



## SENATE MEETING

Tuesday, March 7, 2017 4:00 – 6:00 pm  
Capilano University – LB 322

### AGENDA

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- 1. Acknowledgments**  
We respectfully acknowledge the Lil'wat, Musqueam, Squamish, Sechelt and Tsleil-Waututh people on whose territories our campuses are located.
- 2. Welcome**
- 3. Approval of the Agenda - Decision** Senate Members
- 4. Approval of the February 7, 2017 Minutes – Decision** Senate Members  
Schedule 4
- 5. Correspondence Received**
- 6. Business Arising**
  - 6.1 Student Election – *Information* Karen McCredie
  - 6.2 Cap Core Ad Hoc Committee Update – *Information* Paul McMillan
- 7. New Business**
  - 7.1 Approval in Principle – University One for Aboriginal Learners – *Decision* Schedule 7.1
  - 7.2 Approval in Principle – Applied Science: Engineering Diploma – *Decision* Schedule 7.2
  - 7.3 Students on Committees – *Information* Nanci Lucas
  - 7.4 Senate Elections and Student Board Elections – *Information* Karen McCredie
- 8. Committee Reports**
  - 8.1 Academic Planning and Program Review Committee – *Decision* Paul McMillan
    - 8.1.1 Memo to Senate Schedule 8.1.1
    - 8.1.2 Program Approval Flowchart Schedule 8.1.2
    - 8.1.3 B.106-02 Program Approval Procedures Schedule 8.1.3
    - 8.1.4 Program Review Flowchart Schedule 8.1.4
    - 8.1.5 B.106-01 Program Review Procedures Schedule 8.1.5
  - 8.2 Budget Advisory Committee - *Information* Bacel Younan
  - 8.3 By-law, Policy and Procedure Committee – *Information* Nanci Lucas



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| 8.4 Curriculum Committee – Resolution Memorandum - <i>Decision</i><br>Link to <a href="#">February 17, 2017</a> Minutes | Deb Jamison<br>Schedule 8.4 |
| 8.5 Instructional Technologies Advisory Committee   | Don Bentley                 |
| 8.6 Tributes Committee – In Camera – <i>Decision</i><br>8.6.1 Honorary Degrees / Faculty Emeritus                       | Chris Bottrill              |
| <b>9. Other Reports</b>   |                             |
| 9.1 Chair of Senate – <i>Information</i>  | Paul Dangerfield            |
| 9.2 Vice Chair of Senate – <i>Information</i>   | Nanci Lucas                 |
| 9.3 VP Academic and Provost – <i>Information</i>  | Rick Gale                   |
| 9.4 Board Report – <i>Information</i>   | Carol Howorth               |
| <b>10. Discussion Items</b>   |                             |
| <b>11. Other Business</b>   |                             |
| <b>12. Information Items</b>  |                             |



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**Present:** Paul Dangerfield (Chair), Carol Aitken, Cyndi Banks, Kim Bothen, Brent Calvert, Julia Denholm, Caroline Depatie, Darin Feist, Michelle Gervais, Deb Jamison, David Kirk, Jullian Kolstee, Nanci Lucas, Grace Makarewicz, Brad Martin, Karen McCredie, Paul McMillan, Jennifer Moore, Jorge Ocegüera, Emma Russell, Sandra Seekins, Emily Solomon, Sharka Stuyt, Michael Thoma, Halia Valladares, Stephanie Wells, Stephen Williams, Recorder: Mary Jukich

**Regrets:** Brittany Barnes, Don Bentley, Chris Bottrill, David Fung, Rick Gale, Carol Howorth, Bacel Younan

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

#### 1. Acknowledgement

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

#### 2. Welcome

In the absence of Don Bentley, Stephen Williams will assume voting rights for the Faculty of Education, Health and Human Development.

Kim Bothen was introduced and welcomed back to Senate as the non-voting representative for the Faculty of Fine & Applied Arts.

#### 3. Approval of the Agenda

Two items were added to the agenda:

- #8.5 Instructional Technologies Advisory Committee
- Information Announcement

*Stephen Williams moved and Halia Valladares seconded:*  
 To adopt the amended agenda.

**CARRIED**

#### 4. Approval of the Minutes

*Stephanie Wells moved and Michelle Gervais seconded:*  
 To adopt the January 10<sup>th</sup>, 2017 minutes

**CARRIED**



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#### 5. Correspondence Received – None

The Letter of Expectation from the Ministry of Advanced Education was received, and further information was provided under the Chair's Report.

#### 6. Business Arising

##### 6.1 Cap Core Ad Hoc Committee

*Presented by: Paul McMillan*

Senate was requested to approve the Senate Cap Core Ad Hoc Committee Mandate and Structure. The Ad Hoc Committee was established in November 2016 and directed by Senate to recommend Cap Core learning outcomes, recommend a timeline for implementation of the Cap Core curriculum and to consider possible exceptions to the Cap Core curriculum and recommend them to Senate.

*Paul McMillan moved and David Kirk seconded:*

**17/13** Senate adopt the Cap Core Ad Hoc Committee Mandate and Structure as presented.

**CARRIED**

##### 6.2 Election Results – Fine and Applied Arts Non-Voting Seat

*Presented by: Karen McCredie*

Senate was informed that Kim Bothen was elected as the non-voting representative from the Faculty of Fine & Applied Arts, with a term ending July 31, 2018.

##### 6.3 Senate Student Elections

*Presented by: Karen McCredie*

This item should have read Senate Student By-election.

Senate was informed that an election was called for one student seat on Senate, and shortly after calling election, the Registrar's Office became aware of a second student vacancy. The second vacant seat was added to the election process and the nominated students notified.



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The voting process for the two vacant student seats will close on February 8<sup>th</sup>. Students will be notified of the election results as soon as possible, and results announced at the March Senate meeting.

#### 7. New Business

##### 7.1 Policy B.107 Academic Schedule Policy

*Presented by: Nanci Lucas*

B.107 Academic Schedule Policy is a new Board policy developed to comply with the requirements of the University Act and to put into policy current University practice.

At the January Board meeting, and as required by the University Act that the Board seek the advice of Senate on the development of educational policy, the Policy and Planning Committee of the Board made a recommendation to send the Policy to Senate for advice.

On initial review of the Policy, concern was raised with regard to shortening the final assessment period to 8 to 9 days and the resulting short turnaround for faculty, and consideration was requested around faculty workload. As well, further concern was expressed with the potential workload for students if three or four exams are scheduled for the same day.

*Nanci Lucas moved and Michelle Gervais seconded:*

**17/14** Senate delegate the By-law, Policy and Procedure Committee to gather advice on B.107 Academic Schedule Policy and bring this back to the March Senate meeting.

**CARRIED**

Senators were requested to provide their comments and feedback on the Academic Schedule Policy to the Committee Clerk for forwarding to the By-law, Policy and Procedure Committee.



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#### 7.2 Student Board Representative

*Presented by: Karen McCredie*

Senate was informed that the student who vacated the second Senate seat also vacated the Board seat. The Board will not be calling a by-election because of the short timeline.

#### 7.3 Senate Election Procedures / Board Election Procedures

*Presented by: Nanci Lucas*

The Senate Election Procedures require some minor revisions to incorporate the change in timeline for the nominating and voting period, as well as clarity on the number of nominators required for a nominee.

In order to align with the University Act, revisions are required to the Board Election Procedures to provide clarification that no executive from the Staff Union or Faculty Union, or an executive member can run for the Board.

*Nanci Lucas moved and Caroline Depatie seconded:*

**17/15** The Senate Election Procedures and the Board Election Procedures be brought to the By-law, Policy and Procedure Committee for discussion and review, and to make the recommended changes, and brought back to Senate prior to the June Senate meeting.

**CARRIED**

### 8. Committee Reports

#### 8.1 Academic Planning and Program Review Committee

*Presented by: Paul McMillan*

The Committee met on January 31<sup>st</sup> and discussion focussed on the Program Approval and Program Review Procedures. The Committee is recommending both Procedures, and these will be brought to the March Senate meeting for approval.



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#### 8.2 Budget Advisory Committee

*Presented by: Nanci Lucas*

The Committee welcomed two new members, Halia Valladares and Michael Thoma.

At the January 31<sup>st</sup> meeting, the Committee reviewed the draft summary of the budget add-ons as provided by Jacqui Stewart, VP Finance and Administration. An overview of each item was provided and the Committee made recommendations for revisions to some Categories.

A further meeting is scheduled for February 21<sup>st</sup> to review the draft budget and provide advice to the President as per the Committee mandate.

#### 8.3 By-law, Policy and Procedure Committee

*Presented by: Nanci Lucas*

##### **8.3.1 S2017-01 Grading Profile**

S2017-01 Grading Profile Policy is a new policy which incorporates the University grading profile. The policy includes the Aegrotat Grade and definition.

*Nanci Lucas moved and Halia Valladares seconded:*

**17/16** Senate adopt S2017-01 Grading Profile Policy, as presented.

**CARRIED**

##### **8.3.2 S2017-02 Final Examinations**

S2017-02 Final Examinations Policy is a new policy which is required by the *University Act*. During the discussion, a question was raised on whether procedures were required to set out how decisions are made to cancel and move examinations if needed. Since University closures could result from various reasons, the Registrar's Office is looking at developing standards and protocol in this regard.

*Nanci Lucas moved and Julia Denholm seconded:*

**17/17** Senate adopt S2017-02 Final Examinations Policy, as presented.

**CARRIED**



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Nanci Lucas announced that she will no longer serve as the Chair of the By-law, Policy and Procedure Committee, and she was acknowledged and thanked for her work on the subcommittee.

#### 8.4 Curriculum Committee

The resolutions brought forward from the January 20<sup>th</sup>, 2017 Senate Curriculum Committee meeting were presented to Senate for approval.

*Deb Jamison moved and Julia Denholm seconded:*

**17/18** SCC resolution 17/01 be endorsed by Senate.

**CARRIED**

*Deb Jamison moved and Halia Valladares seconded:*

**17/19** SCC resolution 17/02 be endorsed by Senate.

**CARRIED**

*Deb Jamison moved and Jennifer Moore seconded:*

**17/20** SCC resolution 17/03 be endorsed by Senate.

**CARRIED**

*Deb Jamison moved and Julia Denholm seconded:*

**17/21** SCC resolution 17/04 be endorsed by Senate.

**CARRIED**

*Deb Jamison moved and Michelle Gervais seconded:*

**17/22** SCC resolution 17/05 be endorsed by Senate.

**CARRIED**

*Deb Jamison moved and Jennifer Moore seconded:*

**17/23** SCC resolution 17/06 be endorsed by Senate.

**CARRIED**

*Deb Jamison moved and Sharka Stuyt seconded:*

**17/24** SCC resolution 17/07 be endorsed by Senate.

**CARRIED**

*Deb Jamison moved and Stephanie Wells seconded:*

**17/25** SCC resolution 17/08 be endorsed by Senate.

**CARRIED**





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#### 8.5 Instructional Technologies Advisory Committee

*Presented by: Halia Valladares*

The SITAC and the CFA are jointly hosting an Educational Technology Forum on Tuesday, March 14<sup>th</sup>, during the meeting block, 11:30-1:00.

The theme of the EdTech forum is SHARE, LEARN, REQUEST. Participants are asked to “SHARE what works, LEARN from others, REQUEST what you need” at any of the sub-theme discussion tables they select. The proposed list of sub-theme topics include:

- Web-conferencing
- Moodle
- University Web Site
- Integrating Online & Classroom Students
- Learning & Teaching Centre Support
- Library Resources
- IT Support
- Open Textbooks and Education Resources
- ePortfolios

#### 9. Other Reports

##### 9.1 Chair of Senate

Paul Dangerfield informed Senate that the Letter of Expectation from the Ministry of Advanced Education was recently received. As the Letter was not yet reviewed by the Board, Paul provided some comments and highlighted several directives.

On behalf of the University, and community, Paul wrote two open letters in support of the families of the victims of the shooting in Quebec, and a letter voicing concerns with regard to the recent United States Executive Order.

Focus continues around program development and keeping standards high on how ideas are received and then transformed into the delivery of new programs. This is a long process and work continues on determining how this process will work.



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#### 9.2 Vice Chair Senate

Nanci Lucas acknowledged and thanked the CSU for organizing the vigil for the victims of the shooting in Quebec.

Work continues on the President's Advisory Committee on the sexual violence policy. There will be a rollout for the campus community through constant contact for employees and an email to students from the Registrar's Office. There will be cards handed out, and information and resources available on the website.

In August/September, first responder training will be available for all faculty members, members of the Registrar's Office and frontline workers.

Senators were encouraged to read the policy and procedures once they are released and provide feedback.

Senators were informed that in preparation for the committee to look at the policy and procedures, there will be a workshop on Thursday, February 9<sup>th</sup> at 11:00 at which time a facilitator will be available to discuss best practices.

#### 9.3 VP Academic and Provost

As the presenter was absent, a report was not provided.

#### 9.4 Board Report

As the presenter was absent, a report was not provided.

#### 10. Discussion Items

No discussion items were presented.

#### 11. Other Business

No other business was presented.

#### 12. Information Items

##### ***12.1 2018 Senate Meeting Schedule***

Members reviewed the proposed 2018 Senate meeting schedule, which includes a scheduled Wednesday meeting for June.



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#### ***12.2 2017 Annual Art History Spring Lecture***

Sandra Seekins informed Senators of the Indigenous Women Artists in the Age of Truth and Reconciliation presentation on Thursday, March 23<sup>rd</sup>, 11:30 – 1:00 pm in LB 217.

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

**Next Meeting: Tuesday, March 7<sup>th</sup>, 2017**

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**Approval in Principle**

December 1, 2016

*New Program: University One for Aboriginal Learners***Type of Credential**

Certificate

**Short Program Title**

U One A

**Long Program Title**

University One for Aboriginal Learners

**Program Description**

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

U One A is designed to support and retain Aboriginal learners, and will do so by offering a co-requisite learning model (which pairs university level courses with thoughtfully designed supports) in a supportive and engaging learning context. The co-requisite model, consisting of English and Math courses at both the 100 and preparatory level, along with a 100 level student success course and 100 level Arts and Science elective, will prime students for success in their further studies at Capilano University.

The U One A program includes ENGL 100 (with Indigenous content); a new 3 credit 09 level critical reading, thinking, writing, and communication course with an Indigenous focus for both content and delivery (designed to support the learning in ENGL 100) -- **please see Appendix 1 for rationale and outline**; MATH 123 (a new course developed by the Math department for U One A); a new 3 credit 09 level mathematics support course with an Indigenous lens (designed to support the learning in MATH 123)—**please see Appendix 2 for outline**; USSD 105, a 3 credit student success course with Indigenized content; and one 3 credit 100/200 level elective.

### Program Admission Requirements

- BC Secondary
- High School graduation, <sup>(grade 12) or equivalent or mature student status</sup> or permission of the department. E1
  - English 11 and 12 with a C or higher. However, students whose grades do not reflect their academic potential may be admitted into the program after completing the department's writing assessment and interview.
  - Writing Assessment and Interview with Coordinator.
  - Must meet the English Language Requirement for students whose primary language is not English:
    - TOEFL (Test of English as a Foreign Language): 83 (internet-based score), 560 (paper-based score). Contact [www.ets.org/toefl](http://www.ets.org/toefl).  
Capilano University's TOEFL institution code: 0505
    - ELA (English Language Assessment Test): 145. Contact: Vancouver Community College, King Edward Campus, 1155 East Broadway.
    - **Academic IELTS** (International English Language Testing System): 6.5 overall and no one scores less than 6. Contact [www.ielts.org](http://www.ielts.org) or [ielts@sfu.ca](mailto:ielts@sfu.ca).
    - CAEL (Canadian Academic English Language Assessment Test): 70. Contact [www.cael.ca](http://www.cael.ca).
    - PTE (Pearson Test of English - Academic): 56. Contact [www.pearsonpte.com](http://www.pearsonpte.com).

### Program Learning Outcomes

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

Students will

1. identify cultural influences on learning to develop personal strategies for lifelong learning;
2. apply strategies for academic success;
3. apply the elements of clear spoken and written communication;
4. collaborate with others to achieve a common goal;

5. apply critical thinking, critical reading, and critical writing to articulate multiple points of view; and
6. apply quantitative reasoning skills to solve mathematical problems.

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

### **Program Assessment Review**

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

### **Program Rationale for Offering**

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

FNT has had a mandate to offer upgrading programs to Aboriginal students at Capilano University. College and University Preparation (CUP), a program delivered by FNT, has offered upgrading courses in a supportive cohort environment since 2004. Over the years, the percentage of Aboriginal students in CUP has declined due to changes in band funding. Prior to these changes, approximately 50% of CUP students were Aboriginal. In the past few years, the percentage of Aboriginal students in the CUP program has fallen sharply. Over the last year, FNT has engaged in a consultative process and dialogue with the Sechelt and Squamish bands and the First Nations Advisor to help facilitate increased Aboriginal enrollment and to develop an academic model that helps ensure Aboriginal student success. During this time, FNT has also

completed significant research into best practices for Aboriginal university transition programs in Canada, the US, Australia, and New Zealand to determine a model that would work best for Aboriginal students here at Capilano University.

(Please see bibliography at the end of this document).

The local Aboriginal communities have always supported CUP as an upgrading program to boost university readiness. To ensure student success in the new U One A program, FNT will continue consultation and dialogue with local Nations as program content is developed and refined. Students in U One A will be eligible for (UCEPP) funding.

University and College Entrance Preparation Program

Up until Fall 2015, CUP was strictly an upgrading program, offering courses up to the grade 12 equivalent level. However, in Fall 2015, CUP offered a co-requisite model comprised of a three-course package, which included two university level courses (ENGL 100, and USSD 110—a critical reading course) and an academic writing support course (BENG 052). The same course package has been offered to students for two subsequent terms with excellent results.

Research in the US has shown that many developmental level students who are near 'university readiness' thrive in first year university level courses when given thoughtfully designed supports in critical reading, academic writing, and math, and when provided with a learning environment that builds confidence and a healthy educational identity. Research and experience also show that many new university students have weak critical reading skills and would greatly benefit from instruction and support in that area. Both the grades and the feedback from the first three cohorts of students finishing the CUP co-requisite model are proving this to be true: academic reading, writing skills, oral communication, and confidence have improved significantly, and students are feeling ready to move into full-time university programs at Capilano University.

### **Program Competition/Comparison**

Many universities in Canada and the US have bridging and transition models for Aboriginal students. Most are focused on Arts and Science entry, or pathways into Science/Nursing (UBC, SFU, UFV). However, FNT is proposing a meaningful one year program to prime students for academic success across the disciplines. Over the course of a year, students will acquire the prerequisites, skills, and confidence to move on to their studies in Business, Humanities, Social Sciences, Tourism, Education, Film, etc..

## Program Length

University One for Aboriginal Learners will be offered over two terms, with one intake in September.

## Format

18 credits required.

## Schedule

Daytime.

## Tentative Program Framework

Course Content:

### Required

#### Term 1

- Existing: ENGL 100 (Academic Writing Strategies), 3 credits  
 New: XXX 09\* (Foundations in Critical Reflection and Composition),  
 3 credits  
 Existing: USSD 105 (University and College Reading, Study and Online  
 Management Skills), 3 credits

#### Term 2

- Existing: MATH 123 (Contemporary Mathematics), 3 credits  
 New: XXX 09\* (Foundations in Quantitative Reasoning), 3 credits  
 Existing: \*\*\*100 level or higher, 3 credits, chosen from courses in other  
 Departments. Possible options include the following:  
 AHIST 103 – First Nations Art of the Northwest Coast  
 ANTH 206 – First Nations of British Columbia  
 ANTH 208 – Indigenous Peoples of North America  
 ENGL 107 – First Nations Literature and Film  
 HIST 209 – History of First Nations of Canada  
 LING 206 – First Nations Languages of British Columbia  
 LING 208 – Indigenous Languages and their Speakers  
 POL 208 – Aboriginal Politics in Canada

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**Proposed Start Date**

September 2017.

**Faculty/Area**

First Nations Transition, School of Access and Academic Preparation

**Faculty Contact**

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

## References:

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## Appendix 1


### *New course rationale, consultation, and future possibilities*

The new 3 credit Foundations in Critical Reflection & Composition course in the University One for Aboriginal Learners program primes the critical reading, thinking, and writing skills necessary for future post-secondary success. In the course, students have the opportunity practise with summary writing, critical reviews, oral presentations, reflective writing, and essay writing, for example, to enable success with similar kinds of assignments assigned at the first year level. Students in this course also have the opportunity to work with and have support from Aboriginal storytellers and Elders, and use both talking circles/dialogues and narrative writing as ways to reflect on what they read, write, experience, and hear in the context of the program and course.

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

Foundations in Critical Reflection & Composition's description, learning outcomes, and evaluation profile were received well by the English department co-coordinators, who agreed that Aboriginal students or, indeed, any transition student, would benefit from a collaborative model to support learning and build academic capacity.

As this course is dynamic and flexible enough to hold content from ENGL 100 to prime academic skill development for Aboriginal students, FNT can see its potential to sit alongside other first year humanities courses (as a 'two course' combination) to ensure student success at the first year level. In other words, this course has the potential to support other departments and other university initiatives.

 <b>CAPILANO</b> UNIVERSITY <b>COURSE OUTLINE</b>	
<b>TERM:</b> Fall 2017	<b>COURSE NO.</b> XXX 09*
<b>INSTRUCTORS:</b>	<b>COURSE NAME:</b> Foundations in Critical Reflection & Composition
<b>COURSE CREDITS:</b> 3.0	<b>SECTION NO(S):</b>

**COURSE DESCRIPTION:**

XXX 09\* primes the critical reading, thinking, and writing skills necessary for post-secondary success. Students will reflect on, critique, and write about readings and spoken material, relating and comparing what they see and hear to their knowledge of human experience.

The course employs a critical pedagogy and delivery that integrates talking circles and dialogues, Aboriginal story-tellers, and collaborative and experiential learning activities supported by Aboriginal guest speakers and Elders.

**COURSE FORMAT:**

4 instructional hours per week. 3 hours scheduled in the classroom and 1 fourth hour delivered in a variety of ways, which may include small group meetings with faculty, field trips, guest speakers, Aboriginal story-tellings, on-line instruction, or tutorials.

**PREREQUISITES:**

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

**COREQUISITES:**

ENGL 100

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will

- Apply active pre-reading, reading, and post-reading strategies to cross-disciplinary readings;
- Reflect on ideas by asking meaningful questions and considering multiple sides of an issue;
- Describe relationships and patterns in written, spoken, and visual information;
- Recognize, question, challenge and explore the implications of assumptions, gaps and silences in their own ideas and in the ideas of others;

- Assess the strength of an argument;
- Summarize, interpret, and evaluate a variety of cross disciplinary readings;
- Write grammatically accurate and well-structured sentences;
- Compose coherent, unified paragraphs and essays with adequate support and detail; and
- Apply effective research skills and documentation in MLA and/or APA styles.

### REQUIRED TEXTS:

.....

### RECOMMENDED READINGS:

As recommended by instructor in relation to particular assignments.

### EVALUATION PROFILE:

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

### GRADING PROFILE:


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

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

**OPERATIONAL DETAILS:**

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

## Appendix 2

 <b>CAPILANO</b> UNIVERSITY <b>COURSE OUTLINE</b>	
<b>TERM:</b> Fall 2017	<b>COURSE NO.</b> XXX 09*
<b>INSTRUCTORS:</b>	<b>COURSE NAME:</b> Foundations in Quantitative Reasoning
<b>COURSE CREDITS:</b> 3.0	<b>SECTION NO(S):</b>

**COURSE DESCRIPTION:**

XXX 09\* primes the quantitative reasoning and problem solving skills necessary for post-secondary success. Students will have the opportunity to review and master all of the skills and concepts in basic mathematics.

The course employs a critical pedagogy and delivery that integrates talking circles and dialogues, Aboriginal story-tellers, and collaborative and experiential learning activities supported by Aboriginal guest speakers and Elders.

**COURSE FORMAT:**

4 instructional hours per week. 3 hours scheduled in the classroom and 1 fourth hour delivered in a variety of ways, which may include small group meetings with faculty, field trips, guest speakers, Aboriginal story-tellings, on-line instruction, or tutorials.

**PREREQUISITES:**

None

**COREQUISITES:**

MATH 123

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will

- Develop and apply problem solving strategies for a wide range of mathematical problems;
- Develop and apply the skills to complete basic operations with whole numbers, fractions, and decimals;
- Write ratios and solve proportions;
- Convert fractions and decimals to percents;
- Solve exponents and square roots; and
- Calculate, draw and interpret circle, bar, and line graphs

**REQUIRED TEXTS:**

.....



**RECOMMENDED READINGS:**

As recommended by instructor.

**EVALUATION PROFILE:**

EL. Projects, quizzes, in-class assignments, take-home assignments	25%
Participation	10% ← 5%
Weekly assignments and quizzes	60%
Term tests (3 @ 20% each)	30% ← 10%
Final Assignment	
Personal Evaluation	
Total	100%

**GRADING PROFILE:**

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

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

**OPERATIONAL DETAILS:**

**University Policies:** Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

**Attendance:** Regular attendance is essential. Students who miss more than 10% of classes will not receive credit for the course.

**Participation:** The grade for the participation component of the course is based on both the frequency and the quality of the student's comments, questions, and observations, with the emphasis on quality. The quality is determined by, among other things, the relevance, insight, and clarity of remarks.

**Late Assignments:** Late assignment will only be accepted if prior approval for a late submission date has been given by the instructor.

Marks will be deducted for the late submission of assignment. The penalty for the late submission of an assignment is 10% per week.

***Cheating/Plagiarism:*** All forms of cheating including plagiarism are serious offences. The instructor has the right to assign a "0" on the assignment or a grade of "F" on the course. A second offence in any course may result in expulsion from the program. All students should familiarize themselves with the University Policy on Cheating and Plagiarism as such behaviour can result in suspension from the University.

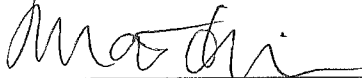
***Grades of Incomplete "I":*** Grades of Incomplete "I" will be granted only if there is a valid reason for extending the evaluation deadline and if students have a reasonable chance of improving their grade to pass the course.

***Emergency Procedures:*** Please read the emergency procedures posted on the wall of the classroom.

## REVIEWS & APPROVALS

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

### DAC Review

  
\_\_\_\_\_  
Dean's Signature

Dec 8, 2016

\_\_\_\_\_  
Date

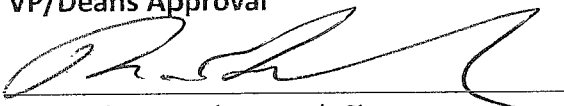
### Registrar's Review

  
\_\_\_\_\_  
Registrar's Signature

Jan 10, 2017

\_\_\_\_\_  
Date


### VP/Deans Approval

  
\_\_\_\_\_  
VP, Academic and Provost's Signature

Feb 9, 2017

\_\_\_\_\_  
Date

### Executive Meeting Group Approval

  
\_\_\_\_\_  
Chair's Signature

Feb 13, 2017

\_\_\_\_\_  
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.*

## MEMORANDUM

**DATE:** January 4, 2017

**TO:** Registrar

**FROM:** Lisa Chow, Assistant to the Dean  
Faculty of Education, Health and Human Development

**RE:** **Revised AIP: University One for Aboriginal Learners**

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Please find attached the revised submission from FNT for your approval.

The EHHD DAC approved the revised AIP on December 8, 2016.



## Approval in Principle Form

**Type of Credential:** Diploma  
**Short Program Title:** ~~Diploma~~ App. Sci. Engineering *Diploma*  
**Long Program Title:** ~~Diploma in~~ Applied Science: Engineering *Diploma*  
**Program Length:** Two years

### Program Description

The proposed two-year Diploma in Applied Science: Engineering is aimed at recent high school graduates, mature students, and international students who aspire to a career in engineering. This program is designed to be flexible for those who lack the academic and/or language prerequisites for entry into a traditional engineering pathway program. The diploma program will also build on the current strengths of our existing engineering programs that emphasize *multi-disciplinary and project-focused* content with the aim of producing a *job-ready* graduate.

While Capilano's Engineering Transition program is very successful, it is not the best fit for some of the students currently enrolled. As many as one half of these students have the pre-requisites for First-year Engineering, although they lack the extremely high grades and strong background that would make success in the fast-paced First-year Engineering program probable. To support their success, these students would be best served by a program that is less intense than the First-year Engineering program, but that recognizes that these students are keen and able to achieve much more in their two years at Capilano than the current Transition program demands.

### Program Admission Requirements

#### Admission requirements:

- BC Secondary School Graduation (Grade 12) or equivalent or Mature Student status.
- A minimum grade of A in Pre-calculus 12, or a minimum grade of B in both Calculus 12 and Pre-calculus 12, or a minimum grade of C- in Math 105, or a minimum grade of B in BMTH 054, or Math Placement Test (Calculus MPT); and a minimum grade of B in Physics 12, or a minimum grade of C in Phys 104, or a minimum of B grade in BPHY 054; and a minimum grade of B in one of Chemistry 12, Chemistry 101, or BCHM 054; and a minimum grade of C- in either English 12 or English 12 First Peoples.
- English Language Requirement for students whose primary language is not English: Test of English as a Foreign Language (TOEFL): paper=560, internet=83, or English Language Assessment (ELA)=145, or International English Language Testing System (IELTS)=6.5 overall, and no one score less than 6, or Canadian Academic English Language Assessment (CAEL)=70, or Pearson Test of English (PTE Academic)=56 or Capilano University EAP 100 and 101 with a minimum B+ grade in each course.

## Admission notes:

- Students with less than 75% in English 12 or English 12 First Peoples will be required to write the EDT (English Diagnostic Test) or LPI (Language Proficiency Index) prior to registering in an English course.
- Admission into the Diploma in Applied Science: Engineering is competitive, so meeting the above minimum requirements does not guarantee admission.

## Program Learning Outcomes

Graduates will be able to do the following:

- (i) integrate broad-based scientific principles and apply academic skills (i.e., problem solving, critical thinking, etc.), technical skills (i.e., lab techniques, field skills, etc.) and life skills (i.e., effective communication, negotiation, social and entrepreneurial proficiency, etc.)
- (ii) communicate scientific principles, in both written and oral form
- (iii) demonstrate the social skills required to network effectively with business and industry as well as function effectively in a group environment

Additionally, we expect that graduating students may be able to take any of the following pathways to further education or into a career:

- (i) enter the work force as engineering technologists or technicians (i.e., Energy, Mining and other Engineering firms)
- (ii) continue studies or apprenticeships toward professional certifications
- (iii) ladder into existing degrees at Capilano such as the LSBA, BBA, or a new BSc. degree as proposed in our Sciences Strategic Plan<sup>1</sup> (i.e., BSc. Business of Science or BSc. Alternative Energies)
- (iv) a recognized block transfer to another post-secondary institution in BC; partnerships with UBC, SFU, UVic, UNBC would be established so that students successfully completing our two-year diploma program could transfer to third-year at the respective institutions; transfer options involving a flexible pre-major<sup>2</sup> (i.e. BCCAT) will also be considered

## Program Assessment Review

The courses that make up this proposed diploma have been reviewed and the program has been assessed in accordance with Capilano University policy B.106: Program and Course Review and Approval. Annually, program assessment plans are submitted in May, and are reviewed over the summer so that changes can be implemented the following September. The program assessment process and program review are ongoing and iterative processes.

## Program Rationale for Offering

**Student and Community Demand:** Students continue to seek post-secondary education in science. In fact, despite the economic and structural challenges encountered by this university in recent years, enrollment in the sciences continues to grow at Capilano (Appendix 1). By implementing our new vision

of sciences, we plan to capitalize on this demand and supplement these numbers by attracting new students to Capilano as a destination University.

In planning for the future, it is evident that we also must take into consideration the demographic shifts in our student community. In his article *The Changing Canadian PSE Landscape*, Ken Steele notes that there is a noticeable demographic shift at post-secondary institutions as immigrants, and children of immigrants enroll in high numbers.<sup>3</sup> These prospective students, influenced strongly by their families' priorities, show a clear preference for post-secondary studies in STEM fields.<sup>3</sup> In the article *International Student Mobility Trends 2014: The Upward Momentum of STEM Fields*, Li Chang cites StatsCan data in concluding "Canada has seen continuous growth in recent years as a result of immigration-friendly visa policies. Nearly 47,000 international students enrolled in STEM fields in 2012, representing one-fourth of the total international student population. Enrollments in STEM programs grew 60 percent from 2008 to 2012. The newly launched *Federal Skilled Workers Program*, which attracts skilled workers in STEM and finance fields, is likely to contribute to increased international enrollment in Canada."<sup>4</sup>

Over the last several years, interest and enrollment in Engineering has increased steadily (see Table 1). Nearly 500 applications to Engineering were processed for the 2015-16 academic year and applications for the 2016-17 year are following the same trajectory. On the strength of this demand, admissions to the Engineering Transition program were doubled in the 2015-16 academic year and these students are slated to begin their second year in Fall 2016.

Table 1 – Engineering Applications – 2010 to 2016

Academic Year	First Year Transfer	Transition	Total
2016/17	297	124	421
2015/16	329	118	447
2014/15	271	133	404
2013/14	186	96	282
2012/13	187	97	284
2011/12	186	82	268
2010/11	213	111	324

**Industry and Government Demand:** The government of BC has indicated that post-secondary programs should emphasize specific curriculum and skills that produce graduates that are job-ready and highly paid.<sup>5</sup> It is well-established in Canada, and globally, that STEM credentials generally lead to more lucrative careers.<sup>6</sup> With our strong emphasis on project-based and experiential learning, Capilano students who successfully complete the requirements of the two-year Engineering diploma will have access to a variety of pathways to a chosen career. Not only will they possess the knowledge and the skills required to

- (i) ladder into an existing Capilano degree, or future Capilano BSc degree,
- (ii) transfer to other post-secondary institutions to complete their degree, preferably with a recognized block-transfer agreement, but they will also be able to
- (iii) work in a science related field, thereby fulfilling the job-ready mandate of the government.

A solid foundation of STEM programming at Capilano would also strengthen our relationship with the Natural Sciences and Engineering Council (NSERC) of Canada, which in turn would provide us with additional funding opportunities for student research grants and also help cultivate partnerships with industry.

The traditional baccalaureate science program, with its emphasis on in-class theoretical course work and its goal of preparing students for further specialization in graduate studies suits only a small number of students. Data shown in Appendix 2 indicates that a significant number who find themselves in these degree programs (for example, those who major in Biochemistry) do not in fact complete the degree.<sup>7</sup> This pattern is unfortunately repeated in other disciplines such as Engineering.<sup>8</sup> Furthermore, those few who do complete are frequently either unable to pursue graduate work, having not achieved the required cumulative GPA to do so, or are uninterested in doing so.

### **Program Competition/Comparison**

Most engineering programs currently offered by colleges and universities in BC are designed for direct entry from high school, and students in the first year of these programs take the usual suite of engineering-related courses in math and science. At Capilano, our well-established engineering programs provide a more integrated learning approach. Both our First-year Engineering Program and our Engineering Transition Program, which cater to strong academic high school graduates and mature students respectively, are multidisciplinary, integrating the areas of Chemistry, Computing Science, Mathematics and Physics through lectures, tutorial workshops, labs and, most importantly, a design project. The success of this approach is borne out by

- (i) the strong demand for our applied science programs at Capilano (Appendix 3),
- (ii) the outstanding achievements of our students, and
- (iii) the excitement, passion and self-satisfaction our students exhibit when they present or discuss their projects. In fact, applications for our engineering programs for the Fall 2014 term achieved an all-time high of 404 applications received for 70 seats.

It is expected that 61,000 job openings will be created in science and engineering-related fields between now and 2022.<sup>9</sup> With an annual average demand growth rate of 1.3% for this period, occupations in these fields are anticipated to grow at a faster pace than any other field with the exception of health.<sup>9</sup>

As a result, a number of these occupations are listed in what are projected to be the top 60 in-demand jobs of the *BC 2022 Labour Market Outlook for 2012-2022*.<sup>9</sup> Included in the list are university and college science instructors, computer programmers, civil engineers, electrical and electronics engineers, mechanical engineers, power engineers and power systems operators, and engineering managers. All of these applied science professionals must build their careers upon a strong foundation of STEM learning and hands-on training.

This is exactly the type of education that we intend to deliver. In addition, those students who decide to enter the workforce after completion of their Engineering-STEM diploma, will have the opportunity to pursue jobs, including occupations such as electrical and electronics engineering technicians, drafting technologists and technicians, and mining technicians.<sup>10,11</sup>

In the past, Canadian industry and government have relied heavily on immigration to fill positions available in these sectors. While this trend will continue, it is believed<sup>12</sup> that “due to the economic growth in non-OECD countries, in particular China and India, the supply of trained personnel in these



areas will become increasingly scarce.” Thus, “*Building Brains*” rather than acquiring them through immigration is believed by many<sup>13,14,15</sup> to be a cost-effective way to sustain the STEM labour force in BC.

**Format:** full time

**Schedule:** daytime and early evening

**Proposed Start Date:** September 2017

**Faculty/Area:** Engineering and STEM

**Faculty Contacts:** Christopher Morgan and Bruno Tomberli, Engineering

## Tentative Program Framework

<b>English requirements</b>	<b>Course Credits</b>	<b>Required Credits</b>
ENGL English 100 level	3.00	
CMNS 250 – Introduction to Technical Writing	3.00	
		<b>6.00</b>
<b>Mathematics requirements</b>	<b>Course Credits</b>	<b>Required Credits</b>
MATH 116 – Calculus I	4.00	
MATH 126 – Calculus II	3.00	
MATH 152 – Linear Algebra and Differential Equations	4.00	
MATH 230 – Calculus III	3.00	
MATH 235 – Introduction to Differential Equations	3.00	
		<b>17.00</b>
<b>Physics requirements</b>	<b>Course Credits</b>	<b>Required Credits</b>
PHYS 114 – Fundamental Physics I	4.00	
PHYS 115 – Fundamental Physics II	4.00	
PHYS 116 – Fundamental Physics III	3.00	
		<b>11.00</b>
<b>Chemistry requirements</b>	<b>Course Credits</b>	<b>Required Credits</b>
CHEM 110 – Bonding and Structure	4.00	
CHEM 111 – Chemical Dynamics and Energetics	4.00	
		<b>8.00</b>
<b>Computer Science requirements</b>	<b>Course Credits</b>	<b>Required Credits</b>
COMP 120 – Computer Science for Engineers	4.00	
		<b>4.00</b>
<b>Applied Science requirements</b>	<b>Course Credits</b>	<b>Required Credits</b>
APSC 120 – Introduction to Engineering	1.00	
APSC 130 – Technical Drafting and Computer Aided Design	3.00	
APSC 140 – Engineering Design	3.00	
		<b>7.00</b>
<b>Required Arts Elective</b>	<b>Course Credits</b>	<b>Required Credits</b>
Arts Elective	6.00	
		<b>6.00</b>
<b>Applied Science 2<sup>nd</sup> year Requirements - Choose 12 credits from the following list:</b>	<b>Course Credits</b>	<b>Required Credits</b>
MATH 205 – Probability and Statistics	3.00	
COMP 220 – Data Structures and Algorithms for Engineers	4.00	
CHEM 250 – Inorganic Chemistry for Engineers	3.00	
CHEM 251 – Physical Chemistry for Engineers	3.00	
CHEM 252 – Organic Chemistry for Engineers	3.00	
PHYS 203 – Fluid Mechanics	3.00	
APSC 278 – Materials Science for Engineers	3.00	
PHYS 201 – Electricity and Magnetism	3.00	
PHYS 210 – Physics Laboratory I	1.00	
PHYS 218 – Computational Physics	3.00	
PHYS 222 – Mechanics	3.00	
		<b>12.00</b>

**Total Program Credit 71.00**

**References**

1. Sciences Strategic Plan, <http://www.capilanou.ca/WorkArea/DownloadAsset.aspx?id=42091>, September 26, 2014.
2. See flexible pre-majors at <http://www.bccat.ca/>
3. *Chapter Two: The Changing Canadian PSE Landscape*, Academic Group Inc., Ken Steele, 2010.
4. *International Student Mobility Trends: The Upward Momentum of STEM Fields*, World Education News and Review, [www.wes.wenr.org](http://www.wes.wenr.org), Li Chang, March 3, 2014.
5. *BC Skills for Jobs Blueprint: Re-Engineering Education and Training*, WorkBC, 2014.
6. *The 10 most (and least) lucrative degrees*, [www.macleans.ca](http://www.macleans.ca), Josh Dehaas, May 24, 2011.
7. UBC Okanagan Chemistry Articulation Report, presented May 10, 2013.
8. Engineering Articulation Meeting minutes, 2001 - 2014.
9. BC 2022 Labour Market Outlook, WorkBC, <http://www.workbc.ca/Statistics/Labour-Market/Labour-Market-Outlook.aspx>, 2014.
10. Service Canada UNIT GROUP 2232: Mechanical Engineering Technologists and Technicians, [http://www.servicecanada.gc.ca/eng/qc/job\\_futures/statistics/2232.shtml](http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/2232.shtml), Service Canada UNIT GROUP 2241: Electrical Engineering Technologists and Technicians, [http://www.servicecanada.gc.ca/eng/qc/job\\_futures/statistics/2241.shtml](http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/2241.shtml)
11. Applied Science Technologists and Technicians of BC job posting board: <http://www.asttbc.org/services/jobpostings.php>
12. *What is Inquiry?*, [www.justsciencenow.com](http://www.justsciencenow.com), 2014.
13. Davenport S, *Panic and panacea: brain drain and science and technology human capital policy*, *Research Policy*, 33(4), 617–630, 2004.
14. Helliwell, JF, *Are Offshoring and Immigration Substitutes for Canada?*, *Offshore Outsourcing: Capitalizing on Lessons Learned: Conference Proceedings*, Industry Canada and Rotman School of Management, Toronto 2006.
15. Freeman R, *Globalization of scientific and engineering talent: international mobility of students, workers and ideas and the world economy*, *Economics of Innovation and New Technology*, 19 (5): 393-406, 2010.

## Appendix 1

 Enrolment Statistics  
 Pure and Applied Sciences Departments  
 (from Fall 2014 to Fall 2011)

Program	Term	Seats Offered*	Seats Taken	%
Biology	Fall 2014	420	438	104%
	Academic Year 2013/14	840	836	100%
	Academic Year 2012/13	875	815	93%
	Academic Year 2011/12	840	795	95%
Chemistry	Fall 2014	327	331	101%
	Academic Year 2013/14	654	655	100%
	Academic Year 2012/13	689	690	100%
	Academic Year 2011/12	654	672	103%
Computing Science	Fall 2014	86	95	110%
	Academic Year 2013/14	207	196	95%
	Academic Year 2012/13	533	492	92%
	Academic Year 2011/12	430	393	91%
Physics**	Fall 2014	245	240	98%
	Academic Year 2013/14	525	497	95%
	Academic Year 2012/13	490	433	90%
	Academic Year 2011/12	455	437	96%

\* based on class-size of 35 students/section

\*\* includes Astronomy

**Appendix 1 (continued)****Enrolment Statistics  
Time Tickets Issued for  
Associate Science General and Associate Science Biology  
(from Fall 2014 to Fall 2007)**

Fall 2014	
Associate of Science – General (100008)	170
Associate of Science – Biology (100012)	197
Fall 2013	
Associate of Science – General (100008)	165
Associate of Science – Biology (100012)	124
Fall 2012	
Associate of Science – General (100008)	194
Associate of Science – Biology (100012)	142
Fall 2011	
Associate of Science – General (100008)	157
Associate of Science – Biology (100012)	137
Fall 2010	
Associate of Science – General (100008)	195
Associate of Science – Biology (100012)	125
Fall 2009	
Associate of Science – General (100008)	173
Associate of Science – Biology (100012)	96
Fall 2008	
Associate of Science – General (100008)	89
Associate of Science – Biology (100012)	54
Fall 2007	
Associate of Science – General (100008)	113
Associate of Science – Biology (100012)	21

## Appendix 2

Enrolment Statistics\*  
UBC Okanagan Chemistry Department Programs  
(Fall 2012 / Spring 2013)

UBC Okanagan		
BSc Degree	Declared Majors* (i.e., 2012/2013)	Graduates* (i.e., 2012/2013)
Chemistry	85	8
Environmental Chemistry	17	2
Biochemistry	194	19

\*UBC Okanagan Chemistry Articulation Report, presented May 10, 2013. Similar numbers are reported each year.

## Appendix 3

**Enrolment Statistics**  
**First Year Engineering and Engineering Transition Programs**  
**(from Fall 2014 to Fall 2011)**

Academic Year 2014/15

Applications Received – 404	Offers Made – 177	Time Tickets Issued:
		First Year Engineering 34
		Engineering Transition 64

Academic Year 2013/14

Applications Received – 283	Offers Made – 142	Time Tickets Issued:
		First Year Engineering 30
		Engineering Transition 74

Academic Year 2012/13

Applications Received – 284	Offers Made – 140	Time Tickets Issued:
		First Year Engineering 28
		Engineering Transition 68

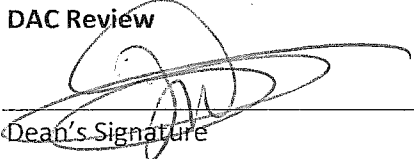
Academic Year 2011/12

Applications Received – 269	Offers Made – 135	Time Tickets Issued:
		First Year Engineering 34
		Engineering Transition 60

## REVIEWS & APPROVALS

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

### DAC Review



Dean's Signature

Date

### Registrar's Review

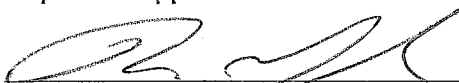


Registrar's Signature

Feb 3, 2017

Date

### VP/Deans Approval

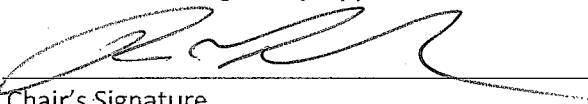


VP, Academic and Provost's Signature

Dec 14/17

Date

### Executive Meeting Group Approval



Chair's Signature

JAN 18/17

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.



## Approval in Principle Budget Form

Diploma App. Sci. Engineering

Program Revenue @ 80% enrolment

Course Name	# dom	# intl	# Credits	\$ dom	\$ intl	Surcharge	Total
100 and 200-level courses	27	1	65	\$125.21	\$561		\$256,208.55
2 courses with surcharge	27	1	6	\$125.21	\$561	\$65	<u>\$ 34,570.02</u>
<b>Total</b>							<b>\$290,778.57</b>

**NOTE:** of the 10 elective options, four courses carry surcharges. The above assumes students will, on average, choose two courses with surcharges from the 10 on offer and will choose their other elective credits from non-surcharged courses. The goal is to accommodate 105 students across all three ENGN credentials.

### Program Additional Information

#### Sections required:

Currently the ENGN program requires 17 sections:

12 instruction only @ \$13,197/section = \$158,364

5 instruction plus lab @ \$21,775/section = \$108,875

Four additional new sections required

**Total required: 21 sections (17 existing, 4 additional)**

- Projected enrolment per section (*existing or additional*): **35 students per section**
- # of Coordination Sections (*existing or additional*): 0 additional sections
- # of Staff FTE (*existing or additional*): **1 staff person 10% time-additional ; 1 engineering technician 12 hours per week-additional**
- Operating Expenses (*existing or additional*) : **Printing, duplicating, program supplies, advertising – additional**
- Library resources includes on-going and one-time only costs (*includes books, periodicals, AV materials (CDs or DVDs), etc.*) : None
- Equipment (*existing or additional*) : **3D printers; workshop tools (drill press, etc.) - additional**
- Space requirements (*existing or additional*): **Dedicated room for student use of engineering equipment under supervision of technician**

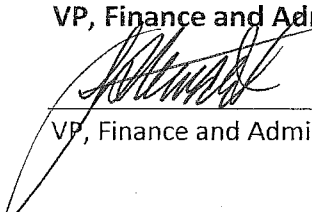
Description			Total
Additional Instructional	4 sections	\$10,600 + 24.5% = 13,197 per section	\$52,788.00
Additional Lab hours	4 sections	\$13,197 * 0.65 = 8,578 per section	\$34,312.00
Staff	0.1 FTE	\$45,000 per FTE	\$4,500.00
Engineering Technician	288 hours	\$16 per hour	\$4,608.00
Equipment			\$10,000.00
Expenses			<u>\$2,000.00</u>
<b>Total</b>			<b>\$103,708.00</b>

# Approval in Principle Budget Form

## REVIEWS & APPROVALS

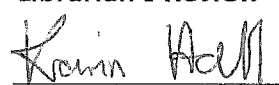
The following signatures indicate that the Final Program Approval in Principle Budget Form has been completed.

### VP, Finance and Administration's Review

  
VP, Finance and Administration's Signature

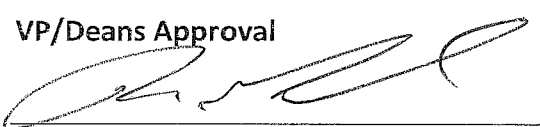
  
Date

### Librarian's Review

  
Librarian's Signature

  
Date

### VP/Deans Approval

  
VP, Academic and Provost's Signature

  
Date

**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.

# MEMORANDUM

**To:** Jen Lashek, Registrar's Office  
cc: Mary Jukich, Committees Clerk

**From:** Julia Denholm  
Dean, Faculty of Arts & Sciences


**Date:** **January 19 2017**

**Subject:** **Engineering Diploma**

Please find attached the **Engineering Diploma Approval in Principal**, which was approved by SALT at its January 18 meeting.

Following review by your office, please forward to Mary Jukich for inclusion on the next Senate Agenda.

If you have any further questions, please contact Chris Morgan in the Engineering Department.

per 



## Schedule 8.1.1

### Memo to Senate

#### **Re: Program Approval Procedures and Program Review Procedures**

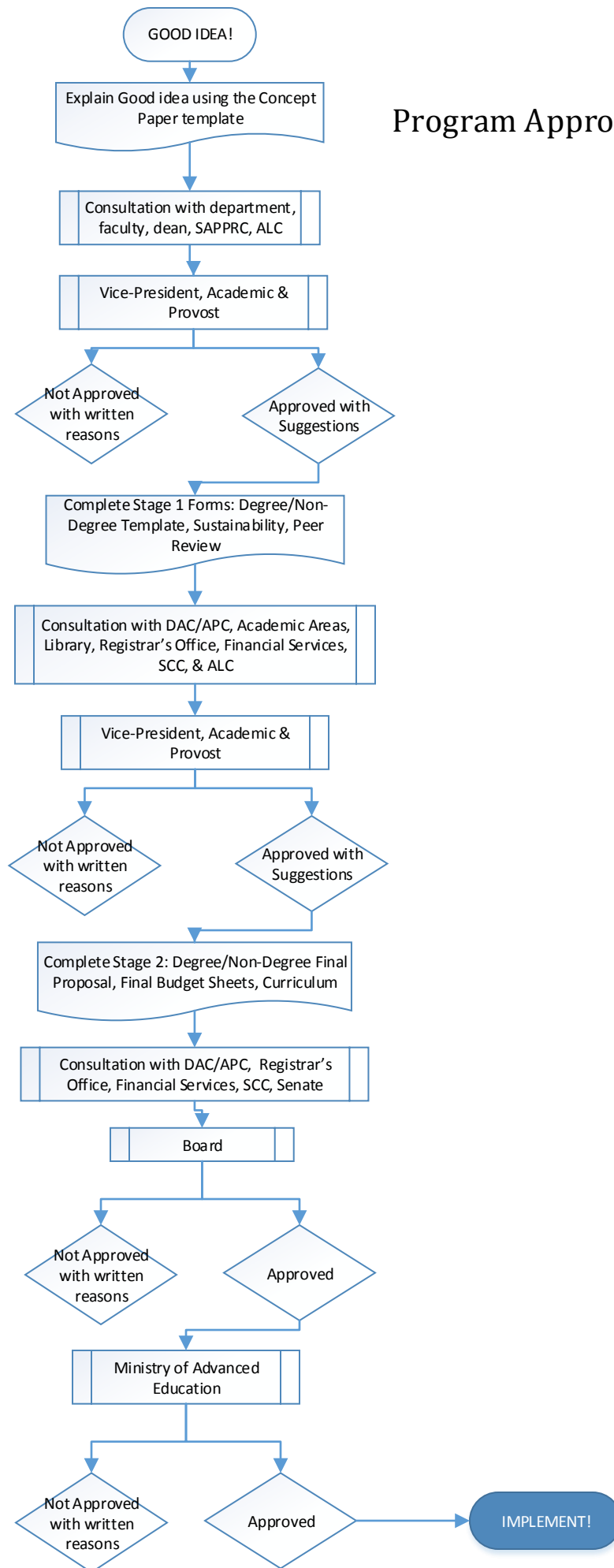
On November 17, 2015 the Board of Governors (BOG) approved B.106 Program and Course Review and Approval (attached). In that Policy, Senate was directed to develop the procedures for Program and Course Approval and Program and Course Review.


The Program Approval procedures and Program Review procedures were identified by the Vice-President, Academic and Provost as priorities.

An initial draft of both procedures were reviewed by the By-law, Policy and Procedure Committee and the Academic Planning and Program Review Committee. Feedback from both subcommittees of Senate indicated that the Program Approval Procedures and Program Review Procedures should mirror each other in terms of language, and that both documents as drafted at the time contained too much operational information.

Research into the practice at other institutions, specifically special purpose teaching universities was completed. It was found that those institutions had very short policies and procedures, and that most of the required information was posted on their websites. This information was considered and incorporated into the redrafted procedures. The templates, guidelines, and roadmaps will be available on the webpage.

At its January 31, 2017 meeting, SAPPRC recommended both procedures to Senate for final approvals.



	Procedure No.	Officer Responsible	
	<b>B.106-02</b>	<b>Vice-President Academic and Provost</b>	
	Procedure Name		
<b>Program Approval</b>			
Approved by	Replaces	Category	Next Review
<b>Senate</b>		<b>C</b>	<b>2020</b>
Date Issued	Date Revised	Related Policies, Reference	
<b>March 2017</b>		<b>B. 106 Program and Course Review and Approval</b> <b>B. 104 Program and Course Discontinuance</b> <b>B. 106-01 Program Review</b>	

## 1. OVERVIEW

Every proposed new program must undertake the program approval process to determine whether it meets established institutional criteria and mandates at Capilano University. This requirement applies to all credit programs for which a Capilano University credential is granted, regardless of their location or means of delivery.

The goals of the program approval process are to ensure that new programs are educationally sound and consistent with the values, goals, and objectives of Capilano University, and to ensure that the University has, or is prepared to provide, sufficient physical, financial, and human resources to assure a program of acceptable quality. Proposals for new credentials must also be consistent with requirements established by the Ministry of Advanced Education.

Criteria and standards for program approval will be objective and consistent, while still addressing the particular requirements of the credential being proposed (i.e. certificate, diploma, baccalaureate degree, post-baccalaureate, etc.)

## 2. COMPONENTS OF THE NEW PROGRAM APPROVAL PROCESS


The department or program working group must submit all proposed new programs for review. This applies to any program that has not been previously authorized by Capilano University, but also to any existing program that proposes significant revisions to learning outcomes, curriculum content or course offerings. At the undergraduate degree level, this includes proposals for new majors, minors, and concentrations.

Components and criteria for new program review, including administrative procedures and timelines, will be set, updated as required, and published electronically by the Vice-President Academic and Provost. Because the process for new program approval is determined by the type of credential or program change, the department or program working group should always refer to the relevant webpage for accurate instructions.

## 3. BOARD APPROVAL OF THE NEW PROGRAM

The Board of Governors has the final authority to implement any proposed program. The Board will make its determination based on the following criteria:

- The program has completed the University approval process;

	Procedure No.	Officer Responsible	
	<b>B.106-02</b>	<b>Vice-President Academic and Provost</b>	
	Procedure Name		
<b>Program Approval</b>			
Approved by	Replaces	Category	Next Review
<b>Senate</b>		<b>C</b>	<b>2020</b>
Date Issued	Date Revised	Related Policies, Reference	
<b>March 2017</b>		<b>B. 106 Program and Course Review and Approval</b> <b>B. 104 Program and Course Discontinuance</b> <b>B. 106-01 Program Review</b>	

- The program is consistent with the Ministry of Advanced Education approval process;
- The program is in alignment with the University's current academic and strategic plans; and,
- The program will contribute to the fulfillment of the University's mission and goals.

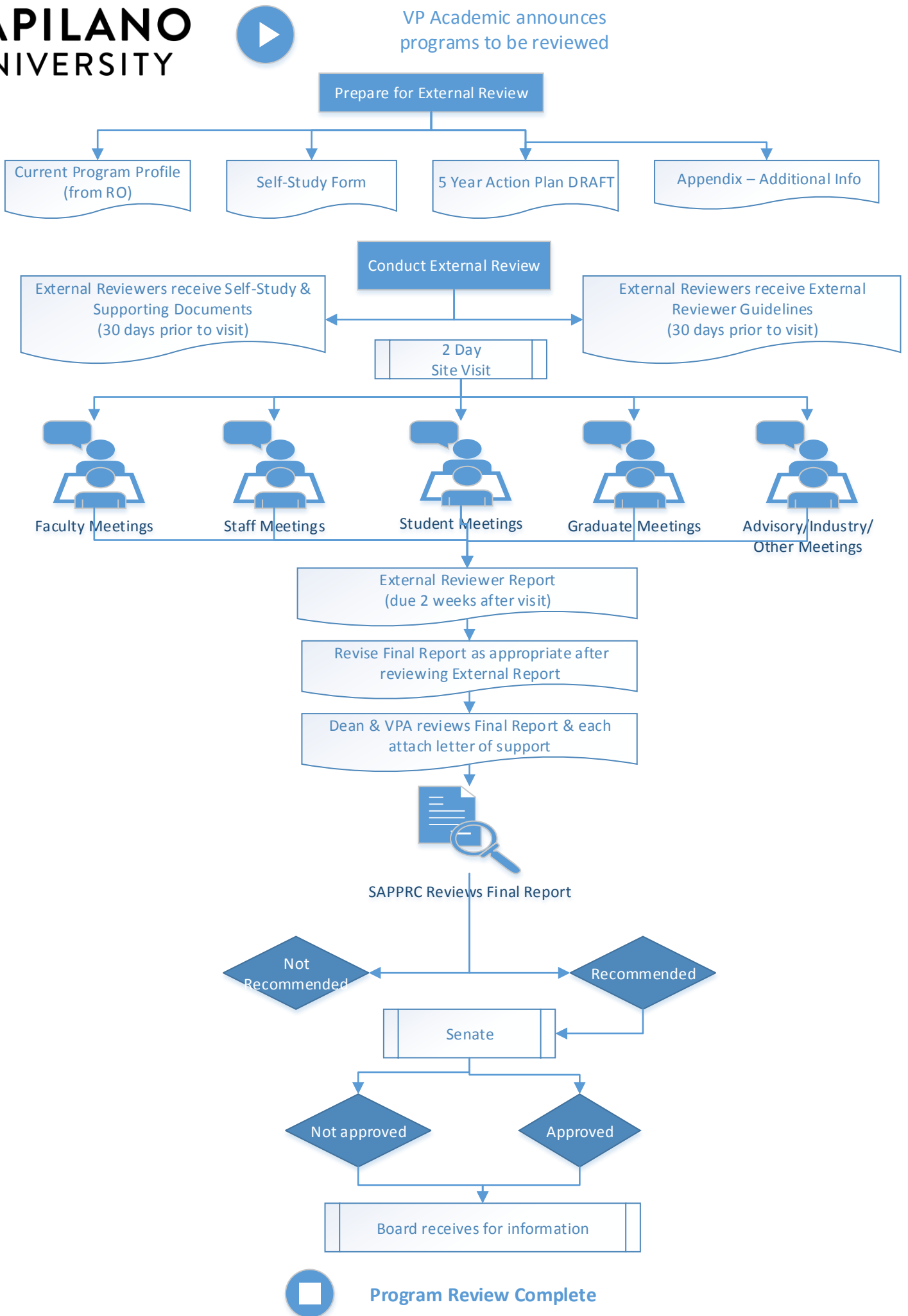
If the Board of Governors does not approve the proposed program, they will provide a written rationale to the Vice-President Academic and Provost, the Senate, and the program area.

If the Board of Governors approves the proposed program, the Vice-President Academic and Provost will submit the proposed program to the Ministry of Advanced Education.


If the proposed program is not approved by the Ministry of Advanced Education, the Vice President Academic and Provost will inform the Board, Senate, and program area of the decision.

If the proposed program is approved by the Ministry of Advanced Education, the Vice-President Academic and Provost, in consultation with the Dean of the program area and the Registrar's Office, will determine the appropriate start date, and inform Senate and the university marketing department.

All programs are subject to regular review.





	Procedure No.	Officer Responsible	
	<b>B.106-01</b>	<b>Vice-President Academic and Provost</b>	
	Procedure Name	<b>Program Review</b>	
Approved by	Replaces	Category	Next Review
<b>Board</b>		<b>C</b>	<b>2020</b>
Date Issued	Date Revised	Related Policies, Reference	
<b>March 2017</b>		<b>B. 106 Program and Course Review and Approval</b> <b>B. 104 Program and Course Discontinuance</b> <b>B. 106-02 Program Approval</b>	

## 1.0 OVERVIEW

Every five (5) years, the University conducts individual formal reviews of existing programs to ensure quality and currency, as well as alignment with the values, priorities, goals, expectations and requirements of the University, and the provincial government.

Program review is a process of quality assurance and ongoing improvement that provides a regular opportunity for self-reflective, in-depth, formative and summative, internal and external assessment and peer review.

Program reviews are meant to be evidence-based and comprehensive, addressing a wide range of criteria and all aspects of the learning environment. It is assumed that all programs, even those of the highest quality, may benefit from review with an eye to improvement.

A comprehensive program review provides the opportunity for input from all stakeholders, including faculty, staff, administrators, current students, former students, community members, business/industry representatives, and prospective employers.

The goal is to identify program strengths and weaknesses, highlight opportunities for improvement and growth, recommend changes where appropriate, and indicate pathways for future directions.

## 2.0 INITIATION OF PROGRAM REVIEW

No later than May 1<sup>st</sup> of each year, the Vice-President, Academic and Provost identifies programs scheduled for review in the following academic year (i.e. August through July) and notifies the Board of Governors, the Senate, and the Dean of the program areas to be reviewed.

The Dean of the Faculty in which a program resides will be responsible for oversight and direction of the program review process, and for presenting the results to the Vice President Academic and Provost.

### 3.0 COMPONENTS OF THE PROGRAM REVIEW PROCESS

Components and criteria for program review, including administrative procedures and timelines, will be set, updated as required, and published electronically by the Vice-President Academic and Provost. In general, components will include:

- Preparation of the Program Review Report;
- External review of the program including a scheduled site visit and formal evaluation with findings and recommendations;
- Revision of the Program Review Report and presentation to the Dean, the Vice President Academic and Provost, and the Senate for review.

### 4.0 FINAL REVIEW AND APPROVAL

The Final Program Review Report will be presented to the Senate Academic Planning and Program Review Committee (SAPPRC) for review. Once SAPPRC is satisfied with the Program Review Report, it provides written confirmation to Senate that the program review process has been successfully completed.

Once Senate approves the Program Review Report it is presented to the Board of Governors for information.

### 5.0 DISPOSITION OF REPORTS

The Vice-President Academic and Provost will post all approved Program Review Reports on the University Intranet and maintain a current copy of file until the next program review.

### 6.0 DEFINITIONS

**Program:** A plan of coursework that leads to a credential. Programs are administered under Faculties, which are the educational administrative division of the University.

**Program review report:** A complete program review report contains the program self-study, five-year action plan, external examination report, and letters from the Dean, Vice-President Academic and Provost, and SAPPRC.

**External reviewer:** A person recommended by the program under review who is:

- Qualified, through education, experience, or both, to provide informed feedback regarding the program under review;
- Committed to the principles and practices of post-secondary quality assurance;
- Recognized by their peers as having appropriate critical skills and sound judgment; and,
- Able to provide full disclosure and be free of any actual or perceived conflict of interest or bias regarding the University or the program under review.



**DATE:** February 22, 2017  
**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 February 17, 2017. Please acknowledge below that the Senate endorses its approval of the following motions:

- 17/09** COMP 115: Writing SOLID Code: Fundamentals be recommended to Senate for quantitative / analytical designation.
- 17/10** The change in wording in the BMus in Jazz Studies program profile be recommended to Senate for approval.
- 17/11** Final approval of the Minor in Liberal Studies be recommended to Senate for approval.
- 17/12** The revisions to the prerequisites of LBST 201 – Refiguring Knowledge: Introduction to Research Methods, LBST 330 – Methods of Inquiry, LBST 400 – Case Studies in Arts & Sciences, and LBST 401 – Case Studies in Contemporary Issues be recommended to Senate for approval.
- 17/13** Final approval of the Applied Science: Engineering be recommended to Senate for approval.
- 17/14** The prerequisite revisions to ABA 313 – Supporting Individuals with ASD and Their Families Across the Lifespan, ABA 345 – Behavioural Assessment and Positive Behavioural Support, ABA 346 – Autism Spectrum Disorders – II, ABA 410 – Practicum II – Assistant Behaviour Analyst®, ABA 411 – Practicum III – Assistant Behaviour Analyst®, ABA 412 – Directed Studies in Applied Behaviour Analysis, and ABA 426 – Assessment and Intervention Planning for Young Children with ASD be recommended to Senate for approval.
- 17/15** The revisions to the Conducting in Music Certificate admission requirements be recommended to Senate for approval.
- 17/16** The revision to DSGN 473 – Business Practices for Design Professionals be recommended to Senate for approval.



**DATE:** February 22, 2017  
**TO:** Paul Dangerfield, Chair, Senate  
**FROM:** Deb Jamison, Chair, Senate Curriculum Committee

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**17/17** The revisions to IDES 490 – Industry Practicum be recommended to Senate for approval.

**17/18** The new course, AHIS 260 – Fabric and Society, be recommended to Senate for Approval.

A handwritten signature in blue ink 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: Feb-22, 2017

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Date: