



SENATE MEETING
Tuesday, February 2, 2016 4:00 – 6:00 pm
Capilano University - LB322

AGENDA

1. **Approval of the Agenda**
 2. **Minutes**
 - January 12, 2016 Schedule 2
 3. **Presentation**
 - Pride Week – February 22 – 26, 2016
 4. **Chair and Vice-Chair's Reports**
 5. **Correspondence**
 6. **Business Arising**
 7. **New Business**
 - 7.1 Approval in Principle Schedule 7
 - Minor in Writing Practices
 - Minor in Environmental Stewardship
 8. **Standing Items**
 - 8.1 Academic Initiatives Rick Gale
 9. **Other Business**
 10. **Committee Reports**
 - 10.1 Academic Planning and Program Assessment Committee Paul McMillan
 - 10.2 Budget Advisory Committee Paul McMillan
 - 10.3 By-law, Policy and Procedure Committee Nanci Lucas
 - 10.3.1 S1988-01 Registration for Student Athletes Schedule 10.3.1
 - Motion to rescind policy
 - 10.4 Curriculum Committee – January 15th Meeting [Link to Draft Minutes](#) Deb Jamison
 - 10.4.1 Resolution Memorandum Schedule 10.4.1
 - 10.5 Instructional Technologies Advisory Committee Daniel Yasinski
 11. **Discussion Items**
 12. **Information Items**
 - 12.1 Senate By-Election Results Nanci Lucas
 - 12.2 2017 Meeting Schedule Nanci Lucas
Schedule 12.2
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 Tuesday, January 12, 2016 4:00 pm
 Capilano University – LB322

MINUTES

Present: Kris Bulcroft (Chair), Nanci Lucas (Vice-Chair), Don Bentley, Chris Bottrill, Brent Calvert, Leighan Crowe, Sacha Fabry, Rick Gale, Benjamin Glassen, Rhita Hassar, Deb Jamison, Sylvia Kind, David Kirk, Reini Klein, Brent Leigh, Grace Makarewicz, Karen McCredie, Kim McLeod, Grace McNab, Jennifer Moore, Natahsha Prakash, Emma Russell, Sandra Seekins, Michael Thoma, Stephanie Wells, Bacel Younan, Recording Secretary: Mary Jukich

Regrets: Julia Denholm, Darin Feist, Paul McMillan, Sharka Stuyt, Cheryl Webb, Daniel Yasinski

Guests: Eric Accili, Jessie Williams, Jordan Kallman

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

1. Approval of Agenda

Rhita Hassar moved and Kim McLeod seconded:
The agenda be approved

CARRIED

2. Minutes

Item #7.1, fourth line should be corrected to read that Kim McLeod is serving as the Acting Dean of the Faculty of Education, Health and Human Development.

Jennifer Moore moved and Natahsha Prakash seconded:
The amended December 1, 2015 minutes be approved

CARRIED

3. Presentation – Alumni Association

Eric Accili, Jessie Williams and Jordan Kallman presented a request to Senate to reconsider alumni representation on the current presidential search committee.

Members were reminded that the addition of a further member to the current presidential search committee would trigger a delay in the ongoing search process and that concerns brought forward by the Alumni Association were previously addressed at the October 6th, 2015 Senate meeting.

Senate reconfirmed its recommendation that, for the next presidential search committee, the Board considers adding Alumni Association representation.

4. Chair and Vice-Chair's Reports

Chair's Report

The campaign for student success raised approximately \$80,000 in bursary funding for students with a good participation rate by the Board and staff. The Foundation



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Board and the Advancement Office were acknowledged and thanked for their work in this successful campaign.

All positions on the Board of Governors are now filled, including the government appointees.

Senate was informed that the Chancellor's search process is underway.

Vice-Chair's Report

Kim McLeod was welcomed as the new Acting Dean of the Faculty of Education, health & Human Development.

In the absence of Paul McMillan, Nanci Lucas assumed voting rights for the Faculty of Arts and Sciences.

5. Correspondence

- 5.1 Letter from Alumni Association
- 5.2 Letter from HR Director – December 3, 2015
- 5.3 Letter from HR Director –December 17, 2015

The correspondence was received as presented.

6. Business Arising

6.1 Update on Senate Stakeholder Meetings

Members were informed that the presidential stakeholder meetings are tentatively scheduled for late February or early March and there will be further discussion on the Senate format at the February meeting.

Further concern was noted with regard to consideration of adding alumni representation to the presidential search committee.

Benjamin Glassen moved and Grace McNab seconded:

For the current Presidential Search Process, Senate recommends the Board considers adding Alumni Association representation in step 1, bullet #2 of the Process.

DEFEATED
 4 abstentions

7. New Business

7.1 Honorary Degree/ Administrator Emeritus / Faculty Emeritus

The committee has undertaken a preliminary review of nominations received to date. The deadline for submissions is February 7th.



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8. Standing Items

8.1 **Academic Initiatives**

9. Other Business

No other business was presented.

10. Committee Reports

10.1 **Academic Planning and Program Assessment Committee**

Presented by: Kim McLeod

Senate was informed that Paul McMillan will serve as the Chair of the committee as a result of Kim's recent appointment to Acting Dean of the Faculty of Education, Health and Human Development.

The committee continues to work on its findings on assessment, as well as on revisions to its mandate and structure, and recommendations will be brought to Senate.

10.2 **Curriculum Committee**

Presented by: Deb Jamison

Rhita Hassar moved and Jennifer Moore seconded:

16/01 SCC resolution 15/76 be endorsed by Senate.

CARRIED

Rhita Hassar moved and Jennifer Moore seconded:

16/02 SCC resolutions 15/78 to 15/82 be endorsed by Senate.

CARRIED

Kim McLeod moved and Leighan Crowe seconded:

16/03 SCC resolutions 15/83 and 15/84 be endorsed by Senate.

CARRIED

10.3 **Senate Budget Advisory Committee**

Presented by: Nanci Lucas

No update was provided as the committee is scheduled to meet on January 26th.

11. Discussion Items

11.1 No discussion items were presented.



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12. Information Item

12.1 December 15th Discussion

Presented by: Nanci Lucas

The meeting notes of December 15th, 2015 were provided as an information item.

12.2 Senate Student Representative – By-election

Presented by: Karen McCredie

A by-election is being called for student representative as a result of Zachary Thompson's resignation from Senate.

12.3 Graduates

Presented by: Karen McCredie

The Registrar submitted a list of 461 graduates that have been verified by the Registrar's office to have met the graduation requirements for their program.

There being no further business, and on motion duly made, the meeting was adjourned at 5:30 p.m.

Next Meeting: Tuesday, February 2nd 2016

TYPE OF CREDENTIAL:

Minor

SHORT PROGRAM TITLE:

Writing Practices Minor

LONG PROGRAM TITLE:

Minor in Writing Practices

PROGRAM DESCRIPTION:

The Minor in Writing Practices provides the opportunity for a community of students to acquire the foundational knowledge, abilities, and skills associated with the **interdisciplinary, intensive, and applied study of writing and its associated industries.**

Students will develop a strong writing practice and a habit of seeing drafts through successive transformative revisions; they will also become familiar with **digital literatures, electronic environments**, new media, and culture-casting in a variety of forms. The Minor in Writing Practice's writing-intensive courses are balanced by **experiential skill-set offerings** that tap into **relevant private and public, cultural and commercial sectors**, providing students with a **strong suite of communication skills**. Students **select from our offerings** (focusing on editing, on design and layout, on public forms of communication, and/or cultural dissemination). In their final year, students are given **relevant real-world experience**: they will take on a group publishing project in our cap-stone course (CMNS 490) and may either train as peer-tutors (WRIT 410) or take on a relevant on-campus mini practicum (WRIT 411).

The Minor in Writing Practices will be accessible and open to all interested baccalaureate degree students at the university irrespective of their home program and faculty.

As all baccalaureate degrees at Capilano University include 24 non-discipline credits, degree students interested in the Writing Practices Minor will be able to complete the majority of the proposed Minor while completing their non-discipline degree credits. Students of the Bachelor of Arts in Communication can easily complete the Minor (while they may take no more than 18 elective credits from any given area – the Minor is designed in such a way that no student can take more than 15 credits of WRIT courses, the remainder being CMNS).

If, by way of example, a full-time student (five courses per major term) selected this minor in their second year, they could easily complete it within six terms.

Preliminary discussions with degree coordinators across campus indicate particular interest from the following baccalaureate degree programs:

- **Liberal Studies Bachelor of Arts**

• **Bachelors in Communication Studies****PROGRAM ADMISSION REQUIREMENTS:**

This Minor in Writing Practices is open to any student in good standing in any Capilano baccalaureate degree.

PROGRAM LEARNING OUTCOMES AND OBJECTIVES:

Program Objectives: In addition to meeting the goals of their relevant program area (for instance, the Liberal Studies BA or the Bachelor of Communication Studies), the Minor in Writing Practices will foster in students:

- a **strong and productive writing and revision practice**
- **excellence in narrative and writing skills**
- the ability to produce writing in a **variety of sophisticated forms**
- excellent information gathering and **research skills** as a part of rich writing, revision, and editorial practices
- the ability to use **critical, synthetic, and creative thinking** when solving problems
- **knowledge of and experience of work** and a complementary **repertoire of skills**
- an **ability to learn new technologies** and applications suited to the kinds of vocations that often employ professional writers and editors, and,
- through a final Capstone year, **the practical experience required to inform those skills.**

Student Learning Outcomes for the Minor in Writing Practices:

1. **Embody SELF-DIRECTED LEARNING traits in a strong writing and revision practice.** That is, students demonstrate their writing practice through the regular production of new works, and establish their commitment to that practice through strong revisions: that is, they research, find novel ways to approach problematic elements, and, as appropriate, usher works through multiple transformative drafts.
2. **Demonstrate advanced COMMUNICATION and INTERPERSONAL skills.** That is, in verbal and written communications, students employ editorial language and the rich nomenclature of creative composition; in group settings, students recognize and negotiate the complexities of compositional and/or organizational collaborations.
3. **Make sophisticated forms of CREATIVE, CRITICAL, and SYNTHETIC THINKING evident in their writing.** That is, in their creative works, students are critically aware, able to synthesize elements from their academic and creative studies, and, increasingly, author original works with literary merit.
4. **Show SOPHISTICATED SKILLS in NARRATIVE.** That is, students are able to invent a powerful story arc within a creative work; in an applied context, students have the ability to frame cultural offerings with an awareness of audience and compose effective messaging.

5. **Demonstrate AWARENESS OF THE FOUNDATIONS that underscore written compositions.** That is, students display knowledge of the practices that inform a given piece of writing. In articulating this awareness, students contextualize their own and others' compositional choices.
6. **Demonstrate proficiency with a specialized REPERTOIRE of PROFESSIONAL SKILLS.** That is, each student demonstrates the ability to employ a practical skill set in a professional context (for example, in the context of a practicum or group publishing project, students would be expected to demonstrate professionalism, and their familiarity with, for example, writing, editing, and/or magazine production, etc. In the context of peer-tutoring, students would be expected to show familiarity with current writing pedagogies, apply their theoretical knowledge in specific situations, show awareness of their own learning patterns as well as a willingness to explore alternative modes.)
7. **Show COMMUNITY-MINDEDNESS & CITIZENSHIP.** That is, students demonstrate their engagement in and commitment to some of the broad range of cultural activities associated with a writing practice, and, more generally, are knowledgeable about the cultural and commercial channels through which works of literature are disseminated.

Program Assessment Review

- i) The program learning outcomes will be assessed on a rotating basis guided by a 3-year assessment plan. Rubrics and measures will be developed in collaboration with faculty who will also assist in the delivery of assessment rubrics.
- ii) Program Advisory Committee: The Liberal Studies Steering Committee plans to appoint two new members to the Program Advisory Committee (LS-PAC) who have the requisite experience (as writers, as successful in the business world) to speak directly to the aims of the Minor in Writing Practices. As such, the LS-PAC will review our three-year assessment plans and guide and shape our program offerings.

Program Rationale for Offering

Rationale 1: Fiscal

Traditionally, the two year Associate of Arts Degree in Creative Writing has offered small genre-specific writing workshops (with twenty students per section – recently revised to twenty-six). The traditional organization of our offerings has been costly to the institution. The Writing Practices Working Group envisions the creation of **new courses and new programs**. In the works, alongside the Minor in Writing Practices, is a Post-Baccalaureate in Writing Practices and Industries (ideally, to come online when the Minor rolls out its third year offerings), a two year Diploma (which, in replacing the Associate of Arts degree, will offer students the means to ladder into the LSBA), as well as a potential four year Bachelors in Writing Practices and Industries (in development with Creative Writing, Communications, and English). In developing

these offerings, we aim to:

- **expand our approach to writing pedagogies** beyond the small workshop model;
- employ **innovative new modalities** to deliver strong **student learning outcomes**;
- balance our offerings so that, alongside intensive writing courses, our students receive much needed **practical skills, digital literacies, and work experience**;
- and, as an area, see our offerings become **cost-recoverable** and, potentially, with the addition of complementary credentials which share operational expenses, revenue positive.

Rationale 2: Demand

Creative Writing has always been a **popular choice** for students in post-secondary education. **High demand** has made our current Creative Writing offerings a popular elective for students across the disciplines. In fact, we **often see waitlists** on our sections that are larger than the capacity for the class itself; In December of 2014, when English enrolments were down (and sections were cut) – our first year Creative Writing workshop, ENGL 190-01, which has room for twenty students, had a waitlist of 24, prompting us to add a new section. While we have a relatively modest student intake for the Associate's Degree (between fifteen and twenty new students active each year), in any given year, we fill between 150 and 200 seats in first and second year creative writing courses (with robust waitlists on many first year sections).

The demand for our offerings is high, and so is student interest, engagement, and commitment.

The Liar, our bi-annual, **undergraduate literary magazine**, has been running for more than twenty-five years (since 1987). It is here, in the production of this independent student-run magazine, that our students have developed their own set of practical skills. In the fall of 2014, for example, **29 students** were actively part of the **Liar's editorial collective** – putting in long hours for neither credit nor remuneration – but simply to get hands-on experience in editing and publishing. Still more students donated their time to marketing the magazine, to layout and design, and to the organization of launches and events (*the Liar* was featured in 2014 at British Columbia's largest literacy festival, *Word on the Street*, and the issue was launched at events both on and off campus). Clearly, **our students are not only committed to our program's offerings**, but are so hungry for **experiential opportunities** that they are willing to put in long hours producing an independent magazine, regardless of the fact that it is done without mentorship or formal credit. Our students' interest in editing, designing, and promoting *the Liar*, in participating at *Word on the Street*, in offering blue pencil sessions, in organizing cultural events, speak to a desire for experiential offerings not found in *any* traditional Creative Writing program. Such programs tend to focus wholly on literary writing to the exclusion of the market forces which will greet students upon graduation. The Minor in Writing Practices responds to that need, and balances the traditional strengths of a Creative Writing Minor – **advanced skills in narrative and writing** – with **experiential and applied** elements more commonly found in Editing and Publishing or Communications.

Rationale 3: Post-graduation Career Opportunities

Upon graduation from the Liberal Studies Bachelor of Arts (LSBA) or the Bachelor of Communication Studies, students are ready to **pursue a post-graduate degree or enter the working world**. With the addition of the Minor in Writing Practices, students will conclude their studies with a strong creative writing portfolio, making them eligible for entrance into an MFA program. However, our students will have a choice in their future pathway. What distinguishes this offering from other creative writing credentials is that our students will also have a strong suite of digital skills and a facility with new technologies -- bolstered by hands-on experience -- which will ease their entry into a variety of **private and public, cultural and commercial sectors**. Depending on the focus of their studies, students might take on any number of public relations or communications roles (for instance, working in design, technical writing, in a variety of editorial roles (magazine, book trade or corporate information sector), or, they might work as a publication coordinator or information officer, to name a few.

The *British Columbia 2022 Labour Market Outlook* identified a number of key jobs of the future. Graduates with a Minor in Writing Practices will have the particular skills necessary to become an “**author and writer**” (a BC Job identified as “**in demand**” which has an average salary range of between \$44,000 and \$53,000 and an area which foresees **2000 new job openings** in British Columbia in the next eight years alone). Included in this category are **individuals who “work for advertising agencies, governments, large corporations, private consulting firms, publishing firms, multimedia/new-media companies”** – roles that are suited to our graduates’ strong repertoire of skills.

As well, the British Columbia Jobs Plan identifies “**professional occupations in advertising, marketing, and public relations**” as a growth area (forecasting the creation of 3400 jobs in the next eight years at salaries that average between \$53,000 and \$66,000). These jobs range in duties from “gathering research” to developing “communication strategies,” from the preparation of “reports, briefs, bibliographies, speeches, presentations, Web sites and press releases” to developing and organizing “workshops, meetings, ceremonies, and other events for publicity, fundraising and information purposes.” Again, these are roles that heavily lean on the particular skill set our graduates gain in the Writing Practices Minor.

The *British Columbia Jobs Plan* points out that, in future, **editors** (whose salaries average between \$44,000 and \$53,000) will “need to be **fluent in both traditional and new media** in order to perform effectively” – a prerequisite met by the digital offerings in our degree.

Traditional forms of journalism are also changing. The *Jobs Plan* underscores the fact that, in future, working journalists (average salary, \$66,000-\$95,000) will, of necessity, have to be “**familiar with new technologies**” and have “good computer skills;” as well, there will be an increased reliance on journalists to do “**offline editing**” – that is, to be prepared to turn in publishable, clean copy – an expectation that our graduates, with their strong writing and revision practice, will be prepared to meet.

Graduates who obtain a Minor in Writing Practices, with its **writing intensive focus**, will not only be able to create strong content and messaging, but will be experienced working in collaborative settings, will have facility with new technologies, and demonstrated knowledge of a robust suite of communications skills, and thus, our graduates will have **the adaptability to move seamlessly into the roles forecast by the Job Plan**.

Finally, it is important to note that a recent study conducted by Ross Finnie, Stephen Childs, Dejan Pavlic, and Nemanja Jevtovic out of the University of Ottawa (as part of the Education Policy Research Initiative) found that, when it came to earnings, students of the Humanities “**experienced less volatility**” and “**steadier increases in earnings.**” That is to say, while many areas of work experience boom and bust patterns, the strong learning set our students receive, in particular their robust writing skills, will see that they **remain employable**, regardless of the vagaries of market forces.

PROGRAM COMPETITION/COMPARISON:

Creative Writing offerings, in the Lower Mainland and beyond, are **homogenous**. Applied and experiential offerings are only a tiny part of most Creative Writing degrees. Locally, **Kwantlen** University offers a Bachelors of Arts in Creative Writing; in its third year, this program offers students a course in “Management Skills for the Artist.” While Kwantlen does offer a stream of “new media” courses, these have a creative rather than an applied/work focus.

At the undergraduate level, the **University of British Columbia** offers a major, a minor, and a Bachelor of Fine Arts in Creative Writing. In its fourth year, UBC Creative Writing offers students a course in “Preparation for a Career in Writing” as well as one other applied course focused on “Community Learning.” As you can see, in traditional Creative Writing degrees, applied offerings are few and far between.

Students graduate from such traditional Creative Writing programs with strong skills in creative thinking, innovation, and narrative. They graduate as emerging writers. To this, **we would add a broad repertoire of applied and practical skills**. Whether the setting is cultural or commercial, private or public, increasingly, workplaces require individuals with **strong narrative and communications skills**, individuals who are able to draw upon their command of the language as well as a practical skill set; more than any particular set of skills, students will need the ability to learn new skill sets as they adapt to the ever-changing face of e-medias in the publishing industry and beyond, and our flexible offerings aim to give them just such adaptability. **The Writing Practices Minor will be unique** in offering students a **practical alternative** to current Creative Writing degrees; our Minor is aimed at **students who are passionate about writing**, but who also wish to **see a pathway** from Post Secondary education **into the working world**.

PROGRAM LENGTH:

The Minor in Writing Practices requires students to complete a total of 24 credits (8 courses).

FORMAT:

Full-time or Part-time

SCHEDULE:

Daytime with select evening offerings

Tentative Program Framework:

The Writing Practices Minor will create draw upon a mix of new courses (WRIT: Writing Intensive Creative Writing courses, housed in the Faculty of Arts & Science) and existing courses (CMNS: Communications courses, housed in the Faculty of Business).

Lower level credits (6 required credits):

- WRIT 100 (Foundations of a Writing Practice – 3 cr – New)
OR
- WRIT 200 (Writing in a Digital Age – 3 cr – New)

AND

- CMNS 190 or 191 (Magazine Article Writing – 3 cr)
OR
- CMNS 185 (Public Speaking – 3 cr)
OR
- CMNS 241 (Software for Magazine Publishing – 3 cr)

Upper level credits (18 required credits):

- WRIT 300 (Writing from Culture – 3 cr – New)
- WRIT 400 (Writing Truth and Lies – 3 cr – New)
- CMNS 351 (Magazine Editing – 3 cr)
- CMNS 490 (Group Publishing Project – 3 cr)

- WRIT 410 (Writers in the Classroom – 3 cr – NEW)
OR
- WRIT 411 (Writing for a Living – 3 cr – New)

- WRIT 310 (Culture Casting – 3 cr – NEW)
OR
- CMNS 371 (Foundations of Design, Layout and Production for Magazines – 3 cr)

Minor in Writing Practices Total: 24 credits**PROPOSED START DATE:**

Fall 2017

FACULTY/AREA:

Creative Writing – Faculty of Arts & Science; Liberal Studies – Faculty of Arts & Science;
Communications – Faculty of Business.

FACULTY CONTACTS:

Aurelea Mahood, LSBA Degree Coordinator (amahood@capilanou.ca)

Anne Stone, Co-Lead, Minor in Writing Practices (astone@capilanou.ca)

Ted Hamilton, Co-Lead, Minor in Writing Practices (ehamilto@capilanou.ca)


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

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

REVIEWS & APPROVALS


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

DAC Review

Approved at the meeting of DEC 14 2015 

Dean's Signature
Date

Registrar's Review

 Jan 25, 2016

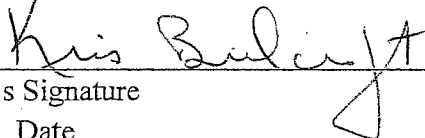
Registrar's Signature
Date

VP/Deans Approval

N/A

VP, Academic and Provost's Signature
Date

Executive Meeting Group Approval

 Jan 5, 2016

Chair's Signature
Date

Senate Approval

Chair's Signature
Date

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

Type of Credential: Minor

Short Program Title: Environmental Stewardship Minor (EnviStew Minor)

Long Program Title: Minor in Environmental Stewardship

Location: Faculty of Arts and Sciences

Program Description: The Environmental Stewardship (EnviStew) Minor provides students with an interdisciplinary educational pathway. Courses from the natural sciences provide the Minor's foundational academic core -- scientific and ecological knowledge -- however, this knowledge is gathered and viewed through a wider lens to ensure its relevance and applicability to the 21st century. Teaching faculty and courses for the EnviStew minor are drawn from across the academic spectrum.

The proposed minor is interdisciplinary but grounded in science. It addresses contemporary environmental issues by combining scientific and socio-political knowledge with on-the-ground fieldwork to facilitate positive change.

The environment is the issue of the 21st century. The complex relationship between economic, cultural and biological wealth and the present state of all three have created an unprecedented need to come to terms with human impact on the environment and the need for educational institutions to facilitate the delivery of educational packages which enable the student to engage topics across disciplines to address this complex relationship.

Program Admission Requirements: Student in good standing in any Capilano baccalaureate degree.

Program Learning Outcomes and Objectives: The combination of lecture-based academic dialogue, applied field and lab work, service-learning and community involvement found in this minor, will create a graduate with a breadth of both knowledge and hands-on experience. Graduates would be ecologically literate and socially and culturally competent. Importantly, global issues have no boundaries and the "toolkit" students will acquire can be applied locally, nationally, and internationally.

Student Learning Outcomes:

SLO 1 Interdisciplinary/Integrative, Evidence-based Knowledge -- Locate, analyze and connect information from the natural and social sciences to build and communicate an evidence-based understanding of the social, political and ecological complexities of global environmental problems and their potential solutions.

SLO 2 Systems Thinking -- Demonstrate knowledge and understanding of the nature of systems and make effective use of systems methods and concepts to design inquiries that appreciate the perspectives of stakeholders, and take an ethical and critical approach to applying systems techniques to real-world environmental challenges.

SLO 3 Solutions-focused Application -- Demonstrate ability to apply foundational learning, (interdisciplinary knowledge, research skills, analytical skills, judgment, and communication skills) toward identifying and solving environmental issues. Graduates will be prepared to apply ecological principles in business, economics, policy, and culture in ways that reflect a nuanced understanding of the concept of sustainability.

SLO 4 Communication -- Generate and present well-organized coherent university-level materials, individually or in a group, which meet specific objectives and audience needs in written and oral forms.

SLO 5 Local and Global Consciousness -- Consider and assess the potential impact of interpretative frameworks, decisions, and actions on people and the environment, locally and globally.

The primary objectives of the EnviStew Minor are:

- i) expand the range of academic pathways throughout the university for all interested baccalaureate students;
- ii) award a credential to students who elect to complete their primary degree electives with an intentional commitment to understanding environmental issues and exploring connections between the disciplines and ways of knowing about the environment;
- iii) provide an educational package rich in interdisciplinary, experiential, and place-based learning which addresses key environmental issues and solutions;
- iv) provide an understanding of the value of science as a powerful process for creating evidence-based knowledge;
- v) increase student motivation for learning and facilitate active engagement; and,
- vi) make available courses for general education.

Program Assessment Review:

- i) Assessment: The program learning outcomes will be examined on a rotating basis guided by a 3-year assessment plan. Rubrics and measures will be developed in collaboration with faculty who will also assist in the delivery of assessment.
- ii) Program Advisory Committee: The committee will consist of Capilano University faculty, students and community professionals. Faculty representatives will come from First Nations Student Services, Business, Tourism and Outdoor Recreation, Social Sciences, Humanities, Early Childhood Care and Education, MOPA and Pure and Applied Sciences. Community members will include representatives from environmental stewardship groups and municipal and provincial governments.

Program Rationale for Offering:

The EnviStew Minor will assist interested students in an exploration of the intersections between different ways of knowing and understanding the world around them. It will facilitate the achievement of multiple student learning outcomes and goals for student success which have been identified as central educational priorities at Capilano University.

The Minor aligns with many components of Capilano University's mandate and strategic plan. Specifically, the Minor will:

- increase community/global consciousness and responsibility;
- commit to environmental integrity and sustainable development;
- create a culture of inquiry and evidence-based decision making;
- support internationalization; and,
- encourage and support Aboriginal post-secondary learners.

The proposed EnviStew Minor also responds to extensive studies and calls from employers for well-rounded creative problem-solvers with highly developed research, writing, and critical thinking skills. Environmental jobs require high levels of education and knowledge gathered from many disciplines. Further, knowledge of the science behind environmental issues and environmental policies are a priority for foreign students (Alex Usher, CUESN May 2013).

The EnviStew Minor's emphasis on self-directed learning and the synthesis of ideas and information in critically searching interdisciplinary work will be valued by employers who repeatedly express a desire for employees with strong critical thinking, problem solving, and research skills. The completion of this credential will assist in conveying a student's ability and willingness to think and work with critical care in areas beyond their primary areas of expertise and training.

The minor will provide an option to students to complete a themed educational pathway outside of a student's chosen degree program. Building on the priorities set in out in the 2015-2018 Strategic Plan, the addition of such secondary

credentials contributes to the University's current commitment to reviewing and expanding its program offerings, managing student enrolment, and enhancing learning environments.

For many reasons, Capilano University is uniquely positioned to address the demands of the expanding green economy and the need for ecological literacy in the workplace.

Existing assets which make Capilano University an ideal fit for the EnviStew Minor include:

- the breadth of experienced faculty and existing programs offered at Capilano can facilitate the successful delivery of an interdisciplinary minor;
- the university's size, both from the perspective of students and faculty, readily supports cross-program collaboration;
- faculty from Business, Tourism and Outdoor Recreation, ECCE, LSBA, and Global and Community Studies, Communications and MOPA have all indicated their support for an EnviStew Minor and the direct relevance of this area to their degree programs (consultation is ongoing with First Nations Student Services which has also indicated support);
- students from the Natural Sciences, Business, Global stewardship, MOPA and LSBA have also indicated their interest by way of surveys; student projects and involvement with campus EarthWorks initiatives;
- the university is in the enviable position of having each of our three campuses within easy access to intact natural landscapes and the province's forestry, fisheries and agricultural resource base;
- the diversity of campus locations and environments has the potential to facilitate place-based education and experiential learning which research indicates supports higher levels of student success (Gruenewald, D. and G. Smith, *Place-based Education in the Global Age 2014*);
- the minor builds on Capilano University's established and growing EarthWorks initiative. EarthWorks is a collaborative cross-campus, cross-community collective which delivers a variety environmental educational events and experiences to campus; and,
- as a recognized leader in sustainability, Capilano U facilities management have pioneered many progressive initiatives on campus for reducing waste, conserving energy, cutting greenhouse gas emissions, and building a sustainable campus food system all of which already provide unique and powerful experiential learning, teaching, and research opportunities which would clearly support the applied solutions component of the Minor.

The environmental sector is experiencing a sustained boom, as global awareness of environmental issues is now top-of-mind. Employment opportunities are diverse and new career prospects are emerging in both the public and private sector as corporations and governments discover that green citizenship initiatives contribute to long-term sustainability, human health and wellbeing, and market share. Canada's professional environmental workforce has consistently outpaced the growth of Canada's total workforce since 2003 (Figure 1.). (EcoCanada 2013). There is a significant shortage of environmental employees who have an understanding of science and ecology along with cultural awareness and developed technical and business skills.

Specifically the expanding green economy is producing these growth trends in environmental employment (EcoCanada 2013):

- More than 10% of all employed workers in Canada use environmental skills, underscoring the diversity and importance of environmental competencies in a wide range of industries;
- Most employers (82.4%) report that their environmental employees perform tasks in multiple sub-sectors, demonstrating the interdisciplinary nature of environmental work;
- Top growth industries are in environmental protection, resource conservation and renewable and green energy;
- Top in-demand competencies are corporate environmental program planning and implementation; environmental business, technology and product development and natural resources planning and management;
- Top three regions for green jobs are Ontario (40% of job postings); British Columbia (23% of job postings) and Alberta (22% of job postings);
- 40,000 new environmental positions are projected to arise annually; and,

- o 56% of environmental companies found it difficult to recruit staff -- particularly those with a combination of ecological knowledge, cultural awareness and business planning.

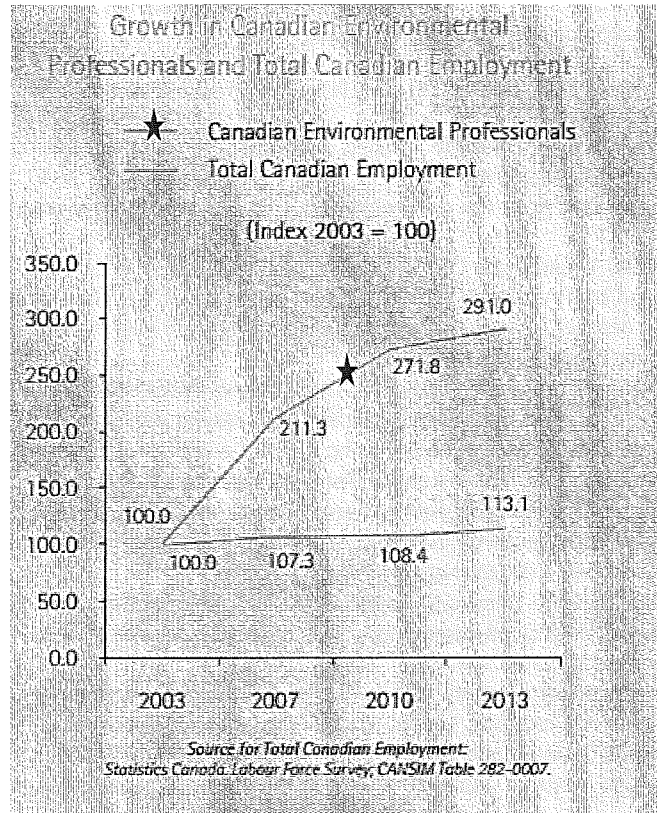


Figure 1: Growth of Canadian Environmental Professionals and Total Canadian Employment (Profile of Canadian Employment - EcoCanada 2013)

Program Competition/Comparison;

A variety of environmental science and environmental studies programs exist in Canada. None combine the approach envisioned in the EnviStew Minor; thus no existing program would be duplicated. Related programs in Canada include an Aboriginal Environmental Stewardship diploma (University of Manitoba), an Environmental Assessment and Restoration Diploma (College of Lethbridge), an Ecological Restoration Diploma (Fleming College), and a Restoration of Natural Systems Diploma (UVIC). Each includes the study of ecological restoration and are technical-methods focused. None combine the academic interdisciplinary platform with exposure to labs and field work proposed in this minor which enables students to fuse applied and academic skills. Further, the marriage of the proposed interdisciplinary learning model with students from various disciplines being afforded the opportunity to learn together and from one another through the seminar, environmental stewardship, and field studies courses is unique to this proposed minor.

Program Length:

The EnviStew Minor requires students to complete a minimum of 26 credits.

Format: Full-time or Part-time

Schedule: Daytime with select evening and weekend offerings

Tentative Program Framework:

The EnviStew Minor draws from existing courses housed in the Faculty of Arts and Sciences. New courses will also require development. Several courses will be shared across degrees and disciplines. Enrolments will be supported by this. The Minor does not require any certifications from external bodies nor will it have any associated practicums.

Environmental Stewardship Minor / Course Requirements

Courses:

The proposed EnviStew Minor builds directly on the courses offered in Pure and Applied Science and, more broadly, the foundational Social Science and Business courses central to this interdisciplinary minor. Faculty will be brought in from across the University to create the Interdisciplinary Seminar utilizing academic resources from Business, MOPA, Communications, Tourism and Outdoor Recreation, ECCE, Global and Community Studies, MOPA and First Nations Student Services.

Lower level credits (7 credits):

Required Courses:

Environmental Biology – BIOL 105 (4 credits)

Interdisciplinary Seminar:

EarthWorks – EnviStew (3 credits)

- o Readings and speakers from: Environmental Biology, Geography, Political Studies, Green Business, Conservation Psychology, Environmental Ethics, Communications, and Environmental Education.

Relevant Existing Courses:

First Nations of BC – ANTH 206 (3 credits)

Introduction to Earth Environments – GEOG 112 (3 credits)

Weather and Climate – GEOG 114 (3 credits)

Approaches to Knowledge – LBST 100 (3 credits)

Ecology – BIOL 208 (4 credits)

Statistics – MATH 101 OR MATH 204 (3 credits)

Upper level credits (19 credits):

Required Courses:

Ecological Principles of Sustainability – BIOL 305 (3 credits)

Global Ecopolitics – POL 320 (3 credits)

Traditional Ecological Knowledge (EnviStew 3XX) (3 credits)

Urban Ecology EnviStew 3XX (4 credits)

Interdisciplinary Seminar:

EarthWorks - EnviStew 4XX (3 credits)

- o Readings and speakers from: Environmental Biology, Geography, Political Studies, Green Business, Conservation Psychology, Environmental Ethics, Communications, Environmental Education, and Municipal, Provincial and Federal Governments.

Business: Ecological Economics - BADM 3XX (3 credits)

Relevant Existing Courses:

Climate Change: From Science to Sustainability – GEOG 316 (3 credits)



Approval in Principle Form

- Natural History of BC – BIOL 350 (3 credits)
- Political Economy of Globalization – POL 330 (3 credits)
- Geography of a Sustainable World – GEOG 360 (3 credits)
- Conservation Psychology – PSYC 340 (3 credits)
- Sociology of Climate Change – SOC 351 (3 credits)
- Ecoliteracy – SOSOC 300 (3 credits)
- Special topics in Communication – CMNS 412 (3 credits)

Environmental Stewardship Minor Total: 26 (or greater) credits

Proposed Start Date: Fall 2017


Faculty/Area: Biology – Faculty of Arts & Sciences

Faculty Contact: Marja de Jong Westman, Biology Coordinator (mdejong@capilano.ca)

REVIEWS & APPROVALS


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

DAC Review

Approved at the mtg of DEC 14 2015 

Dean's Signature Date

Registrar's Review

 Jan 25, 2016

Registrar's Signature Date

VP/Deans Approval

N/A

VP, Academic and Provost's Signature Date

Executive Meeting Group Approval

 Jan 5, 2016

Chair's Signature Date


Senate Approval

Chair's Signature Date

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

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

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

	Policy No.	Replaces	Policy
	S1988-01	EC 1988-01	Senate
	Policy Name		
Registration for Student Athletes			
Approved by	Responsibility		Category
Senate			
Date Issued	Date Revised	Revision	Related Policies, Reference
1988	April 2011		

1. PREAMBLE

Senate recognizes the importance of encouraging strong academic performance on the part of Capilano University's athletes. To support this end, student athletes require schedules that avoid conflict between their classes and their team practice sessions.

2. REGISTRATION FOR STUDENT ATHLETES

Student athletes, as identified by the Department of Athletics and Recreation and confirmed by the Registrar's Office, will be time-ticketed for registration with cohort programs, provided they have a Term GPA of 2.00 or better. This provision will only be in effect during the terms in which their particular sport is actively competing or training.


DATE: January 20, 2016

TO: Kris Bulcroft, Chair, Senate

FROM: Debbie Jamison, Chair, Senate Curriculum Committee

The following motions were carried by the Senate Curriculum Committee at its meeting on January 15, 2016. Please acknowledge below that the Senate endorses its approval of the following motions:

- 01/16** The pre-requisite revisions to COMP 120 be recommended for approval to the Senate.
- 16/02** The new course COMP 220 – Data Structures and Algorithms for Engineers be recommended for approval to the Senate.
- 16/03** The two new courses, FNLG 111 – The Sechelt Language IV and FNST 101 – The Squamish People and Language II be recommended for approval to the Senate, subject to participation and attendance be described in the course syllabus.
- 16/04** The revision to pre-requisite of FNST 101 – The Squamish People and Language II, FNST 103 – The Lil'wat People and Language II and FNST 105 – The Sechelt People and Language II, be recommended for approval to the Senate.
- 16/05** The revisions to the Sechelt Nation Language and Culture Certificate program profile be recommended for approval to the Senate.
- 16/06** The two new courses, FILM XXX – Technical Directing and FILM XXX – Project be recommended for approval to the Senate.


Debbie Jamison
Chair, Senate Curriculum Committee

Kris Bulcroft
Chair, Senate

Date: Jan. 20, 2016

Date:



**The Capilano University Senate
Meets the 1st Tuesday of Every Month
Except for January, May, July, August and September**

Meetings are Held in Room – LB322

2017 Regular Meeting Schedule

Meeting Date	Deadline for Submission of Agenda Items
January 10 4:00 pm	January 3
February 7 4:00 pm	January 31
March 7 4:00 pm	February 28
April 4 4:00 pm	March 28
May 9 4:00 pm	May 2
June 6 4:00 pm	May 30
July – No Meeting	
August 15 4:00 pm	August 8
September 12 4:00 pm	September 5
October 3 4:00 pm	September 26
November 7 4:00 pm	October 31
December 5 4:00 pm	November 28

Late Additions - Late additions deny Senate members the opportunity to consider the matter prior to the meeting and are therefore discouraged. In general, they are approved only in unusual circumstances and require the approval of the Chair of Senate. The Committees Clerk to the Senate may not approve late additions to the Agenda.