didn’t have to move.” For our students the highway, bridge, and ferry systems are significant obstacles and we wish to offer them this undergraduate degree option closer to home. The same study noted “both quantitative and qualitative results suggest that students would like a wider variety of degrees and more course availability while maintaining small class sizes.”</p> <p>In addition to local students, Capilano University serves a growing number of international students from many different countries. The proportion of international students taking science programs has grown steadily over the last few years, and now 33% of the students enrolled in STEM programs are international students. The recent addition of student</p>

	<p>housing at Capilano University, with plans for expansion, will make this an even more attractive destination for international students.</p> <p>The Capilano University experience makes this an attractive destination for students who do not wish to study at a large, research-intensive university. With respect to small class sizes, the Departure Study Survey<sup>7</sup> report notes “small class size is a very important reason why students remain at Capilano. Qualitative responses to the current survey strongly indicate that small class sizes provide students with an easier transition from high school, an opportunity to get to know and interact with their professors, and increases their opportunity to interact in class.” An important benefit of these interactions is that they foster the hands-on, critical thinking, and experiential components of our proposed curriculum.</p> <p>In addition to the above considerations, labour market projections cited earlier show the demand for STEM graduates is likely to exceed the current capacity of the B.C. post-secondary system. Graduates of our B.Sc. General will be well-prepared for careers in scientific and technical areas with strong and growing labour market demand.</p>
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**D. Collaboration**

<p>To what extent has the institution explored appropriate ways to collaborate and/or share resources with other institutions offering related programs? ? <b>Please provide documentary evidence such as letters of support and outline any plans for collaboration and/or sharing resources and identify the prospective collaborating institutions/organizations.</b></p>	<p>The main objectives of the proposed degree are to provide enhanced degree opportunities for students in our region, to increase the number of degrees offered at Capilano University, and to provide a framework for the development of science majors. Meeting these goals is essential for us to fulfill our mandate. As we develop specific majors we will explore options for collaboration as appropriate.</p> <p>Capilano University works with BCCampus to ensure opportunities for collaboration around open resources are made available to all faculty and students, and we engage broadly with representatives of other institutions through venues such as the Western Deans conferences and the semi-annual meetings of the BC Deans of Arts and Sciences. Institutionally, we continue to build on our suite of Memoranda of Understanding in support of student mobility and transfer between Capilano University and other post-secondary institutions in B.C., Canada, and internationally.</p>
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**STUDENT DEMAND AND OUTCOMES**

**STANDARD: The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.**

**CRITERIA:**
**COMMENTS:**
**A. Student Demand**

<p>How robust is the demonstrated potential student demand to sustain the proposed program? <b>Provide evidence such as: the results of a survey indicating current student demand for the program. (if a survey is used, describe the survey instrument used and questions posed and dates of survey) or/and student waitlists of comparable programs offered in British Columbia.</b></p>	<p>There is significant demand for a B.Sc. among current Capilano University students. In a recent survey<sup>8</sup>, 121 out of 145 students (83%) indicated they would like to stay here for a Bachelor degree. Of these, preference was evenly split between the B.Sc. (49%) and the B.A. (51%).</p> <p>Student Transitions Project<sup>9</sup> data show that the majority of students who leave Capilano University choose a B.C. College (26%), Institute (28%), or another Teaching Intensive University (24%). These data suggest that students prefer the small classes and personalized attention available at the non-research-intensive institutions in British Columbia, and would be expected to stay at Capilano University for the B.Sc. General should the option be available.</p> <p>Additionally, as shown in an Academica Group study<sup>10</sup>, in order to attract additional students to Capilano University, we must offer the programs that they wish to complete. When asked what one thing Capilano University could have done to influence them to attend, 14% (the second highest response) of students who chose not to come here responded “Offer me the program that I was interested in.” Capilano University offers neither a B.Sc. nor a B.A. General; it is imperative that we provide these options in order to be able to attract students to Capilano University to complete undergraduate studies in Arts and Sciences.</p> <p>We know from BCCAT data that about 80% of students who begin their studies at a teaching-intensive university or a college are “very satisfied” or “satisfied” with their destination institutions<sup>11</sup>, and moreover students completing Bachelor’s degrees do not switch institutions frequently: over 95% complete their studies in the institution where they began<sup>12</sup>.</p> <p>A recent Academica Group study shows that the challenge at Capilano University is not one of attracting sufficient applications; the difficulty lies in converting those applicants to registered students<sup>13</sup>. Academica Group’s Acceptance Declined Survey<sup>10</sup> results indicate that 64% of students who chose not to attend Capilano University did so because the institution did not offer their desired program of study.</p>
<p><b><i>B. Benefit to Students</i></b></p>	
<p>To what extent will students be able to transfer to and from other post-secondary institutions in the province? <b>Describe what plans and/or arrangements are in place to establish articulation agreements</b></p>	<p>Courses in the B.Sc. General will be articulated through the B.C. transfer system (See <a href="#">Capilano University Academic Policies – Transfer Credit Policy – S2013-01</a>). This will be a flexible degree that allows students a large amount of choice in exactly how they structure their programs. This flexible structure will facilitate transfer to and from other post-secondary science programs in the province.</p> <p>Capilano University’s small class sizes, experiential focus, and degree flexibility should make this an attractive destination and more of a receiving institution in the BCAAT system.</p>



<p>with other post-secondary institutions in the province. Provide a website link to the institution policy on admissions and transfer. If relevant, provide anticipated enrolment figures from other institutions that may have students wishing to articulate into the proposed program.</p>	
<p>What opportunities are available to program graduates for further study in the field or in professional fields? Provide evidence of consultation with graduate/professional post-secondary programs.</p>	<p>Opportunities for further study will depend to some extent on the choice of concentration and how individual students choose to structure their programs. Many program graduates will be qualified to attend professional schools for medicine, dentistry, pharmacy, and other health professions.</p>
<p>What added value will the proposed program offer graduates in terms of employment opportunities? If non-degree and/or degree programs in the same field are offered at this institution, explain: the expected added value for students taking this proposed degree program (e.g., promotion or employment opportunities) and provide evidence that</p>	<p>Employment opportunities for graduates with a Bachelor of Science degree will continue to grow and become an increasingly important part of the B.C. economy for the foreseeable future. Careers in health, environmental technology, and data science are high-paying and will be in high demand.</p> <p>The BC Labour Market Outlook<sup>1</sup> emphasizes the need to prepare students for careers rather than specific jobs. This approach to higher education involves the cultivation of foundational skills and competencies. The B.Sc., through its focus on experiential and project-based learning, and integration of a capstone project, will directly foster such capabilities as complex problem solving, critical thinking, and creativity. These capabilities are projected to be the most valuable in the near future.</p> <p>Graduates of the proposed B.Sc. General will have benefitted from our hands-on and experiential teaching and learning focus and will have completed courses that ensure they demonstrate in a tangible way the skills they have acquired through their undergraduate education. As noted previously, employers increasingly seek the “soft skills” in collaboration, communication, problem-solving, and relationship-building that will be integral to the proposed degree. Because the program is exceptionally flexible, students will be able to enhance their science studies by taking courses in business areas</p>

these anticipated  
benefits are justified.

such as entrepreneurship or marketing or may choose courses from education should they be interested in pursuing studies in elementary or secondary education.

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## Appendix A: Proposed Upper-Level Courses

The course descriptions listed here provide a representative sample of the courses that are being developed for the Bachelor of Science General and the majors that are currently under development.

### **BIOLOGY**

#### BIOL 3XX Human Physiology I

This course will provide a detailed examination of the anatomy and physiology of the cardiac system, respiratory system, nervous system and skeletal muscle. Emphasis is also given to the maintenance of overall health as well as the study of select diseases pertaining to the systems examined.

#### BIOL 3XX Human Physiology II

This course will provide a detailed examination of the anatomy and physiology of the endocrine system, digestive system, reproductive system, and pregnancy. Emphasis is also given to the maintenance of overall health as well as the study of select diseases pertaining to the systems examined.

#### BIOL 3XX Molecular Biology

Students will study the structure, function, and interaction of cellular molecules that carry out the processes required for the transmission and expression of genetic information. Major topics include DNA replication, recombination, repair, and organization. Prokaryotic, eukaryotic, and viral gene expression as well as recombinant DNA methods will also be covered. Students will be introduced to searching and evaluating primary literature and will practice oral and written presentation skills.

#### BIOL 3XX Infectious Diseases

Students will study the mechanisms used by pathogens to infect hosts and cause disease. The course will focus on the pathogenesis of bacterial, viral, fungal, and parasitic pathogens. Students will also be introduced to host defense mechanisms, vaccines, and the use of antibiotic medications used to treat and control infectious diseases.

#### BIOL 3XX Evolutionary Biology

Students will examine the development of evolutionary theory resulting in the modern synthesis and its application to diverse topics in biology. They will consider the role of natural selection, genetic drift and speciation in generating biodiversity, and the proximate mechanisms responsible, including population genetics and epigenetics. They will explore modern themes in evolutionary biology including life histories, sexual selection, inclusive fitness, coevolution, and human evolutionary biology, and how these processes have shaped adaptations of organisms to their environment. Throughout the course, they will critique evidence and methods supporting evolutionary theory and identify future directions.

#### BIOL 3XX Environmental Stewardship

This course builds on ecological principles to develop fundamental skills in management of the environment. Students will identify environmental problems that threaten biodiversity, considering proximate and root causes in human society. They will assess solutions to environmental problems that take a holistic approach acknowledging human-environment interactions. They will gain foundational training in basic environmental monitoring skills coupled to an introduction to environmental policy and its implementation.

**BIOL 4XX Human Genetics**

Students will learn to apply the laws of heredity to human health and disease. Major topics include transmission of genetic information, causes and effects of mutations, DNA repair and recombination, as well as genetic analysis of simple and complex disorders. The use of animal models of human diseases, cancer genetics, gene therapy, and population genetics will also be covered.

**BIOL 4XX Endocrinology**

An in-depth study of endocrine organs and their role in integrating physiological functions in animals, with an emphasis on humans. The use of endocrinological techniques and assays in research and medical diagnostics will be examined. Topics covered include the role of hormones in energy balance, reproduction, circadian rhythms and stress, as well as the diseases involving the disorders of the endocrine system in relation to these systems.

**BIOL 4XX Evolutionary Medicine**

Students will explore human health from an evolutionary perspective, using natural selection to explain human physiological variation and dysfunction. They will explore concepts surrounding human life-history and aging, constraints and trade-offs on human systems, variation across populations, and frequency-dependent traits. They will also examine adaptive defenses and traits, as well as their non-adaptive by-products such as fever. The implications of evolutionary understanding for medical treatment will also be examined.

**BIOL 4XX Ecological Consulting**

Students will receive training in core skills required for environmental consulting including field research, data analysis, policy and law, and project coordination and communication. They will practice these skills in application to air, land and water contamination, impact assessment, waste management, renewables and environmental management systems. The course will be primarily practical; you will receive instruction from course leaders and professionals, then practice implementation in the field coupled with subsequent data collation, analysis and presentation. A major component of the course will be a student directed, field-based, impact assessment and report.

**CHEMISTRY****CHEM 3XX Biochemistry II: Metabolism and Bioenergetics**

Biochemistry is the study of the chemical reactions responsible for the phenomenon of life. In this course, we investigate metabolism, the collection of chemical processes by which cells derive energy from their surroundings and use this energy to make the building blocks of life. The major metabolic pathways involved in the synthesis and breakdown of important biological molecules are explored, along with the mechanisms of regulating these pathways in the body. In addition, we examine the inner workings of enzymes, the remarkably proficient catalysts that carry out the chemical reactions of life. Links between errors in metabolism and human disease are also explored.

**CHEM 3XX Chemical Toxicology**

In our modern industrialized society, our exposure to potentially toxic chemical substances exceeds that of any previous era of human history. This course investigates the chemical and biochemical principles that influence the toxic actions of a variety of substances. Topics include naturally occurring toxins (i.e. toxins produced by plants, animals and microbes), environmental toxins (e.g. heavy metals, organic pollutants), modes of intake and absorption, dose-response relationships, toxicokinetics, physiological mechanisms of toxicity, and the detection of toxins in the body and in the environment.

**CHEM 4XX Medicinal Chemistry: Drug Design and Drug Action**

Humans have used naturally occurring chemical compounds for millennia to treat numerous diseases. Our increasing mastery of chemistry over the past two centuries has led to the design and discovery of thousands of molecules that have pharmacological properties. In this course, we will examine the chemistry behind the small molecules that affect human health. Topics include the principles of drug design, pharmacology and pharmacokinetics, drug delivery, approval and regulation of new drugs, bioactive natural compounds (including antibiotics and vitamins), and the use of chemical agents in disease detection and diagnosis.

**CHEM 3XX Organic and Inorganic Spectroscopy**

This course covers the theory and practice of modern spectroscopic techniques for the structural elucidation of organic and inorganic compounds. The emphasis is on Infrared and Nuclear Magnetic Resonance spectroscopy.

**CHEM 3XX Chemistry of Water**

This course introduces the properties and composition of natural waters. Topics include the hydrologic cycle, water quality, transport, chemical equilibria, pH, complexation, redox processes, toxic agents, waste water treatment and the principles of Green chemistry.

**CHEM 3XX Atmospheric and Environmental Chemistry**

Introduction to the structure, composition and chemical processes occurring in the atmosphere including the application of chemical kinetics to gas phase reactions. Topics include transport of atmospheric pollutants, acid rain, photochemical smog, stratospheric ozone depletion and greenhouse gases.

**CHEM 3XX Food Chemistry**

This course will apply theories of molecular structure and reactivity to food systems. Major food components will be discussed in respect to their physical and chemical properties, and their changes during processing, handling and storage. Topics include: 1. properties of water and ice and their impact on food stability and mobility; 2. properties of amino acids and proteins in foods; 3. nomenclature, structure and properties of carbohydrates, mutarotation, Maillard reaction, polysaccharides, pectin; 4. nomenclature and structure of lipids, classes of lipids, physical properties and general reactions, lipids processing, lipids oxidation; 5. nature of enzymes and application in food chemistry. Minor food components (vitamins, colorants, food additives) will be reviewed as time permitted.

**CHEM 3XX Natural Products Chemistry**

This course will provide an overview of secondary metabolism and the origin of small molecule natural products from sources such as plants, fungi and bacteria. Emphasis in this course will be on the organic chemistry behind the various transformations that occur during the biosynthesis of important classes of molecule. Topics may include: organic structural diversity, shikimic acid pathway metabolites and derivatives and biosynthesis of terpenes and terpenoids.

**COMPUTING AND DATA SCIENCE****COMP 320 Database Technologies and Applications (existing course)**

This course introduces fundamentals of various data management technologies and their applications in business and other aspects of society. Students will gain hands-on experience using various data management technologies, including relational database systems and other cutting edge data management paradigms. Students will also be able to explain how databases work, write programs to interact with databases, implement simple database designs, and apply their skills in other disciplines.

**COMP 330 Modern Scripting and Automation (existing course)**

Dynamic programming languages (also known as scripting languages) have been gaining in popularity in modern software development. The reason for this is simple - dynamic languages allow programmers to quickly write and test their software. When it comes to automating operating system tasks, dynamic languages are often the only choice available. In this course, we will study many of the popular dynamic languages, we explore their strengths and weaknesses, and find out how cutting edge applications are developed and deployed.

**DATA 301 Introduction to Data Science**

This course will provide a basic introduction to tools and techniques of data manipulation and analysis.

*Prerequisite: COMP 115 Writing SOLID Code, COMP 320 Database Technologies and Applications, and MATH 205*

**DATA 320 Applied Reporting and Data Visualization**

This course is an introduction to information design, data visualization, plotting / graphing, and data exploration

**DATA 410 Applied Data Mining and Machine Learning**

This course is an introduction to data mining & machine learning algorithms, model development, training data, testing, and predictive accuracy. Includes a module on bias and ethics in machine learning algorithms.

**MATHEMATICS AND STATISTICS****MATH 305 – Intermediate Mathematics and Creative Arts**

This course is designed for students with a background in mathematics and an interest in the connection between math and art. Through presentation of the math and examination of case studies, this course uncovers the math both in the forefront and behind music, literature and visual art. Mathematical proofs will also be developed that portray mathematics as a creative art in its own right.

**MATH 310 – Modern Geometries**

This is a course on Euclidean and non-Euclidean geometries with emphasis on the contrast between the traditional and modern approaches to geometry, and the history and role of the parallel postulate.

**MATH 315 – Introduction to Number Theory**

This course will introduce fundamental concepts of number theory including divisibility, the Euclidean algorithm, unique factorization, congruences, and quadratic reciprocity. It may also cover some of the following: primitive roots and indices, continued fractions, sum of squares, introduction to Diophantine equations, prime numbers, pseudo-primes, the prime number theorem, and factorization and primality-testing algorithms.

**MATH 320 –Biomathematics**

Introduces mathematical models in Biology and their analysis. Both one dimensional models, including the exponential model and the logistic model, and multi-dimensional models, including structured population models and predator-prey models, are studied, as are matrix models for base substitution in DNA, phylogenetic trees, and sequence alignment. Mathematical concepts and methods to formulate and analyze these models include limits, derivatives, matrix algebra, eigenvectors, probability theory, and dynamic programming. Software is used to simulate models and visualize the numerical results

**MATH 325 – Mathematical Modelling**

Students will study the formation, analysis, and interpretation of mathematical models drawn from the physical, biological, economic, and social sciences. They will study continuous and discrete, deterministic and stochastic models. Students will use techniques such as time series analysis, differential and difference equations, matrix analysis, optimization, simple stochastic processes, and numerical methods.

**STAT 301 – Data Analysis in Action**

The ability to analyze data is an increasingly important skill in many fields of study. This problem-based course introduces common inferential statistics and data analysis techniques to students interested in improving critical thinking about data and evidence-based decision making. Students will explore different data visualization and data analysis techniques in the context of practical problems and students will investigate predictive analysis techniques using statistical software or spreadsheet add-ins.

**STAT 306 – Applied Inferential Statistics**

Students will be introduced to the standard techniques of multiple regression analysis. They will study simple regression, ANOVA, multivariable distributions, analysis of residuals and general linear models and their role in research.

**PHYSICS****PHYS 3XX Optics**

This course will provide a comprehensive introduction to optics including geometrical, wave, and quantum optics. Major topics will include properties of lenses and mirrors, interference, coherence, diffraction, scattering, polarization, light quanta, absorption, and lasers.

**PHYS 3XX Thermal and Statistical Physics**

This course will introduce the properties of energy in its various forms as well as other thermodynamic properties of systems both from a macroscopic and microscopic viewpoint. Topics covered will include: thermal equilibrium, equivalence of heat and work, laws of thermodynamics, thermodynamic potentials, entropy, heat engines, Carnot cycles, efficiency, equations of state, ideal gas, van der Waals fluids, phase transitions, fundamentals of statistical mechanics, equipartition, ensemble averaging, Boltzmann and quantum statistics, and interacting systems.

**PHYS 3XX Introduction to Remote Sensing**

This course will introduce students to remote sensing from the perspectives of physical science and engineering design. Topics include history of remote sensing, the electromagnetic spectrum, remote sensing frequency bands, active and passive sensors, data resolution vs coverage, remote sensing platforms, current remote sensing systems and capability, atmospheric effects, data analysis and processing, applications and future trends.

**PHYS 4XX Advanced Remote Sensing**

This course will consist of the application of electromagnetic waves, Fourier spectral analysis, scattering, dispersion, radiative transfer, interaction with real materials/atmosphere (fog, cloud, rain, snow). In particular, students will become familiar with photographic systems, electro-optical systems, microwave systems, ranging systems, scattering systems, platforms and orbital mechanics, and data processing in the context of environmental monitoring.

**SCIENCE**

SCI 4XX Science Research Project

In this course each student will develop and implement an independent research project, in consultation with a supervising faculty member. This course serves as the Capstone course for Bachelor of Science students.



### Appendix B: Enrolment Projection

There are currently (2017-18) just over 400 students enrolled in STEM programs other than engineering. The following projection is based on some increase in overall enrolment, with most students enrolling in the B.Sc. once it becomes available. We then assume steady intake into first year and 75% year-to-year retention. Based on these conservative assumptions the program would grow from 400 students to a steady-state of 820 students in four years.

	2021-22	2022-23	2023-24	2024-25	2026-27
First year	300	300	300	300	300
Second year	100	225	225	225	225
Third year	0	75	169	169	169
Fourth year	0	0	56	127	127
Total	400	600	750	820	820

## Appendix C: The Cap Core Curriculum

**Cap Core** is a framework that allows students to choose their elective courses in an intentional way and to design a personalized learning program to integrate perspectives from across the university. It is a way to ensure that graduates from CapU have the foundational and professional knowledge and skills required to succeed in academia and beyond.

**Foundation** courses taken in first year ensure students have basic numeracy and literacy skills that they will use and build on in subsequent courses.

**Integration** courses provide students with opportunities to explore the world from a diverse range of disciplinary and interdisciplinary perspectives. These courses are grouped into the following broad subject areas:

- Science and Technology
- Self and Society
- Culture and Creative Expression

**Experiential** and **Capstone** courses, taken at the end of a student's program, are an opportunity for students to put their learning into practice. In Capstone courses, students integrate and synthesize all they have learned at CapU in a culminating experience.

Cap Core addresses the fact employers are seeking educated graduates who are also socially, interpersonally, and environmentally aware. Employers want to hire graduates with broad-based knowledge and understanding, who are critical and creative thinkers, effective communicators, and problem-solvers. The Cap Core curriculum introduces students to multiple perspectives and helps to prepare them for meaningful engagement with the world, no matter what their area of expertise or interest.

## Appendix D: Letter of Support from British Columbia Deans of Arts and Science Programs



April 18, 2018

Julia Denholm, dean, Faculty of Arts and Science  
Capilano University

Re: Support for Capilano University Bachelor of Arts and Bachelor of Science degree proposals

At its meeting of April 13, 2018, the British Columbia Deans of Arts and Science Programs voted unanimously in support of Capilano University's proposals for a Bachelor of Arts and a Bachelor of Science degree.

News of the proposals was received warmly. The committee supports Capilano University in these initiatives in the sincere belief that the proposed programs will create new opportunities for BC students, including students transferring from other partner institutions in the BC system.

Sincerely,



Darrell Bethune, Chair, BCDASP

## SENATE REPORT

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**AGENDA ITEM:** S2009-06 Course Outlines of Record and Course Syllabi for Credit Courses

**PURPOSE:**  Approval  
 Information  
 Discussion

**MEETING DATE:** June 6, 2018

**PRESENTER:** Nanci Lucas

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### **PURPOSE**

For Senate to approve the revisions to S2009-06 Course Outlines of Record and Course Syllabi for Credit Courses (formerly titled Course Outlines and Course Approval).

### **BACKGROUND**

This policy was last reviewed and revised in December 2011.


Some sections of the current S2009-06 conflict with the *University Act*. The *Act* states that the Board is responsible for creating educational policy on the “establishment, revision or discontinuance of courses and programs” (Section 35.2(6)(b)). This task was completed – see B.104 and B.106 and the accompanying procedures.

The draft is a major revision from its current version. Both versions are included in the agenda package. The key changes are:

1. Defines Course Outline of Record and Course Syllabus;
2. Creates consistency with a Course Outline of Record template;
3. Creates consistency in multi-section offerings; and
4. Removes the sections that are in conflict with the *Act*.

### **RECOMMENDATION**

*THAT Senate approve the revisions to S2009-06 Course Outlines of Record and Course Syllabi for Credit Courses.*

 <b>CAPILANO UNIVERSITY</b>		<b>POLICY</b>	
Policy No.	Officer Responsible		
<b>S2009-06</b>	<b>Vice-President Academic and Provost</b>		
Policy Name			
<b>Course Outlines of Record and Course Syllabi for Credit Courses</b>			
Approved by	Replaces	Category	Next Review
<b>Senate</b>			<b>June 6, 2023</b>
Date Issued	Date Revised	Related Policies, Reference	
<b>June 6, 2018</b>		<b>S2017-02 Final Exam Policy</b>	

## 1 PURPOSE

- 1.1 This policy provides direction regarding the components of course outlines of record and syllabi at Capilano University.
- 1.2 The course outline of record is used for a variety of purposes, including for purposes of articulation, and consequently must contain sufficient information to permit the receiving institutions to accurately assign transfer credit.
- 1.3 The course syllabus must align with the course outline of record approved through the Senate process. It must be distributed to all students and to the appropriate Dean at the beginning of the term of study. After the course syllabus has been distributed, changes to assignments, the evaluation profile, or assigned texts or readings may not be made without the consent of the students in the course.
- 1.4 A course outline of record is required for each credit course offered at Capilano University.

## 2 SCOPE

- 2.1 This policy relates to all course outlines of record and syllabi at Capilano University. All course outlines of record must contain all required fields (see below) and must use the Capilano University Course Outline template.
- 2.2 Revisions to course curriculum, revisions to course syllabi, and other changes to the course outline of record are not covered by this policy. See Capilano website for information on revisions and other changes to course outlines of record.

### 3 DEFINITIONS

**Course Outline of Record:** The course outline of record acts as the contract between Capilano University, its students, and other post-secondary institutions. It functions as the official record of the course, as approved by the University Senate, as delivered by this institution and is the outline of record for multi-section courses.

**Course Syllabus:** The course syllabus is the section-specific contract between the instructor and the students. It develops and/or expands upon the framework of the course outline of record.

### 4 POLICY STATEMENT

- 4.1 The course outline of record is approved by Senate through the approval process and, once approved, becomes the official record for the course.
- 4.2 Course outlines of record are held by the Registrar's Office and are publicly available.
- 4.3 Section-specific syllabi are developed from the course outline of record and must be distributed to all students and to the appropriate dean at the beginning of the term of study.

### 5 COURSE OUTLINE COMPONENTS

All course outlines of record must contain all required fields and must use the Capilano University Course Outline template.

### 6 ADDITIONAL COMPONENT INFORMATION

#### 6.1 Evaluation Profile

- 6.1.1 The evaluation profile in the course syllabus must align with the evaluation profile in the course outline of record. Each course syllabus must include an evaluation profile that presents a description of each assessment (project, examination, etc.) and the weight of each assessment as a component of the total course grade. There may be some minor variation in assignments among individual sections of a multi-section course; however, the overall framework of the evaluation profile must be similar. For example, a final exam is included in the course outline of record evaluation profile, all syllabi for that course must include the final examination in the evaluation profile.
- 6.1.2 In courses of three or more credits, the maximum percentage of any single evaluation component may not exceed 35%, except with permission of the dean. Examples of courses seeking exemptions may include upper-level undergraduate and graduate courses that by special design and intention require the completion of a single paper, project, thesis, or otherwise have an evaluation profile in which a substantial project is the primary form of assessment.


- 6.1.3 The final grade for the course shall normally be determined based on student achievement on all course assessments. Requiring students to earn a passing grade on a single assessment or on a combination of a subgroup of assessments, without regard to other evidence of achievement, is not normally permitted.
- 6.1.4 Professional Behaviour: If professional behaviour or attitude is an evaluated component of the course outline of record, it must be defined in specific operational terms so that the students have the opportunity to understand both what is expected of them and on what basis they will be graded for this component of the evaluation. This information must be included in the syllabus.
- 6.1.5 Participation Grade: A grade for participation may not exceed 10% of the total grade, except with permission of the dean. If participation is an evaluated component of the course outline of record, it must be defined in specific operational terms so that the students have the opportunity to understand what is expected of them and on what basis they will be graded for this component of the evaluation. This information must be included in the syllabus.
- 6.1.6 Evaluation Feedback: Early, frequent and meaningful feedback is critical to the learning process and the students' ability to use the feedback in a meaningful way. Normally students will be provided with evaluative feedback prior to the course withdrawal date (See Academic Schedule). If no formal evaluative feedback is scheduled prior to the course withdrawal date, the syllabus must articulate the process by which students receive meaningful feedback on their progress in the course prior to the course withdrawal date.
- 6.1.7 Final examinations (where applicable) must be held as scheduled during the approved final examination period (see S2017-02 Final Examination policy).

## **7 UNIVERSITY POLICIES AND EMERGENCY PROCEDURES**

- 7.1 All course outlines of record and syllabi must include all information found under *University Operational Details* in the course outline template.
- 7.2 The university community will be notified by email if university requirements are revised or new ones are approved by the Board, Senate or Senior Leadership Council so that instructors can update their course syllabi.
- 7.3 The course outline template will be updated to include any changes to university policies and emergency procedure

## **8 DEPARTMENT OR PROGRAM OPERATIONAL DETAILS**

- 8.1 Course outlines of record will contain department or program operational details as needed.
- 8.2 If the course outline of record has department or program operational details, these details must be included in the course-specific syllabus.
- 8.3 Department or program operational details must not contradict any university policy. If a contradiction occurs, university policy prevails.

 <b>CAPILANO UNIVERSITY</b>		<b>POLICY</b>	
Policy No.	Officer Responsible		
<b>S2009-06</b>	<b>Senate</b>		
Policy Name			
<b>Course Outline and Course Approval</b>			
Approved by	Replaces	Category	Next Review
<b>Senate</b>	<b>EC1995-05 / EC1999-02 EC1999-08 / EC2004-01 EC2006-05</b>		<b>2016</b>
Date Issued	Date Revised	Related Policies, Reference	
<b>October 2009</b>	<b>December 2011</b>		

### 1. PURPOSE

This policy is to provide direction regarding the development, components and the approval process for course outlines at Capilano University.

### 2. SCOPE

This policy relates to all course outlines at Capilano University. Course outlines change over time due to revisions in learning outcomes and other related items. Therefore, an effort must be made to keep course outlines up to date as students rely on course outlines to accurately reflect the current course content.

Continuing and Professional Education (CE) courses at Capilano University are required to have course outlines as outlined in this policy with the exception of the evaluation profile component in this policy. CE courses may or may not include evaluation profiles depending upon the design of the course.

### 3. POLICY STATEMENT

Course outlines are required for each course offered at Capilano University. Course outlines must be available to students, employees and the public at the time of the course offering and in the future as historical data.

The official course outline must be approved through the Senate approval process and, once approved, becomes the official record for the course.

Instructor course outlines (syllabi) are developed from the framework of the official course outline and must be distributed to all students and to the appropriate Dean at the beginning of the semester of study. After an instructor has distributed the syllabi, student consent must be obtained for any proposed changes in assignments, the evaluation profiles, operational details, texts or readings.



#### **4. COURSE OUTLINE DEVELOPMENT**

It is expected that course outlines are developed through a consultative process involving other members of the Capilano community including both instructional and non-instructional partners. This consultative process ensures that the final document incorporates feedback from all impacted areas.

#### **5. COURSE OUTLINE COMPONENTS**

Capilano University official course outlines include, as a minimum, the following components. Those items marked with an \* must be contained on the instructor syllabi.

Course Title\*

Short Title

Course Prefix & Number\*

Calendar Description

Start Term

Evaluation Profile\*

Grading Profile\*

Course Contact Hours/Credits\*

Method of Delivery

Pre-requisites/Co-requisites/Prerequisites with Concurrency

Course Objectives/Learning Outcomes\*

University Policies\*

#### **6. ADDITIONAL COMPONENT INFORMATION**

Course Prefix & Number:

The Registrar will assign each course a prefix and number. Suggestions may be included in the original submission to the Registrar's Office.

Evaluation Profile:

- Each instructor course outline (syllabus) must include an evaluation profile that includes a description of each category of assignment, project, examination, etc and the weight each category carries in reference to the total course grade.

- Only with the approval of the Dean, may the maximum percentage of any single evaluation component of a three (3) or more credit course exceed 35%. Examples of courses seeking exemptions may include upper-level undergraduate and graduate courses that by special design and intention require the completion of a single paper, project, thesis, or otherwise have an evaluation profile in which a substantial research project is the primary form of assessment.
- Professional or Learner Behaviour: If professional or learner behaviour or attitude is an evaluated component of the course, it must be defined in specific operational terms so the student has the opportunity to understand both what is expected of her/him and on what basis s/he will be graded for this component of the evaluation. This information must be included in the instructor course outline (syllabus). Information on professional behaviour outcome and measurement criteria can be found on the university intranet in the program/course approval section.
- Participation Grade: Only with the approval of the Dean, may participation be assigned to more than 10% of the total grade. If participation is included in a course's evaluation profile, it must be defined in specific operational terms so that the student has the opportunity to understand both what is expected of her/him and on what basis s/he will be graded for this component of the evaluation. This information must be included in the instructor course outline (syllabus).
- Evaluation Feedback: Early, frequent and meaningful feedback is critical to the learning process and the students' ability to use the feedback in a meaningful way. Normally students will be provided with evaluative feedback prior to the course withdrawal date. If no formal evaluative feedback is scheduled prior to the course withdrawal date, the instructor course outline (syllabus) must articulate the process by which students receive meaningful feedback on their progress in the course prior to the course withdrawal date.
- Instructors are not to give final course examinations during the week prior to the final exam period.

University Policies and Emergency Procedures:

- All instructor course outlines must include the statement "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."
- Instructor course outlines (syllabus) should direct students to the Emergency Procedures posted in every classroom.

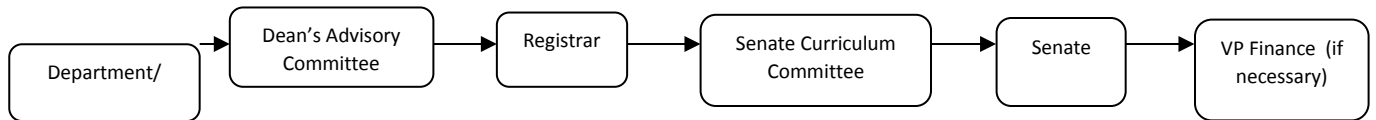
## **7. APPROVAL PROCESS FOR NEW COURSES/CHANGES TO COURSES**

The approval process for new courses and changes to existing courses is designed to ensure careful planning and broad consultation. Designers of new courses should consult with their department/functional areas and other instructional areas of the University that may have content overlap with the proposed course, preferably before the outline goes to the Dean's Advisory Committee. Consultation with non-instructional areas should include, but is not necessarily limited to, the Library, the Registrar's Office, IT Services. Non-instructional area consultation will ensure

that additional resources that may be required can be anticipated and planned for and that course designers are aware of potential resource implications.

Approval process steps:

1. Prepare the course outline, the course approval form, a memo outlining the rationale for the addition of or change to a course, and calendar copy that meets calendar requirements.
2. Obtain recommendation of the department or functional area.
3. Submit entire package to Dean's Advisory Committee (DAC) for consideration and approval.
4. Upon DAC approval, submit entire package to the Registrar for approval and readiness. Upon Registrar's approval the Registrar will submit to the Senate Curriculum Committee (SCC).
5. The course designer will be asked to attend the Senate Curriculum Committee member to speak to the course outline.
6. Upon SCC approval a recommendation for approval will be taken forward to Senate for approval. If approved at Senate, the course will be considered an official Capilano University course.
7. For new courses and any changes that impact fees, fee approval will be completed by VP Finance.



## 8. COURSE CHANGE REQUIREMENTS\*

Assignment/ Course Readings:

Prior to the distribution of the instructor course outline (syllabus) to students, changes to assignments or course readings can be made by the instructor without any formal approvals. The department should be informed of these changes.

Operational Details, Required Textbooks and Evaluation Profile:

The department may approve changes to the operational details of a course, required textbooks, and evaluation profile. With the Dean's approval, the department may change the course content, learning outcomes or objectives, and the calendar description.

Course Name and Number of Weeks:

With the Registrar's approval, the department may change the course name and number of weeks over which it is held.

\*See A Guide to Changing Course Outlines on the University intranet for a complete list of changes exempt from the full approval process.

**SENATE REPORT**

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**AGENDA ITEM:** S2003-02 Repeated Courses

**PURPOSE:**  Approval  
 Information  
 Discussion

**MEETING DATE:** June 6, 2018

**PRESENTER:** Nanci Lucas

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**PURPOSE**

For Senate to approve the revisions to S2003-02 Repeated Courses Policy.


**BACKGROUND**

This policy was last reviewed and revised in April 2010.

The draft does not have any major substantive revisions. The draft clarifies and updates the current version (see attachments).

**RECOMMENDATION**

*THAT Senate approve the revisions to S2003-02 Repeated Courses Policy.*

 <b>CAPILANO UNIVERSITY</b>		<b>POLICY</b>	
Policy No.	Officer Responsible		
<b>S2003-02</b>	<b>Vice-President Academic and Provost</b>		
Policy Name			
<b>Repeated Courses</b>			
Approved by	Replaces	Category	Next Review
<b>Senate</b>		<b>B</b>	<b>June, 2023</b>
Date Issued	Date Revised	Related Policies, Reference	
<b>May, 2003</b>	<b>June, 2018</b>		

### 1. PURPOSE

This policy establishes a limit on the number of times a student may register in a particular course at Capilano University.

### 2. SCOPE

- 2.1. This policy applies to students who wish to re-register for a credit course at Capilano University. Students must have received a letter grade (A-F, NC/C, W or WE) for their first registration in a course to be eligible to register in that course again.
- 2.2. This policy does not apply to non-credit courses offered at Capilano University.

### 3. POLICY

- 3.1. Students may choose to repeat course(s) in an attempt to enhance skills and learning, or to improve their grade.
- 3.2. To maximize student success and enhance access to courses for all students, the university sets a limit on the number of times students may attempt a particular course.
- 3.3. A student may register for a particular course twice without permission of an instructor. The grade for each of these two attempts will be recorded on the official student record, and the higher of the two grades will be used in the calculation of the CGPA.
- 3.4. A student may register for a particular course a third time with the permission of the instructor or of the program coordinator and/or program chair. The grades for each of the three attempts will be recorded, and the higher grade of the last two grades will be used in the calculation of the CGPA.
- 3.5. A student may not register for a particular course more than three times.

Policy No.	Officer Responsible		
<b>S2003-02</b>			
Policy Name			
<b>Repeated Courses</b>			
Approved by	Replaces	Category	Next Review
<b>Senate</b>	<b>EC2003-02</b>		
Date Issued	Date Revised	Related Policies, Reference	
<b>May 2003</b>	<b>April 2010</b>		

### 1. PURPOSE

Without the permission of an instructor, a student may take the same course for a second time. The grade for each of these two attempts will be recorded, but the higher of the two grades will be used in the calculation of the cumulative grade point average (CGPA).

With the permission of the instructor of the particular course or designated faculty member, a student may take the same course for a third time. The grade for each of the three attempts will be recorded, but the higher grade of the last two grades will be used in the calculation of the CGPA.

## SENATE REPORT

<b>AGENDA ITEM:</b>	<b>S2018-02 Student Awards Policy</b>
<b>PURPOSE:</b>	<input checked="" type="checkbox"/> <b>Approval</b> <input type="checkbox"/> <b>Information</b> <input type="checkbox"/> <b>Discussion</b>
<b>MEETING DATE:</b>	<b>June 6, 2018</b>
<b>PRESENTER:</b>	<b>Nanci Lucas</b>

### **PURPOSE**

For Senate to approve S2018-02 Student Awards Policy. This is a new policy.

For Senate to rescind EC2008-01 Scholarships, Bursaries and Awards Definitions/Criteria.

### **BACKGROUND**

Capilano University has a number of awards, scholarships, prizes and bursaries that are awarded to students annually.


The *University Act* states that Senate is responsible for setting the “criteria for awards recognizing academic excellence” (section 35.2(5)(i)). The draft policy attached establishes the criteria for these awards and it includes all other awards given to students for transparency and consistency at the university.

Attached to the policy is Appendix A which lists all awards distributed by the Registrar’s Office. This Appendix will be available to all students on the CapU website.

### **RECOMMENDATION**

*THAT Senate approve S2018-02 Student Awards Policy.*

*THAT Senate rescind EC2008-01 Scholarships, Bursaries and Awards Definitions/Criteria.*

 <b>CAPILANO UNIVERSITY</b>		<b>POLICY</b>	
Policy No.	Officer Responsible		
<b>S2018-02</b>	<b>Vice President Academic and Provost</b>		
Policy Name			
<b>Student Awards</b>			
Approved by	Replaces	Category	Next Review
<b>Senate</b>			<b>June 6, 2023</b>
Date Issued	Date Revised	Related Policies, Reference	
<b>June 6, 2018</b>			

## 1 PURPOSE

This policy is to provide direction regarding Student Awards, including Scholarships, Bursaries, Awards and Prizes (SBAP) at Capilano University.

## 2 DEFINITIONS

For the purposes of this policy, the following definitions apply:

**“Scholarships”** are financial support provided to students primarily on the basis of demonstrated academic achievement as demonstrated through term grade point average (TGPA) and/or cumulative grade point average (CGPA). International students are eligible to apply for consideration for scholarships, unless otherwise specified. All scholarships are administered by the Registrar’s Office.

**“Bursaries”** are financial support provided to students based on attainment of minimum academic requirements and the assessment of demonstrated financial need. International students are not eligible for consideration for bursaries. All bursaries are administered by the Registrar’s Office.

**“Emergency Bursaries”** are financial support provided to students who have exhausted all other financial aid resources available to them and have a demonstrated unforeseen financial circumstance. The determination of need shall be governed by the same rules and procedures as apply to the Student Financial Assistance Program managed by the BC Ministry of Advanced Education. Students must meet the scholastic standing and course load criteria of the Student Financial Assistance Program.



**“Awards”** are financial support provided to students based on the attainment of minimum academic requirements and the assessment of a combination of criteria that include, but are not limited to, two or more of the following: academic achievement, financial need, community involvement, extra-curricular activities, demonstrated leadership, outstanding athletic or artistic participation, or service to the university community or the community at large. International students are eligible to apply for consideration for awards, unless otherwise specified. All awards are administered by the Registrar’s Office.

**“Student Awards”** refers, generically, to all student scholarships, bursaries and awards that are funded by the university, or by donors through the university, and administered by the Registrar’s Office. They include both Continuing Student Awards and Student Entrance Awards as defined below:

**“Continuing Student Awards”** refers, generically, to all scholarships, bursaries, and awards provided to students on the basis of academic and/or other achievements demonstrated in their course of studies at the university.

**“Student Entrance Awards”** refers, generically, to all scholarships, bursaries, and awards provided to first-time, entering students on the basis of academic and/or other achievements demonstrated prior to the commencement of studies at the university.

**“Prizes”** are financial support provided to students and are established if the criteria set out by a donor does not meet the university criteria for scholarships, bursaries and awards administered by the Registrar’s Office. All prizes are administered by program and/or faculty areas in conjunction with Financial Services.

**“External Awards”** are financial support that are normally funded and administered outside the university. In these cases, the university assumes no responsibility for any part of the funding, administration, and selection processes; however, the Registrar’s Office may decide to publicize these awards as a service to the university community. In limited instances, the university may provide administration assistance, if there is deemed to be a significant benefit to our students and it has been approved by the Registrar or Vice President, Academic and Provost.

**“Full-Time Enrolment”** refers to registration in a minimum of nine (9) credits at the undergraduate level (100 level), or higher, in a program of study.

**“Satisfactory Academic Standing”** refers to a student’s eligibility to continue in or graduate from the program in which the student is registered, exclusive of those students allowed to continue on a probationary basis. For Student Entrance Awards, a student will be deemed to have achieved satisfactory academic standing provided the student has been granted admission to a program of study at the university.

### 3 SCOPE

- 3.1 This policy applies to both university and donor funded student awards.
- 3.2 This policy relates to the establishment, criteria development, definitions, equitable competition, and fair and wide distribution of funding for all student awards administered by the Registrar's Office at the university and for all prizes administered by program and/or Faculty areas at the university. This policy relates only to those funds available to students entering or registered in academic programming or on a limited basis for upgrading programming.

#### **4 POLICY STATEMENT**

- 4.1 The university's goal of student success is supported by the provision of financial support for our students to assist those who demonstrate financial need, to encourage and recognize academic excellence or other areas consistent with the goals of the university, or those in combination in support of the university's student recruitment and retention goals.
- 4.2 The *Freedom of Information and Protection of Privacy Act* as well as university policies related to information protection and access of personal information shall govern all aspects of the SBAP process, including but not limited to, application and nomination forms, nomination committee decisions, and information provided to donors and others concerning award recipients.
- 4.3 To ensure the full utilization of all university funds allocated to supporting students through scholarships, bursaries and awards, all university-funded scholarship and award funds that are unclaimed or unutilized in a given year will be moved to bursary funds for that same year.

#### **5 GENERAL TERMS AND CONDITIONS OF STUDENT AWARDS AND PRIZES**

- 5.1 Terms and conditions specific to student awards and prizes are derived from this policy and must:
  - a. Benefit students and have a minimum of limiting criteria;
  - b. Ensure equity in competition and distribution;
  - c. Ensure fair and wide distribution of funds;
  - d. Abide by any relevant government policy, regulations, and/or guidelines (e.g. BC Human Rights Code, FOIPPA, CRA regulations, etc.);
  - e. Be consistent with the University's vision, mission and values;
  - f. Comply with pertinent University policies, procedures, and academic regulations; and
  - g. Be practical for the University to administer.

- 5.2 The university is sensitive and cautious regarding the selection criteria contained in terms of reference for student awards and may reject awards if selection criteria are deemed to be inappropriate. Student award criteria may be mathematical in nature (e.g. to be given to the student with the highest cumulative grade point average) or judgmental, where other criteria are included (e.g. demonstrated interest and achievement) that are based on supporting documentation from the student.
- 5.3 Academic requirements will be calculated by the Registrar's Office:
- a. New students direct from high school will be evaluated on their high school grade point average (GPA).
  - b. New students with prior post-secondary experience will be evaluated on the cumulative grade point (CGPA) average of their previous post-secondary studies;
  - c. Continuing students will be evaluated on their term grade point average (TGPA) and/or cumulative grade point average (CGPA).
- 5.4 In the case of a tie, preference will be given to students who have successfully completed a greater number of credits for the term under consideration.
- 5.5 To eligible for student awards, applicants must have satisfactory academic standing and be enrolled at a minimum of full time at the university in the term of application. Additionally, to be eligible for Continuing Student Awards, students must have successfully completed a minimum of nine (9) credits at the undergraduate level (100 level), or higher, at the university.
- 5.6 The above conditions apply to all student awards unless the student award criteria states otherwise or the student is approved to study on a reduced course load by StudentAid BC or Capilano University Accessibility Services. In these cases, the student must meet the definition of a full-time student as defined for students with permanent disabilities.
- 5.7 Prizes can be issued by a Faculty or program area if normally acceptable criteria, financial cost centres, advertising, record keeping, recipient selection, and prize presentation procedures are established and/or used. Outlined procedures must be followed for the reporting and vetting of such prizes prior to choosing a recipient. Prizes are not advertised or reported through the Registrar's Office.

## **6 STUDENT AWARD NOMINATION**

- 6.1 Minimum levels of scholarship, academic standing, and acceptable conduct standards for all student awards will be established by the university.

- 6.2 All nomination committee members must be current university employees and approved by the Vice President, Academic and Provost. If a student(s) is required for the nominating committee, the student(s) are approved by the Vice President, Academic and Provost in consultation with the Registrar.
- 6.3 Nomination committees are responsible for ensuring and maintaining the confidentiality of candidates and nominees as well as for the transparency of the candidate consideration and nomination processes.
- 6.4 Student award donors may not be involved in the nomination or selection process, and no nomination committee member may have a conflict of interest with any student award applicant. All conflicts of interest must be declared.

## **7 STUDENT AWARD DISTRIBUTION**

- 7.1 The total monetary value that a student can receive in a given academic year must not exceed the highest monetary value of an existing university award. The university may determine alter the highest monetary value on an annual basis.
- 7.2 The university reserves the right to limit the number of student awards where too few suitable candidates exist or to withhold or cancel a student award in the absence of a suitable candidate or if a donor withdraws the student award.

## **8 STUDENT AWARD ACCEPTANCE**

- 8.1 Only students receiving a Student Entrance Award are required to formally accept the award and the conditions of the award. Acceptance is for a program of studies at the university that commences in the academic year immediately following award notification.
- 8.2 If a recipient, who has formally accepted the Student Entrance Award, fails to register at the university by the Fee Payment deadline for the applicable term, the award will be cancelled.

## **9 STUDENT AWARD PAYMENT**

- 9.1 Student awards applied to the student's Capilano University student account.
- 9.2 Students who withdraw, reduce their course load or otherwise alter their program of study so that they no longer meet the criteria for granting the student award may be required to forfeit all or part of the student award.
- 9.3 Student awards may not be deferred.

## **10 STUDENT AWARD RENEWAL**

- 10.1 Approval of the second or subsequent portions of a student award will be conditional upon the recipient's meeting renewal criteria. Recipients who do not meet the renewal criteria will forfeit the remaining portions of their student award.

## **11 STUDENT AWARD RETENTION**

- 11.1 Student award recipients may retain the honour of an award, but resign the monetary value. Any funds made available by the resignation should be awarded to another eligible student.
- 11.2 Students enrolled in less than a full-time course load in their final term of studies may retain a student award if that number of credits is sufficient for graduation. In this case, a student award may be prorated.

## **12 STUDENT AWARD AUDIT AND REVERSAL**

- 12.1 All submitted student award applications are subject to audit and verification by the Registrar's Office. Applicants may be required to submit additional supporting documentation (e.g. financial, income tax, family information, etc.) as part of the audit process at the time of application, during the study period, or at the time of subsequent application. Student awards will be revoked from students who misrepresent themselves on applications.
- 12.2 Any student award may be withheld, reduced, cancelled, or retracted from a student for any of the following reasons: failure to meet required terms and conditions, reduction in course load, withdrawal from the university, or student misconduct.

# University-Funded Student Awards

## Appendix A

### University-Funded Student Entrance Awards

Student Entrance Awards are made available annually and are in the form of a standard tuition fee waiver plus tuition surcharges for domestic and international students enrolled in an undergraduate program that is a minimum duration of sixteen (16) months.

#### *Capilano Excellence Scholarship (#0663)*

The Capilano Excellence Scholarship is the premier entrance scholarship awarded by the university to recognize high school applicants with documented exemplary leadership in their school and community and demonstrated academic excellence, based on secondary school averages in core subjects.

*Note: Applicants must have graduated from high school a maximum of eighteen (18) months prior to the start of their program.*

Award Value: Up to \$40,000 towards domestic tuition and tuition surcharges; disbursed to a maximum of \$5,000 in each academic term for up to eight (8) consecutive academic terms (four (4) years)

Renewable: Yes, with minimum scholarship criteria

Number of Awards: Ten (10)

#### *Capilano Community Leadership Award (replacing CAPA #0670 and CAPP #0671)*

The Capilano Community Leadership Award is awarded by the university to recognize applicants with documented leadership and volunteerism in the community and demonstrated strong academic standing.

Award Value: Up to \$2,500 towards tuition and tuition surcharges

Renewable: No

Number of Awards: Thirty-five (35)  
Distributed as follows:

- Twenty (20) awards for high school applicants; open to nominations from any BC high school with a maximum of one (1) per school per year.
- Ten (10) awards for non-high school applicants (e.g. transfer or mature entry)
- Five (5) awards for applicants to new programs; open to applicants to newly developed programs at the University in their first offering term with a

maximum of one award per program per year. If more than five (5) programs meet this criteria, the Vice-President Academic and Provost will determine the qualifying programs.

#### *International Student Entrance Award (#0896)*

The International Student Entrance Award is awarded by the university to recognize international applicants to a Capilano University undergraduate program, English for Academic Purposes (EAP) program, or EAP pathway program with documented engagement and involvement in school initiatives and activities and demonstrated strong academic standing.

Award Value: Up to \$1,500 towards tuition and tuition surcharges

Renewable: No

Number of Awards: Three (3)

#### *Capilano University Athletic Award (#0683)*

The Capilano University Athletic Award is awarded by the university to recognize both applicants and students with demonstrated excellence in athletics and strong academic standing.

Award Value: Up to \$2,500 towards tuition and tuition surcharges (Twenty-two (22) awards)  
Up to \$5,000 towards tuition and tuition surcharges (Two (2) awards)

Renewable: No

Number of Awards: Twenty-four (24) (*distributed between entrance and continuing awards*)

## **University-Funded Continuing Student Awards**

#### *Capilano University Bursary Fund (#0567)*

The Capilano University Bursary Fund is awarded by the university to support domestic students who have demonstrated financial need and good academic standing.

Award Value: Varies

Renewable: No

Number of Awards: Varies

*First Term Bursary (#0149)*

The First Term Bursary is awarded by the university to support first term, undergraduate domestic students who have demonstrated financial need and good academic standing.

Award Value: Varies

Renewable: No

Number of Awards: Varies

*Family Focus Supplemental Bursary (#0800)*

The Family Focus Supplemental Bursary is awarded by the university to support students with demonstrated financial need and good academic standing in meeting unsubsidized daycare costs for their children enrolled in the Capilano University Children's Centre.

Award Value: Varies

Renewable: No

Number of Awards: Varies

*Capilano University Emergency Bursary Fund (#0414)*

The Capilano University Emergency Bursary Fund is awarded by the university to support students who have demonstrated financial need and are faced with an unexpected financial emergency.

Award Value: Varies

Renewable: No

Number of Awards: Varies

*Capilano University Achievement Access Award (#0980)*

The Capilano University Achievement Access Award is awarded by the university to recognize continuing students who have demonstrated strong academic standing and financial need.

Award Value: Varies

Renewable: No

Number of Awards: Varies



*Capilano University Athletic Award (#0683)*

The Capilano University Athletic Award is awarded by the university to recognize both applicants and students with demonstrated excellence in athletics and strong academic standing.

Award Value: Up to \$2,500 towards tuition and tuition surcharges (Twenty-two (22) awards)  
Up to \$5,000 towards tuition and tuition surcharges (Two (2) awards)

Renewable: No

Number of Awards: Twenty-four (24) (*distributed between entrance and continuing awards*)

*Capilano University Study Abroad Award (#0904)*

The Capilano University Study Abroad Award is awarded by the university to recognize students participating in a Capilano University Study Abroad program who have demonstrated strong academic standing.

Award Value: up to \$1,000

Renewable: No

Number of Awards: Varies

*CIE International Student Award (#0899)*

The CIE International Student Award is awarded by the university to recognize international students in a Capilano University undergraduate program, English for Academic Purposes (EAP) program, or EAP pathway program who have demonstrated strong academic standing.

Award Value: \$1,000

Renewable: No

Number of Awards: Eight (8)

*CIE International Student Scholarship (#0898)*

The CIE International Student Scholarship is awarded by the university to recognize international students in a Capilano University undergraduate program, English for Academic Purposes (EAP) program, or EAP pathway program who have demonstrated academic excellence.

Award Value: \$1,000

Renewable: No

Number of Awards: Three (3)

*Paul Gallagher Scholarship for Excellence (#0114)*

The Paul Gallagher Scholarship for Excellence is awarded by the university to recognize continuing students with documented exemplary leadership in the university and/or community and demonstrated academic excellence.

Award Value: Up to \$10,000 towards tuition and tuition surcharges; disbursed to a maximum of \$5,000 in each academic term for up to two (2) consecutive academic terms

Renewable: Yes, with minimum scholarship criteria

Number of Awards: One (1)

# **EDUCATION COUNCIL POLICY**

## **SCHOLARSHIPS BURSARIES AND AWARDS DEFINITIONS/CRITERIA**

### **1. SCHOLARSHIP**

A scholarship is a non-repayable gift primarily issued to a student who meets established guidelines for outstanding achievement and possibly other criteria, excluding financial need. This gift may consist of money, fee waivers or a combination of these.

**1.1 General Scholarship** - The standard minimum requirements for general scholarship eligibility, unless specifically outlined in the criteria, are:

- 3.5 GPA (can be for the term, or cumulative)
- completion of at least 12 credits at the 100 level or higher at Capilano College
- current enrolment in at least 12 credits at the 100 level or higher at Capilano College

**1.2 Entrance Scholarship** - The standard minimum requirements for entrance scholarship eligibility, unless specifically outlined in the criteria, are:

- minimum GPA of 3.5 (high school or transfer)
- current enrolment in at least 12 credits at the 100 level or higher at Capilano College

### **2. BURSARY**

A bursary is a non-repayable gift, usually of money, primarily issued to a student who meets established guidelines for financial need and possibly other criteria.

**2.1 General Bursary** - The standard minimum requirements for general bursary eligibility, unless specifically outlined in the criteria; are:

- 2.5 GPA (can be for the term, or cumulative)
- completion of at least 9 credits\* at the 100 level or higher at Capilano College
- current enrolment in at least 9 credits\* at the 100 level or higher at Capilano College
- financial need

\*6 credits for students with permanent disabilities who have been approved by the Disability Services department at the College to study at the reduced course load (supporting documentation will be required).

2.2 **Entrance Bursary** - The standard minimum requirements for entrance bursary eligibility, unless specifically outlined in the criteria, are:

- minimum high school grade average to be determined by the College
- current enrolment in at least 9 credits\* at the 100 level or higher at Capilano College

\*6 credits for students with permanent disabilities who *have* been approved by the Disability Services department at the College to study at the reduced course load (supporting documentation will be required).

### 3. **AWARD**

An award is a non-repayable gift of any kind not meeting the strict guidelines for scholarships or bursaries. It may be a fee waiver, book, membership, money or another prize. The criteria may include academic achievement and/or financial need.

3.1 **General Award** - The standard minimum requirements for award eligibility, unless specifically outlined in the criteria, are:

- 2.5 GPA (can be for the term, or *cumulative*)
- completion of at least 9 credits\* at the 100 *level* or higher at Capilano College
- current enrolment in at least 9 credits\* at the 100 *level* or higher at Capilano College

\*6 credits for students with permanent disabilities who *have* been approved by the Disability Services department at the College to study at the reduced course load (supporting documentation will be required).

3.2 **Entrance Award** - The standard minimum requirements for entrance award eligibility, unless specifically outlined in the criteria, are:

- minimum high school grade *average* to be determined by the College
- current enrolment in at least 9 credits\* at the 100 *level* or higher at Capilano College

\*6 credits for students with permanent disabilities who *have* been approved by the Disability Services department at the College to study at the reduced course load (supporting documentation will be required).

### 4. **INTERNATIONAL STUDENTS**

International students are eligible for scholarships. International students are eligible for awards provided the award has been established to include International students as indicated in the award criteria. International students are not eligible for bursaries or awards whose criteria include financial need.

**5. POLICY REVIEW**

This policy will not be revised by Education Council without the *advice* of the Scholarships, Bursaries and Awards Committee.



**DATE:** May 24, 2018  
**TO:** Paul Dangerfield, Chair, Senate  
**FROM:** Deb Jamison, Chair, Senate Curriculum Committee

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The following motions were carried by the Senate Curriculum Committee at its meeting on May 18, 2018. Please acknowledge below that the Senate endorses its approval of the following motions:

- 18/76** MOPA 220 – Line Producing and Production Management be recommended to Senate for approval as a Cap Core course under the heading *Numeracy*, as well as designation as a Quantitative/Analytical course.
- 18/77** The pre-requisite revisions to BADM 335 – Workplace Development be recommended to Senate for approval.
- 18/78** COMP 101, COMP 106, COMP 115, and COMP 120 be recommended to Senate for approval as Cap Core courses under the heading *Numeracy*; COMP 101 and COMP 301 as Cap Core courses under the heading *Science and Technology*; COMP 101 and COMP 106 to be designated as Quantitative/Analytical courses; and the pre-requisite revisions to COMP 120 and COMP 301.
- 18/79** LING 100 – Introduction to General Linguistics: Language Structure and LING 202 – Explorations in English Etymology be recommended to Senate for approval as Cap Core courses under the heading *Culture and Creative Expression*.
- 18/80** SOC 351 – Modernism, Postmodernism, and Society be recommended to Senate for approval as a Cap Core course under the heading *Self and Society*, as well as the pre-requisite and evaluation profile revisions.
- 18/81** The revisions to the pre-requisites and course evaluation profile to TOUR 404 – Travel Distribution Management be recommended to Senate for approval.
- 18/82** The revisions to the International Management Graduate Diploma, North American Business Management Post Baccalaureate, North American Business Management Applied Post Baccalaureate, and North American and International Management Graduate Diploma program profiles and admission notes be recommended to Senate for approval.
- 18/83** The pre-requisite revisions to:
- NABU 318 – Project Management
  - NABU 330 – Cross Border Issues in Strategic Human Resource Management
  - NABU 470 – North American Business Policy & Strategy
  - NABU 480 – North American Business Practicum Work Experience I



**DATE:** May 24, 2018

**TO:** Paul Dangerfield, Chair, Senate

**FROM:** Deb Jamison, Chair, Senate Curriculum Committee

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NABU 504 – Strategic Management, Value Chain and Social Sustainability  
BADM 320 – Special Topics in Business Administration I  
BADM 322 – Current Issues in Business Administration I  
BADM 323 – Current Issues in Business Administration II  
BADM 324 – Current Issues in Business Administration III  
BADM 325 – Special Topics in Business Administration III  
BADM 406 – Directed Study III  
BMKT 315 – e-Business Analysis and Administration  
BMKT 317 – Introduction to Mobile App Marketing & Commercialization  
BMKT 360 – Marketing Research  
BMKT 367 – Promotion Strategy and Analysis  
BMKT 370 – Social Media Marketing  
BMKT 405 – Marketing Projects in Industry  
BMKT 408 – Product Development

be recommended to Senate for approval.

A handwritten signature in cursive script that reads "Deb Jamison".

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Deb Jamison  
Chair, Senate Curriculum Committee

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Paul Dangerfield  
Chair, Senate

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Date: May 24, 2018

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Date:

# MEMO

Schedule 7.3.2

**To:** Deb Jamison, Chair, Senate Curriculum Committee  
**From:** Victoria Miles, Director, Communications & Marketing  
**Subject:** Matters of style: hyphenation, the ampersand and the question of consistency  
**Date:** May 25, 2018  
**cc:** Shannon Colin, Marketing Communications Supervisor

## OVERVIEW

In the process of preparing marketing materials for Capilano University programs, communications & marketing frequently encounters inconsistencies in the naming of programs. Some of the inconsistencies are related to grammar or punctuation; others reflect a lack of standard convention in the University's naming of programs. When a single name is presented individually, the inconsistency may not be apparent, but in marketing materials, where programs are cited en masse, they become highly visible and appear as errors in the content.

## EXAMPLES

Two examples that frequently occur are:

- Hyphenation. It is correct to punctuate post-baccalaureate with a hyphen. However, in the banner system, the term is not hyphenated. When proofing or correcting marketing copy, the default rule has been to reflect the Senate approved listing in the system—no hyphen. As this is not aligned with punctuation convention, it appears in the copy as an error.
- The ampersand vs. and: Style guide conventions rule out the use of an ampersand (&) as a replacement for the word “and” in text (i.e., Through education, our environment & world-class architecture, Capilano University is authentic & illuminated.). It is acceptable to use an ampersand in acronyms and formal names (i.e., Tiffany & Co.). The key here is consistency. Some university program names use the ampersand, others were approved by Senate with the word “and.” This dilemma is not unique to CapU nomenclature.



## WHY IT MATTERS

As noted, if an approach does not align with standard grammar or punctuation, it may be perceived as an error, thus diminishing the University's reputation amongst discerning readers. Moreover, the "error" is easily perpetuated into resumés and professional biographies. The job-seeking student may be seen, and misjudged, for having an error in their resumé (a real vulnerability particularly for those seeking employment in a communications-related field) when in fact they had presented the program's official name correctly.

## RECOMMENDATIONS

The following recommendations will eliminate the inevitable impasse that occurs when editors and proofreaders from different departments question how to address the described hyphenation and ampersand inconsistencies in University communications.

If adopted, they will be recorded for reference in Capilano University's official *Style Guide*.

### Ampersand

Capilano University marketing materials like the Viewbook reflect a hybrid approach. Faculties are cited (regardless of how they are recorded in the system) with the ampersand. School, program and credential names use the word "and."

It is recommended that this approach be permitted by Senate.

### Hyphenation

The use of the hyphen in marketing materials should be consistent with correct punctuation and system listings should record post-baccalaureate with a hyphen.

## IN THE FUTURE...

New faculty, school or program names should reflect these recommendations. If possible, all such names currently in the database should be updated to reflect the aforementioned approach.



## SENATE REPORT

<b>AGENDA ITEM:</b>	<b>SITAC Report</b>
<b>PURPOSE:</b>	<input type="checkbox"/> <b>Approval</b> <input type="checkbox"/> <b>Information</b> <input checked="" type="checkbox"/> <b>Discussion</b>
<b>MEETING DATE:</b>	<b>June 6, 2018</b>
<b>PRESENTER:</b>	<b>Don Bentley</b>

### PURPOSE

The Senate Instructional Technology Advisory Committee (SITAC) has had a number of discussions regarding the interconnection between effective instructional technology and sound pedagogy, and feels the mandate of the committee should reinforce the connection between teaching, learning and technology, and is proposing that Senate consider revising the committee's terms of reference. The Director, Centre for Teaching Excellence conducted a review of other Canadian Universities with a Senate Teaching and Learning Standing Committee, links below.

### BACKGROUND

#### **PROPOSED REVISIONS:**

#### **SENATE TEACHING, LEARNING & TECHNOLOGY COMMITTEE**

#### **TERMS OF REFERENCE**

*The Senate Teaching, Learning & Technology (STLT) Committee is a standing committee of Senate and makes recommendations to Senate.*

#### **Mandate:**

1. *To advise Senate on policies and practices that promote excellence in teaching, learning & technology.*
2. *To advise Senate on research and best practices related to teaching, learning & technology.*
3. *To promote the scholarship of teaching, learning & technology.*
4. *To advise Senate on the evaluation of the quality of teaching and learning.*
5. *To advise Senate on the instructional technology that supports teaching and learning environments.*
6. *To consult with the Centre for Teaching Excellence, the Teaching and Learning Council, IT Services, and other areas of the university to develop and promote practices that contribute to the quality of the teaching and learning environment.*
7. *Budgeted IT projects come to STLT for advice.*
8. *Other duties as assigned by Senate.*

**Membership**

- *Chair: A voting member of the committee, to be nominated from the membership*
- *Vice-Chair: A voting member of the committee, to be nominated from the membership*
- *Director, Centre for Teaching Excellence*
- *Seven faculty members, approved by Senate with at least one representative from each faculty*
- *Two undergraduate students approved by Senate*
- *One staff member, approved by Senate*
- *One Dean or designate, approved by Senate*
- *One member of the committee must be a member of Senate*
- *Each member is appointed annually by Senate. If vacancies occur, appointments are made to complete the term.*
- *The committee will include non-voting resource members as needed (Registrar, CIO, Library, etc).*

**Canadian Universities with a Senate Teaching and Learning Standing Committee****British Columbia**

KPU

<http://www.kpu.ca/senate/committees/teaching-and-learning>

SFU

<https://www.sfu.ca/senate/senate-committees/scutl.html>

TRU

[https://tru.ca/senate/committees/instructional\\_dev/terms.html](https://tru.ca/senate/committees/instructional_dev/terms.html)

UBC

<https://senate.ubc.ca/vancouver/committees/teaching>

UFV

<https://www.ufv.ca/senate/standing-committees/senate-teaching-and-learning-committee/>

UVIC

[https://www.uvic.ca/universitysecretary/assets/docs/scommittees/LT\\_TOR\\_May\\_2017.pdf](https://www.uvic.ca/universitysecretary/assets/docs/scommittees/LT_TOR_May_2017.pdf)**Elsewhere**

Dalhousie

[https://www.dal.ca/dept/university\\_secretariat/university\\_senate/standing\\_committees/sltc.htm](https://www.dal.ca/dept/university_secretariat/university_senate/standing_committees/sltc.htm)

Ryerson

<https://www.ryerson.ca/lt/about/slt/>

Mount Allison

[https://www.mta.ca/Community/Governance\\_and\\_admin/Governance/Senate/Senate\\_committees/Teaching\\_and\\_Learning\\_Committee/Teaching\\_and\\_Learning\\_Committee/](https://www.mta.ca/Community/Governance_and_admin/Governance/Senate/Senate_committees/Teaching_and_Learning_Committee/Teaching_and_Learning_Committee/)

**DISCUSSION****RECOMMENDATION**

*THAT Senate direct the Bylaw & Policy to incorporate the submission above and any suggestions from Senate into a revised terms of reference for the committee, with the intent that the new terms of reference can be approved at the August Senate meeting.*