



SENATE MEETING

Wednesday, June 5th, 2019 4:00 – 6:00 pm
Capilano University – LB 322

AGENDA

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 May 14th, 2019 Minutes – Decision** Senate Members
Schedule 3
4. **Correspondence Received**
5. **Business Arising**
 - 5.1 Self-Evaluation Committee – *Information* Michelle Gervais
Schedule 5.1
 - 5.2 Vice-Chair Nominating Committee - *Decision* Michelle Gervais
 - 5.3 Election of Senate Subcommittee Chairs – *Decision* Stephen Williams/
Joshua Millard
Schedule 5.3
6. **New Business**
 - 6.1 Graduates – *Decision* Toran Savjord
 - 6.2 Cap Core Working Group Recommendations – *Information* Laureen Styles
Schedule 6.2
7. **Committee Reports**
 - 7.1 Academic Planning and Program Review Committee Michael Thoma
Concept Paper - Post-Baccalaureate Certificate and Diploma in
Design for Social Innovation – *Information* Schedule 7.1
 - 7.2 Bylaw, Policy and Procedure Committee – *Information* Stephen Williams



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- | | | |
|------------|---|-----------------------------------|
| 7.3 | Curriculum Committee | Deb Jamison |
| | May 17, 2019 – Agenda Package / May 17, 2019 Draft Minutes
May 24, 2019 – Agenda Package / May 24, 2019 Minutes – Not Available | |
| 7.3.1 | Resolution Memorandum – May 17, 2019 – <i>Decision</i> | Schedule 7.3.1 |
| 7.3.2 | Resolution Memorandum – May 24, 2019 – <i>Decision</i> | Schedule 7.3.2 |
| 7.3.3 | Bachelor of Arts with a Major in English, Bachelor of Arts with a Major in English (Hon.), Minor in English, Minor in Creative Writing and Concentration in Creative Writing
(Link to Documents) - <i>Decision</i> | Pouyan Mahboubi
Schedule 7.3.3 |
| 7.3.4 | Bachelor of Science General (Link to Documents) – <i>Decision</i> | Pouyan Mahboubi
Schedule 7.3.4 |
| 7.3.5 | Bachelor of Human Kinetics (Link to Documents) – <i>Decision</i> | Brad Martin
Schedule 7.3.5 |
| 7.4 | Instructional Technologies Advisory Committee
Senate Teaching, Learning and Technology Advisory Committee
Mandate and Structure - <i>Decision</i> | Debbie Schachter
Schedule 7.4 |
| 8. | Other Reports | |
| 8.1 | Chair of Senate – <i>Information</i> | Paul Dangerfield |
| 8.2 | Vice Chair of Senate – <i>Information</i> | Majid Raja |
| 8.3 | VP Academic and Provost – <i>Information</i> | Laureen Styles |
| 8.4 | Board Report – <i>Information</i> | Duncan Brown |
| 9. | Discussion Items | |
| 10. | Other Business | |
| 11. | Information Items | |
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Present: Paul Dangerfield (Chair), Sean Ashley, Joel Cardinal, Caroline Depatie, Marnie Findlater, Kyle Guay, Michelle Gervais, Ted Gervan, Deb Jamison, Brad Martin, Pouyan Mahboubi, Joshua Millard, Lauren Moffatt, Corey Muench, Majid Raja, Toran Savjord, Debbie Schachter, Ekaterina Sergeeva, Graeme Sleep, Judy Snaydon, Laureen Styles, Michael Thoma, Diana Twiss, Halia Valladares, Mark Vaughan, Stephen Williams, Recording Secretary: Mary Jukich

Regrets: Cyndi Banks, Duncan Brown, Brent Calvert, David Fung, Robin Furby, Aisha Lakhdir, Jaswinder Singh, Stephanie Wells, Michaela Volpe

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

Anthea Mallinson, new voting faculty representative from the Faculty of Fine and Applied Arts was introduced and welcomed to Senate.

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

In the absence of Robin Furby, Majid Raja assumed voting rights for the Faculty of business and Professional Studies.

2. Approval of the Agenda

Paul Dangerfield moved and Brad Martin seconded:

To adopt the agenda.

CARRIED

3. Approval of the Minutes

Paul Dangerfield moved and Deb Jamison seconded:

To adopt the April 2, 2019 minutes.

CARRIED



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4. Correspondence Received

No correspondence was received.

5. Business Arising

5.1 Self-Evaluation Committee

Presented by: Michelle Gervais

As a result of the extension of the survey deadline, there was insufficient time to finalize a report to Senate. The Committee has scheduled a further meeting, and their recommendations will be provided at the June Senate meeting.

5.2 Vice-Chair Nominating Committee

Presented by: Michelle Gervais

No nominations have been received to date for the position of Senate Vice-Chair for the term August 2019 to July 2020. All members of Senate were encouraged to consider volunteering for this position.

5.3 Results of Senate Faculty By-Election

Presented by: Toran Savjord

Anthea Mallinson acclaimed the Faculty of Fine and Applied Arts voting seat with a term ending July 31, 2021.

5.4 Results of Senate Student Representatives Election

Presented by: Toran Savjord

The Spring 2019 election for the four student Senator seats (voting) was completed. The following students were elected for a one-year term, August 2019 to July 31, 2020:

Alea Rzeplinski
Bridget Stringer-Holden
Christopher Ballard
Oscar Blue



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6. New Business

6.1 Graduates

Presented by: Toran Savjord

Toran Savjord submitted a list of 916 graduates, verified by the Register's Office, to have met the graduation requirements of their program.

19/17 Senate accept the students as graduates.

CARRIED

6.2 Faculty of Arts and Sciences and Academic Planning Committee Terms of Reference

Presented by: Majid Raja

As a housekeeping item, Senate was requested to rescind the Faculty of Arts and Sciences and Academic Planning Committee Terms of Reference which will be replaced by the Faculty Bylaws previously approved at the February 2019 Senate meeting.

Majid Raja moved and Lauren Moffatt seconded:

19/18 To rescind the Faculty of Arts and Sciences and Academic Planning Committee Terms of Reference.

CARRIED

6.3 Election of Senate Subcommittee Chairs

Presented by: Stephen Williams

As background, the election of Chairs of the Senate subcommittee takes place to the first meeting of the academic year. As such, Senate was requested to reconsider the timing of these elections now that the Chairs of three of the subcommittees have workload release attached to the position. The change would be to permit the subcommittees to elect their Chairs in May, the same timeline as the election for Senate Vice-Chair. The disadvantage to the change would be that any Senators elected for the new academic year would not have the opportunity to serve in the Chair position.

On discussion, concern was expressed that a shift in the election for subcommittee Chair could preclude the opportunity for students to volunteer for the role, as the students come into their position in the summer. Accordingly, it



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was suggested that this issue be further explored prior to a decision, and that it be brought back to the June meeting. In the interim, and for this year, discussions can take place at the subcommittee level.

Paul Dangerfield moved and Kyle Guay seconded:

19/19 To revisit the timing in which the Senate subcommittee Chairs are elected.

CARRIED

6.4 Gender Audit Recommendations – Senate Policies and Procedures and Senate Practices

Presented by: Laureen Styles

As background, in the fall of 2018, a joint University and Capilano's Students' Union (CSU) project to conduct a gender audit was undertaken with an external consultant. This project aligned with the stated values of the University and commitment of the Executive to continue to focus on positive working and learning environments inclusive of a range of diversity considerations. The final report included 36 recommendations that were developed, which included some specific recommendations related to academic components.

On discussion, concern was expressed on the possible impact of the initiative to Senate operations, and that this initiative was brought directly to Senate without a secondary step. It was noted that there was a clear recommendation on how to create positive and safe spaces and as institutional leaders this be brought to Senate to continue the work around creating and contributing to positive climates. As well, the new initiative can be built into the orientation, and can evolve in the same way as other practices.

Clarification was also requested on whether the campus community will be informed of the Recommendations, and how the information will be disseminated. It was noted that the communication piece will be undertaken between the President's Office and the Vice President, Academic and Provost.

On review of Recommendation 3, for consistency, it was suggested that in the 5th bullet, the word "preferred" be changed to "self-identified" in the sentence ". . . introductions be made including each attendees preferred pronouns" the word ".



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On review of Recommendation 5, clarification was requested as to the reporting requirement. On discussion, it was suggested to report on how processes have changed and not on the work that was completed.

Lauren Styles moved and Joshua Millard seconded:

19/20 Recommendation One - That the Vice President Academic & Provost Office and the Privacy and Policy Office undertake a review of all Senate policies and procedures and make revisions to use “student”, “students” and when necessary that he/she pronouns be replace with “they”. This will be considered a minor change, based on the university policy on Policy Development and Management (B.102).

CARRIED

Lauren Styles moved and Joshua Millard seconded:

19/21 Recommendation Two - That a report be provided by the Vice President Academic & Provost, as information, to Senate no later than the September 10, 2019 meeting, noting the specific policies and procedures that have been amended, aligned with the above recommendation.

CARRIED

Lauren Styles moved and Joshua Millard seconded:

19/22 Recommendation Three - That the following practices be implemented through Senate sub-committees and Senate operations:

CARRIED

- With annual orientation, include self-identified pronouns with our names and positions;
- With all new Senate members and first annual meetings of Senate sub-committees, include self- identified pronouns with introductions;
- With Senate orientation, include a component on ‘how we use gender inclusive language’ in our day to day work, and request that Senators ‘model the way’;



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- With Senate sub-committee meetings, include Senators' preferred pronouns at introductions when there are new members; and,
- With Senate sub-committee meetings, where guests are in attendance to present/participate, that a round of introductions be made including each attendee's preferred pronouns

Joshua Millard moved and Laureen Styles seconded:

19/23 Recommendation Four - That Faculties, through Deans as Chairs of Faculties, consider curriculum review and renewal with relevant courses to ensure relevance, currency of topics and content that reflect the full range of gender identities and experiences.

CARRIED

Joshua Millard moved and Laureen Styles seconded:

19/24 Recommendation Five - That SCC and SAPPRC review processes to consider gender neutral language and gender inclusivity in program review processes and curriculum development and revision and a report be brought back to Senate by the December 3, 2019 meeting to update discussions, progress and any changes.

CARRIED

6.5 Cap Core Ad-hoc Working Group – Transfer Credit Recommendation

Presented by: Laureen Styles

The Cap Core Ad-hoc Working Group has identified an outstanding topic with regard to options and opportunities for student transfers. As Capilano works towards becoming a transfer-in institution, there should be no expectation for additional credit that would be expected with Cap Core. In this regard, Senate was requested to approve the following recommendations from the Working Group:



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Lauren Styles moved and Sean Ashley seconded:

19/25 That students being admitted to the university under a block transfer agreement with another post-secondary institution be partially exempt from Cap Core requirements, being given credit for years 1 and 2 (or as defined by the block transfer agreement), then with determination of Cap Core requirements from their entry point forward through to graduation.

CARRIED

Lauren Styles moved and Sean Ashley seconded:

19/26 That Cap Core requirements be considered when developing block transfer agreements, including determination of courses from the sending institution that qualify as Cap Core courses, noting these on such agreements for enhanced clarity for students.

CARRIED

7. Committee Reports

7.1 Academic Planning and Program Review Committee

Presented by: Michael Thoma

The Committee met on April 9th and reviewed a Concept Paper for a Bachelor of Health Studies. The proposal builds on the growing industry demand for health care workers and the strong reputation for teaching excellence and experiential opportunities that existing Capilano University programs provide, such as Music Therapy, Rehab Assistant and Health Care Assistant.

The Concept Paper was recommended by the Committee to be forwarded to the Vice-President Academic and Provost to move to Stage 1 of the development process with the following four recommendations:

1. Greater differentiation and clarification is required in the proposal;
2. Clarification of the title;
3. Further and more robust consideration of alignment and resources;
4. For demand, provide a rationale that offers differentiation and clarification.



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7.2 Bylaw, Policy and Procedure Committee

Presented by: Stephen Williams

The Committee continues to meet twice per month, and work through policies.

7.3 Curriculum Committee

Presented by: Deb Jamison

7.3.1 Resolution Memorandum

The resolutions brought forward from the April 12th, 2019 Senate Curriculum Committee meeting were presented to Senate for approval.

Deb Jamison moved and Caroline Depatie seconded:

19/27 SCC resolutions 19/23 to 19/32 be adopted by Senate.

CARRIED

7.3.2 SCC Membership

Deb Jamison moved and Michelle Gervais seconded:

19/28 Senate endorse Ferdos Jamali as a member of the Senate Curriculum Committee.

CARRIED

7.4 Instructional Technologies Advisory Committee

Presented by: Debbie Schachter

The Committee met in late April and discussed feedback provided by the Bylaw, Policy and Procedure Committee with respect to the revised mandate. As a result of the feedback, some minor revisions were made and the mandate was sent back to the Bylaw, Policy and Procedure Committee for further review. The Committee will be working on the next steps in determining the scope of Committee in addressing teaching and learning.

8. Other Reports

8.1 Chair of Senate

The Chair's report was combined with the Board Report.



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8.2 Vice-Chair Senate

Majid Raja, Vice-Chair of Senate reported that work is underway in preparing a year-end report summarizing Senate achievements for this year. The report will be brought to the June Senate meeting.

8.3 VP Academic and Provost

Laureen Styles, VP Academic and Provost reported that Capilano's Universities Canada self-evaluation and application was submitted in April and the application will be going to the Board at the end of June. It is anticipated that the site visit will take place in the fall, and areas of the University will be requested to assist with the preparation of the visit.

8.4 Board Report

On behalf of, and as provided by Duncan Brown, Board representative, Paul Dangerfield presented the following Board report:

The Board met on April 16, 2019.

Finance - the main focus of the meeting was the 2019-20 budget.

The Board received reports from its Finance and Audit Committee, President Paul Dangerfield and Jacqui Stewart, Vice President, Finance and Administration on the integrated planning and budgeting process and the draft three-year operating and capital budget (2019/20 – 2021/22).

The Board approved a 2% increase in tuition and mandatory fees from domestic and international students.

Paul Dangerfield reminded Senate that the integrated planning process took longer this year as this was more complex and provided an opportunity to integrate with the service areas to be part of the process in supporting the academic and University initiatives. The integrated plan will be finalized in the next couple of weeks and will be disseminated before the summer.



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The Board approved the 2019/20 operating and capital budget.

Administration – The Board was provided with an update on the highlights of the Operational Plan (2019/20 – 2021/22) by Toran Savjord, Vice President of Strategic Planning, Assessment and Institutional Effectiveness.

Academic – The Board was provided with an update on academic program development by Laureen Styles, Vice President, Academic and Provost.

Next Meeting - The next meeting is on May 16, 2019 and will focus on the Envisioning 2030 strategic planning process.

9. Discussion Items

No discussion items were presented.

10. Other Business

Marnie Findlater acknowledged the recent Research Symposium, as well as the successful PD Event.

Michelle Gervais reported on some challenges encountered in the summer term with approximately 70 international students who have not been enrolled, and work underway by CIE to resolve this matter.

11. Information Items

No information items were presented.

There being no further business the meeting was adjourned at 5:45 pm.

Next Meeting: Wednesday, June 5th, 2019



Senate Self-Evaluation Survey 2019

Committee members

Michelle Gervais (Chair), Caroline Depatie, Kyle Guay, Majid Raja, Debbie Schachter, Graeme Sleep.

Thanks to Christine Chan and David Han (IR) for administering the survey and collating the results.

Purpose of survey

The survey measures the effectiveness of the organization and functioning of Senate, and senators' understanding of their role in relation to the various committees and the university. Based on survey results, the Senate Self-Evaluation Committee recommends improvements to increase Senate effectiveness.

Survey profile

The response rate was 78% or 28/36, up significantly from a 56% response rate in 2018, and a 67% response rate in 2017. The survey opened April 2 and closed April 26, 2019.

Changes to the 2018 survey

This year, the committee maintained the questions from previous years for comparison purposes. The only substantive change to this year's survey was to add a set of questions regarding the Senate agenda.

Overview of survey results - key findings

Overall, the survey results indicate that Senate is clear about its role and obligations (96.4% in 2019 versus 90% in 2018) and that individual senators are clear about their roles and responsibilities (100% in 2019 compared to 90% in 2018) (Q1, Q2). However, this year there was a slight reduction to 92.8% of senators who agree that Senate is providing relevant advice to the Board (Q3) compared to 100% of senators in 2018.

Senators also responded positively with respect to questions related to Senate meetings providing effective discussion of academic governance (Q21) at 82% in 2019 over 75% in 2018, but less effective at seeking input from constituents (Q22) at 64.29% in 2019 versus 85% agree in 2018.

Areas for improvement: Policy review; Senate Sub-Committees; Communications; Agenda

A notable change from 2018 is in regard to Senate's review of policies (64.28 agree in 2019 compared to 85% in 2018) (Q5).

While Senate sub-committees received a number of comments regarding their functioning, mandates, training and orientation (see open-ended comment themes below), 93% of senators agree that the areas of responsibility of Senate sub-Committees are clear, up slightly from 90% in 2018.

A number of senators feel that Senate and sub-committees are not effectively communicating to the university community, yet the survey indicates positive results over 2018 (Q17-Q19). The exception is the Senate Budget Advisory Committee which declined from 80% agreeing in 2018 to 68% in 2019 (Q20).

Orientations and Training of Senators

This year, and possibly related to the large number of new senators in 2019 (57% of respondents versus 30% in 2018) (Q24), orientation to Senate and sub-committees were reported as problematic. While 95% of Senators agreed that orientation was effective in 2018, only 57% agreed in 2019 (Q25).

Qualitative Response Themes

The survey also gathered open-ended (qualitative) comments from senators. In analysing these comments, a number of themes arose as gaps and recommendations for improvements, as follows:

Training/Orientation

- Improve training and orientation to Senate and particularly to subcommittees
- Prepare senators for their role on Senate
- Educate senators about the agenda

Volume of work

- More resources for committees
- More time to consider policies, agenda items

Operational Improvements

- Develop an annual plan for Senate
 - Set annual targets and reviews for all committees
- Improve policy planning (through a schedule)
- Improve consultation, timing, feedback and editing mechanisms (to reduce textual editing at Senate meetings)
- Improve materials from committees for more effective discussions at Senate
 - Be mindful of agenda package size for effective use of time

Senate Discussion and Engagement

- Encourage Senator engagement in discussions and requests for more information
- Encourage additions or revisions to agenda

University Community Communications and Engagement

- Improve communications with the University community
 - Provide workshops/presentations by committees to university community
- Encourage University community to attend Senate and committee meetings
- Seek and utilize input from constituencies

Recommendations

1. Improve orientation by focussing on the mandate and processes of the sub-committees, how to better prepare for Senate and sub-committee meetings, and training on agenda processes.
2. Develop a shared site for Senate and subcommittee templates, forms and procedures. Communicate Senate's mandate to the university community early in the academic year to encourage engagement. This could be done through Senators visiting Dean's Advisory Committees.
3. Investigate the concerns related to communicating Senate information more effectively to the university community.
4. Identify processes to improve the collection and sharing of information from constituencies to Senate and sub-committees.

Submitted by: Michelle Gervais on behalf of the Senate Self-Evaluation Committee June 5, 2019

CAPILANO UNIVERSITY
SENATE SELF-EVALUATION SURVEY 2019
Full Summary Report

May 2019
OFFICE OF INSTITUTIONAL RESEARCH



Survey Overview

The Senate Self-Evaluation Survey was administered from April 2nd, 2019 to April 26th, 2019. In total 28 members participated in the survey. The results indicate that in general, the Senators have a clear understanding about their roles and responsibilities. In comparison to 2018 results, senators do not believe that the Senate is effective in its review of policies. Also, compared to 2018, there has been an increase in the number of senators who believe the orientation is neither effective nor thorough. However, the senate members believe that there have been improvements in communicating with the university community and in creating an atmosphere that encourages open and free debate.

Summary Findings

Advising the Board

- Senate members are clear about their roles and responsibilities as members of the Senate and the Senate is clear about its role and obligations under the University Act.
- Senate is clear about its role and responsibilities with respect to academic governance.

Establishing Policy

- While the majority of the members (64.28%) believe that the Senate is effective in its review of policies, compared to 2018 May's results, the average score declined from 3.15 to 2.54. In 2019 April, 28.57% of the members either strongly disagreed or disagreed that Senate is effective in its review of policies compared to 15% from last year.

Agenda

- This section has been added to the survey by the request of the Senate Evaluation Committee. In general, the Senate members are aware and comfortable with the processes that are in place in regards to the agenda.

Senate Sub-Committees

- The members of the Senate are in consensus regarding the effectiveness of the Senate subcommittees.

Promoting Effective Communication with the University Community

- 67.86% of the member agree or strongly agree that the Senate clearly communicates its mandate to the university community.
- Compared to the 35% from 2018's results, in 2019, 10.71% of the members disagree that the processes of the Senate Academic Planning and Program Review Committee (SAPPRC) communicates its processes effectively to the university community.
- Compared to the 25% from 2018's results, 3.57% of the members disagree that the processes of the Senate Curriculum Committee (SCC) are well communicated this year.
- In 2018, 25% of the members disagree that the processes of the Senate Budget Advisory Committee (SBAC) are well communicated. Likewise, this year, 25% of the members also disagreed.

Providing a Forum on Academic Matters

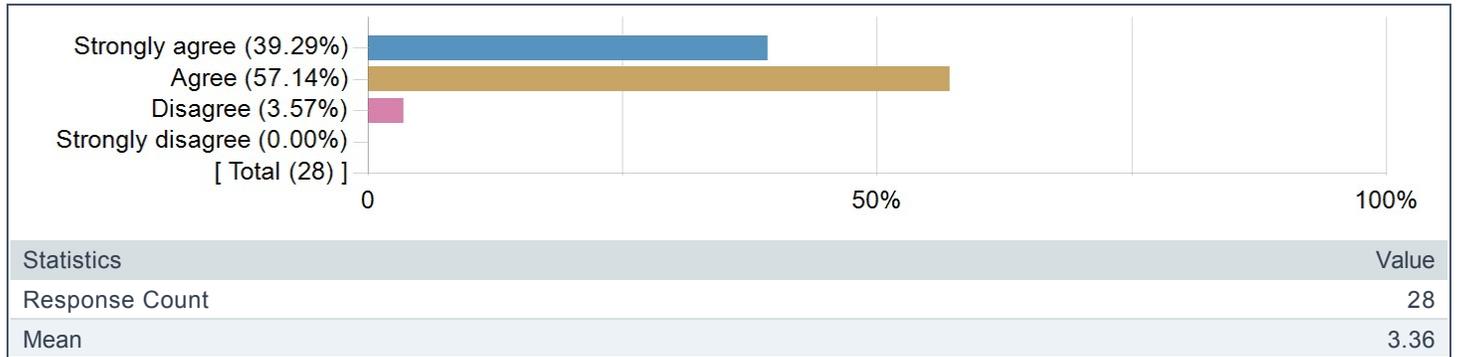
- Majority of the members agree that the Senate meetings provide an effective discussion of academic governance issues.
- In comparison to last year, more members disagree that the Senate is effective at seeking and properly utilizing input from its constituents.
- For two years in a row, there have been improvements in creating an atmosphere that encourages open and free debate and allows its members and constituents to comfortably express their points of view.
- Compared to last year, more members believe that Senate encourage open and free debate and that the Senate members inclusive of others' points of view.

Orienting and Developing Senate Members and Ensuring Efficient and Effective Senate Operations

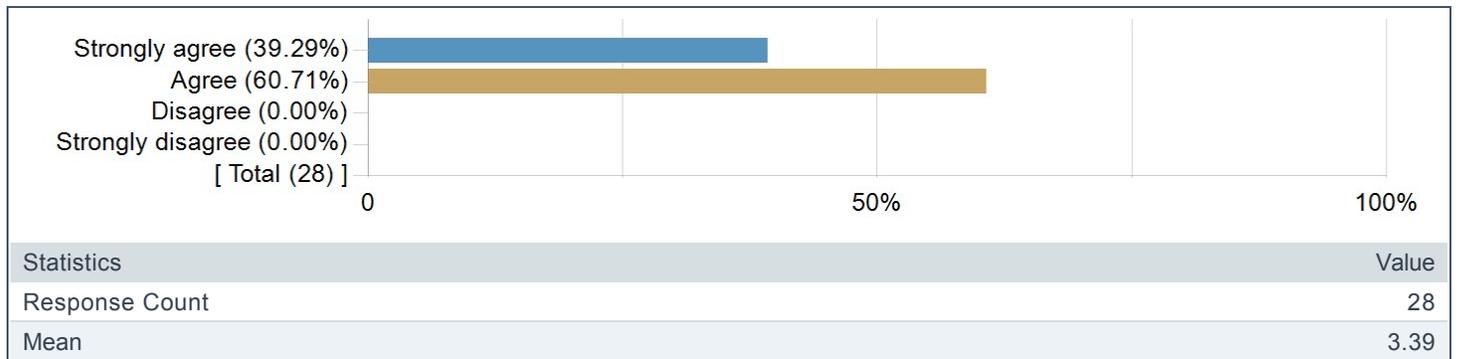
- 25% of the members do not believe that the orientation of new members is effective.
- 42.86% of the members disagree that their orientation to the Senate was timely and thorough.
- Majority of the members have a clear understanding of Robert's Rule of Order and believe it is important that Senate meetings closely follow it.
- Members believe that the members of Senate representing students are accorded with the same respect as other Senate members and that the Senate members are given adequate time to present their views and positions.
- Meetings are well organized and time spent on agenda items is appropriate to the significance of the item.

Advising the Board

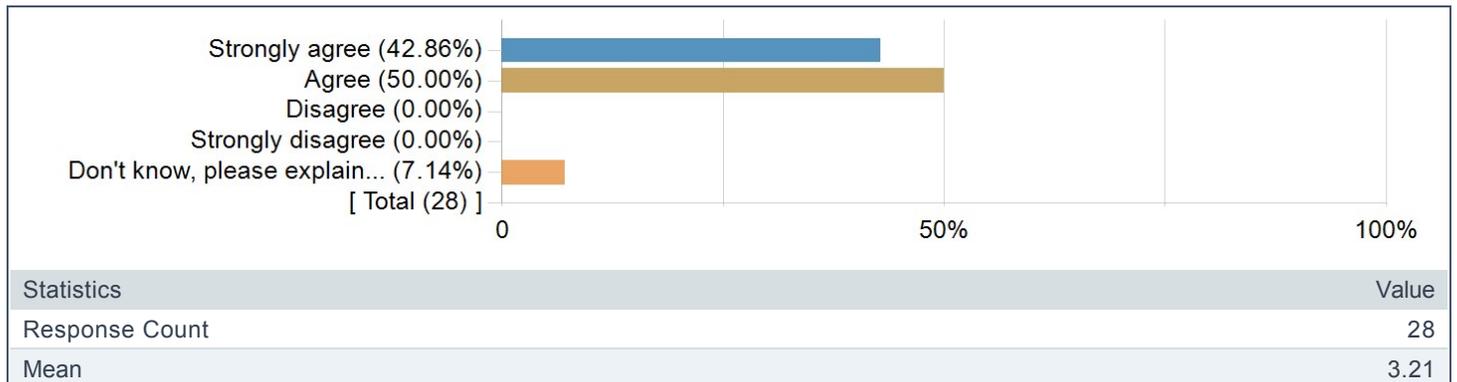
The Senate is clear about its role and obligations under the University Act.



I am clear about my role and responsibilities as a member of the Senate.



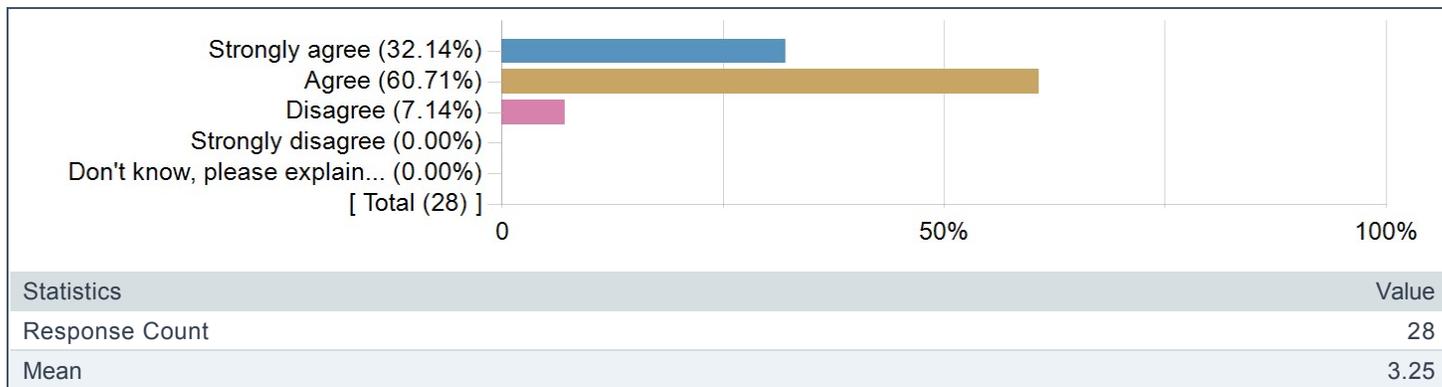
The Senate is providing relevant advice to the Board about the university's academic governance.



Please provide any additional information regarding the advice the Senate provides to the Board about academic governance.

Comments
I think that the Senate is often not aware of the University Act's intricacies and sometimes discusses making decisions that violate the act without knowing.
With this being my first year as a senator, I was very impressed with some of the steps that were taken to remind the senate what our role was versus the role of the board when discussing degree proposals.
For item 3, I couldn't in good conscience say that I strongly agree that the Senate is providing relevant advice to the Board about the university's academic governance, as I am not entirely sure what form that "advice" takes. How is that advice transmitted? Via the Board member who sits on Senate? Via our Chair and academic leadership?
It has improved over the years and having Duncan at all of our meetings helps us in our role.
As a new Dean, it is certainly a learning curve in terms of understanding my role/responsibilities under senate. The university did an excellent job to provide thorough training. However, after a year in the role it is clear that being effective/useful is also based on practice/experience within the CapU system/structure. Getting better all the time.
n/a
I feel the Senate is mostly doing a good job in terms of advising the Board on matters such as program development and review, and on any matters where Board actively seeks advice from the Senate. However, it hasn't come under my observation whether the Senate has ever advised the Board on educational technology budget and students' mental health.

The Senate is clear about its role and responsibilities with respect to academic governance.

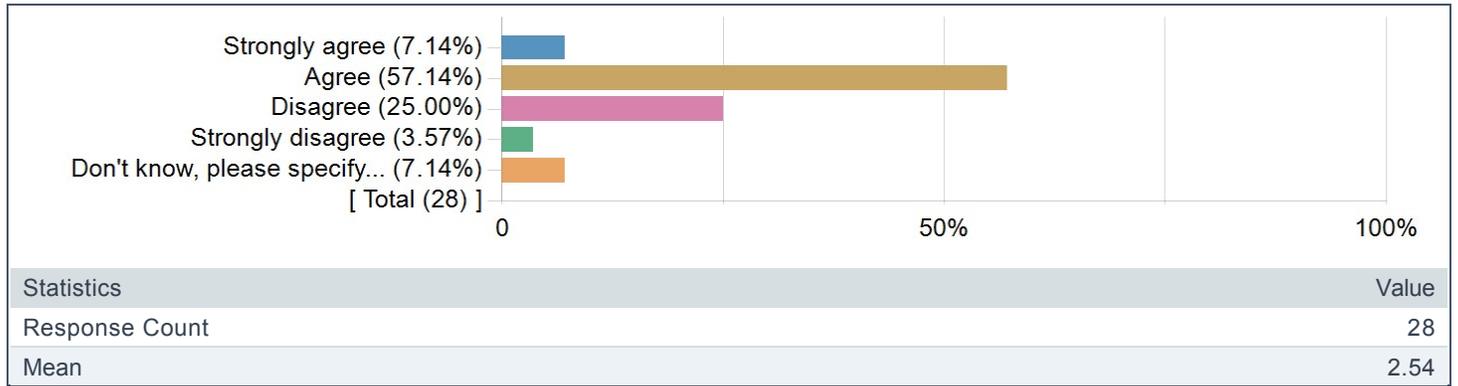


Please provide any additional comments about the Senate's role and responsibilities regarding academic governance.

Comments
As a new Senator, I am not entirely clear, particularly with respect to Board policies and Senate policies, when one is advising the other, yet it seems to be an academic issue. Re. faculty qualifications
At times there is a focus on operational aspects (implementation or otherwise) of the university that are not well aligned with the role of Senate. Faculty bylaws (and thus meetings of the "Faculty" are not generally being utilized to focus on academic governance. Arts and Sciences has evolved their Bylaws to embrace the full function of a "Faculty"
At times it feels as if items on the agenda are rushed through.
With a large turnover of senators this year, many senators seem not fully appraised about the Senate's role and responsibilities regarding academic governance. It is expected to get better next year.

Establishing Policy

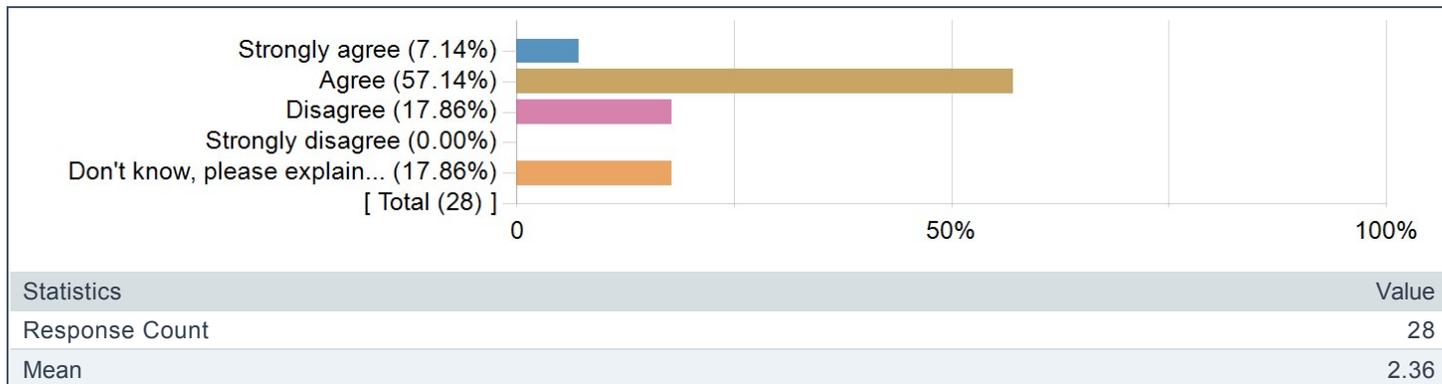
The Senate is effective in its review of policies.



Please provide any additional comments about the effectiveness of the Senate's review of policies.

Comments
Although the committee is doing a fantastic job, it has too much to review and seems to be having a hard time keeping up
This is a difficult time for Senate as many policies needs to be revised as part of the UC accreditation process. However, I do feel that some policies are being rushed through to meet a deadline when a more fulsome revision is required.
Committees need to spend more time preparing information for Senate so they can make more effective decisions. Attaching 200 pages of agenda and minutes from a committee for a senator to search through is not effective.
More resources required
Senators select committees they are interested in, but some committees require specialized knowledge, so in some cases, we are learning as we go along. I suppose there is no other way to ensure that the most qualified people are matched up with committees that can best use the particular experience of each member.
There are times during Senate meetings where we are using large amounts of time to make minor edits to documents/policies/procedures.
This feedback is important, but often it seems that these discussions could come before or after the Senate meetings.
Agree, though there is a need to make this more efficient.
Sometimes people are not prepared for appropriate discussion about draft policies.
We are still focused on editing and formatting that we often miss commenting on the content of policies. We need to change the practice of editing on the floor, but it's encouraging that recently the Chair has directed edits in person or by email. We should reiterate this more until it becomes ingrained into our practice.
Reviews that are information only may be less effective.
As a member of the policy committee, we needed more training and guidance. And clarity on our duties related to draft policies in front of us. It is not our job to re-write them or to even wordsmith them, but it seems to be expected of us. As a result, we take up a lot of time during Senate meetings.
While there is substantive work to be done, the committee appears to be focusing on details, though this seems to be changing. Utilizing proponents to be doing all of the consultations and then presenting at the committee may assist this. Input from Faculties with policy review may also be warranted so that input goes beyond the members of the sub-committee.
I think that the subcommittee should be providing the draft policies to the members of senate well ahead of the meetings for any comments or input so that the senate meeting is not the first time that the committee is providing input.
As a member of the by-law and policy review committee building capacity for policy review and supporting policy makers is in large part based on experience which grows over time. As a newly formed committee I have noticed a big difference/growth in this committee over the last year. It will help senate expedite reviews/decisions if the by-law/policy committee is able to develop a best practices/how to guide for policy makers. This will help ensure that senate is not bogged down in minutia.
My only criticism would be that beginning with an exhaustive accounting of spelling and punctuation errors can detract from robust discussion of the substance of policies
The Senate should develop an annual work plan to establish the scope and priorities in policy development and monitor its progress towards meeting the plan throughout the year.
Senate has really upped its game this year though it is still largely retroactive instead of proactive about policy review. Policies, proposals and other documents are generally reviewed only when they're flagged by someone concerned – and then it is done with a sense of urgency. For instance, it was only this year flagged that we don't have an admission policy. And then Bylaw, Policy and Procedures Committee was rushed to present it to the Senate for approval. It has been expressed in the hallways that there was insufficient consultation from program areas which would be affected by this policy.

The Senate is effective in identifying areas for policy development.

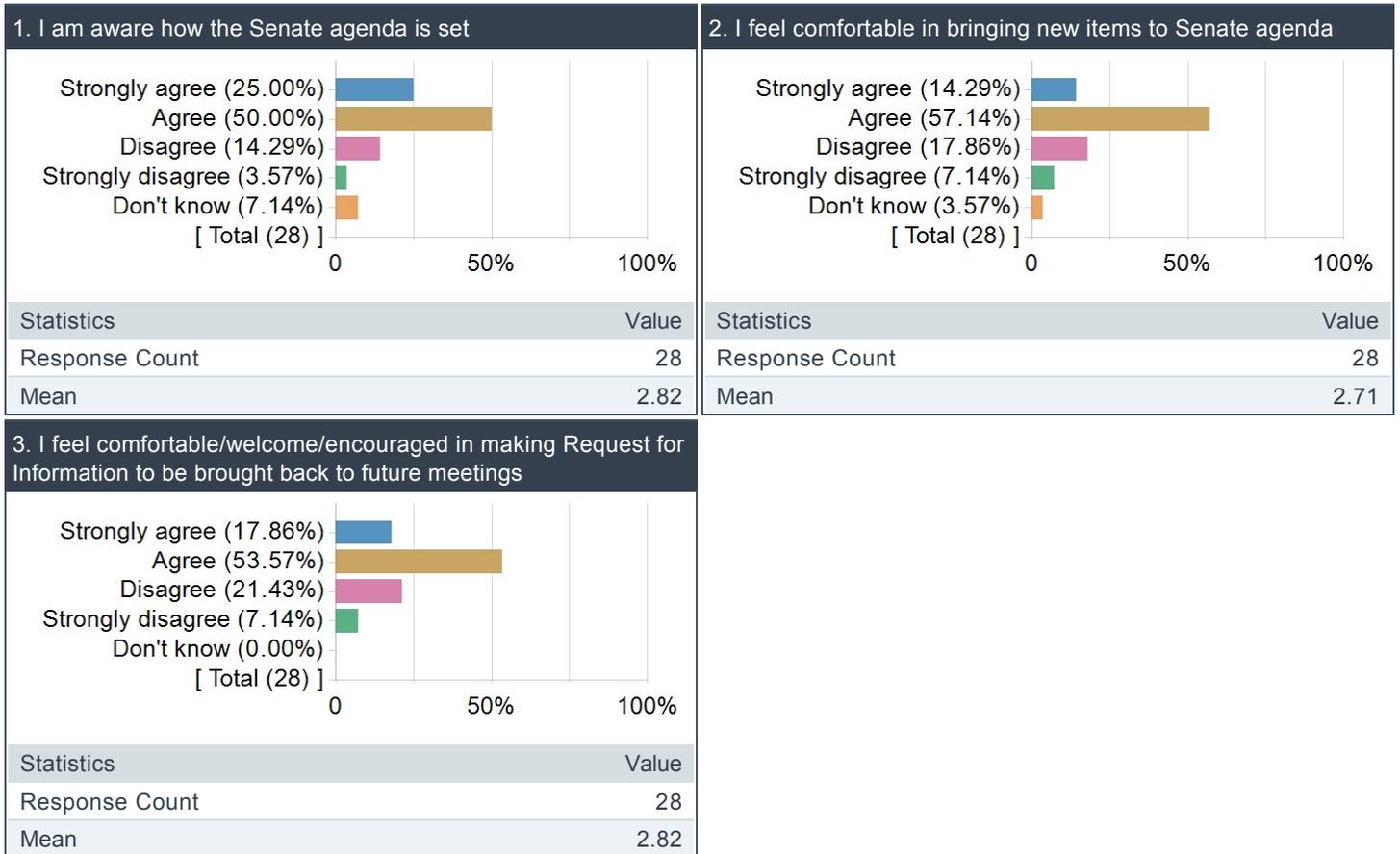


Please provide any additional comments about the effectiveness of the Senate in identifying areas for policy development.

Comments
Is there a process for individuals (faculty, staff, union, admin, exempt) to suggest policies for creation/revision – I am not sure who has the authority to request a conversation about a policy or to bring it forward for review? Is this restricted to Senate members, SLC, etc.
I think the Senate has, in recent months, had more productive conversations about where policy development can be improved. However, the Bylaws Committee is simply given policies to look at. We don't really have a say in what appears on our agenda.
It might be good to review the process of how Senate identifies areas of policy development, as well as the links to the policy department.
This has not to my knowledge been on the radar of Senate to date – in terms of new policy development – though there is certainly opportunity. Having members well versed in roles, responsibilities and accountabilities can assist members to 'speak from the floor' to identify topics/items for future consideration.
Same comments as in item 8.
Through the various committees, areas of policy development are being identified.
Perhaps actively identifying policy gaps at the University and setting targets for next year would be helpful. Secondly, and more importantly, the Senate should more actively seek consultation from all constituencies, especially the affected stakeholders of each policy under review.

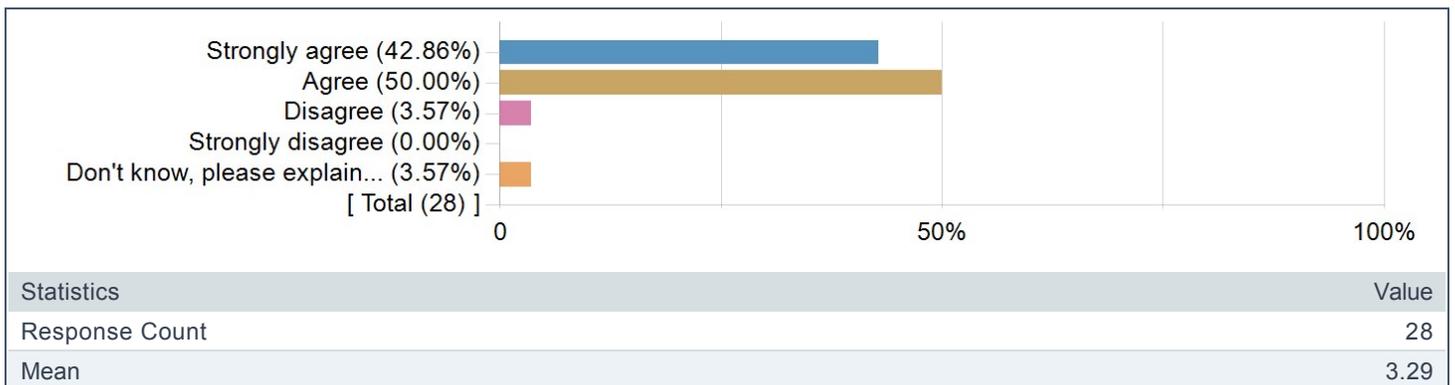
Agenda

In regards to the agenda, please answer the following:

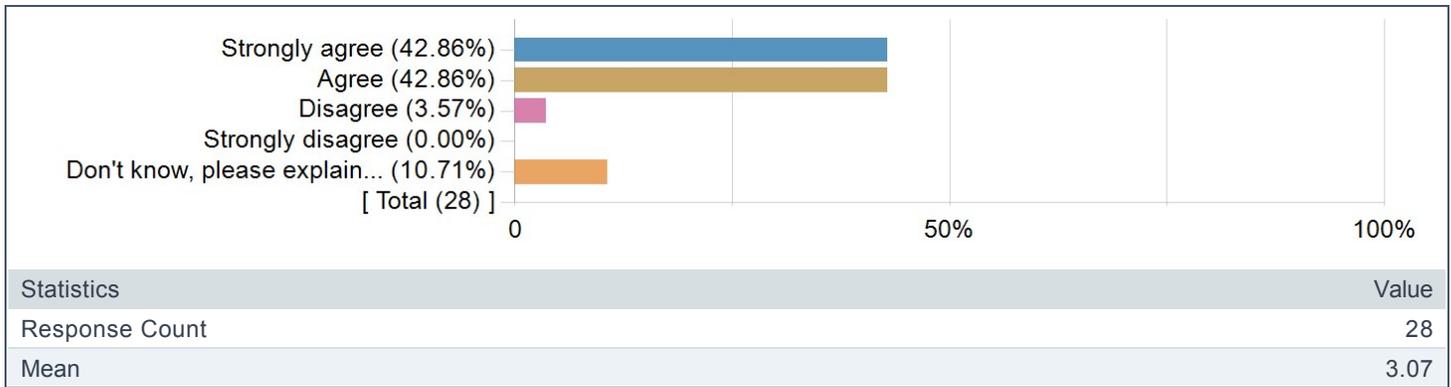


Senate Sub-Committees

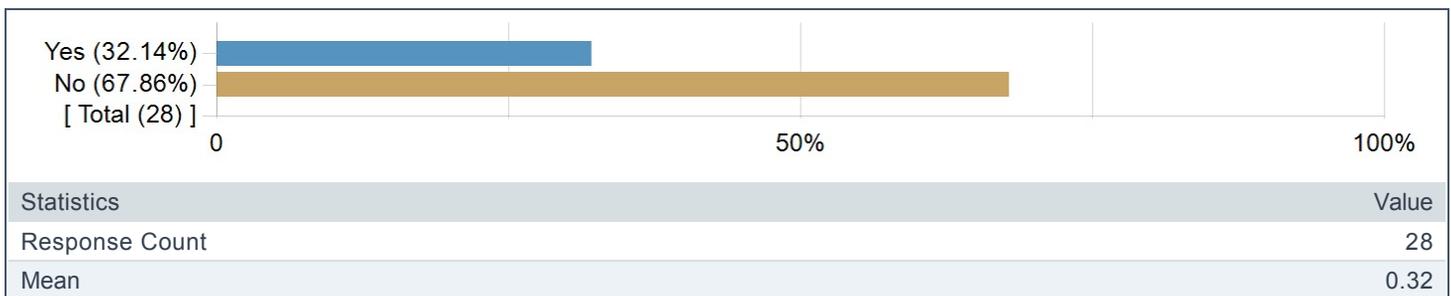
The areas of responsibility of the Senate Sub-Committees are clear (e.g., functions and mandates).



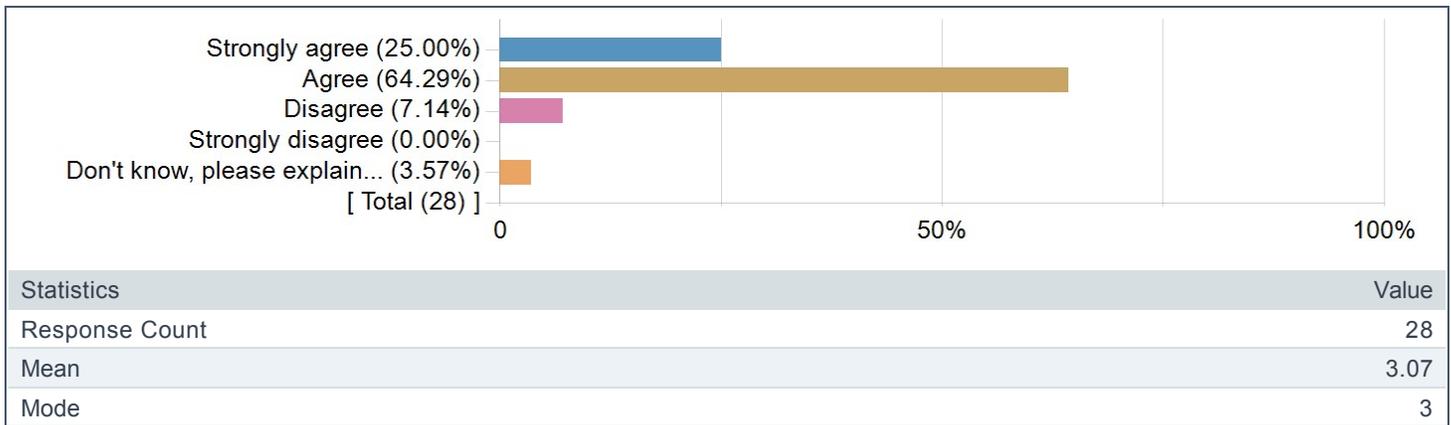
The Senate Curriculum Committee (SCC) is effective in helping Senate to fulfill its role in course and program approval.



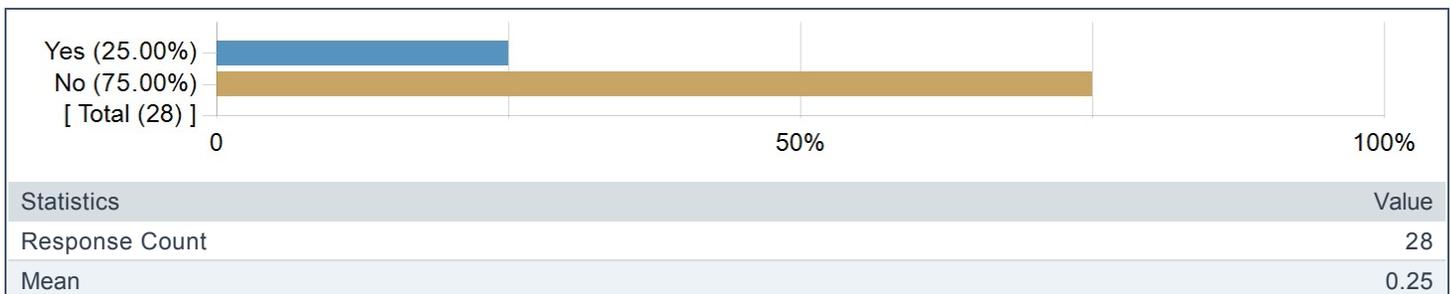
Are you a member of the Senate Curriculum Committee (SCC)?



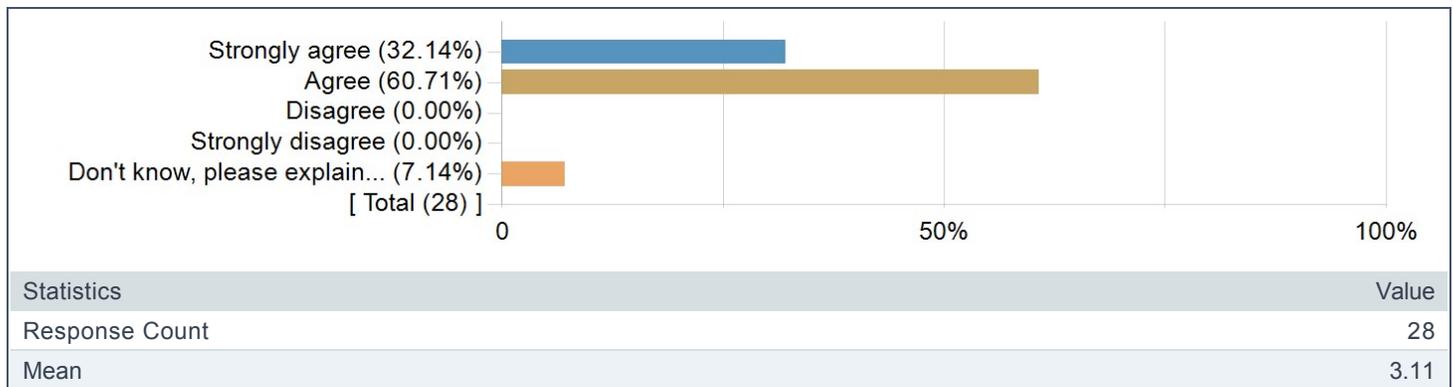
The Senate Budget Advisory Committee (SBAC) is an effective means for the Senate to fulfill its role in advising the president on the balanced budget.



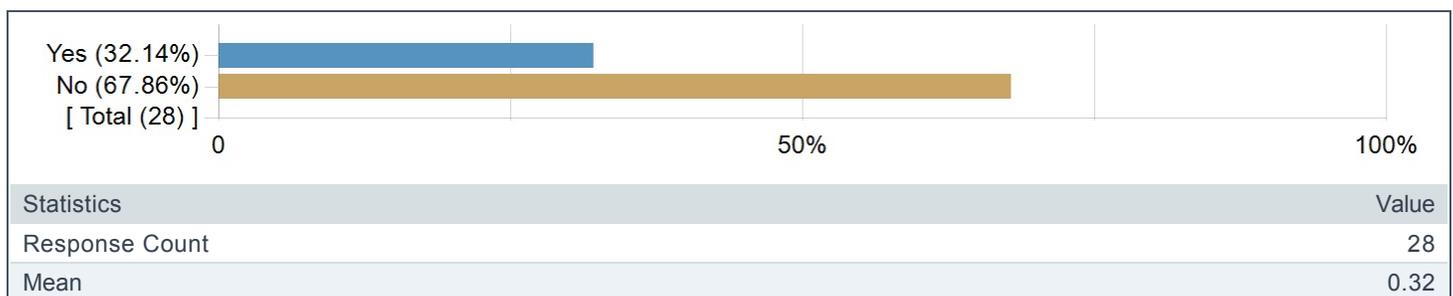
Are you a member of the Senate Budget Advisory Committee (SBAC)?



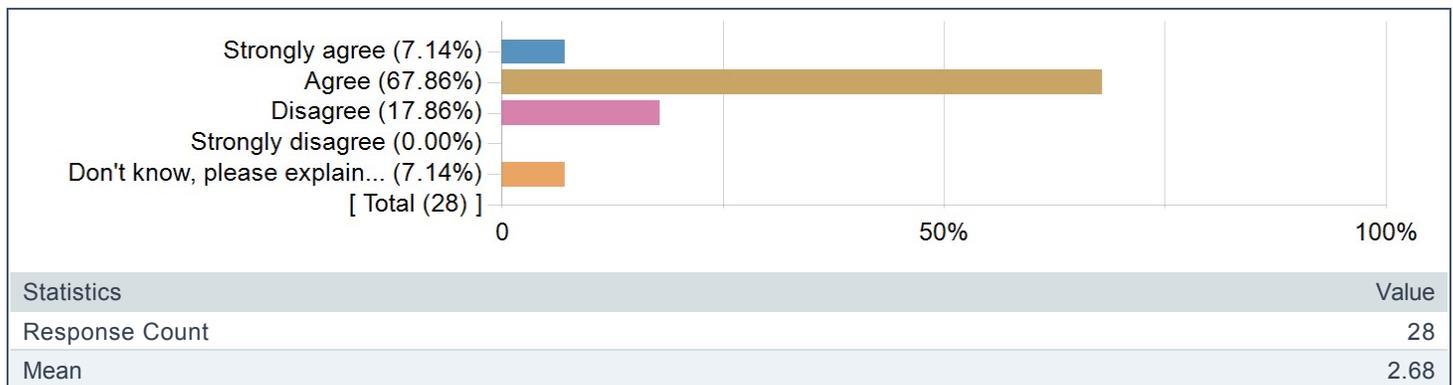
The Senate Academic Planning and Program Review Committee (SAPPRC) is an effective means for the Senate to fulfill its role in reviewing programs and educational services and academic planning.



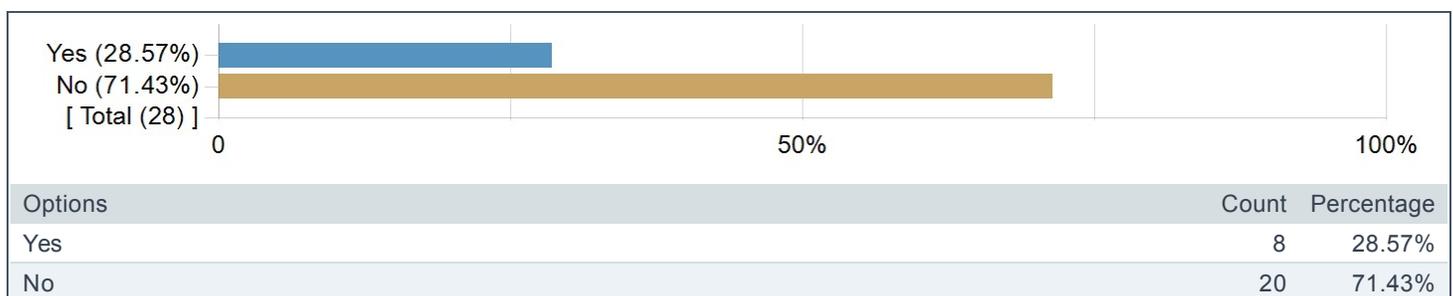
Are you a member of the Senate Academic Planning and Program Review Committee (SAPPRC)?



The Senate By-law, Policy and Procedure Committee is an effective means for the Senate to fulfill its role in the development and assessment of Senate by-laws and university policies and procedures.



Are you a member of the By-Law Committee?

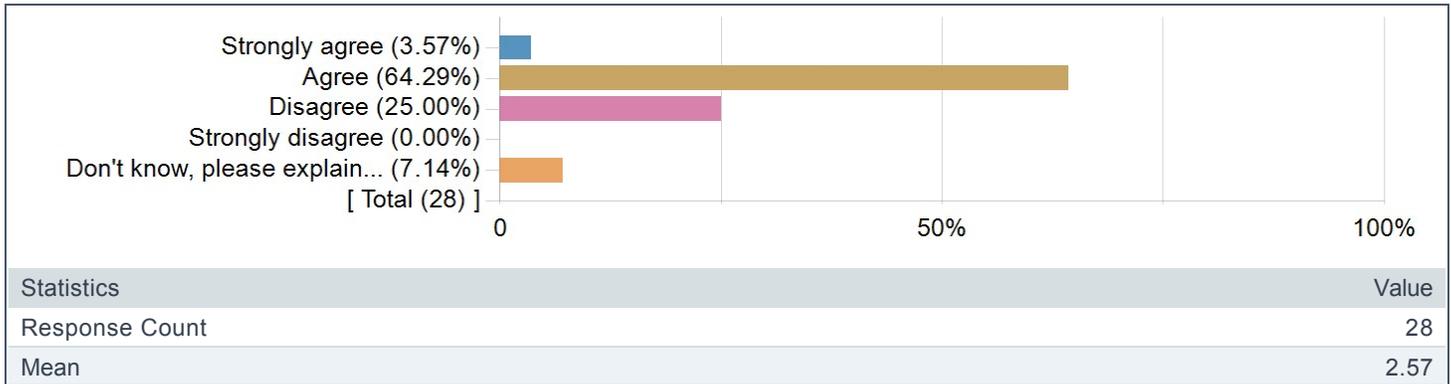


Please provide any additional comments about the effectiveness of the Senate Sub-Committees.

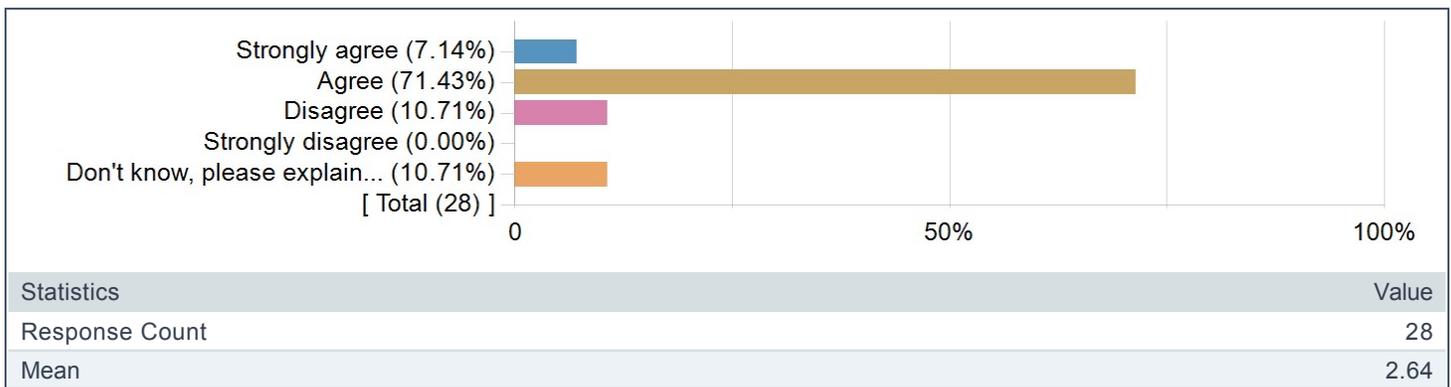
Comments
The by-law committee has too much on the go and having a hard time keeping up.
I sit on several of the sub-committees, and hope I am providing adequate feedback/support. Sometimes, I am unsure if my questions or feedback are warranted as I am staff so the perspective is different. I want to do a good job, and I want to support the President in his position, but I wonder if I could be more effective or perhaps less vocal. I think this is more of a training piece for me and speaks to my comfort level sitting at a table of highly accomplished individuals.
The Curriculum committee is the main offender for bringing many motions to Senate with little to no background apart from large, unsearchable, agenda and minute packages
The By-law Committee has a lot of work on its agenda, and is often directed to address the most time-sensitive issues. It is certainly not directing its own agenda. I don't have an issue with this, but sometimes the timeframes needed for completion of policy review is tight. Also, for some policies, I feel that I have very little experience, so I don't have much to contribute.
More support should be given to this committee.
Needs more support.
Please provide context of SCC changes so Senators don't have to sift through 200+ pages.
Also please avoid asking Senators to trust the work of the committee (or any other committee). It's not a matter of trust, it's a matter of Senators fulfilling their role and this includes making informed decisions by understanding proposed changes.
The committees continue to evolve – scope and mandates (TOR) should be reviewed annually and need not go back to the Bylaws, Policy and Procedure committee rather brought forward to Senate by the chair or a committee member. The latter committee can refine focus on assessment of policy and procedure after all internal consultations have occurred (and having clear approach for Senate policies with regards to paths for consultations/process). This may be more effective.
It would be nice to see a list of all the by-laws, policies and procedures that need revisions and establish goals for this committee for the year.
As mentioned earlier – effectiveness is really based on committee experience and having the time/ability to develop best practices/how to guides for policy makers. This will happen over time and once implemented this help extricate senate from the minutia of policy development.
There have been concerns voices about the tendency for turnover to happen all at once. However I understand that this issue is known and being addressed.
1. Senate Bylaw, Policy and Procedure Committee is over-worked and under-resourced. This committee should either be expanded with multiple working groups under it, or some of its work should be handed to a special-purpose ad hoc committee for clearing policy review backlog.
2. Senate Budget Advisory Committee seems to have a passive role of receiving briefs, rather than truly advising the President on budget. I do not recall this Committee making any advice to the executive/VPF/President, or meaningful motion in the Senate in quite a while.
3. SITAC seems completely ineffective, quite likely due to its overly elongated TOR woes. I do not recall SITAC presenting a single motion, or "advice" to Senate in last two years. This committee should either be dissolved altogether or empowered at the earliest. We cannot realistically expect the CIO or VP Finance offices to have the perfect knowledge of the technological needs across campus(es). Educational excellence, technology, university finance and IT governance are very tightly connected and this inter-dependence will only grow in future. It is very much Senate's business to advise the Board as well as the concerned executive (CIO/VPF/President) on academic matters, and that advice cannot be complete without 'actionable' advice on technological resources.

Promoting Effective Communication with the University Community

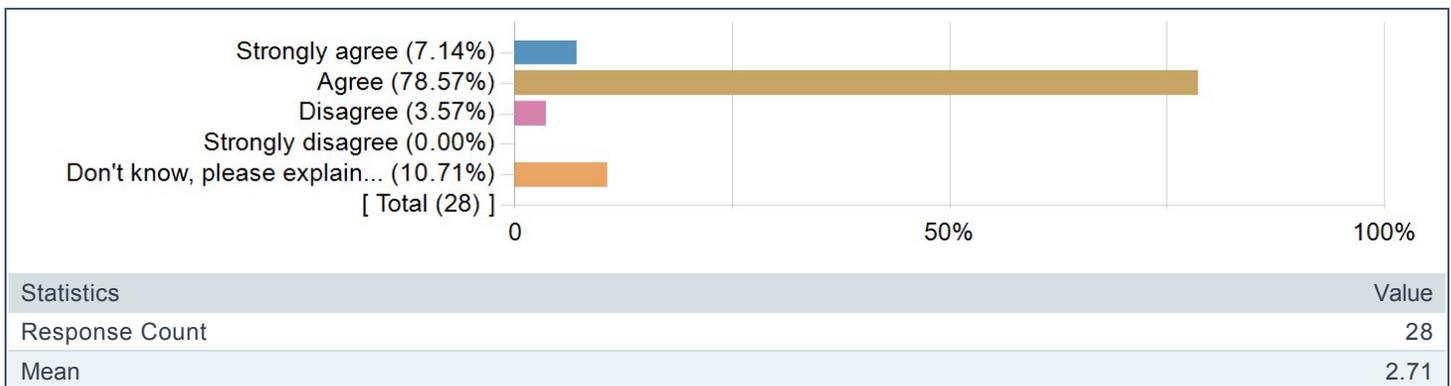
The Senate clearly communicates its mandate to the university community.



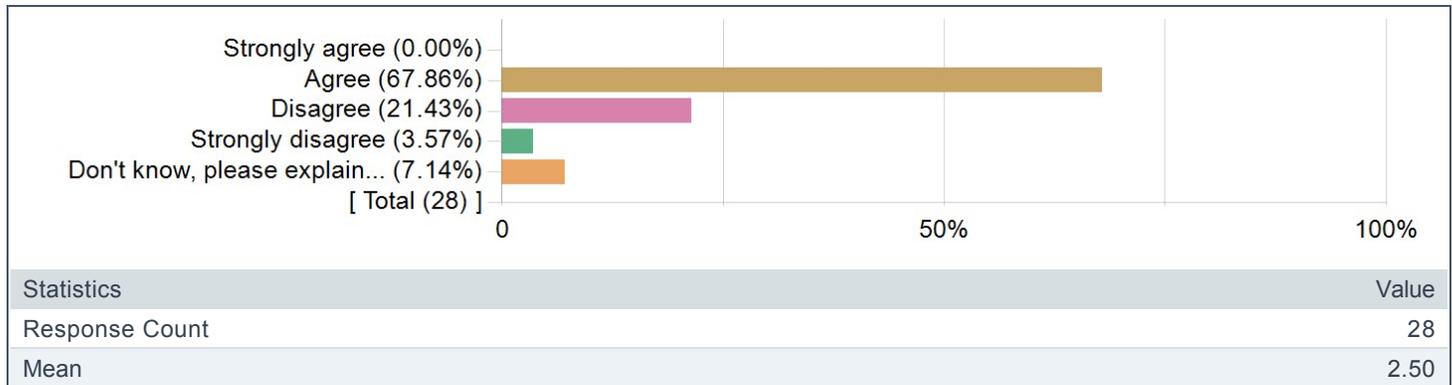
The processes of the Senate Academic Planning and Program Review Committee (SAPPRC) are clear and well communicated to the university community.



The processes of the Senate Curriculum Committee (SCC) are clear and well communicated to the university community.



The processes of the Senate Budget Advisory Committee (SBAC) are clear and well communicated to the university community.

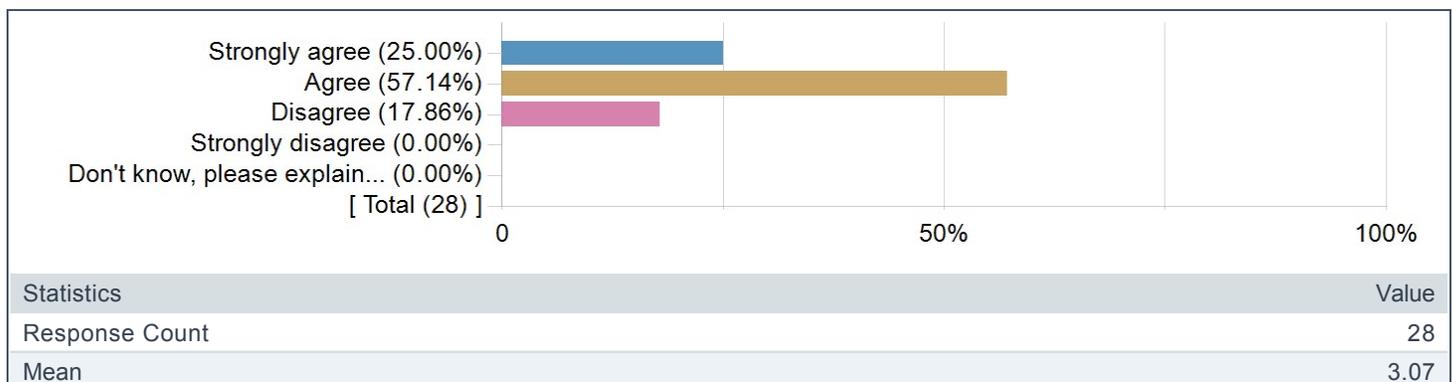


Please provide any additional comments about Senate Sub-Committee communications with the university community.

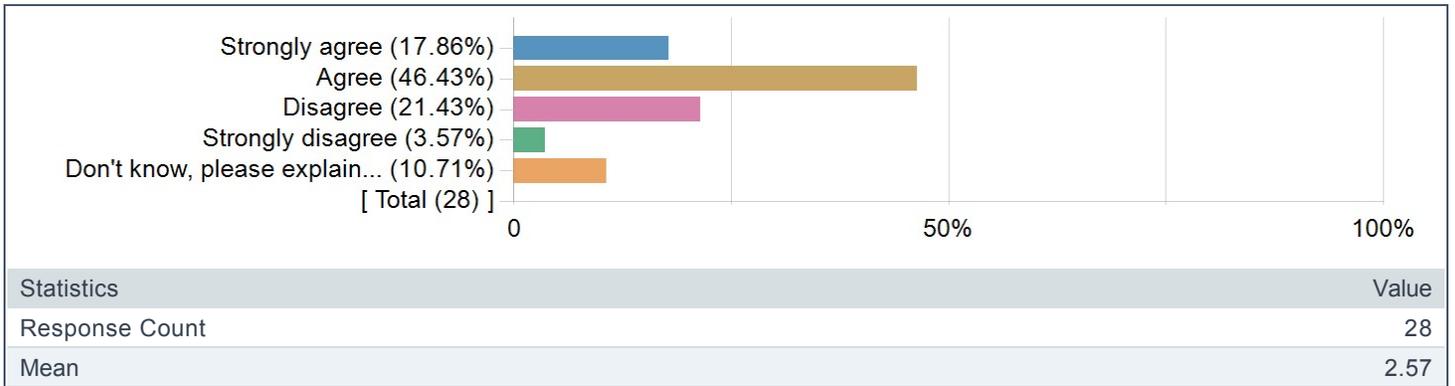
Comments
I agree that SCC and SBAC are self-evident, but SAPPRC is still in the process of finding itself so I am not sure how the SAPPRC processes or mandates are communicated out to the larger campus community or to faculty who are not directly involved (or may be newly involved) in curriculum and program development. I think the bicameral nature of our governance structure can also be confusion to new members of the Capilano community especially if they are coming from outside the post-secondary sector, or from a traditional research University where the roles have been established over many years.
Before I became a Senator, I had been at Cap for 12 years, and gained a lot of experience as a Coordinator. However, I never interacted much with or knew of the purpose/existence of SBAC, SAPPRC, or the Bylaws Committee. SCC is more visible because of its role in course/program approvals.
I think communication is a bit of a problem, but I'm not sure how to remedy the matter.
The Senate Highlights are a great way to communicate to the community and I hope they continue, although it would be great if they could be more timely – perhaps within a week of the meeting.
New Senators would benefit from a mini-workshop about each of the sub-committees, especially before we make sub-committee selections.
Enhanced clarity of the roles and responsibilities of SBAC and SAPPRC would be beneficial – such as a yearly presentation at a Faculty of the whole meeting (not sufficient to be at a DAC or APC as this is only a select few and communications may not move beyond those on these committees)
The information is available and clear, but I'm not sure how effective we are at encouraging the university community to engage with it.

Providing a Forum on Academic Matters

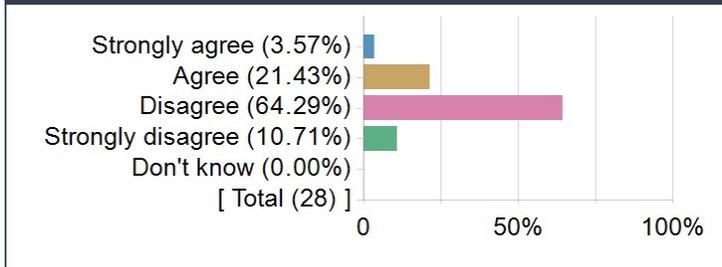
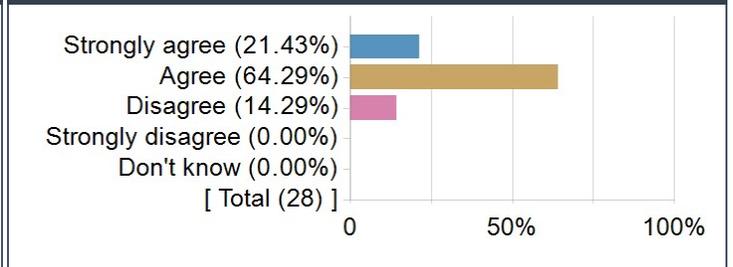
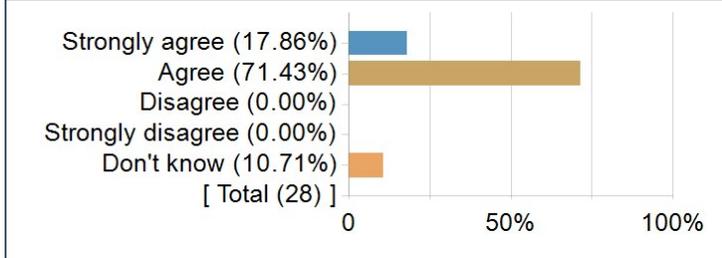
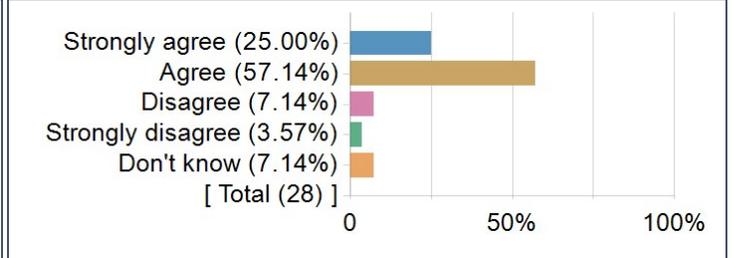
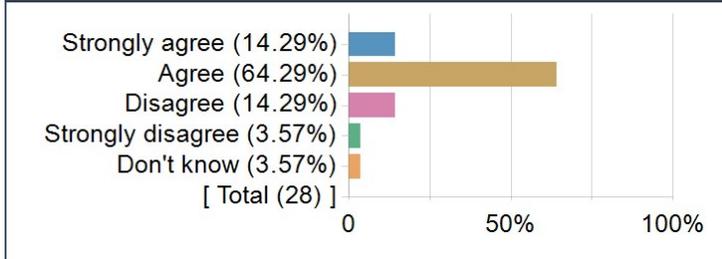
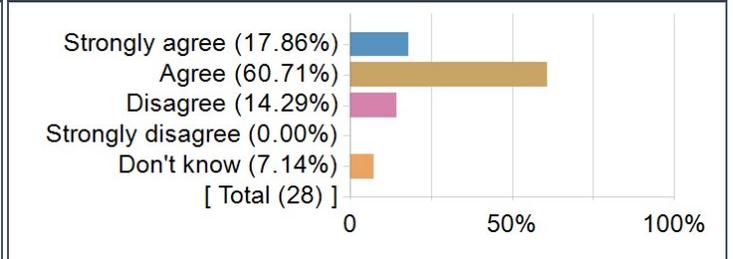
The Senate meetings provide effective discussions of academic governance issues facing the university.



The Senate is effective at seeking and properly utilizing input from its constituencies.



In terms of how Senate meetings function, please answer the following:

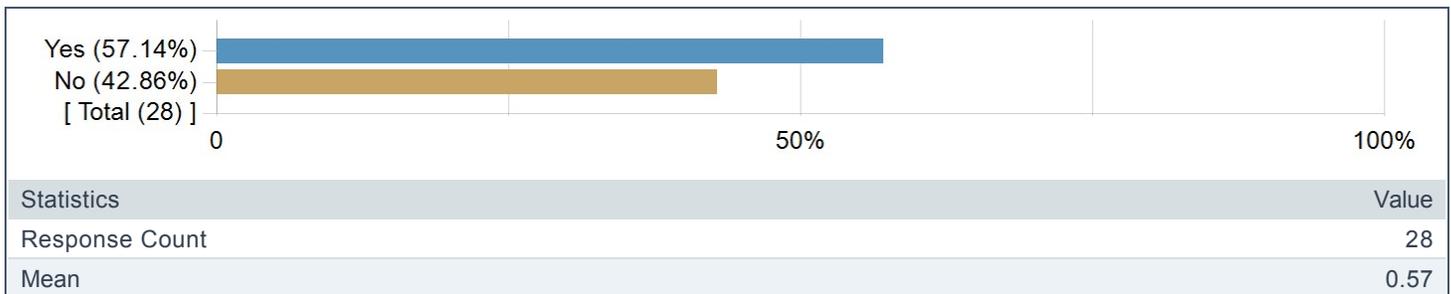
<p>1. The Senate is a rubber stamp (i.e. approves automatically without proper consideration)</p>	<p>2. Senate members are inclusive of others' points of view</p>												
 <p>Strongly agree (3.57%) Agree (21.43%) Disagree (64.29%) Strongly disagree (10.71%) Don't know (0.00%) [Total (28)]</p>	 <p>Strongly agree (21.43%) Agree (64.29%) Disagree (14.29%) Strongly disagree (0.00%) Don't know (0.00%) [Total (28)]</p>												
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<p>3. Senate members have good listening skills</p>	<p>4. Senate members encourage open and free debate</p>												
 <p>Strongly agree (17.86%) Agree (71.43%) Disagree (0.00%) Strongly disagree (0.00%) Don't know (10.71%) [Total (28)]</p>	 <p>Strongly agree (25.00%) Agree (57.14%) Disagree (7.14%) Strongly disagree (3.57%) Don't know (7.14%) [Total (28)]</p>												
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<p>5. Senate members create an inviting atmosphere where members and constituents feel comfortable expressing their points of view</p>	<p>6. Senate members attend meetings prepared to discuss agenda items</p>												
 <p>Strongly agree (14.29%) Agree (64.29%) Disagree (14.29%) Strongly disagree (3.57%) Don't know (3.57%) [Total (28)]</p>	 <p>Strongly agree (17.86%) Agree (60.71%) Disagree (14.29%) Strongly disagree (0.00%) Don't know (7.14%) [Total (28)]</p>												
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Please provide any additional comments about how the Senate provides a forum on academic matters.

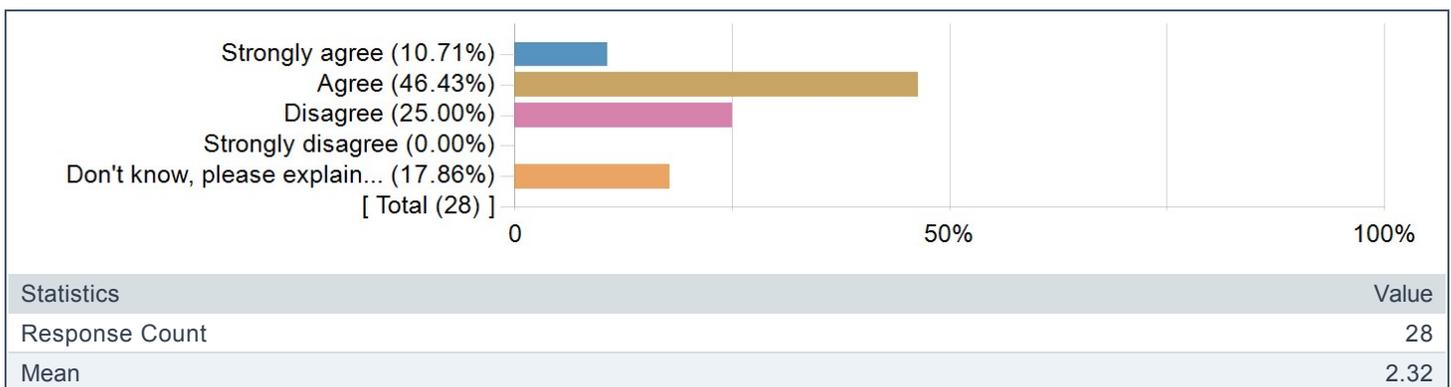
Comments
I would not say the Senate make well-informed or thoroughly discussed decisions about academic matters.
I wish there was more time (or opportunity?) for Senate to discuss academic matters, in general.
We generally do a good job of encouraging discussion and debate although there are times it seems the VP Academic & Provost isn't pleased with questions.
This entire year has been a steep learning curve. Learning the value of "memos" that accompany items. Curious that there wasn't a Senate debate/discussion on the creation of an Interdisciplinary Institute. It just appeared as part of a discussion paper.
Think that there can be more opportunity for senators to be actively seeking input from their respective area/Faculty to assist with bringing forward additional perspectives and viewpoints.
Seems that most senate members are prepared with questions and comments. I think it can be challenging to create an inviting atmosphere but I do believe that the Senate does as good a job as it can to encourage more comments.
I haven't ever seen anything defeated when it is voted on, but also I see that the majority of people don't ask questions or have queries either.
The Senate meetings are supposed to be open for public, yet we rarely see anyone other than the Senators attending. More needs to be done to invite university community to observe the Senate and subcommittee meetings, as well as to reach out to the Senate through correspondence. Perhaps changing the meeting times to core hours (between 9 am and 4 pm) would also be helpful in providing forum to the university community on academic matters.

Advising the Board

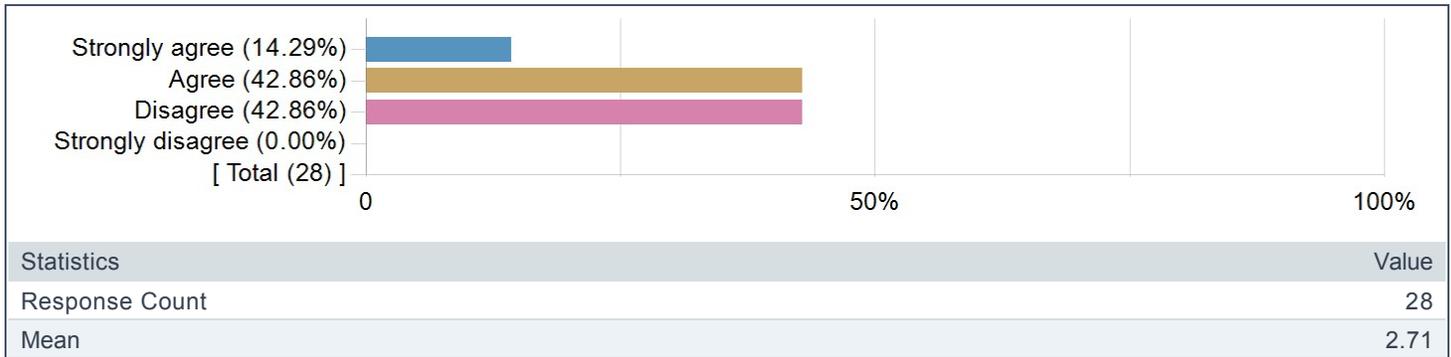
Are you a new Senator this year (last 12 months)?



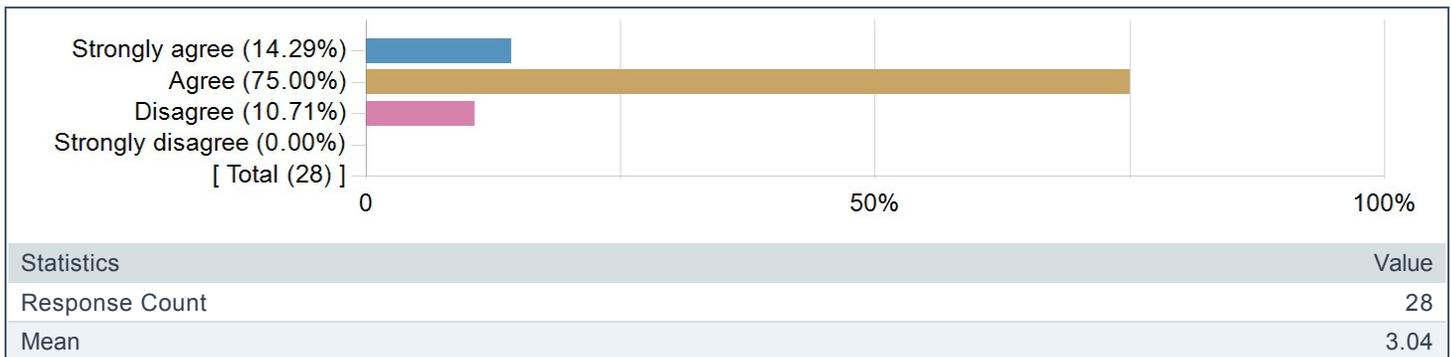
Orientation of new members is effective.



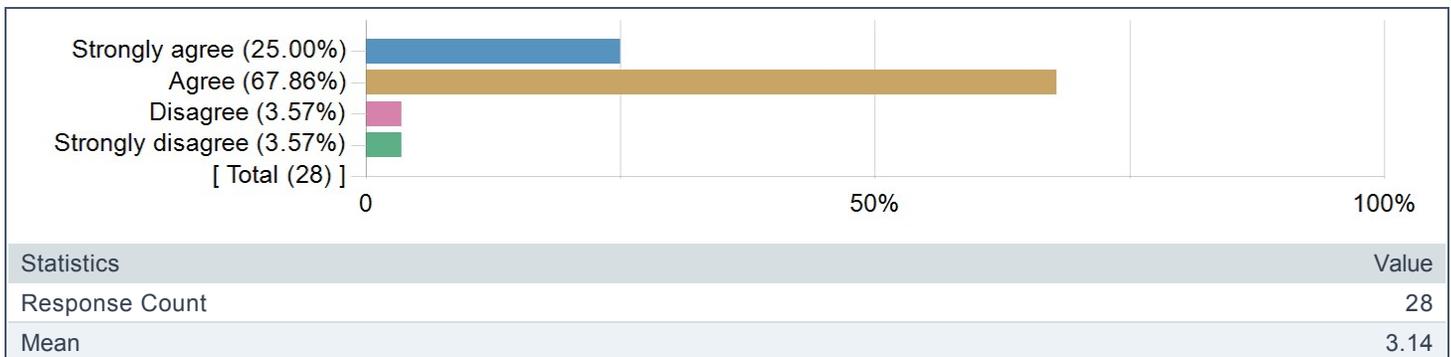
My orientation to the Senate was timely and thorough.



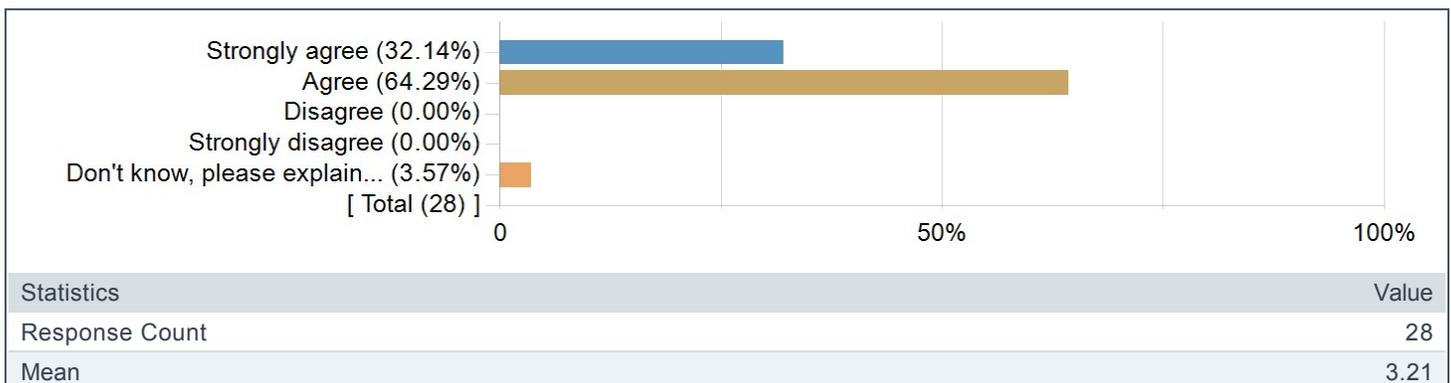
The time spent on agenda items is appropriate to the significance of the item.



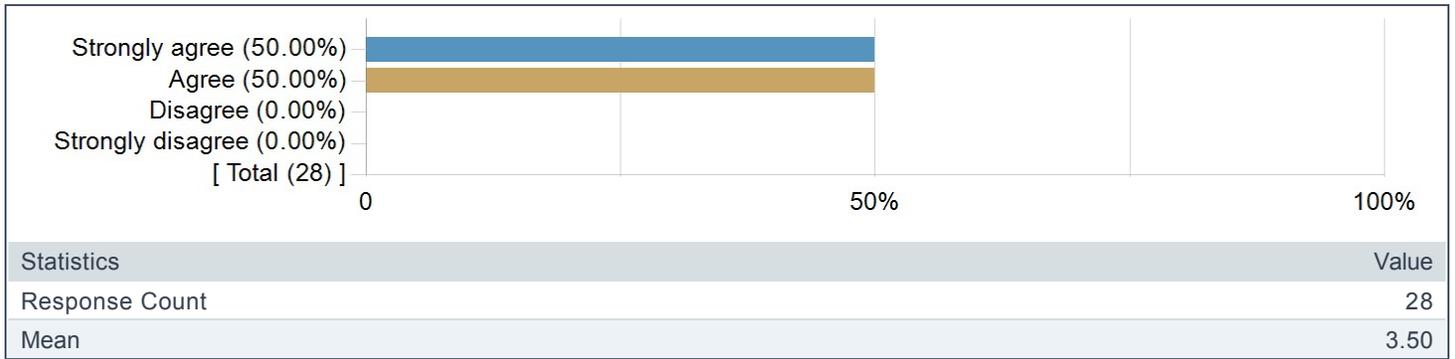
I have a clear understanding of Robert's Rule of Order, as a procedure to run meetings.



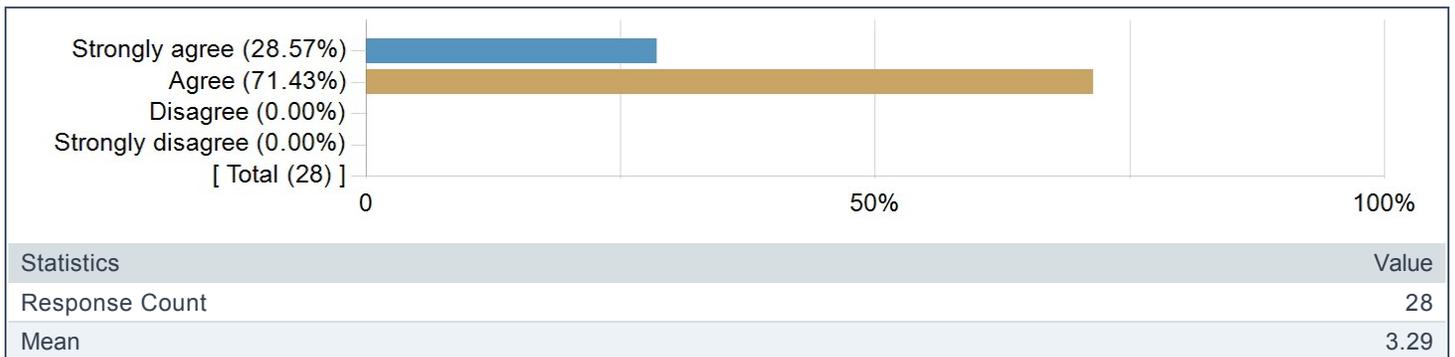
I think it is important that the Senate meetings closely follow Robert's Rules of Order.



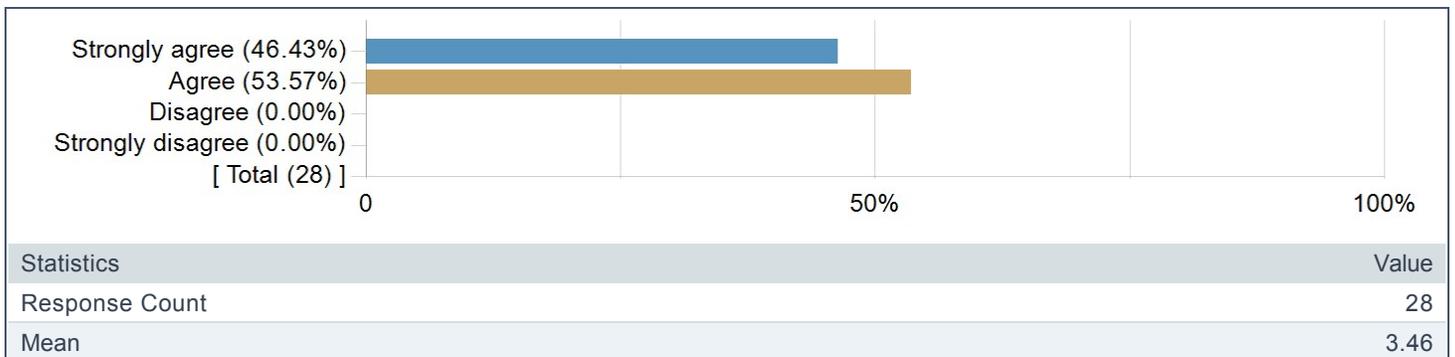
Members of Senate representing students are accorded the same respect as other Senate members.



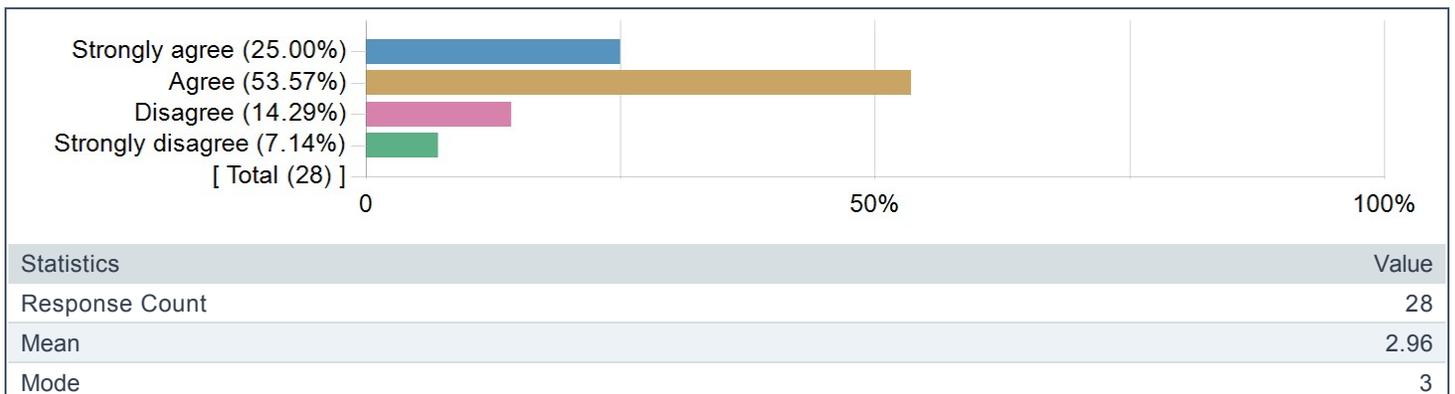
Senate members are given adequate time to present their views and positions.



Meetings are well organized.



There is adequate and robust discussion at Senate meetings.



Please provide any additional comments, information or suggestions that might be helpful in improving Senate operations.

Comments
Discussions at Senate seem rushed.
Orientation should be more in-depth. Perhaps we should look at bringing someone in from outside the community to provide training.
All good. Keep it up!!!
I often do not know how to effectively use the senate agenda package. At times I feel like I am either missing certain pages that are being discussed, or just don't know how to find the relevant page within the package.
1. Senators must be encouraged to truly exchange information, questions and collective wisdom between their respective constituencies and the Senate.
2. Remote participation in Senate meeting should be made possible.
3. It isn't easy to research past Senate proceedings (Senate minutes, subcommittee minutes etc.) for context on when and how certain policies were debated and approved.

Memorandum

TO: Paul Dangerfield - Chair
FROM: Joshua Millard - Senator
SUBJECT: Senate Committee Procedure Changes
DATE: May 28th, 2019

For Information

At the meeting on May 14th, a proposal was brought forward to change the election date of Sub-Committee chairs from August to earlier in the year. A problem identified in this proposal was that it would prohibit most students (who usually serve for only 1 term) from having the opportunity to serve as chair.

A solution to this is creating co-chairs for each sub-committee with varying election times. This would give a more experienced Senator the opportunity to serve as co-chair before the workload would become insurmountable and still allow the opportunity for others, such as students, to pursue the opportunity and seek guidance in the role. Please see the example below, which outlines the changes in red that would be needed for the SAPPRC Mandate and Structure:

S2011-01-Senate-Academic-Planning-and-Program-Review-Committee-Mandate-and-Structure

3. MEMBERSHIP

The Co-chairs

The co-chairs will be members of Senate who are elected by SPPRC for a one-year term as follows:

- one co-chair will be elected from amongst the committee members in May of each year; and
- one co-chair will be elected from amongst the committee members in August of each year.

The joint duties of the co-chairs are as follows:

- to rotate chairing the meetings of SPPRC;
- to prepare agendas, and to ensure that the recommendations of the SPPRC are taken to Senate.

4. CONDUCT OF MEETINGS

Schedule

Memorandum

At least once per month during the Fall and Spring semesters.

Quorum

A majority of voting members

Tie Votes

In the event of a tie, the **meeting's chair** may vote to break the tie.

Visitors to Meetings

Meetings are usually open to visitors whom the **meeting's chair** may recognize to speak to specific issues.

As each Senate Sub-Committee has its' own Mandate and Structure, the members of each Sub-Committee should be tasked with identifying their own proposed changes at the committee level, bringing them to Senate only for approval. Below is a recommended motion.

For Approval

Suggested motion:

That Senate direct each Sub-Committee to incorporate “Co-Chairs” into their Mandate and Structure, bringing forward their proposed changes to the September 10th meeting for approval.

MEMORANDUM

To: Paul Dangerfield, Chair, Senate

From: Laureen Styles, Vice President Academic & Provost

Re: Information Update: Cap Core requirements for Certificates and Diplomas

Date: May 28, 2019

Background

This past academic year, the Cap Core Working Group has been reviewing the Cap Core requirements for transfer students and Certificate and Diploma students with the objective of better understanding the challenges associated with implementing the current requirements. While some progress has been made, there continues to be additional review, consultation, and processes to finalize an approach to Cap Core for certificates and diplomas that aligns with the primary object of Cap Core and is also appropriate, program learning outcomes, and credential types.

The Work Group has provided a memo that puts forward next steps and draft recommendations. These are shared with Senate as an update on progress to date as well as an opportunity to share draft recommendations out more broadly for additional discussion and consultation with Faculties.

Next Steps:

Based on the recommendations from the Working Group, the following will be undertaken:

1. Extend the Working Group's terms of reference to the 2019/2020 academic year;
2. Deliver an interim report, including draft recommendations as set out below and timelines, to Senate at the June meeting;
3. Consult with senators and programs, including a Cap Core Working Group forum in late August 2019;
4. In conjunction with the consultation process, provide resource packages to all chairs, coordinators, and/or conveners of the university's diplomas and certificate;
5. Review feedback at Cap Core Working Group's September meeting;
6. Bring formal recommendations to Senate in October with recognition that implementation date may need to be extended to Fall 2021.

Draft recommendations for consultation:

Building on (1) understanding that 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) the recently endorsed Cap Core requirements for block transfer students set out in the memo to Senate date May 14, 2019, the Cap Core Working Group proposes the following:

THAT Cap Core requirements for all certificates and diplomas laddering into baccalaureate degrees mirror the general education requirements for baccalaureate degree. For example, certificates must meet Foundation requirements (6 credits typically completed in first 30 credits) and diplomas must meet Foundation requirements (6 credits) and half of the Integration requirements (9 credits).

THAT certificates and diplomas that do not ladder into a baccalaureate degree contain a recognizable core of related instruction with identified program learning outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

SENATE REPORT

AGENDA ITEM:	Concept Paper, Post-Baccalaureate Certificate and Diploma in Design for Social Innovation
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE:	May 21, 2019
PRESENTER:	M.Thoma

PURPOSE

The IDEA School of Design is proposing a Post-Baccalaureate Certificate and Diploma in Design for Social Innovation, an interdisciplinary program that provides cultural and social context for change through methodologies of design and systems thinking. The approach supports systems-level change that will promote innovation through radical collaboration in order to address the complex problems found in changing world conditions.

BACKGROUND:

The proposed Design for Social Innovation program focuses on design and systems processes to advance social change and address issues that span political, cultural, social, economic, and environmental themes. The program’s approach is experiential, collaborative and community-engaged, which encompasses “changemaking” through social innovation. Design thinking is described as both a toolset and a mindset, which empowers practitioners to self-reflection, to deconstruct complexity, to map systems, to employ empathy, to engage with stakeholders, to develop hypotheses, to test and validate solutions through user testing and prototyping, and to not impose solutions from the outside on those with lived experience, thus to co-design. Systems thinking is the art and science of making reliable inferences about behavior by developing an increasingly deep understanding of underlying structure. Employment opportunities are not easily defined at present yet this may be an emerging field with significant potential.

DISCUSSION

The presentation was followed by an in-depth discussion with Committee members which revolved around further clarity of the structure of the program, particularly in terms of interdisciplinary coursework and shared resources, as well as employment opportunities. Also, the program developers may wish to consider the potential for a Post-graduate diploma.

The Concept Paper was approved by the Committee to be forwarded to the Vice-President Academic and Provost to move to the next stage of the development process.

RECOMMENDATION

None required.



**SENATE CURRICULUM COMMITTEE
RESOLUTION MEMO**

DATE: May 23, 2019
TO: Paul Dangerfield, Chair, Senate
FROM: Deb Jamison, Chair, Senate Curriculum Committee

The following motions were carried by the Senate Curriculum Committee at its meeting on May 17th, 2019. Please acknowledge below that the Senate endorses its approval of the following motions:

- 19/33** The new course, HIST 260 – The Soviet Experiment, be recommended to Senate for approval, as well as designation as a Cap Core course under the heading *Self and Society*.
- 19/34** The revisions to HIST 108 – Issues and Themes in U.S. History: 1607 – 1877, HIST 109 – Issues and Themes in U.S. History: 1865 – Present, HIST 130 – Twentieth Century World History, HIST 235 – World Civilizations from 1945 to Present, HIST 390 – Murder and Mayhem: Selected Topics, and HIST 440 – History of Nazi-Germany, be recommended to Senate for approval, as well as designation as Cap Core courses under the heading *Self and Society* to all except HIST 130.
- 19/35** The revisions to the Bachelor of Motion Picture Arts admission requirements be recommended to Senate for approval.
- 19/36** The revisions to the Bachelor of Communication Studies and Communication Studies Diploma admission requirements be recommended to Senate for approval.
- 19/37** The new course, TOUR 142 – Gastronomy Tourism, be recommended to Senate for approval, as well as designation as a Cap Core course under the heading *Culture and Creative Expression*.
- 19/38** The prerequisite revisions to TOUR 423 – Tourism Planning and Policy and TOUR 450 – Tourism Operations II be recommended to Senate for approval.
- ***** The new programs, Bachelor of Arts with a Major in English, Bachelor of Arts with a Major in English (Hon.), Minor in English, Minor in Creative Writing and Concentration in Creative Writing were reviewed by SCC (to be recommended by the Board of Governors for approval).
- 19/39** The following new courses, along with their corresponding Cap Core designation, be recommended to the Senate for approval:
 - ENGL 352 – British Lit 1000-1660 (*Culture and Creative Expression*)
 - ENGL 353 – British Lit 1660-1830 (*Culture and Creative Expression*)

**SENATE CURRICULUM COMMITTEE
RESOLUTION MEMO**

- ENGL 354 – British Lit 1830-1970 (*Culture and Creative Expression*)
- ENGL 356 – American Lit 1620-1865 (*Culture and Creative Expression*)
- ENGL 357 – American Lit 1865-1970 (*Culture and Creative Expression*)
- ENGL 358 – Contemporary Literature (*Culture and Creative Expression*)
- ENGL 359 – Indigenous Literatures (*Culture and Creative Expression; Self and Society*)
- ENGL 363 – Genre and Form (*Culture and Creative Expression*)
- ENGL 365 – Cultures, Networks, Traditions (*Culture and Creative Expression; Self and Society*)
- ENGL 367 – Land School (*Culture and Creative Expression, Self and Society, Experiential*)
- ENGL 369 – Writing Pedagogy (*Experiential*)
- ENGL 392 – Creative Travel Writing (*Culture and Creative Expression*)
- ENGL 393 – Creative Writing: Advanced Practices (*Culture and Creative Expression*)
- ENGL 394 – Creative Writing: Performance (*Culture and Creative Expression*)
- ENGL 463 – Critical and Creative Formations (*Culture and Creative Expression; Self and Society; Experiential*)
- ENGL 464 – Capstone Project (*Capstone*)
- ENGL 465 – Words in the World Practicum (*Experiential*)
- ENGL 466 – Directed Reading (*Culture and Creative Expression*)
- ENGL 467 – Honours Thesis (*Capstone*)

19/40 The revisions to the following courses, along with their Cap Core designation under the heading *Culture and Creative Expression*, be recommended to Senate for approval:

- ENGL 300 – Writing, Rhetoric, Style
- ENGL 305 – Studies in Canadian Literature
- ENGL 320 – World Literature in Translation
- ENGL 323 – Studies in Genre
- ENGL 329 – Literature and Performance
- ENGL 335 (now 435) – Electronic Language: Revision from a 400-level course to a 300-level course and revision to the pre-requisites to “45 credits of 100-level or higher coursework including 6 credits of 100 and 200-level ENGL”
- ENGL 338 – Literature and Media
- ENGL 344 – Literature and the Environment (*also Self and Society*)
- ENGL 395 – Special Topics in Creative Writing
- ENGL 400 – Major Authors: Revision to the pre-requisites to “45 credits of 100-level or higher coursework including 6 credits of 100 and 200-level ENGL”
- ENGL 420 – Topics in Literary Theory: Revision to the pre-requisites to “45 credits of 100-level or higher coursework including 6 credits of 100 and 200-level ENGL”



**SENATE CURRICULUM COMMITTEE
RESOLUTION MEMO**

- ENGL 491 – Directed Studies in Creative Writing: Revision to the pre-requisites to “45 credits of 100-level or higher coursework including 3 credits of 300-level Creative Writing coursework”

Debbi Jamison

Deb Jamison, Chair
Senate Curriculum Committee

Date: *May 31, 2019*

Paul Dangerfield
Chair, Senate

Date: _____



SENATE CURRICULUM COMMITTEE RESOLUTION MEMO

DATE: May 31, 2019
TO: Paul Dangerfield, Chair, Senate
FROM: Deb Jamison, Chair, Senate Curriculum Committee

The following motions were carried by the Senate Curriculum Committee at its meeting on May 24th, 2019. Please acknowledge below that the Senate endorses its approval of the following motions:

*** The new program, Bachelor of Human Kinetics, was reviewed by SCC (to be recommended by the Board of Governors for approval).

19/41 The following new courses, along with their corresponding Q/A and Cap Core designations, be recommended to the Senate for approval:

- HKIN 125 – Introduction to Leadership
- HKIN 206 – Functional Anatomy
- HKIN 225 – Aging and Health
- HKIN 296 – Career Seminar Series (*Capstone*)
- HKIN 301 – Research Methods (Q/A)
- HKIN 302 – Data Analysis (Q/A)
- HKIIN 312 – Food as Medicine (*Science and Technology*)
- HKIN 317 – Lab Techniques in Exercise Science
- HKIN 320 – Physiology of Healthy Aging
- HKIN 325 – Leadership in Health and PA
- HKIN 329 – Ethics in Human Kinetics
- HKIN 331 – Health Behaviour Change
- HKIN 335 – Health Promotion (*Self and Society*)
- HKIN 351 – Advanced Biomechanics
- HKIN 364 – Global Health and Society (*Self and Society*)
- HKIN 369 – Instructional Design
- HKIIN 375 – Advanced Exercise Physiology (*Science and Technology*)
- HKIN 390 – Advanced Musculoskeletal Anatomy (*Science and Technology*)
- HKIN 396 – Career and Professional Preparation (*Experiential*)
- HKIN 397 – BHK Field Studies I (*Experiential*)
- HKIN 405 – Exercise Management
- HKIN 495 – Neuro-Motor Movement Control
- HKIN 497 – BHK Field Studies II
- HKIN 499 – BHK Capstone (*Capstone*)

**SENATE CURRICULUM COMMITTEE
RESOLUTION MEMO**

19/42 The revisions to the following courses be recommended to Senate for approval:

- HKIN 252 – Contemporary Health Issues (level change to HKIN 162)
- HKIN 205 – Principles of Strength and Conditioning (level change to HKIN 306)

******* The new program, Bachelor of Science General, was reviewed by SCC (to be recommended by the Board of Governors for approval).

19/43 The following new courses, along with their corresponding Science, Q/A, and Cap Core designations, be recommended to the Senate for approval:

- BIOL 300 – Molecular Genetics (Science Designation, Lab Science Designation, *Science and Technology*)
- BIOL 308 – Conservation Biology (Science Designation, *Science and Technology*)
- BIOL 312 – Human Physiology I (Science Designation, *Science and Technology*)
- BIOL 313 – Human Physiology II (Science Designation, *Science and Technology*)
- BIOL 314 – Advanced Cell Biology (Science Designation, *Science and Technology*)
- BIOL 403 – Microbiology and Immunology (Science Designation, *Science and Technology*)
- BIOL 408 – Ecosystem Restoration (Science Designation, Lab Science Designation, *Science and Technology*)
- CHEM 211 – Organic Chemistry – Life Sciences (Science Designation, Lab Science Designation, Q/A Designation, *Science and Technology*)
- CHEM 215 – Biochemistry I (Science Designation, *Science and Technology*)
- CHEM 304 – Environmental Chemistry (Science Designation, Q/A Designation, *Science and Technology*)
- CHEM 311 – Applications of Spectroscopy (Science Designation, Lab Science Designation, Q/A Designation, *Science and Technology*)
- CHEM 315 – Biochemistry II (Science Designation, Q/A Designation, *Science and Technology*)
- CHEM 404 – Green Chemistry (Science Designation, Lab Science Designation, Q/A Designation, *Science and Technology*)
- CHEM 411 – Medicinal Chemistry (Science Designation, Q/A Designation, *Science and Technology*)
- COMP 215 – Intro to Computational Science (Science Designation, Q/A Designation, *Science and Technology*)
- MATH 330 – Mathematical Modelling (Science Designation, Q/A Designation, *Science and Technology*)
- MATH 336 – Applied Graph Theory (Science Designation, Q/A Designation, *Science and Technology*)



**SENATE CURRICULUM COMMITTEE
RESOLUTION MEMO**

- MATH 400 – Machine Learning (Science Designation, Q/A Designation, *Science and Technology*)
- PHYS 300 – Environmental Thermodynamics (Science Designation, /A Designation, *Science and Technology*)
- PHYS 310 – Environmental Physics Lab (Science Designation, Lab Science Designation, Q/A Designation, *Science and Technology*)
- SCI 100 – Exploration in Science
- SCI 400 – Research Project (Science Designation, Lab Science Designation, Q/A Designation, *Science and Technology; Experiential*)
- STAT 305 – Introduction to Data Science (Science Designation, Q/A Designation, *Science and Technology*)
- STAT 310 – Experimental Design (Science Designation, Q/A Designation, *Science and Technology*)

19/44 The revisions to the following courses, along with their corresponding Science, Q/A, and Cap Core designations, be recommended to Senate for approval:

- CHEM 204 – Introduction to Physical Chemistry (pre-requisites, Science Designation, Q/A Designation, *Science and Technology*)
- COMP 320 – Database Technologies and Applications (pre-requisites, contact hours, credits, Q/A Designation, *Science and Technology*)
- COMP 330 – Modern Scripting and OS Automation (pre-requisites, contact hours, credits, Q/A Designation, *Science and Technology*)

19/45 The new course, CAPS 499, a degree portfolio course, be recommended to Senate for approval, as well as designation as a Cap Core course under the heading *Capstone*.

Deb Jamison, Chair
Senate Curriculum Committee

Paul Dangerfield
Chair, Senate

Date: May 31, 2019

Date:

SENATE REPORT

AGENDA ITEM:	SENATE
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE:	June 5, 2019
PRESENTER:	Bachelor of Arts, Major, Minor & Honours in English

PURPOSE

The Bachelor of Arts with a Major in English 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 English Stage 1 was approved by SAPPRC in August 2018, Senate and the Board in September 2018. 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 November 6 followed by a review at the DQAB Board meeting in January 2019. Currently, Stage 1 of the proposal is awaiting Minister approval.

The program developers, in the meantime, have completed Stage 2 of the BA with a Major in English. This proposal was reviewed by SCC on May 17, 2019. 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 English
- Bachelor of Arts with a Major in English (Honours)
- Bachelor of Arts with a Major in English, Creative Writing Concentration
- Minor in English
- Minor in Creative Writing



CAPILANO
UNIVERSITY

Full Program Proposal

Bachelor of Arts with a Major in English

May 22, 2019

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1. Executive Summary

Overview of Capilano's History, Mission, and Goals

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 for-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 *k̓álayax* Sunshine Coast campus, in Sechelt.

The University is named after Chief Joe Capilano, an important leader of the Squamish (*S̓k̓w̓x̓w̓ú7mesh*) Nation of the Coast Salish people. Our campuses are located on the traditional and ancestral territory of the Squamish, Tsleil-Waututh, Musqueam, Lil'wat and Sechelt (*shíshálh*) Nations.

Capilano's mandate as a special purpose teaching university is to provide the North Shore, Sunshine Coast, and Sea-to-Sky region with a comprehensive range of credentials that are relevant and transformative for individual students, local communities, and global citizenship. It has particular commitments to Indigenizing curriculum working with local First Nations communities, and to developing a balanced approach to international education (Ministry mandate letter, 2018).

Its status as a special purpose teaching institution mandates that it have a strong commitment to the quality of teaching, to student success, and to the student experience, which figure largely in the development of new credentials. The university's academic goals are stated in the *Strategic Plan* (see Appendix 1).

Proposed Credential and Location

Capilano Faculty of Arts and Sciences is proposing the following credentials:

- Bachelor of Arts with a Major in English
- Bachelor of Arts with a Major in English (Honours)
- Bachelor of Arts with a Major in English, Creative Writing Concentration
- Minor in English
- Minor in Creative Writing

This program is intended to create a range of English program options within the BA framework (see Appendix 2 for Capilano's *Bachelor of Arts Degree Framework* & Appendix 3 for *Policy S2015-05 Credential and Course Criteria*). These will be offered primarily at the North Vancouver campus but with the capacity for accessible offerings for students at the university's regional campuses.

Faculty/School

Faculty of Arts and Sciences, School of Humanities

Anticipated Program Start Date

Fall 2020

Anticipated Completion

To be completed in 8 semesters full-time but also accommodating part-time study.

Summary of Program

Program objectives: The Major program will educate students in the fundamental areas of English literature and literary scholarship from its canonical English “centre” to its vibrant global and local reaches. Students will develop skills in literary history, genre analysis, cultural studies, creative writing, and other critical practices in a curriculum that is both traditional and forward-looking.

Alignment with Capilano university mandate and strategic plan: The proposed English Major advances Capilano University’s mandate as a special purpose teaching university serving the North Shore, Sea-to-Sky Corridor, and Sunshine Coast. The only public post-secondary institution serving this growing region, its mandate includes providing a range of academic programs including baccalaureate degrees. It also advances the institutional goal to offer a high-quality educational experience that prioritizes student success. The degree will purposefully advance the institutional goals relating to student education, career development, responsible citizenship, and the lifelong pursuit of knowledge.

Learning outcomes and curriculum design: The Major program design is intentionally structured around a core set of student outcomes which also guide the curricula for the Creative Writing Concentration and both Minors. The program learning outcomes place particular emphasis on three key themes. The first (articulated in PLO 1 and 2) is an explicit attention to *reading*. While the skills involved in reading are often assumed by literature programs, we believe it is necessary to foreground the conceptual and ethical dimensions of reading, given the extent to which contemporary social, professional, and political relationships are mediated through text. The second theme (articulated in PLO 3 and 5) is *writing*. Our program places a high value on writing versatility, not only within Creative Writing (an area that has always valued writing within multiple genres), but also in the English major, where we see the traditional academic essay as one of a variety of forms with the potential to develop our student’s critical and intellectual skills. The third area (PLO 7) is self-awareness about the specific intellectual skills a student acquires in the program. Our goal here is not simply to teach students to read and write well, but to consider how these skills equip them to pursue a wide variety of personal, professional, and academic pathways. The outcomes are as follows:

By the end of the program, students will be able to:

1. read literary texts and other cultural objects with care and sustained attention;
2. identify and interpret the historical and cultural forces at work in the production of local and global literatures;
3. write for a range of audiences with sensitivity to discursive and cultural contexts;
4. undertake rigorous research that integrates various methodologies and perspectives;
5. produce original written, performed, digital, multimodal, and collaborative projects;

6. analyze and model the power of language to provoke, foster curiosity, and contribute to the formation and maintenance of communities and other social groupings;
7. articulate the value of critical, creative, and collaborative skills for future educational and professional pursuits.

While work experience is not a requirement for the degree, the program offers an elective practicum course where work experience will count toward the degree. This elective option allows students to accelerate the development of writing or research skills, deepen their knowledge of art and cultural organizations, and contribute meaningfully to the vitality of these organizations in the community.

Employment prospects for graduates: The degree prepares students for postgraduate opportunities in a wide range of professional fields such as law, education, addressing the increase in demand for essential skills traditionally associated with study in the humanities. Both the 2016 edition of [Developing Canada's future workforce: a survey of large private-sector employers](#) and the [British Columbia Labour Market Outlook: 2018 Edition](#), for example, register urgent calls for “soft skills” such as “collaboration and teamwork, communication skills, problem-solving skills and people and relationship-building skills.”¹ Top skills and competencies are “active listening,” “speaking,” “critical thinking,” “reading comprehension,” as well as “judgment and decision making.”² The Major program will appeal to students with diverse backgrounds and interests who seek careers in teaching, writing and editing for both print and web publications, management, administration, advertising, and academia, or who wish a versatile foundation degree.

Delivery methods: The proposed degree combines traditional classroom lecture, a seminar stream to facilitate focus on poised exchange, and experiential courses that allow students to develop skills outside the classroom and critically reflect on the value of their education. While the majority of instruction will be conducted face-to-face, some online and mixed-mode options will provide flexibility for students unable to attend campus full-time. See Section 5 for details on learning methodologies.

Program strengths: The major program is a potential pathbreaker with its dual emphasis on foundational skills in critical thinking, research, and literary analysis coupled with an emphasis on innovative and applied techniques for responding to and helping shape the world with language.³ Experiential components also characterize the curriculum and delivery model, including practicums, tutoring positions, literary publications and series, symposia, field schools, and a capstone project

¹ *Developing Canada's future workforce: a survey of large private-sector employers*. Business Council of Canada (Mar. 2016), 4. <http://thebusinesscouncil.ca/wp-content/uploads/2016/03/Developing-Canadas-Future-Workforce.pdf>

² British Columbia (2018). *British Columbia Labour Market Outlook, 2018 Edition*, 28.

³ For the importance of making critical skills explicit, see Edge, Jessica, Elizabeth Martin, and Matthew McKean (2018). *Getting to Work: Career Skills Development for Social Sciences and Humanities Graduates*. Ottawa: The Conference Board of Canada, pp. 5, 68.

dedicated to the collaborative production of a student anthology of both critical and creative work. The program's focus on locally- and globally-relevant social and historical content means students can bring significant cultural resources to bear on an increasingly knowledge-based and international economy.

Support within the BC post-secondary system: Consultations with SFU and UBC, KPU, and VIU show very strong support for the degree, both in regard to the degree's comprehensiveness and in terms of its relevance and practical value for today's students. See section 9 for details on consultations with other post-secondary institutions.

Related programs: The English Major is a central humanities discipline at most universities. While our program preserves important traditional elements seen in larger programs elsewhere, its small size has allowed us to intentionally design it around high-impact educational practices and a curriculum that is flexible and contemporary, thus allowing it to stand apart from other English programming locally and further afield.

Contact information

Dr. Pouyan Mahboubi, Dean
Faculty of Arts and Sciences
Capilano University
North Vancouver, BC, V7J 3H5

604.990.7983 | pouyanmahboubi@capilanou.ca

2. Degree Level Standard

Depth and Breadth of Knowledge

This English Major is part of a 120-credit Bachelor of Arts degree providing graduates with a comprehensive knowledge of the field of literary studies and an understanding of the human imagination as a valuable cultural resource. Graduates will possess both a foundation for engaging with contemporary literary culture and social issues, as well as the capacity for independent ethical, intellectual, and creative work in a range of professions and postgraduate training. The program curriculum equips graduates with transferable critical and collaborative practices and skills, especially writing skills. See Appendix 2 for Capilano's *Bachelor of Arts Degree Framework*.

Knowledge of Methodologies and Research

Students in this English Major develop a mastery of a range of methodologies for reading and analyzing literary art and its cultural significance. This is a well-developed subfield in literature studies and includes an investigation of interpretation and understanding itself, as well as examining the critical lenses through which literature may be culturally understood, including aesthetic, political, or psychological. Students also develop research skills in literary criticism by engaging with other literary scholarship or production. Term projects in most upper courses will typically involve the intentional application of one or more critical methodologies, such as in ENGL 359 – Studies in Indigenous Literatures, or ENGL 344 - Literature and the Environment where the subject matter involves theories or methods of inquiry that may originate outside the field of literary studies.

For example, the major program broadens the range of research methods to include land-based writing and narrative inquiry, such as within ENGL 367 - Land School, or via participation in a local community-based practicum project where a student researcher and/or creative writer encounters and collaborates with methodologies and perspectives of an organization or profession. Students may also merge creative and critical inquiry through an innovative Creative Writing minor which foregrounds research-based practices.

Application of Knowledge & Awareness of Limits of Knowledge

Central to the student's progress through the major program is an increasingly disciplined attention to the particulars of representation and, from this work, moving to synthesis and analysis where students draw on scholarship from both within and beyond the discipline. This process is especially explicit in the three Words in the World seminars, which require students be accountable for their reading and research guided by protocols for listening to and collaborating with other students, whose perspectives might challenge, enlarge, or distill their own. In this respect, the seminar stream develops a keen awareness of the limits of knowledge. Historical awareness, another important dimension of knowledge-making and its limitations, is developed in the literary history courses. Finally, creative writing offerings give students potential to develop agency by applying knowledge gained from their study of literary and non-literary texts to the creation of new work.

Communication Skills

This program affirms the proximity of its creative writing and literature streams by ensuring all graduates of the major and minors are competent in a range of written and oral forms and for a range of audiences and purposes. Program courses cover various forms and dimensions of the writing process, from enriched opportunities for invention (land-based writing and workshopping manuscripts), to increased flexibility with essay forms (in ENGL 300 - Writing, Rhetoric, Style, or via ePortfolio work) to editing, presenting on student panels and in colloquia events, and for-credit training in peer-tutoring contexts.

3. Credential Recognition and Nomenclature

The proposed degree title is a Bachelor of Arts with a Major in English, a recognizable credential in terms of nomenclature. The program curriculum has been designed to facilitate recognition, both by other post-secondary institutions and by a range of employers. Graduate programs will find the degree program includes all the elements of a traditional, comprehensive English degree with electives positioned for their contemporary relevance and cultural importance. Core curricula in the major, the two minors, and in the concentration is enhanced through delivery in a seminar format. The strength of the program has been confirmed by both UBC and SFU, which are likely destinations for students wishing to continue in graduate studies. The strength of our Program Learning Outcomes was noted by Simon Fraser University at stage one of development. For the policy and procedures for notifying students of credential recognition and/or transfer, see Appendix 3 for Policy *S2013-01 Transfer Credit*.

With the program's intentionally designed experiential elements and its emphasis on intellectual and interpersonal skills, graduates will have a notably strong credential in terms of being work-capable for a range of professions and industries.

4. Curriculum/Program Content

Upper Level Course Profile

The following shows the listing organization and the curricular role of all upper level courses in the program:

ENGL 300 Writing, Rhetoric, Style
 ENGL 352 Special Topics in British Literature, 1000-1660 ²
 ENGL 353 Special Topics in British Literature, 1660-1830 ²
 ENGL 354 Special Topics in British Literature, 1830-1970 ²
 ENGL 356 Special Topics in American Literature, 1620-1865 ²
 ENGL 357 Special Topics in American Literature, 1865-1970 ²
 ENGL 305 Special Topics in Canadian Literature
 ENGL 358 Special Topics in Contemporary Literature
 ENGL 359 Studies in Indigenous Literatures
 ENGL 320 Global Literatures
 ENGL 323 Special Topics in Genre
 ENGL 329 Literature and Performance
 ENGL 338 Literature and Media
 ENGL 344 Literature and the Environment
 ENGL 363 Words in the World I: Genre and Form ¹
 ENGL 365 Words in the World II: Cultures, Networks, and Traditions ¹
 ENGL 367 Land School ⁴
 ENGL 369 Foundations in Writing Pedagogy ⁴
 ENGL 392 Creative Writing: Creative Travel Writing

ENGL 393 Creative Writing: Advanced Practices ³
 ENGL 394 Creative Writing: Performance ³
 ENGL 395 Creative Writing: Special Topics ³
 ENGL 400 Major Authors
 ENGL 420 Special Topics in Literary Theory
 ENGL 435 Electronic Literature
 ENGL 463 Words in the World III: Critical and Creative Formations ^{1,4}
 ENGL 464 Capstone Project ⁵
 ENGL 465 Words in the World Practicum ⁴
 ENGL 466 Directed Reading
 ENGL 467 Honours Thesis ⁵
 ENGL 491 Creative Writing: Directed Studies ³

Notes/key:

1. Required core seminar courses
2. Satisfies literary history requirement
3. Required courses for Creative Writing Concentration and Creative Writing Minor
4. Experiential courses
5. Required capstone courses

Core Seminar and Capstone Courses

The three Words in the World seminar courses and the culminating capstone course are the defining feature of the degree curriculum. Limited to 20 students, the seminar series provides a common curricular core and cohort experience in central literary-critical subfields of English Literature. As well, they all emphasize a set of ethical values around reading, dialogue, and critical practices, including writing. These skills prepare students for the independent and collaborative work required in the capstone course:

3 rd year (one each term):		4 th year (one each term):	
ENGL 363 Words in the World I: Genre and Form	ENGL 365 Words in the World II: Cultures, Networks, and Traditions	ENGL 463 Words in the World III: Critical and Creative Formations	ENGL 464 Capstone Project
<i>Investigates key genres of English literatures and the processes of their formation.</i>	<i>Investigates literary and cultural traditions and their local and global contexts.</i>	<i>Investigates histories and modes of critical inquiry and their relations to creative and cultural practices.</i>	<i>Requires students to a) develop and refine a creative or critical work of their own and b) collaboratively produce an anthology publication.</i>

Program Requirements

Students must complete the Bachelor of Arts Degree Framework requirements and Cap Core requirements (see Appendix 4) in addition to those of the specific English credentials. Requirements for majors, honours, concentrations, and minors are in accordance with Policy *S2015-05 Credential and Course Criteria* (see Appendix 3).

Bachelor of Arts Degree Framework

English Requirement: 6.00

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

Arts Credit Requirement: 65.00

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.

Language Requirement: Other than English 3.00

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

- 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 an 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 language other than English.

Quantitative/Analytical Requirement: 3.00

Minimum of 3 credits in a Quantitative/Analytical course approved by the Senate Curriculum Committee.

Science Requirement: 6.00

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

Upper Level Requirement: 45.00

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

Major in English Program Requirements
Lower Level:

100-level requirements: 3.00

3 credits of 100-level literature courses such as one of the following:
 ENGL 103 Introduction to Literature (3)
 ENGL 107, Indigenous Literature and Film (3)
 ENGL 109 Literature and Contemporary Culture (3)
Note: Composition courses (ENGL 100, 112) and Creative Writing Courses (ENGL 190, 191) do not satisfy this requirement.

200-level requirements: 9.00

ENGL 200 Literature in English from Beowulf to Paradise Lost (3)
 ENGL 201 Literature in English after Paradise Lost (3)
 ENGL 260 Writing Communities (3)

Total lower level major program requirements: 12.00

Upper Level:

Words in the World Seminar requirements: 9.00

ENGL 363 Words in the World I: Genre and Form (3)
 ENGL 365 Words in the World II: Cultures, Networks, and Traditions (3)
 ENGL 463 Words in the World III: Critical and Creative Formations (3)

Literary History requirements: 6.00

6 credits of upper-level literary history courses from the following list:
 ENGL 352 Special Topics in British Literature, 1000-1660 (3)
 ENGL 353 Special Topics in British Literature, 1660-1830 (3)
 ENGL 354 Special Topics in British Literature, 1830-1970 (3)
 ENGL 356 Special Topics in American Literature, 1620-1865 (3)
 ENGL 357 Special Topics in American Literature, 1865-1970 (3)

English elective requirements: 12.00

12 credits of courses from the following list:
 ENGL 300 Writing, Rhetoric, Style (3)
 ENGL 305 Special Topics in Canadian Literature (3)
 ENGL 358 Special Topics in Contemporary Literature (3)
 ENGL 359 Studies in Indigenous Literatures (3)
 ENGL 320 Global Literatures (3)
 ENGL 323 Special Topics in Genre (3)
 ENGL 329 Literature and Performance (3)
 ENGL 338 Literature and Media (3)
 ENGL 344 Literature and the Environment (3)
 ENGL 352 Special Topics in British Literature, 1000-1660 (3)
 ENGL 353 Special Topics in British Literature, 1660-1830 (3)
 ENGL 354 Special Topics in British Literature, 1830-1970 (3)

ENGL 356 Special Topics in American Literature, 1620-1865 (3)
 ENGL 357 Special Topics in American Literature, 1865-1970 (3)
 ENGL 367 Land School (3)
 ENGL 369 Foundations in Writing Pedagogy (3)
 ENGL 392 Creative Writing: Creative Travel Writing (3)
 ENGL 393 Creative Writing: Advanced Practices (3)
 ENGL 394 Creative Writing: Performance (3)
 ENGL 395 Creative Writing: Special Topics (3)
 ENGL 400 Major Authors (3)
 ENGL 420 Special Topics in Literary Theory (3)
 ENGL 435 Electronic Literature (3)
 ENGL 465 Words in the World Practicum (3)
 ENGL 466 Directed Reading (3)
 ENGL 491 Creative Writing: Directed Studies (3)

Note: a single course cannot satisfy both the literary history and elective requirements

Capstone requirement: 3.00
 ENGL 464 Capstone Project (3)

Total upper level Major in English program requirements: 30.00

Major in English (Honours) Program Requirements

Lower Level (12 credits):

Students take the same 12 credits of lower-level courses required for the English Major program (see above)

Upper Level:

Words in the World Seminar requirements: 9.00
 ENGL 363 Words in the World I: Genre and Form (3)
 ENGL 365 Words in the World II: Cultures, Networks, and Traditions (3)
 ENGL 463 Words in the World III: Critical and Creative Formations (3)

Literary History requirements: 9.00
 9 credits from the following, *3 of which must be from ENGL 352, 353, or 354:*
 ENGL 352 Special Topics in British Literature, 1000-1660 (3)
 ENGL 353 Special Topics in British Literature, 1660-1830 (3)
 ENGL 354 Special Topics in British Literature, 1830-1970 (3)
 ENGL 356 Special Topics in American Literature, 1620-1865 (3)
 ENGL 357 Special Topics in American Literature, 1865-1970 (3)

English elective requirements: 15.00
 15 credits taken from any 300- or 400-level ENGL courses

Thesis requirement: 6.00
 ENGL 467 Honours Thesis (6)

Major in English, Creative Writing Concentration Program Requirements

Lower level (21 credits):

All lower level requirements for the English Major (see above) 12.00

100-level Creative Writing requirements: 3.00

3 credits from the following:

ENGL 190 Introduction to Creative Writing (3)

ENGL 191 Creative Writing: Contemporary Practices (3)

200-level Creative Writing requirements: 6.00

6 credits from the following:

ENGL 290 Creative Writing: Letter and Line (3)

ENGL 291 Creative Writing: Narrative Fictions (3)

ENGL 292 Creative Writing: Children's Literature (3)

ENGL 293 Creative Writing: Creative Nonfiction (3)

ENGL 295 Special Topics in Creative Writing (3)

ENGL 296 Creative Writing: Writing for the Stage (3)

Upper level:

All upper-level requirements for the English Major (see above) 30.00

Concentration students must take all of the following Creative Writing courses, which may also be taken to satisfy upper-level elective requirements for the Major.

Upper-level Creative Writing requirements: 12.00

ENGL 393 Creative Writing: Advanced Practices (3)

ENGL 394 Creative Writing: Performance (3)

ENGL 395 Creative Writing Special Topics (3)

ENGL 491 Creative Writing: Directed Studies (3)

Minor in English, Program Requirements 27.00

Lower Level (12 credits):

100-level requirements: 3.00

3 credits from the following:

ENGL 103 Introduction to Literature (3)

ENGL 107 Indigenous Literature and Film (3)

ENGL 109 Literature and Contemporary Culture (3)

200-level requirements: 9.00

9 credits from the following groups of courses:

3 credits from the following:

ENGL 200 Literature in English from Beowulf to Paradise Lost (3)

ENGL 201 Literature in English after Paradise Lost (3)

3 credits from the following:

ENGL 203 Canadian Literature (3)
 ENGL 207 Literary Theory and Criticism (3)
 ENGL 213 World Literature in English (3)

3 credits from the following:
 ENGL 260 Writing Communities (3)

Upper level (15 credits):

Words in the World Seminar requirements: 6.00

6 credits from the following:
 ENGL 363 Words in the World I: Genre and Form (3)
 ENGL 365 Words in the World II: Cultures, Networks, and Traditions (3)
 ENGL 463 Words in the World III: Critical and Creative Formations (3)

Literary History requirements: 3.00

3 credits from the following:
 ENGL 352 Special Topics in British Literature, 1000-1660 (3)
 ENGL 353 Special Topics in British Literature, 1660-1830 (3)
 ENGL 354 Special Topics in British Literature, 1830-1970 (3)
 ENGL 356 Special Topics in American Literature, 1620-1865 (3)
 ENGL 357 Special Topics in American Literature, 1865-1970 (3)

English elective requirements: 6.00
 6 additional credits from any 300- or 400-level ENGL courses

Minor in Creative Writing, Program Requirements 27.00

Lower Level (12 credits):

100-level Creative Writing requirements: 3.00

3 credits from the following:
 ENGL 190 Introduction to Creative Writing (3)
 ENGL 191 Creative Writing: Contemporary Practices (3)

200-level Creative Writing requirements: 6.00

6 credits from the following:
 ENGL 290 Creative Writing: Letter and Line (3)
 ENGL 291 Creative Writing: Narrative Fictions (3)
 ENGL 292 Creative Writing: Children's Literature (3)
 ENGL 293 Creative Writing: Creative Nonfiction (3)
 ENGL 295 Special Topics in Creative Writing (3)
 ENGL 296 Creative Writing: Writing for the Stage (3)

Writing Communities requirement: 3.00
 ENGL 260 Writing Communities (3)

Upper level (15 credits):

Words in the World Seminar requirements: 3.00

3 credits, taken from the following:

ENGL 363 Words in the World I: Genre and Form (3)

ENGL 365 Words in the World II: Cultures, Networks, and Traditions (3)

ENGL 463 Words in the World III: Critical and Creative Formations (3)

Upper-level Creative Writing requirements:

12.00

All of the following:

ENGL 393 Creative Writing: Advanced Practices (3)

ENGL 394 Creative Writing: Performance (3)

ENGL 395 Creative Writing Special Topics (3)

ENGL 491 Creative Writing: Directed Studies (3)

Calendar Descriptions

ENGL 100

University Writing Strategies

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 University Writing Centre.

ENGL 103

Introduction to Literature

This course introduces students to a rich variety of literature in both traditional and new genres, including novels, plays, poems, screenplays, memoirs, and graphic novels. See the Department of English website for the focus of the course in a specific term.

ENGL 107

Indigenous Literature and Film

This course focuses on Indigenous poetry, plays, screenplays, films, novels, and memoirs across national boundaries. The course may also include work by non-Indigenous writers on Indigenous subjects. See the Department of English website for the focus of the course in a specific term.

ENGL 109

Literature and Contemporary Culture

This course explores contemporary issues as represented in literature, film and music. The specific issue investigated differs between sections, instructors and years. See the Department of English website for the focus of the course in a specific term.

ENGL 190**Introduction to Creative Writing**

In this introductory Creative Writing workshop, students sharpen their writing craft by writing and workshopping in multiple genres while also studying contemporary practice. All sections of ENGL 190 involve creation of writing through prompts and exercises, editorial feedback through a variety of means, and the curation of a substantial written portfolio.

ENGL 191**Creative Writing: Contemporary Practices**

In this course, students develop their writing craft by writing and workshopping in multiple genres while studying contemporary practice. All sections of ENGL 191 involve creation of writing through prompts and exercises, editorial feedback through a variety of means, the curation of a substantial electronic portfolio with an artist statement, and a focus on writing “the series,” or long project. This project will provide students with the skills needed to research and write a coherent and comprehensive serial or longer-form work, which will form a significant portion of the curated ePortfolio.

ENGL 200**Literature in English from Beowulf to Paradise Lost**

This course surveys significant works in early English literary history, from the medieval period to the mid-17th century (1660), covering a variety of literary forms, such as epic, Celtic narratives, Arthurian romances, mystical writings and autobiography, lyrics, sonnets, and Elizabethan and Jacobean drama.

ENGL 201**Literature in English after Paradise Lost**

This course surveys significant works in English literary history from the Restoration (1660) to the modernist period (early 20th century). Tracing the rise of print culture, this course investigates different literary forms, including plays, novels, short stories, poetry, as well as less conventional modes such as diaries, journals, magazine articles, and letters.

ENGL 260**Writing Communities**

This course introduces students to the intellectual practices and institutional networks that sustain the work of writing. Bridging the divide between creative and academic literary production, the course explores a range of histories and methods to illuminate their social contexts. Investigating key institutions of literary culture and scholarship (e.g. coteries, schools, readings, conferences, journals, archives), students will familiarize themselves with the interpersonal processes that support literary research and will collaborate on final creative-scholarly projects.

ENGL 290**Creative Writing: Letter and Line**

This is an intensive workshop in the writing of poetry, concentrating on an understanding of form, an awareness of voice, and an individual poetics. Students will have the opportunity to try a variety of forms: the short lyric, the serial poem, narrative verse, prose poetry.

ENGL 291**Creative Writing: Narrative Fictions**

This is an intensive workshop in the writing of fiction, concentrating on narrative techniques in student writing and in a variety of published works of contemporary fiction. Students will have the opportunity to develop an awareness of voice, rhythm, dialogue, diction, character, and point-of-view.

ENGL 292**Creative Writing: Children's Literature**

This is an intensive workshop in writing literature for children of various ages. Students will work on such forms as text for picture books, nonsense rhymes, and chapters of young adult novels in verse.

ENGL 293**Creative Writing: Creative Nonfiction**

This is an intensive workshop in the writing of creative nonfiction, concentrating on contemporary forms such as magazine articles, personal essays, travel writing, blogging, etc., as well as professional aspects of writing, such as "the pitch", book proposals, and the editing process.

ENGL 295**Special Topics in Creative Writing**

The focus of this Creative Writing course is determined by the individual instructor in consultation with the department. See the Department of English website for the focus of the course in a specific term.

ENGL 296**Creative Writing: Writing for the Stage**

This is an intensive workshop in the writing of short plays, concentrating on effective playwriting skills with an established playwright and a director. Students will develop and draft their works multiple times, ultimately seeing these works performed before a public audience at the end of the course.

ENGL 300**Writing, Rhetoric, Style**

Building on writing, research, and revision skills introduced in ENGL 100, this course will deepen the writer's knowledge of rhetorical choices and awareness of current essay genres. Students will learn to effectively take the investigative project through all stages of composition—from inception and handling of research to revision and stylistic editing—and will gain confidence in writing in a variety of modes.

ENGL 305**Special Topics in Canadian Literature**

This course studies selected works of Canadian literature important for their artistic, cultural, or historical content and contexts. Depending on the term, iterations of the course may focus on a specific moment in Canadian literary culture, or may look at the history of Canadian literature as a whole. Sample course titles: Canadian Modernism, Postcolonial Canadian Literature, Canadian Literary Urban Fiction.

ENGL 320**Global Literatures**

This course examines world literature from a comparative/global framework, or it focuses on a specific geographical/national region from a transnational perspective. This course might also explore the politics, art, and theory of translation from historical and/or contemporary perspectives.

ENGL 323**Special Topics in Genre**

This course focuses on the emergence and persistence of a specific literary or non-literary genre, such as the gothic novel, lyric poetry, modernist elegy, tragic drama, detective story, travel narrative, or memoir/autobiography. The course is intended to develop a deep critical awareness of the formal techniques and social contexts of a given genre's representation of experience.

ENGL 329**Literature and Performance**

This course examines literary performances, plays, and practices, as well as the performative dimensions of other types of expression. Students will be introduced to, and will use, a range of theoretical perspectives and methods to analyze a variety of performance texts and contexts. This might include studying theatre, film, dance, gesture and physicality, gender, the Internet and online performances, and everyday site-specific performances.

ENGL 338**Literature and Media**

This course explores literary art and criticism within the framework of media studies. Students will consider the diverse forms and technologies that have shaped written and oral literature, and will situate literary texts within our increasingly diverse landscape of media forms.

ENGL 344**Literature and the Environment**

This course explores literature in the context of recent environmental and ecological thought.

ENGL 352**Special Topics in British Literature, 1000-1660 (new)**

This course will explore a specific topic in British literary history, concentrating on a single period within the time frame 1000-1660. Depending on the term, specific iterations of the course might focus on the Medieval, Tudor, Jacobean, or Civil-War period, or on portions/combinations thereof. Sample course titles: Early Enlightenment and the Birth of Science Fiction; Early Modern Political Theatre; The Postcolonial Middle Ages; The Metaphysical Poets; Chaucer and his World.

ENGL 353**Special Topics in British Literature, 1660-1830 (new)**

This course will explore a specific topic in British literary history, concentrating on a defined period or development between 1660 and 1830. Iterations of the course might focus on a specific moment within this time frame, or might consider the long eighteenth century as a whole. Sample course titles: Performing Restoration; The Birth of Taste; Reading Scotland in 1745; Race and the Rise of the Novel; Romanticism and the City; 18th Century Characters.

ENGL 354**Special Topics in British Literature, 1830-1970 (new)**

This course will explore a specific topic in British literary history, concentrating on a defined period, movement, or development between 1830 and the 1970s. The specific focus of the course will vary depending on the term and the instructor. Sample course titles: 19th Century Poetry and Photography; Postcolonial London; Irish Modernism; Victorian Literature and Colonial Education; The Domestic Front: Women Writers and the World Wars.

ENGL 356**Special Topics in American Literature, 1620-1865 (new)**

This course will explore a specific topic in US literary history, concentrating on a specific period, movement, or development between the early colonial period and the American Civil War. Each iteration of the course will concentrate on a distinct period, such as the colonial era, Revolutionary era, antebellum era, or some portion/comboination thereof. Sample course titles: The American Slave Narrative; The American Constitution as a Work of Art; Melville and Modernity; American Literature before the "United States"; Resisting "Removal": American Literature and the Trail of Tears.

ENGL 357**Special Topics in American Literature, 1865-1970 (new)**

This course will explore a specific topic in US literary history, concentrating on a single period, movement, or development between the Reconstruction Era and the 1970s. Sample course titles: American Naturalism; The Harlem Renaissance; US Literature of the Cold War; American Lyric from Dickinson to Dylan; Hollywood and Literary Culture.

ENGL 358**Special Topics in Contemporary Literature (new)**

This course studies distinctive features of contemporary culture through works of literature written from roughly 1970 to the present day.

ENGL 359**Studies in Indigenous Literatures (new)**

This course takes up specific questions and issues in the field of historical and/or contemporary Indigenous literatures. Reading lists may include Indigenous literatures from around the world, and may focus on a single author, a literary movement, or a theoretical perspective.

ENGL 363**Words in the World I: Genre and Form (new)**

This course investigates key genres of English literature and the processes of their formation and transformation. In a seminar setting foregrounding accountable reading, shared inquiry, and collaborative critical dialogue, students will study a wide range of prose, poetry, and performance texts—from the classical to the modern to the contemporary—exploring the ways in which the formal conventions of genres and subgenres have been shaped and reshaped by the particular contexts in which they emerge.

ENGL 365**Words in the World II: Cultures, Networks, and Traditions (new)**

This course investigates literary and cultural traditions and counter traditions with a focus on their local, global, and postcolonial contexts. In a seminar setting foregrounding accountable reading, shared inquiry, and collaborative critical dialogue, students will study how a wide range of writers, artists, and other thinkers have imagined, articulated, critiqued, and in some cases revised such concepts as personhood, citizenship, justice, and community through varied uses of narrative, storytelling, and other modes of representation.

ENGL 367**Land School (new)**

This course offers experiential study of the literature, history, and culture of a Land School location, with a focus on introducing students to Indigenous ways of knowing. The Land School may be organized around critical approach, historical period, decolonizing practices, or geographical and cultural area. The course has three parts: classroom time, a one- to two-week immersive Land School experience that encourages students to consider place as a form of learning, and opportunities for reflection.

ENGL 369**Foundations in Writing Pedagogy (new)**

This course is designed for students in any discipline who wish to learn about some of the philosophies and practices involved in the teaching of writing and revision. With a special focus on preparing students

for roles in peer-tutoring contexts, the course offers a hands-on, experiential approach to a range of writing and revision pedagogies that will not only equip students for future positions as writing tutors but also help them sharpen their own writing skills.

ENGL 392 (new)**Creative Writing: Creative Travel Writing**

Travel writing is one of the most popular genres of contemporary literary non-fiction. This course will give students an opportunity to develop substantial, publishable works of travel writing under the guidance of a current practitioner. It will be of interest to all who love travel and adventure and have imagined documenting their experiences and sharing them with a wide audience.

ENGL 393**Creative Writing: Advanced Practices (new)**

This course presupposes that students have current portfolios. It addresses advanced practices, methods, and techniques used by writers working in a variety of literary genres. Topics may include conceptualizing large projects, research methods in the literary genres, global restructuring of manuscripts, examining the writing process, and experimenting with new procedures. In addition to lectures and workshops, local guest writers will visit the class to discuss these aspects of their practice.

ENGL 394**Creative Writing: Performance (new)**

Students will adapt material (such as short stories, poems, and essays) from other writing classes, as well as from other sources, for text-based performance genres such as the screenplay, the radio drama, poets theatre, “movie telling,” and/or the podcast. Collaboration will be encouraged.

ENGL 395**Creative Writing: Special Topics**

The focus of this Creative Writing course is determined by the individual instructor in consultation with the department. Examples might include New Media, Writing and the Body, Transmissions, or Writing from the Land.

ENGL 400**Major Authors**

This course offers an in-depth study of a single author.

ENGL 420**Special Topics in Literary Theory**

This course is a focused in-depth study of a selected topic in literary-critical theory.

ENGL 435**Electronic Literature**

This course examines electronic literature (literature created exclusively on and for digital devices, such as computers, tablets, and mobile phones). Students will consider the genre as a form possessing computer-driven aesthetics—such as speed, animation, and multimodal semiotics—that produce different literary effects and reading practices.

ENGL 463**Words in the World III: Critical and Creative Formations (new)**

This course investigates histories and modes of criticism and the relation between theory and other creative and cultural formations. In a seminar setting foregrounding accountable reading, shared inquiry, and collaborative critical dialogue, students will survey a wide range of critical and literary theories, analyze the social and institutional contexts of their emergence, situate them in relation to each other, and evaluate their impact on both scholarly and creative practices in the 20th and 21st centuries.

ENGL 464**Capstone Project (new)**

In this course, students will refine a creative or critical work of their own making as well as collaboratively produce a professional-quality anthology publication for both print and web formats. Beginning with a brief history and assessment of the anthology form itself, the course will guide students through every stage of the production process, inviting them to try a variety of tasks and allowing them to specialize in the publishing-related role of their choice.

ENGL 465**Words in the World Practicum (new)**

This is a work-experience course that connects students with a host organization in a relevant field or industry. The Practicum is conducted under the mentorship of a Capilano faculty member and a supervisor from the host organization. Students gain valuable experience applying their skills in research, writing, critical thinking, and imaginative problem-solving in a unique real-world setting, discovering how their training and knowledge can be used in various business, education, research, or cultural contexts.

ENGL 466**Directed Reading (new)**

Students will work with an English faculty member and be guided in the development of a research-based project. Specific course details will be arranged between individual students and faculty members. Registration is by permission of the instructor and the English Department Coordinator.

ENGL 467 Honours Thesis (new)

In this course students in the English honours program undertake a research project culminating in a graduating honours thesis. The course is delivered over two terms, the first devoted to reading and research for the project, the second to the drafting and completion of the written thesis.

ENGL 491**Creative Writing: Directed Studies**

Students will work with an instructor to guide them with a topic-based analytical/creative project, approved by the student's advisor. Specific course details will be arranged between individual students and faculty members. Registration is by permission of the instructor and the Creative Writing Convenor.

Program Courses Mapped to PLOs (Program Learning Outcomes)

Levels of Proficiency & PLO Distribution: Mapping curriculum to levels of proficiency is a CapU best practice, an accreditation requirement, and a foundation for regular program assessments. Curriculum design for this program has sought to ensure levels of mastery for all program learning outcomes. See Appendix 5 for detailed curriculum mapping for levels of proficiency.

5. Learning Methodologies/Program Delivery

The Capilano English Major is designed to guide students through a scaffolded curriculum that progressively develops students' skills and knowledge base, while also remaining flexible enough for students to tailor their learning to their individual goals and interests. All our courses integrate a variety of delivery methods, from the traditional (lectures, group discussions, presentations) to the innovative (digital projects, ePortfolios, field trips, and web publishing). The learning methodologies we employ are deeply rooted in Capilano's community-college tradition in that they seek to make academic learning accessible to a wide student body. At the same time, we have sought to integrate a practical and cooperative emphasis into our program, so that students can self-consciously develop skills in teamwork, dialogue, research, writing versatility, and critical self-reflection in preparation for their future work and/or education.

Words in the World Seminars

The Words in the Words Seminars (ENGL 363, 365, and 463) are the backbone to the degree, a unique series of High-Impact Learning Experiences that maximize students' encounter with the concepts and problems that shape our discipline. The topics of the 3 upper-level seminars ("Genre and Form," "Networks, Cultures, and Traditions," and "Creative and Critical Formations") cover issues that are at the core of every successful English major program, but which here are delivered through small and highly-engaged fora designed to enhance learning for students of varied backgrounds, proficiencies, and career goals. While these courses are largely discussion-based, they also integrate a mixture of delivery methods, including lectures, student presentations and colloquia, advanced library workshops, field trips, writing retreats, collaborative projects, and individualized student ePortfolios.

Flexible Course Design

One of the innovative features of our courses is their strategic openness. Rather than designing a large number of courses focusing on specialized subfields and periods of Anglophone literature, we offer a shorter listing of courses that aim to maximize flexibility. This approach has multiple advantages. First, it avoids structuring courses around current trends which may soon become outdated. Second, it encourages instructors to take creative approaches to their classes, and to explore the dynamic processes through which disciplinary fields are continuously formed, critiqued, and reshaped. Third, it provides students early in the program with a realistic picture of the courses they will be able to take: whereas many English departments list a great many courses which they are not able to offer on a regular basis, our streamlined course-list helps to give each student a realistic picture of the courses they take over the course of their degree program.

Creative Writing

Capilano's Creative Writing Concentration and Minor programs are closely integrated with the English Major. In order to ensure that both creative writing and English Majors view themselves as part of a single inclusive community, we have designed the programs so that they share course requirements: thus, Creative Writing students take ENGL 260 - Writing Communities and at least one upper-level Words in the World seminar.

Experiential Learning

Beyond traditional coursework, our program integrates experiential learning through three courses that bring students out of the classroom and into the community. The first is a Land School course (ENGL 367) that will offer students immersive, exciting, and culturally-sensitive opportunities for land-based learning – our program's take on the traditional "field school" model. This course will be popular with students and will help to deepen the Indigenous and decolonial dimensions of our program. The second is a Foundations in Writing Pedagogy course (ENGL 369) that introduces students to the philosophy and practice of English-writing instruction. Working in collaboration with the Capilano University Writing Centre, students gain hands-on tutoring experience useful to a variety of future writing-centered pursuits. The third is the Words in the World Practicum (ENGL 465), which provides work-placement opportunities for students with local organizations. The Practicum is an occasion for students to apply their skills and knowledge in real-world settings in ways that supports their future success beyond the program. Members of our Program Development Advisory Committee have already indicated their support for such opportunities. These are unpaid for-credit work experiences.

ePortfolio

ePortfolio is an online learning tool that functions as a platform for students to document their course work, reflect on their learning experiences, and showcase their knowledge. Currently, all Capilano University students design their foundational ePortfolio in ENGL 100 – University Writing Strategies (a required course for all Capilano degree programs). In the English Major, students will have opportunities to develop and refine their ePortfolios at key touchstones throughout the degree, including in ENGL 260

- Writing Communities, the Words in the World seminars (ENGL 363, 365, and 463), and the Capstone Project (ENGL 464).

We have sought to include ePortfolio into our program judiciously, taking advantage of its potential benefits while being mindful of the extra energy it can demand. Thus, while the actual required work toward the ePortfolio is minimal, students are provided the support and encouragement they need to design a platform that suits their individual interests and aspirations. Currently, Capilano employs dedicated ePortfolio Peer Mentors and a Faculty Support Team to assist students and instructors with this learning tool via face-to-face meetings and regular workshops.

Distance Learning

The English department has offered a variety of mixed-mode (partially-online) course offerings in the past; recent student surveys suggest that these remain attractive options for some of our students. One of the key benefits of mixed-mode courses is that they provide student with opportunities for face-to-face learning with the instructor and fellow students while minimizing the frequency of long commutes, thus enabling a wider engagement for students throughout our region.

Capstone Project

Our capstone course is unique in its delivery model, in that it provides an opportunity for students to work collaboratively to create an anthology publication of student work. The course is first and foremost an opportunity for students to develop their prior course work in new directions. In the seminars that structure the course, students read a selection of key texts that are shaping the discipline in order to think broadly about the scholarly conversions they might use to expand the horizons of their writing and research.

As students revise and refine their individual work, they also work together to design a print and web anthology of their capstone projects. Students will use current publishing tools and expand their skills in editing, proofreading, and teamwork.

6. Admission and Transfer/Residency

Program Admission Requirements

Admission Requirements:

Students pursuing a Bachelor of Arts degree must be admitted to the Faculty of Arts & Sciences.

- 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.

All program courses have been designed to be readily transferable within the BCCAT (British Columbia Council on Admissions and Transfer) system, with which Capilano University already has long-standing articulation and transfer agreements. For details see Appendix 3 (*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 3 (*S2017-04 Graduation*) for the university policy on residency.

Graduation

Bachelor of Arts Curricular Requirements:

In order to graduate, students must complete a minimum of 120.00 credits, maintain a minimum CPGA of 2.00, and meet Cap Core, program (major, major/minor, or double minor), and Capilano University residency requirements.

Honours:

Honours students must fulfil all of the requirements for a major with a minimum upper-level CGPA of 3.50 in addition to completing a 6 credit honours thesis.

7. Faculty

Curriculum vitae of all faculty are included in Appendix 7. The number of faculty required to mount the program in its first year is 1-1.25 FTE. In its second year, 4th year courses will this increases to 1.75-1.87, depending on demand for electives. Because of our existing roster for delivery of the Associate of Arts Degree – English and Associate of Arts Degree – Creative Writing programs, and because of recent hires, the department currently has the expertise to teach all courses in the major and initial concentration, with the exception of Indigenous Literatures, which is now a priority. As well, many courses in the degree curriculum are designed to accommodate a range of interests and specializations, which will allow the department flexibility in allocating its faculty. All but 4 of our 24 faculty currently teaching have the required PhD or equivalent; Creative Writing Faculty require an MA plus major publication, which the Department regards as equivalent to the PhD.

Currently, the department has approximately 1.5-.75 FTE of non-regular instructional capacity, sufficient to cover the needs of the department as a whole in the early years, notwithstanding our ability to retain our non-regular hires and increases in enrolment.

Enrolment plan

The numbers below are a conservative estimate, reflecting retention, attrition, and new admits. While at this time there is no reliable means of estimating international student demand for this program, a conservative estimate of 10% has been used below.

Academic Year	Courses Offered ¹	Faculty FTE Needs ²	Head Count 1st year	Head Count 2 nd year	Head Count 3 rd year	Head Count 4 th year ³
2020-2021	1 st – 3 rd year courses: 10	1 – 1.25 -	35-40	20-25	20-25	0
2021-2022	1 st – 4yr courses: 13	1.75 – 1.87	55-60	30-35	25-30	15-20
2022-2023	1 st – 4yr courses: 13-14	1.87	75-80	35-40	30-35	20-25
2023-2024	1 st – 4yr courses: 14	1.87-2	75-80	40-45	35-40	25-30

¹ **Includes** four courses already offered within the AA-English and AA-Creative Writing degrees that are required by the Major, as well as three courses already offered within the Liberal Studies BA and one upper-level course already offered by English, which will count as electives in the Major.

² **Does not include** need resulting from growing first-year enrolments in ENGL 100 and first-year literature courses, which are taken to satisfy the BA English Requirement.

³ **Does not include** students from outside the degree who take program courses as electives or to meet Cap Core requirements (program courses are not restricted to program students).

For policies on the academic credentials of faculty (Policy S2006-02 *Educational Qualifications for Instructors*), see Appendix 3.

For Policies regarding academic freedom (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 3.

8. Program Resources

Library, Classrooms, and Equipment

Capilano University requires minimal resources to mount the program. These are:

- The Library Impact Assessment identifies a needed expenditure of \$15,500 in one-time and \$8,500 ongoing expenses (see Appendix 8 *Resources (Library Impact Assessment)*).
- Classrooms, laboratories and equipment:
 - Two priority seminar classrooms (one initially; 2 by year 2) required each term to deliver the 3 core seminars, the capstone course, and face-to-face components of the Land School, Tutoring Practicum, and Words in the World Practicum. This classroom will require a table configuration to accommodate 20 students, instructor, and possible guests, and will require a laptop and projector hook-up for presentations.
 - Priority computer lab space for the capstone course, equipped with student access to Adobe Photoshop and InDesign.
 - Increase of the current *Capilano Review*-affiliated, Writer-in-Residence stipend from 1,000 to 3,000 for a longer residency of one-month, with the aim of eventually securing a permanent endowment from the Cap Foundation to fund the residency.

Existing and Shared Resources

There are significant opportunities to share program courses with other programs:

- Upper-level electives that will double as electives for programs elsewhere, as is the case with English courses offered within the Liberal Studies program (see note 1 above).
- Possible sharing of a local Land School location, event, and other resources with field school components of other programs (e.g. at West coast destinations or at regional campuses).
- Further Concentrations in the English program such as the envisioned Indigenous Literature and Literature & Environment Concentrations can make use of courses in other program areas.
- Participation in Faculty of Arts and Sciences student colloquia.
- Capstone Project course can include fourth-year students in other programs who wish to publish their work in the course anthology.

Implementation Schedule

With a scheduled date of Fall 2020 for program implementation, the department and the university will provide the necessary support to ensure the program is successfully mounted and sustainable.

9. Program Consultation

Student Surveys

There is student demand for this degree at Capilano University. In Fall 2018, student surveys were conducted to assess the interest in an English Major degree program. The survey was distributed in first- and second-year English literature courses and is reproduced in Appendix 9. A total of 273 students from a mix of programs responded; the programs with the most representation were general Arts (26%), Liberal Studies (10%), Biology (8%), and English (6%).

In summary, 41.8% of respondents expressed they were “Very Interested” or “Interested” in enrolling in an undergraduate program in English. When asked which credential option was most desirable to them, 35% of respondents listed BA with a Major in English, and another 28% recorded BA with a Minor in English. 65.2% reported that an English Major that featured concentrations (in, for example, Creative Writing, Film and Media Studies, Indigenous Literature and Culture, etc.) would positively influence their decision to enrol in the program.

Creative Writing remains a desirable focus for many students. 49.8% of respondents were “Very Interested” in a Capilano English Major with a concentration in Creative Writing and an additional 30% were “Interested.”

Additional analysis of the surveys found that Capilano University students are looking to draw connections between their academic work and real-life experiences. 60.1% of respondents felt that practicums and internships with local arts organizations, literary magazines, and other media organizations would be “very valuable” to their degree, and an additional 28.2% felt that would be “somewhat valuable.”

Other institutions, BC and outside BC

A program review package was sent out to following post-secondary contacts in early March 2019:

- UBC, Alexander Dick, Chair, Majors Program, English
- UBC, Sandra Tomc, Chair of Graduate Comm., English
- UBC Okanagan, Ashok Mathur, Creative Writing program, Faculty of Creative and Critical Studies
- UVIC, Michael Nowlin, Chair, English
- SFU, Michael Everton, Undergraduate/Associate Chair, English
- SFU, Clint Burnham, Graduate Program Chair, English
- KPU, Robert Deale, Chair, English
- VIU, Sandra Hagan, Chair English
- U of Calgary, Jacqueline Jenkins, Department Head, English

As of April 26, 2019, four institutions have provided feedback on the program. Below are notable comments, both positive and constructive:

UBC: The Majors Program Chair expressed the overall view the program is “outstanding” and felt that students would be drawn to “its balance of creative, practical, traditional, and progressive course materials and pedagogies” (1, 3). We received several useful queries:

- We were asked to consider whether the minors have too few credits whereby students may be disadvantaged by the small number when competing for spots in subsequent programs; UBC has 30 to our 24, for instance. While UBC noted there may be good reasons for this in a Cap program, we have considered this question carefully. The working group increased the credit count in each of the minors by 3, in each case with a second-year course.
- We were asked whether an anthology Capstone course would appeal to students who may not necessarily have an interest in editing and publishing, and while noting that this capstone is a significant step to creating a strong program, the question was raised as to how the capstone project would best be supervised. The working group revisited course, slightly de-emphasizing publishing skills and foregrounding the collaborative experience.

SFU: The undergraduate Chair of English was also very complimentary of the program overall, concluding, “Overall, this is a twenty-first century literature program, one that reflects changes in the field over the past few decades, one that is rigorous in its attention to method, and one that allows for faculty to play to their strengths while also playing to students’ interests” (3). Useful input includes:

- Whether Canadian Literature ought to be included as one of the Literary History courses. Its order in the numerical sequence now better signals its status as a course more flexible than strictly historical since it also accommodates contemporary literatures.
- Queries about the capstone course, while liking it overall, wondered whether the editing and production skills are more than can be taught in a single semester. See our response to UBC comment above.

VIU: The English Chair was likewise very complementary of the program, particularly of the Words in the World Seminars (“inspired”). As with the above responses, and as in the KPU review, as well, the practical skills that students will acquire were regarded as a standout feature: “the requirement that students leave knowing the transferability of their skills is commendable” (2).

See Appendix 10 for full details on the program’s post-secondary consultation.

Program Advisory Committee

In Spring 2019, the English Department surveyed the members of our Program Development Advisory Committee (PDAC) for feedback on our proposed degree. The survey is reproduced in Appendix 11. The PDAC is a seven-member group that includes a former Capilano English and Creative Writing student (now a full-time employee at Simon Fraser University), a local secondary school teacher, a librarian, editors, writers, and the director of a local community arts council. Given this range of experience, the PDAC is positioned to offer unique insight into the potential value of our proposed Major.

Our survey had two goals: first, to learn from our PDAC members which attributes of our program would be most useful to our students from the perspective of organizations and employers in our community;

second, to learn what kinds of support our members' organizations might be able to provide for our students. Six of the seven members responded to our survey. In their responses, they indicated strong support for our program as well as a willingness to be host organizations.

A number of questions asked PDAC to reflect on "the ideal set of knowledge, values, and skills that an English Major could bring to a community-oriented organization or community-based project." Respondents emphasized the value of writing and interpretive abilities as well as interpersonal skills. One question asked to rate a series of skills associated with English. The most highly rated skills were "attention to the written word and visual culture" and "Problem-solv[ing] with imagination"; these were closely followed by "Engag[ing] positively with views that differ from one's own" and "Communicat[ing] and cooperat[ing] with others with empathy, sensitivity, and discretion." See Appendix 11 for full details on survey responses.

10. Program Review and Assessment

Capilano University's commitment to ongoing quality improvements is demonstrated in both our Policy *B.106 Program and Course Review and Approval* and Procedure *B.106-01 Program Review* (see Appendix 3), which requires that all academic programs be reviewed every five years, and the 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 self-reflection, formative and summative feedback, and internal and external peer review. Program reviews consist of the composition of the 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, outlined in Appendix 3 - Policy *S2011-01 Senate Academic Planning and Review Committee*.

To fulfill both internal and external accrediting 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. The process involves articulating what knowledge and skills students are expected to achieve upon graduating from a program, measuring student learning against defined benchmarks and using the results to inform action plans to improve curriculum and pedagogy. Programs submit assessment plans/reports to their dean each year for review and feedback.

SENATE REPORT

AGENDA ITEM:	SENATE
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE:	June 5, 2019
PRESENTER:	Bachelor of Science General

PURPOSE

The Bachelor of Science General (BSc) 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 BSc Stage 1 was approved by SAPPRC in May 2018, Senate and the Board in June 2018. 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 September 25, 2018 followed by a review at the DQAB Board meeting in October 2018 with Minister approval received on March 27, 2019.

The program developers have completed Stage 2 of the BSc. This proposal was reviewed by SCC on May 24, 2019. 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 Science General



CAPILANO UNIVERSITY

Full Program Proposal

Bachelor of Science - General

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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 for-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 *kálayay* Sunshine Coast campus, in Sechelt.

The University is named after Chief Joe Capilano, an important leader of the Squamish (S_kw_xwú7mesh) Nation of the Coast Salish people. Our campuses are located on the traditional and ancestral territory of the Squamish, Tsleil-Waututh, Musqueam, Lil'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 Indigenizing curriculum working with local First Nations communities, and to developing a balanced approach to international education (Appendix A).

Proposed Credential

The credential to be offered is a Bachelor of Science General.

Location

The program will be offered at Capilano University's main campus in North Vancouver. Some courses may be offered at the regional campuses in Sechelt and Squamish.

Faculty and School

The program will be offered by the School of Science, Technology, Engineering and Mathematics (STEM) within the Faculty of Arts and Sciences.

Anticipated Program Start Date

The program is expected to start in fall 2020.

Anticipated Completion

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

Summary of Program

Aims, Goals, and Objectives

The objective of the Bachelor of Science General is to provide a novel credential option for students, with the goal of producing creative and critical thinking graduates, both employment-ready and prepared to enter several post-graduate professional programs. Through a combination of novel course offerings, and the incorporation of high impact practices throughout the program, we aim to graduate versatile, well-rounded scientists who will possess the skills needed to enter a wide variety of professions and have the capacity to grow and change to excel in the professions of tomorrow.

This proposed degree will serve as the first step to offering a range of baccalaureate degree programs at Capilano University, including proposed BSc majors in Life Science, Data Science, and Clean Technology (currently under development). Together, these majors will allow the university to offer degrees that span important future-oriented STEM fields.

The proposed BSc General is an interdisciplinary program. Its curriculum spans the fields of Biomedical Science, Environmental Science and Computing Science. The program emphasizes practical applications that are closely aligned with careers in some of the fastest-growing sectors of the emerging high-tech-oriented economy in BC and internationally. Within the degree, students will be able to choose concentrations in any of three areas: Biomedical, Computational, or Environmental Sciences.

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

As a special-purpose teaching university, the mandate of Capilano University is set by the BC Government through the Ministry of Advanced Education, Skills and Training, and the BC University Act. The university is mandated to provide programming, including baccalaureate degrees, that serves the needs of our designated service areas. The University is specifically mandated to expand “programming aligned with high demand occupations and priority sectors (such as trades technology, and health)” (Appendix A). Through an integrated operational planning process, Capilano University has identified two top strategic priorities: strengthen capacity, and more students on campus (Appendix B). In the School of STEM these priorities are being implemented through the development of the BSc General, and associated majors.

Curriculum Design and Learning Outcomes

The curriculum leads from foundational courses in laboratory and computational sciences, through upper-level concentrations, and culminates in a team-based research project and an individual capstone project. It is designed to provide students with maximum flexibility in course selection and programmatic focus, and to allow for both concentrated study in an area of interest and the development of interdisciplinary knowledge.

Work experience or a work placement term are not required for degree completion.

Program Learning Outcomes

By the end of the program students will be able to

1. Execute the scientific method (i.e. generate hypotheses, predict outcomes, collect data, analyze and interpret data to confirm or modify predictions)
2. Apply scientific and computing techniques and methods from multiple academic disciplines to ‘real-world’ problems
3. Communicate technical material in a variety of formats and to diverse audiences
4. Apply scientific thinking to critically analyze and interpret information on local and global issues
5. Analyze and synthesize course material to produce original work
6. Apply a breadth and depth of knowledge from multiple academic disciplines
7. Work independently and cooperatively; apply leadership skills
8. Identify and apply ethical principles in research and practice

Potential Employment and Opportunities for Further Study for Program Graduates

The BSc General is designed to be applied, practical and experiential, preparing students for a wide variety of careers in STEM fields, both upon graduation and/or after completion of a second-entry professional program. Depending on their choice of courses, graduates will be qualified for entry into almost any field requiring a BSc. These include some of the most rapidly growing sectors of the provincial economy, such as clean technology, life and health sciences, and data science. Graduates will be qualified to work as laboratory and field technicians in these growing industries. Students who take courses in the Biomedical Sciences concentration will be well-prepared for admission to second-entry professional programs in medicine, pharmacy, nursing, and other health-related fields. Graduates may also use their knowledge and communication abilities in professional roles, such as, policy consultants, science writers, project managers and, teachers.

Delivery Methods

The program will employ a variety of delivery methods. Most courses will be delivered as in-person interactive lectures, or a combination of lectures with hands-on experiential labs. Some of these courses may also be offered online or in mixed-mode formats. A required first-year seminar course will employ guest speakers and field trips to introduce students to the range of career options available to program graduates. The fourth-year research project is designed as a simulated work experience, where students work in multidisciplinary teams to design solutions to real-world problems.

Program Strengths

The BSc General is designed to provide students with a strong foundation in a breadth of sciences and an emphasis on applied problem solving. The goal is to train graduates who will be creative critical thinkers, prepared for employment following graduation and/or a variety of post-graduate professional programs..

The program has several strengths that contribute to these goals. Beginning in the first year, the program will introduce students to interdisciplinary thinking in STEM. For example, students in first year computing, physics, chemistry, and biology labs will be given common questions to address from different disciplinary perspectives. We can leverage our strengths as a small collaborative unit to seek convergence among disciplines. At the upper levels, the program features practical, multidisciplinary concentrations in Biomedical Science, Computational Science, and Environmental Science. Each concentration includes courses from at least two disciplines, and is related to a potential career pathway for program graduates.

A variety of high impact practices will be embedded in the program. These have been shown to improve student persistence and success in educational programs (Appendix C). The BSc General incorporates several of these practices throughout the program, including a first-year science seminar, simulated work experience, ePortfolios, and a capstone project.

As a small, teaching-focused university, Capilano holds student success as its highest priority. Students have the opportunity to work directly and closely with faculty who have made it their careers to foster student success. The University is committed to maintaining small class sizes (maximum 35 students in

most cases with laboratory classes being even smaller). Students at all levels have the opportunity to work with their instructors and to receive individualized feedback and mentoring.

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

Consultations with other BC universities offering a General Science degree showed strong support for this proposal. Details of consultations are discussed in Section 9 below.

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

All existing 100 and 200 level courses in the program are articulated through the BCCAT transfer system. As new courses are developed, we will seek articulation for them, as appropriate. Students with sufficient prerequisite courses will be able to transfer into the program from other institutions.

Related Programs in BC and Rationale for Duplication

Bachelor of Science degrees in General Science are offered at SFU, TRU, UBC-O, UBC-V, and UBCO. All of these require students to specialize, to varying extents, in two or more scientific disciplines. UNBC offers a BSc-Integrated, which includes a selection of multidisciplinary concentrations. UFV offers the option of earning a BSc with a double minor. Capilano University's BSc General is similar to these programs in that students complete a concentration in a particular area of study.

There are several reasons to offer a BSc General at Capilano University. Our mandate is to provide access to education within our catchment area. The program would also be an appropriate choice for learners beyond our catchment who would prefer to study at a small, teaching-intensive university. We aim to provide access to STEM education to students from a wide variety of backgrounds and with a wide range of aspirations. The curriculum features a unique selection of courses, with an emphasis on applications of science to real-world problems, and is therefore distinct from other programs available in the province.

Contact Information

Dr. Pouyan Mahboubi, Dean
Faculty of Arts and Sciences
Capilano University
North Vancouver, BC V7J 3H5
604.990.7983 pouyanmahboubi@capilanou.ca

2. Degree Level Standard**Depth and Breadth of Knowledge**

The BSc General is designed to educate students in the basic conceptual approaches and methodologies of several sciences in a multidisciplinary and applied framework. The program combines depth and breadth in several sciences, while allowing students to design personalized programs of study. Lower-level courses in natural sciences, mathematics, programming, and communication provide a solid foundation for multidisciplinary upper-level concentrations. A variety of high-impact practices provide coherence and a common set of student experiences. In addition, the University has recently adopted a general education curriculum that is a required component of all degree programs. Called the Cap Core

(Appendix D), this curriculum includes some of the high-impact practices discussed below, and ensures students receive breadth and exposure to disciplines and ways of knowing outside of their field of specialization.

Knowledge of Methodologies and Research

Research methodologies and advanced problem-solving skills are taught from the beginning of the program. All students will take foundational laboratory science courses, where they will be introduced to the design and analysis of experiments in a structured setting. Courses in computer science and mathematics at this level will strengthen emerging capabilities in logical analysis. Most of our lower-level courses include a laboratory component, so student will have opportunities, starting from their first year in the program, to progressively learn additional and more sophisticated methods and techniques. Third-year laboratory courses will prepare students for their final research projects. In the final year all students will take SCI 400 Research Project. This experiential learning course will be designed as a simulated work experience in which students, working in multidisciplinary disciplinary teams, will design and carry out a research project from initial proposal to final public presentation of their results.

Application of Knowledge

Applied research is a prominent theme in the BSc General, starting in first university science courses, through the upper level courses taken as part of their multidisciplinary concentrations, and culminating in the experiential research project and capstone courses. The upper-level concentrations in particular are specifically geared to prepare students for careers that involve the application of scientific knowledge and methods. Each concentration focuses on a specific area of application and includes laboratory courses where students will learn specific techniques. Environmental Science includes courses from Biology, Chemistry, and Physics that focus on assessment, remediation, and prevention of environmental damage. Biomedical Science includes courses from Biology and Chemistry that focus on human health. Finally, the Computational Science concentration includes courses from Computing Science and Statistics that have been developed for our proposed Data Science major, as well as courses in applied mathematics. In their fourth-year research project, students will work in multidisciplinary teams in a simulated work experience setting. They will apply what they have learned in the program to analyze and design solutions to real-world problems.

Communication Skills

Communication skills are cultivated throughout the program. All BSc students will take ENGL 100 University Writing Strategies within the first 30 credits of the program, plus an additional 3 credits of English or Communications. Written assignments, including lab reports and class presentations are used in many science classes to foster students' growing communication abilities. Communication is a critical component of the Research Project and the Capstone courses. In the research project course students will have multiple opportunities to present their ideas to the class, beginning with a project proposal and culminating in a final report, which may take the form of a public seminar.

Awareness of Limits of Knowledge

Program learning outcomes target the development of higher-order capabilities, which are facilitated by the high impact practices incorporated throughout the program. Self-awareness, including awareness of the limits of knowledge, are important component of these high level skills. Awareness of the limits of knowledge encompasses both the metacognitive ability to understand the limits of one's own understanding, and also an appreciation of the boundaries of what is known within one's discipline. Both of these are expected to develop incrementally as students progress from foundational courses to their senior research and capstone projects.

Professional Capacity/Autonomy

A key goal of the program is to prepare graduates with the capacity to work both independently and collaboratively. Team work and leadership are explicit components of the upper-level experiential courses required of all students.

3. Credential Recognition and Nomenclature

The BSc General is a recognized credential in BC. The program structure is similar to other programs in that students will specialize in one or more areas within the context of a broad and flexible credential.

The program has features that will facilitate credential recognition. Some of these features establish the program as a recognizable science degree, others provide unique value-added experiences for our students. Specific course requirements are largely confined to the first year of the program. Required first-year courses give students a foundation in lab sciences, mathematics, computation, and English literacy. The program has specified minimum required credit counts for science courses in Years 2-4. The upper-levels of the program feature multidisciplinary concentrations, a research project, and a portfolio-based capstone course.

The highly flexible nature of the program allows students to design personalized programs of study. Additionally, most of the upper-level courses are non-traditional in focus. Rather, they emphasize particular thematic areas and interdisciplinary and applied aspects of science.

4. Curriculum and Program Content**Program Structure**

The BSc General program will require a minimum of 120 credit hours, including 60 credit hours of science, 30 of which a minimum must be at the 300 or 400 level. Students in the BSc General program must satisfy all Capilano University baccalaureate degree, bachelor of science, and general education requirements, as established in Senate Policy S2015-05 Credential and Course Criteria, and the Bachelor of Science Degree Framework (Appendix E).

Lower-level profile: The first two years of the program are intended to provide a solid foundation upon which students will build. Students will be introduced to the diversity of STEM fields in their first-year seminar. We are also designing exercises, to be performed in first-year laboratory and computing

science classes, in which students will tackle a variety of real-world problems from multiple perspectives.

Since students will be concentrating in different areas in the upper division, core requirements are intentionally minimal, and include at least 30 credits of first- and second-year science. In practice, almost all students will take more than the minimum number of science credits. The second year provides a critical bridge to the upper-level concentrations, and we plan to provide suggested pathways and personal advising to help students select the courses that best serve their individual needs and interests.

Upper-level profile: The science concentration requirement is the core of the program. All students will complete at least one concentration from Biomedical, Computational, or Environmental Science. They will then have the option of completing a second concentration, or selecting additional courses from across the sciences to build a personalized program of study. Students will be encouraged to complete two concentration combinations if that addresses their personal interests and goals. There is an emphasis on experiential learning and applied skills in each concentration.

Breadth and electives: In addition to their core science requirements, students in the BSc General program will have ample opportunities to explore other disciplines. Breadth is included in the Cap Core general education curriculum, in which BSc students will take at least 3 credits in each of the areas designated Culture & Creative Expression, and Self & Society. Many of the courses in these categories include learning outcomes that pertain to the culture and history of Indigenous peoples, and are part of Capilano University's ongoing efforts to Indigenize the curriculum.

Curriculum map: Program learning outcomes (PLOs) emphasize scientific reasoning, evidence-based decision-making, communication, and ethical awareness. All of the PLOs are first encountered at an introductory level in first and second-year science courses. Third and fourth-year courses across the STEM disciplines serve to reinforce and elaborate upon PLOs related to students' abilities to synthesize information from multiple disciplines, apply that information in real-world contexts, and communicate to a variety of audiences. A curriculum map detailing how upper-level courses are aligned with program learning outcomes is provided in Appendix F.

Bachelor of Science General Program Profile

In order to graduate, students must complete a minimum of **120.00** credits, maintain a minimum **CGPA of 2.00** and meet Cap Core, Capilano University residency, and Bachelor of Science General program requirements.

Lower Level Science Requirements	Course Credits	Required Credits
<i>Required:</i>		31.00
SCI 100 Explorations in Science	1.00	
 Computing, Mathematics and Statistics Requirement		Required Credits
<i>Required:</i>	10.00	
COMP 115 Learn to Code		
MATH 108 Calculus I for Business, Social Sciences, and Life Science, or		
MATH 116 Calculus I – The Mathematics of Change		
An additional 3 credits of MATH or STAT from the following list: MATH 109 Calculus II for Business, Social Sciences, and Life Sciences, MATH 124 Discrete Mathematics I, MATH 126 Calculus II, MATH 152 Linear Algebra and Differential Equations, STAT 101 Introduction to Statistics, STAT 205 Introduction to Probability and Statistics		
 First Year Laboratory Science Requirement		
<i>Required:</i>		
One pair of Biology, Chemistry, or Physics course from the following list:	8.00	
<i>Biology:</i>		
BIOL 106/107 Introductory Biology I/II, or BIOL 110 General Biology I; and BIOL 111 General Biology II		
<i>Chemistry:</i>		
CHEM 110 Bonding and Structure; and		
CHEM 111 Chemical Dynamics and Energetics		
<i>Physics:</i>		
PHYS 110 General Physics I and PHYS 111 General Physics II, or		
PHYS 112 Introductory Physics for the Life Sciences I and PHYS 113 Introductory Physics for the Life Sciences II, or		
PHYS 114 Fundamental Physics I and PHYS 115 Fundamental Physics II		
 Second Year Science Requirement		
<i>Required:</i>		
Minimum of 12 credits of 200-level designated Science courses from the Faculty of Arts and Sciences	12.00	
Must include at least 6 credits in each of two Science disciplines		
 Upper Level Science Requirements	Course Credits	Required Credits
<i>Required:</i>		30.00
One Science Concentration (see below)	12.00	
Four additional 300 or 400-level designated Science courses	12.00	
SCI 400 Research Project	3.00	

CAPS 499 Degree Portfolio 3.00

Science Concentrations

A Science Concentration is a minimum of 12 credits of approved courses in a designated area.

Each concentration must include at least one Laboratory Science course, or a course with a computer lab.

Concentration Biomedical Science
Required:

Any four approved Biomedical Science courses 12.00

Examples:

BIOL 300 Molecular Genetics	4.00
BIOL 312 Human Physiology I	3.00
BIOL 313 Human Physiology II	3.00
BIOL 314 Advanced Cell Biology	3.00
BIOL 403 Microbiology and Immunology	3.00
CHEM 315 Biochemistry II: Metabolism and Bioenergetics	3.00
CHEM 411 Medicinal Chemistry: Drug Design and Drug Action	3.00

Concentration in Computational Science
Required:

Any four approved Computational Science courses 12.00

Examples:

COMP 301 Computing Technologies in a Digital Culture	3.00
COMP 320 Database Technologies and Applications	4.00
COMP 330 Data Wrangling: Scripting for Automated Data Processing	4.00
MATH 330 Mathematical Modelling	3.00
MATH 336 Applied Graph Theory and Optimization	3.00
MATH 400 Introduction to Machine Learning	3.00
STAT 305 Introduction to Data Science	3.00
STAT 310 Design and Analysis of Experiments	3.00

Concentration in Environmental Science
Required:

Any four approved Environmental Science courses 12.00

Examples:

BIOL 308 Conservation Biology	3.00
BIOL 408 Ecosystem Restoration	4.00
CHEM 304 Environmental Chemistry	3.00
CHEM 311 Applications of Spectroscopy	4.00
CHEM 404 Green Chemistry	4.00
PHYS 300 Environmental Thermodynamics	3.00
PHYS 310 Environmental Physics Lab	4.00

Additional Requirements

Course Credits	Required Credits
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English Requirement
Required:

ENGL 100 University Writing Strategies
An additional 3 credits of English, or CMNS 250 Introduction to Technical Writing

Required Credits

6.00

Arts Requirement**Required Credits***Required:*

6.00

6.00 credits of Humanities or Social Science courses

May not include courses used to satisfy the English requirement

Electives**Required Credits***Required:*

47.00

Additional courses required to reach 120 total credits

Must include at least 15.00 credits of 300-level or higher coursework

Must include at least 12.00 credits outside of degree program requirements

Course Descriptions

Calendar descriptions for all required and prerequisite courses are listed below. Almost all of the 300 and 400 level courses are new, as indicated. Full course outlines are provided in Appendix G.

BIOL 106 Introductory Biology I

This course is intended for students planning to continue in biology or related disciplines, but who lack the prerequisites for BIOL 110. Topics are the same as in BIOL 110, with additional coverage of basic chemistry and cell biology.

*Co-requisites**BIOL 107***BIOL 107 Introductory Biology II**

This course is intended for students planning to continue in biology or related disciplines, but who lack the prerequisites for BIOL 110. Topics are the same as in BIOL 110, with additional coverage of basic chemistry and cell biology.

*Co-requisites**BIOL 106***BIOL 110 General Biology I**

This course provides a foundation in the basic concepts of Biology and is the standard course for students who plan to take further courses in Biology. Major topics include experimental methods and hypothesis testing in the biological sciences and the value of science, the chemistry of life, cell structure, function and metabolism, cellular reproduction, and the chromosomal and molecular basis of inheritance.

BIOL 111 General Biology II

The objective of this course is to complete the survey of biological concepts begun in Biology 106 & 107 and Biology 110. Biodiversity of living forms and their evolutionary relationships, classification schemes, an introduction to the structure, function and evolution of representative systems in plants and animals, evolution of populations, speciation and extinction, ecology and biogeography are the subject areas emphasized. These topics, along with those previously covered in the prerequisite courses, will provide the background needed for students who plan to major in Biology or related disciplines

BIOL 200 Genetics I

This course is an introduction to the principles and mechanisms of heredity. Emphasis will be placed on an analytical approach to transmission genetics, genetics of humans, introductory molecular genetics, quantitative genetics, and population genetics.

Prerequisites

BIOL 111 or BIOL 113 with a minimum C- grade; and CHEM 111

BIOL 203 Introduction to Microbiology

This course will introduce students to basic principles of microbiology with applications to human health. The main focus of the course is on the biology of bacteria. Major topics include cell structure and function, metabolism, genetics, and involvement in human pathogenesis. Some aspects of virology and the human immune response will also be covered. Laboratory exercises will introduce students to standard microbiological lab techniques.

Prerequisites

BIOL 111 or BIOL 113

BIOL 208 Ecology

This course is a comprehensive introduction to modern ecology. Interactions between organisms and the environment will be studied at the individual, population, community, ecosystem, and global levels. Laboratory exercises will introduce students to aspects of experimental design and data analysis, and will include several field trips to explore a variety of local ecosystems.

Prerequisites

BIOL 106, 107 and 111 or BIOL 110 and 111 with a minimum C- grade

BIOL 214 Cell Biology

This course is an integrated study of the structure and function of cells and their components. Ultrastructure of cell organelles as determined by electron microscopy will be related to the molecular functions of cells. Emphasis will also be placed on the techniques used to study cells, the evolutionary origin of cells and their components, and on comparisons between specialized cell structure and function. The laboratory exercises will use modern methods of microscopy and separation techniques in a detailed study of cell structures and their functions.

Prerequisites

BIOL 111 or BIOL 113 with a minimum C- grade and CHEM 200 as a prerequisite or co-requisite

BIOL 215 Biochemistry

This course examines the fundamental principles and basic facts of biochemistry starting with protein structure and enzyme functions. Cell energetics, biosyntheses and mechanisms which control cell metabolism will also be considered. The laboratory will use the current techniques of biochemistry to conduct experimental analyses of the molecular functions of cells and tissues.

Prerequisites

CHEM 201 as a prerequisite or co-requisite and BIOL 214

BIOL 300 Molecular Genetics (new)

This course features a detailed examination of the structure, mutability, and expression of the genetic material. Major topics include DNA replication, recombination, repair, and organization. Prokaryotic, eukaryotic, and viral gene expression as well as recombinant DNA methods will also be covered. Students will be introduced to searching and evaluating primary literature and will practice oral and

written presentation skills. Laboratory exercises will focus on standard techniques for isolating and characterizing DNA sequences.

Prerequisites

BIOL 200(C-)

BIOL 308 Conservation Biology (new)

In this course students will examine the theory, practice, and tools of conserving biodiversity. Students will explore the genetic, organismal, and ecological diversity of life on Earth and how it has changed through time. They will evaluate the main causes of biodiversity loss, and the tools used to prevent it. Students will complete a problem-based learning project with an emphasis on local, regional or national conservation efforts.

Prerequisites

BIOL 208 (C-)

BIOL 312 Human Physiology I (new)

This course is a detailed examination of specific organ systems in the human body, including the digestive, nervous, endocrine, muscular and skeletal systems. The course focuses on integration of physiological mechanisms at the molecular, cellular and systems level.

Prerequisites

BIOL 214 (C-), and BIOL 215 (C-) or CHEM 215 (C-)

BIOL 313 Human Physiology II (new)

This course is a detailed examination of specific organ systems in the human body, including the lymphatic, cardiovascular, respiratory, urinary and reproductive systems. The course focuses on integration of physiological mechanisms at the molecular, cellular and systems level.

Prerequisites

BIOL 214 (C-), and BIOL 215 (C-) or CHEM 215 (C-)

BIOL 314 Advanced Cell Biology (new)

This course is an integrated study of the biochemical and molecular aspects of cell function and communication, with an emphasis on signal transduction pathways integrating cellular physiological processes such as the cell cycle, cancer, immune function and neuronal communication.

Prerequisites

BIOL 214 (C-), and BIOL 215 (C-) or CHEM 215 (C-)

BIOL 403 Microbiology and Immunology (new)

This course is an advanced study of medical microbiology and immunology. It focuses on molecular mechanisms of microbial pathogenesis, and the human immune response.

Prerequisites

BIOL 203 (C-) or BIOL 214 (C-), and BIOL 215 (C-) or CHEM 215 (C-)

BIOL 408 Ecosystem Restoration (new)

In this course students will explore the science and practice of restoring the structure and function of degraded ecosystems. Lectures will focus on applications of fundamental ecological principles in the context of restoration, coupled with case studies. In the lab component students will design and implement a campus or community-based restoration project.

Prerequisites

BIOL 208 (C-)**CAPS 499 Degree Portfolio (new)**

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.

Prerequisites

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

CHEM 101 Fundamentals of Chemistry

This course introduces students to the fundamental principles of chemistry including the concepts of nomenclature, stoichiometry, states of matter, chemical bonding, thermochemistry, equilibria, and nuclear science.

Prerequisites

Chemistry 11 or CHEM 030 or CHEM 130 or BCHM 044; and Foundations of Math 11 or Pre-calculus 11 or Pre-calculus 12 or BMTH 054 or MATH 097 or MATH 105 as a pre- or corequisite or Math Placement Test (Precalculus MPT)

CHEM 110 Bonding and Structure

A course for students who plan careers in science. A brief review of stoichiometry, nomenclature and the gaseous state; atomic structure; periodic trends; chemical bonding and molecular structure; an introduction to organic chemistry and intermolecular forces.

Prerequisites

Chemistry 12 or CHEM 101 or BCHM 054 with a minimum C+ grade; Math 12 or Pre-calculus 12

CHEM 111 Chemical Dynamics and Energetics

A course for students who plan a career in science. Kinetics, mechanism, substitution and elimination reactions in organic chemistry; equilibrium; acids, bases, salts and buffers; thermodynamics; solubility; redox equations and electrochemistry.

Prerequisites

CHEM 110 with a minimum C- grade and MATH 105 or 108 or 116 as a prerequisite or co-requisite

CHEM 200 Organic Chemistry I

A study of nomenclature, structure, and spectroscopy of alkanes, alkenes, alkynes, alcohols, ethers and alkyl halides. Also a study of infrared spectroscopy and nuclear magnetic resonance.

Prerequisites

CHEM 111 with a minimum C- grade

CHEM 201 Organic Chemistry II

Aromatic chemistry, aldehydes, ketones, acids and their derivatives, amines, nitro, azo, diazo and related compounds, heterocyclics, carbohydrates, protein chemistry, polymers, and natural products.

Prerequisites

CHEM 200 with a minimum C- grade

CHEM 204 Introduction to Physical Chemistry

This course provides an introduction to chemical kinetics, thermodynamics and spectroscopy with an emphasis on applications in the life sciences.

Prerequisites

CHEM 111 (C-) as a prerequisite; MATH 116 or MATH 108 as a prerequisite or corequisite.

CHEM 206 Introduction to Analytical Chemistry

The basic principles and techniques of analytical chemistry, including neutralization, complex-formation and gravimetric reactions. Various types of chromatography will be introduced along with an introduction to visible and ultraviolet spectroscopy, atomic absorption spectroscopy and electrochemical methods of analysis.

Prerequisites

CHEM 111 with a minimum C- grade

CHEM 211 Organic Chemistry for the Life Sciences (new)

This course focuses on the structure, bonding and chemical reactivity of common organic functional groups with an emphasis on the reactions and chemical properties of biologically important molecules.

Prerequisites

CHEM 111 (C-)

CHEM 215 Biochemistry I: Macromolecular Structure and Function (new)

Biochemistry is the study of the molecules and chemical reactions responsible for the phenomenon of life. This course introduces students to structure-function relationships in fundamental biological macromolecules. Topics include amino acid chemistry, protein structure and regulation, carbohydrates, lipids and membranes, nucleic acids, DNA replication and repair, and gene expression.

Prerequisites

BIOL 214 (C-), and CHEM 211 (C-) or CHEM 201 (C-)

CHEM 304 Environmental Chemistry (new)

This course provides a broad overview of the chemical basis of important environmental issues including ozone depletion, the enhanced greenhouse effect, heavy metal poisoning and water pollution. Environmental impact of past and current industrial processes as well as green chemistry solutions will be discussed.

Prerequisites

CHEM 201 (C-), or CHEM 211 (C-) and CHEM 204 (C-)

CHEM 311 Applications of Spectroscopy (new)

This course focuses on the application of spectroscopic techniques to the identification of organic and inorganic compounds. Topics include ultraviolet-visible spectroscopy, infrared spectroscopy, mass spectrometry and nuclear magnetic resonance. The application of these important techniques to environmental chemistry and biomedical science will be discussed. In the laboratory, students will have the opportunity to synthesize, purify and characterize compounds using the methods listed above.

Prerequisites

CHEM 201 (C-), or CHEM 211 (C-) and CHEM 204 (C-)

CHEM 315 Biochemistry II: Metabolism and Bioenergetics (new)

This course introduces students to metabolism: the collection of chemical processes by which cells derive energy from their surroundings and use this energy to make the building blocks of life. The major metabolic pathways involved in the synthesis and breakdown of important biological molecules are explored, along with the mechanisms of regulating these pathways in the body. Links between errors in metabolism and human disease are also discussed.

Prerequisites

CHEM 211 (C-) and CHEM 204 (C-), or CHEM 201 (C-); and BIOL 215 (C-) or CHEM 215 (C-)

CHEM 404 Green Chemistry (new)

Green chemistry is the design of chemical products and processes that eliminate the use or generation of hazardous substances. This course will introduce students to the philosophy of green chemistry and the impact of sustainable technologies on the environment and society. Students will learn the philosophy of green chemistry. The laboratory will focus on sustainable chemistry practices and green alternatives to conventional experimental methods.

Prerequisites

CHEM 201 (C-), or CHEM 211 (C-) and CHEM 204 (C-)

CHEM 411 Medicinal Chemistry: Drug Design and Drug Action (new)

In this course, we will examine the chemistry behind the small molecules that affect human health. Topics include the principles of drug design, pharmacology and pharmacokinetics, drug delivery, approval and regulation of new drugs, bioactive natural compounds (including antibiotics and vitamins), and the use of chemical agents in disease detection and diagnosis.

Prerequisites

CHEM 211 (C-) and CHEM 204 (C-), or CHEM 201 (C-); and BIOL 215 (C-) or CHEM 215 (C-)

COMP 101 Computers and their Application

An introduction to the basic concepts underlying computer hardware, software, operating systems, networks, applications, and coding, for students with little or no previous experience. Students also explore some of the social and ethical implications arising from the pervasive use of digital information technologies. The goals of this course are to gain a broad understanding of the science of computing, to develop practical skills applied to the use of the Internet and common computer applications, and to become actively engaged with both the promise and challenges of digital technology.

Prerequisites

Applications of Math 11 or Foundations of Math 11 or Principles of Math 11 or Pre-calculus 11 or BMTH 044 or BMTH 048 or Math Placement Test (MPT)

COMP 115 Learn to Code

An introduction to the principles and practices of writing quality code, for students with little or no prior coding experience. Students learn to apply a suite of fundamental principles and strategies for thinking clearly about problems, managing complexity, and designing creative, structured solutions. Students learn to develop the data structures and algorithms to express their solutions, to evaluate and test their designs, and to code them in a modern, high-level programming language, such as Python.

Prerequisites

Applications of Math 11 or Foundations of Math 11 or Principles of Math 11 or Pre-calculus 11 or BMTH 044 or BMTH 048 or Math Placement Test (Precalculus MPT) or COMP 101 with a minimum B- grade

COMP 215 Introduction to Computational Science (new)

Computational Science is considered by many the “third pillar” of scientific enquiry, alongside theory and physical experimentation. It combines computer simulation, scientific visualization, mathematical modeling, computer programming, data structures and algorithms to offer insights into a wide range of problems. Students are introduced to the principles, concepts, approaches, technologies, and practices of computational science. Students learn practical simulation and computational experimentation skills. The course focuses on the application of these techniques in a wide range of domains, including economics, biology, and the physical and social sciences; and includes an introduction to complexity science, systems thinking, and dynamic systems.

Prerequisites

COMP 115 (+), and MATH 116 (C-) or MATH 108 and MATH 109 (C-)

COMP 301 Computing Technologies in a Digital Culture

This course provides an exposé of current and emerging digital technologies and their impacts on individuals and society. Students learn some of the underlying principles and inner workings of digital technology. They link this understanding to the ramifications of digital technology on a range of economic, legal, environmental, and ethical issues, such as privacy and freedom of expression, security and crime, the nature of work and money, pollution and resource use, and intellectual property rights. Students learn to think critically about technologies, and to argue effectively about their potential impacts.

Prerequisites

45 credits of 100-level or higher coursework including COMP 101 or COMP 115

COMP 320 Database Technologies and Applications

Students are introduced to the principles, concepts, approaches, technologies, and practices of data modelling and database design using relational, non-relational, and filesystem-based data management systems. Students learn practical query languages and to develop programs that interact with various data management systems. The course focusses on the practical application of these technologies and techniques in a range of domains, including science, business, and computing; and includes an introduction to big data, data governance, and data security.

Prerequisites

45 credits of 100-level or higher coursework and COMP 215

COMP 330 Data Wrangling: Scripting for Automated Data Processing

Students are introduced to the principles, concepts, approaches, technologies, and practices of automated data acquisition, cleaning, transformation, merging, matching, storage, and analysis. Students learn to apply scripting languages to pattern matching, data pipelines, and other data wrangling techniques. The course focusses on practical uses for these technologies and techniques in a range of domains, including science, business, and computing; and includes an introduction to operating systems, command line shells, filesystems, and file formats.

Prerequisites

45 credits of 100-level or higher coursework and COMP 115

MATH 105 Precalculus Mathematics – Modelling Our World

This course is intended for students who anticipate taking calculus or who require a Pre-calculus 12 equivalent course. This is a functions course with a focus on mathematical modelling and practical applications. Topics include: graphs, properties of functions, inverse functions, polynomial, rational, trigonometry, logarithms and exponential functions.

Prerequisites

Math Placement Test (MPT); or Pre-calculus 11 with a minimum A grade; or Pre-calculus 12 with a minimum C+ grade; or MATH 097 or MATH 096 with a minimum C- grade; or BMTH 044 with a minimum B grade

MATH 108 Calculus I for Business, Social Sciences and Life Sciences

This course is an introduction to the mathematics of change and explores concepts of differential calculus with an emphasis on applications to business, social sciences and life sciences using a technology-based modeling approach. Topics include limits, continuity, the derivative, rules of differentiation, implicit differentiation and applications of differentiation.

Prerequisites

Math Placement Test (MPT); or Pre-calculus 12 with a minimum B grade; or MATH 105 with a minimum C- grade; or BMTH 054 with a minimum C+ grade

MATH 109 Calculus II for Business, Social Sciences and Life Sciences

With an emphasis on applications to business, social sciences and life sciences, this course explores topics in single variable integral calculus, multivariable calculus and differential equations. Topics include the definite integral and applications, integration techniques, multivariable functions, partial derivatives, extrema, Lagrange multipliers, some techniques for solving differential equations.

Prerequisites

MATH 108 or 116 with a minimum C- grade

MATH 116 Calculus I - The Mathematics of Change

This is a course in Differential Calculus which covers the topics of limits, continuity, the derivative, rules of differentiation, implicit differentiation, parametric curves, related rates, curve sketching, optimization, linear approximations, transcendental functions, indeterminate forms and anti-differentiation. Throughout the course a strong emphasis is placed on the geometric interpretation of the concepts of calculus.

Prerequisites

Math Placement Test (MPT); or Pre-calculus 12 with a minimum A grade; or Pre-calculus 12 and Calculus 12 with a minimum B grade in each; or MATH 105 with a minimum C- grade; or BMTH 054 with a minimum B grade

MATH 124 Discrete Mathematics I

A survey of fundamental topics in discrete mathematics including: mathematical proofs using direct arguments, indirect arguments, and induction; the algebra of sets; combinatorics; functions and relations; and graph theory. This course stresses the special role of discrete mathematics in Computing Science.

Prerequisites

MATH 116 with a minimum C- grade; or MATH 105 with a minimum B grade; or Principles of Math 12 or Pre-calculus 12 with a minimum B grade; or BMTH 054 with a minimum A grade; or Math Placement Test (MPT)

MATH 126 Calculus II

A study of the anti-derivative, the integral, techniques of integration, applications of the integral, differential equations, sequences, infinite series and Taylor's Theorem. Continued emphasis on the geometric interpretation of the concepts of calculus.

Prerequisites

MATH 116 with a minimum C- grade

MATH 152 Linear Algebra and Differential Equations

An introduction to lines and planes, systems of linear equations and matrices, vector spaces and linear transformations, determinants, eigenvalues and eigenvectors, diagonalization. The theory will be applied to first order linear differential equations, first order linear systems and engineering topics.

Prerequisites

MATH 126 is a prerequisite or a co-requisite

MATH 200 Linear Algebra

An introduction to lines and planes, systems of linear equations and matrices, vector spaces and linear transformations, determinants, eigenvalues and eigenvectors, orthogonality and diagonalization. Theorems and proofs are an important component of the course.

Prerequisites

MATH 126

MATH 230 Calculus III

Analytical geometry of three dimensions; partial differentiation, applications; double and triple integrals; transformations to various coordinate systems.

Prerequisites

MATH 126 with a minimum C- grade

MATH 330 Mathematical Modelling (new)

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

Prerequisites

45 credits of 100-level or higher coursework including MATH 109 or MATH 126 and MATH 152 or MATH 200

MATH 336 Applied Graph Theory and Optimization (new)

Students will examine and develop discrete models and linear programs as they relate to problems found in the physical, biological and social sciences. This includes shortest paths, matchings, graph colouring and network flows. Students will apply the simplex method and duality theory to find optimal solutions to the associated linear programs.

Prerequisites

45 credits of 100-level or higher coursework including MATH 124

MATH 400 Introduction to Machine Learning (new)

This course introduces a variety of supervised and unsupervised machine learning algorithms. Students will study methods such as regression and classification, decision trees, naïve Bayes, Principal Component Analysis, support vector machines, neural networks, and unsupervised learning methods. A

brief introduction to Deep Learning will also be included. Students will gain hands-on experience applying machine learning techniques to real-world data from multiple disciplines such as social sciences, life sciences, physical sciences, economics, education, and engineering.

Prerequisites

STAT 305, and MATH 116 or MATH 108

PHYS 110 General Physics I

A survey of mechanics covering vectors, statics, kinematics, dynamics, energy, momentum, rotation, gravitation, vibrations, and thermal physics.

Prerequisites

Physics 11 or BPHY 044; and MATH 108 or MATH 116 as a pre- or co-requisite

PHYS 111 General Physics II

This course involves the study of electricity and magnetism, waves, physical optics, sound, and atomic and nuclear physics.

Prerequisites

PHYS 110 with a minimum C- grade, and MATH 109 or MATH 126 as a pre- or co-requisite

PHYS 112 Introductory Physics for the Life Sciences I

The complexity of life can be described, at its underlying level, with physics. In this introductory course kinematics, forces, static equilibrium, energy and momentum conservation laws, fluid properties and mechanics, properties of soft matter, and thermal physics will be investigated for organisms of all sizes.

Prerequisites

Physics 12 or BPHY 053/054 or PHYS 104; and Pre-calculus 12 or BMTH 054 or MATH 105

PHYS 113 Introductory Physics for the Life Sciences II

The complexity of life can be described, at its underlying level, with physics. In this introductory course the use of: waves, superposition, acoustics, light, refraction, optics, lenses, vision, diffraction, quantum properties of light and interaction with molecules, absorption of radiation, electric fields, and electric circuits in the investigation of organisms of all sizes will be presented.

Prerequisites

Physics 12 or BPHY 053/054 or PHYS 104; and Pre-calculus 12 or BMTH 054 or MATH 105

PHYS 114 Fundamental Physics I

A survey of mechanics covering vectors, kinematics, dynamics, energy, momentum, rotation, gravitation, vibrations, waves and special relativity. This course, together with PHYS 115, is particularly suitable for students going into the physical sciences or engineering.

Prerequisites

Physics 12 (B) or BPHY 054 (B) or PHYS 104 (C-); and MATH 116 as a pre- or corequisite

PHYS 115 Fundamental Physics II

Electricity and magnetism, AC circuits, physical optics, and quantum physics.

Prerequisites

PHYS 114 with a minimum C- grade and Math 126 is a prerequisite or co-requisite

PHYS 203 Fluid Mechanics I – The Physics of Flow

This course deals with a broad range of applications of the theory and principles of fluid mechanics. Emphasis is on hydrostatics, aerodynamics, flows with heat and mass transfer, flows in the micro-scale and flows in the natural environment. The effects of thermodynamics and heat transfer will also be presented and included in the examples covered.

Prerequisites

PHYS 114 and MATH 126

PHYS 210 Physics Laboratory I

A weekly three-hour lab in mathematical methods, thermodynamics, electrical measurements and mechanics.

Prerequisites

PHYS 218 is a prerequisite or co-requisite

PHYS 211 Physics Laboratory II

A weekly three-hour lab in electricity and magnetism, electronics and mechanics.

Prerequisites

PHYS 111 or 115 with a minimum C- grade; MATH 230

Co-requisites

PHYS 201

PHYS 218 Computational Physics

Use of computer software to solve numerical problems in physics. Applications include drag forces, the driven, damped oscillator, simulations of chaotic systems, random variables, techniques for handling digital data and signal processing.

Prerequisites

PHYS 111 or 115 with a minimum C- grade, and PHYS 210, MATH 200, 230 as prerequisites or co-requisites

PHYS 300 Environmental Thermodynamics (new)

This course will introduce the properties of energy in its various forms as well as other thermodynamic properties of systems from both macroscopic and microscopic viewpoints. Course topics include thermal equilibrium, equivalence of heat and work, laws of thermodynamics, thermodynamic potentials, entropy, phase changes, adiabatic lapse rate, heat engines, Carnot cycles, efficiency, equations of state, van der Waals fluids, fundamentals of statistical mechanics, equipartition, ensemble averaging, Boltzmann statistics, interacting systems, and chemical thermodynamics.

Prerequisites

MATH 230 and PHYS 203

PHYS 310 Environmental Physics Lab (new)

Students will independently pursue a number of open-ended experiments, relevant to Clean Technology and Environmental Science, to investigate a phenomenon as far as desired or as time permits. The methods and procedures of experimental physics are emphasized. Students will perform four experiments from a list of prepared experiments and independently develop one new experiment of their own conception.

Prerequisites

One of PHYS 210, 211; OR STAT 205 AND one of CHEM 200, CHEM 201, CHEM 206, CHEM 211, BIOL 203, BIOL 208, BIOL 214, BIOL 215

SCI 100 Explorations in Science (new)

This course uses guest speakers, videos and field trips to provide students with an orientation to a career as an applied scientist with a focus on life sciences, clean technology and data science.

SCI 400 Research Project (new)

Working in multidisciplinary teams, students complete a scientific research project on a topic they select from a set of approved available options. Weekly seminar meetings address each stage of the research process and involve faculty lead discussions, student presentations and opportunities for teams to receive peer feedback and guidance from faculty advisors.

Prerequisites

12 credits of 300-level or higher coursework in science

STAT 101 Introduction to Statistics

An introduction to the language of statistics and some statistical methods, including random variables and their distribution; random sampling, normal distribution, estimation of parameters and testing hypotheses.

Prerequisites

Math Placement Test (MPT); or MATH 097; or MATH 091 or BMTH 043 with a minimum C+ grade; or MATH 096 or BMTH 044 with a minimum C- grade; or MATH 123 or BMTH 048 or Pre-calculus 11 or Principles of Math 11 or Foundations of Math 11 or Applications of Math 11 with a minimum C grade

STAT 205 Introduction to Probability and Statistics

A calculus-based study of probability, discrete and continuous random variables, mathematical expectation, moment generating functions, Central Limit Theorem, sampling from normal populations, confidence intervals, hypothesis testing.

Prerequisites

MATH 126 with a minimum C- grade

STAT 305 Introduction to Data Science (new)

This course introduces modern tools and techniques used for manipulation, analysis and visualization of data using software. Students will study regression models to make predictions and analyze the relationship between variables. Students will gain hands-on experience visualizing, analyzing, and interpreting data from multiple disciplines such as social sciences, life sciences, physical sciences, economics, education, and engineering.

Prerequisites

COMP 215 and one of STAT 101, LBST 201, BADM 210, PSYC 213 or TOUR 350.

STAT 310 Design and Analysis of Experiments (new)

This course gives a practical introduction to experimental designs. Students will design single-factor and factorial experiments. Students will analyze the effect of each factor as well as the interaction effect among factors. Commonly used statistical tests such as t-tests and ANOVAs will be used for analyzing the data. Students will gain hands-on experience applying statistical techniques to real-world data from multiple disciplines such as social sciences, life sciences, physical sciences, economics, education, and engineering.

Prerequisites

STAT 101, LBST 201, BADM 210, PSYC 213 or TOUR 350.

5. Learning Methodologies and Program Delivery

The BSc General incorporates a variety of learning methodologies and delivery in a carefully structured program. The majority of instruction will consist of face-to-face lectures and experiential laboratory and field-based classes. Our science programs are lab-intensive, and have labs associated with most 100 and 200-level science courses. Upper-level labs will be offered in several key courses that will prepare students with the technical knowledge and skill they will need for their fourth-year Research Project.

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 to be designated Experiential. For the BSc General, all students will take SCI 400 Research Project. Designed as a simulated work experience, students will work in multidisciplinary teams to solve realistic problems or design novel projects. In addition to giving students an opportunity to apply the science they have learned in other courses, the Research Project course will emphasize team work, leadership, and communication skills. It will be closely integrated with a capstone course, in which each student will write an individual senior thesis, based on the Research Project, and 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 GPA of 2.0 (60%) calculated on English 12 or English 12 First Peoples and two academic Grade 12 courses.
- Capilano University 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.
- Pre-calculus 11 with a minimum A grade; or Pre-calculus 12 with a minimum C+ grade; or Math Placement Test (Pre-calculus MPT); or MATH 097 or MATH 096 with a minimum C- grade; or BMTH 044 with a minimum B grade.
- Chemistry 11; or CHEM 030; or CHEM 130; or BCHM 044.
- One course from one of the following disciplines, with a minimum grade of C+:
Biology: Anatomy and Physiology 12; or BIOL 104; or BIOL 106 and BIOL 107; or BBIO 054
Chemistry: Chemistry 12; or CHEM 101; or BCHEM 054
Physics: Physics 12; or PHYS 104; or BPHYS 054

Transfer, Prior Learning Assessment, and Residency

Students who transfer to Capilano University may apply a maximum of 60 transfer credits toward the degree, and must meet the residency requirement of 50% of the 120 credits taken at Capilano University. Transfer students must meet all Capilano University graduation requirements. Students may also apply for an assessment of prior learning. See Appendix E for relevant policies (S2013-01 Transfer Credit, S2017-04 Graduation).

7. Faculty

As a multidisciplinary program the BSc General will involve faculty and staff from all departments in the School of STEM. The School includes 6 departments (Biology, Chemistry, Computing and Data Science, Engineering, Mathematics and Statistics, and Physics) and 41 faculty (instructors and laboratory supervisors), 28 of whom have PhDs. See Appendix H for faculty CVs.

We anticipate approximately 200-250 students to enroll in the program, based on current enrolment in School of STEM programs, and surveys of current students. We expect most students who currently enrol in Associate of Science and Sciences General programs to enrol in the BSc General once it becomes available.

The BSc General will require the development and implementation of a selection of upper-level courses from all departments. To meet expected demand we plan to hire the equivalent of three full-time faculty. Policies regarding faculty credentials (S2006-02 Educational Qualifications for Instructors), workloads (Article 6 CFA Collective Agreement), evaluation (Section 11.5 CFA Collective Agreement), and academic freedom (S2003-01 Academic Freedom) can be found in Appendix E.

8. Program Resources

The target implementation date is September 2020. Existing library, classroom, laboratory, and computing resources are sufficient for the first several years of program implementation.

The School of STEM currently offers first and second-year laboratory courses in applied science (engineering), biology, chemistry, and physics. Our laboratory facilities are well-equipped for running labs in subjects ranging from optics and electronics, through organic and analytical chemistry, to molecular and microbiology. The applied science lab has three 3-D printers, and equipment for building projects such as a drill press and laser cutter. The physics lab has oscilloscopes and equipment for performing experiments in mechanics, optics, and electronics. Our chemistry and biology labs have a gas chromatograph, atomic absorption, infrared and UV-visible spectrophotometers, PCR machines and equipment for performing gel electrophoresis. Our biology facilities also include equipment for cell culture and microbiological experiments, including a biosafety cabinet.

Implementation of the BSc General will require some enhancement of library holdings and subscriptions. The resources identified in the Library Resource Assessment (Appendix I) will bring Capilano University into alignment with comparable institutions in the province. The program will

require resources that span a wide range of STEM disciplines. The same resources will be used for the proposed majors.

9. Program Consultation

Support for and interest in the program were assessed through consultation with other BC universities, potential employers of program graduates, and current Capilano University students. Details are provided in Appendix J.

A summary of this proposal was sent to representatives of five BC universities, twenty-three businesses in the lower mainland, and one non-profit organization (GenomeBC). The business representatives were also invited to complete an on-line survey. Responses were generally very positive. Responses will be included in Appendix J as they are received.

In spring 2019 we conducted an online survey of students in a selection of courses in Biology, Chemistry, Computing Science, Mathematics, and Physics courses. 68 students completed the survey. Respondents indicated strong interest in and support for a BSc General degree. When asked if they would have chosen this degree, had it been available at the time they enrolled at Capilano University, 28 students (41%) said they would have chosen it as their first choice, 32 students (47%) said they would have chosen it as their second choice, and only 8 students (12%) said they would not have chosen it.

10. Program Review and Assessment

Capilano University's commitment to ongoing quality improvements is demonstrated in both our Program Review Policy B.106 and Procedure B.106-01 (Appendix E), which requires that all academic programs be reviewed every five years. 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 self-reflection, formative and summative feedback, and internal and external peer review. Program reviews consist of the composition of the 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, outlined in Appendix E - Senate Policy S2011-01 Senate Academic Planning and Review Committee.

To fulfill both internal and external accrediting 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. The process involves articulating what knowledge and skills students are expected to achieve upon graduating from a program, measuring student learning against defined benchmarks and using the results to inform action plans to improve curriculum and pedagogy. Programs submit assessment plans/reports to their dean each year for review and feedback.

SENATE REPORT

AGENDA ITEM:	SENATE
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE:	June 5, 2019
PRESENTER:	Bachelor of Human Kinetics with Concentrations in Health Promotion and Exercise

PURPOSE

The Bachelor of Human Kinetics (BHK) is being developed to broaden degree options for Global and Community Studies students, retain our existing Diploma in Human Kinetics students and attract new domestic and international students.

BACKGROUND

The BHK Stage 1 was approved by SAPPRC in August 2018, Senate and the Board in September 2018. 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 November 6 followed by a review at the DQAB Board meeting in January 2019. Currently, Stage 1 of the proposal is awaiting Minister approval.

The program developers, in the meantime, have completed Stage 2 of the BHK. This proposal was reviewed by SCC on May 24, 2019. 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 Human Kinetics, Concentration in Health Promotion
- Bachelor of Human Kinetics, Concentration in Exercise



**CAPILANO
UNIVERSITY**

Full Program Proposal

Bachelor of Human Kinetics

May 28, 2019

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1. Executive Summary

Overview of Capilano's History, Mission, and Goals

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 for-credit courses, it serves the geographic region of the North Shore of Vancouver and the Howe Sound communities of Squamish, Whistler, Mount Currie, and Pemberton, and has a regional campus, the káɫax-ay Sunshine Coast campus, in Sechelt.

The University is named after Chief Joe Capilano, an important leader of the Squamish (Skwxwú7mesh) Nation of the Coast Salish people. Our campuses are located on the traditional and ancestral territory of the Squamish, Tsleil-Waututh, Musqueam, Lil'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 developing a balanced approach to international education (Ministry mandate letter, 2018).

Its status as a special purpose teaching institution mandates that it have strong commitment to the quality of teaching, to student success, and to the student experience, which figure largely in the development of new credentials. The University's academic goals are stated in the Strategic Plan (see Appendix 1).

Proposed Credential

Bachelor of Human Kinetics, Concentration in Health Promotion

Bachelor of Human Kinetics, Concentration in Exercise.

Location

These will be offered primarily at the North Vancouver campus

Faculty/School

The Bachelor of Human Kinetics (BHK) will be part of the Faculty of Global and Community Studies in the School of Human Kinetics.

Anticipated Program Start Date

September 2021.

Anticipated Completion

To be completed in 8 semesters full-time but also accommodating part-time study.

Summary of program

Program Objectives: The aim of the BHK is to graduate students who will work to decrease the societal burden of chronic disease by promoting and supporting healthy lifestyles. Students will specialize in one of two concentrations: exercise science or health promotion. Exercise science graduates will develop knowledge and skills necessary to work in health and fitness, coaching, therapy, and in clinical settings. Students in health promotion will develop specialized knowledge and skills that focus on health policy, behaviour change principles, and the social determinants of health in community settings. A foundational element of the program is to create a learning environment that provides experiential and interprofessional learning¹ in classroom, laboratory, and field study environments.

Alignment with Capilano University Mandate and Strategic Plan: The BHK advances Capilano University's mandate as a special purpose teaching university that provides a range of academic programs, including baccalaureate degrees. Serving the North Shore and Sea-to-Sky corridor, the University's goal is to provide a high-quality education that prioritizes student success. BHK graduates will be job ready professionals who possess the competencies required to be successful in the workplace and as citizens in the broader community.

Student Learning Outcomes and Curriculum Design: Creation of the BHK student learning outcomes and associated curriculum were driven by findings from consultations. The outcomes address two key themes: expertise and career. Outcomes in the expertise theme are purposefully designed to ensure the acquisition of field-specific knowledge leading to development of required competencies (PLO 2,3,4,5). Outcomes in the career theme ensure that students are job ready once they graduate (PLO 1, 6 and 7). Field experience is required for degree completion. The purpose of the field experience is to provide a learning opportunity that helps students crystalize their vocational goals and prepares them for entry into the work force.

A critical review of the curriculum was undertaken to identify alignment with student learning outcomes (e.g., introduced, reinforced, or mastered). This process helped to ensure content integration, identify gaps and redundancies in the curriculum, and link learning outcomes across all educational levels. See Appendix 2 for Capilano's Institutional learning outcomes and Appendix 3 for the curriculum map. Upon graduation, BHK graduates will be able to:

1. Communicate effectively as professionals working in the field of human kinetics across a variety of populations, cultures, and environments;
2. Critically evaluate and interpret rapidly changing health information;
3. Apply acquired knowledge and practical experience to foster healthy public policy and the health of individuals and communities;
4. Assess, design, and implement programs to facilitate healthy living;
5. Utilize technological innovations in the field of human kinetics;
6. Demonstrate industry-specific ethics, best practices, professional behaviour, and cultural safety; and
7. Acquire and refine job-ready knowledge, skills, and attitudes through experiential, inter-professional, and self-directed learning.

¹ IPL definition- "learning occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes" (World Health Organization, 2010).

Employment Prospects for Graduates and Opportunities for Further Study: The health and social assistance industry is one of four industries with the greatest number of projected openings in BC over the next decade, largely due to the increasing burden of chronic disease and the aging BC population (BC Ministry of Jobs, Tourism & Skills Training and Ministry Responsible for Labour, 2017). BHK graduates will be employable for various in-demand roles in health fields, including health policy researchers or officers; professional occupations in therapy and assessment; recreation, sports, and fitness service directors; and program instructors. Across these occupations, there are expected to be over 18,000 job openings between 2019 and 2025 in British Columbia alone (BC Labour Market Outlook, 2018). Many graduates of the BHK will pursue graduate studies at other institutions for advanced studies in health-related fields such as medicine, physiotherapy, chirotherapy and public health.

Delivery Methods: Teaching will be provided in person and by distance. Proposed courses include seminars, lectures, laboratories, and work-integrated learning. Experiential learning and interprofessional learning are woven throughout all four years of study. In their final two years, students expand their learning in work-integrated contexts through 3-credit courses in field studies.

Program Strengths: Requirements for work-integrated and interprofessional learning are distinguishing elements of the degree. Beginning in the second year, students are exposed to a variety of health professions and career preparation skills. With further refinement of these capabilities, students embark on work experience courses (field studies) that give them the opportunity to experience firsthand some of the careers they are interested in pursuing. Field studies are unpaid.

In addition, the degree curriculum directly reflects the provincial government's preventive health strategies, which advocate for "prevention and early treatment for all health issues" (BC NDP, 2017, p1). Currently, the BC Ministry of Health is overseeing implementation of the *Active People, Active Places: BC Physical Activity Strategy*, which is designed to guide coordinated policies, practices, and programs in physical activity that will improve the health and well-being of British Columbians (BC Ministry of Health, 2015). Regionally, Vancouver Coastal Health identifies chronic disease as one of the region's priority health challenges and is implementing preventive strategies (active living programs and initiatives) that take a population health approach to healthy behaviour change. The most recent BC Public Health Officer Annual Report, *Taking the Pulse of the Population: An Update on the Health of British Columbians*, calls for targeted health prevention and promotion programs to reverse the trends of increasing chronic disease (Office of Provincial Health Officer, 2019).

Recognition and Support from other Post-Secondary Institutions, regulatory bodies and transferability: Support for the degree is strong among representatives from other post-secondary institutions who have identified the experiential learning and interprofessional learning elements of the BHK as addressing a significant gap in human kinetics education. The BC Council on Admissions and Transfer (BCCAT) articulation committee for Human Kinetics, Physical Education and Kinesiology gave unanimous support for the degree at its May 2017 annual meeting.

The BHK curriculum is carefully designed to facilitate transferability of course credentials with other institutions. Analysis on the BC Transfer Guide indicates a high degree of transferability of BHK courses. In addition, the national regulatory body that oversees human kinetics, kinesiology, and physical education degrees is the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA). All requirements set forth by this agency are met in the BHK degree.

Related Programs:

BHK graduates may pursue further education in fields such as medicine, physiotherapy, other clinical professional designations, or public health.

a) Contact Information

Brad Martin, Dean
Faculty of Global and Community Studies (acting)
E: bradmartin@capilanou.ca
T: 604.990.7982

2. Degree Level Standard

Depth and Breadth of Knowledge

The BHK is a four-year degree (120 credits) that can be taken on a full- or part-time basis. The curriculum enables students to gain comprehensive knowledge in key concepts, principles, and domains related to the field of human kinetics. In lower level courses (60 credits), students are required to take 42 credits that are specific to human kinetics. These courses provide foundational content in life, physical, and social sciences and help build a holistic understanding of key health concepts.

In upper level courses (60 credits), there is greater variability. In the third year, students select their area of concentration in either exercise science or health promotion. Course work in the concentration allows students to delve deeper into their area of interest. In the upper level, all students must take 30 credits of required courses and 30 credits of electives which must include at least 12 credits of non-human kinetics credits. Course work at the upper level builds on the foundational knowledge developed at the lower level and allows for more independent work; students accept increasing responsibility for their own learning. Students also learn how to review, evaluate and interpret information and engage in independent research in a supervised context at the upper level.

The work-integrated learning component of the BHK provides additional depth. Beginning in the second year, students are exposed to a variety of health professions and career preparation skills. With further refinement of these capabilities, students embark on work experience courses (field studies) that give them the opportunity to experience firsthand some of the careers they are interested in.

The aim of the BHK is not only to help students build discipline-specific knowledge, but to ensure students develop a broad range of skills that allow them to solve problems, make decisions using creative and critical thinking, and work in collaborative environments. To meet this aim, students must take courses that satisfy criteria for the university's Cap Core requirement. Cap Core is a 30-credit interdisciplinary and integrated program of general education that facilitates student learning the areas of science and technology, creative and cultural expression, self and society and professional practice, while also ensuring the development of foundational skills in literacy and numeracy.

Prior to graduation, all students complete a capstone course in which they synthesize the knowledge and skills they acquired across their years of study into a final project and/or presentation that demonstrates the practical application of their acquired knowledge.

Knowledge, Methodologies, and Research

Opportunities to develop research skills are provided throughout the BHK curriculum through specific courses in health research methods and data analysis. In addition, the BHK curriculum allows for significant opportunity to solve problems using established techniques in the field of human kinetics in areas such as clinical assessment, community health, and movement analysis. Through this work, students are required to assess situations and devise approaches that address health needs at an individual and community level.

Application of Knowledge

Throughout the degree students will have opportunities to synthesize theoretical and discipline-specific knowledge to solve problems and create solutions that prevent and decrease the prevalence of chronic

health conditions. Students evaluate human movement science and health information and use a range of practical applications to solve problems in the core areas of exercise prescription, leadership, human movement, and individual and community health. Experiential course work links classroom learning with practical application. The capstone project requires students to integrate knowledge, skills, and values developed during their academic career to demonstrate their learning.

Communication Skills

The ability to communicate relevant information to a wide range of audiences is vital for BHK graduates. Students develop and refine their skills related to written and oral communication, problem solving, and evaluating and constructing knowledge in multiple ways, both within and outside the classroom (the latter through experiential learning and field placements). Curriculum mapping indicates that the majority of courses in the BHK curriculum address the program learning outcomes related to communication (PLO #1 and #7). Students also develop an understanding of the complex role of communication through two communications courses: CMNS 220 Advanced Business Writing and Editing, and CMNS 355 Intercultural Communications.

Awareness of Limits of Knowledge

Throughout the four-year curriculum, students are encouraged to acknowledge the ambiguity that exists in the realm of knowledge and how this might influence the ways in which they interpret and utilize existing health knowledge or newly acquired information. This level of awareness is particularly important in the field of human kinetics as health information is rapidly changing and data can also be ambiguous due to variability in definition and measurement of certain health concepts.

Professional Capacity Autonomy

The BHK creates job-ready professionals who possess the skills required to work in the field. The curriculum provides numerous opportunities for students to prepare themselves professionally (e.g., ethics in health promotion, career seminar series, career and professional preparation, field studies, and capstone). In these environments, students learn to work alone and with others while being accountable for their own actions.

3. Credential Recognition and Nomenclature

Human kinetics is a degree credential that has been recognized in the Lower Mainland since the mid-1990s and is well recognized across BC, within Canada, and internationally. The name ‘Bachelor of Human Kinetics’ was chosen for several reasons. The term ‘human kinetics’ captures the discipline of human movement and the interdisciplinary nature of the factors that influence human movement and health which are reflected in the student learning outcomes and curriculum. In addition, consultations indicated that ‘human kinetics’ is a term widely recognized in the field and human kinetics graduates are valued for the role they play in enabling people to increase control over and improve their health.

The BHK curriculum is carefully designed to facilitate transferability of courses with other post-secondary institutions. Analysis of the BC Transfer Guide indicates a high degree of transferability of BHK courses (see Appendix 4 for BHK Degree Course Transferability Table).

Currently, the School of Human Kinetics has a transfer agreement with the University of British Columbia and Camosun College. The annual British Columbia Physical Education and Kinesiology Administrators – BCCAT articulation committee meeting provides an opportunity to discuss potential collaboration with other institutions. Capilano University human kinetics students have an established record of successfully transferring into other post-secondary institutions with whom Capilano University has no formal transfer agreements (e.g., University of Toronto, University of Alberta, University of Lethbridge).

The national regulatory body that oversees human kinetics, kinesiology, and physical education degrees is the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA). All requirements established by this body are met in the BHK degree. See Appendix 5 for CCUPEKA requirements.

Certifications strengthen employability and demonstrate the professional expertise of graduates. BHK graduates have an opportunity to achieve certifications directly through their course work (e.g. National Coaching Certification Program Fundamental Movement Skills, Concussion Awareness), and once they complete additional course work and/or exams (e.g. Certified Personal Trainer, Certified Strength and Conditioning Specialist). Certifications add to the extensive applied and practical experience students gain throughout the degree. For a listing of certifications available to BHK students see Appendix 6.

Regarding the policy and procedures for notifying students of credential recognition and/or transfer, see Appendix 7 for Policy *S2013-01 Transfer Credit Policy*.

4. Curriculum/Program Content

Program Structure and Overview

The four-year BHK is designed to graduate career-ready students with professional expertise in the field of human kinetics. Throughout the four years, students are required to take 72 human kinetics specific credits and 48 HKIN or non HKIN credits. A critical review of the curriculum was undertaken to identify alignment with student learning outcomes (e.g., introduced, reinforced, or mastered). This process helped to ensure

content integration, identify gaps and redundancies in the curriculum, and link learning outcomes across all educational levels (see Appendix 3).

In the lower level of study students are introduced to foundational content and key concepts in the field of human kinetics (42 credits human kinetics course work required). The majority of these human kinetics courses already exist at the university. Upper level course work builds on this foundational knowledge and provides for greater depth and breadth of knowledge. The majority of the upper level human kinetics courses are new to the university.

In the third year, students must declare their specialized concentration – either exercise science or health promotion. Students in the exercise science concentration will generally work in more clinical settings and consequently have more upper-level anatomical, physiological, biomechanical, and exercise management courses. Students in the health promotion concentration will typically work in public or private facilities whose mandate is to encourage and facilitate healthy lifestyles. Their specialized knowledge and skills focus on health policy, behaviour change principles, lifestyle medicine, and social determinants of health.

Field Placements

Field placements provide an opportunity to put the learning outcomes into practice. Starting in second year, students are exposed to a variety of health professions and career preparation skills. By the third year, students develop greater clarity about the career they would like to enter upon graduation and are ready for their mandatory field placement (with the option of a second). The mandatory field placement provides work-integrated learning, which helps students to crystalize their vocational goals. Students will not be paid for their field work. The School of Human Kinetics has a wide-ranging network and has fostered strong local industry contacts that support this process. Field placement supervisors, faculty and students will participate in evaluation of the students participating in field placements. Students are required to engage in weekly self-reflective journaling, weekly submission of timesheets, goal setting (short and long-term goals), and submission of midterm and final reports. Supervisors participate in evaluations by responding to questionnaires and interviews administered by faculty. The Career Development Centre at Capilano University will support development of the field placement experience.

Table 1: BHK Program Profile²

<i>Note: Students starting in their baccalaureate degree on or after Fall 2018 and graduating on or after June 2022 must meet Cap Core graduation requirements in addition to their program requirements.</i>			
		Course Credits	Required Credits
YEAR ONE – LOWER LEVEL REQUIREMENTS			30
English Requirements			3
ENGL 100	University Writing Strategies	3	
HKIN Requirements			18
HKIN 103	Active Health	3	
HKIN 125	Introduction to Leadership in Health and Physical Activity (NEW)	3	
HKIN 151	Biomechanics I	3	
HKIN 161	Leisure and Sport in Society	3	
HKIN 190	Anatomy and Physiology I	3	
HKIN 191	Anatomy and Physiology II	3	

² See Appendix 8 for course outlines

Electives: Choose 3 credits from the HKIN prefix at 100- or 200-level and choose 6 non HKIN credits at the 100- or 200-level			9
YEAR TWO— LOWER LEVEL REQUIREMENTS			30
English Requirements			3
CMNS 220	Advanced Business Writing and Editing	3	
HKIN Requirements			18
HKIN 230	Human Motor Behaviour	3	
HKIN 231	Mental Theories in Sport and Exercise	3	
HKIN 261	Health, Policy and Society	3	
HKIN 284	Human Growth and Development	3	
HKIN 275	Exercise Physiology	3	
HKIN 296	Human Kinetics Career Seminar Series (NEW)	3	
Electives: Choose 3 credits from the HKIN prefix at 100- or 200-level and choose 6 non HKIN credits at 100 level or higher			9
YEAR THREE AND FOUR - UPPER LEVEL REQUIREMENTS			60
HKIN Requirements			18
HKIN 301	Research Methods in Human Kinetics (NEW)	3	
HKIN 302	Quantitative Research Methods in Human Kinetics (NEW)	3	
HKIN 329	Ethics in Human Kinetics (NEW)	3	
HKIN 396	Career and Professional Preparation (NEW)	3	
HKIN 397	BHK Field Studies I (NEW)	3	
HKIN 499	BHK Capstone (NEW)	3	
Note: Students have the option to pursue one of two concentrations each requiring 12 credits			
Health Promotion Requirements			12
CMNS 355	Intercultural Communication (NEW)	3	
HKIN 325	Leadership in Health and Physical Activity (NEW)	3	
HKIN 331	Health Behaviour Change (NEW)	3	
HKIN 335	Health Promotion Planning and Evaluation (NEW)	3	
<i>or</i>			
Exercise Science Requirements			12
HKIN 317	Lab Techniques in Exercise Science (NEW)	3	
HKIN 320	Physiology of Healthy Aging (NEW)	3	
HKIN 375	Advanced Exercise Physiology (NEW)	3	
HKIN 390	Advanced Musculoskeletal Anatomy (NEW)	3	
Elective: Choose 30 credits which may include HKIN. At least 15 credits must be 300-level or higher and at least 12 credits must be outside of HKIN.			30
TOTAL PROGRAM CREDITS			120

BHK Calendar Descriptions

(Complete course outlines are available in Appendix 8)

HKIN-103: Active Health

3.00 Credits (2,2,0)³ hours 15 weeks

This course highlights the role of physical activity and wellness factors in the maintenance of an overall healthy lifestyle. Specific health behaviours associated with chronic disease will be identified along with their health outcomes. The health benefits associated with physical activity and healthy lifestyle choices will be encouraged and behaviour change models considered. Students will apply basic physical fitness principles, theories, exercise methods and techniques associated with positive health outcomes. Students will assess, design and implement personal physical activity and wellness programs using a behavior change model.

HKIN-112: Health and Human Nutrition

3.00 Credits (4,0,0) hours 15 weeks

This course is an introduction to fundamental principles related to health and human nutrition. It is intended to help students understand the foundations of digestion and the functions of nutrients. Nutritional planning and assessment in the context of national dietary recommendations, and consequences of deficient or excessive intake of nutrients will also be studied. Through this course, students will gain an understanding of how food selection can play a role in enhancing or maintaining health. Students will also develop the ability to discriminate between reliable and unreliable information about food and nutrition.

HKIN-125: Introduction to Leadership in Health and Physical Activity (new)

3.00 Credits (4,0,0) hours 15 weeks

This course focuses on understanding self and personal leadership. It covers a broad range of leadership topics from understanding self and group behavior, to teamwork, organizational design, ethics and change.

HKIN-151: Biomechanics I

3.00 Credits (4,0,0) hours 15 weeks

This course introduces students to the qualitative and quantitative analysis of human movement. Using basic principles of physics and math, students will learn to apply kinematic and kinetic analyses to understand motion. The course also utilizes musculoskeletal anatomy and physiology to describe and explain movement.

HKIN-161: Leisure and Sport in Society

3.00 Credits (4,0,0) hours 15 weeks

This course provides an introductory analysis of political, economic and social issues in leisure and sport. Students will examine present day problems, myths and stereotypes in leisure and sport.

HKIN-162: Contemporary Health Issues (revised – was HKIN-252)

3.00 Credits (4,0,0) hours 15 weeks

This course will provide an examination of lifestyle behaviours in the context of contemporary health issues. Current health, wellness and behavior change models and frameworks will be reviewed and applied

³ Numbers in brackets refer to #1-hours in classroom, #2-hours in laboratory, #3-hours 'other'.

to personal health planning. Topics include: stress management, psychosocial health, physical activity and healthy eating, chronic disease, alcohol and drug use, personal relationships, infectious diseases, aging and the environment.

HKIN-190: Anatomy and Physiology I

3.00 Credits (2,2,0) hours 15 weeks

This course will explore the structure and function of the skeletal, muscular and nervous systems of the human body. Special emphasis is given to the musculoskeletal system during the laboratory periods and through the analysis of common movements.

HKIN-191: Anatomy and Physiology II

3.00 Credits (2,2,0) hours 15 weeks | Prerequisite: HKIN 190

This course will examine the anatomy and physiology of the nervous, digestive, urinary, circulatory, respiratory and endocrine systems of the human body. Some emphasis will be given to the physiological changes to these systems during exercise.

HKIN-206: Applications of Functional Anatomy (new)

3.00 Credits (2,2,0) hours 15 weeks | Prerequisite: HKIN 190

This course will continue to build on the student's knowledge gathered in HKIN 190 regarding the make-up of the human body while investigating the interconnectedness of the muscles, fascia, bones and joints involved in human movement with regards to exercise performance.

CMNS 220: Advanced Business Writing and Editing

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: ENGL 100

This course focuses on researching, organizing, writing and editing extensive business documents: reports, proposals, memoranda, and media releases. Emphasis is on clear style and logical organization.

HKIN-225: Aging and Health (new)

3.00 Credits (4,0,0) hours 15 weeks

The purpose of this course is to enable students to develop a critical understanding of the bio-psychosocial, economic, and political forces that shape how the health issues of older adults are perceived in Canada. In particular, how does aging impact the health of older adults? What social factors influence 'healthy aging'? and What are the central issues/concerns associated with aging and health?

HKIN-230: Human Motor Behavior I

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: English 100

This course examines the processes underlying human movement and the factors influencing acquisition, performance and movement control during the learning of motor skills. Applications related to motor skill acquisition and learning are considered as implemented in health, fitness, sport and education settings.

HKIN-231: Mental Theories in Sport and Exercise

3.00 Credits (4,0,0) hours 15 weeks

The purpose of this course is to review and apply the psychological theories and research related to sport and exercise behavior. Students design programs implementing skills and strategies for psychological

interventions. Students observe strategies used for enhancing sport performance, personal growth and exercise prescription in sport, health, education and fitness environments.

HKIN-241: Care and Prevention of Sports Injuries

3.00 Credits (2,2,0) hours 15 weeks | Prerequisite: HKIN 190 or KIN 142

This course introduces students to the recognition and treatment of common sports injuries. Building on their knowledge of musculoskeletal anatomy, students will learn how to assess, rehabilitate, and tape or brace sports injuries to enhance the recovery process and speed healing.

HKIN-261: Health, Policy and Society

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: HKIN 161

This course is designed as an introduction to the sociology of health and illness. Students will analyze health policy and the social determinants of health in society using social models and theories as a framework for understanding. Current health issues and their social influences will be discussed in relation to the overall population health of Canadians. Students will examine the historical and current context of the Canadian Medical System.

HKIN-275: Exercise Physiology

3.00 Credits (2,2,0) hours 15 weeks | Prerequisite: HKIN 191

This course will explore the acute and chronic effects of exercise on body systems; specifically, cardiovascular, respiratory and muscular responses to physical activity will be examined.

HKIN-284: Human Growth and Development

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: HKIN 230

This course is an introduction to human growth and motor development through the lifespan. Students will gain an understanding of how the human body progresses from prenatal development to old age. The goal of the course is to give students the foundations to understanding the factors that influence physical, motor, social and cognitive growth and development. Students will also develop their research and critical inquiry skills by investigating current issues related to human development.

HKIN-296: Human Kinetics Career Seminar Series (new)

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: 21 credits of 100- or 200- level HKIN

This course provides Human Kinetics students the opportunity to hear from, and interact with, current professionals in the performance, health and wellness industry while refining their presentation and public speaking skills. Students will be in contact with people from some of the various career paths they may be interested in pursuing, fostering professional inquiry and opening the door for networking and future course selection.

HKIN-301: Research Methods in Human Kinetics (new)

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework

This course will introduce students to research methods in Human Kinetics and their practical applications. Topics covered include: the fundamentals of research design, critical analyses of the literature and strategies for developing research proposals.

HKIN-302: Quantitative Research Methods in Human Kinetics (new)

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: HKIN 301

This course will build upon the knowledge gathered in HKIN 301, and will introduce students to the basic statistics and methods used in the field of Human Kinetics to quantitatively analyze and interpret data.

HKIN-306: Principles of Strength and Conditioning (revised – was HKIN-205)

3.00 Credits (2,2,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework and HKIN 206

This course investigates the theories and applied principles of physical training and conditioning as they relate to flexibility improvement, muscular strength, endurance and power development. The principles and training variables of weight and plyometric training will be examined and detailed comparisons of various weight training programs will be performed.

HKIN-312: Food as Medicine to Prevent and Treat Disease (new)

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework

This course will explore the origins and safety of the food supply, it will progress to discuss the role that nutrition has in the prevention and treatment of common degenerative diseases. Special emphasis will be directed toward preventing these chronic conditions and establishing lifelong healthy eating habits.

HKIN-317: Lab Techniques in Exercise Science (new)

3.00 Credits (2,2,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework

This course will introduce students to various techniques, equipment, testing and application of exercise science in a laboratory setting. Students will learn the background information to the methods in lecture and then apply what they have learned to the collection of data and present their findings in research-based laboratory reports.

HKIN-320: Physiology of Healthy Aging (new)

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework and HKIN 191

This course is an introduction to the study of aging. The goal of the course is to give students the foundations to understanding the physical and mental states associated with aging. Through this course, students will gain an understanding of how the process of aging may impact the quality of life in senescence and identify factors that may impact interactions with aged individuals.

HKIN-325: Leadership in Health and Physical Activity (new)

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework

This course presents a number of concepts, skills and issues related to effective leadership in health and physical activity settings including: self-leadership, decision-making, group dynamics, supervision and teamwork skills. Topics such as leadership perspectives and styles, personal management and building a culture for success will be covered.

HKIN-329: Ethics in Human Kinetics (new)

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework

This course will explore ethics in sport and professional practice. Ethics specific to Canadian law concerning consent, record keeping, trust and confidentiality, standards of care and professionalism, beneficence, negligence and non-maleficence will be considered. Distribution of health care resources and responsibility of health outcomes will also be examined.

HKIN-331 Health Behaviour Change (new)

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework and PSYC 100 or HKIN 231 or ABA 200

This course is designed to inspire people to adopt new health behaviors. This course specifically focuses on the central element for change. Students will learn about theories and the complementary behavior change techniques that have been developed to help change people's unhealthy behaviors and encourage healthy choices. Students will critically evaluate the scientific literature and design and implement behavior change programs developing the practical skills necessary to guide people toward change.

HKIN-335: Health Promotion Planning and Evaluation (new)

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework

This course will provide students with practical and theoretical skills needed to plan, implement and evaluate health promotion programs in a variety of settings. Physical activity programs will be emphasized.

HKIN-351: Advanced Biomechanics (new)

3.00 Credits (2,2,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework and HKIN 151

This course will build on the movement assessment skills introduced in HKIN 151 and further refine qualitative analysis. Students will analyze human movement to improve performance of a skill or reduce the risk of injury during movement. This course encourages higher levels of critical thinking such as synthesis and evaluation, while blending techniques and information from the disciplines of Exercise Rehab, Exercise Psychology, Exercise Physiology and Motor Control and Learning.

CMNS 355: Intercultural Communication

3.00 Credits (3,0,1) hours 15 weeks

This course examines communication in intercultural contexts, and explores how communication is affected by divergent value systems, differing levels of technological adaptation, and unequal power configurations. We will focus on how style and word choice affect the ways that audiences in different cultures respond to arguments, and the rhetorical strategies for collaborative problem-solving to bridge cultural differences.

HKIN-364: Global Health and Society (new)

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework

This course will illustrate the relationship between socio-economics and health issues within a global context. The burden of major global health diseases, particularly in the areas of nutrition, communicable, non-communicable, environmental health and humanitarian crises will be examined. Global health issues across the lifespan will also be addressed as will foundational topics such as ethics, principles and goals for global health, health determinants, measurements and trends in health, education, poverty and the economy.

HKIN-369: Instructional Design for Health and Physical Activity (new)

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework

This course introduces the principles and theories of instructional design within a health and physical activity context. Through a variety of activities students learn how to assess the instructional environment, develop an instructional plan, apply specific instructional strategies and evaluate the effectiveness of instruction.

HKIN-375: Advanced Exercise Physiology (new)

3.00 Credits (2,2,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework and HKIN 275

This course builds on the student's knowledge of exercise physiology, and promotes theoretical and practical investigation of advanced exercise physiology in neural, energy, cardiovascular and pulmonary systems. In addition, students will also have the opportunity to explore physiological changes of exercise in high altitude, microgravity, thermal stress and diving.

HKIN-390: Advanced Musculoskeletal Anatomy (new)

3.00 Credits (2,2,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework and HKIN 191 or BIOL 113

This course will provide students with detailed knowledge of the musculoskeletal system using a combination of lecture and lab experiences. Emphasis will be placed on axial and appendicular anatomy, but neural and vascular structures that supply these regions will also be studied. Special emphasis will be given to the identification and palpation of superficial anatomy when there is clinical or athletic relevance.

HKIN-396: Career and Professional Preparation (new)

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework and HKIN 296

This course gives students the opportunity to begin preparation for transition into fieldwork and the job market. This course focuses on essential facets of career preparation, including interview skills and resume writing, while introducing students to various protocols, standards and ethics they may encounter in their chosen career paths.

HKIN-397: BHK Field Studies I (new)

3.00 Credits (2,0,2.67) hours 15 weeks | Prerequisite: HKIN 396

This course will provide students with a practical and professional experience in a hands on learning environment. Students will be able to explore career interests in kinesiology, health sciences, coaching, health promotion, fitness and health in special populations, etc., while identifying and cultivating skills associated to the tasks presented in their placements. This course aims to increase student awareness of organizations operating in their field while enhancing marketability and employability of the student through networking and professional development.

HKIN-405: Exercise Management in Symptomatic Populations (new)

3.00 Credits (2,2,0) hours 15 weeks | Prerequisite: HKIN 306

This course builds on the student's knowledge of development of health and wellness program implementation. The course discusses how theoretical and applied aspects of exercise testing and exercise prescription must be modified due to the restrictions and/or limitations created by a specific health state.

HKIN-495: Neuro-Motor Movement Control and Rehabilitation (new)

3.00 Credits (4,0,0) hours 15 weeks | Prerequisite: 45 credits of 100-level or higher coursework and HKIN 284

This course is designed for students who are interested in the neurological and musculoskeletal control of movement. Students will explore the origins of movement disorders associated with the motor and sensory system, and injuries related to the brain and spinal cord. This course introduces a range of interventional strategies and rehabilitation techniques that can be used to restore movement control in a rehabilitation setting.

HKIN-497: BHK Field Studies II (new)

3.00 Credits (2,0,2.67) hours 15 weeks | Prerequisite: HKIN 397

This course provides students an opportunity to expand their practical and professional experience in a hands on learning environment. Students will be able to explore career interests in kinesiology, health sciences, coaching, health promotion, fitness and health in special populations, etc., while identifying and cultivating skills associated to the tasks presented in their placements. This course aims to increase student awareness of organizations operating in their field while enhancing marketability and employability of the student through networking and professional development.

HKIN-499: BHK Capstone (new)

3.00 Credits (0,0,4) hours 15 weeks | Prerequisite: HKIN 397

This course focuses on providing a summary/reflection of experiences gained during the BHK Degree. Students will be supervised by a School of Human Kinetics faculty member as they develop and carry out their activities in the chosen field.

5. Learning Methodologies/Program Delivery

Student Centred, Experiential, and Interprofessional Learning

Curriculum delivery for the BHK is multi-dimensional. First, the curriculum is based on a student-centred approach to learning in which the instructor facilitates the student learning experience rather than dictating how the student will learn.

Second, experiential learning is a cornerstone of the degree and is used in a variety of ways throughout the curriculum, including the creation of highly engaging and hands-on learning experiences in the classroom, laboratories, weight rooms, gymnasiums, clinics, local trails, the ocean, and more. This facilitates a deeper student understanding and appreciation for the field of human kinetics. Indeed, most of the courses in the BHK curriculum incorporate some type of experiential learning.

Finally, students are introduced to interprofessional learning (IPL) throughout the four-year curriculum. The learning domains for IPL⁴ as specified by the World Health Organization (2010) are as follows: teamwork, roles and responsibilities, communication, learning and critical reflection, relationship with and recognizing needs of the patients, and ethical practice. These domains were highlighted by our external consultations as essential for success in the workplace. Therefore, IPL is an important and critical learning model for our students that will differentiate them from other graduates.

In preparation for IPL, students are required to take the HKIN 296 Human Kinetics and Health Career Seminar Series course, which includes a field work phase during which industry professionals present their pathways to success and explain to students how a background in human kinetics shapes their current professional practice. Additionally, a health professional panel will be established so that students understand how health professions overlap and collaborate together. This panel will meet with students at the beginning and during the Human Kinetics and Health Career Seminar Series course. As well, students who have completed their field placement will have the opportunity to speak to the HKIN 296 students as an industry professional.

Distance Education

Currently one course in the School of Human Kinetics is offered through distance learning (see Appendix 7 for Policy 2013-04 Senate Instructional Technologies Advisory Committee Mandate and Structure). Additional courses will be offered through distance learning once the degree is implemented.

Lectures, Laboratories, and Tutorials

Lectures employing a range of teaching methods and incorporating experiential learning will be a prominent feature of the degree program. In addition, laboratories are incorporated into a number of courses, particularly in the exercise science concentration. Most laboratory classes are taught in the human kinetics laboratory at Capilano University.

⁴ IPL definition: "learning occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes" (World Health Organization, 2010).

Community Health Promotion

Once the BHK is successfully established, ongoing community health promotion initiatives, such as healthy living awareness campaigns, will be initiated at local (internally at Capilano University and externally), provincial, national and potentially international levels. This provides not only invaluable experiential learning opportunities for students, but enables the School of Human Kinetics to work collaboratively with others (academics and community partners) to create innovative health promotion activities and initiatives.

6. Admission and Transfer/Residency

Program Admission Requirements

Students entering the BHK must meet the following criteria:

- 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; and a minimum C in Math 11 (Principles of Math or Foundations of Math) or pass in Pre-calculus 11; and a pass in Biology 12.
- 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. Test of English (PTE Academic) = 56 or Capilano University EAP 100 and 101 with a minimum B+ grade in each course.
- Two reference names and a letter of interest giving reasons why the applicant is interested in the study of human kinetics and a brief description of career goals.

For Capilano University's principles and regulations for admission of applicants to credit programs see Appendix 7 (*S2019-01-Admissions*).

Transfer Students

Students transferring to Capilano University may be eligible for a maximum of 60 transfer credits toward the BHK. Most program courses have been designed to be readily transferable within the BCCAT system. For details see Appendix 7 (*S2013-01 Transfer credit*) for the university's policies and practices on assigning transfer credit.

Residency Requirements

Students in the program have a residency requirement of 50% of the 120-degree credits. See Appendix 7 (*S2017-04 Graduation*) for the university policy on residency.

7. Faculty

Faculty and Staff Required Projections

Instructional Projections

Currently, the Human Kinetics Diploma (2018/2019) has 5.0 FTE faculty positions. The number of instructional faculty required for the degree will be 8.52 FTE. These additional sections can be taught by current part-time faculty members as well as newly hired faculty members (see Appendix 9 for Faculty Curriculum Vitae). In addition, there will be a requirement for 1.75 FTE non-instructional faculty positions (currently .37 non-instructional FTE). This includes convener and field placement positions.

The required administrative staffing position to support the degree is 2.5 FTE. Currently the Human Kinetics Diploma is approved for 1.0 FTE administrative position.

As per the Capilano University's hiring policy, the minimum academic qualifications for faculty hiring will be a Master's degree in human kinetics or related field with post-secondary teaching experience. A PhD in a relevant discipline is preferred for teaching the upper-level courses.

For policies on the academic credentials of faculty (Policy *S2006-02 Educational Qualifications for Instructors*), see Appendix 7.

For Policies regarding academic freedom (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 7.

Enrolment Plan

The projected enrolment in the BHK will be approximately 80 new students per year, beginning each fall semester (see Table 2 below). Based on current estimates, attrition is expected to be 15 to 20 per cent between each year. Transfer students are also anticipated to join the program, particularly in the second and third year.

Table 2: BHK Projected Student Enrolment

Cohort Year	Academic Year				
	2020/2021	2021/22*	2022/23	2023/24	2024/25
1st Year	80	80	80	80	80
2nd Year	64	64	64	64	64
3rd Year		51	51	51	51
4th Year			41	41	41
Transfer Students	0	5	10	10	10
Total Students	144	200	246	246	246
<i>*Implementation of degree</i>					

8. Program Resources

Capilano University and the School of Human Kinetics has the majority of resources required to implement the BHK and the program can be launched with little direct cost.

- The Library Impact Assessment identified additional funding required to support the degree which will be absorbed through the existing operational budget (see Appendix 10 *Resources (Library Impact Assessment)*).
- The School of Human Kinetics currently has a dedicated classroom and computers, and computer access are available in all classrooms.
- There is one dedicated laboratory space for human kinetics. However, with implementation of the degree, the space will need to be expanded to incorporate the increased number of students, laboratory-based courses, and new equipment. There is not an immediate need for expansion and it is likely that expansion can occur within existing infrastructure at the University.
- The School of Human Kinetics shares gymnasium and weight room space with the Centre for Sport and Wellness
- Additional resources, largely analysis and lab equipment, will be required to implement the degree.

Implementation

The School of Human Kinetics will implement the BHK at Capilano University in the Fall of 2021. However, given the timeline required for DQAB review and Ministry approval, limited student recruitment opportunities are anticipated for the inaugural year of the degree. Rather, while some new admits to the University recruited specifically for the degree are expected, the majority of registrations in 2021-2022 will likely draw from existing first and second year students at the University.

9. Program Consultation

Consultation with a broad range of stakeholders was conducted in 2017 (n=91). The participant list and findings from these consultations can be found in the BHK Stage 1 document. To ensure findings were still relevant, additional consultations were conducted in 2019 (n=36). Consultation participants included: 1) external stakeholders 2) BHK Degree Development Committee, and 3) representatives of related Capilano University departments.

1) External Stakeholders: Consultations were undertaken with external stakeholders who participated in the 2017 consultation to ensure findings were still relevant (n=16) and new consultees (n=12). Those consulted represented employer groups, government, professional associations, certification bodies, academic and post-secondary institutions, BC Council on Admissions and Transfer (BCCAT) articulation committee for Human Kinetics, Physical Education and Kinesiology, and health and post-secondary organizations outside of BC.

Questions focused on:

- Relevance of 2017 findings
- Required skills and competencies required of BHK graduates
- Job opportunities and opportunities for field placements
- Alignment between learning outcomes and needs in the field
- Support for the BHK

The findings from the 2019 consultations mirrored the findings from the 2017 consultations which advocated for experiential learning opportunities, including field experience; broad health focus; and interprofessional learning opportunities. Opportunities for professional certifications, education in business and marketing, and awareness of and education in intercultural communication were also highlighted. Respondents remained very supportive of a BHK at Capilano University.

Those consulted also agreed that there is a spectrum of careers available for BHK graduates. Graduates from the health promotion concentration will work in professions that focus on active living and lifestyle management at an individual and community level, particularly in populations that experience disproportionate rates of preventable diseases and adverse health conditions. Exercise science graduates will pursue employment in clinical, rehabilitative, sports performance, fitness, and wellness settings. A list of external stakeholders consulted and discussion questions can be found in Appendix 11.

2) BHK Degree Development Committee: A BHK Degree Development Committee, comprised of employer groups, post-secondary institutions, and students was formed and met in person once. Some committee members were also consulted individually throughout the degree development phase (n=7).

Questions used to frame discussions for both groups focused on:

- Credential (i.e., recognition of credential and contribution of credential to professional advancement);
- Curriculum (i.e., alignment between student learning outcomes and the current state of necessary knowledge in the field, alignment of curriculum with student learning outcomes, and competencies required of BHK graduates);
- Overlap with existing post-secondary programs (i.e., is there overlap); and
- Field placements (i.e., opportunities for field placements in the field).

There was agreement among committee members that while there is overlap between the BHK at Capilano University and other BHK related degrees in the province (UBCO, Camosun, University of Fraser Valley) the overlap is not concerning because of the high demand for the degree, and because the degrees each have unique elements.

Committee members provided suggestions for course curriculum and commented on alignment between curriculum and student learning outcomes. The importance of intercultural communication was highlighted by many committee members, as was indigenization of the curriculum. Both are woven throughout HKIN course content. Overall, committee members believed there was alignment between curriculum and student learning outcomes.

There was also discussion about whether or not the name of the BHK credential is recognizable and there were differing opinions (some suggesting it is and others suggesting it is not). This discussion is also

ongoing in the field with little conclusion. In the end, the name 'human kinetics' was chosen because it captures the discipline of human movement and the interdisciplinary nature of the factors that influence human movement and health (i.e. social determinants of health).

Finally, committee members were in strong support of the work-integrated learning component of the curriculum, but commented on the challenges associated with field placements and cautioned about ensuring adequate resources to support this component of the program (i.e. a field placement coordinator). Provisions have been made for a full-time field coordinator to oversee the field placements. In addition, the Career Development Centre at Capilano University will support development of the field placement experience.

A list of BHK Development Committee members and discussion questions can be found in Appendix 11.

3) Internal Capilano University Departments: In 2017, 6 representatives from Capilano University departments were consulted. Seven additional representatives from Capilano University departments were consulted in 2019 in order to gather input about the BHK and, in some instances, discuss curriculum development. In particular, discussion with these stakeholders centred on overlap of efforts, opportunities for collaboration in course offerings, and other joint ventures. Overall, there was strong support among this group for the BHK, and numerous opportunities for collaboration were highlighted.

A list of consultees can be found in Appendix 10.

10. Program Review and Assessment

Capilano University's commitment to ongoing quality improvements is demonstrated in both our Policy *B.106 Program and Course Review and Approval* and Procedure *B.106-01 Program Review* (see Appendix 7), which requires a review of all academic programs every five years, in accord 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 self-reflection, formative and summative feedback, and internal and external peer review. Program reviews consist of the composition of the 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, outlined in Appendix 7 - Policy *S2011-01 Senate Academic Planning and Review Committee*.

To fulfill both internal and external accrediting 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. The process involves articulating what knowledge and skills students are expected to achieve upon graduating from a program, measuring student learning against defined benchmarks and using the results to inform action plans to improve curriculum and pedagogy. Programs submit assessment plans/reports to their dean each year for review and feedback.

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Policy No.	Officer Responsible		
S2013-04	Senate		
Policy Name			
Senate Teaching, Learning and Technology Advisory Committee Mandate and Structure			
Approved by	Replaces	Category	Next Review
Senate			2020
Date Issued	Date Revised	Related Policies, Reference	
May 2013	April 2019		

1. REPORTING

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

2. MANDATE

- 2.1. To advise Senate on policies and practices that promote excellence in teaching, learning and technology
- 2.2. To advise Senate on research and best practices related to teaching, learning and technology
- 2.3. To promote the scholarship of teaching, learning and technology
- 2.4. To consult with the Centre for Teaching Excellence, the Teaching and Learning Council, IT Services, and other areas of the university to develop and promote practices that contribute to the quality of the teaching and learning environment
- 2.5. To advise Senate on the instructional technology that supports teaching and learning environments
- 2.6. To advise on budgets for Teaching and Learning Technology projects, within an overview of broader IT capital budgets provided for context
- 2.7. Other duties as assigned by Senate

3. MEMBERSHIP

3.1. The Chair

Chair is elected by the Committee at the beginning of the fall semester, for a one-year term.

3.2. The Voting membership consists of:

- Vice-chair of Senate
- Director, Centre for Teaching Excellence
- One Dean
- University Librarian
- Seven Faculty Members with at least one representative from each faculty

- One Student
- One Staff Member (Web/Multimedia Developer or Instructional Technology)

3.3. The Non-Voting resource membership consists of:

- Chief Information Officer
- Manager, Web and Instructional Technology
- Registrar or designate
- One student
- Chair of Senate

Working groups may be set up as needed for specific projects and non-members of Senate may be recruited to serve.

Term of Office

Each member is appointed annually by Senate. If vacancies occur, appointments are made to complete the term.

4. CONDUCT OF MEETINGS

Chair

The Chair must be a member of Senate.

Schedule

The subcommittee will meet at least four times per academic year.

Quorum

Six voting members.

Tie Votes

In the event of a tie, the Chair may vote to break the tie.

Visitors to Meetings

Meetings are usually open to visitors whom the Chair may recognize to speak to specific issues.