CAPILANO UNIVERSITY

SENATE MEETING

Tuesday, April 3, 2018   4:00 – 6:00 pm
Capilano University – LB 322

AGENDA

Acknowledgments

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

1. **Welcome**

2. **Approval of the Agenda** - *Decision*   Senate Members

3. **Approval of the March 6, 2018 Minutes** – *Decision*   Senate Members
                                                                                                    Schedule 3

4. **Correspondence Received – None**

5. **Business Arising**
   5.1 Senate Cap Core Implementation Ad-Hoc Committee – *Decision*   Paul McMillan
                                                                                                    Schedule 5.1

   5.2 Task Force on Exceptions to Curriculum Requirements – *Information*   Sandra Seekins

   5.3. Research Task Force – *Information*   Debbie Schachter

   5.4 Fall Reading Break - *Information*   Karen McCredie

6. **New Business**
   6.1 Alumni Awards of Excellence – Request for Volunteer   Sandra Seekins

   6.2 Student Evaluation of Learning – *Decision*   Nanci Lucas
                                                                                                    Schedule 6.2

   6.3 Notification of Programs Under Review – 2018/2019 - *Information*   Paul Dangerfield
                                                                                                    Schedule 6.3

   6.4 Senate Elections - *Information*   Karen McCredie

   6.5 Self-Evaluation Committee - *Information*   Sandra Seekins

   6.6 Nominating Committee – *Information*   Sandra Seekins

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7.   **Committee Reports**

7.1 Academic Planning and Program Review Committee – *Information*   Michael Thoma

7.2 Budget Advisory Committee – *Information*   Bacel Younan

7.3 By-law, Policy and Procedure Committee   Nanci Lucas
    7.3.1 S2018-01 Final Grade Appeal Policy - *Decision*   Schedule 7.3.1

7.4 Curriculum Committee –   Deb Jamison
    Mar 16, 2018 Agenda Package / Mar 16, 2018 Draft Minutes
    Mar 23, 2018 Agenda Package / Mar 23, 2018 Draft Minutes

    7.4.1 Resolution Memorandum – March 16, 2018 – *Decision*   Schedule 7.4.1
    7.4.2 Resolution Memorandum – March 23, 2018 – *Decision*   Schedule 7.4.2

7.5 Instructional Technologies Advisory Committee – *Information*   Don Bentley

7.6   Tributes Committee – In Camera – *Decision*   Chris Bottrill
    7.6.1 Honorary Degrees / Faculty Emeritus

8.   **Other Reports**

8.1 Chair of Senate – *Information*   Paul Dangerfield

8.2 Vice Chair of Senate – *Information*   Sandra Seekins

8.3 VP Academic and Provost – *Information*   -

8.4 Board Report – *Information*   Christopher Doll

9.   **Discussion Items**

10.   **Other Business**

11.   **Information Items**

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Present: Paul Dangerfield (Chair), Imroz Ali, Sean Ashley, Don Bentley, Chris Bottrill, Brent Calvert, Julia Denholm, Caroline Depatie, Darin Feist, Megan Fretz, Marnie Findlater, Michelle Gervais, Deb Jamison, Sylvia Kind, David Kirk, Joshua Larsen, Brad Martin, Karen McCredie, Paul McMillan, Jorge Oceguera, Majid Raja, Emma Russell, Adam Sale, Sandra Seekins, Michael Thoma, Halia Valladares, Stephanie Wells, Bacel Younan, Recording Secretary: Mary Jukich

Regrets: Cyndi Banks, Kim Bothen, Dilnavaz Dhillon, Chris Doll, David Fung, Jennifer Moore, Debbie Schachter, Carleen Thomas, Andrew Willis

Guests: Nanci Lucas

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

The Chair called the meeting to order at 4:05 pm.

1.   Welcome

2.   Approval of the Agenda

The following revisions were requested to the agenda:

Addition of item #5.5 Subcommittee vacancies under Business Arising;
Addition of item 9.1 Snow Day under Information Items;

Bacel Younan moved and Halia Valladares seconded: **CARRIED**
To adopt the amended agenda.

3.   Approval of the Minutes

Caroline Depatie moved and Deb Jamison seconded:
To adopt the February 6, 2018 minutes.   **CARRIED**

4.   Correspondence Received
No correspondence was received.

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5.   Business Arising

5.1   Senate Cap Core Implementation Ad Hoc Committee
Presented by: Paul McMillan

The ad hoc committee continues to meet weekly, and the main item of discussion remains with transfer students. A set of recommendations were drafted and forwarded to the Registrar's Office for review.

The ad hoc committee previously applied, and was accepted to attend the Association of American Colleges & Universities (AAC&U) Institute on General Education and Assessment. The Institute will provide assistance in assessing and improving the Cap Core general education curriculum.

5.2   Task Force on Exceptions to Curriculum Requirements

A report was not provided on this item.

5.3   Ad Hoc Committee for Release Sections
Presented by: Sandra Seekins

The ad hoc committee was previously struck to undertake a review and to research practices at other institutions with regard to release sections for faculty, staff and students who serve as Chairs of Senate subcommittees.

The ad hoc committee reported that research indicated a lack of consistency among other institutions. Accordingly, the ad hoc committee proposed a revision to the Senate By-laws to provide release time for Chairs of Senate subcommittees, and that the revision be forwarded to the By-law, Policy and Procedure Committee for review and consideration.

Sandra Seekins moved and Deb Jamison seconded:

18/07 That the By-law, Policy and Procedure Committee discuss and consider adding under section 8 of the Senate Bylaws the following or similar wording (mirroring section 3.8 on the Vice-Chair release):   **CARRIED**

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8.6 Chairs of the following Senate Committees shall receive release time in order to fulfill their mandate as Chairs:
·   Senate Academic Planning and Program Review Committee
·   Senate Curriculum Committee
·   Senate By-Law, Policy, and Procedure Committee

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

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

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

Sandra Seekins moved and Caroline Depatie seconded:

18/08 To disband the Ad Hoc Committee for Release Sections.   **CARRIED**

5.4   **Research Task Force**
Presented by: Caroline Depatie

Senate was informed that there was recently a call out for membership, and that work is underway on the research statement to determine what research would mean at the University.

5.5   **Senate Subcommittee Vacancies**
Presented by: Sandra Seekins

Members were requested to fill the remaining vacancies on the following Senate subcommittees:

• By-law, Policy and Procedure – 1 faculty (Senator or non-Senator);
• Senate Self-Evaluation – 2 faculty (Senators)
• Student Appeals – 1 Faculty (Senator) from Fine and Applied

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6.   New Business

6.1   Academic Schedule
Presented by: Karen McCredie

6.1.1 Summer 2019 Dates

As information, the Academic Schedule was revised as a result of an error on the Summer 2919 dates.

6.1.2 Reading Break and Family Day 2019

As background, the Academic Schedule Policy which was passed in the Fall 2017 states in section 3.2a(ii) "There is a four (4) day Reading Break beginning on the Tuesday following Family Day".   However, the Province recently announced that Family Day would move from the second Monday of February to the third Monday of February. The Policy allows for the automatic shift of Reading Break to the third week of February; however, in order to ensure student success, consultation was requested on whether to automatically move Reading Break to align with Family Day, or whether to have the Policy re-evaluated.

On discussion and review and as Senate did not indicate any concerns, Reading Break will be moved in accordance with Policy.

6.1.3 Fall Reading Break

As background, an ad hoc committee was formed to evaluate the possibility of adding a Fall Reading Break to the University Academic Schedule. The ad hoc committee identified purpose and guiding principles and was composed of representatives from the CSU, faculty and administrators. The ad hoc committee undertook a comparative analysis of other institutions who had implemented fall breaks, reviewed research, conducted a survey of Capilano students and evaluated the Academic Schedule to determine feasibility.   While the Capilano survey showed a strong support for a fall break, the results also showed some concern related to loss of momentum, loss of class time, potential impact to the New Year Break and other related academic concerns. Through analysis, it was determined that the Academic Schedule was able to incorporate the addition of a one day break in alignment with Remembrance Day. The break would equate to the loss of one teaching day in the Fall Term.

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On review of the findings and on discussion, no objections were presented by Senate with regard to a Fall Reading Break.

7.   **Committee Reports**

7.1   **Academic Planning and Program Review Committee**
Presented by: Michael Thoma

A report was not provided as the February 13th Committee meeting was cancelled.

7.2   **Budget Advisory Committee**
Presented by: Bacel Younan

The Committee met on February 27th and continues its work on review and providing feedback on the business cases.

The next meeting is on Tuesday, March 13th.

7.3   **By-law, Policy and Procedure Committee**
Presented by: Nanci Lucas

7.3.1   **B.108 Credit and Non-Credit Courses Policy**

Senate was previously requested by the Board to seek advice on the substantive revisions made to B.108 Credit and Non-Credit Courses Policy and, at the February 6th Senate meeting, a question was raised on whether Continuing Education had been consulted with regard to the proposed revisions.

Senate was informed that consultation with Continuing Education was undertaken with regard to the proposed revisions to the Policy.

Sandra Seekins moved and Stephanie Wells seconded:

18/09   That Senate advice to the Board is that the substantive revisions made to B.108 Credit and Non-Credit Courses Policy are acceptable as stated except that, Section 1.2 should read "This policy describes   **CARRIED**

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credit and non-credit courses" instead of "This policy defines credit and non-credit courses".

7.4   Curriculum Committee
Presented by: Deb Jamison

The resolutions brought forward from the February 16, 2018 Senate Curriculum Committee meeting were presented to Senate for approval.

Imroz Ali moved and Halia Valladares seconded:

18/10 SCC resolutions 18/22 – 18/36 be adopted by Senate.   **CARRIED**

7.5   Instructional Technologies Advisory Committee
Presented by: Don Bentley

SITAC did not meet in the month of February, and currently is in the process of identifying an alternate meeting time, as this semester a substantial number of the current SITAC membership has other commitments during the Tuesday 4:00-5:20 time slot.

The Open Education Resources Working Group is hosting a workshop entitled "Open Educational Resources: Finding, Remixing, Creating" on Thursday, March 8th, 11:30 to 1:00pm in LB 119.

7.6   Tributes Committees
7.5.1 Honorary Degrees / Faculty Emeritus

This item was deferred to the April meeting.

8.   Other Reports

8.1   Chair of Senate

Paul Dangerfield, President, reported that for the month of March the top priority will be working on the University budget. Work will also continue to ensure the budget aligns with the priorities of building capacity and more students on campus as well as having support in place for students, staff and

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faculty. The administration will also be looking at completing outstanding hires, including the VP Academic, Student Affairs, IR and CIE positions.

Toran Savjord, VP Strategic Planning Assessment and Institutional Effectiveness reported that he attended several meetings, including:

- The North Vancouver equal partnership group is concerned about economic development on the North Shore. At this meeting, there was an opportunity to meet with the president of Translink and take part in discussions on transportation issues.

- The Minister of Finance indicated support to partner with the University.

- The Mayors of the District of North Vancouver and City of North Vancouver who also indicated their support with the University initiatives.

8.2   Vice Chair Senate

Sandra Seekins, Vice-Chair, thanked the various departments for their work in sharing budgetary resources to bring guest speakers to campus.

An issue was raised around student success in courses that have a majority of international students enrolled, and whether faculty are prepared for cultural awareness.

A further item was raised around the current University registration process and the impact to both international and domestic students. It was noted that presently there is a group looking at the issue around registration.

David Kirk, Caroline Depatie and Brad Martin were acknowledged by Chris Bottrill for their work to consult with communities and survey aboriginal learners of Sechlet, Squamish and Tsleil-Waututh to understand issues around learning in those communities.

8.3   VP Academic and Provost
No Report was provided.

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8.4   Board Report
Presented by: Paul Dangerfield

It is anticipated that the University budget will be brought to the Board in March.

It was recently identified that the Board elected members are on the same election cycle where staff, faculty and student membership terms come up for election at the same time with the resulting downside of losing the expertise if these members choose not to continue to serve on the Board. In this regard, Senators were requested to encourage members of their constituencies to consider serving on the Board.

9.   Discussion Items
9.1   Snow Day
Presented by: Sandra Seekins

There was a discussion on the recent snow day and decision for the campus to remain open and the resulting impact to students, staff and faculty. It was noted that the decision to remain open was based on the fact that sidewalks were being cleared, the buses were running and the ongoing determination to address safety concerns for the campus. Administration was meeting hourly for information and updates, and the website was monitored and updated every two hours.

On discussion, members provided some suggestions that in going forward with similar situations, clearer communication processes be put in place, including better communication pieces on the website, and possibly a link to Translink.

10.   Other Business

10.1   2019 Senate Meeting Schedule
Presented by: Sandra Seekins

The 2019 Senate meeting schedule was presented for review, and no issues were raised with proposed schedule.

Sandra Seekins moved and Halia Valladares seconded:

18/11 Senate accept the proposed 2019 Senate Meeting Schedule.   **CARRIED**

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11.   Information Items
No information items were presented.

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

Next Meeting: Tuesday, April 3rd, 2018

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Cap Core for Transfer Students
March 21, 2018

Recommendations to Senate
Senate Cap Core Implementation Ad-Hoc Committee

Preamble
Students starting in their baccalaureate degree on or after Fall 2018 and graduating on or after June 2022 must meet Cap Core graduation requirements as part of their program requirements. To ensure that all students are achieving the benefits of the Cap Core curriculum and are equally representing the university to employers and in their graduate programs, all students whether they transfer in or not should be required to meet Cap Core graduation requirements.

Issue
Students who transfer in to Capilano University can receive up to 60 transfer credits toward their baccalaureate degree. Courses that receive assigned credit at CapU will automatically be granted Cap Core attributes as defined by the CapU course (e.g. if a course transfers in as ENGL 100 the student would meet the Cap Core Literacy requirement).

However, approximately 33% of courses articulated for transfer to Capilano receive unassigned credit which by default would not hold Cap Core attributes. Currently in the BCCAT database we have over 2300 unassigned course articulations (approximately 250 Business courses, 40 1st year ENGL, 75 MATH/STAT courses). This issue has a negative impact on transfer students meeting their Cap Core requirements in a timely and equitable fashion.

Recommendations
1) All lower-level courses articulated at CapU as MATH or STAT credit, including unassigned (e.g. MATH 1XX), will receive Numeracy designation for Cap Core.
2) For other unassigned courses, students can appeal to have the course reviewed for a Cap Core designation. Once a course has been provided this designation then all future students transferring that course to Capilano would also receive the designation.
3) Subject areas with a large number of established unassigned credit articulations should complete a review of these agreements and pre-determine if these courses should be designated as meeting Cap Core requirements.

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Memo to Senate

Re: Development of Student Evaluation of Learning

During the 2016-2017 academic year, Senate Academic Planning and Program Review committee (SAPPRC) began its discussions on Student Evaluation of Learning (SEL). Initially, SAPPRC explored SEL as a KPI, but the committee realized it could not make that determination until Senate made its decision on SEL.

In April 2017, SAPPRC recommended the following to Senate:

1. Senate to establish an ad-hoc committee on student evaluation of learning to make recommendations to Senate on procedures, timelines, reporting structure, who receives the data, and what will be done with the data.
2. SAPPRC also recommended that the CSU and CFA have representatives on the ad-hoc committee to ensure that student evaluation of learning was distinct from the faculty evaluation process found in the collective agreement.

Senate agreed to form an ad-hoc committee; however, at its November 2017 meeting, the vice-chair stated that the ad-hoc committee would not form until the appropriate policies were revised or created.

The policy development officer researched SEL across BC and Canada, and it became clear that:

1. Most, if not all, institutions do not have policies on student evaluation of learning unless it is tied to tenure and promotion;

2. Some faculty unions have a more robust evaluation process that includes student evaluation of courses/instruction/instructor on a continuous basis;
3. Questionnaires are distributed online while some institutions allow for a paper-based option.

At the same time, the university has begun its application to Universities Canada (UC) and its exemption from Degree Quality Assessment Board (DQAB). These applications require the university to have program assessment and review processes. Although not directly stated in the UC or DQAB applications or NWCCU membership requirements, student evaluation of learning is an integral of program review and assessment.

Presently, the university has one avenue to collecting students' assessment of their learning through the Ministry BC Outcomes Surveys, but it lacks regularity and dependability for Capilano programs, and it gives limited and dated information for program reviews, assessments or new developments.

The attached document should be viewed as the start of a transparent and consistent process to collect data on students' evaluation of their learning.

Recommendations to Senate:

1. That the Ad-hoc committee is formed that should be comprised of:
   a. One Librarian
   b. Five faculty members – one from each Faculty
   c. Two students
   d. Associate Vice-President, Student Success – Resource member
   e. Manager, Centre of Teaching Excellence – Resource member

2. That the committee formulate the policy, if deemed necessary, and return it to Senate no later than September 11th for approval. This is to ensure that a pilot project may start in Fall 2018.
3. For the committee to update Senate at least once prior to the end of 2017/2018 academic year.

Summary – Student Evaluation of Learning

Student Evaluation of Learning (SEL) has four major goals:

1. To provide data that will be used to continuously improve the student learning experience.
2. To provide students and the university with a source of data about the overall quality of learning.
3. To provide instructors with information on their courses and to assist with the further refinement of their learning outcomes.
4. To provide the university with data on student learning to be used for operational purposes, such as institutional program and course review and program assessment program and course review, and program assessment.

Guiding Principles for Student Evaluation of Learning

1. The questionnaire is one component in program review or program assessment.
2. Students must be educated on the importance of SEL to ensure a high rate of participation.
3. Students' personal information, such as student name and student number, is not identified on the reports as per government privacy statutes.
4. SEL must be student-centred and the questionnaire must provide a mechanism for receiving reliable and valid data from students about their learning experiences.
5. The questionnaire will be administered in every credit course section at the university each time it is offered. Exceptions to this requirement are courses of an individual/independent nature (e.g., independent study courses, special research projects, thesis, PMI, etc.) or sections with very small enrollments (five or less), where other means of obtaining student feedback may be more appropriate.
6. Carefully planned dissemination, feedback, and response strategies should be created, so that the data can be used to improve the student experience.

Components and Access to Data

1. The questions will be selected from the purchased question bank. How each section of questions is selected must be determined.
2. The questionnaire will contain several sections and the data will be aggregated by the office of Institutional Research.
3. Data will be collected through a central web-based platform.
4. The online SEL questionnaire will include this statement:

   The University recognizes the importance of high quality learning in the academic preparation of its students and accordingly requires that all courses be annually evaluated by student

questionnaires. The questionnaires are anonymous and do not collect any personal information. Students are advised that submissions containing malicious or otherwise inappropriate comments will be discarded.

Except for confidential questions used solely for the benefit of an individual instructor, the university will use data from student evaluation of teaching to improve the learning environment of the university. The data collected will not be released either to instructors or the wider university community until the end of the final grade period.

5. The questionnaire will contain the following components:
    a) University – all courses: four questions.
        i) Academic Leadership selects questions from the existing question bank.
        ii) Aggregated results are available to the university community including students.
    b) Cap Core (if applicable) – up to four questions.
        i) Cap Core Implementation Ad Hoc Committee or the Cap Core Coordinator, in consultation with Academic Leadership, selects questions from the existing question bank.
        ii) Aggregated results are available to the university community including students.
    c) Department/Program level – up to four questions.
        i) Department/Program, in consultation with the dean, selects questions from the existing question bank.
        ii) Aggregated results are shared with the dean and department/program members only.
    d) Course level (optional) – up to four questions;
        i) Instructor(s) selects questions from the existing question bank.
        ii) The data gathered will be available only to the instructor(s) who taught the course.
        iii) This data will not be distributed to the instructors until the final grades are submitted.

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Memorandum

Re: List of Programs/Schools scheduled for review in the 2018-2019 Academic Year

Senators:

As per policy B.106 Program and Course Review and Approval and Program and Course Review procedures B.106.01, "no later than May 1 of each year, the Vice-President, Academic and Provost identifies programs scheduled for review in the following academic year and notifies the Board of Governors, the Senate and the Dean of the program areas to be reviewed."

Senate accepted the five year program review schedule in December. The attached list confirms the programs identified for review in the upcoming academic year.

Thank you,

Paul Dangerfield

Interim, VP Academic

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2018-2019 Faculty of Arts & Sciences

- School of Science, Technology, Engineering & Math - 2 reports:
  - 1 report to include: Astronomy, Biology, Chemistry, Computing & Data Science, Physics, & Mathematics & Statistics
  - 1 report to include: Engineering
- Bachelor of Arts with a Major in Liberal Studies - 1 report

2018-2019 Faculty of Education, Health, & Human Development

- School of Education and Childhood Studies - 2 reports:
- 1 report to include:
  - Bachelor of Early Childhood Care and Education (ECCE)
  - Certificate in ECCE
  - Certificate in ECCE: Infant & Toddler
  - Certificate in ECCE: Special Needs
  - Diploma in ECCE
  - Post Baccalaureate Diploma in ECCE
- 1 report for Education Assistant Certificate

2018-2019 Faculty of Fine & Applied Arts

- Bachelor of Performing Arts - will be deferred to next review
- School of Performing Arts - 2 reports:
- 1 report to include:
  - Advanced Certificate in Arts & Entertainment Management
  - Diploma in Arts & Entertainment Management
- 1 report to include:
  - Certificate in Acting for Stage & Screen
  - Diploma in Acting for Stage & Screen
  - Diploma in Musical Theatre
  - Diploma in Technical Theatre

2018-2019 Faculty of Global & Community Studies

- School of Tourismn - 1 report to include:
  - Bachelor of Toursim Management
  - Diploma in Tourism Management Co-op
  - Diploma in Tourism Management for International Students
  - Citation for Tourism Marketing
- Post-Baccaulareate Diplomas will be deferred to next review:
  - Hotel & Resort Management
  - Tourism Marketing & Development

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Memorandum

Re: Final Grade Appeal Policy and Procedure (New)

Senators:

At the November, 2017 Senate meeting, Senators were asked to gather feedback on the draft Final Grade Appeal Policy and Procedure. Based on that feedback, SBPPC made the attached changes to the policy and procedures.

Explanations as to why some of the comments were not included in the revisions will be reported verbally at Senate.

MOTION: That Senate approve S2018-01 Final Grade Appeal Policy and S2018-01-01 Final Grade Appeal Procedure as presented with an implementation date of September 1, 2018.

Thank you,

Senate Bylaw, Policy and Procedure committee

	POLICY		
Policy No.	Officer Responsible		
S2018-01	**Vice-President Academic and Provost**		
Policy Name			
Final Grade Appeal			
Approved by	Replaces	Category	Next Review
Senate		**B**	**2023**
Date Issued	Date Revised	Related Policies, Reference	
February 2018		**S2017-05 Academic Integrity Policy**	

1. PURPOSE

1.1 The final grade appeal offers recourse to a student who has material evidence to show that an inappropriate final grade has been assigned. This policy outlines the principles and governs the procedures for student appeals of final grades in credit courses at Capilano University.

1.2 A grade appeal is not required to correct recording errors (i.e. a course grade that was not recorded properly or a grade resulting from a mathematical error in the calculation). In such cases, the student should bring the error to the attention of the instructor as soon as the error is noticed so that the instructor can makes any the corrections, if any, immediately.

1.3 An appeal may result in the final grade being lowered, remaining the same, or being raised.

2. DEFINITIONS

Material Evidence – graded assignments or other related documents that have been distributed or returned to the student and/or retained by the instructor (e.g. final examination or course outline) which serve as evidence in the assessment of the appeal.

Final Grade – A notation assigned to signify student attainment as recorded on the official University transcript.

Respondent – the person(s) who responds to an appeal, such as an instructor or lab supervisor.

Tangible assessment – may include but are not limited to: written, graphic, digitized, modelled, video or audio recorded formats, but not oral work or non-repeatable performances. Examples of tangible assessments include an assignment, a project or essay, and a mid-term or final examination.

Intangible assessment – may include <u>but are not limited to</u>: presentation, lab skills testing, and clinical performance.

3. **SCOPE**

2.1 A course may include tangible and intangible assessments. This policy allows for the appeal of final grades by students who have cause to appeal tangible assessments as a part of the final grade.

2.2 Intangible assessments may not be reassessed under this policy. Disagreement with grades for such course assessments should be discussed with the instructor and/or program chair.

2.3 A grade appeal may not be brought regarding a grade assigned as a result of a violation of Academic Integrity. For such appeals, the student should refer to S2017-05 Academic Integrity policy and S2017-05-01 Academic Integrity Procedures for that appeal process.

4. **GROUNDS FOR APPEAL**

4.1 Capilano University recognizes the right of a student to appeal a final grade on the following grounds:

   a. A significant error in the assessment, evaluation, and/or determination of individual components of the course;
   b. Substantiated claims of instructor bias or discrimination;
   c. Failure by the instructor to follow the evaluation profiles, grade assignment, or operational details as stated in the course outline.

4.2 Dissatisfaction or disagreement with the final grade, without satisfying one of the above, does not constitute sufficient grounds for a final grade appeal.

4.3 Students may appeal a final grade and this grade appeal (see related procedures) must begin no later than ten (10) business days after ~~a date upon which the student has~~ the grade <u>has been</u> assigned.

	PROCEDURE
CAPILANO UNIVERSITY	

Procedure No.	Officer Responsible	
S2018-01-01	**Vice-President Academic and Provost**	
Procedure Name		
Final Grade Appeal		
Policy This Procedure is Under		Date of Next Policy Review
S2018-01 Final Grade Appeal		**2023**
Date Issued	Date Revised	Related Policies, Reference
February 2018		**S2018-01 Final Grade Appeal Policy** **S2017-05 Academic Integrity Policy and** **Procedure**

1. **PURPOSE**

    1.1 These procedures are intended to guide all processes related to S. 2018-01 Final Grade Appeal Policy. These procedures are based on the premise that students have the right to a fair and equitable process when making a final grade appeal.

2. **SCOPE**

    These procedures apply to only the final grade appeals allowed under the S. 2018-01 Final Grade Appeal Policy.

3. **INFORMAL GRADE APPEAL STAGE**

    3.1 A student who plans to submit a formal grade appeal is encouraged to have a conversation with the instructor in accordance with the informal stage set out below.

    3.2 A student may have a conversation with the instructor to discuss how the grade was determined, including confirmation that the assessment was submitted, and to discuss whether there is any opportunity for remediation.

    3.3 A conversation during this stage is intended to:

    - Allow for the student and instructor to review the evaluation of the assessment, ensure that all assessments were submitted and graded, and confirm that no marks were omitted and that additions and the grade calculations were correctly made;
    - Assist the student in understanding how the grade was calculated;
    - Respond to the student's specific questions about grading feedback provided by the instructor; and,
    - Allow for the student and instructor to explore opportunities for remediation or resolution.

    3.4 If the student is not satisfied with the outcome of the conversation with the instructor, the student may discuss the situation with the coordinator or program chair to explore whether

there is any opportunity for resolution. The coordinator or program chair will inform the instructor of the outcome(s) of the discussion with the student.

3.5 If the matter is not resolved to the satisfaction of the student after the conversation with the instructor and/or the coordinator or program chair, the student may proceed to the formal stage.

4. FORMAL GRADE APPEAL STAGE

4.1 To begin the formal stage the student shall deliver a completed Final Grade Appeal Cover Letter and supporting material evidence to the Vice-President Academic and Provost, including any graded assessments the student has and is asking to have reassessed, to the appropriate dean, no later than ten (10) business days after the student has received the final grade after the end of term (December 31, April 30 or August 31). The Vice-President Academic and Provost will forward the Final Grade Appeal Cover Letter and supporting material evidence to the appropriate dean.

4.2 A student may seek advice from and/or choose to be accompanied to scheduled meetings by a support person; however, the support person may not speak at these meetings.

4.3 Preliminary Review

4.3.1 Within five (5) working days of receipt of the Final Grade Appeal Cover Letter and the supporting material evidence, the dean shall:

a. Review the file and, where appropriate, conduct a meeting with the student, the instructor, and/or both the student and the instructor; and
b. Deliver to the student the result of the preliminary review, which will be one of the following:
    i. The final grade appeal will not proceed because there is a more appropriate alternate process. In which this case, the dean will direct the student to the applicable policy and procedure.
    ii. The final grade appeal will not proceed because the appeal request is not based on one of the acceptable criteria.
    iii. A final grade appeal is the appropriate process.
c. If the dean determines that a final grade appeal is appropriate, the dean may require that the student provide additional materials evidence.
d. The dean shall notify the student of the result of the preliminary review through the student's Capilano University email.

4.4 Final Grade Appeal

4.4.1 If the student wishes to proceed after the dean has determined that the final grade appeal process is appropriate, the student shall, within five (5) business days:

- Notify the dean by email of their intent to proceed with the final grade appeal;

- Complete the Final Grade Appeal Form, pay the applicable fee and return this form along with proof of payment from the Cashier's Office to the dean; and,
- Deliver any additional material required by the dean to the Dean's Office.

4.4.2 Within five (5) business days after receiving the additional material, the dean will:

- Collect from the instructor all material relevant to the assessment(s) being reassessed. This may include assignment outlines, examinations, examination keys, grading rubrics, and the syllabus, including the weighting of the components.
- Where possible, have the instructor inspect the material to determine whether it is identical to the material originally submitted for grading; and,
- Contact the chair or coordinator and ask them to select two instructors as assessors to independently reassess and grade the material submitted by the student while taking into account any material provided by the instructor. In this step, the chair or coordinator will confirm the expertise and impartiality of the assessors so that the material can be assessed in good faith.

4.4.3 Within five (5) business days of the receipt of the material from the dean, the assessors shall independently deliver the reassessed work to the dean.

4.4.4 Within five (5) business days of the receipt of the reassessed work from the assessors, the dean shall review the two grades and make a determination based on the following principles:

- If the assessors reassess the assessment within one letter grade step (e.g. C+ and B-), the dean will choose the higher grade; or
- If the assessors reassess the assessment not within one letter grade step (e.g. A- and B-), the chair or coordinator, in consultation with the dean, will make the final determination by reassessing the assessment.
- The dean will notify the chair or coordinator, the student, and the instructor of the results of the appeal.
- The chair or coordinator will complete a Change of Grade Notification Form for the new grade and send it to the Registrar's Office.
- If the new grade is one letter grade step or higher than the original grade, the student will have their Final Grade Appeal Fee refunded.

4.4.5 During the formal appeal stage, the dean may extend a deadline by notifying the student and instructor by email and provide a revised timeline and an explanation of the reasons for the extension.

5.   APPEAL TO STUDENT APPEALS COMMITTEE

5.1 A decision made during the formal grade appeal above, including the preliminary review or the final grade appeal, is appealable by the student to the Student Appeals Committee (see. B.109 and related procedures).

6.   RETURN OF MATERIAL EVIDENCE

Upon the completion of the appeal process, the student may collect any submitted material from the Dean's Office. The dean will return any material submitted by the instructor to the instructor.

CAPILANO
UNIVERSITY

DATE: March 23, 2018

TO: Paul Dangerfield, Chair, Senate

FROM: Deb Jamison, Chair, Senate Curriculum Committee

The following motions were carried by the Senate Curriculum Committee at its meeting on March 16, 2018. Please acknowledge below that the Senate endorses its approval of the following motions:

18/37   The following courses be recommended to Senate for approval as Cap Core courses under the following headings:

> EDUC 159 – Working with Young Children in Inclusive Group Settings: *Self and Society*
> EDUC 281 – Family, School and Community: *Self and Society*
> EDUC 354 – Planning for Inclusive Practice: *Self and Society*
> EDUC 375 – Early Childhood: Children, Culture and Globalization: *Self and Society*
> EDUC 474 – Social Justice and Ethics in ECCE: *Self and Society*
> EDUC 373 – Inquiry-Based Learning in ECCE: *Culture and Creative Expression*
> EDUC 190 – Observing & Recording: Thinking with the E.L.F.: *Experiential*
> EDUC 277 – Applied Theory – Practicum II: *Experiential*
> EDUC 475 – Graduating Seminar: *Capstone* and *Experiential*

18/38   POL 100 – Introduction to Politics and Government, POL 102 – Comparative Government, POL 104 – Canadian Government and POL 201 – International Relations be recommended to Senate for approval as Cap Core courses under the heading Self and Society.

18/39   PHIL 110 – Critical Thinking be recommended to Senate for approval as a Cap Core course under the heading Science and Technology and PHIL 102 – Introductory Philosophy: Knowledge and Reality under the heading Self and Society.

18/40   The following courses be recommended to Senate for approval as Cap Core courses under the following headings:

> LAW 101 – Introduction to Law: *Self and Society*
> LAW 308 – Sports and Recreation Law: *Self and Society*
> LAW 335 – Environmental Law: *Self and Society*
> LAW 344 – Elder Law: *Self and Society*
> LAW 360 – Labour and Employment Law: *Self and Society*
> LAW 370 – Modern Themes in Canadian Law: *Self and Society*
> LAW 430 – Aboriginal Law: *Self and Society*
> LAW 460 – International Law: *Self and Society*
> LAW 462 – International Human Rights Law: *Self and Society*
> LAW 464 – International Women's Rights Law: *Self and Society*
> LAW 466 – International Criminal Law: *Self and Society*

CAPILANO
UNIVERSITY

DATE: March 23, 2018

TO: Paul Dangerfield, Chair, Senate

FROM: Deb Jamison, Chair, Senate Curriculum Committee

LAW 470 – Philosophy of Law: *Self and Society*
LAW 425 – Law Office Procedures: *Experiential*
LAW 498 – Practicum: *Experiential* and *Capstone*

18/41 The revisions to the Business Administration Certificate Program Profile and Advanced Business Administration Certificate Program Profile be recommended to Senate for approval.

18/42 FILM 308 – Documentary Cinema Arts be recommended to Senate for approval as a Cap Core course under the heading Culture and Creative Expression.

18/43 The revisions to LGST 119 – Practicum and the Legal Administrative Assistant Certificate Program Profile be recommended to Senate for approval.

18/44 ENGL 200 – English Literature from Beowulf to Paradise Lost, ENGL 201 – English Literature Since 1660, ENGL 203 – Canadian Literature, ENGL 205 – Modern American Literature, ENGL 207 – Literary Theory and Criticism, ENGL 208 – Studies in Fiction, ENGL 213 – World Literature in English, ENGL 217 – Literature on the Edge, ENGL 218 – The Art of Children's Literature, and ENGL 219 – Reel Lit: Literature into Film be recommended to Senate for approval as Cap Core courses under the heading Culture and Creative Expression.

18/45 MOPA 410 – Project #5 be recommended to Senate for approval as a Cap Core course under the headings Experiential and Capstone.

18/46 CHIN 100 – Beginning Chinese I, CHIN 101 – Beginning Chinese II, CHIN 200 – Intermediate Chinese I, and CHIN 201 – Intermediate Chinese II be recommended to Senate for approval as Cap Core courses under the heading *Culture and Creative Expression*, as well as the course titles to Beginning and Intermediate Chinese Language and Culture I and II.

18/47 The revisions to the Bachelor of Business Administration Program Profile be recommended to Senate for approval.

18/48 The revisions to the Engineering Transition Diploma Program Profile, Continuation and Graduation Requirements and Applied Science: Engineering Certificate Program Profile, Continuation and Graduation Requirements be recommended to Senate for approval.

CAPILANO
UNIVERSITY

DATE: March 23, 2018

TO: Paul Dangerfield, Chair, Senate

FROM: Deb Jamison, Chair, Senate Curriculum Committee

18/49   The course revisions to CMNS 351 – Magazine Editing, CMNS 462 – Advanced Communication Research Practice, and CMNS 490 – Project Group in Publishing be recommended to Senate for approval.

18/50   The revisions to the Communication Studies Diploma Program Profile and Bachelor of Communication Studies Program Profile be recommended to Senate for approval.

18/51   The revisions to EAP 100 – English for Academic Purposes, 4A, English for Academic Purposes 4 Citation Program Profile, Business Administration Pathway Program Profile, and Early Childhood Care and Education Pathway Program Profile be recommended to Senate for approval.

18/52   The revisions to the Bachelor of Arts with a Major in Liberal Studies Program Profile be recommended to Senate for approval.

18/53   The new course, CMNS 100 – Basic Business Writing/Editing, be recommended to Senate for approval subject to the revision to the calendar description.

Deb Jamison
Chair, Senate Curriculum Committee

Paul Dangerfield
Chair, Senate

Date: March 23, 2018

Date:

CAPILANO
UNIVERSITY

DATE: March 26, 2018

TO: Paul Dangerfield, Chair, Senate

FROM: Deb Jamison, Chair, Senate Curriculum Committee

The following motions were carried by the Senate Curriculum Committee at its meeting on March 23, 2018. Please acknowledge below that the Senate endorses its approval of the following motions:

18/54 The following courses be recommended to Senate for approval as Cap Core courses under the following headings:

REC 152, TOUR 233, TOUR 326 and TOUR 342: *Self and Society*
TOUR 227: *Culture and Creative Expression*
TOUR 327: *Science and Technology*
REC 252, TOUR 140, and TOUR 435: *Experiential*
TOUR 225 and TOUR 440: *Capstone*

and the pre-requisite revisions to TOUR 140, TOUR 225, TOUR 227, TOUR 233, TOUR 326, and TOUR 440.

18/55 PHIL 117 – Philosophy of Religion be recommended to Senate for approval as a Cap Core course under the heading *Self and Society.*

18/56 IBUS 255 – Cross-Cultural Business, IBUS 340 – International Trade and Law, and IBUS 341 – Global Logistics & Supply Chain Management be recommended to Senate for approval as Cap Core courses under the heading *Self and Society,* as well as the pre-requisite revision to IBUS 255 – Cross-Cultural Business.

18/57 ECON 100 – Introduction to Economics, ECON 111 – Principles of Microeconomic Theory, and ECON 112 – Principles of Macroeconomic Theory be recommended to Senate for approval as Cap Core courses under the heading *Self and Society* and ECON 210 – Money and Banking be recommended for approval as a Cap Core course under the heading *Science and Technology.*

18/58 The revisions to the ECCE Infant and Toddler Certificate Program Profile and the ECCE Special Needs Certificate Program Profile be recommended to Senate for approval.

18/59 EDUC 240 – Advanced Child Development be recommended to Senate for approval as a Cap Core course under the heading *Science and Technology.*

CAPILANO
UNIVERSITY

DATE: March 26, 2018

TO: Paul Dangerfield, Chair, Senate

FROM: Deb Jamison, Chair, Senate Curriculum Committee

18/60   ABA 100 – Introduction to Behaviour Principles be recommended to Senate for approval as a Cap Core course under the heading Science and Technology, ABA 410 – Practicum II – Assistant Behavior Analyst be approved as a Cap Core course under the heading *Experiential*, and ABA 412 – Directed Studies in Applied Behaviour Analysis be approved as a Cap Core course under the heading *Capstone*.

18/61   PSYC 200 – Social Psychology, PSYC 201 – Group Dynamics, PSYC 203 – History of Psychology, PSYC 205 – Adult Development and Aging, PSYC 206 – Adolescent Psychology, PSYC 215 – The Psychology of Human Sexuality, PSYC 220 – Theories of Personality, PSYC 222 – Abnormal Psychology, PSYC 225 – Biopsychology of Behavior, and PSYC 230 – Cognitive Psychology be recommended to Senate for approval as Cap Core courses under the heading *Self and Society*, as well as the pre-requisite revisions to PSYC 201, 205, 206, 222, 225 and 230.

18/62   CHEM 101 – Fundamentals of Chemistry and CHEM 130 – Chemistry in our World be recommended to Senate for approval as Cap Core courses under the heading *Science and Technology*, as well as the pre-requisite revisions to CHEM 101.

18/63   MUS 221 – Music History IV be recommended to Senate for approval as a Cap Core course under the heading *Capstone*, as well as the revisions to the pre-requisites.

18/64   SCC receive for information the changes to the Music Diploma – Music Therapy Stream Program Profile to align itself on the calendar and on the website to reflect previously approved changes to the Music Diploma.

18/65   MT 450 – Music and the Creative Arts I and MT 451 – Music and the Creative Arts II be recommended to Senate for approval as Cap Core courses under the heading *Experiential* and MT 462 – Principles of Research under the heading *Capstone*.

18/66   The following courses be recommended to Senate for approval as Cap Core courses under the following headings:

> ANTH 1241 and ANTH 206: *Culture and Creative Expression* and *Self and Society*
> ANTH 123 and ANTH 124: *Science and Technology*

18/67   ENGL 190 – Creative Writing I and ENGL 191 – Creative Writing II be recommended to Senate for approval as Cap Core courses under the heading *Culture and Creative Expression*.

CAPILANO
UNIVERSITY

DATE: March 26, 2018

TO: Paul Dangerfield, Chair, Senate

FROM: Deb Jamison, Chair, Senate Curriculum Committee

18/68   The revisions to the admission requirements for the Certificate in Advanced Arts & Entertainment Management be recommended to Senate for approval.

18/69   The new course, BIOL 203 – Introduction to Microbiology be recommended to Senate for approval, as well as for approval as a Quantitative/Analytical course, a Science course, a Laboratory Science course, and a Cap Core course under the heading *Science and Technology*.

18/70   BIOL 104 – Human Biology, BIOL 105 – Environmental Biology, BIOL 110 – General Biology I, and BIOL 112 – Human Anatomy and Physiology I for Health Sciences be recommended to Senate for approval as Cap Core courses under the heading *Science and Technology*, as well as the revisions regarding equivalency and mode of delivery.

18/71   AHIS 100 – The History of Art I, AHIS 101 – The History of Art II, AHIS 104 – Introduction to Visual Culture I, and AHIS 211 – History of Modern Art (20th Century) be recommended to Senate for approval as Cap Core courses under the headings *Culture and Creative Expression* and *Self and Society*.

Deb Jamison
Chair, Senate Curriculum Committee

Paul Dangerfield
Chair, Senate

Date: March 26, 2018

Date: