



## SENATE MEETING

Tuesday, November 5<sup>th</sup>, 2019 4:00 – 6:00 pm  
Capilano University – LB 322

### AGENDA

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#### ***Acknowledgement***

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

- 1. Welcome**
- 2. Approval of the Agenda - Decision** Senate Members
- 3. Approval of the October 1<sup>st</sup>, 2019 Minutes – Decision** Senate Members  
Schedule 3
- 4. Correspondence Received**
- 5. Business Arising**
- 6. New Business**
  - 6.1 Program Review Schedule – *Decision* Laureen Styles  
Schedule 6.1
  - 6.2 Cap Core Requirements for Certificates and Diplomas – *Decision* Laureen Styles  
Schedule 6.2
  - 6.3 University Canada Update – *Information* Laureen Styles
  - 6.4 Chancellor Search Process - *Information* Paul Dangerfield
  - 6.3 Senate Bylaws – Notice of Motion – *Information* Paul Dangerfield
- 7. Committee Reports**
  - 7.1 Academic Planning and Program Review Committee – *Information* Michael Thoma
  - 7.2 Bylaw, Policy and Procedure Committee – *Information* Marnie Findlater
  - 7.3 Curriculum Committee – *Decision* Deb Jamison
    - 7.3.1 Resolution Memo  
[October 18 Agenda Package](#) / [October 18 Draft Minutes](#)  
Schedule 7.3.1



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|---|------------------|
| 7.3.2 Bachelor of Arts with a Major in Psychology<br>Bachelor of Arts with a Major in Psychology (Hon.)<br>Concentration in Applied Psychology<br>Minor in Psychology<br>( <a href="#">link</a> to Documents) | Schedule 7.3.2   |
| 7.4 Instructional Technologies Advisory Committee - <i>Information</i>  | Debbie Schachter |
| 7.5 Budget Advisory Committee – <i>Information</i>  | Oscar Blue       |
| 7.6 Tributes Committee – <i>Information</i>   | Kyle Guay        |
| <b>8. Other Reports</b>   |                  |
| 8.1 Chair of Senate – <i>Information</i>  | Paul Dangerfield |
| 8.2 Vice Chair of Senate – <i>Information</i>   | Stephen Williams |
| 8.3 VP Academic and Provost – <i>Information</i>  | Laureen Styles   |
| 8.4 Board Report – <i>Information</i>   | Ash Amlani       |
| <b>9. Discussion Items</b>  |                  |
| <b>10. Other Business</b>   |                  |
| <b>11. Information Items</b>  |                  |
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## SENATE MEETING

Tuesday, October 1<sup>st</sup>, 2019 4:00 pm  
 Capilano University – Room LB 322

### MINUTES

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**Present:** Paul Dangerfield (Chair), Sean Ashley, Christopher Ballard, Oscar Blue, Duncan Brown, Brent Calvert, Lara Duke, Marnie Findlater, Michelle Gervais, Ted Gervan, Kyle Guay, Bridget Stringer-Holden, Deb Jamison, Nazmi Kamal, Pouyan Mahboubi, Anthea Mallinson, Brad Martin, Lauren Moffatt, Corey Muench, Majid Raja, Alea Rzeplinski, Toran Savjord, Nandini Sharda, Jaswinder Singh, Judy Snaydon, Michael Thoma, Diana Twiss, Mark Vaughan, Kyle Vuorinen, Stephanie Wells, Stephen Williams, Recording Secretary: Mary Jukich

**Regrets:** Cyndi Banks, Joel Cardinal, David Fung, Debbie Schachter, Laureen Styles

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#### ***Acknowledgement***

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

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

#### **1. Welcome**

Members were thanked for participating in the recent Orange Shirt Day, and ceremony held at the First Nations Pavilion.

Kyle Vuorinen, new Registrar was introduced and welcomed to Senate.

John Molendyk, new voting faculty member from the School of Business, and Nazmi Kamal, new voting faculty member from the School of Global and Community Studies, were also introduced and welcomed to Senate.

Senate was informed that Michelle Gervais, Alumni representative, was resigning from Senate. Michelle was acknowledged and thanked for her work and contributions.

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

*Paul Dangerfield moved and Kyle Guay seconded:  
 To adopt the agenda.*

**CARRIED**

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

*Paul Dangerfield moved and Stephanie Wells seconded:*



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To adopt the September 10<sup>th</sup>, 2019 minutes.

**CARRIED**

#### 4. Correspondence Received

No correspondence was received.

#### 5. Business Arising

##### 5.1 Faculty By-election Results

*Presented by: Kyle Vuorinen*

The following Faculty by-election results were presented to Senate:

- John Molendyk – to be acclaimed on October 3<sup>rd</sup> as the voting faculty representative for Business and Professional Studies.
- Nazmi Kamal – to be acclaimed on October 17<sup>th</sup> as the voting faculty representative from Global and Community Studies.

#### 6. New Business

##### 6.1 Annual Academic Schedule

*Presented by: Kyle Vuorinen*

The 2020 – 2021 Academic Schedule was presented to Senate for information, and the following feedback provided:

- A question was raised on whether the December 20, 2020 – Fall 2020 Final Grade Submission Deadline for Faculty, date was correct as this date falls on a Sunday.
- A further question was raised with respect to the stated time of 4:30 pm under the September 8, 2020 – Fall 2020 Term Commences/Orientation section, as normally courses start at 5:30 pm.
- A point was raised that many students continue to show up for regular class times on Orientation Day.
- Under December 23, 2020 Registration System Re-Opens, students should not be waitlisting at that point.



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- Fee deferral deadlines were not noted on the Schedule.
- With respect to the Fall 2020 Reading Break, concern was raised that for 2020, Remembrance Day falls on Wednesday, November 11<sup>th</sup> and Reading Break is scheduled for Thursday, November 12<sup>th</sup> and students expected in class on Friday, November 13<sup>th</sup>. This could ultimately impact student attendance at the Friday classes, as the original intent of the Fall Reading Break was for an extended long weekend.

The Registrar also reported that the 2019 – 2020 Academic Schedule would be revised to include the February 21, 2020 and June 9, 2020 convocation dates.

#### 6.2 Volunteers for Senate Subcommittees

*Presented by: Paul Dangerfield*

Members were requested to volunteer for the remaining vacancies on the Senate subcommittees.

### 7. Committee Reports

#### 7.1 Academic Planning and Program Review Committee

*Presented by: Michael Thoma*

At the August 27<sup>th</sup> meeting, the Program Review for the Bachelor of Business Administration, Diploma in Business Administration, Certificate in Business Administration, and Advanced Certificate in Business Administration was brought to the Committee for approval that all steps in the program review process were successfully completed. However, it was pointed out that a motion was not presented at the September 10<sup>th</sup> Senate meeting for Senate to accept for information that the Program Review process has been completed.

*Michael Thoma moved and Deb Jamison seconded:*

**19/40** That Senate accept for information the Program Review process has been completed for Bachelor of Business Administration, Diploma in Business Administration, Certificate in Business Administration, and Advanced Certificate in Business Administration.

**CARRIED**



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At the September 27<sup>th</sup> meeting, it was agreed that Michael Thoma will continue to serve as Chair, and election of Chair be delayed until workloads can be confirmed.

As there were no new program proposals or reviews, the Committee continued a broader discussion regarding the Terms of Reference for SAPPRC, rubrics and templates for Concept Papers and Stage 1 proposals, as well as the 'institutional' view of all the Program Reviews received to date. The Committee was reminded that the first year of Program Review has been completed and now in a position to look for patterns or themes arising from the process – the 'institutional' view – which raised a question of whether there will be guidelines for this process. Aurelea Mahood was invited to provide a summary on her new role as Director of Academic Initiatives and Planning Office (AIPO). Aurelea noted that work is underway that will inform the way that Senate and subcommittees work in relation to priorities at the institution, which included a reflection of the last two years, 2017 to present. Two ideas relevant to the committee became clear;

1) AIPO is committed to strengthening the connection of quality assurance activities and 2) how these activities move in relationship to each other as well as to sister institutions. The university incorporates three quality assurance activities: 1) Program assessment (Jessica Alcorso); 2) Program development (Lisa Hoover), and 3) Program Review (Kira Brayman). Members expressed concern that the review of Program Review, at least at SAPPRC, was more of a 'rubber stamp' to simply acknowledge that the Program Review process had been completed. A suggestion was presented that the Committee itself should endeavor to review structures and protocols at other institutions in order to build foundational planning. A rigorous discussion amongst the members of the Committee led to a suggestion that a sub-committee be formed to investigate other institutions and look at their Program Reviews, Terms of Reference, rubrics, etc. to get a better sense of how the Committee may move forward in terms of templates, process and responsibilities.

#### **7.2 Bylaw, Policy and Procedure Committee**

*Presented by: Marnie Findlater*

The Committee will be meeting on Tuesday, October 8<sup>th</sup> and reviewing the Admissions Procedures.



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#### 7.3 Curriculum Committee

*Presented by: Deb Jamison*

The resolutions brought forward from the September 20, 2019 Senate Curriculum Committee meeting were presented to Senate for approval.

Resolution #19/58 was removed from the Resolution Memorandum as the required clean course outline was not received prior to the Senate meeting.

*Deb Jamison moved and Michelle Gervais seconded:*

**19/41** SCC resolutions 19/59 to 19/66 be adopted by Senate.

**CARRIED**

#### 7.4 Instructional Technologies Advisory Committee

*Presented by: Stephen Williams*

A report was not provided as the Committee has not met.

#### 7.5 Budget Advisory Committee

*Presented by: Marnie Findlater*

The next Budget Advisory Committee meeting is scheduled for Monday, October 7<sup>th</sup>.

### 8. Other Reports

#### 8.1 Chair of Senate

Paul Dangerfield, Chair of Senate, provided the following report:

- With respect to Envisioning 2030, the feedback received in terms of vision, purposes and key themes is being pulled together into a final document. An advisory task force of representatives from across the University, including the Board, will be formed to review and refine the final document. It is anticipated that a draft will be ready to share with the campus community by November or December. As well, work is underway looking at interesting ways of telling the story and this will be revealed in January during the President's Perspective.



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- As a follow up to an announcement made earlier in the spring with respect to a steering committee to support wellbeing and mental health, a working group will be set up next month comprised of students, faculty and administrators to begin work and ensuring alignment with the Strategic Plan and Okanagan Charter.
- Last week, representatives from Universities Canada were on campus and met with Aurelea Mahood and Academic Leadership to provide information on process. It is anticipated that the site visit will be in early January at which time the University will host the representatives and Senators invited to speak with them. Work is underway in preparing a briefing for the campus community, by no later than November.
- Work continues on the strategic enrolment management and Toran Savjord will be tasked as the lead executive to reach out to the campus community to bring people onto the council. A call for volunteers will be made shortly.
- Chris Bottrill, Director, Centre for International Experience was acknowledged for hosting an Open House to talk about the internationalization strategy for the University.
- Senate was informed that this is the last term for the current Chancellor. As such, the process and terms of reference for selecting the Chancellor have been updated and the CUAA will be seeking representatives from both the Board and Senate to be part of the process. The initial meeting will be in the next couple of weeks.

#### 8.2 Vice-Chair Senate

Stephen Williams, Vice-Chair of Senate, reported that he continues to attend the Senate subcommittee meetings, as well as the recent Board meeting, as part of his role as Senate Vice-Chair.

#### 8.3 VP Academic and Provost

A report was not provided as Laureen Styles, VP Academic and Provost, was absent from the meeting.





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#### 8.4 Board Report

Duncan Brown, Board representative, provided the following report:

The Board met on September 24, 2019.

- The Board welcomed four new members: Barbara Joe and Roger So, who were appointed by the Minister of Advanced Education, Skills and Training, and Grace Dupasquier and Layne North, who were elected as student representatives.
- The Board received reports from its Finance and Audit Committee and Investment Management Committee, the Board Chair, the President and the Senate. The Board also received the 50th Anniversary Final Report.
- The Board approved the Statement of Financial Information required by the Financial Information Act, for the year ended March 31, 2019, which included:
  - (a) Statement of assets and liabilities
  - (b) Operational statement
  - (c) Schedule of debts
  - (d) Schedule of guarantee and indemnity agreements
  - (e) Statement of severance agreements
  - (f) Schedule of remuneration for board members
  - (g) Schedule of employee remuneration exceeding \$75,000 plus expenses
  - (h) Schedule of supplier goods and services exceeding \$25,000
- The Board approved the Five Year Capital Plan for 2020/21 – 2024/25.
- The Board approved the adoption of two new Board Financial Policies:
  - B.210 – Cash Policy
  - B.211 – Credit and Debit Card Policy.
- Board Representative to the Senate - Ash Amlani will become the new Board Representative to the Senate.

#### 10. Discussion Items



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Some Senators reported they had participated in the Global Climate Strike on September 27<sup>th</sup>, 2019. Subsequent discussion centered on roles and capacity as Senators for advocating for environmental issues. It was noted that as a starting point through the Envisioning 2030 process, one of the consistent messages is the University's commitment to sustainability. Senators can be involved with the longer term planning and raising concerns, ensuring that new programs recognize the importance of climate, and bringing influence at the program level.

World Tourism Day was September 27<sup>th</sup> and the School of Tourism Management along with the Tourism student associations ran a successful industry panel in the BlueShore Theatre for over 200 students. The panel of four industry discussed the theme of Tourism and Jobs: A Better Future for All. In addition, the School of Tourism Management hosted three partner schools in the morning with a presentation on the benefits of BTM degree completion at CapU and the students were able to attend World Tourism Day.

The PATA Canada Vancouver Student Chapter, earned the 2019 Student Chapter Award of Excellence for the 2nd year in a row. There are 24 student Chapters around the globe and this global recognition for the work that the students do here is an accomplishment and reward.

**11. Other Business**

No other business items were presented.

**12. Information Items**

No information items were presented.

There being no further business the meeting was adjourned at 5:30pm.

**Next Meeting: Tuesday, November 5<sup>th</sup>, 2019**

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# MEMO

**To:** Senate  
**From:** VP, Academic & Provost  
**Subject:** Program Review Schedule  
**Date:** October 23, 2019  
**cc:** Director, Academic Initiatives & Planning

## BACKGROUND

This memo summarizes an update to the five-year schedule for program review at Capilano University.

## UPDATED 5-YEAR PROGRAM REVIEW SCHEDULE

- The first Program Review Schedule was approved by Senate in December 2017.
- Since this time, minor annual changes to the schedule have occurred, and some lessons have been learned about the scope and grouping of programs to be reviewed.
- As such, effective 2020/21, an updated 5-year rolling schedule has been created. See attached.
- In October, this schedule was shared and discussed with all five Faculties, to identify and address any concerns with the program groupings and 5-year cycle of reviews.
- This 5-year rolling schedule will allow for improved long-term planning as it relates to workload implications for faculty and administrators participating in program review.
- The next year's cycle of program reviews will still be confirmed to Senate annually, however changes are not anticipated.

## RECOMMENDATION

The Vice-President, Academic recommends to Senate that the updated 5-year program review schedule be approved.

# 5-YEAR PROGRAM REVIEW SCHEDULE

Faculty	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
<b>Arts &amp; Sciences</b>	<ul style="list-style-type: none"> <li>• First Nations Languages and Culture</li> <li>• Biology</li> <li>• Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Liberal Studies</li> </ul>		<ul style="list-style-type: none"> <li>• Applied Behaviour Analysis</li> <li>• Psychology</li> <li>• English</li> </ul>
<b>Business &amp; Professional Studies</b>		<ul style="list-style-type: none"> <li>• Communications</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Business Administration</li> <li>• International Management</li> <li>• North American and International Management</li> <li>• North American Business Management</li> </ul>		<ul style="list-style-type: none"> <li>• Legal Studies</li> </ul>
<b>Education, Health &amp; Human Development</b>	<ul style="list-style-type: none"> <li>• Health Care Assistance</li> </ul>	<ul style="list-style-type: none"> <li>• First Nations Transition</li> <li>• Education and Employment Access</li> <li>• English for Academic Purposes</li> </ul>		<ul style="list-style-type: none"> <li>• Music Therapy</li> <li>• Rehabilitation Assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Early Childhood Care and Education</li> <li>• Education Assistance</li> </ul>
<b>Fine &amp; Applied Arts</b>	<ul style="list-style-type: none"> <li>• IDEA</li> <li>• Performing Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Jazz</li> <li>• Music</li> </ul>		<ul style="list-style-type: none"> <li>• Arts &amp; Entertainment Management</li> <li>• Performing Arts</li> <li>• Theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Animation &amp; Visual Effects</li> <li>• Motion Picture Arts &amp; Documentary</li> <li>• Costuming</li> <li>• IIDF</li> </ul>
<b>Global &amp; Community Studies</b>	<ul style="list-style-type: none"> <li>• Global Stewardship</li> <li>• Public Administration</li> </ul>		<ul style="list-style-type: none"> <li>• Tourism for International and Graduate Learners</li> </ul>	<ul style="list-style-type: none"> <li>• Human Kinetics</li> <li>• Tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor Recreation</li> </ul>

The credentials associated with each review group are listed on the following pages.

# 2020/2021

Faculty	Review Name	Programs
Arts & Sciences	First Nations Languages and Culture	<ul style="list-style-type: none"> <li>• Squamish Nation Language and Culture Certificate</li> <li>• Lil'wat Nation Language and Culture Certificate</li> <li>• Sechelt Nation Language and Culture Certificate</li> </ul>
	Biology	<ul style="list-style-type: none"> <li>• Associate of Science Degree - Biology</li> </ul>
	Engineering	<ul style="list-style-type: none"> <li>• Engineering Certificate</li> <li>• Engineering Transition Diploma</li> </ul>
Education, Health & Human Development	Health Care Assistance	<ul style="list-style-type: none"> <li>• Health Care Assistant Certificate</li> </ul>
Fine & Applied Arts	IDEA	<ul style="list-style-type: none"> <li>• Bachelor of Design in Visual Communication</li> <li>• Bachelor of Design in Visual Communication - Illustration Concentration</li> <li>• Bachelor of Design in Visual Communication - Branding Concentration</li> <li>• Bachelor of Design in Visual Communication - Interactive Design Concentration</li> <li>• Visual Communication Advanced Diploma</li> </ul>
	Performing Arts	<ul style="list-style-type: none"> <li>• Bachelor of Performing Arts</li> </ul>
Global & Community Studies	Global Stewardship	<ul style="list-style-type: none"> <li>• Associate of Arts Degree - Global Stewardship</li> </ul>
	Public Administration	<ul style="list-style-type: none"> <li>• Local Government Administration Certificate</li> <li>• Local Government Administration Advanced Certificate</li> <li>• Local Government Administration Diploma</li> <li>• Local Government Leadership Development Certificate</li> </ul>

# 2021/2022

Faculty	Review Name	Programs
Arts & Sciences	Academic Studies	<ul style="list-style-type: none"> <li>• Academic Studies Diploma</li> </ul>
Business & Professional Studies	Communications	<ul style="list-style-type: none"> <li>• Communication Studies Diploma</li> <li>• Bachelor of Communication Studies</li> </ul>
Education, Health & Human Development	First Nations Transition	<ul style="list-style-type: none"> <li>• University One for Aboriginal Learners Certificate</li> <li>• College and University Preparation Citation</li> </ul>
	Education and Employment Access	<ul style="list-style-type: none"> <li>• Education and Employment Access Certificate</li> </ul>
	English for Academic Purposes	<ul style="list-style-type: none"> <li>• English for Academic Purposes 3 Citation</li> <li>• English for Academic Purposes 4 Citation</li> </ul>
Fine & Applied Arts	Jazz	<ul style="list-style-type: none"> <li>• Jazz Studies Diploma</li> <li>• Bachelor of Music in Jazz Studies - Performance/Composition</li> <li>• Bachelor of Music in Jazz Studies - Education</li> </ul>
	Music	<ul style="list-style-type: none"> <li>• Conducting in Music Certificate</li> <li>• Music Diploma</li> </ul>

# 2022/2023

Faculty	Review Name	Programs
Arts & Sciences	Liberal Studies	<ul style="list-style-type: none"> <li>• Bachelor of Arts with a major in Liberal Studies</li> </ul>
Business & Professional Studies	Accounting	<ul style="list-style-type: none"> <li>• Accounting Assistant Certificate</li> <li>• Accounting Assistant Diploma</li> </ul>
	Business Administration	<ul style="list-style-type: none"> <li>• Business Administration Diploma</li> <li>• Business Administration Certificate</li> <li>• Advanced Business Administration Certificate</li> <li>• Bachelor of Business Administration               <ul style="list-style-type: none"> <li>○ Accounting Concentration</li> <li>○ Financial Planning Concentration</li> <li>○ Marketing Concentration</li> <li>○ Human Resources Management Concentration</li> <li>○ International Business &amp; Logistics Concentration</li> </ul> </li> <li>• Retail Business Fundamentals Certificate</li> <li>• Information Management Concentration</li> </ul>
	International Management	<ul style="list-style-type: none"> <li>• International Management Graduate Diploma</li> <li>• International Management Graduate Certificate</li> </ul>
	North American and International Management	<ul style="list-style-type: none"> <li>• North American and International Management Graduate Diploma               <ul style="list-style-type: none"> <li>○ Marketing Concentration</li> <li>○ Human Resources Concentration</li> <li>○ Intl Strat&amp;Entrepreneur Concentration</li> <li>○ Finance &amp; Investment Concentration</li> </ul> </li> </ul>
	North American Business Management	<ul style="list-style-type: none"> <li>• North American Business Management Post Baccalaureate Diploma               <ul style="list-style-type: none"> <li>○ Marketing Concentration</li> <li>○ Human Resources Concentration</li> <li>○ Intl Strat&amp;Entrepreneur Concentration</li> <li>○ Finance &amp; Investment Concentration</li> </ul> </li> <li>• North American Business Management Applied Post Baccalaureate Diploma               <ul style="list-style-type: none"> <li>○ Marketing Concentration</li> <li>○ Human Resources Concentration</li> <li>○ Intl Strat&amp;Entrepreneur Conc.</li> <li>○ Finance &amp; Investment Conc.</li> </ul> </li> </ul>
Global & Community Studies	Tourism for International and Graduate Learners	<ul style="list-style-type: none"> <li>• Tourism Management for International Students Diploma</li> <li>• Hotel and Resort Management Post Baccalaureate Diploma</li> <li>• Tourism Marketing and Development Post Baccalaureate Diploma</li> <li>• Post-Baccalaureate Diploma in Global Hospitality &amp; Tourism Management</li> </ul>

# 2023/2024

Faculty	Review Name	Programs
Education, Health & Human Development	Music Therapy	<ul style="list-style-type: none"> <li>• Bachelor of Music Therapy</li> </ul>
	Rehabilitation Assistance	<ul style="list-style-type: none"> <li>• Rehabilitation Assistant Diploma</li> </ul>
Fine & Applied Arts	Performing Arts	<ul style="list-style-type: none"> <li>• Bachelor of Performing Arts</li> </ul>
	Theatre	<ul style="list-style-type: none"> <li>• Technical Theatre Diploma</li> <li>• Musical Theatre Diploma</li> <li>• Acting for Stage and Screen Diploma</li> <li>• Acting for Stage and Screen Certificate</li> </ul>
	Arts & Entertainment Management	<ul style="list-style-type: none"> <li>• Advanced Arts &amp; Entertainment Management Certificate</li> <li>• Arts and Entertainment Management Diploma</li> </ul>
Global & Community Studies	Human Kinetics	<ul style="list-style-type: none"> <li>• Human Kinetics Diploma</li> </ul>
	Tourism	<ul style="list-style-type: none"> <li>• Tourism Management Co-operative Education Diploma</li> <li>• Tourism Marketing Citation</li> <li>• Bachelor of Tourism Management               <ul style="list-style-type: none"> <li>○ Adventure Concentration</li> <li>○ Hotel and Resort Concentration</li> </ul> </li> </ul>



# 2024/2025

Faculty	Review Name	Programs
Arts & Sciences	Applied Behaviour Analysis	<ul style="list-style-type: none"> <li>• Bachelor of Arts - Applied Behaviour Analysis (Autism)</li> <li>• Applied Behaviour Analysis (Autism) Post Baccalaureate Diploma</li> <li>• Applied Behaviour Analysis (Autism) Post Baccalaureate Certificate</li> </ul>
	Psychology	<ul style="list-style-type: none"> <li>• Associate of Arts Degree - Psychology</li> <li>• Bachelor of Arts with a Major in Psychology</li> </ul>
	English	<ul style="list-style-type: none"> <li>• Associate of Arts Degree - English</li> <li>• Associate of Arts Degree - Creative Writing</li> </ul>
Business & Professional Studies	Legal Studies	<ul style="list-style-type: none"> <li>• Legal Administrative Assistant Certificate</li> <li>• Paralegal Diploma</li> <li>• Paralegal Certificate</li> <li>• Paralegal Certificate</li> <li>• Citation in Contract Law</li> <li>• Bachelor of Legal Studies (Paralegal)</li> </ul>
Education, Health & Human Development	Early Childhood Care and Education	<ul style="list-style-type: none"> <li>• Early Childhood Care and Education Certificate</li> <li>• Early Childhood Care and Education Diploma</li> <li>• Early Childhood Care and Education Advanced Certificate</li> <li>• Early Childhood Care and Education - Infant and Toddler Certificate</li> <li>• Early Childhood Care and Education - Special Needs Certificate</li> <li>• Bachelor of Early Childhood Care and Education</li> <li>• Early Childhood Care and Education Post Baccalaureate Diploma</li> </ul>
	Education Assistance	<ul style="list-style-type: none"> <li>• Education Assistant Certificate</li> </ul>
Fine & Applied Arts	Animation & Visual Effects	<ul style="list-style-type: none"> <li>• 2D Animation &amp; Visual Development Diploma</li> <li>• 3D Animation for Film and Games Diploma</li> <li>• Animation Fundamentals Citation</li> <li>• Digital Visual Effects Diploma</li> </ul>
	Motion Picture Arts & Documentary	<ul style="list-style-type: none"> <li>• Bachelor of Motion Picture Arts</li> <li>• Documentary Certificate</li> <li>• Motion Picture Arts Certificate</li> <li>• Motion Picture Arts Diploma</li> </ul>
	Costuming	<ul style="list-style-type: none"> <li>• Costuming for Stage and Screen Diploma</li> </ul>
	IIDF	<ul style="list-style-type: none"> <li>• Indigenous Independent Digital Filmmaking Diploma</li> <li>• Indigenous Independent Digital Filmmaking Certificate</li> </ul>
Global & Community Studies	Outdoor Recreation	<ul style="list-style-type: none"> <li>• Outdoor Recreation Management Diploma</li> </ul>

# MEMO

**To:** Paul Dangerfield, Chair, Senate  
**From:** Laureen Styles, VP, Academic & Provost  
**Subject:** Cap Core Requirements for Certificates and Diplomas  
**Date:** November 5, 2019  
**Cc:** Aurelea Mahood, Chair, Cap Core Working Group

## BACKGROUND

In 2018/2019, the Cap Core Working Group (CCWG) reviewed Cap Core requirements for Certificate and Diploma students with the objective of better understanding the challenges associated with implementing the current Cap Core requirements.

The Working Group's review was informed by a collective recognition of Cap Core's primary objective: The delivery of an integrated educational experience providing students with an interdisciplinary grounding for lifelong learning and active citizenship.

All British Columbian students enrolled in baccalaureate degrees are required to meet an academic breadth requirement. The purpose of Cap Core is to provide a framework for meeting this requirement in an intentional way. In its current form, Cap Core invites students to design a personalized learning program integrating perspectives from across the university while fulfilling their credential requirements.

As set out at the June 2019 Senate meeting, the proposed changes to Cap Core requirements for Certificates and Diplomas were with the campus community. The Cap Core Working Group's faculty members consulted with their respective senators and chairs, coordinators, and conveners. Additionally, a Cap Core Certificates and Diplomas Open Houses took place on August 27, 2019 (19 participants with representation from all five Faculties). The recommendations set out below were endorsed in the one-on-one consultations conducted by the Cap Core Working Group's faculty members and by those in attendance at the Open House. Additional working group deliberation occurred in September and October with a memo being provided to the Vice President Academic & Provost October 17, 2019 from Dr. Aurelea Mahood, Director, Academic Initiative and Planning, and chair of the CCWG with the following recommendations.

## PROPOSED RECOMMENDATIONS

Building on the recognition that (1) Cap Core was primarily designed as an intentional framework through which baccalaureate students could thoughtfully meet their breadth requirements while deepening the ways in which professional practice requirements were meaningfully woven into the degree programs and (2) Senate approved a Cap Core block transfer protocol for transfer students (see [May 14, 2019 Senate minutes](#)), the Cap Core Working Group proposes the following two motions be adopted by Senate:

1. *Certificates and diplomas laddering into a baccalaureate degree awarded by Capilano University must mirror the Cap Core requirements for baccalaureate degrees.*

Rationale: It is proposed that laddering certificates would be required to incorporate the Cap Core Foundation requirements (6.00 credits typically completed in the first 30.00 credits). Laddering diplomas would be required to incorporate Cap Core Foundation requirements (6.00 credits typically completed in the first 30 credits) and the opportunity for students to complete half of the Integration requirements (9.00 credits). The objective of this motion is to ensure that students can track seamlessly between laddered Capilano University credentials culminating in a baccalaureate degree without unnecessary additional course requirements or ‘backtracking’ in order to complete their credential.

2. *Certificates and diplomas that do not ladder into a Capilano University baccalaureate degree must incorporate recognizable core of related instruction with identified program learning outcomes in the areas of communication, computation, and human relations that align with the university’s student learning outcomes pertaining to communication skills, quantitative reasoning ability, and community/global consciousness and responsibility.*

Rationale: The objective of this motion is to retain the university flexibility to deliver stand-alone credentials that are not designed (or intended) to ladder into a baccalaureate degree with a range of purposes. This will permit offering of current and future credentials that are not exclusively introductory in nature and still are designed to enhance students’ competencies aligned with the university’s student learning outcomes as required by various accreditation commitments.

Provincial examples of certificates which are not introductory in nature include CapU’s Local Government Administration and Local Government Leadership Development Certificate for current employees in a municipality or regional district and Vancouver Island University’s Addiction Studies Certificate, which students complete alongside a primary area of study.

## TIMELINES

For any certificates and diplomas that will require program profile changes in order to be compliant with the recommended motions by Fall 2021, all changes must be approved by the August 2020 Senate meeting.



## RECOMMENDED MOTIONS

*Motion 1: THAT as of Fall 2021 all certificates and diplomas laddering into a baccalaureate degree awarded by Capilano University must mirror the Cap Core requirements for baccalaureate degrees.*

*Motion 2: THAT as of Fall 2021 certificates and diplomas which do not ladder into a Capilano University baccalaureate degree must incorporate contain a recognizable core of related instruction with identified program learning outcomes in the areas of communication, computation, and human relations that align with the university's student learning outcomes pertaining to communication skills, quantitative reasoning ability, and community/global consciousness and responsibility.*





## SENATE CURRICULUM COMMITTEE RESOLUTION MEMO

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**DATE:** October 22, 2019  
**TO:** Paul Dangerfield, Chair, Senate  
**FROM:** Deb Jamison, Chair, Senate Curriculum Committee

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The following motion was carried by the Senate Curriculum Committee at its meeting on September 20<sup>th</sup>, 2019:

**19/58** The revisions to the pre- and co-requisites of EDUC 475 – Graduating Seminar be recommended to Senate for approval.

The following motions were carried by the Senate Curriculum Committee at its meeting on October 18<sup>th</sup>, 2019.

**19/67** The course format and pre-requisite revisions to TOUR 150 – Tourism Practicum be recommended to Senate for approval.

**19/68** The new course, GEOG 340 – Geography of Education, be recommended to Senate for approval.

**19/69** POL 315 – Utopias Dystopias and Political Thought, POL 320 – Global Ecopolitics, POL 330 – The Political Economy of Globalization, and POL 340 – Citizenship and Belonging: From Local to Global Perspectives be recommended to Senate for approval as Cap Core designated courses under the heading *Self and Society*.

**19/70** The Chair of SCC, in consultation with the Vice President Academic & Provost, on behalf of SCC, will develop a memorandum that will be shared with DACs and APCs within Faculties and/or Faculty Councils to compel a commitment to and consideration of indigenous content / indigenization / decolonization practices, as well as consultation with indigenous advisors.

**19/71** The revisions to the Engineering Transition Diploma Program Profile be recommended to Senate for approval.

**19/72** The revisions to the Associate of Arts Degree – Psychology Program Profile be recommended to Senate for approval.

**SENATE CURRICULUM COMMITTEE  
RESOLUTION MEMO**

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**19/73** The following new courses, along with their corresponding Q/A and Cap Core designations, be recommended to Senate for approval:

PSYC 207 – Lifespan Development  
PSYC 326 – Positive Psychology  
PSYC 327 – Workplace Psychology  
PSYC 328 – Forensic Psychology  
PSYC 331 – Psychology and Language  
PSYC 333 – Learning Theories  
PSYC 334 – Sensation and Perception  
PSYC 336 – Neuropsychology  
PSYC 337 – Drugs and Behaviour  
PSYC 338 – Evolutionary Psychology  
PSYC 400 – Cultural Psychology  
PSYC 401 – Indigenous Psychology  
PSYC 412 – Applied Research Methods  
PSYC 413 – Applied Data Analysis  
PSYC 420 – Tests and Measurement  
PSYC 430 – Service Learning Practicum  
PSYC 480 – Honours Thesis

**19/74** The pre-requisite revisions to the following courses, along with their corresponding course level changes and Cap Core designations under the heading *Self and Society*, be recommended to Senate for approval:

PSYC 201 (now 301) – Group Dynamics  
PSYC 203 (now 303) – History of Psychology  
PSYC 204 (now 304) – Child Development  
PSYC 205 (now 305) – Adult Development and Aging  
PSYC 206 (now 306) – Adolescent Psychology  
PSYC 215 (now 315) – The Psychology of Human Sexuality  
PSYC 220 (now 321) – Theories of Personality  
PSYC 300 – Psychology of Interpersonal Relationships  
PSYC 320 (now 240) – Applied Psychology  
PSYC 325 – Health Psychology  
PSYC 330 – Thinking and Reasoning  
PSYC 332 – Reconstructing the Past: The Psychology of Memory  
PSYC 335 – Feelings and Emotions  
PSYC 340 – Conservation Psychology  
PSYC 341 – Psychology of Religion and Spirituality  
PSYC 342 – History of Psychology: Conceptions of Imagination



**SENATE CURRICULUM COMMITTEE  
RESOLUTION MEMO**

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PSYC 343 – Psychology of Anomalous Experiences  
PSYC 415 – Psychology and the Internet  
PSYC 422 – Approaches to Treatment and Psychotherapy  
PSYC 440 – Contemporary Topics in Psychology  
PSYC 490 – Directed Studies

**19/75** SCC approve the Bachelor of Arts with a Major in Psychology, the Bachelor of Arts with a Major in Psychology (Hon.), the Concentration in Applied Psychology, and the Minor in Psychology credentials to move forward to Senate for next stage approvals.

A handwritten signature in blue ink that reads "Deb Jamison".

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Deb Jamison, Chair  
Senate Curriculum Committee

Date: OCT. 22, 2019

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Paul Dangerfield  
Chair, Senate

Date:

## SENATE REPORT

<b>AGENDA ITEM:</b>	SENATE
<b>PURPOSE:</b>	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
<b>MEETING DATE:</b>	November 5, 2019
<b>PRESENTER:</b>	Bachelor of Arts, Major and Honours in Psychology, Concentration in Applied Psychology and Minor in Psychology

---

### PURPOSE

The Bachelor of Arts with a Major in Psychology is being developed to broaden degree options for Arts & Science students, broaden minor options for other degrees, retain our existing Associate of Arts students and attract new domestic and international students.

### BACKGROUND

The BA with a Major in Psychology Stage 1 was approved by SAPPRC in November, 2018, Senate in December, 2018 and the Board in January, 2019. After a desk review by the Degree Quality Assessment Board Secretariat, the Stage 1 proposal was posted to Post-Secondary Institution Proposal System (PSIPS) for 30 days starting March 4, 2019 followed by a review at the DQAB Board meeting in June, 2019. The Minister approved Stage 1 in August, 2019.

The program developers have completed Stage 2 of the BA with a Major in Psychology. The proposal was reviewed by SCC on Oct 18, 2019 and SCC is recommending Senate send the proposal to the Board for approval.

### PROCESS

New degree program development is a staged process with multiple steps of academic consultation, input and review. The first step is the **Concept Paper**, then **Stage 1**, then **Stage 2** (full proposal). Established university policy and procedure guide this process that includes substantive consultation, extensive internal peer review (Faculty, Senate standing committees, Academic Leadership Council, and Senate), and opportunities for external review. There are two stages for Senate to give the Board advice: at Stage 1 and Stage 2. Additionally, there is Ministry review and approvals at both stages. Once the Minister approves (after external review with Stage 2), Capilano University can begin the implementation process of a new program.

### RECOMMENDATION:

*THAT* Senate recommend the Stage 2 proposal for the following credentials be sent to the Board for approval:

- Bachelor of Arts with a Major in Psychology
- Bachelor of Arts with a Major in Psychology (Honours)
- Bachelor of Arts with a Major in Psychology, Concentration in Applied Psychology
- Minor in Psychology





**CAPILANO  
UNIVERSITY**

## Full Program Proposal

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Bachelor of Arts with a Major in Psychology

10/7/2019

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## 1. Executive Summary

### University Overview

Capilano University was founded in 1968 as a Community College and in 2008 became a special purpose teaching university, which sets its policies in accordance with the University Act of British Columbia. Currently enrolling approximately 8,300 students in credit courses, it serves the geographic region of the North Shore and the Howe Sound communities of Squamish, Whistler, Mount Currie, and Pemberton, and has a regional campus, the kálaḡay Sunshine Coast campus, in Sechelt.

The University is named after Chief Joe Capilano, an important leader of the Squamish (Sḡwḡwú7mesh) Nation of the Coast Salish people. Our campuses are located on the traditional and ancestral territory of the Squamish, Tsleil-Waututh, Musqueam, Li'wat and Sechelt (shíshálh) Nations.

Capilano's mandate as a special purpose teaching university is to provide the North Shore; Sea-to-Sky and Sunshine Coast regions with a comprehensive range of credentials that are relevant and transformative for individual students, local communities, and global citizenship. It has particular commitments to Indigenous education, working with local First Nations communities, and to developing a balanced approach to international education (2019/20 Mandate Letter AEST – Capilano University).

Its status as a special purpose teaching institution mandates that Capilano University have strong commitments to the quality of teaching, student success, and the student experience. These commitments figure prominently in the development of new credentials. The University's academic goals are stated in the Strategic Plan (see Appendix A).

### Proposed Credential

Capilano Faculty of Arts and Sciences is proposing the following credentials (see Appendix C for *Policy S2015-05 Credential and Course Criteria*):

- Bachelor of Arts with a Major in Psychology;
- Bachelor of Arts with a Major in Psychology (Honours);
- Bachelor of Arts with a Major in Psychology, Concentration in Applied Psychology;
- Minor in Psychology.

### Location

Psychology courses will primarily be offered at the Lynnmour campus in North Vancouver.

## Faculty and School

Faculty of Arts and Sciences; School of Social Sciences.

## Anticipated Program Start Date

Fall 2021 term.

## Anticipated Completion

Students will be able to complete the program in 4 years or eight semesters of full-time study. Part-time options are also available.

## Summary of Program

### **Aims, Goals and Objectives**

Congruent with the American Psychological Association's goals for undergraduate degree programs in Psychology (APA, 2011), Capilano's goals for the BA in Psychology are to provide students with workplace skills for the 21<sup>st</sup> century, "a solid academic background that prepares them for advanced study in a wide range of fields"; and prepares them with the psychological literacy they will need to deal with contemporary challenges in their lives, work, relationships, and as citizens in their community.

### **Contribution of the Program to the Mandate and Strategic Plan of Capilano University**

The proposed Psychology Major will be an important degree for the University, providing an essential opportunity to meet Capilano University's regional mandate (*2019/20 Mandate Letter AEST – Capilano University*). The proposed degree includes First Peoples' curricula (meaningfully responding to the TRC recommendations); mental health literacy and positive psychology; behavioural science; community psychology; workplace psychology; the psychology of sustainability; and work-integrated learning.

This degree will expand the number of credential options at Capilano University and offer a flexible and sought-after credential for students entering the workforce or continuing into graduate studies.

### **Curriculum Design and Learning Outcomes**

The degree was developed according to the Capilano University Bachelor of Arts Degree Framework (see Appendix D) and the Cap Core Curriculum (See Appendix E).

The program learning outcomes are guided by the [American Psychological Association's \(APA\) Guidelines for the Undergraduate Psychology Major](#), and are aligned with Capilano's institutional learning outcomes (see Appendix B). Graduates of the Bachelor of Arts with a Major in Psychology will be able to:

1. Demonstrate knowledge of psychology's content domains, key concepts, principles and themes;
2. Apply their knowledge of psychology in applied settings; to social issues; and in their everyday life;

3. Use scientific reasoning and psychological information literacy to interpret psychological phenomena;
4. Demonstrate innovative and integrative thinking and problem solving and incorporate sociocultural factors in scientific inquiry;
5. Apply scientific methodologies and data analysis to interpret, design and conduct psychological research;
6. Demonstrate ethical and social responsibility and apply ethical standards in psychological science and practice;
7. Demonstrate competence in communication and effective writing and presentation skills; and
8. Apply their knowledge, skills and social cognition in teamwork, leadership, and project management and demonstrate self-efficacy, self-regulation and a meaningful professional direction.

### **Potential Employment and Opportunities for Further Study for Program Graduates**

The Psychology Major is designed to be congruent with academic expectations for a Bachelor of Arts degree at Capilano and for a BA in Psychology according to APA guidelines as well as having distinctive applied, practical and experiential features. Students will be prepared for a wide variety of careers in social science fields, both upon graduation and/or after completion of a second-entry professional program. Depending on their choice of courses and pathways, graduates will be qualified for entry into many fields requiring a BA in Psychology. These include some of the rapidly growing sectors of the provincial economy, such as health care and human resources. As some examples, graduates will be qualified to work as Human Resource Managers, Mental Health Workers and Program Assistants and Counsellors (for Youth, Addictions, etc.), Community Workers, Employment Counsellors, Research Assistants or Support Workers in these growing sectors.

Graduates will have knowledge of the key concepts, theories, research findings and domains of knowledge in psychology; skills in undergraduate research and data analysis; critical thinking; understanding of psychological applications; knowledge of mental health issues and treatments; awareness and sensitivity to other cultures, especially Indigenous cultures; and the interpersonal “soft skills” needed in any occupation. They will be ready to work in business, government or not-for-profit organizations, or to work or volunteer in mental health support roles in community organizations or volunteer groups, or to conduct community-based research and data analysis.

Graduates with a Bachelor of Arts Honours in Psychology will be strong applicants to graduate programs in psychology, in BC and elsewhere. A wide variety of graduate programs are suitable for Psychology Majors with a high academic standing. Our Honours degree will include an original research project, which is generally expected for students applying to a graduate program in psychology.

Other professional programs also provide opportunities for further study for those graduates with a degree pathway or concentration that includes the set of pre-requisite courses for the particular professional program, such as education (K-12 and post-secondary), medicine and other health care professions, social work, law, and business administration.

**Delivery Methods**

Most of the classes in this BA Major program will entail face-to-face delivery, with some classes on-line or in a blended format of in-class and on-line instruction. A number of courses have a laboratory component with lab activities and demonstrations. Congruent with Capilano's "Cap Core", experiential learning, and ePortfolio initiatives, this degree program is intentionally designed to provide embedded experiential service learning at every level of the program.

In the upper-level courses, there will be close faculty mentorship, including opportunities for mentored community research and community human service, culminating in a research project in our upper-level Applied Research Methods course and in a Capstone graduating course. Awareness and sensitivity to Indigenous cultures and knowledge of mental health issues and treatments are embedded in courses and in micro-credentials (some examples of these are included in Appendix F) at all levels of the degree. These themes will culminate in fourth year courses and in a service-learning/unpaid practicum course.

These high impact educational practices are recommended by the American Psychological Association to enhance students' academic learning and personal development and to train future "[citizen psychologists](#)" (APA, 2018).

**Program Strengths**

Capilano University provides high-quality education to a diverse range of students through its small cohort classes and student-oriented teaching philosophy. The Psychology faculty all have PhDs, ensuring academic rigour. With the proposed degree, students could complete their undergraduate degree in their own communities, a significant benefit to students seeking an education that combines academic rigour, intellectual challenge, and important skill development, with ample student support.

A core strength of the proposed degree is its breadth of options for students among a varied set of courses which include both degree standard psychology courses and an Applied Psychology Concentration useful for a flexible set of career pathways. First, the degree standard set of core courses expected in a BA Major in Psychology constitutes the foundation of the degree (with groupings of mental health and well-being, cognitive, developmental, biological, and social/cultural/personality courses) and enables qualified students to apply to graduate or professional programs. Second, newly developed curricula include courses responding to contemporary issues, such as First Peoples' curricula. Third, the Concentration in Applied Psychology, work-integrated learning, and practicum opportunities will enable interested students to focus on courses leading to their preferred career goals.

The Psychology Department's annual surveys and focus group results have yielded consistent findings that our students would strongly prefer to remain at Capilano rather than transfer mid degree to complete their BA. The proposed psychology degrees are widely recognized, highly popular, and relevant degrees that will respond to this student demand. These psychology degrees also respond to Capilano University's Academic Plan to increase degree options that will attract and retain students (see Appendix A).

As noted previously, and aligned with Capilano University's mandate (*2019/20 Mandate Letter AEST – Capilano University*), the proposed degree plans include curricula to meaningfully respond to the *Truth and Reconciliation Commission of Canada: Call to Action (2012)* (TRC) in partnership with our Indigenous programs, faculty, and Elders-in-Residence from the Squamish, Sechelt, Lil'wat, and Tsleil-Waututh peoples (letters of support are included in Appendix K).

### **Level of Support and Recognition from other Post-Secondary Institutions and Professional Bodies**

A recent letter of support received from the University of British Columbia states that: "Overall, we are thoroughly impressed with the course offerings being proposed in this thoughtfully designed curriculum."

### **Plans for Admission and Transfer within the BC Post-Secondary Education System**

The first and second-year courses in this degree enable students to continue to meet the requirements of the BCCAT Flexible Pre-major Agreement. This enables students to transfer their first and second-year psychology courses to other post-secondary institutions where there are BCCAT articulation agreements. Admission to our program for students with courses from other BC post-secondary institutions will also continue for articulated courses. As new courses are offered, we will seek articulation, as appropriate.

### **Related Programs in BC and Rationale for Duplication**

Bachelor of Arts with a Major in Psychology programs exist in almost all other post-secondary institutions within the province, reflecting the high student interest and demand for the degree. However, Capilano's Psychology Major will offer students a distinct alternative to other psychology degrees at the larger universities, because its smaller cohort and classes enable experiential, community-focused service learning, Indigenous content and co-curricular emphasis. There will also be an integrated ePortfolio requirement and required Cap Core experiential learning and capstone project.

### **Contact Information**

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Faculty of Arts & Sciences  
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## 2. Degree Level Standard

### Depth and Breadth of Knowledge

The psychology degree learning outcomes include an appropriate depth and breadth of *knowledge of psychology's content domains, key concepts, principles and themes* (PLO # 1) (APA, 2013). The current curricula in our program, as well as curriculum being developed for the degree, comprises a typical coverage of the major content domains in psychology: research, social/cultural/personality, biological, cognitive, developmental, mental health and applied psychology. This ensures students will graduate with an understanding of the concepts, theories and principles from the major core content areas, as well as a mastery of some of these areas congruent with their interests and future careers.

### Knowledge of Methodologies and Research

Our program outcomes *include the use of scientific reasoning and psychological information literacy to interpret psychological phenomena* (PLO # 3), a fundamental theme and goal at all levels of the program, from a first year introduction to continuation through second and third year courses to culminate in the experiential graduating project in the Applied Research Methods course in the final year.

Thus, a central program learning outcome is to *apply scientific methodologies and data analysis to interpret, design and conduct psychological research* (PLO # 5). Student experience in understanding and interpreting research and in designing, conducting, and analyzing their own research study is embedded at every level, from an introduction in first year courses, to reinforcement in second year, to eventual mastery in upper-level courses. Two upper-level courses, Applied Research Methods and Applied Data Analysis, will complete student experiential learning, with opportunities for participation in community research projects (such as CityStudio possibilities). In completing and presenting their research projects, students will graduate with an understanding of psychological science at an undergraduate Mastery level.

### Application of Knowledge

The program learning outcome related to this topic is to *apply their knowledge of psychology in applied settings; to social issues; and in their everyday life* (PLO # 2). The proposed degree has embedded service learning and work-integrated courses, and specific courses with experiential content that directly applies to their lives, work, and relationships. The work or service-integrated course assignments, with their experiential focus, aim to profoundly deepen the students' understanding of the key concepts they are learning, and to teach them the research, interpersonal and intrapersonal skills they will need in their future careers. Competency based micro-credentials in each year will help students build these necessary skills. (Micro-credentials recognize specific skills and competencies earned in course work, workshops, and training. They may be internal or external, such as the Tri-Council Policy Statement (TCPS 2 CORE) research ethics tutorial. See Appendix F.)

Congruent with APA guidelines, another program learning outcome is for the *demonstration of innovative and integrative thinking and problem solving and the incorporation of sociocultural factors in*



*scientific inquiry* (PLO # 4). Students' ability to apply their knowledge of psychology to solve problems in creative ways is another fundamental goal of the program. Sociocultural factors that are addressed throughout the program include the basics of social psychology, cross cultural and Indigenous issues and research, and the psychological effects of social-economic status, to more focused upper-level courses in Cultural Psychology and Indigenous Psychology. Community Psychology is a major theme of the program, with its service or work integrated projects and community research focus. Understanding the limitations of past research in psychology is also emphasized throughout the program.

### Communication Skills

The program learning outcomes include the *demonstration of competence in communication and effective writing and presentation skills* (PLO # 7). This will be demonstrated through written assignments required in all psychology courses. Oral presentations are also expected in many courses, and the research project completed in the graduating Applied Research Methods course will be presented in a Student Research Symposium.

### Awareness of Limits of Knowledge

Critical thinking and understanding the limitations of research methods and statistical analysis; the limitations of current research and theories in understanding human mental processes and behavior; and of the areas where further research is needed are also emphasized at every level of the program.

### Professional Capacity and Autonomy

Several program learning outcomes address skills and competencies applicable to a wide variety of professions. Students will *demonstrate their ability to apply their knowledge, skills and social cognition, in teamwork, leadership, and project management and demonstrate self-efficacy, self-regulation and a meaningful professional direction* (PLO # 8). Many of the research project courses offered in the program will require group work, enhancing teamwork and leadership skills; community research and volunteer projects will require self-efficacy and self-regulation.

Self-reflection is embedded in ePortfolio assignments in required first year English courses and in specific psychology courses in subsequent years, culminating in a required "Capstone" graduating course in which the students reflect on and synthesize their education in their ePortfolio as part of their professional development plan. A Capstone project in this course will demonstrate these learning outcomes.

Further, our program learning outcomes include the *demonstration of ethical and social responsibility and the application of ethical standards in psychological science and practice* (PLO #6), with micro-credentials such as the external certificate from the Tri-Council Policy Statement (TCPS 2 CORE) research ethics tutorial as one example, required for all research methods students. Research and professional ethics are themes at every level of the program. Professional ethical standards of research and work within their service/work integrated courses are reinforced throughout.

### 3. Credential Recognition and Nomenclature

A BA Major in Psychology is a well-recognized credential and a very popular discipline-focused degree. According to the [APA](#), psychology is “...one of the most popular undergraduate majors, [and] can prepare students to be successful in many different careers — from the social sciences to business and beyond”.

Teaching focused and research universities were consulted at Stage 1 of this degree proposal, and again during Stage 2. Simon Fraser University, University of British Columbia, Kwantlen Polytechnic University and Vancouver Island University were consulted about our program profile and courses (their responses are included in Appendix L).

The Psychology Major will enable students who have taken the necessary pre-requisite courses to apply to professional degree programs in Education, Law, Criminology, Medicine or Business. An Honours degree will enable qualified students to apply to graduate programs such as those in Experimental, Clinical, Counselling, or Forensic Psychology, Behavioural Science, Cognitive Science, or Organizational Psychology.

Regarding the policy and procedures for notifying students of credential recognition and/or transfer, see Appendix C for Senate Policy *S2013-01 Transfer Credit Policy*.

### 4. Curriculum/Program Content

The Faculty of Arts and Sciences’ Bachelor of Arts degree framework (See Appendix D) and Policy *S2015-05 Credential and Course Criteria* requires 120 credits, which includes a minimum of 30 credits of upper-level courses for a major; 15 credits of upper-level courses for a minor; and 12 credits of upper-level courses for a concentration. Honours degrees will require an additional 6 credits (which includes a thesis), and an upper-level 3.50 CGPA. In addition, Capilano University has “Cap Core” requirements for general education and experiential courses (Appendix E).

This **Bachelor of Arts with a Major in Psychology** follows Capilano University Policy *S2015-05 Credential and Course Criteria* as well as the Cap Core requirements. It will include an optional Concentration in Applied Psychology, with several career-focused course pathways possible for specific career directions.

- a. The current Associate of Arts Degree - Psychology provides students with the necessary courses for the requisite [Flexible Pre-Major](#) in psychology. In planning our BA Major program profile to further develop course offerings that accomplish our BA degree requirements, we developed a curriculum map to plan the appropriate level of knowledge and skills for each course (Appendix G).
  - i. As our curriculum map illustrates, our two first-year courses (PSYC 100 and 101) introduce all eight of our program learning outcomes and include the broad range of key domains in psychology (PLO #1) typical of introductory psychology courses.
  - ii. Our eight current and proposed second year courses further develop and reinforce knowledge and skills within the core psychology domains of research methods and analysis, social,

developmental, biological, cognitive, abnormal and applied psychology. These domains are identified in [APA's Guidelines for an Undergraduate Degree](#) (2013) as key domains that should be included in a BA Major in Psychology.

- iii. The current and proposed upper-level courses focus on specific sub-topics within these domains to further develop and reinforce student knowledge and skills to an undergraduate mastery level.
  - iv. As well as a general progression through the levels, some topics will be embedded in specific courses at all levels, accomplishing our program learning outcomes with a gradual scaffolding of knowledge and skill attainment. These include: scientific literacy and skills in research methodology and data science; psychological literacy; informational literacy; Indigenous content (see Appendix H); and a consideration of the professional practices of psychology in mental health, workplace psychology, forensic psychology, behavioural science, cognitive science, etc.
    - In answer to the Truth and Reconciliation Commission's Call to Action, meaningful inclusion of Indigenous content will be embedded at every level, beginning with 100-level Introductory Psychology courses, continuing within 200- and 300-level domain specific courses and culminating in an Indigenous Psychology course in fourth year taught by an Indigenous educator and local Elders-in-Residence (see Appendix H). The goal of this course will be to synthesize a student's understanding of Indigenous history, culture, present day challenges and cultural and individual resilience, in an appreciation of an Indigenous way of being.
    - As noted above, research methods and data analysis will be built in throughout the program, and required in specific courses, including PSYC 212 (Research Methods in Psychology), PSYC 213 (Statistical Methods in Psychology), PSYC 412 (Applied Research Methods in Psychology), and PSYC 413 (Applied Data Analysis in Psychology).
- b.** The curriculum map developed to appropriately scaffold the level of attainment of the program learning outcomes led to a re-organization of some of our current second and third year courses to be more congruent with the expected level of achievement (to develop or reinforce in second year and to attain mastery in third/fourth year). This resulted in level changes for seven of our current second year courses to third year, as these specific courses would typically be upper-level courses in BA degree programs at other universities. We also discovered a need to add a course to our second-year offerings to provide the development/reinforcement stage for the upper-level courses in the core psychology domain of Development.
- i. One of our current upper-level courses, PSYC 320 (Applied Psychology), was changed to the 200-level to reflect its broad coverage of Applied Psychology and to prepare students for more focused upper-level mastery courses of its sub-topics.

- c. To fill the upper-level course offerings within the seven psychology domains (see section 4.a.ii), seventeen new courses were added to our upper-level offerings. (See the APA Guidelines (2013, p. 9) regarding the primary content domains in Psychology). These additional courses provide students majoring in psychology with a breadth and range of sub-topic choices, at a sufficiently rigorous level, among the key domains in psychology necessary for a BA with a Major in Psychology. This accomplishes all eight of the program learning outcomes. The Psychology Department at the University of British Columbia was consulted about our course offerings (Appendix L), and Dr. Rawn stated that:

“Overall, we are thoroughly impressed with the course offerings being proposed in this thoughtfully designed curriculum. With respect to your specific questions: High-performing Honours students should be well positioned to apply for graduate school, based on this curriculum. To the extent this curriculum is successfully enacted, we agree that all graduates should have meaningful skills, abilities, and understanding to apply in the workplace.”

- d. Proposed new upper-level courses also provide a flexible set of seven courses available for students seeking the Concentration in Applied Psychology. The breadth of the Concentration in Applied Psychology courses developed for the degree allows students to choose from applied and relevant core courses and competency-based micro-credentials suitable for their individual career goals (Appendix F). Students can choose from a variety of courses depending on their goals, including courses related to mental health and well-being, workplace psychology, behavioural science, community research and others. In addition, the opportunity for upper level electives will enable students to take courses in the ABA-Autism (Applied Behaviour Analysis) program, if desired.
- e. For interested students, an optional 400-level experiential Service Learning/Practicum course will be a culmination of work and service-learning outcomes throughout the program. Also, to further demonstrate mastery of research and analysis, a Data Analysis course, PSYC 413 (Applied Data Analysis in Psychology) and a required graduating/experiential course, PSYC 412 (Applied Research Methods in Psychology) have been added. These courses will culminate in the design, completion, analysis and written and oral presentation of a research project to be presented at the Capilano University Student Research Symposium (essential psychology student experiences). If students wish, a community research focus within these courses will provide specific experience with community research as part of our CityStudio initiative (Appendix L). These courses also accomplish required Cap Core requirements, including PSYC 412 as an experiential graduating course.
- f. To fulfil Cap Core requirements, and in answer to APA’s Guidelines (2013) calling for workforce preparation as a central feature for Psychology graduates, the program will require psychology students to complete a **Capstone course** (CAPS 499: Degree Portfolio), which requires an ePortfolio, a graduating project, and career development plans. APA’s list of learning goals for Psychology graduates includes learning outcomes specifically developed for career goals, project management and teamwork skills and the “development of meaningful professional directions for life after

graduation.”

- g.** To offer an **Honours degree** to qualified students, our new upper-level courses include a two semester (6 credit) Honours thesis seminar to students with an upper-level CGPA of 3.50 or above, many of whom may be interested in further graduate degrees in psychology or professional degrees such as law or medicine.
- h.** In addition, our new proposed courses will allow a student seeking a **Minor in Psychology** courses of interest to them, congruent with the Capilano University requirements for a Minor.
- i.** Finally, our program plan enables us to offer a **Concentration in Applied Psychology**. A student can choose four courses from the flexible set of seven, depending on their specific planned career pathways.
  - i.** Our proposed course plan includes courses in Clinical and Counselling psychology and in specialized areas such as Mental Health and Well-Being, important for students interested in mental health support positions, behavioural science or health and wellness leadership. As another example, students interested in a Psychology Major, Minor or Concentration with a future career goal of human resources or business management would need a different set of courses applicable to Workplace Psychology. Students with a career goal of education will need to focus on a Developmental Psychology grouping, provided by our four developmental courses.

## Program Profile

Students pursuing a Bachelor of Arts degree must complete all requirements in the Bachelor of Arts Framework, Cap Core requirements in addition to their major or minor program requirements.

## Bachelor of Arts Framework

### **English Requirement**

ENGL 100 (completed within the first 30 credits) and 3 additional credits of ENGL

**Required Credits**

6.00

### **Arts Requirement**

The Arts Credit Requirement is fulfilled through the completion of 65 credits of 100-level or higher coursework from within the Faculty of Arts & Science that have been designated as Arts, Humanities or Social Science; or the corresponding transfer credits. Must include 24 credits consisting of a minimum of 3 credits in at least four disciplines outside of the major program area, one of which must be at the 300-level or higher. The 24 credit breadth requirement is waived for majors requiring courses in multiple disciplines.

**Required Credits**

65.00

### **Language Requirement**

Other than English

**Required Credits**

All BA students will demonstrate competency in a language other than English equivalent to BC high school grade 11. Students meet competency by one of the following:

3.00

- Successful completion of any Grade 11 course with a minimum B grade in an approved language other than English while in secondary school; or
- Successful completion of any secondary immersion program or secondary school at an institution at which the primary language of instruction is not English; or
- Successful completion of a post-secondary credential awarded by institution at which the primary language of instruction is not English; or
- Successful completion of 3.00 credits of a post-secondary level course in a single language other than English.

### **Quantitative/Analytical Requirements**

Minimum of 3 credits in a Quantitative/Analytical course

**Required Credits**

3.00

### **Science Requirement**

3 credits of a Laboratory science and a minimum of 3 credits in Science

**Required Credits**

6.00

### **Upper-level Requirements**

Minimum of 45.00 of the total credits with courses numbered 300-level or higher.

**Required Credits**

45.00

## Psychology Major

### **Lower-level Course Requirements**

*Required:*

PSYC 100 Introduction to Psychology I

**Course  
Credits      Required  
Credits**

24.00

PSYC 101 Introduction to Psychology II

3.00

PSYC 212 Research Methods in Psychology

3.00

PSYC 213 Statistical Methods in Psychology

3.00

3.00

Choose 12.00 credits from courses at the 200 level with the following prefix: PSYC

12.00

**Upper-level Course Requirements**

<b>Course</b>	<b>Required</b>
<b>Credits</b>	<b>Credits</b>

**Core Psychology Courses**

*Required:*

15.00

33.00

Minimum of 3 credits from each of the five core course groupings  
(Social/Cultural/Personality; Biological; Cognitive; Developmental; Mental Health and Well-Being)

PSYC 412 Applied Research Methods in Psychology  
CAPS 499 Degree Portfolio

6.00

**Psychology Electives**

*Required:*

12.00

Minimum of 12 credits from any of the five core course groupings, or Applied, or Psychology Electives

**Or**

**Concentration in Applied Psychology**

*Required:*

12.00

Minimum of 12 credits from the Applied Psychology courses

## Honours

*Required:*

6.00

All Requirements for a Major with a minimum upper-level CGPA of 3.50  
including PSYC 413 (Applied Data Analysis in Psychology)

PSYC 480 Honours Thesis

6.00

## Minor

**Lower-level Course Requirements**

<b>Course</b>	<b>Required</b>
<b>Credits</b>	<b>Credits</b>

*Required:*

15.00

PSYC 100 Introduction to Psychology I

3.00

PSYC 101 Introduction to Psychology II

3.00

PSYC 212 Research Methods in Psychology

3.00

Choose 6.00 credits from courses at the 200 level with the following prefix: PSYC

6.00

**Upper-level Course Requirements**

<b>Course</b>	<b>Required</b>
<b>Credits</b>	<b>Credits</b>

*Required:*

15.00

Minimum of any 15 credits from courses at the 300 or 400 level with the following prefix:

PSYC

15.00

<b>Core Course Groupings</b>
<i>Social/Cultural/Personality</i>
PSYC 300 Psychology of Interpersonal Relationships PSYC 301 Group Dynamics PSYC 321 Theories of Personality PSYC 341 Psychology of Religion and Spirituality PSYC 400 Cultural Psychology PSYC 401 Indigenous Psychology
<i>Biological</i>
PSYC 334 Sensation and Perception PSYC 335 Motivation and Emotion PSYC 336 Neuropsychology PSYC 337 Drugs and Behaviour PSYC 338 Evolutionary Psychology
<i>Cognitive</i>
PSYC 330 Thinking and Reasoning PSYC 331 Psychology and Language PSYC 332 Reconstructing the Past: The Psychology of Memory PSYC 333 Learning
<i>Developmental</i>
PSYC 304 Child Development PSYC 305 Adult Development and Aging PSYC 306 Adolescent Psychology
<i>Mental Health and Well-Being</i>
PSYC 325 Health Psychology* PSYC 326 Positive Psychology PSYC 422 Clinical and Counselling Psychology*
<i>Applied Psychology</i>
PSYC 325 Health Psychology* PSYC 327 Workplace Psychology PSYC 328 Forensic Psychology PSYC 340 Psychology of Environmental Sustainability PSYC 420 Tests and Measurement PSYC 422 Clinical and Counselling Psychology* PSYC 430 Service-Learning Practicum
<i>Psychology Electives</i>
PSYC 303 History of Psychology PSYC 315 The Psychology of Human Sexuality PSYC 342 History of Psychology: Conceptions of Imagination PSYC 343 Psychology of Anomalous Experiences PSYC 413 Applied Data Analysis in Psychology PSYC 415 Psychology and the Internet PSYC 440 Contemporary Topics in Psychology PSYC 490 Directed Studies

\*Please note: PSYC 325 or PSYC 422 can only be used as a credit requirement for either the Mental Health and Well-Being grouping or the Applied Psychology concentration. They cannot be used as a credit requirement for both.



## Calendar Descriptions of Psychology Courses

Complete course outlines are available in Appendix I.

### **ENGL 100 University Writing Strategies**

*Prerequisites: See information on English Diagnostic Test in the Registration section of the University Calendar*

This university writing course introduces students to foundational strategies for critical reading, analytical thinking, and clear writing. Through the exploration of topical questions in local and global contemporary culture, the course teaches core skills for active reading and discussion and provides students with opportunities to write in a range of forms and genres from blog posts to critical analysis to research projects. Revision and detailed individual feedback are fundamental components of the course. Modules on research literacy are taught in collaboration with the university library. Modules on editing, revision, and digital literacy are taught in collaboration with the Capilano Writing Centre.

### **PSYC 100 Introduction to Psychology I**

A course designed to introduce the beginning psychology student to some of the major concepts and approaches necessary to an understanding of human behaviour from a psychological perspective. Learning, biological basis of behaviour, development, personality, and other selected issues are included.

### **PSYC 101 Introduction to Psychology II**

This course is an introduction to the field of psychology. Course topics include history of psychology, research methods, sensation, perception, consciousness, intelligence, motivation, emotion, stress, coping, health, psychological disorders, and therapeutic approaches.

### **PSYC 200 Social Psychology**

*Prerequisites: PSYC 100 or PSYC 101*

A study of the dynamics and effects of social influences on individual human behaviour. The course looks at such topics as attitudes and attitude changes, social beliefs, roles, conformity, group processes, prejudice, interpersonal attraction and psychological effects of the physical environment.

### **PSYC 207 Lifespan Development (new)**

*Prerequisites: PSYC 100 or PSYC 101*

This course is an introduction to the study of human growth and changes across the lifespan, including physical, cognitive, social, intellectual, perceptual, personality and emotional growth.

### **PSYC 212 Research Methods in Psychology**

*Prerequisites: PSYC 100 and PSYC 101*

A course for students who intend to major in one of the social sciences; psychology students should take this course and PSYC 213. This course will introduce the student to current research methods in major

areas of psychology. Students should understand the principles of research methodology, and be able to evaluate, design and conduct research in psychology.

**PSYC 213 Statistical Methods in Psychology**

*Prerequisites: PSYC 100 and PSYC 101; and MATH 097 (C) or MATH 123 (C) or MATH 091 (C+) or BMTH 043 (C+) or MATH 096 (C-) or BMTH 044 (C-) or BMTH 048 (C) or Precalculus 11 (C) or Principles of Math 11 (C) or Foundations of Math 11 (C) or Applications of Math 11 (C) or Applications of Math 12 (pass).*

This course deals with descriptive and inferential statistics as applied in psychology. These will be considered as they are used in psychological research.

**PSYC 222 Abnormal Psychology**

*Prerequisites: PSYC 100 or PSYC 101*

A study of the various models and perspectives for viewing patterns and treatment of abnormal behaviour. The course will examine research about how the medical model, behaviouristic school, humanistic school, psychoanalytic school, cognitive school and biological school view normal and abnormal behaviour. This course will also focus on the historical and contemporary approaches to treatment.

**PSYC 225 Biopsychology of Behaviour**

*Prerequisites: PSYC 100 or PSYC 101*

This course will expand on material introduced in introductory psychology dealing with the biological basis of behaviour. Students will examine functions of the nervous system, as well as studying brain anatomy and brain chemistry in relation to both normal and pathological behaviour. As well, students will discuss mind-body issues and develop an understanding of broader ethical and other issues in neuroscience.

**PSYC 230 Cognitive Psychology**

*Prerequisites: PSYC 100 or PSYC 101*

This course will address many of the issues relating to the thinking processes. Research into consciousness, memory, language, imagery, problem solving, creativity and intelligence will be examined, as well as social cognition and cognition across the lifespan.

**PSYC 240 Applied Psychology**

*Prerequisites: PSYC 100 or PSYC 101*

This course will introduce major areas of applied psychology. Students will learn about and critically evaluate ways in which psychological evidence and techniques can be applied to areas including mental and physical health management, forensics, business, education, and sports.

**PSYC 300 Psychology of Interpersonal Relationships**

*Prerequisites: PSYC 212*

This course will include topics in the area of interpersonal relationships, especially romantic or close friendship relationships and family relationships. It will include psychological theories and research about the stages, processes and effects of the development, maintenance, disruption and dissolution of personal relationships.

**PSYC 301 Group Dynamics**

*Prerequisites: PSYC 212*

A study of the behaviour of individuals in social groups and institutions, such as friendship groups, work groups, therapy groups, and families. This course provides an intellectual and experiential approach to small group theory and allows the student to practise constructive interpersonal skills and leadership skills in a supportive, small group setting.

**PSYC 303 History of Psychology**

*Prerequisites: PSYC 212*

This course will examine the development of psychological thought to gain a critical understanding of contemporary psychology. Issues will range from the mind-body problem, and the nature of science, to an analysis of historical and contemporary schools in psychology.

**PSYC 304 Child Development**

*Prerequisites: PSYC 212*

A study of the child's development from infancy to adolescence, including the development of social behaviour, personality, language and cognitive processes. Students will be encouraged to do research and observations.

**PSYC 305 Adult Development and Aging**

*Prerequisites: PSYC 212*

A course dealing with the psychological development of the individual from early adulthood to death, with emphasis on intellectual and personality changes, and the social context of aging. As well as being exposed to basic research in the area, students will be encouraged to develop an empathetic understanding of the aging process.

**PSYC 306 Adolescent Psychology**

*Prerequisites: PSYC 212*

This course examines the biological, cognitive and social transitions of adolescence and how they affect such developmental areas as identity, autonomy, intimacy, sexuality and achievement. As well as being exposed to basic research in the area, students will be encouraged to explore their own identity development.

**PSYC 315 The Psychology of Human Sexuality**

*Prerequisites: PSYC 212*

The psychology of human sexuality examines the psychological, biological and social science of human sexuality. Topics to be covered will include sexual behaviour and arousal, sexual bodies, puberty and menopause, sexual orientation, sexually transmitted infections, contraception, abortion, sex hormones, sexual disorders, sex therapy, coercive sex, commodity-based sex, pregnancy and fertility.

**PSYC 321 Theories of Personality**

*Prerequisites: PSYC 212*

This course will examine theories of personality including psychodynamic, trait, cognitive and humanistic and other approaches. Included will be a consideration of the historical/cultural development of the theory, what the theory says about the development, structure and dynamics of personality and examples of empirical research.

**PSYC 325 Health Psychology**

*Prerequisites: PSYC 212*

In this course students will be introduced to the psychology of health. Topics will include research methods in health psychology, health behaviours, stress, coping, social support, pain and pain behaviour, and social factors in the etiology and course of chronic and terminal illnesses.

**PSYC 326 Positive Psychology (new)**

*Prerequisites: PSYC 212*

This course provides an introduction to the major concepts and theories of positive psychology, focusing on the scientific study of well-being, happiness and positive human experience. Students will also learn how to apply principles of positive psychology to their everyday lives.

**PSYC 327 Workplace Psychology (new)**

*Prerequisites: PSYC 212*

This course will review theories and research in workplace and social psychology to gain an understanding of individuals in the workplace, including individual differences, motivation, job satisfaction and stress. It will also explore topics in human resource management, social processes in group structure and dynamics, and research on leadership, decision making and ethics in the workplace.

**PSYC 328 Forensic Psychology (new)**

*Prerequisites: PSYC 212*

This course examines psychological concepts as they apply to the criminal justice system. Forensic psychology includes research and practice in several areas of psychology, including cognitive, social, clinical, developmental, and psychometrics.

**PSYC 330 Thinking and Reasoning**

*Prerequisites: PSYC 212*

This course will address topics in the study of thinking and reasoning, a crucial topic in cognitive psychology, including theory and research on problem solving, thinking and decision-making; formal and "everyday" reasoning; intuition and creativity; cross-cultural and individual variations in thinking processes; and the cognitive heuristics which can bias or distort human rationality and effective decision making when dealing with social issues and problems. The theories will be applied to the problems of human cognitive limitations in solving urgent social and environmental crises.

**PSYC 331 Psychology and Language (new)**

*Prerequisites: PSYC 212*

This course examines issues in psycholinguistics, focusing on how humans acquire, learn, construct, understand, and use language.

**PSYC 332 Reconstructing the Past: The Psychology of Memory**

*Prerequisites: PSYC 212*

This course will address topics in the study of memory, a crucial topic in cognitive psychology, and will include theory and research on explicit and implicit memory systems, working memory, the neurology of memory, forgetting and memory disorders, and how to improve memory (mnemonics). Current issues and research in long term memory such as reconstructive processes in memory, eyewitness memory, and repressed memory will also be included.

**PSYC 333 Learning (new)**

*Prerequisites: PSYC 212*

This course emphasizes the evaluation and applications of learning theories to human and animal learning. Students will critically examine learning theories and principles including habituation, sensitization, classical and operant conditioning, and cognitive control of behaviour. There will also be an emphasis on applying these concepts to issues of behavioural change, at the self, community, and societal levels.

**PSYC 334 Sensation and Perception (new)**

*Prerequisites: PSYC 212*

This course examines the functioning of human sensory systems and explores how the brain receives, processes and interprets stimuli from our environment. Topics include vision, audition, taste, smell, touch, proprioception, and psychophysics.

**PSYC 335 Motivation and Emotions**

*Prerequisites: PSYC 212*

This course will address research and theories in the allied topics of emotions and motivation. The course will include experiential, behavioural, psychological, biological, cognitive and social aspects of motivation and of emotions, including needs; goals; mindsets and beliefs; and basic, self, and complex

emotions. The course will include stress reactions, attachment bonds, the development of self-regulation, empathy, and compassion.

**PSYC 336 Neuropsychology (new)**

*Prerequisites: PSYC 212*

This course examines the relationship between human neurological functioning and behaviour. Neuroanatomy and the organization of the nervous system will be reviewed, with a focus on how they support a wide range of cognitive functions. Neuropathy, psychiatric disorders, neurological disease, and functional issues associated to brain damage will be explored.

**PSYC 337 Drugs and Behaviour (new)**

*Prerequisites: PSYC 212*

This course surveys the field of behavioural pharmacology, examines psychoactive drugs, their mechanisms of action in the nervous system, and their effects on the brain and behaviour. It will focus on current research into the pharmacology of drugs, historical accounts of drug use, an examination of recreational use/clinical applications, and insights into their potential abuse.

**PSYC 338 Evolutionary Psychology (new)**

*Prerequisites: PSYC 212*

This course applies the theory of evolution by natural selection to the study of the human mind. It examines the environments of evolutionary adaptiveness and the success and failure of human adaptations in the contemporary world.

**PSYC 340 Psychology of Environmental Sustainability**

*Prerequisites: PSYC 212*

This course surveys the psychology of environmental sustainability, the scientific study of the relationship between humans and the rest of nature. It will focus on the application of theories and research in psychology to the issues of conservation in the face of climate crises and the urgent need to develop environmental sustainability, to decrease the negative impact of humans and to encourage environmentally-friendly behaviour.

**PSYC 341 Psychology of Religion and Spirituality**

*Prerequisites: PSYC 212*

This course examines religious and spiritual experiences, attitudes and behaviours from multiple angles within contemporary Psychology. Themes of the course include: history of empirical inquiry into religion and spirituality; modern research methods; interacting roles of biological and psychosocial factors in the formation of religious commitments and predilection toward spiritual experiences; relationships between religious and spiritual orientations and physical and mental health; and determinants of religious behaviours, from altruism to terrorism.

**PSYC 342 History of Psychology: Conceptions of Imagination**

*Prerequisites: PSYC 212*

This course explores the nature of imagination from a History of Psychology viewpoint. The topic is framed in an evolutionary context; then relevant concepts are traced from preliterate societies to the present. Imagination is examined: as an archaic way of knowing; in relation to historical notions of body, mind, soul and spirit; as cognitive faculty or process; with respect to beliefs about health and illness; and as studied qualitatively and quantitatively in Modern Psychology.

**PSYC 343 Psychology of Anomalous Experiences**

*Prerequisites: PSYC 212*

This course examines a range of commonly reported anomalous experiences from the critical perspective of Psychology. Unlike an Abnormal Psychology course, the focus is mainly on non-pathological experiences. The 'critical thinking' approach is reviewed; a brief historical overview of claims and critiques is presented; and several types of anomalous experience are considered with respect to the biopsychosocial processes that affect perception, memory and belief.

**PSYC 400 Cultural Psychology (*new*)**

*Prerequisites: PSYC 212*

This course examines how culture influences psychological processes. Students will learn about methodologies used to study cultural psychology. They will also critically examine and synthesize research findings in this interdisciplinary field.

**PSYC 401 Indigenous Psychology (*new*)**

*Prerequisites: PSYC 212*

Indigenous psychology is an emerging field that acknowledges and respects other ways of being and knowing in our world. This course will explore psychological perspectives on Indigenous cultures, histories, languages and identities. There will be a focus on strength from Indigenous perspectives, including Indigenous ways of healing and a consideration of ways to support and engage in decolonialization.

**PSYC 412 Applied Research Methods in Psychology (*new*)**

*Prerequisites: PSYC 212 and PSYC 213*

This course will address how to develop, plan, and conduct applied research including experimental, correlational, and survey designs, as well as qualitative and field research methods. Students will learn how to identify a research problem and question, design and implement a study, analyze, interpret, and write up the results, and to communicate their research to academic audiences, and in their local communities.

**PSYC 413 Applied Data Analysis in Psychology (new)**

*Prerequisites: PSYC 212 and PSYC 213*

This course outlines a variety of quantitative and qualitative data analytic methods used in applied psychological research. Quantitative topics will include the analysis of multiple independent and dependent variables, outlier identification, non-parametric tests, mixed method analysis of variance and covariance, and regression models. Qualitative data analytic techniques including phenomenological analysis, grounded theory, and narrative analysis will also be outlined.

**PSYC 415 Psychology and the Internet**

*Prerequisites: PSYC 212*

This course will cover the development of the Internet in a historical context and explore how personal and collective relationships to technology influence Internet use. We will examine the empirical research evaluating the personal and collective social and psychological costs and benefits of Internet use, especially of activities that exist or are experienced in wholly online formats.

**PSYC 420 Tests and Measurement (new)**

*Prerequisites: PSYC 212 and PSYC 213*

This course focuses on psychometric theories, concepts, and applications. Students will gain the theoretical and statistical knowledge necessary to understand when, why, and how to use psychometrics in their work and research. They will also gain experience in test-taking, interpretation, and design.

**PSYC 422 Clinical and Counselling Psychology**

*Prerequisites: PSYC 212*

This course examines the foundational assumptions, efficacy, ethics and socio-cultural values in clinical and counselling psychology. It also reviews major theories of clinical psychology, counselling psychology, and psychotherapy, including analytic, existential, person-centred, behavioural, cognitive, family systems and postmodern, indigenous and multi-cultural/diversity approaches.

**PSYC 430 Service Learning Practicum (new)**

*Prerequisites: PSYC 412*

Students will gain experience applying their knowledge of psychology to working in a community organization, under the supervision of the course instructor and an employer or volunteer supervisor. Students will meet regularly with their supervisors to discuss their progress and will produce reports and presentations related to their practicum experience.

**PSYC 440 Contemporary Topics in Psychology**

*Prerequisites: PSYC 212 and PSYC 213*

The course will relate contemporary research and knowledge from psychology to various current topics and social issues. Specific topics will vary from year to year. Each delivery of this course will have specific



instructor-identified course objectives.

**PSYC 480 Honours Thesis (new)**

*Prerequisites: PSYC 412 and PSYC 413*

This course will entail an in-depth investigation of a topic in psychology. The first half of the course will culminate in a critical literature review and the formulation of a research proposal. In the second half of the course, the research proposed will be executed and the results will be written in a thesis format and presented.

**PSYC 490 Directed Studies**

*Prerequisites: PSYC 212 and PSYC 213*

Students will work with a Psychology faculty member to guide them in the development of a research-based project or independent study. Specific course details will be arranged between individual students and faculty members.

**CAPS 499 Degree Portfolio (new)**

*Prerequisites: 90 credits of 100-level or higher coursework, including at least one Cap Core Experiential course.*

This capstone course is a culminating undergraduate experience that invites students to reflect upon, integrate, and synthesize the knowledge, skills, and values acquired during their academic studies and to prepare for graduation and beyond. Students will create learning or showcase portfolios for a purpose and audience of their own choosing. During this process, students will select, revise and prepare one scholarly essay, research project or creative project completed as part of their coursework for publication on their digital portfolio.

## **5. Learning Methodologies/Program Delivery**

The BA in Psychology incorporates a variety of learning methodologies and delivery. Most instruction will consist of face-to-face lectures and experiential laboratory activities and demonstrations (including the use of “BioPac” equipment and software (Appendix K)) and include on-line activities and assignments. Students will be trained in the use of statistical software and in the use of physiological and cognitive testing equipment. All psychology courses use eLearn as a course management system. Some courses will also be offered fully on-line (see Policy 2013-04 *Senate Instructional Technologies Advisory Committee Mandate and Structure*) or in a blended format.

Many of the courses will embed experiential learning in field trips, service and/or volunteer work experience elements. Experiential learning is a required component of all baccalaureate degree programs at Capilano University, through the Cap Core general education curriculum, which requires at least 3 credits in the degree program be designated as Experiential. For the BA in Psychology, all students will take PSYC 412 Applied Research Methods in Psychology. Students will work in teams to design, conduct and present a research project. In addition to giving students an opportunity to apply the science they have learned in other courses, the research project course will emphasize teamwork,

leadership, research ethics, presentation and communication skills. It will be closely integrated with a Capstone course, in which each student will write an individual senior project, integrating the work they have done over the entire program.

## 6. Admission and Transfer/Residency

### Program Admission Requirements

- BC Secondary School graduation (Grade 12) or equivalent
- A minimum grade point average of 2.0 (60%) calculated on English 12 or English 12 First Peoples and two academic Grade 12 courses.
- Capilano 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 (Academic 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.

### Transfer

Students who transfer to Capilano University may be eligible for a maximum of 60 transfer credits toward the degree and must meet all the graduation requirements. For details see Appendix C (*S2013-01 Transfer credit*) for the university's policies and practices on assigning transfer credit.

### Residency

Students in the program have a residency requirement of 50% of the 120 degree-credits, in accordance with university policy. See Appendix C (*S2017-04 Graduation*) for the university policy on residency.

## 7. Faculty

See Appendix J for a list of our current Faculty, their profiles and Curriculum Vitae.

The Psychology Department at Capilano University currently comprises nine faculty members, six regularized and three contract faculty, all of whom have PhDs and many years of applied experience. The faculty are well equipped to offer the range of courses required for a BA Major in Psychology, as their discipline expertise includes research, clinical, and counselling psychology, and various specializations in cultural, social, community, cognitive, mental health, personality, forensic, evolutionary, health, animal behaviour and conservation psychology. Faculty expertise thus allows for the supervision of student research projects with a real-world experiential and service-learning focus

(see Appendix J for Faculty Curriculum Vitae).

**Faculty**

- Douglas Alards-Tomalin, BA (Hons), MA, PhD
- Deyar Asmaro, BA (Hons), MA, PhD
- Alberta Girardi, BA (Hons), MA, PhD
- Danielle Labossière, BA (Hons), MA, PhD
- Danyael Lutgens, BA (Hons), MSc, PhD
- Jason Martens, BA (Hons), MA, PhD
- Hammond Tarry, MA (Hons), DPhil
- Sally Walters, BA (Hons), MA, PhD
- Janet Waters, BA (Hons), MA, PhD

Our psychology faculty engage in a variety of research, scholarly and creative pursuits. As a few examples, Dr. Alberta Girardi is currently engaged in research and is interested in working with students in undergraduate research, as are Dr. Danyael Lutgens and Dr. Douglas Alards-Tomalin. Dr. Janet Waters conducts organizational, teaching and learning research, and is a registered clinical counsellor. Dr. Sally Walters' focus is on teaching and learning in on-line courses. See Appendix J for further information on the research interests of our faculty.

The degree builds on our long-running two-year Associate of Arts degree, and therefore will draw on existing faculty and financial resources. With the addition of new third and fourth-year courses in a phased approach, current part time and contract faculty may expand their work to full time. Most of the proposed courses can be taught by two or more current instructors. We plan to incrementally offer the necessary increase in upper level courses and to hire additional faculty members over the first several years of the degree program.

Within the first two years of the degree program, the department expects to hire one full time (8 courses or sections per year) and one part-time faculty member (to two full time faculty members) with PhDs in Psychology, with relevant expertise in key subjects such as neuroscience and in mental health support. An Indigenous instructor is needed to teach Indigenous Psychology. Additional faculty may be needed as further specialized courses are offered and as current faculty members retire. Faculty selection criteria will include the appropriate educational qualifications (PhD) and specializations, and teaching experience in two or three key domains in Psychology. For specialized or applied courses, existing and new faculty will have a good background in the topic, such as an Indigenous instructor to teach Indigenous Psychology, instructors with a clinical background to teach Clinical and Counselling Psychology, and research experience to teach Research Methods.

Our financial forecasts indicate that revenue generated from new and existing courses will be sufficient to hire the required number of new faculty members. However, we will regularly monitor human resource needs in relation to student enrolment during the implementation phase of the degree. We expect that new tuition revenue will also permit the hiring of additional staff members to support the

degree and assist with anticipated enrolment growth.

Capilano has a [Research Ethics Board](#); two members of the psychology department are currently board members. Capilano has a thorough Research Ethics Policy (see Appendix C *S2002-01 Research Ethics Policy: Research with Human Subjects*), updated in 2012 and currently under revision. The Capilano Research Ethics Board has developed a process for the ethical approval and supervision of undergraduate research with human participants, whether as part of our two required research methods classes, as research assignments in psychology courses, or as graduating or Honours projects.

No research directly using animals is being carried out within the Psychology program by faculty members or by students. An Animal Care Committee is not currently in place; however, one will be developed.

For policies on the academic credentials of faculty (Senate Policy *S2006-02 Educational Qualifications for Instructors*), see Appendix C.

For policies regarding academic freedom (Senate Policy *S2003-01 Academic Freedom*); performance evaluations (*Section 11.5 CFA Collective Agreement*); teaching loads and professional development (*Article 6 CFA Collective Agreement*), see Appendix C.

## 8. Program Resources

An essential requirement for any BA Major in Psychology is a functional and well-equipped Psychology Lab, which is mandatory for course related experiential demonstrations, student lab assignments, and for undergraduate research essential to a valid psychology degree. See Appendix K for a description of the Psychology Lab proposal. Equipping the lab will require additional hardware, equipment, and software resources, and a Lab Assistant who will help students with lab assignments and demonstrations.

## 9. Program Consultation

**External:** Consultations included: (Appendix L)

- a. **Community PAC Contacts** (including North Shore Community Resources and Parkgate Community Services, School Boards in North Vancouver, Sechelt and Squamish, and others were consulted. A report on their responses is in Appendix L.
- b. **Post-secondary Teaching-Oriented and Research Institutions** were consulted, including: Simon Fraser University, University of British Columbia, Kwantlen Polytechnic University, Vancouver Island University and Douglas College.

- c. **Indigenous PAC contacts** in the Lil'wat, Musqueam (*x<sup>w</sup>məθkwəyəm*), Sechelt (*shíshálh*), Squamish (*Skwxwú7mesh*) and Tsleil-Waututh (*Səlílwata?/Selilwitulh*) Nations, and our internal indigenous directors have been consulted. Letters of support are in Appendix K.

**Internal:** Consultations included: (Appendix L)

- a. Psychology Student Consultation: A focus group and survey of Psychology program students (Report attached in Appendix L)
- b. The First Nations advisors at the Kéxwusm-áyakn Student Centre and at the Sechelt campus were extensively consulted.
- c. A Library Impact Assessment (Appendix K)
- d. Information Technology
- e. The Career Development Centre
- f. The Registrar's Office
- g. Other Arts & Sciences programs such as Liberal Studies, Criminology, Sociology, Anthropology, Data Science and ABA

## 10. Program Review and Assessment

Capilano University's commitment to ongoing quality improvement is demonstrated in our Policy *B.106 Program and Course Review and Approval* and Procedure *B.106-01 Program Review* (see Appendix C). These documents require review of all academic programs every five years, in accordance with Degree Quality Assessment Board's Quality Assurance Process Audit and our Northwest Commission on Colleges and Universities (NWCCU) accreditation status. The Vice-President Academic and Provost is responsible for maintaining a list of programs scheduled for review. Program review provides ongoing improvement through in-depth reflection, formative and summative feedback, and internal and external peer review. Program reviews consist of a Self-Study Report; an external review of the program including a scheduled site visit and formal report with findings and recommendations; an action plan to implement the recommendations; an institutional response; and approval of the Program Review Package presented to the Senate Academic Planning and Program Review Committee, as outlined in Appendix C - Policy *S2011-01 Senate Academic Planning and Review Committee*.

To fulfill both internal and external accreditation or professional association standards for quality improvement, all academic programs measure student achievement of program learning outcomes as part of an annual program assessment process. This process involves assessment of the knowledge and skills students are expected to achieve upon graduating from a program, measurement of student learning against defined benchmarks, and the use of assessment results to inform action plans for improving curriculum and pedagogy. Programs submit assessment plans/reports to their dean each year for review and feedback.

**For Internal Use Only**

1. Short Program Title (a maximum of 30 characters including spaces and credential awarded)  
Bachelor of Arts Major in Psychology
2. Long Program Title (a maximum of 60 characters including spaces and credential awarded)  
Bachelor of Arts with a Major in Psychology
3. Final Program Number (to be assigned by the Registrar)
  - a.
4. Program Learning Outcomes
  - a. Demonstrate knowledge of psychology's content domains, key concepts, principles and themes
  - b. Apply their knowledge of psychology in applied settings; to social issues; and in their everyday life
  - c. Use scientific reasoning and psychological information literacy to interpret psychological phenomena
  - d. Demonstrate innovative and integrative thinking and problem solving and incorporate sociocultural factors in scientific inquiry
  - e. Apply scientific methodologies and data analysis to interpret, design and conduct psychological research
  - f. Demonstrate ethical and social responsibility and apply ethical standards in psychological science and practice
  - g. Demonstrate competence in communication and effective writing and presentation skills
  - h. Apply their knowledge, skills and social cognition in teamwork, leadership, and project management and demonstrate self-efficacy, self-regulation and a meaningful professional direction
5. General Education see program profile
  - a. Description of Cap Core
6. Program Profile
  - a. See section 4.1
7. Format (Full-time, Part-time, Both)
  - a. Both
8. Schedule (Day, Evening, Weekend)
  - a. All possible
9. Admission Requirements: See section 6
10. Frequency of Student Intake (every semester, every year): Every semester (Fall, Spring, Summer)

