

## SENATE MEETING

Tuesday, December 6, 2016 4:00 – 6:00 pm  
Capilano University – LB 322

### AGENDA

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1. **Acknowledgments**  
We respectfully acknowledge the Lil'wat, Musqueam, Squamish, Sechelt and Tsleil-Waututh people on whose territories our campuses are located.
2. **Welcome**
3. **Approval of the Agenda** Senate Members  
*Decision*
4. **Approval of the November 1, 2016 Minutes** Senate Members  
Schedule 4  
*Decision*
5. **Correspondence Received – None**
6. **Business Arising**
  - 6.1 Senate Orientation Date Julia Denholm  
*Decision*
  - 6.2 Cap Core Ad Hoc Committee Paul McMillian  
*Information*
7. **New Business**
  - 7.1 Approvals in Principle Schedule 7.1  
*Decision*  
*Decision*
    - Minor in Liberal Studies
    - Certificate in Applied Science: Engineering
  - 7.2 Signed Letter on Sexual Misconduct Statement Paul Dangerfield  
Schedule 7.2  
*Information*
8. **Committee Reports**
  - 8.1 Curriculum Committee – Resolution Memorandum  
Link to [November 18, 2016](#) Minutes Deb Jamison  
Schedule 8.1  
*Decision*
  - 8.2 Academic Planning and Program Review Committee Paul McMillan  
*Information*
  - 8.3 By-law, Policy and Procedure Committee *No Report*



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|------------|---|--|
| 8.4        | Instructional Technologies Advisory Committee | Don Bentley<br><i>Information</i>      |
| 8.5        | Budget Advisory Committee                     | Nanci Lucas<br><i>Information</i>      |
| <b>9.</b>  | <b>Other Reports</b>                          |  |
| 9.1        | Chair of Senate                               | Paul Dangerfield<br><i>Information</i> |
| 9.2        | Vice Chair of Senate                          | Nanci Lucas<br><i>Information</i>      |
| 9.3        | VP Academic and Provost                       | Rick Gale<br><i>Information</i>        |
| 9.4        | Board Report                                  | Carol Howorth<br><i>Information</i>    |
| <b>10.</b> | <b>Discussion Items</b>                       |  |
| <b>11.</b> | <b>Other Business</b>                         |  |
| <b>12.</b> | <b>Information Items</b>                      |  |



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- Present:** Paul Dangerfield (Chair), Carol Aitken, Cyndi Banks, Chris Bottrill, Brent Calver, Julia Denholm, Caroline Depatie, Darin Feist, David Fung, Rick Gale, Carol Howorth, Deb Jamison, David Kirk, Jullian Kolstee, Elie Lubendo Nanci Lucas, Grace Makarewicz, Brad Martin, Paul McMillan, Jennifer Moore, Jorge Oceguera, Emma Russell, Sandra Seekins, Emily Solomon, Michael Thoma, Halia Valladares, Stephanie Wells, Stephen Williams, Bacel Younan, Recording Secretary: Mary Jukich
- Regrets:** Don Bentley, Kim Bothen, Michelle Gervais, Karen McCredie, Alysa Huppler-Poliak, Sharka Stuyt, Cheryl Webb
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The Chair of Senate called the meeting to order at 4:00 pm.

#### 1. Acknowledgement

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

#### 2. Welcome

The Chair acknowledged members of the campus community, specifically David Kirk and Clay Little for their work in the First Nations Student Services. Members were encouraged, and invited to visit the First Nations Student Centre, and to continue the pathway highlighted during the recent Truth and Reconciliation events and the Truth and Reconciliation Report.

In the absence of Don Bentley, Stephen Williams assumed voting rights for the Faculty of Education, Health & Human Development.

In the absence of Sharka Stuyt, Jorge Oceguera assumed voting rights for the Faculty of Business and Professional Studies.

#### 3. Approval of the Agenda

Senate Agenda Format was added as Item 8.2, under Other Business.

*Caroline Depatie moved and Jennifer Moore seconded:*  
To adopt the amended agenda.

**CARRIED**



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#### 4. Approval of the Minutes

*Paul McMillan moved and Jorge Ocegüera seconded:*  
To adopt the October 4, 2016 minutes

**CARRIED**

#### 5. Presentation – Capilano Students Union

Jullian Kolstee provided a presentation on the Capilano Students Union. Some of the highlights included:

- The purpose of the CSU and its mandate;
- Various events hosted by the CSU, including Oktoberfest, Destress week, and other events to enhance student experience while at Capilano;
- External relations; advocate service provider, and advocating at all levels of government for students;
- Various services offered by the CSU, including the new service for volunteer registry. Students register themselves based on skills, interests and availability and are partnered with aligned volunteer opportunities. The service also offers training to become better skilled volunteers

The CSU discussed a proposal wherein the University implement a Fall Reading Break. This could improve the quality of education by alleviating stress for students, and possibly improve student experience. Different options and timing are being considered, and the University is in the process of exploring possible impact and implications.

It was also noted that as part of a communication strategy, the senior administration will meet with the executive team of the CSU at the beginning of each month for discussion, updates and issues arising.

#### 6. Correspondence Received

##### 6.1 Response to CFA regarding cancellation of non-cohort courses

The response to the CFA regarding cancellation of non-cohort courses was reviewed by Senate.



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Rick Gale reported that issues and concerns were addressed at a recent meeting with the CFA. The meeting was well attended, and issues addressed with regard to enrolment and how courses are pulled back and resourced. The meeting also provided an opportunity to continue dialogue, process and involvement with the CFA.

#### 7. Business Arising

##### 7.1 Senate Orientation

*Presented by: Julia Denholm*

The Senate orientation was well attended, and Chris Girodat was acknowledged for his presentation on Robert's Rules.

A recommendation was presented to schedule a Senate orientation annually, as mandated by the Senate Bylaws. Some possible options were considered, including slotting the orientation in either the August or September Senate meeting time.

As consensus was not reached for timing, it was suggested that practice at other institutions be researched, the Senate meeting schedule reviewed, and a report brought back for consideration.

#### 8. New Business

##### 8.1 Senate Election – Student Representative

*Presented by: Nanci Lucas*

Senate was informed that Elie Lubendo was elected as a Senate student representative.

##### 8.2 Senate Agenda Format

*Presented by: Emily Solomon and Elie Lubendo*

There was a discussion on whether it may be beneficial to reformat the Senate agenda in order to include proposed motions under the New Business heading.



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Concern was expressed that, in general, New Business rarely lists motions, as motions normally come out of committee work and from the context of reports. To include motions under New Business could become confusing and difficult in terms of organization.

On discussion and consideration, a suggestion was presented that the Senate agenda template be updated to indicate items which are for information or for approval.

#### 9. Committee Reports

##### 9.1 Curriculum Committee

*Presented by: Deb Jamison*

The resolutions brought forward from the October 21<sup>st</sup> Senate Curriculum Committee meeting were presented to Senate for approval.

*Deb Jamison moved and Halia Valladares seconded:*

**16/73** SCC resolution 16/69 be endorsed by Senate.

**CARRIED**

*Deb Jamison moved and Paul McMillan seconded:*

**16/74** SCC resolutions 16/70 and 16/71 be endorsed by Senate.

**CARRIED**

*Deb Jamison moved and Julia Denholm seconded:*

**16/74** SCC resolution 16/72 be endorsed by Senate.

**CARRIED**

##### 9.2 Academic Planning and Program Review Committee

*Presented by: Paul McMillan*

At the October 11<sup>th</sup> Committee meeting, Rick Gale and Julia Denholm provided a presentation on Cap core general education.

Senate was provided with an overview of the presentation, members reviewed the report attached to the Senate agenda, and the following motion was presented:



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*Paul McMillan moved and Halia Valladares seconded:*

Capilano University adopt the Cap Core curriculum as its program of general education.

On discussion, numerous concerns were raised on the implications of the motion to various programs.

A question was raised on whether discussion on the proposed Cap Core curriculum could be opened for feedback from the larger community. It was noted that this may not be feasible as the timelines include to pilot the new curriculum in the Fall of 2017.

Concern was also raised with regard to the effect on workloads and the means of support, coordinator's responsibility, and whether the curriculum aligns with Capilano's operational plan. Members were reminded that the proposal was being presented as an outline and framework, to be used only as a starting point, and that there was opportunity to address the concerns.

In this regard, a friendly amendment to the motion was presented.

*Paul McMillan moved and Sandra Seekins seconded:*

**16/75** Capilano University adopt the three sets of requirements of the Cap Core curriculum as its program of general education.

**CARRIED**  
**1 opposed**

Paul McMillan also presented a further recommendation from the Committee.

*Paul McMillan moved and Bacel Younan seconded:*

**16/76** Senate establish an ad hoc subcommittee of Senate, including faculty representatives from all five Faculties, to begin implementation of the Cap Core curriculum. The mandate of the committee should include refining the Cap Core learning outcomes, establishing a timeline for full implementation, determining whether there shall be any allowable exceptions, and other responsibilities as determined by Senate.

**CARRIED**



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A suggestion was presented that the By-law, Policy and Procedure Committee be tasked to create the mandate of the ad hoc committee. However, as a result of timelines in getting the mandate back to Senate for approval, it was recommended that once the ad hoc committee convenes, members develop their own mandate and bring to Senate for approval.

The ad hoc committee membership will require five faculty, two administrators, one staff, one student, and members can be Senators or non-Senators. Members were encouraged to volunteer and forward names to Paul McMillan and the Committee's Clerk.

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

*Presented by: Nanci Lucas*

##### 9.3.1 S1998-01 Senate Curriculum Committee Mandate and Structure Policy

The S1998-01 Senate Curriculum Committee Mandate and Structure Policy is being revised to incorporate that a substitute may attend in place of a faculty member who is unable to attend a Curriculum Committee meeting and will have a full voice, but no vote. The Policy was also revised to include some minor housekeeping revisions.

*Nanci Lucas moved and Caroline Depatie seconded:*

**16/77** To adopt the revisions to S1998-01 Senate Curriculum Committee Mandate and Structure Policy.

**CARRIED**

On discussion, concern was expressed that student representation on the Committee be recommended by the CSU, and accordingly an amendment to the motion was presented.

*Emily Solomon moved and Elie Lubendo seconded:*

Under Membership, paragraph 3, second sentence, the words "by the CSU" be inserted, so as to read "...student body, and/or Senate, and recommended by the CSU to Senate for appointment"

**DEFEATED**  
**2 yes**





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#### 9.3.2 S1995-07 Senate Budget Advisory Committee Mandate and Structure Policy

S1995-07 Senate Budget Advisory Committee Mandate and Structure Policy is being revised to align with the Senate Bylaws. Revisions include removing the president/chair of Senate as a voting member, a second administrator representative added as a voting member, and the president/chair of Senate added as a resource member. The Policy also underwent some minor revisions of a housekeeping nature.

A question was raised with regard to Robert's Rules on Tie Votes, and it was suggested that this section of the Policy also be amended.

*Emily Solomon moved and Elie Lubendo seconded:*

**16/78** The section on Tie Votes in the S1995-07 Senate Budget Advisory Committee Mandate and Structure Policy be amended to read "The Chair of the committee may create or break a tie".

**CARRIED**

*Nanci Lucas moved and Stephanie Wells seconded:*

**16/79** To adopt the revisions to S1995-07 Senate Budget Advisory Committee Mandate and Structure Policy.

**CARRIED**

In order to align Senate Policies with Robert's Rules on tie votes, it was suggested that all Senate policies be reviewed.

*Julia Denholm moved and Elie Lubendo seconded:*

**16/80** The By-law, Policy and Procedure Committee undertake a review of Senate policies with a view to revising the issue of tie votes, as well as a revision to the Senate By-laws.

**CARRIED**

MOVED, seconded and resolved  
To extend the meeting end time to no more than 30 minutes.



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#### 10. Other Reports

##### 10.1 Chair of Senate

Paul continues to attend various meetings of both small and large groups. Work is being undertaken to change University narrative to focus on education and student success, as well as the direction for the University.

Paul attend the BC Summit 2035 wherein discussion centered on where BC will be in the next 35 years, and the need for the Province to undertake conversations around productivity.

As other institutions are moving towards less focus on research, and more focus on student learning, importance was emphasized on continuing conversations at Capilano around education, student success, and what differentiates Capilano from other institutions.

##### 10.2 Vice Chair Senate

Nanci Lucas did not provide a report.

##### 10.3 VP Academic and Provost

Rick Gale provided the following report:

Senate: Academic Initiatives

Degree Quality Assurance Board (DQAB) – met with Dorothy Rogers to discuss

- Bachelor of Performing Arts and New Jazz degree
- Ongoing degree, majors, and minors development
- Reminder Post bac is not a graduate programming
- We will be participating in the new institutional audit process in 2020

Priorities coming out of the Operational Plans – high level

- Increasing enrolment
- Managing retention



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- Developing degrees and curriculum
- Supporting student success
- Building capacity for policy changes and creation
- Increasing library functionality

#### 10.4 Board Report

The recent Board of Governors meeting was a joint dinner and orientation to further the Board and Senate relationship.

Tom Roper from the law firm of Robert Greyell served as facilitator.

Tom went over some key sections of the *University Act*, especially the section pertaining to special purpose teaching universities. The importance of coordination between the Board and Senate, and how each group supported the other was also emphasized.

Other highlights included:

- The legislation sections as they applied to Capilano;
- The importance of required reporting requirements and deadlines, for example, the annual budget.
- The significance of the Taxpayer Accountability Principles and the Mandate Letter.
- The joint and complementary role of the Board and Senate.

There was also an opportunity for questions, and both the Board and Senate expressed strong commitment to the joint sessions continuing on a regular basis.

#### 11. Discussion Items

No discussion items were presented.

Chris Bottrill announced that Capilano was recognized with the Education Institution Programs and Media Award for its work in Vietnam.



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#### **12. Other Business**

The Capilano Blues men's soccer team is advancing to the 2016 CCAA National men's soccer championships after winning the PacWest soccer title.

On discussion, a suggestion was presented to explore the possibility of implementing a mechanism to acknowledge and celebrate University achievements.

#### **13. Information Item**

##### **13.1 Academic Schedule**

The Fall 2017 to Summer 2018 Academic Schedule was presented for information.

##### **13.2 Call for Honorary Degree and Faculty Emeritus Candidates**

Nominations are open for Honorary Degree and Faculty Emeritus candidates, and the deadline for submissions is February 7, 2017. The Tributes Committee will convene once submissions are received.

There being no further business, and on motion duly made, the meeting was adjourned at 6:25 pm.

**Next Meeting: Tuesday, December 6, 2016**

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## Stage 1: AIP Template for Non-Degree

Credential: Minor in Liberal Studies

Submitted By: Aurelea Mahood Faculty: Arts and Sciences

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### Executive Summary:

The Liberal Studies Minor invites interested students from Capilano's baccalaureate degrees (excluding the Bachelor of Arts in Liberal Studies) to complete an integrated liberal arts minor building on the courses currently offered in conjunction within the Liberal Studies BA and the Faculty of Arts and Sciences as a whole.

With its blend of Liberal Studies core courses and discipline-based courses, the Minor provides students with a sustained opportunity to interrogate and participate in different ways of knowing and the exploring the world around us. The Liberal Studies Minor concludes with an upper-level, collaborative, project-based interdisciplinary course. At the upper level, students select two courses from the following: LBST 330 - Methods of Inquiry; LBST 335 - Grand Challenges; LBST 400 - Case Studies: Arts and Sciences; or LBST 401 - Case Studies: Contemporary Issues.

Currently, Capilano University's program offerings do not include the option of completing Minors outside of a student's chosen degree program. Building on the priorities set in out in the 2015-2018 Strategic Plan, the addition of secondary credentials will contribute to the university's current commitment to reviewing and expanding its program offerings, increasing student enrolment, and enhancing learning environments.

The proposed Liberal Studies Minor also responds to extensive studies and calls from employers for well-rounded creative problem-solvers with highly developed research, writing, and critical thinking skills. See Appendix 1.

The primary objectives of the Liberal Studies Minor are as follows:

1. deliver structured opportunities to make connections between different fields of study and disciplines;
2. provide increased opportunities for course-based interdisciplinary collaboration and synergies among students whose primary programs are housed throughout the university's five faculties;
3. expand the range of academic pathways throughout the university for all interested baccalaureate students;
4. award a credential to students who elect to complete their primary degree electives with an intentional commitment to exploring connections between the disciplines and ways of knowing;
5. offer a possible pathway through which students could meet general education requirements (depending on the model adopted by Capilano University).

### Program Rationale:

The Liberal Studies Minor will assist interested students in meeting the institutional goals for student success and the university's student learning outcomes through an exploration of the intersections between different ways of knowing and understanding the world around them. In addition to completing their baccalaureate degree in their primary fields of study, students who elect to complete the Liberal Studies Minor will have a structured yet flexible opportunity to explore ideas and topics that intersect with their primary degree program.

## Stage 1: AIP Template for Non-Degree

Additionally, instead of simply completing the elective requirements associated with their baccalaureate degree program, the Liberal Studies Minor provides the option of structured intentional pathway through a student's degree electives can be harnessed to earn a secondary credential.

In turn, the Liberal Studies program's emphasis on self-directed learning and the synthesis of ideas and information in critically searching interdisciplinary work will be valued by employers who repeatedly express a desire for employees with strong critical thinking, problem solving, and research skills. See Appendix 1.

The completion of this credential will assist in conveying a student's ability and willingness to think and work with critical care in areas beyond their primary areas of expertise and training. By inviting interested students from outside of the Liberal Studies degree to take these courses as individual electives and/or for the purposes of completing the proposed minor, the opportunities for cross-campus shared experiences and cross-program collaboration are enhanced and expanded.

The proposed Liberal Studies Minor builds directly on the core courses offered in conjunction with the Liberal Studies BA and, more broadly, the Arts & and Sciences courses that are central to this interdisciplinary Bachelor of Arts degree. No new resources are required.

### Program Description:

The key goals of the Liberal Studies Minor are the following:

1. deliver structured opportunities to make connections between different fields of study and disciplines;
2. provide increased opportunities for course-based interdisciplinary collaboration and synergies among students whose primary programs are housed throughout the university's five faculties;
3. expand the range of academic pathways throughout the university for all interested baccalaureate students;
4. award a credential to students who elect to complete their primary degree electives with an intentional commitment to exploring connections between the disciplines and ways of knowing;
5. offer a possible pathway through which students could meet general education requirements (depending on the model adopted by Capilano University).

**Target Audience:** The Liberal Studies Minor invites interested students from Capilano's baccalaureate degrees (excluding the Bachelor of Arts in Liberal Studies) to complete an integrated liberal arts minor building on the courses currently offered in conjunction within the Liberal Studies BA and the Faculty of Arts and Sciences as a whole.

**System Duplication:** Within the British Columbia, the two programs that are most similar to the Liberal Studies program are the Interdisciplinary Studies BA housed in the Faculty of Arts and UBC and Liberal Studies Program at Vancouver Island University (VIU).

UBC's program is only available as a Major. Additionally, the Interdisciplinary Studies students are able to complement their own program of study with the dozens of Minors offered at UBC.

In contrast, the Liberal Studies Program at VIU offers students the option to complete a Major or Minor in Liberal Studies.

## Stage 1: AIP Template for Non-Degree

While there are important similarities between Capilano's Liberal Studies program and VIU's program, Capilano's program is less explicitly oriented towards an exploration of a Western European tradition. Capilano's proposed Liberal Studies Minor is more broadly focused on the Arts and Sciences, the connections between the disciplines, and the different ways of approaching and constructing knowledge that emerge from the lines of questioning and research methods associated with the disciplines.

### Curriculum:

The Liberal Studies Minor draws entirely from existing courses housed in the Liberal Studies BA core sequence and the Faculty of Arts and Sciences. The Minor does not require any certifications from external bodies nor will there be any practicums associated with it.

#### *Liberal Studies Minor / Course Requirements*

| <i>Lower Level Requirements</i>  | <i>Course Credits</i> | <i>Required Credits</i> |
|--|-----------------------|-------------------------|
| <i>Required:</i>   |                       | 12.00                   |
| LBST 100 Approaching Knowledge   | 3.00                  |                         |
| LBST 200 or LBST 201   | 3.00                  |                         |
| Any two Arts and/or Sciences courses (including LBST 200, 201, or 202) | 6.00                  |                         |
|  |                       | 12.00                   |
| <i>Upper Level Requirements</i>  | <i>Course Credits</i> | <i>Required Credits</i> |
| <i>Required:</i>   |                       | 18.00                   |
| Two of LBST 330, 335, 400, 401   | 6.00                  |                         |
| Any four Arts and/or Sciences numbered 300 or above                    | 12.00                 |                         |
|  |                       | 18.00                   |
| <b>Total Minor Required Credits</b>                                    |                       | <b>30.00</b>            |

The Liberal Studies Minor builds on the interdisciplinary principles and foundational knowledge central to the Liberal Studies BA's student learning outcomes:

SLO 1 – Self-directed learning: Demonstrate the ability to initiate, execute, and take responsibility for a self-directed independent interdisciplinary research project emerging directly from the student's own academic and/or professional interests.

SLO 2 – Synthesis: Locate, analyse, and critically evaluate a range of information, including scholarly sources and course materials, and synthesize in order to produce critically searching interdisciplinary work in written and oral modes utilizing a variety of methodologies to conduct or contribute to research.

SLO 3 – Knowledge: Describe, apply, and integrate concepts, theories, and practices from across core academic disciplines with an awareness of limits of knowledge.

SLO 4 – Application: Apply foundational learning (knowledge, critical thinking, research skills, imagination, and judgment) and holistic problem solving skills in academic work.

SLO 5 – Research methods: Apply quantitative and qualitative reasoning and research methods.

SLO 6 – Analysis: Identify and understand the application of ethical reasoning with a particular emphasis on working appropriately with human subjects and conducting fieldwork.

## Stage 1: AIP Template for Non-Degree

SLO 7a – Communication: Generate and present well-organized coherent university-level materials, individually or in a group, which meet specific objectives and audience needs in written and oral forms.

SLO 7b – Communication: Select and use information technology effectively and creatively with an awareness of the needs of the specific audience in relation to the content being delivered.

SLO 8 – Local and global consciousness: Consider and assess the potential impact of interpretative frameworks, decisions, and actions on people and the environment, locally and globally.

### Program Consultations and Evaluation:

Because the Bachelor of Arts in Liberal Studies already exists at Capilano, the consultations around creating a new minor focused mainly on curriculum development with a view to strengthening the capabilities of our graduates. In particular, we developed this minor following a survey of current students taking LSBA courses (not all of whom were LSBA students) that indicated a strong demand for the proposed minor. If approved, this adds to the credential options available to students at no cost to the institution.

1. Which provincial post-secondary institutions will be consulted about the proposed program?

We will specifically consult with Douglas College, Langara College, and Okanagan College regarding the proposed minor as it may be of interest to their students; we have MOU transfer agreements in place with these institutions.

We will also contact VIU, which offers a Liberal Studies Minor.

2. Provide a list and summary of the nature of all other consultations

As part of the non-degree approval process, the final version of this proposal will be posted to PSIPS for peer review.

**Student Loan Eligibility:** The proposed credential meets the requirements for student loan eligibility as outlined by Student Aid BC.

**Indicate what policies/procedures are planned for ensuring adequate depth and breadth of ongoing review and evaluation once the program has been implemented.**

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



## Stage 1: AIP Template for Non-Degree

**Admissions and Transfer:**

1. Who will your students be and where will they come from?

We anticipate that students who currently choose any of our 11 baccalaureate degrees (i.e., degrees other than the LSBA) will potentially choose an LSBA minor. Evidence from the Capilano Departure Survey<sup>1</sup> shows that “greater choice of courses within [their] program” is the number-one item students identify when asked what would have enticed them to stay at Capilano. Offering program students the opportunity to complete a customizable minor to augment their programs of study is one way to address this need.

2. Describe how students will be able to transfer in and out of the proposed program into other programs within the same institution or at another institution.

As with other post-secondary programs, the courses offered within the proposed minor carry transfer credit. The unique content of some courses (specifically the LBST courses) means that credit may be unassigned, or assigned as general Arts credit at most institutions. The other courses students choose will carry transfer credit as assigned according to the BC Transfer Guide Articulation process and the admission requirements of receiving institutions.

## Stage 1: AIP Template for Non-Degree

**References**

Capilano University. *Departure Survey*. Capilano University Office of Institutional Research. 2016

**Appendix 1 – Selected Resources**

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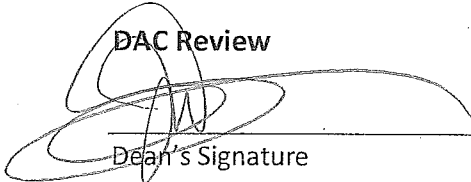
Symonds, Matt. "5 Reasons A Liberal Arts Education Rocks." *Forbes*. 30 Nov. 2015.

URL: <http://www.forbes.com/sites/mattsymonds/2015/11/30/5-reasons-a-liberal-arts-education-rocks/>

## REVIEWS & APPROVALS

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

### DAC Review

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

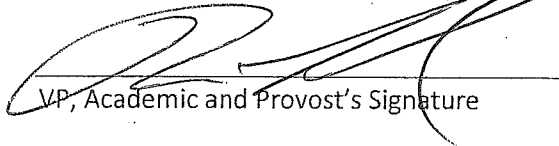
October 2, 2016  
\_\_\_\_\_  
Date

### Registrar's Review

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

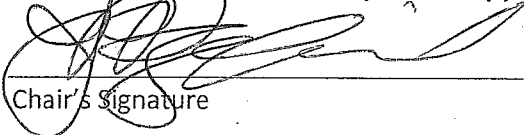
Nov 21, 2016  
\_\_\_\_\_  
Date

### Academic Leadership Council Approval

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

February 4, 2015  
\_\_\_\_\_  
Date

### Senior Academic Leadership Team Approval

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

November 9, 2016  
\_\_\_\_\_  
Date

### Senate Approval

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

\_\_\_\_\_  
Date

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

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

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



## Stage 1: AIP Template for Non-Degree

Credential: Certificate in Applied Science: Engineering

Submitted By: Chris Morgan, Bruno Tomberli Faculty: Arts & Sciences: STEM

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### Executive Summary:

The First-year Engineering program has been successfully preparing Capilano students for engineering career pathways for 20+ years. With a total of 43 required credits to complete, this 8-month program easily meets the minimum credit requirement for a certificate credential.

The First-year Engineering students are some of the academically strongest students that attend our School of STEM and they leave Capilano without a formal credential. It is important that we identify and recognize students who complete this challenging program (of which there are approximately 20 to 30 each year). Awarding them a credential at convocation would bestow recognition for their hard work and success and enable Capilano University to identify them as graduates and alumni of the university.

Having a recognized credential will smooth establishment of educational partnerships with other post-secondary institutions that offer full four-year APEGBC accredited degrees in Engineering by verifying that a student has completed the program in its entirety.

### Program Rationale:

The proposed certificate in Applied Science: Engineering will address the following:

- (i) one of the most in-demand careers documented in the provincial government jobs plan<sup>1</sup> and
- (ii) the educational components that must be incorporated into the recently announced BC Government Tech Initiative.<sup>2</sup> It will also position us for growth in the future, enabling us to begin to address demand from international students.

Our data indicates that the vast majority of Science students currently entering post-secondary institutions in BC are seeking career-specific credentials (i.e., Engineering, Health, etc.) rather than discipline-specific ones.<sup>3</sup>

### Student Survey Data (Spring 2015 Term)

|  | Health | Environmental | Engineering* | Education | Science<br>Communication | Other |
|--|--------|---------------|--------------|-----------|--------------------------|-------|
| Which broad academic area best represents your | 190    | 25            | 39           | 7         | 6                        | 24    |

## Stage 1: AIP Template for Non-Degree

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| educational interests and/or career goals?* |  |  |  |  |  |  |
|---|--|--|--|--|--|--|

\* The number of students cited in this column is **in addition to those students already enrolled in our dedicated Engineering programs.**

\*\* Some students selected more than one academic area. Thus the total number of students surveyed (n=270) is less than the sum of the answers to this question.

### Program Description:

The key goals of the program are as follows:

1. **Science education:** Engineering relies very heavily on a solid foundation in the physical laws underlying all areas of science. Our program should ensure students are able to problem solve using physical and mathematical techniques and are able to perform calculations accurately and with an understanding of what simplifying assumptions their solutions involve.
2. **Management skills:** Many engineering projects involve large groups and so communication, project management and personnel oversight skills are an integral part of the field. Our students should be able to communicate technical material in written, oral, and graphical form, work in project teams, produce written reports and perform oral presentations.
3. **Innovation:** Engineers are consistently meeting new challenges in the workplace. Students should gain the capability to apply the analytical problem-solving techniques they have learned to new problems and real-world applications.

### Target Audience

The following students are interested in taking this program:

- 1) **High school students** wanting to pursue STEM, which is a growing area of interest in Secondary education. Templeton High School in East Vancouver, for example, just set up a STEM program; we had three students from it last year. Overall approximately 70-80% of the applications to our Engineering programs are direct from high school
- 2) **Students with degrees** (usually B.Sc.) who want to switch careers. These are typically top post-secondary students who may have not done particularly well in high school and will not get noticed by UBC and other research universities because of mediocre high school grades.
- 3) **Engineering technologists** who have hit the "glass ceiling" because they lack the possibility of P.Eng. status and hence cannot lead projects in spite of their considerable experience. These students tend to land in the Transition program currently, but many of them earn excellent marks very quickly and could be moved into the certificate program.

### Institutional duplication

There are eight post-secondary institutions around BC that offer the same program as the First-year Engineering program at UBC (on which our current program is based). Students who successfully

## Stage 1: AIP Template for Non-Degree

complete one of these programs within one "academic" (Sept-April) year, at one institution, and with a GPA of at least 2.8 are eligible for admission to second-year engineering at UBC. The agreement between UBC and Capilano regarding engineering transfer has been in place for over 20 years.

### Evidence of labour market demand

As economic activity in Canada shifts westward, the demand for engineering graduates in western provinces will increase.<sup>4</sup> According to the *BC 2022 Labour Market Outlook*, engineering-related professions hold seven of the top 60 in-demand occupations<sup>5</sup>:

| # on list | Occupation   |
|-----------|--|
| 27        | Civil engineers  |
| 39        | Electrical and electronics engineers                                 |
| 40        | Mechanical engineers   |
| 45        | Electrical and electronics engineering technologists and technicians |
| 50        | Drafting technologists and technicians                               |
| 54        | Power engineers and power systems operators                          |
| 56        | Engineering managers   |

### Curriculum:

Describe the skills, knowledge, or other attributes students will develop from the program

The student learning outcomes for the Engineering program are as follows:

Students successfully completing the proposed Certificate are able to do the following:

#### 1. Apply science by design

- Use physical theory to inform design
- Implement measurements for testing their designs in well-equipped laboratory and field settings.
- Compare their prediction (part a) and their field measurements in order to demonstrate an understanding of real world design issues.
- Describe and analyze proven [design] advances clearly and convincingly to inform science-based decision making.

#### 2. Innovate

- Apply creative problem solving techniques and existing knowledge (mathematical, scientific, drafting and technical) to solve design problems in open ended project-based learning.

#### 3. Be communicators

- Prioritize networking with faculty and peers during courses, during in-class presentations starting in first year and at extra-curricular events where working engineers communicate the issues and responsibilities of engineers.
- Communicate technical material in written, oral, and graphical form.

## Stage 1: AIP Template for Non-Degree

4. **Be both leaders and team players**
  - a. Coordinate complex tasks involved in completing large projects
  - b. Collaborate effectively with a diverse group of peers to accomplish common project goals
  
5. **Successfully transfer to another post-secondary institution to complete their studies.**

**Describe the program/course structure**
**Engineering**

**Outcome:** Transfer to University    **Duration:** 1 year(s)  
**Program:** 108002 **Stream:** A    **Approval Date:** 1/12/2016    **Intakes:** 201630 to 999999  
**Comments:** First year Engineering University Transfer Program for students entering directly from High School

| <i>First Term</i>                                     | <i>Course Credits</i> | <i>Required Credits</i> |
|---|-----------------------|-------------------------|
| <i>Required:</i>                                      |                       | 23.00                   |
| APSC 120 Introduction to Engineering                  | 1.00                  |                         |
| APSC 130 Technical Drafting and Computer-Aided Design | 3.00                  |                         |
| CHEM 154 Chemical Principles for Engineers            | 4.00                  |                         |
| COMP 120 Computer Science for Engineers               | 4.00                  |                         |
| ENGL 100 Academic Writing Strategies                  | 3.00                  |                         |
| MATH 116 Calculus I - The Mathematics of Change       | 4.00                  |                         |
| PHYS 114 Fundamental Physics I                        | 4.00                  |                         |
|   |                       | 23.00                   |
| <i>Second Term</i>                                    | <i>Course Credits</i> | <i>Required Credits</i> |
| <i>Required:</i>                                      |                       | 17.00                   |
| APSC 120 Introduction to Engineering                  | Continued             |                         |
| APSC 140 Engineering Design                           | 3.00                  |                         |
| MATH 126 Calculus II                                  | 3.00                  |                         |
| MATH 152 Linear Algebra and Differential Equations    | 4.00                  |                         |
| PHYS 115 Fundamental Physics II                       | 4.00                  |                         |
| PHYS 116 Fundamental Physics III                      | 3.00                  |                         |
| <i>Choose 3.00 credits of electives:</i>              |                       | 3.00                    |
| University Transferable non-science Elective          | 3.00                  |                         |
|   |                       | 20.00                   |
| <b>Total Program Credits</b>                          |                       | <b>43.00</b>            |



## Stage 1: AIP Template for Non-Degree

### Program Consultations and Evaluation:

#### List the other provincial post-secondary institutions consulted about the proposed program

The seven other institutions with similar programs are as follows:

College of New Caledonia (Certificate)  
Kwantlen Polytechnic University (Certificate)  
Langara College (Certificate)  
Selkirk College (program)  
Thompson Rivers University (program)  
University of the Fraser Valley (program)  
Vancouver Island University (Certificate)

Of the eight post-secondary institutions partnering with UBC in Engineering Transfer, five (College of New Caledonia, Kwantlen Polytechnic University, Langara College, Selkirk College, and Vancouver Island University) offer certificate programs for first-year transfer.

Discussion regarding the proposed credential were held at the May Engineering articulation meetings. There is general agreement amongst the institutions offering these transfer programs that providing a credential for completing students is desirable and appropriate.

#### Student loan eligibility

The proposed credential meets the requirements for student loan eligibility as outlined by Student Aid BC.

#### Indicate what policies/procedures are planned for ensuring adequate depth and breadth of ongoing review and evaluation once the program has been implemented.

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

### Admissions and Transfer:

#### Indicate who the program students will be and where they will come from

1) The majority of registrants are high school students wanting to pursue STEM, which is a growing area of interest in Secondary education. Overall approximately 70-80% of the applications to our Engineering programs are direct from high school; we expect to draw from both our traditional catchment area as well as from Burnaby, NE Vancouver, Coquitlam, and beyond.

## Stage 1: AIP Template for Non-Degree

2) Students with degrees (usually B.Sc.) who want to switch careers. These are typically top post-secondary students who may have not done particularly well in high school and will not get noticed by UBC and other research universities because of mediocre high school grades. Again, these students will typically come from our traditional and expanding catchment areas.

3) Engineering technologists who have hit the "glass ceiling" because they lack the possibility of P.Eng. status and hence cannot lead projects in spite of their considerable experience. These students tend to land in the Transition program currently, but many of them earn excellent marks very quickly and could be moved into the certificate program. We hope to be able to retain existing students this way.

**Indicate how the institution plans to ensure students' ability to access the program through transfer**

The proposed credential is a first-year offering with competitive admission. There is no evidence of current or expected demand for access to this program by transfer students. However, because similar programs exist at several other B.C. post-secondary institutions, any requests for admission via transfer would be assessed on a case-by-case basis.

**Describe how students will be able to transfer out of the proposed program into other programs within the same institution or at another institution**

As noted, there is a long-standing practice of students transferring from Capilano's First-year Engineering program to UBC. They also transfer to other institutions, and there is a plan underway to open the transfer doors between Capilano and UNBC. Details of current transfer pathways are as follows:

**Transfer to the University of British Columbia (UBC)**

The First-year Engineering Program at Capilano University is modeled after First-year Engineering at UBC. Students who successfully complete *the First-year Engineering Program* within one year (i.e., September to April) with a cumulative grade point average of at least 2.8 (approximately 70% average) are guaranteed admission to second-year engineering at UBC. Please consult the [UBC Engineering Transfer program](#) website for the most up-to-date information on transfer agreements. The Faculty of Applied Science at UBC offers programs leading to the Bachelor of Applied Science (B.A.Sc.) degree in the following areas of engineering: Chemical, Chemical & Biological, Civil, Computer, Electrical, Environmental, Geological, Integrated, Materials, Mechanical, Mining, and Engineering Physics. See the UBC Calendar or the UBC web site for more detailed information.

**Transfer to Simon Fraser University (SFU)**

Students who complete the First-year Engineering Program will be considered for admission to second-year engineering at SFU. The School of Engineering Science at SFU offers four-year programs leading to a Bachelor of Applied Science (B.A.Sc.) degree in Biomedical, Computer, Electronics, Systems Engineering and Engineering Physics. A Mechatronics Systems Engineering option is also offered at the SFU Surrey campus. Please consult the SFU Calendar or the SFU website for more detailed information including competitive cumulative grade point average [admission requirements](#).

**Transfer to the University of Victoria (UVic)**

Students who complete the First-year Engineering Program will be considered for admission to second-year engineering at UVic. The Faculty of Engineering at UVic offers programs leading to the Bachelor of Engineering (B.Eng.) degree in Biomedical, Civil, Computer, Electrical and Mechanical Engineering. UVic

## Stage 1: AIP Template for Non-Degree

also offers a Bachelor of Software Engineering (B.S.Eng.). Please consult the UVic Calendar or the UVic website for more detailed information including competitive cumulative grade point average admission requirements.

**Indicate how students will be able to transfer into related degree-level programs, if applicable**  
See above.

Other:

**Admission requirements: NOTE: these need SCC and Senate approval**

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

**Admission notes:**

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


**References**

1. *British Columbia 2024 Labour Market Outlook*, [https://www.workbc.ca/getmedia/9e0cadba-16d9-49d5-971b-7e9afd2561d7/BC-LM-Outlook-2014-2024\\_C.pdf.aspx](https://www.workbc.ca/getmedia/9e0cadba-16d9-49d5-971b-7e9afd2561d7/BC-LM-Outlook-2014-2024_C.pdf.aspx), WorkBC, 2015.
2. *British Columbia Technology Strategy*, <http://www.gov.bc.ca/citz/technologyandinnovation/>, January 2016.5.
3. *Sciences Strategic Plan*, <http://www.capilano.ca/WorkArea/DownloadAsset.aspx?id=42091>, September 26, 2014.
4. *Engineering Labour Market in Canada*, <https://www.engineerscanada.ca/sites/default/files/Labour-Market-2015-e.pdf>, Engineers Canada, 2015.
5. *British Columbia 2022 Labour Market Outlook*, <https://www.workbc.ca/getmedia/0fe6f15a-dcd9-4316-b0fa-488b3fab9920/BC-LM-Outlook-2012-2022.pdf.aspx>, WorkBC, 2015.

## REVIEWS & APPROVALS

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

### DAC Review

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

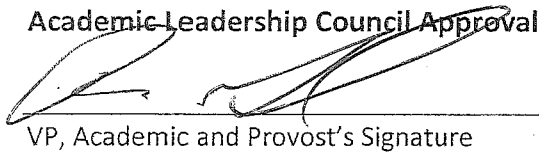
October 2, 2016  
\_\_\_\_\_  
Date

### Registrar's Review

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

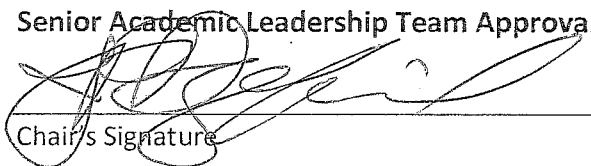
Nov 21, 2016  
\_\_\_\_\_  
Date

### Academic Leadership Council Approval

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

October 27, 2016  
\_\_\_\_\_  
Date

### Senior Academic Leadership Team Approval

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

November 9, 2016  
\_\_\_\_\_  
Date

### Senate Approval

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

\_\_\_\_\_  
Date

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

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

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



November 3, 2016

Capilano University Community and Stakeholders,

Earlier this year, the British Columbia government enacted legislation requiring post-secondary institutions to establish a policy regarding sexual violence and misconduct within one year of the bill receiving Royal Assent. The entire Capilano University community is committed to addressing the issue of sexual violence and misconduct, and promises to do everything it can to increase awareness and strive for prevention, establish safe and secure procedures for reporting incidents, and provide assistance and support to survivors and their families. As an indication of our unified dedication to this issue, and a demonstration that we act with one voice in addressing sexual violence and misconduct at Capilano University, representatives from the students' union, staff union, faculty union, and university administration have come together to make this statement.

- We will not tolerate sexual violence and misconduct of any kind on any of our campuses.
- We will work to expand awareness and understanding of what constitutes sexual violence and misconduct, how it should be addressed, and why it cannot be ignored.
- We will strive to prevent sexual violence and misconduct from occurring on our campuses and to our community members through policy, practice, and public education.
- We will make the process of reporting sexual violence and misconduct clear, respectful, compassionate, safe, and above all supportive for survivors.
- We will support survivors as they grapple with and try to transcend acts of sexual violence and misconduct.
- We will not be silent.

To address these and other commitments, Capilano University has created a Presidential Advisory Committee on Sexual Violence and Misconduct made up of representatives from across the university community and charged with developing university policy and procedures, institutional responses and recommendations, concrete practices for implementation and oversight, and measurable outcomes for accountability and ongoing improvement.

This commitment we make to ourselves and our communities.

Capilano Faculty Association

MoveUp

Capilano Students Union

Capilano University Administration



**DATE:** November 21, 2016

**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 November 18, 2016. Please acknowledge below that the Senate endorses its approval of the following motions:

- 16/74** The new course, SOC 320 – Technology, Work and Society be recommended to Senate for approval.
- 16/75** The new Continuing Studies & Executive Education course, CERT 301 – LSAT Test Preparation Course be recommended to Senate for approval.
- 16/76** SCC recommend that Senate no longer require Continuing Studies & Executive Education to submit non-credit courses and programs through the SCC and Senate approval process, but still require full consultation as per current practice and submit a report on a monthly basis, as required, for information to both SCC and Senate.
- 16/77** New language be developed for the proposed revisions to the Engineering Transition Diploma Program and the First Year Engineering Program, and the documents be brought back to SCC for further review.
- 16/78** The revisions to the admission requirements for the Tourism Marketing Citation, Tourism Management Co-operative Education Diploma and the Bachelor of Tourism Management be recommended to Senate for approval.

  
 \_\_\_\_\_  
 Deb Jamison  
 Chair, Senate Curriculum Committee

\_\_\_\_\_  
 Paul Dangerfield  
 Chair, Senate

Date: Nov. 21, 2016

Date: \_\_\_\_\_