



SENATE CURRICULUM COMMITTEE MEETING

Friday, November 15th, 2019 – 12:00 pm
Capilano University – Room LB 321

AGENDA

Acknowledgments

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

- 1. Welcome**
- 2. Approval of the Agenda**
- 3. Approval of the October 18th, 2019 Minutes**

Programs and Courses for Approval

- 4. ABE**
Adult Basic Education – General Upgrading – Admission Requirement
Revision
Schedule 4a
- 5. GEOGRAPHY**
GEOG 333 – The Geography of Prisons
New Course; *Self and Society*
Schedule 5a
- 6. PHILOSOPHY**
PHIL 206 –Professional Ethics
New Course; *Self and Society*
Schedule 6a
- 7. IDEA**
IDES 211 – Technology Intensive I
Revisions
Schedule 7a
IDES 243 – Design Studio I
Revisions
Schedule 7b
IDES 244 – Design Studio II
Revisions; *Self and Society*
Schedule 7c
IDES 247 – Survey and Principles of Typography
Revisions
Schedule 7d
IDES 249 – Brand Identity
Revisions
Schedule 7e
DSGN 325 – Design Thinking and Research
Self and Society
Schedule 7f
DSGN 440 – Professional Development II
Capstone
Schedule 7g
DSGN 441 – Professional Development II: Illustration Concentration
Capstone
Schedule 7h
DSGN 442 – Professional Development II: Branding Concentration
Capstone
Schedule 7i
DSGN 443 – Professional Development II: Interactive Concentration
Capstone
Schedule 7j



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8. COMMUNICATIONS

CMNS 360 – Strategic Communication	Revisions; <i>Experiential</i>	Schedule 8a
CMNS 462 – Advanced Communication Research Practice	Revisions; <i>Experiential</i>	Schedule 8b
CMNS 498 – Communication Practicum	Revisions; <i>Experiential; Capstone</i>	Schedule 8c
CMNS 499 – Communication Research Project	Revisions; <i>Capstone</i>	Schedule 8d

9. BACHELOR OF PERFORMING ARTS

BPAC 403 – Studies in Interdisciplinary Creation and Collaboration	Revisions	Schedule 9a
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INFORMATION ITEMS

10. (a) Withdrawal Dates	Schedule 10a
(b) Continuing Education Report	Schedule 10b

BUSINESS ITEMS

None.



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MINUTES

- PRESENT:** Deb Jamison (Chair), Sean Ashley, Mohna Baichoo, Shahnaz Darayan, Lara Duke, David Geary, Ferdos Jamali, Urmila Jangra, Karin Hall, Darcie Hillebrand, Keith Lam, Brad Martin, Pascal Milelli, Cass Picken, Alisha Samnani, Graeme Sleep, Caroline Soo, Lauren Styles, Kyle Vuorinen, Stephen Williams, Recording Secretary, Mary Jukich
- REGRETS:** Pouyan Mahboubi, Jennifer Nesselroad, Bana Nourkeyhani
- GUESTS:** Christy Goerzen, Christopher Gratham, Winton Li, Tania Loken, Tim Schouls, Janet Waters
-

Acknowledgement

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

1. Welcome

The Chair called the meeting to order at 11:30 am.

In the absence of Jennifer Nesselroad, Christy Goerzen attended as the representative from Performing Arts.

2. Approval of the Agenda

The following corrections were made to the agenda:

- The 11:30 pm meeting start time should read 11:30 am.
- Removal of item #5a - GEOG 333 – The Geography of Prisons (deferred to November SCC meeting)

*Lauren Styles moved and Darcie Hillebrand seconded:
To adopt the amended agenda.*

CARRIED

3. Approval of the Minutes

*Brad Martin moved and Keith Lam seconded:
To adopt the September 20th, 2019 minutes.*

CARRIED



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4. TREC

TOUR 150 – Tourism Practicum

Presented by: Tania Loken

SCC was requested to approve course format and pre-requisite revisions to TOUR 150 – Tourism Practicum. The course format is being revised from 280 hours of work experience over 8 weeks to 280 hours of work experience over a 15-week term, and the pre-requisites are being revised to “24 credits of 100-level or higher coursework including TOUR 145” (TOUR 111 is being removed as a pre-requisite).

Lara Duke moved and Caroline Soo seconded:

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

5. GEOGRAPHY

GEOG 333 – The Geography of Prisons

Prior to the meeting, the Department requested that this item be addressed at the November SCC meeting.

GEOG 340 – Geography of Education

Presented by: Chris Grantham

GEOG 340 – Geography of Education is a new course that will fill out upper-level offerings, fit in with LSBA themes, and provide an elective option to ECCE degree students.

Kyle Vuorinen moved and Cass Picken seconded:

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

6. POLITICAL SCIENCE

POL 315 – Utopias Dystopias and Political Thought

POL 320 – Global Ecopolitics

POL 330 – The Political Economy of Globalization

POL 340 – Citizenship and Belonging: From Local to Global Perspectives

Presented by: Tim Schouls



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SCC was requested to approve Cap Core designation under the heading *Self and Society* to POL 315 – Utopias Dystopias and Political Thought, POL 320 – Global Ecopolitics, POL 330 – The Political Economy of Globalization and POL 340 – Citizenship and Belonging: From Local to Global Perspectives. During the review of the courses, a suggestion was presented to also consider indigenous content to POL 315.

Sean Ashley moved and Darcie Hillebrand seconded:

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

CARRIED

During a broader discussion around building accountability in terms of the inclusion of indigenous content, it was suggested that APCs and DACs be provided with resources and information regarding possible indigenous content for courses and that this information be shared with presenters so that presenters are prepared to address this issue when presenting new courses and course revisions at SCC.

Laureen Styles moved and Sean Ashley seconded:

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

CARRIED

7. ENGINEERING

Engineering Transition Diploma Program Profile

Presented by: Winton Li

The Engineering Transition Diploma program profile is being revised to add a 3-credit 100-level or higher elective in the fourth term of the program. As the majority of diploma credits are scheduled in the second and third terms, the



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fourth term currently carries a low number of required credits. Engineering students may transfer the credits they take at Capilano University and therefore it would be to their benefit to balance the program and to take a 15-credit course load in their fourth term.

During the discussion, a revision was requested to correct the program profile under the fourth term: required credits should read “9.00” instead of “6.00”.

Urmila Jangra moved and Cass Picken seconded:

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

CARRIED

5 yes

4 no

7 abstentions

8. PSYCHOLOGY

Associate of Arts Degree – Psychology Program Profile

Presented by: Janet Waters

The Associate of Arts Degree – Psychology program profile is being revised to remove PSYC 203, PSYC 204 and PSYC 220 and replace them with PSYC 303, PSYC 304 and PSYC 321. The changes to the program profile will adjust the course requirements for an Associate of Arts degree in Psychology in view of changes to the proposed Bachelor of Arts Major in Psychology.

Pascal Milelli moved and Mohna Baichoo seconded:

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

CARRIED

9. PSYCHOLOGY

Bachelor of Arts with a Major in Psychology

Bachelor of Arts with a Major in Psychology (Hon.)

Concentration in Applied Psychology

Minor in Psychology

Presented by: Janet Waters

SCC was presented with an overview of the new proposed Bachelor of Arts with a Major in Psychology, Bachelor of Arts with a Major in Psychology (Hon.), Concentration in Applied Psychology, and Minor in Psychology.



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The Committee reviewed the contents in the order of proposed new courses, proposed changes to existing courses, and the degree proposal overall.

NEW COURSES

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

Upon review of the proposed new courses, the presenter was requested to consider indigenous content.

Concern was also raised with respect to the pre-requisites for the upper level courses and it was suggested that further discussion at the department level be undertaken regarding the following issues that were raised:

- PSYC 212 as a pre-requisite may be an obstacle for students from other programs to take third and fourth year PSYC courses;
- Students could theoretically take a 3rd or 4th year course with only 9 or 12 credits of PSYC 100, 101 and 212, and that 45 credits of 100-level or higher coursework, including PSYC 100 and 101, should be required as pre-requisites;
- Acceptable equivalencies for PSYC 212 should be explicitly stated for every course.



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Brad Martin moved and Keith Lam seconded:

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

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

REVISED COURSES

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



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PSYC 342 – History of Psychology: Conceptions of Imagination

PSYC 343 – Psychology of Anomalous Experiences

PSYC 415 – Psychology and the Internet

PSYC 422 – Approaches to Treatment and Psychotherapy

PSYC 440 – Contemporary Topics in Psychology

PSYC 490 – Directed Studies

Brad Martin moved and Sean Ashley seconded:

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

CARRIED

PSYC 201 (now 301) – Group Dynamics

PSYC 203 (now 303) – History of Psychology

PSYC 204 (now 304) – Child Development

PSYC 205 (now 305) – Adult Development and Aging

PSYC 206 (now 306) – Adolescent Psychology

PSYC 215 (now 315) – The Psychology of Human Sexuality

PSYC 220 (now 321) – Theories of Personality

PSYC 300 – Psychology of Interpersonal Relationships

PSYC 320 (now 240) – Applied Psychology

PSYC 325 – Health Psychology

PSYC 330 – Thinking and Reasoning

PSYC 332 – Reconstructing the Past: The Psychology of Memory

PSYC 335 – Feelings and Emotions

PSYC 340 – Conservation Psychology

PSYC 341 – Psychology of Religion and Spirituality

PSYC 342 – History of Psychology: Conceptions of Imagination

PSYC 343 – Psychology of Anomalous Experiences

PSYC 415 – Psychology and the Internet

PSYC 422 – Approaches to Treatment and Psychotherapy

PSYC 440 – Contemporary Topics in Psychology

PSYC 490 – Directed Studies



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Cass Picken moved and Caroline Soo seconded:

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

CARRIED

INFORMATION ITEMS

Bachelor of Arts with a Major in Psychology – Stage 1 Degree Submission

PSYC 100 – Introduction to Psychology I

PSYC 101 – Introduction to Psychology II

PSYC 200 – Social Psychology

PSYC 212 – Research Methods in Psychology

PSYC 213 – Statistical Methods in Psychology

PSYC 222 – Abnormal Psychology

PSYC 225 – Biopsychology of Behaviour

PSYC 230 – Cognitive Psychology

ENGL 100 – University Writing Strategies

CAPS 499 – Degree Portfolio

These items were presented for information only.

14. BUSINESS ITEMS

(a) February 2020 Meeting Date

Members were reminded that the previously scheduled February 21, 2020 SCC meeting will now conflict with the recent addition of the February 21, 2020 convocation date. Although a vote was not taken, members indicated agreement to change the SCC meeting date to Friday, February 14th, 2020.

(b) Election of Chair and Vice-Chair

The election of Chair was deferred to the December meeting.

Members were requested to indicate if they wished to serve as the Vice-Chair. Sean Ashley nominated himself and, as no further nominations were received, Sean Ashley was acclaimed as the Vice-Chair of SCC.

There being no further business, the meeting was adjourned at 1:00 pm.

Next Meeting: Friday, November 15th, 2019



MEMORANDUM

To: Senate Curriculum Committee
From: Don Bentley, Co-Coordinator, Adult Basic Education Department
cc: Brad Martin, Dean, Faculty of Education, Health & Human Development
Date: June 10, 2019
Re: Change to ABE Program Admission Requirements

EXECUTIVE SUMMARY:

The ABE Department wishes to change its Program Admission Requirements

From:

To apply for the Adult Basic Education program you must be at least 18 years old and have been out of school for at least one year. Only the Adult Basic Education department can approve any exceptions.

See attached
E4 for
D. Bentley

To:

To apply for the Adult Basic Education program you must be at least 18 years old. Only the Adult Basic Education department can approve any exceptions.

RATIONALE

As the requirement "...and have been out of school for at least one year" is consistently waived by the department, the removal of these words will simplify admission to the program for students, the department, and the Registrar's Office.

APPROVALS

The department approved this change at a meeting on June 7, 2019. DAC, SCC & Senate approval are required.

SUMMARY OF REVISIONS

The change:

To apply for the Adult Basic Education program you must be at least 18 years old and have been out of school for at least one year. Only the Adult Basic Education department can approve any exceptions.

see attached.

Is requested to be effective immediately upon Senate approval.

202010 (spring 2020) intake.

Adult Basic Education - General Upgrading (350003)

Current Admission Requirements:

- An assessment and interview with the department is required before students can register in ABE courses.
- 18 years of age and preferably out of the public school system for a minimum of one year.

Proposed Admission Requirements:

mf
~~(effective 2020)~~ (effective Fall 2020) *mf*

- An assessment and interview with the department is required before students can register in ABE courses.
- 18 years of age and preferably out of the public school system for a minimum of one year.

MEMORANDUM

To: SCC
From: GEOG
cc:
Date: Sept 9, 2019
Re: Geography: The Geography of Prisons 3xx³³³

EXECUTIVE SUMMARY:

The Geography of Prisons is a third-year course that the Geography dept would like to propose for Fall 2020. This course is timely given the growing reach of the penal state, which has assisted in creating new ways of thinking about geography. Carceral geography, as a critical sub-discipline, considers surveillance, colonialism and post-colonialism as confluent forces that both reshape belonging within space and give rise to the rapid growth of spaces of confinement, including but not limited to prisons, youth homes, etc.

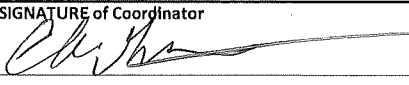
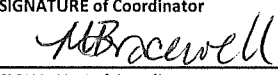


RATIONALE

There is growing interest and critique of the Prison Industrial Complex and prison education, neither of which are new and have become more mainstream. Several CapU faculty have already offered non-credit classes at carceral institutions and CapU will be running its first course using the Walls to Bridges pedagogy at Fraser Valley Institutions, a federal prison for women. CapU is in a strong position to provide leadership in the area of prison education.

This course is a general elective course and is intended for all students; it will enhance Geography's upper level course offerings and will appeal to anyone interested not only in geography but also in topics such as crime and punishment, surveillance and security and social justice issues.

APPROVALS

SUMMARY OF REVISIONS

COURSE INFORMATION			
SUBJECT GEOG	NUMBER 333 3XX	SHORT TITLE (30 characters max including spaces) THE GEOGRAPHY OF PRISONS	START TERM Fall 2020
TYPE <input type="checkbox"/> Credit <input type="checkbox"/> Non-credit (CSEE)		LONG TITLE (60 characters max including spaces) THE GEOGRAPHY OF PRISONS	
CALENDAR DESCRIPTION We will investigate the historical evolution of imprisonment, of penal governance and critically examine the central role that punishment plays in society. This course examines the 'punitive' or 'carceral turn' which has brought about new ways of thinking about geography and the state, and has highlighted spaces of incarceration as a new terrain for exploration by geographers. Carceral geography, as a new subdiscipline of human geography, has developed to directly address this punitive turn, and has contributed to a wider 'carceral turn' in social sciences scholarships over recent years. This course also examines conditions of confinement and carcerality beyond prison walls.			
CREDITS 3.00	WEEKS (Standard term is 15 weeks) 15	GRADING PROFILE Letter grade (A-F)	
METHOD OF DELIVERY lecture		CONTACT HOURS/WEEK E.g. (4, 0, 0) in calendar LECTURE 4 hours class time	LAB 0
		OTHER 0	
EQUIVALENT COURSE STATUS			
Equivalent to:			
PREREQUISITE (Courses that must be taken prior) &/or PREREQUISITE WITH CONCURRENCY (Courses that can be taken prior or concurrently as a pre- or co-requisite)			
COREQUISITE (Courses that must be taken concurrently) 45 credits of a 100-level or higher coursework			
COURSE NOTE (Optional. E.g. equivalency note) Geog 3xx is an approved Self and Society course for Cap Core requirements.			
REVIEW REQUEST: <input checked="" type="checkbox"/> Articulation (BC Transfer Guide) <input type="checkbox"/> Quantitative/Analytical Course designation <input type="checkbox"/> Science Course designation			
ORIGINATOR			
DEPARTMENT/PROGRAM Geography	NAME of Coordinator Chris Gratham	SIGNATURE of Coordinator 	DATE (MM/DD/YYYY) 08/26/2019
NAME of Liaison Kirsten McIveen			
CONSULTATION			
DEPARTMENT/PROGRAM WGST / Chair Social Sciences	NAME of Coordinator MAURGEN BRACEWELL	SIGNATURE of Coordinator 	DATE (MM/DD/YYYY) 08/23/2019
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)
ADMINISTRATIVE APPROVAL			
DEAN Pouyan Mahboubi	SIGNATURE of Dean 	DATE (MM/DD/YYYY) 09/09/2019	
REGISTRAR KYUE VUORINEN	SIGNATURE of Registrar 	DATE (MM/DD/YYYY) 10/02/2019	
REGISTRAR'S OFFICE USE ONLY			
REGISTRAR'S OFFICE			

New Course – Library Consultation

Attach to Course Approval Form

Course Number: GEOG ~~3XX~~ 333

Course Name: ^{The} Geography of Prisons

Anticipated start date: Fall 2020

Faculty Liaison: _____

Please check appropriate statement:

No expected additional library costs beyond the normal acquisitions budget.

OR

Significant additional materials will be required, schedule consultation with liaison librarian.

Kirsten McQueen
Faculty Member (Please Print)

K. McQueen
Signature

Feb 19 '19
Date

Alyssa Hamer
Library Representative (Please Print)

Alyssa Hamer
Signature

Feb. 19, 2019
Date

Area Coordinator/Chair (Please Print)

Signature

Date

New Course – Library Consultation

Attach to Course Approval Form

Course Number: _____

Course Name: W _____

Anticipated start date: _____

Faculty Liaison: _____

Please check appropriate statement:

No expected additional library costs beyond the normal acquisitions budget.

OR

Significant additional materials will be required, schedule consultation with liaison librarian.

Faculty Member *(Please Print)*

Signature

Date

Library Representative *(Please Print)*

Signature

Date

Area Coordinator/Chair *(Please Print)*

Signature

Date

Cap Core Course Form

Course Subject: **GEOG** Course: **3XX** Course Title: **the GEOGRAPHY OF PRISONS**

Please choose which Cap Core Curriculum, this course is applying for and indicate how the outcomes will be assessed:

<input type="checkbox"/> Literacy (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style	
Assess the relevance, adequacy, and credibility of information, arguments and evidence used to reach conclusions in oral and written texts.	
Complete all steps in the academic writing process: researching, drafting, revising, and editing	
Employ an appropriate communication style for a given audience, context, and purpose	
Offer and accept constructive feedback	

<input type="checkbox"/> Numeracy (all outcomes)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply both analytical and numerical skills to solve problems	
Summarize and analyze data in quantitative forms	
Interpret and draw conclusions from an analysis of quantitative data	
Represent quantitative information in a variety of forms (e.g. symbolically, visually, numerically, and verbally).	
Incorporate quantitative evidence in support of an argument	

<input type="checkbox"/> Science and Technology (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply numerical and computational strategies to solve problems	
Assess the cultural, economic, and political effects of technology	
Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved	
Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).	
Demonstrate how a problem, concept, or process can be modelled numerically, graphically, or algorithmically	
Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings	
Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results	

<input type="checkbox"/> Culture and Creative Expression (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Engage in creative processes including conception, investigation, execution, and ongoing critical analysis	

Cap Core Course Form

Course Subject: 1 Course: 3 Course Title: 1

Please choose which Cap Core Curriculum, this course is applying for and indicate how the outcomes will be assessed:

<input type="checkbox"/> Literacy (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style	
Assess the relevance, adequacy, and credibility of information, arguments and evidence used to reach conclusions in oral and written texts.	
Complete all steps in the academic writing process: researching, drafting, revising, and editing	
Employ an appropriate communication style for a given audience, context, and purpose	
Offer and accept constructive feedback	
<input type="checkbox"/> Numeracy (all outcomes)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply both analytical and numerical skills to solve problems	
Summarize and analyze data in quantitative forms	
Interpret and draw conclusions from an analysis of quantitative data	
Represent quantitative information in a variety of forms (e.g. symbolically, visually, numerically, and verbally).	
Incorporate quantitative evidence in support of an argument	
<input type="checkbox"/> Science and Technology (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply numerical and computational strategies to solve problems	
Assess the cultural, economic, and political effects of technology	
Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved	
Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).	
Demonstrate how a problem, concept, or process can be modelled numerically, graphically, or algorithmically	
Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings	
Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results	
<input type="checkbox"/> Culture and Creative Expression (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Engage in creative processes including conception, investigation, execution, and ongoing critical analysis	

Cap Core Course Form

Identify, analyze, and critique the elements of a form of expression using its specific vocabulary	
Examine the intersection of linguistic and cultural forms by expressing in a language other than English	
Explain the significance of diverse forms of human creative expression, specifically including Indigenous forms	
Assess the interaction among cultural frameworks, people, and the natural environment	
Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed	
Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical)	

<input checked="" type="checkbox"/> Self and Society (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile:
Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies	<i>Preparation, Participant Engagement Group Project</i>
Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society	
Apply concepts of sustainable development to address sustainability challenges in a global context	<i>Preparation, Participant Engagement Research Paper</i>
Analyze the impact of colonialism and racism on Indigenous peoples.	
Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change	<i>Research Paper Group Project Research Paper</i>
Generate strategies for reconciling Indigenous and Canadian relations	
Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures	

<input type="checkbox"/> Experiential (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory	
Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles	

<input type="checkbox"/> Capstone (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify a topic of inquiry or practice	
Gather and organize relevant research materials	
Evaluate, synthesize, and apply research findings	
Share findings or results in a means appropriate to a field of study	

REGISTRAR'S OFFICE

SEP 10 2019

COURSE OUTLINE		
TERM: Fall 2020	COURSE NO: GEOG333	
INSTRUCTOR:	COURSE TITLE: THE GEOGRAPHY OF PRISONS	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES/CO-REQUISITES 45 credits of a 100-level or higher coursework

CALENDAR DESCRIPTION

We will investigate the historical evolution of imprisonment, of penal governance and critically examine the central role that punishment plays in society. This course examines the 'punitive' or 'carceral turn,' which has brought about new ways of thinking about geography and the state, and has highlighted spaces of incarceration as a new terrain for exploration by geographers. Carceral geography, as a new subdiscipline of human geography, has developed to directly address this punitive turn, and has contributed to a wider 'carceral turn' in social sciences scholarship over recent years. This course also examines conditions of confinement and carcerality beyond prison walls.

COURSE NOTE

GEOG 333 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES (the following are examples of the types of textbooks used)

Moran, D. (2015). *Carceral geography: Spaces and practices of incarceration*. Farnham: Ashgate Publishing

Moran, D., Gill, N., and Conlon, D (2013) (Eds.) *Carceral Spaces: Mobility and Agency in Imprisonment and Migrant Detention* London: Routledge

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COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Assess current realities of incarceration;
- Critically evaluate some of the gaps in oversight and accountability within penal policy;
- Critically investigate how penal reform strategies intersect and evolve into complex patterns of governing;
- Enhance their writing skills for popular and academic audiences.

Students who complete this Self and Society course will be able to do the following:

- Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
- Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society.
- Analyze the impact of colonialism and racism on Indigenous peoples.
- Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.

COURSE CONTENT

Week	Topic	Readings
1	Introduction	Selected readings
2-3	Criminalization and Imprisonment	Selected readings
4-6	Carceral Geography	Selected readings
7-8	Disability Incarcerated	Selected readings
9-10	Mass Incarceration of Indigenous Peoples	Selected readings
11-12	Presentations	Selected readings
13	Alternatives and Advocacy	Selected readings
14-15	Final Exam Period	

EX

EVALUATION PROFILE

Preparedness, Participation and Engagement	10%
Research Paper	30%
Research paper proposal-presentation	20%
Response papers to selected readings	20%
Group project	20%
<i>Total</i>	100%

- **Preparedness, Participation and Engagement (10%)**

Your participation grade will be holistically assessed based on the participation requirements listed below.

Preparedness: Students are required to prepare for each class by doing the assigned readings and being ready to discuss them in class. Students should come with thoughts, ideas, questions and challenges. The class will be enriched by your active engagement and your willingness to participate regularly without dominating the conversation.

Participation and Engagement: Student engagement and participation includes in-class questions and comments, as well as participation in a possible prison visit, research roundtables, and other aspects of the course.

GRADING PROFILE

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

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

Attendance

Students are expected to attend all classes and associated activities.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for note-taking only.

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On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

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Capilano University Security: download the CapU Mobile Safety App

Policy Statement (S2009-06)

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

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

MEMORANDUM

To: SCC

From: Michael Fleming, Dep. of Philosophy

cc: FAS Curriculum Committee

Date: September 17, 2019

Re: PHIL 206: Professional Ethics

EXECUTIVE SUMMARY:

The Philosophy Department proposes this new course to round out its applied ethics coverage and to provide a focused course for degrees, both existing and pending, that will likely benefit from such a course.

RATIONALE

Professional Ethics is now widely regarded as integral to professional practice. This course will provide theoretical and conceptual background as well as practical skills in the ethics of professional practice for students in degree programs that will lead graduates to professional and other careers.

APPROVALS



n/a

SUMMARY OF REVISIONS

New course

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COURSE INFORMATION			
SUBJECT PHIL	NUMBER 206	SHORT TITLE (30 characters max including spaces) Professional Ethics	START TERM Fall 2020
TYPE <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit (CSEE)		LONG TITLE (60 characters max including spaces) Professional Ethics	
CALENDAR DESCRIPTION This course is an introduction to contemporary philosophical thinking on ethical issues in the professions and other related work contexts. Among the topics to be addressed are the nature of the professions, general professional responsibilities, truth-telling and deception, privacy and confidentiality, professional integrity and loyalty, whistle-blowing, conflicts of interest, social responsibility, and self- and government regulation .			
CREDITS 3.00	WEEKS (Standard term is 15 weeks) 15	GRADING PROFILE Letter Grade (A-F)	
METHOD OF DELIVERY Lecture/Mixed Mode/Online		CONTACT HOURS/WEEK E.g. (4, 0, 0) in calendar LECTURE LAB OTHER 4,0,0  0	
EQUIVALENT TO:		EQUIVALENT COURSE STATUS	
PREREQUISITE (Courses that must be taken prior) &/or PREREQUISITE WITH CONCURRENCY (Courses that can be taken prior or concurrently as a pre- or co-requisite) None			
COREQUISITE (Courses that must be taken concurrently)			
COURSE NOTE (Optional. E.g. equivalency note) PHIL 206 is an approved Self and Society course for Cap Core requirements.			
REVIEW REQUEST: <input checked="" type="checkbox"/> Articulation (BC Transfer Guide) <input type="checkbox"/> Quantitative/Analytical Course designation <input type="checkbox"/> Science Course designation			
ORIGINATOR			
DEPARTMENT/PROGRAM Philosophy	NAME of Coordinator Michael Fleming	SIGNATURE of Coordinator 	DATE (MM/DD/YYYY) 09/17/2019
NAME of Liaison Michael Fleming			
CONSULTATION			
DEPARTMENT/PROGRAM Psychology	NAME of Coordinator Sally Walters	SIGNATURE of Coordinator 	DATE (MM/DD/YYYY) Sept 11 2019
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)
ADMINISTRATIVE APPROVAL			
DEAN 	SIGNATURE of Dean Pouyan Mshboubi	DATE (MM/DD/YYYY) 10/03/2019	
REGISTRAR Kyle Vuorinen	SIGNATURE of Registrar 	DATE (MM/DD/YYYY) 10/25/19	
REGISTRAR'S OFFICE USE ONLY			
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Cap Core Course Form

Course Subject: PHIL Course: 206 Course Title: Professional Ethics

Please choose which Cap Core Curriculum, this course is applying for and indicate how the outcomes will be assessed:

<input type="checkbox"/> Literacy (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style	
Assess the relevance, adequacy, and credibility of information, arguments and evidence used to reach conclusions in oral and written texts.	
Complete all steps in the academic writing process: researching, drafting, revising, and editing	
Employ an appropriate communication style for a given audience, context, and purpose	
Offer and accept constructive feedback	
<input type="checkbox"/> Numeracy (all outcomes)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply both analytical and numerical skills to solve problems	
Summarize and analyze data in quantitative forms	
Interpret and draw conclusions from an analysis of quantitative data	
Represent quantitative information in a variety of forms (e.g. symbolically, visually, numerically, and verbally).	
Incorporate quantitative evidence in support of an argument	
<input type="checkbox"/> Science and Technology (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply numerical and computational strategies to solve problems	
Assess the cultural, economic, and political effects of technology	
Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved	
Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).	
Demonstrate how a problem, concept, or process can be modelled numerically, graphically, or algorithmically	
Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings	
Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results	
<input type="checkbox"/> Culture and Creative Expression (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Engage in creative processes including conception, investigation, execution, and ongoing critical analysis	

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Cap Core Course Form

Identify, analyze, and critique the elements of a form of expression using its specific vocabulary	
Examine the intersection of linguistic and cultural forms by expressing in a language other than English	
Explain the significance of diverse forms of human creative expression, specifically including Indigenous forms	
Assess the interaction among cultural frameworks, people, and the natural environment	
Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed	
Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical).	

<input checked="" type="checkbox"/> Self and Society (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies	Written assignments and in-class tests
Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society	Written assignments and in-class tests
Apply concepts of sustainable development to address sustainability challenges in a global context	
Analyze the impact of colonialism and racism on Indigenous peoples.	
Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change	Written assignments and in-class tests
Generate strategies for reconciling Indigenous and Canadian relations	
Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures	Written assignments and in-class tests

<input type="checkbox"/> Experiential (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory	
Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles	

<input type="checkbox"/> Capstone (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify a topic of inquiry or practice	
Gather and organize relevant research materials	
Evaluate, synthesize, and apply research findings	
Share findings or results in a means appropriate to a field of study	

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New Course – Library Consultation

Instructor completes this section.

Course Number: PHIL 206

Anticipated start date: Fall 2020

Course Name: Professional Ethics

Liaison Librarian: Michel Castagné

Program: Humanities

Instructor: M. Fleming

Instructor and Librarian complete this section together.

Please check the appropriate statement(s) below.

This course will require:

new one-time purchases (e.g. monograph books).

Titles:

new subscription purchases (e.g. databases, journals).

Titles:

additional librarian support (e.g. teaching library sessions)

Details:

no additional collections or support.

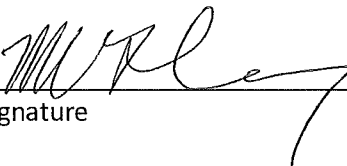
This course is supported by materials related to (course(s) or program):

MICHEL CASTAGNÉ
Library Liaison or Designate (Please Print)


Signature

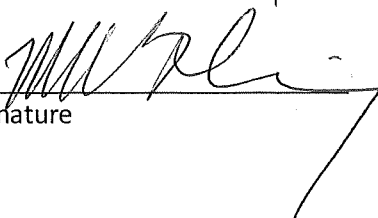
12 Sept 2019
Date

Michael Fleming
Faculty Member (Please Print)

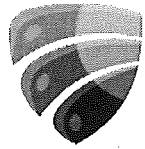

Signature

10 Sep. 2019
Date

Michael Fleming
Area Coordinator/Chair (Please Print)


Signature

10 Sep. 2019
Date



COURSE OUTLINE		
TERM: Fall 2020	COURSE No: PHIL 206	
INSTRUCTOR:	COURSE TITLE: Professional Ethics	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES

None

CALENDAR DESCRIPTION

This course is an introduction to contemporary philosophical thinking on ethical issues in the professions and other related work contexts. Among the topics to be addressed are the nature of the professions, general professional responsibilities, truth-telling and deception, privacy and confidentiality, professional integrity and loyalty, whistle-blowing, conflicts of interest, social responsibility, and self- and government regulation.

COURSE NOTE

PHIL 206 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Martin, Clancy, et al. *Ethics Across the Professions: A Reader for Professional Ethics*. 2nd ed. Oxford University Press. Oxford. 2017.

Any supplemental readings will be available via the eLearn site or through the Library.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Identify and analyse the main concepts, arguments, and theories presented as the content of the course
- Outline and explain the main positions in the philosophy of professions and professional conduct
- Apply general principles of evaluation to the arguments given in support of the various positions and theories in the morality of professional conduct
- Justify conclusions about the main philosophical issues in writing and debate/discussion
- Apply moral principles to cases and practical issues.

Students who complete this Self and Society course will be able to do the following:

- Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies
- Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society
- Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change
- Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures

COURSE CONTENT

Week 1	Introduction / What is it to be a professional? Reading: Ch. 1 (selections)
Week 2	How to be Ethical (Ethical Concepts and Theories) Reading: Ch. 2 (selections)
Week 3	How to be Ethical (cont.) Reading: Ch. 2 (selections)
Week 4	Professional Duties, Client's Rights Reading: Ch. 3 (selections)
Week 5	Professional Duties, Client's Rights (cont.) Reading: Ch. 3 (selections)
Week 6	Truth, Lies, and Deception Reading: Ch. 4 (selections)
Week 7	Truth, Lies, and Deception (cont.) Reading: Ch. 4 (selections)
Week 8	Privacy, Confidentiality, Secrecy, and Trust Reading: Ch. 5 (selections)

Week 9	Privacy, Confidentiality, Secrecy, and Trust (cont.) Reading: Ch. 5 (selections)
Week 10	Integrity and Loyalty: Whistle-Blowing and Self-Regulation Reading: Ch. 6 (selections)
Week 11	Integrity and Loyalty: Whistle-Blowing and Self-Regulation (cont.) Reading: Ch. 6 (selections)
Week 12	Professionalism and Social Responsibility Reading: Ch. 7 (selections)
Week 13	Conflicts of Interest Reading: Ch. 8 (selections)
Weeks 14 & 15	Final Exam Period

COURSE ASSIGNMENTS

The final grade for the course usually will be made up of a small attendance mark, mid-term and final tests, and written assignments.
[Details will be available on specific course syllabi.]

EVALUATION PROFILE

Attendance	0-10%
Written Assignments	15-40%*
Test(s)	20-45%*
<u>Final Exam</u>	<u>20-30%</u>
Total = 100%	

* No one single assignment will be worth more than 35%.

GRADE PROFILE

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

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand. Late assignments will receive a 5% deduction per day.

Missed Exams/Quizzes/Labs etc.

Students will be assigned a mark of zero for all missed assignments, essays, or tests. Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Please consult with your instructor.

Attendance

Students are expected to attend regularly, to be punctual, to contribute to discussions, and to behave appropriately in the classroom.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for note-taking only. Avoid/turn off all other electronic distractions. During in-class tests, turn off all electronic devices and remove them from the desk.

On-line Communication

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Academic Integrity (S2017-05)

The University has strict policies governing academic dishonesty. In this course, the minimum penalty for (intentional) plagiarism or cheating will be a grade of zero on the examination or assignment. Serious

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offences may result in a fail grade for the course, suspension from the university, or expulsion from the university.

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <http://www.capilanou.ca/about/governance/policies/Policies/>

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- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

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- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
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Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

MEMORANDUM

To: Ted Gervan (Dean, Fine and Applied Arts), SCC, Registrar, Senate
From: Carol Aitken, Chair, IDEA School of Design
cc: Jayne Craig, Anthea Mallinson (Chair, APC)
Date: Sept 23, 2019
Re: Removal of IDES 151 pre-requisite for 1 course in the Bachelor of Design
Removal of IDES 211 co-requisite for 4 courses in the Bachelor of Design

EXECUTIVE SUMMARY:

We are proposing the removal of a pre-requisite course (IDES 151 *Digital Media I*) for IDES 211 *Technology Intensive I*, and the removal of a co-requisite course (IDES 211 *Technology Intensive I*) for IDES 243 *Design Studio I*, IDES 244 *Design Studio II*, IDES 247 *Survey and Principles of Typography*, and IDES 249 *Brand Identity*.

RATIONALE

1. IDES 211 is a required course in the Bachelor of Design program profile, so it does not need a pre-requisite. In addition, a new block transfer with Langara College will be impacted by pre-requisites for second-year courses.
2. IDES 211 is a required course in the Bachelor of Design program profile, so it does not need to be a designated co-requisite for other courses in the program. In addition, depending on the calendar, the timing of IDES 211 often falls into the summer term, making it necessary for our DDA to issue co-requisite/ prerequisite overrides for every student.

APPROVALS

Ted Gervan, Dean of Fine and Applied Arts, has given approval for the participation grade for 15-week courses to equal 15% in the evaluation profiles. This is in alignment with other 15-week courses in the Bachelor of Design in Visual Communication.

SUMMARY OF REVISIONS

Upon approval, IDES 211, IDES 243, IDES 244, IDES 247 and IDES 249 will be updated to include the standard item on Bachelor of Design course outlines "Course Pre-Requisites: None".

*NOTE: IDES 244 changes have been pulled from this proposal and added to the Cap Core proposal

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OCT 08 2019

Schedule 7a

COURSE INFORMATION																			
SUBJECT IDES	NUMBER 211	LONG TITLE (60 characters max including spaces) Technology Intensive I																	
COURSE REVISION (check all that apply). Required course information fields will be highlighted in yellow. <table border="0" style="width:100%"> <tr> <td><input type="checkbox"/> Subject</td> <td><input type="checkbox"/> Long Title</td> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Method of Delivery</td> <td><input checked="" type="checkbox"/> Prerequisite</td> </tr> <tr> <td><input type="checkbox"/> Number</td> <td><input type="checkbox"/> Type</td> <td><input type="checkbox"/> Number of Weeks</td> <td><input type="checkbox"/> Contact Hours</td> <td><input type="checkbox"/> Corequisite</td> </tr> <tr> <td><input type="checkbox"/> Short Title</td> <td><input type="checkbox"/> Calendar Description</td> <td><input type="checkbox"/> Grading Profile</td> <td><input type="checkbox"/> Course Equivalency</td> <td><input type="checkbox"/> Course Note</td> </tr> </table>					<input type="checkbox"/> Subject	<input type="checkbox"/> Long Title	<input type="checkbox"/> Credits	<input type="checkbox"/> Method of Delivery	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Number	<input type="checkbox"/> Type	<input type="checkbox"/> Number of Weeks	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Corequisite	<input type="checkbox"/> Short Title	<input type="checkbox"/> Calendar Description	<input type="checkbox"/> Grading Profile	<input type="checkbox"/> Course Equivalency	<input type="checkbox"/> Course Note
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CALENDAR DESCRIPTION																			
CREDITS	WEEKS (Standard term is 15 weeks)	GRADING PROFILE																	
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COURSE NOTE (Optional. E.g. equivalency note)																			
REVIEW REQUEST:																			
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REGISTRAR <i>Kyle Vuorinen</i>	SIGNATURE of Registrar <i>[Signature]</i>		DATE (MM/DD/YYYY) 10/25/19																
REGISTRAR'S OFFICE USE ONLY																			

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OCT 08 2019



COURSE OUTLINE			
TERM:	Summer 2020	COURSE NO:	IDES 211
INSTRUCTOR:		COURSE TITLE:	Technology Intensive I
OFFICE:	LOCAL:	SECTION NO(S):	01
E-MAIL:		CREDITS:	1.0
OFFICE HOURS:			
COURSE WEBSITE:			

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tseil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

30 hours of classroom instruction over 5 sessions (1 week).
 20 + 10 hours supervised studio work

El for C. A. H. Ken.

COURSE PREREQUISITES

None.

CALENDAR DESCRIPTION

This course introduces students to professional page layout software for print and digital publishing. Students gain knowledge in the use of industry-standard software and associated file formats, learn to manage fonts and colour systems, and prepare files for production. Students need a working knowledge of the computer desktop environment, file management, and vector/image software to take this course.

REQUIRED HARDWARE / SOFTWARE *lower case*

1. Computer system as per program requirements.
2. Portable media storage.
3. Adobe CC campus license.

REQUIRED TEXTS AND/OR RESOURCES

Cohen, Sandee. *InDesign CC: Visual Quickstart Guide*. Berkeley, California: Peachpit Press, 2014.

Details on recommended texts and readings, if any, will be supplied by the instructor.

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COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- describe the capabilities of layout software for print and digital publishing;
- identify industry-specific terminology, menus, and navigation related to layout software;
- apply essential keyboard and navigation shortcuts;
- implement best workflow techniques for font and file management;
- create layouts and publications for print and digital media using layout and image software;
- support layout and typographic related requirements for print and digital design projects; and
- continue learning via self-directed methods.

COURSE CONTENT

Session	Content/Lecture	Assignments	Due
Session 1	Intro to page layout software, best practices, tools, navigation, and keyboard shortcuts. Font management and the typeface library.	1. Menu	Session 2
Session 2	Using type in page layout software. Printing and PDF output.	2. Brochure	Session 4
Session 3	Placing images and text, best practices, colour management.	3. Magazine Cover	Session 4
Session 4	Advanced features of page layout and image software. Production workflow. Review of assignments.	4. Software Exam	In class
Session 5	Create a print-ready poster.	5. Proficiency Test	In class

EVALUATION PROFILE

1. Menu	20%
2. Brochure	25%
3. Magazine Cover	25%
4. Software Exam	10%
5. Proficiency Test	15%
Participation	5%
Total	100%

Participation

Students will be evaluated on the frequency and relevance of their comments, questions, observations and discussions of weekly course content; on their active engagement in in-class assignments; on their completion of required lab hours (if any) and on their work-in-progress, at 1% per class or to a maximum of 15% of the course grade.

*Ex for
C. Atken*

GRADING PROFILE

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

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

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Missed Exams/Quizzes/Tests etc.

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Attendance

Students are expected to attend all classes and associated activities. Students who are absent for more than three classes without the permission of the course instructor will fail the course. Students must inform the instructor and program assistant by email if a class will be missed.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class time for course-related purposes only.

On-line Communication

Instructors and students should communicate using their official Capilano University addresses.

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Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the CapU Mobile Safety App**Policy Statement (S2009-06)**

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Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

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- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

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Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

PROGRAM OPERATIONAL DETAILS

Punctuality/Penalties for Lateness

Punctuality is essential. Students more than 15 minutes late for class, or students who leave early without instructor permission, risk being marked absent.

Professional Behaviour

Students should demonstrate a professional attitude and behaviour towards their work, their fellow students and their instructors. Reliability, a willingness to work cooperatively under sometimes difficult conditions, and a determination to achieve quality work to deadlines are all expected. Students must respect equipment and procedures, and should be receptive to constructive criticism of their work.

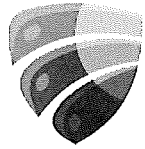
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OCT 15 2019

Schedule 7 *b*

COURSE INFORMATION																		
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		LECTURE	LAB															
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REGISTRAR <i>Kyle Vuorinen</i>	SIGNATURE of Registrar 	DATE (MM/DD/YYYY) 10/25/19																
REGISTRAR'S OFFICE USE ONLY																		

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CAPILANO UNIVERSITY

COURSE OUTLINE			
TERM:	Fall 2020	COURSE NO:	IDES 243
INSTRUCTOR:		COURSE TITLE:	Design Studio I
OFFICE:	LOCAL:	SECTION NO(S):	01
E-MAIL:			CREDITS: 3.0
OFFICE HOURS:			
COURSE WEBSITE:			

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tseil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

60 hours classroom instruction + 30 hours supervised studio work over 15 weeks.

COURSE PRE-REQUISITES

None.

CALENDAR DESCRIPTION

This course introduces students to the fields of communication design, information design, and advertising, and to the role of design in business and marketing. Students understand the design process by analyzing design problems, working through creative briefs, creating appropriate design solutions, and developing rationales. Instruction in design-related software supports the course.

REQUIRED TEXTS AND/OR RESOURCES

None.

Details on recommended texts and readings, if any, will be supplied by the instructor.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- define the role of the designer in the context of problem solving;
- define the purpose of a creative brief;
- describe the design process for the development of visual communication solutions;
- create ideas, concepts, strategies, and content for graphic design and advertising briefs;
- create design solutions that are relevant to the target audience;
- demonstrate an understanding of visual and typographic hierarchy for print and digital media;
- outline and present key points of a project rationale; and
- use design-related software and its image-making and typographic tools to an intermediate level.

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COURSE CONTENT

Week	Content/Lecture	Assignments	Due
Week 1	Lecture: Target audience, creative brief & design rationale Layouts and grids: creating page layouts	1. Annual or Community Report	Week 6
Week 2	Lecture: Design process for annual/community reports & corporate brochures General layout tips & samples		
Week 3	Lecture: Introduction to information design & writing design rationales. Illustrator workshop Workshop: Copyright with Librarian		
Week 4	Review of incremental work with instructor Guest Speaker: Spicers Printing Paper Basics / Rep TBA		
Week 5	Review of incremental work with instructor Field trip: Pacific Bindery		
Week 6	Lecture: How an ad agency works; writing a brief; product campaign; package design for beverages Critique: Assignment 1	2. Beverage Packaging and Brand Promotion	Week 11
Week 7	Lecture: Promotional campaigns for beverages Guest Speaker: TBA		
Week 8	Lecture: Creative techniques/visual puns; advertising ethics Review of concepts and art direction approaches		
Week 9	Lectures: Experiential Marketing Campaigns Guerilla & Social Engagement		
Week 10	Review of incremental work with instructor Guest Speaker: Advertising photographer		

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Week	Content/Lecture	Assignments	Due
Week 11	Lecture: Social Cause campaigns and guerilla advertising Critique: Assignment 2	3. Social Cause Campaign	Week 15
Week 12	Lecture: Art direction and collaboration; radio & television campaign methodology Guest Speaker: Social cause advertising specialist		
Week 13	Review of incremental work with instructor Guest Speaker: Canopy: Transforming Business for Our Planet		
Week 14	Review of incremental work with instructor		
Week 15	Critique: Assignment 3 Project review & refinement for portfolio		

EVALUATION PROFILE

1. Annual/Community Report	25%
2. Product/Service Ad Campaign	35%
3. Social Cause Campaign	25%
Participation	15%
Total	100%

Participation

Students will be evaluated on the frequency and relevance of their comments, questions, observations and discussions of weekly course content; on their active engagement in in-class assignments; on their completion of required lab hours (if any) and on their work-in-progress, at 1% per class or to a maximum of 15% of the course grade.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
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Incomplete Grades

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REGISTRAR'S OFFICE

student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

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Missed Exams/Quizzes/Tests etc.

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Electronic Devices

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On-line Communication

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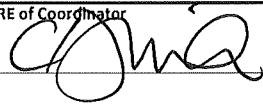
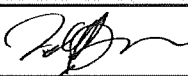
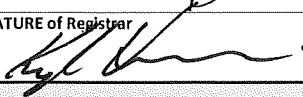
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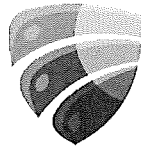
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OCT 15 2019

COURSE INFORMATION																		
SUBJECT IDES	NUMBER 247	LONG TITLE (60 characters max including spaces) Survey and Principles of Typography																
COURSE REVISION (check all that apply). Required course information fields will be highlighted in yellow. <table border="0" style="width:100%"> <tr> <td><input type="checkbox"/> Subject</td> <td><input type="checkbox"/> Long Title</td> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Method of Delivery</td> <td><input type="checkbox"/> Prerequisite</td> </tr> <tr> <td><input type="checkbox"/> Number</td> <td><input type="checkbox"/> Type</td> <td><input type="checkbox"/> Number of Weeks</td> <td><input type="checkbox"/> Contact Hours</td> <td><input checked="" type="checkbox"/> Corequisite</td> </tr> <tr> <td><input type="checkbox"/> Short Title</td> <td><input type="checkbox"/> Calendar Description</td> <td><input type="checkbox"/> Grading Profile</td> <td><input type="checkbox"/> Course Equivalency</td> <td><input type="checkbox"/> Course Note</td> </tr> </table>				<input type="checkbox"/> Subject	<input type="checkbox"/> Long Title	<input type="checkbox"/> Credits	<input type="checkbox"/> Method of Delivery	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Number	<input type="checkbox"/> Type	<input type="checkbox"/> Number of Weeks	<input type="checkbox"/> Contact Hours	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> Short Title	<input type="checkbox"/> Calendar Description	<input type="checkbox"/> Grading Profile	<input type="checkbox"/> Course Equivalency	<input type="checkbox"/> Course Note
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TYPE <input type="checkbox"/> Credit <input type="checkbox"/> Non-credit		LONG TITLE (60 characters max including spaces)																
CALENDAR DESCRIPTION																		
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COREQUISITE (Courses that must be taken concurrently) (Removal of IDES 211 as a co-requisite) <i>None</i>																		
COURSE NOTE (Optional. E.g. equivalency note)																		
REVIEW REQUEST:																		
<input type="checkbox"/> Articulation (BC Transfer Guide) <input type="checkbox"/> Quantitative/Analytical Course designation <input type="checkbox"/> Science Course designation																		
ORIGINATOR																		
DEPARTMENT/PROGRAM IDEA School of Design	NAME of Coordinator Carol Aitken	SIGNATURE of Coordinator CA 	DATE (MM/DD/YYYY) 09/23/2019															
NAME of Liaison Pascal Milelli																		
CONSULTATION																		
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)															
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ADMINISTRATIVE APPROVAL																		
DEAN Ted Gervan	SIGNATURE of Dean 		DATE (MM/DD/YYYY) 10/03/2019															
REGISTRAR <i>Kyle Vuorinen</i>	SIGNATURE of Registrar 		DATE (MM/DD/YYYY) <i>10/25/19</i>															
REGISTRAR'S OFFICE USE ONLY																		

REGISTRAR'S OFFICE



COURSE OUTLINE			
TERM:	Fall 2020	COURSE NO:	IDES 247
INSTRUCTOR:		COURSE TITLE:	Survey and Principles of Typography
OFFICE:	LOCAL:	SECTION NO(S):	01
E-MAIL:		CREDITS:	3.0
OFFICE HOURS:			
COURSE WEBSITE:			

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tseil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

60 hours classroom instruction + 30 hours supervised studio work over 15 weeks.

COURSE PRE-REQUISITES

None.

CALENDAR DESCRIPTION

This course provides students with a thorough understanding of typography as a core element of visual communication. The evolution of type from the mid-1400s to the present day is discussed in the context of the technology of the time and its influence on letterforms. Students gain a grounding in the principles of best typographic practice as they apply to print and digital mediums. Instruction in design-related software supports the course.

REQUIRED TEXTS AND/OR RESOURCES

None.

Details on recommended texts and readings, if any, will be supplied by the instructor.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- use typographic terminology to discuss type;
- describe the anatomy, classification, and historical significance of major typefaces;
- demonstrate a working familiarity with the principles of typographic usage;
- follow best practices in selecting, combining and applying type for visual communication;
- use typographic principles to enhance clarity and meaning;
- complete a multi-page publication; and
- use design-related software and its typographic tools to an intermediate level.

COURSE CONTENT

Week	Content/Lecture	Assignments	Due
Week 1	Course introduction and expectations Lecture: Introduction to typography & its history	1. Word Composition 2. Typographer Presentation	Week 2 Various dates
Week 2	Lecture: Type anatomy & terminology, identifying fonts Critique: Assignment 1		
Week 3	Lecture: Typographic hierarchy Quiz: Typographic history & anatomy (ungraded) Lecture: Introduction to Powerpoint & presentation templates	3. Typographic Hierarchy 4. Book Design	Week 4 Week 10
Week 4	Lecture: How to plan and structure a book; multi-page layout Thumbnails and moodboards		
Week 5	Presentations: Assignment 2 (Garamond, Granjon, Grandjean) Lecture: Type rules of thumb, tracking kerning, selecting & combining typefaces.		
Week 6	Presentations: Assignment 2 (Caslon, Baskerville, Bodoni) Lecture: Style sheets and master pages		
Week 7	Presentations: Assignment 2 (Renner, Gill, Morison, Tschichold) <i>Linotype</i> movie		
Week 8	Presentations: Assignment 2 (Zapf, Frutiger, Carter) Critique: Assignment 4 interim spreads Lecture: Book cover design: dustjacket cover, spine, flaps		
Week 9	Critique: Assignment 4 dustjackets Lecture: Preparing files for production		

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Week	Content/Lecture	Assignments	Due
Week 10	Critique: Assignment 4 final mockups Lecture: Infographics	5. Themed poster	Week 14
Week 11	Field trip (TBD)		
Week 12	<i>Helvetica</i> movie Review of type rules for final typography exam		
Week 13	Studio time: Assignment 5 finalizing files	6. Typography Exam	In class
Week 14	Critique: Assignment 4 joint review with illustration class Selection of printed books for exhibit.		
Week 15	IDEA Challenge (Special Event for Years 1 and 2)		

EVALUATION PROFILE

1. Word composition	10%
2. Typographer Presentation & Powerpoint Deck	10%
3. Typographic Hierarchy	10%
4. Book Design	25%
5. Themed Poster	20%
6. Typography Exam	10%
Participation	15%
Total	100%

Participation

Students will be evaluated on the frequency and relevance of their comments, questions, observations and discussions of weekly course content; on their active engagement in in-class assignments; on their completion of required lab hours (if any) and on their work-in-progress, at 1% per class or to a maximum of 15% of the course grade.

GRADING PROFILE

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

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Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

If a course contains assignments, 20% will be deducted from the assignment grade for each period of 1 to 7 days that an assignment is late, unless prior arrangements have been made with the instructor.

Missed Exams/Quizzes/Tests etc.

Missed exams, quizzes and tests (if any) will be assigned a grade of zero. Make-up exams, quizzes and tests are generally given only in medical emergencies or severe personal crises, at the discretion of the instructor.

Attendance

Students are expected to attend all classes and associated activities. Students who are absent for more than three classes without the permission of the course instructor will fail the course. Students must inform the instructor and program assistant by email if a class will be missed.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class time for course-related purposes only.

On-line Communication

Instructors and students should communicate using their official Capilano University addresses.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the CapU Mobile Safety App**Policy Statement (S2009-06)**

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

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

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Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

PROGRAM OPERATIONAL DETAILS

Punctuality/Penalties for Lateness

Punctuality is essential. Students more than 15 minutes late for class, or students who leave early without instructor permission, risk being marked absent.

Professional Behaviour

Students should demonstrate a professional attitude and behaviour towards their work, their fellow students and their instructors. Reliability, a willingness to work cooperatively under sometimes difficult conditions, and a determination to achieve quality work to deadlines are all expected. Students must respect equipment and procedures, and should be receptive to constructive criticism of their work.

Schedule 7d

COURSE INFORMATION			
SUBJECT IDES	NUMBER 249	LONG TITLE (60 characters max including spaces) Brand Identity	
COURSE REVISION (check all that apply). Required course information fields will be highlighted in yellow.			
<input type="checkbox"/> Subject	<input type="checkbox"/> Long Title	<input type="checkbox"/> Credits	<input type="checkbox"/> Method of Delivery
<input type="checkbox"/> Number	<input type="checkbox"/> Type	<input type="checkbox"/> Number of Weeks	<input type="checkbox"/> Contact Hours
<input type="checkbox"/> Short Title	<input type="checkbox"/> Calendar Description	<input type="checkbox"/> Grading Profile	<input type="checkbox"/> Course Equivalency
			<input checked="" type="checkbox"/> Prerequisite
			Corequisite
			<input type="checkbox"/> Course Note
SUBJECT	NUMBER	SHORT TITLE (30 characters max including spaces)	START TERM
			Spring 2020
TYPE		LONG TITLE (60 characters max including spaces)	
<input type="checkbox"/> Credit <input type="checkbox"/> Non-credit		Summer	
CALENDAR DESCRIPTION			
CREDITS	WEEKS (Standard term is 15 weeks)	GRADING PROFILE	
METHOD OF DELIVERY		CONTACT HOURS/WEEK	E.g. (4, 0, 0) in calendar
		LECTURE	LAB OTHER
Equivalent to:			
PREREQUISITE (Courses that must be taken prior) &/or PREREQUISITE WITH CONCURRENCY (Courses that can be taken prior or concurrently as a pre- or co-requisite)			
None			
COREQUISITE (Courses that must be taken concurrently)			
(Removal of IDES 211 as a co-requisite)			
COURSE NOTE (Optional. E.g. equivalency note)			
REVIEW REQUEST:			
<input type="checkbox"/> Articulation (BC Transfer Guide) <input type="checkbox"/> Quantitative/Analytical Course designation <input type="checkbox"/> Science Course designation			
ORIGINATOR			
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)
IDEA School of Design	Carol Aitken	CA 	09/23/2019
NAME of Liaison			
Pascal Milelli			
CONSULTATION			
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)
ADMINISTRATIVE APPROVAL			
DEAN	SIGNATURE of Dean		DATE (MM/DD/YYYY)
Ted Gervan			10/03/2019
REGISTRAR	SIGNATURE of Registrar		DATE (MM/DD/YYYY)
Kyle Vuorinen			10/25/19
REGISTRAR'S OFFICE USE ONLY			

EK
ex for C. Aitken



CAPILANO UNIVERSITY

COURSE OUTLINE			
TERM: <i>Summer</i> Spring 2020	COURSE NO: IDES 249		
INSTRUCTOR:	COURSE TITLE: Brand Identity		
OFFICE: LOCAL:	SECTION NO(S): 01	CREDITS: 3.0	
E-MAIL:			
OFFICE HOURS:			
COURSE WEBSITE:			

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tseil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

60 hours classroom instruction + 30 hours supervised studio work over 15 weeks.

COURSE PREREQUISITES

None.

CALENDAR DESCRIPTION

This course introduces students to the field of brand identity by following the process of a branding assignment as it would typically be handled in a design studio or advertising agency. Students are guided through the process from creative brief through strategic framework to logo development and design of a variety of marketing materials. Presentations are conducted in a simulated "real world" environment.

REQUIRED TEXTS AND/OR RESOURCES

None.

RECOMMENDED TEXTS AND/OR RESOURCES

Details on recommended texts and readings, if any, will be supplied by the instructor.

COURSE NOTE

IDES 249 is equivalent to IDEAS 246. Duplicate credit will not be granted for this course and IDEAS 246.

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COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- define brand and brand identity;
- identify the contexts for brand development;
- describe the systems that build brand identity;
- conduct research and implement brand strategy for the design of brand identity;
- design a brand identity and create relevant collateral;
- describe the trademark process and discuss copyright issues; and
- present a comprehensive brand identity project using industry standard methods.

COURSE CONTENT

Week	Content/Lecture	Assignments	Due
Week 1	Introduction. Lecture: The importance of branding, key branding terms and tools. Case study 1: Brand development from start to finish. In-class exercise.		
Week 2	Lecture: Competitive analysis; understanding the competitive field and identifying brand opportunities for selected company.	1. Competitive Analysis	Week 3
Week 3	Lecture: Brand blueprints; setting the foundation for the design process. Understanding how an organization’s vision, values and culture informs brand strategy.	2. Brand Blueprint	Week 4
Week 4	Lecture: Mood boards; brining the brand blueprint to life. Case study 2: Designer Melanie lu’s moodboards.	3. Moodboard	Week 5
Week 5	Class presents projects 1, 2, and 3 to classmates as a single united PDF presentation. All should be aligned and form a solid written and visual foundation for selected brand to be built on.		

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Week	Content/Lecture	Assignments	Due
Week 6	Lecture: How to create a distinctive, strong, relevant logo.	4. Logo Design	Week 8
Week 7	Lecture: Logo presentations and brand books. Case study 3: Steve Nash logo design and client presentation.	5. Logo presentation that functions as brand book.	Week 10
Week 8	In-class work on project 5.		
Week 9	Lecture: Trademark & Copyright. In-class work on project 5.		
Week 10	Lecture: Collateral: how to develop relevant marketing materials that will connect the selected brand with a specific target market.	6. Brand Collateral	Week 15
Week 11	Lecture: Logo re-design: tweaking vs. complete re-design of a logo; what considerations to take into account. Case study 4: Moneymart logo re-design and client presentation. In-class work on project 6.		
Week 12	Guest lecture: Brand building in-class work on project 6.		
Week 13	In-class work on project 6.		
Week 14	Class to present projects 4, 5, and 6 to classmates in a "real world" setting as a single, client-ready, pdf presentation.		
Week 15	Review		

EVALUATION PROFILE

Project 1	10%
Project 2	15%
Project 3	15%
Project 4	10%
Project 5	15%
Project 6	20%
Participation	15%
Total	100%

Participation

Students will be evaluated on the frequency and relevance of their comments, questions, observations and discussions of weekly course content; on their active engagement in in-class assignments; on their completion of required lab hours (if any) and on their work-in-progress, at 1% per class or to a maximum of 15% of the course grade.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
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REGISTRAR'S OFFICE

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Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

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PROGRAM OPERATIONAL DETAILS**Punctuality/Penalties for Lateness**

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REGISTRAR'S OFFICE

OCT 15 2019

MEMORANDUM

To: Ted Gervan (Dean, Fine and Applied Arts), SCC, Registrar, Senate

From: Carol Aitken, Chair IDEA School of Design

cc: Jayne Craig, Anthea Mallinson (APC Chair)

Date: September 23, 2019

Re: Cap Core designation for:
IDES 244 *Design Studio II*
DSGN 325 *Design Thinking and Research*
DSGN 440/441/442/443 *Professional Development II*

EXECUTIVE SUMMARY:

We are proposing IDES 244 *Design Studio II* and DSGN 325 *Design Thinking and Research* be considered for Cap Core designation as Self and Society courses, and DSGN 440/441/442/443 *Professional Development II* be considered for Cap Core designation as Capstone courses.

RATIONALE

IDES 244 *Design Studio II*

This course was presented at a previous DAC, and is re-presented here with a more detailed rationale:

1. How does the Decolonizing IDEA project “analyze the impact of colonialism and racism on Indigenous peoples”?
The project includes a workshop/field trip that helps students understand the impacts of colonialism. Past activities have included: blanket exercises, visits from George Littlechild, a visit with Doreen Manuel and IIDF students to the Royal BC Museum and to the c̓əsnaʔəm, the “City Before the City” exhibit at the Museum of Vancouver. So far, students have also been lucky enough to collaborate every year with students from IIDF in a mutual exchange of expertise (BDes students as graphic designers, IIDF students as cultural ambassadors). This activity provides valuable context for the students. From there they spend time researching and discussing some element of the impact of colonialism. They are asked to communicate what they have learned to a specific target audience of their choosing.
2. How does the Decolonizing IDEA project “generate strategies for reconciling Indigenous and Canadian relations?”
3. *The project increases students’ awareness of the historical impacts of colonization in Canada. It encourages curiosity about the continuing impacts of colonization and the students’ duty in their work and in their daily lives to help implement the 94 calls to action from the 2015 Truth and Reconciliation Report. As the students move forward in their careers as communicators, the understanding gained through this project is intended to support their desire and ability to be a part of positive change.*

Similar rationales have been provided from the instructor for the other two Self and Society learning outcomes covered by this course (“identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics and policies” and “apply concepts of sustainable development to address sustainability challenges in a global context”). These will be provided to DAC on request.

DSGN 325 Design Thinking and Research

This course is structured around a major "Design Challenge" that students work on it teams. Students work through stages of Design Thinking to develop and present solutions to community-based or wider-reaching problems that intersect with aspects of culture, politics, ethics, economics, business, and technology. In doing so, they explore local and global social structures and how design solutions can influence societal change. The four Self & Society learning outcomes chosen for the course outlines capture course content well.

DSGN 440 Professional Development II

DSGN 441 Professional Development II – Illustration Concentration

DSGN 442 Professional Development II – Branding Concentration

DSGN 443 Professional Development II – Interactive Concentration

These four 9-credit courses are the Bachelor of Design’s capstone project courses (students enroll in only one). Students work on a single capstone project for the entire term.

APPROVALS

Ted Gervan, Dean of Fine and Applied Arts, has given approval for the participation grade for each of these 15-week courses to equal 15% in the evaluation profiles. This is in alignment with other 15-week courses in the Bachelor of Design in Visual Communication.

SUMMARY OF REVISIONS

Upon approval, Cap Core learning outcomes will be added to the courses, as well as the following course notes:

1. IDES 244 is an approved Self and Society course for Cap Core requirements
2. DSGN 325 is an approved Self and Society course for Cap Core requirements
3. DSGN 440 is an approved Capstone course for Cap Core requirements
4. DSGN 441 is an approved Capstone course for Cap Core requirements
5. DSGN 442 is an approved Capstone course for Cap Core requirements
6. DSGN 443 is an approved Capstone course for Cap Core requirements
7. IDES 244 - removal of prerequisite (IDES 211)
 Proposed effective term Spring 2020. (summer 2020 for IDES 244)

NOTE: Prerequisite change for IDES 244 has been consolidated and added to this proposal (see second memo)

MEMORANDUM

To: Ted Gervan (Dean, Fine and Applied Arts), SCC, Registrar, Senate

From: Carol Aitken, Chair, IDEA School of Design

cc: Jayne Craig, Anthea Mallinson (Chair, APC)

Date: Sept 23, 2019

Re: ~~Removal of IDES 151 pre-requisite for 1 course in the Bachelor of Design~~
~~Removal of IDES 211 co-requisite for 4 courses in the Bachelor of Design~~

Removal of IDES 211 prerequisite for 1 course in the Bachelor of Design

EK

EXECUTIVE SUMMARY:

We are proposing the removal of a pre-requisite course (IDES 151 *Digital Media I*) for IDES 211 *Technology Intensive I*, and the removal of a co-requisite course (IDES 211 *Technology Intensive I*) for IDES 243 *Design Studio I*, IDES 244 *Design Studio II*, IDES 247 *Survey and Principles of Typography*, and IDES 249 *Brand Identity*.

RATIONALE

and the removal of a prerequisite course (IDES 211) for IDES 244 Design Studio II

1. IDES 211 is a required course in the Bachelor of Design program profile, so it does not need a pre-requisite. In addition, a new block transfer with Langara College will be impacted by pre-requisites for second-year courses.
2. IDES 211 is a required ^{or prerequisite} course in the Bachelor of Design program profile, so it does not need to be a designated co-requisite for other courses in the program. In addition, depending on the calendar, the timing of IDES 211 often falls into the summer term, making it necessary for our DDA to issue co-requisite/prerequisite overrides for every student.

APPROVALS

Ted Gervan, Dean of Fine and Applied Arts, has given approval for the participation grade for 15-week courses to equal 15% in the evaluation profiles. This is in alignment with other 15-week courses in the Bachelor of Design in Visual Communication.

SUMMARY OF REVISIONS

Upon approval, IDES 211, IDES 243, IDES 244, IDES 247 and IDES 249 will be updated to include the standard item on Bachelor of Design course outlines "Course Pre-Requisites: None".

Schedule 7^e

COURSE INFORMATION																		
SUBJECT IDES	NUMBER 244	LONG TITLE (60 characters max including spaces) Design Studio II																
COURSE REVISION (check all that apply). Required course information fields will be highlighted in yellow. <table border="0" style="width:100%"> <tr> <td><input type="checkbox"/> Subject</td> <td><input type="checkbox"/> Long Title</td> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Method of Delivery</td> <td><input checked="" type="checkbox"/> Prerequisite <i>EK</i></td> </tr> <tr> <td><input type="checkbox"/> Number</td> <td><input type="checkbox"/> Type</td> <td><input type="checkbox"/> Number of Weeks</td> <td><input type="checkbox"/> Contact Hours</td> <td><input type="checkbox"/> Corequisite</td> </tr> <tr> <td><input type="checkbox"/> Short Title</td> <td><input type="checkbox"/> Calendar Description</td> <td><input type="checkbox"/> Grading Profile</td> <td><input type="checkbox"/> Course Equivalency</td> <td><input checked="" type="checkbox"/> Course Note</td> </tr> </table>				<input type="checkbox"/> Subject	<input type="checkbox"/> Long Title	<input type="checkbox"/> Credits	<input type="checkbox"/> Method of Delivery	<input checked="" type="checkbox"/> Prerequisite <i>EK</i>	<input type="checkbox"/> Number	<input type="checkbox"/> Type	<input type="checkbox"/> Number of Weeks	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Corequisite	<input type="checkbox"/> Short Title	<input type="checkbox"/> Calendar Description	<input type="checkbox"/> Grading Profile	<input type="checkbox"/> Course Equivalency	<input checked="" type="checkbox"/> Course Note
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SUBJECT	NUMBER	SHORT TITLE (30 characters max including spaces)	START TERM Fall 2020 <i>EK</i>															
TYPE <input type="checkbox"/> Credit <input type="checkbox"/> Non-credit		LONG TITLE (60 characters max including spaces)	<i>Summer</i>															
CALENDAR DESCRIPTION																		
CREDITS	WEEKS (Standard term is 15 weeks)	GRADING PROFILE																
METHOD OF DELIVERY		CONTACT HOURS/WEEK E.g. (4, 0, 0) in calendar																
		LECTURE	LAB OTHER															
		SUBJECT	NUMBER COURSE STATUS															
Equivalent to:																		
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COREQUISITE (Courses that must be taken concurrently)																		
COURSE NOTE (Optional. E.g. equivalency note)																		
IDES 244 is an approved Self and Society course for Cap Core requirements.																		
REVIEW REQUEST:																		
<input type="checkbox"/> Articulation (BC Transfer Guide) <input type="checkbox"/> Quantitative/Analytical Course designation <input type="checkbox"/> Science Course designation																		
ORIGINATOR																		
DEPARTMENT/PROGRAM IDEA School of Design	NAME of Coordinator Carol Aitken	SIGNATURE of Coordinator <i>[Signature]</i>	DATE (MM/DD/YYYY) 10/21/2019															
NAME of Liaison Pascal Milelli																		
CONSULTATION																		
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)															
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ADMINISTRATIVE APPROVAL																		
DEAN Ted Gervan	SIGNATURE of Dean <i>[Signature]</i>	DATE (MM/DD/YYYY) 10/21/2019																
REGISTRAR <i>Kyle Vorinen</i>	SIGNATURE <i>[Signature]</i>	DATE (MM/DD/YYYY) 11/09/2019																
REGISTRAR'S OFFICE USE ONLY																		

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Cap Core Course Form

Course Subject: IDES Course: 244 Course Title: Design Studio II

Please choose which Cap Core Curriculum, this course is applying for and indicate how the outcomes will be assessed:

<input type="checkbox"/> Literacy (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style	
Assess the relevance, adequacy, and credibility of information, arguments and evidence used to reach conclusions in oral and written texts.	
Complete all steps in the academic writing process: researching, drafting, revising, and editing	
Employ an appropriate communication style for a given audience, context, and purpose	
Offer and accept constructive feedback	

<input type="checkbox"/> Numeracy (all outcomes)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply both analytical and numerical skills to solve problems	
Summarize and analyze data in quantitative forms	
Interpret and draw conclusions from an analysis of quantitative data	
Represent quantitative information in a variety of forms (e.g. symbolically, visually, numerically, and verbally).	
Incorporate quantitative evidence in support of an argument	

<input type="checkbox"/> Science and Technology (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply numerical and computational strategies to solve problems	
Assess the cultural, economic, and political effects of technology	
Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved	
Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).	
Demonstrate how a problem, concept, or process can be modelled numerically, graphically, or algorithmically	
Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings	
Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results	

<input type="checkbox"/> Culture and Creative Expression (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Engage in creative processes including conception, investigation, execution, and ongoing critical analysis	

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OCT 07 2018

Cap Core Course Form

Identify, analyze, and critique the elements of a form of expression using its specific vocabulary	
Examine the intersection of linguistic and cultural forms by expressing in a language other than English	
Explain the significance of diverse forms of human creative expression, specifically including Indigenous forms	
Assess the interaction among cultural frameworks, people, and the natural environment	
Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed	
Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical)	

<input checked="" type="checkbox"/> Self and Society (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies	Cross-platform Design project
Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society	
Apply concepts of sustainable development to address sustainability challenges in a global context	Sustainability 101 PechaKucha
Analyze the impact of colonialism and racism on Indigenous peoples.	Decolonizing IDEA project
Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change	
Generate strategies for reconciling Indigenous and Canadian relations	Decolonizing IDEA project +
Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures	

<input type="checkbox"/> Experiential (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory	
Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles	

<input type="checkbox"/> Capstone (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify a topic of inquiry or practice	
Gather and organize relevant research materials	
Evaluate, synthesize, and apply research findings	
Share findings or results in a means appropriate to a field of study	

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OCT 07 2019

COURSE OUTLINE			
TERM:	Summer Spring 2020	COURSE NO:	IDES 244
INSTRUCTOR:		COURSE TITLE:	Design Studio II
OFFICE:	LOCAL:	SECTION NO(S):	CREDITS: 3.0
E-MAIL:			
OFFICE HOURS:			
COURSE WEBSITE:			

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tleil-Waututh people on whose territories our campuses are located.

COURSE PREREQUISITES

None

COURSE FORMAT

60 hours classroom instruction + 30 hours supervised studio work over 15 weeks.

CALENDAR DESCRIPTION

This course focuses on communication design practice and its role in promoting sustainability. Students are introduced to ways in which design solutions can engage "strategies, processes and materials that value environmental, cultural, social and economic responsibility" (*GDC Sustainable Design Principles*, 2009). Projects emphasize collaboration, the discovery process, and the development of platform-neutral solutions. Instruction in design-related software supports the course.

COURSE NOTE

IDES 244 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

RECOMMENDED ELECTRONIC TEXTS (Available in the CapU Library)

Chick, Anne and Paul Micklethwaite. *Design for Sustainable Change: How Design and Designers Can Drive the Sustainability Agenda*. AVA/Academia, 2011.

Roberts, Lucienne. *Good: An Introduction to Ethics in Graphic Design*. AVA/Academia, 2006.

RECOMMENDED PRINTED TEXTS

Lupton, Ellen. *Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students*. New York: Princeton Architectural, 2004.

Lupton, Ellen. *Type on Screen: A Guide for Designers, Developers, Writers, and Students*. Princeton Architectural, 2004.

Lupton, Ellen, and Jennifer C. Phillips. *Graphic Design: The New Basics*. New York: Princeton Architectural, 2008. Print.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Define sustainability;
- Describe how design solutions can promote environmental, cultural, social, and economic responsibility;
- Write a creative brief and a project rationale;
- Contribute to a collaborative discovery process, analyze the research, and develop functionality criteria;
- Create conceptual cross-platform design solutions that respond to the design brief;
- Demonstrate proficiency in visual and typographic hierarchy for print and digital media; and
- Use design-related software and its typographic tools with proficiency.

Students who complete this Self and Society course will be able to do the following:

- Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies;
- Apply concepts of sustainable development to address sustainability challenges in a global context;
- Analyze the impact of colonialism and racism on Indigenous peoples; and
- Generate strategies for reconciling Indigenous and Canadian relations.

COURSE CONTENT

Week	Content/Lecture	Assignments	Due
Week 1	Course introduction and objectives Lecture/discussion: <i>What is sustainable design?</i>	1. Sustainability 101 PechaKucha	Week 2
Week 2	Lecture/discussion: <i>Effective résumé writing and design</i> Critique: Assignment 1	2. Personal Résumé	Week 4
Week 3	Lecture/discussion: <i>Effective typography and layout for print</i>		
Week 4	Indigenizing discussion/activity Critique: Assignment 2	3. Decolonizing IDEA	Week 9
Week 5	Lecture/discussion: <i>Concepts are big ideas</i>		
Week 6	Lecture/discussion: <i>Creative briefs and project rationales</i>		

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OCT 15 2019

Week	Content/Lecture	Assignments	Due
Week 7	Lecture/Discussion: <i>What makes good design?</i>		
Week 8	Lecture/Discussion: <i>Effective typography and layout for digital</i>		
Week 9	Lecture/discussion: <i>Effective creative process and teamwork</i> Critique: Assignment 3	4. Cross-platform design	Week 13
Week 10	Lecture/Discussion: <i>What makes a good designer?</i>		
Week 11	Lecture/Discussion: <i>Typography review</i>		
Week 12	Critique: Assignment 4		
Week 13	Lecture/discussion: <i>Linkedin</i> General preparation and refinement of projects for contest entries		
Week 14	Review		
Week 15	Contest entry submissions		

EVALUATION PROFILE

1. Sustainability 101 PechaKucha	10%
2. Personal Résumé	15%
3. Decolonizing IDEA	30%
4. Cross Platform Design	30%
Participation	15%
Total	100%

Participation

Students will be evaluated on the frequency and relevance of their comments, questions, observations and discussions of weekly course content; on their active engagement in in-class assignments; on their completion of required lab hours (if any) and on their work-in-progress, at 1% per class or to a maximum of 15% of the course grade.

GRADING PROFILE

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

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

If a course contains assignments, 20% will be deducted from the assignment grade for each period of 1 to 7 days that an assignment is late, unless a different policy appears on the course outline.

Missed Exams/Quizzes/Tests etc.

Missed exams, quizzes and tests (if any) will be assigned a grade of zero. Make-up exams, quizzes and tests are generally given only in medical emergencies or severe personal crises, at the discretion of the instructor.

Attendance

Students are expected to attend all classes and associated activities. Students who are absent for more than three classes without the permission of the course instructor will fail the course. Students must inform the instructor and program assistant by email if a class will be missed.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class time for course-related purposes only.

On-line Communication

Instructors and students should communicate using their official Capilano University addresses.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <http://www.capilanou.ca/services/>

Capilano University Security: download the CapU Mobile Safety App

*update link
CS20 Co template
OK*

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OCT 15 2019

Policy Statement (S2009-06)

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

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <http://www.capilanou.ca/about/governance/policies/Policies/>

ok
update link
text (see CO
template)

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one’s own and/or other students’ attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure.

OK
↑ update link # text (see CO template)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

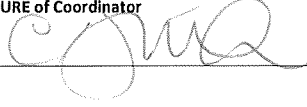

PROGRAM OPERATIONAL DETAILS

Punctuality/Penalties for Lateness

Punctuality is essential. Students more than 15 minutes late for class, or students who leave early without instructor permission, risk being marked absent.

Professional Behaviour

Students should demonstrate a professional attitude and behaviour towards their work, their fellow students and their instructors. Reliability, a willingness to work cooperatively under sometimes difficult conditions, and a determination to achieve quality work to deadlines are all expected. Students must respect equipment and procedures, and should be receptive to constructive criticism of their work.

COURSE INFORMATION																		
SUBJECT DSGN	NUMBER 325	LONG TITLE (60 characters max including spaces) Design Thinking and Research																
COURSE REVISION (check all that apply). Required course information fields will be highlighted in yellow. <table border="0" style="width:100%"> <tr> <td><input type="checkbox"/> Subject</td> <td><input type="checkbox"/> Long Title</td> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Method of Delivery</td> <td><input type="checkbox"/> Prerequisite</td> </tr> <tr> <td><input type="checkbox"/> Number</td> <td><input type="checkbox"/> Type</td> <td><input type="checkbox"/> Number of Weeks</td> <td><input type="checkbox"/> Contact Hours</td> <td><input type="checkbox"/> Corequisite</td> </tr> <tr> <td><input type="checkbox"/> Short Title</td> <td><input type="checkbox"/> Calendar Description</td> <td><input type="checkbox"/> Grading Profile</td> <td><input type="checkbox"/> Course Equivalency</td> <td><input checked="" type="checkbox"/> Course Note</td> </tr> </table>				<input type="checkbox"/> Subject	<input type="checkbox"/> Long Title	<input type="checkbox"/> Credits	<input type="checkbox"/> Method of Delivery	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Number	<input type="checkbox"/> Type	<input type="checkbox"/> Number of Weeks	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Corequisite	<input type="checkbox"/> Short Title	<input type="checkbox"/> Calendar Description	<input type="checkbox"/> Grading Profile	<input type="checkbox"/> Course Equivalency	<input checked="" type="checkbox"/> Course Note
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TYPE <input type="checkbox"/> Credit <input type="checkbox"/> Non-credit		LONG TITLE (60 characters max including spaces)																
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DEPARTMENT/PROGRAM IDEA School of Design	NAME of Coordinator Carol Aitken	SIGNATURE of Coordinator 	DATE (MM/DD/YYYY) 10/21/2019															
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ADMINISTRATIVE APPROVAL																		
DEAN Ted Gervan	SIGNATURE of Dea 		DATE (MM/DD/YYYY) 10/21/2019															
REGISTRAR Kyle Vuorinen	SIGNATURE of Registrar 		DATE (MM/DD/YYYY) 11/04/2019															
REGISTRAR'S OFFICE USE ONLY																		
REGISTRAR'S OFFICE																		

Cap Core Course Form

Course Subject: DSGN Course: 325 Course Title: Design Thinking and Research

Please choose which Cap Core Curriculum, this course is applying for and indicate how the outcomes will be assessed:

<input type="checkbox"/> Literacy (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style	
Assess the relevance, adequacy, and credibility of information, arguments and evidence used to reach conclusions in oral and written texts.	
Complete all steps in the academic writing process: researching, drafting, revising, and editing	
Employ an appropriate communication style for a given audience, context, and purpose	
Offer and accept constructive feedback	

<input type="checkbox"/> Numeracy (all outcomes)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply both analytical and numerical skills to solve problems	
Summarize and analyze data in quantitative forms	
Interpret and draw conclusions from an analysis of quantitative data	
Represent quantitative information in a variety of forms (e.g. symbolically, visually, numerically, and verbally).	
Incorporate quantitative evidence in support of an argument	

<input type="checkbox"/> Science and Technology (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply numerical and computational strategies to solve problems	
Assess the cultural, economic, and political effects of technology	
Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved	
Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).	
Demonstrate how a problem, concept, or process can be modelled numerically, graphically, or algorithmically	
Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings	
Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results	

<input type="checkbox"/> Culture and Creative Expression (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Engage in creative processes including conception, investigation, execution, and ongoing critical analysis	

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Cap Core Course Form

Identify, analyze, and critique the elements of a form of expression using its specific vocabulary	
Examine the intersection of linguistic and cultural forms by expressing in a language other than English	
Explain the significance of diverse forms of human creative expression, specifically including Indigenous forms	
Assess the interaction among cultural frameworks, people, and the natural environment	
Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed	
Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical)	

<input checked="" type="checkbox"/> Self and Society (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies	Term-long design challenge (team-based)
Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society	Term-long design challenge (team-based)
Apply concepts of sustainable development to address sustainability challenges in a global context	
Analyze the impact of colonialism and racism on Indigenous peoples.	
Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change	Term-long design challenge (team-based)
Generate strategies for reconciling Indigenous and Canadian relations	
Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures	Term-long design challenge (team-based)

<input type="checkbox"/> Experiential (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory	
Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles	

<input type="checkbox"/> Capstone (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify a topic of inquiry or practice	
Gather and organize relevant research materials	
Evaluate, synthesize, and apply research findings	
Share findings or results in a means appropriate to a field of study	

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COURSE OUTLINE			
TERM:	Fall 2020	COURSE NO:	DSGN 325
INSTRUCTOR:		COURSE TITLE:	Design Thinking and Research
OFFICE:	LOCAL:	SECTION NO(S):	01
E-MAIL:		CREDITS:	3.0
OFFICE HOURS:			
COURSE WEBSITE:			

EL

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tseil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

60 hours classroom instruction over 15 weeks.

COURSE PREREQUISITES

50 IDES/DSGN Credits.

CALENDAR DESCRIPTION

This course examines how design thinking is used to identify new solutions to diverse problems. Using a case study approach, students explore ways that design thinking has been successfully used around the world, and how cultural differences can influence design. The emerging field of design research is explored, including the value of evidence-based design; how ethnographic research can uncover audience values; and how these values can be integrated into the language of design.

COURSE NOTE

DSGN 325 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Brown, Tim. *Change by Design, How Design Thinking Transforms Organizations and Inspires Innovation*, HarperBusiness. (Revised & Updated.)

IDEO. *The Field Guide to Human Centred Design*. Second edition. Free download from ideo.org.

Details on recommended texts and readings, if any, will be supplied by the instructor.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Define design thinking;
- Describe how design thinking can produce solutions to diverse problems;
- Identify and describe different research methodologies used in the visual communication industry;
- Identify a variety of research strategies, tactics, and processes used in research-driven design solutions; and
- Develop documentation of research for the analysis, application, and dissemination of findings for visual communications solutions.

Students who complete this Self and Society course will be able to do the following:

- Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies;
- Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society;
- Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change; and
- Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.

COURSE CONTENT

Week	Content/Lecture	Assignments	Due
Week 1	<p>OUTLINE, BRIEF AND ORIENTATION What is Design Thinking and Research? Process overview, examples and case studies. Mini 1 hr workshop. Form teams.</p>	<p>1. Reading Reviews x 12 2. Presentations & Assignments x 4</p>	<p>Various Dates</p>
Week 2	<p>INTRO TO HUMAN CENTERED DESIGN Exploration of Research Techniques and how they can be used to empower design thinking. Case study examples. Mini 1 hr workshop.</p>	<p>3. Workshops x 8</p>	<p>Various Dates</p>
Week 3	<p>START OF THE DESIGN CHALLENGE DISCOVERY PHASE: Research methods. Create a Hypothesis/project brief. Framing the design challenge/plan.</p>	<p>4. Milestone & Final Presentations</p>	<p>Various Dates</p>
Week 4	<p>DISCOVER PHASE: Methods to know the people and context. Create a research plan. Ethnographic/observational.</p>		

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Week	Content/Lecture	Assignments	Due
	Qualitative/quantitative. Interviews. The difference between market research and design research.		
Week 5	DISCOVERY PHASE: Methods for interpreting and synthesizing. How to conduct research. Identify interview targets. Competitive/comparative analysis.		
Week 6	DISCOVERY PHASE: Seeking the unmet need. The use of empathy – the designer’s secret weapon. Observe the ordinary. Creating a brand strategy. The role of storytelling.		
Week 7	DISCOVER PHASE: Presentations and feedback. Planning for next phase. The role of design thinking in business.		
Week 8	IDEATE PHASE: Brainstorming & collaboration methods – building on the ideas of others. Concept development. Case studies and examples.		
Week 9	IDEATE PHASE: Presentations and feedback. Sprint based iteration. Plan for the next phase.		
Week 10	IDEATE PHASE: Wrap-up.		
Week 11	EXPERIMENT PHASE: Prototype and refine methods. Rapid prototyping workshop.		
Week 12	EXPERIMENT PHASE: Multi-team workshops. Storytelling and role playing.		
Week 13	EXPERIMENT PHASE: Presentations and feedback. The importance of presentation skills – public speaking.		
Week 14	TEST & IMPLEMENT PHASE: Improve and implement solutions. How to create a pitch.		

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Week	Content/Lecture	Assignments	Due
Week 15	<p>TEST & IMPLEMENT PHASE: Final Presentations (Pitch Style). Group discussion and evaluation.</p> <p>CLOSE: Overview of process, methods and tools.</p> <p>360 review. Design thinking’s greater role. Discussion: The future and value of design thinking. Design activism.</p>		

EVALUATION PROFILE

1. Reading reviews (2.5% each)	25%
2. Presentations & Assignments (6% each)	24%
3. Workshops (2% each)	16%
4. Milestone & Final Presentation	20%
Participation	15%
Total	100%

Participation

Students will be evaluated on the frequency and relevance of their comments, questions, observations and discussions of weekly course content; on their active engagement in in-class assignments; on their completion of required lab hours (if any) and on their work-in-progress, at 1% per class or to a maximum of 15% of the course grade.

GRADING PROFILE

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

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

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If a course contains assignments, 20% will be deducted from the assignment grade for each period of 1 to 7 days that an assignment is late, unless prior arrangements have been made with the instructor.

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Missed Exams/Quizzes/Tests etc.

Missed exams, quizzes and tests (if any) will be assigned a grade of zero. Make-up exams, quizzes and tests are generally given only in medical emergencies or severe personal crises, at the discretion of the instructor.

Attendance

Students are expected to attend all classes and associated activities. Students who are absent for more than three classes without the permission of the course instructor will fail the course. Students must inform the instructor and program assistant by email if a class will be missed.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class time for course-related purposes only.

On-line Communication

Instructors and students should communicate using their official Capilano University addresses.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilano.ca/student-life/>

Capilano University Security: download the CapU Mobile Safety App**Policy Statement (S2009-06)**

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

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilano.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity.

Acts of academic dishonesty may include but are not limited to the following types:

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Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

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Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

PROGRAM OPERATIONAL DETAILS

Punctuality/Penalties for Lateness

Punctuality is essential. Students more than 15 minutes late for class, or students who leave early without instructor permission, risk being marked absent.

Professional Behaviour

Students should demonstrate a professional attitude and behaviour towards their work, their fellow students and their instructors. Reliability, a willingness to work cooperatively under sometimes difficult conditions, and a determination to achieve quality work to deadlines are all expected. Students must respect equipment and procedures, and should be receptive to constructive criticism of their work.

COURSE INFORMATION																		
SUBJECT DSGN	NUMBER 440	LONG TITLE (60 characters max including spaces) Professional Development II																
COURSE REVISION (check all that apply). Required course information fields will be highlighted in yellow. <table border="0" style="width:100%"> <tr> <td><input type="checkbox"/> Subject</td> <td><input type="checkbox"/> Long Title</td> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Method of Delivery</td> <td><input type="checkbox"/> Prerequisite</td> </tr> <tr> <td><input type="checkbox"/> Number</td> <td><input type="checkbox"/> Type</td> <td><input type="checkbox"/> Number of Weeks</td> <td><input type="checkbox"/> Contact Hours</td> <td><input type="checkbox"/> Corequisite</td> </tr> <tr> <td><input type="checkbox"/> Short Title</td> <td><input type="checkbox"/> Calendar Description</td> <td><input type="checkbox"/> Grading Profile</td> <td><input type="checkbox"/> Course Equivalency</td> <td><input checked="" type="checkbox"/> Course Note</td> </tr> </table>				<input type="checkbox"/> Subject	<input type="checkbox"/> Long Title	<input type="checkbox"/> Credits	<input type="checkbox"/> Method of Delivery	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Number	<input type="checkbox"/> Type	<input type="checkbox"/> Number of Weeks	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Corequisite	<input type="checkbox"/> Short Title	<input type="checkbox"/> Calendar Description	<input type="checkbox"/> Grading Profile	<input type="checkbox"/> Course Equivalency	<input checked="" type="checkbox"/> Course Note
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SUBJECT	NUMBER	SHORT TITLE (30 characters max including spaces)	START TERM Fall 2020															
TYPE <input type="checkbox"/> Credit <input type="checkbox"/> Non-credit		LONG TITLE (60 characters max including spaces)																
CALENDAR DESCRIPTION																		
CREDITS	WEEKS (Standard term is 15 weeks)	GRADING PROFILE																
METHOD OF DELIVERY		CONTACT HOURS/WEEK E.g. (4, 0, 0) in calendar																
		LECTURE	LAB OTHER															
		SUBJECT	NUMBER COURSE STATUS															
Equivalent to:																		
PREREQUISITE (Courses that must be taken prior) &/or PREREQUISITE WITH CONCURRENCY (Courses that can be taken prior or concurrently as a pre- or co-requisite)																		
COREQUISITE (Courses that must be taken concurrently)																		
COURSE NOTE (Optional. E.g. equivalency note)																		
DSGN 440 is an approved Capstone course for Cap Core requirements.																		
REVIEW REQUEST:																		
<input type="checkbox"/> Articulation (BC Transfer Guide) <input type="checkbox"/> Quantitative/Analytical Course designation <input type="checkbox"/> Science Course designation																		
ORIGINATOR																		
DEPARTMENT/PROGRAM IDEA School of Design	NAME of Coordinator Carol Aitken	SIGNATURE of Coordinator 	DATE (MM/DD/YYYY) 10/21/2019															
NAME of Liaison Pascal Milelli																		
CONSULTATION																		
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)															
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)															
ADMINISTRATIVE APPROVAL																		
DEAN Ted Gervan	SIGNATURE of Dean 	DATE (MM/DD/YYYY) 10/21/2019																
REGISTRAR Kyle Vuorinen	SIGNATURE of Registrar 	DATE (MM/DD/YYYY) 11/09/2019																
REGISTRAR'S OFFICE USE ONLY																		

Cap Core Course Form

Course Subject: DSGN Course: 440 Course Title: Professional Development II

Please choose which Cap Core Curriculum, this course is applying for and indicate how the outcomes will be assessed:

<input type="checkbox"/> Literacy (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style	
Assess the relevance, adequacy, and credibility of information, arguments and evidence used to reach conclusions in oral and written texts.	
Complete all steps in the academic writing process: researching, drafting, revising, and editing	
Employ an appropriate communication style for a given audience, context, and purpose	
Offer and accept constructive feedback	

<input type="checkbox"/> Numeracy (all outcomes)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply both analytical and numerical skills to solve problems	
Summarize and analyze data in quantitative forms	
Interpret and draw conclusions from an analysis of quantitative data	
Represent quantitative information in a variety of forms (e.g. symbolically, visually, numerically, and verbally).	
Incorporate quantitative evidence in support of an argument	

<input type="checkbox"/> Science and Technology (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply numerical and computational strategies to solve problems	
Assess the cultural, economic, and political effects of technology	
Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved	
Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).	
Demonstrate how a problem, concept, or process can be modelled numerically, graphically, or algorithmically	
Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings	
Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results	

<input type="checkbox"/> Culture and Creative Expression (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Engage in creative processes including conception, investigation, execution, and ongoing critical analysis	

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Cap Core Course Form

Identify, analyze, and critique the elements of a form of expression using its specific vocabulary	
Examine the intersection of linguistic and cultural forms by expressing in a language other than English	
Explain the significance of diverse forms of human creative expression, specifically including Indigenous forms	
Assess the interaction among cultural frameworks, people, and the natural environment	
Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed	
Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical)	

<input type="checkbox"/> Self and Society (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies	
Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society	
Apply concepts of sustainable development to address sustainability challenges in a global context	
Analyze the impact of colonialism and racism on Indigenous peoples.	
Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change	
Generate strategies for reconciling Indigenous and Canadian relations	
Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures	

<input type="checkbox"/> Experiential (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory	
Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles	

<input checked="" type="checkbox"/> Capstone (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify a topic of inquiry or practice	Term-long capstone project
Gather and organize relevant research materials	Term-long capstone project
Evaluate, synthesize, and apply research findings	Term-long capstone project
Share findings or results in a means appropriate to a field of study	Term-long capstone project

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COURSE OUTLINE			
TERM:	Fall 2020	COURSE NO:	DSGN 440
INSTRUCTOR:	Team-Taught (see schedule)	COURSE TITLE:	Professional Development II
OFFICE:	LOCAL:	SECTION NO(S):	01
E-MAIL:		CREDITS:	9.0
OFFICE HOURS:			
COURSE WEBSITE:			

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tseil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

180 hours classroom instruction over 15 weeks.

COURSE PREREQUISITES

75 IDES/DSGN credits

CALENDAR DESCRIPTION

This course provides students with the opportunity to engage in professional development through the completion of major self-directed capstone projects. Students will demonstrate professional knowledge by using design thinking and research skills, advanced creative and conceptual abilities, and technical and traditional tools, to an industry standard. Students are mentored by industry professionals and supported in a team-taught environment.

COURSE NOTE

DSGN 440 is an approved Capstone course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

None.

Details on recommended texts and readings, if any, will be supplied by the instructors.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Evaluate completed projects and refine them to a professional standard;
- Define professional goals for portfolio development and complete a portfolio of work;
- Develop a major self-directed capstone project that supports professional goals;
- Undertake the research necessary to support a capstone project;
- Demonstrate a culmination of visual communication knowledge through design thinking, professional skills and technical proficiency that meet industry standards; and

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- Assess visual communication projects and develop comprehensive case studies with evidence- based rationales.

Students who complete this Capstone course will be able to do the following:

- Identify a topic of inquiry or practice;
- Gather and organize relevant research materials;
- Evaluate, synthesize, and apply research findings; and
- Share findings or results in a means appropriate to a field of study.

COURSE CONTENT

Week	Content/Lecture	Assignments	Due
Week 1	Review course outline and expectations (Day 1) Workshop on time and project management (Day 2) Project pitches to all-mentor panel (student audience) (Day 1 and 2)	Capstone project pitch PDF	Noon 09:00 13:00
Weeks 2-4	Capstone project research (Day 1 and 2) Portfolio development / case study (Day 2)	(2) Creative brief (1) Research package	Week 2 End Week 4
Weeks 5-13	Weekly meetings with mentors (as per schedule) and ongoing capstone project work (Day 1 and 2) Portfolio development / case study (Day 2)	Moodboards / initial direction Mid-project critique (3) Case study	Week 7 Week 10 Week 13
Week 14	Mock capstone presentations (to mentor team) (Day 1 and 2) Portfolio development / case study (Day 2)	(4) Draft portfolio	Week 14

Week 15	Capstone presentations to 4-mentor panel (Day 1 and 2)	(5) Final capstone project	Week 15
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EVALUATION PROFILE

1. Research	15%
2. Creative Brief	5%
3. Case Study	10%
4. Draft Portfolio	20%
5. Final Capstone Project	35%
Participation	15%
Total	100%

Participation

Students will be evaluated on the frequency and relevance of their comments, questions, observations and discussions of weekly course content; on their active engagement in in-class assignments; on their completion of required lab hours (if any) and on their work-in-progress, at 1% per class or to a maximum of 15% of the course grade.

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

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

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On-line Communication

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- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;

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- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

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Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

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Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

PROGRAM OPERATIONAL DETAILS**Punctuality/Penalties for Lateness**

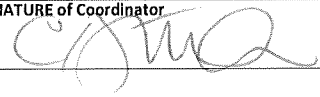
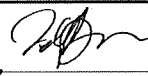

Punctuality is essential. Students more than 15 minutes late for class, or students who leave early without instructor permission, risk being marked absent.

Professional Behaviour

Students should demonstrate a professional attitude and behaviour towards their work, their fellow students and their instructors. Reliability, a willingness to work cooperatively under sometimes difficult conditions, and a determination to achieve quality work to deadlines are all expected. Students must respect equipment and procedures, and should be receptive to constructive criticism of their work.

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OCT 15 2019

COURSE INFORMATION																		
SUBJECT DSGN	NUMBER 441	LONG TITLE (60 characters max including spaces) Professional Development II: Illustration Concentration																
COURSE REVISION (check all that apply). Required course information fields will be highlighted in yellow. <table style="width:100%; border: none;"> <tr> <td><input type="checkbox"/> Subject</td> <td><input type="checkbox"/> Long Title</td> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Method of Delivery</td> <td><input type="checkbox"/> Prerequisite</td> </tr> <tr> <td><input type="checkbox"/> Number</td> <td><input type="checkbox"/> Type</td> <td><input type="checkbox"/> Number of Weeks</td> <td><input type="checkbox"/> Contact Hours</td> <td><input type="checkbox"/> Corequisite</td> </tr> <tr> <td><input type="checkbox"/> Short Title</td> <td><input type="checkbox"/> Calendar Description</td> <td><input type="checkbox"/> Grading Profile</td> <td><input type="checkbox"/> Course Equivalency</td> <td><input checked="" type="checkbox"/> Course Note</td> </tr> </table>				<input type="checkbox"/> Subject	<input type="checkbox"/> Long Title	<input type="checkbox"/> Credits	<input type="checkbox"/> Method of Delivery	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Number	<input type="checkbox"/> Type	<input type="checkbox"/> Number of Weeks	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Corequisite	<input type="checkbox"/> Short Title	<input type="checkbox"/> Calendar Description	<input type="checkbox"/> Grading Profile	<input type="checkbox"/> Course Equivalency	<input checked="" type="checkbox"/> Course Note
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			Fall 2020															
TYPE		LONG TITLE (60 characters max including spaces)																
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CALENDAR DESCRIPTION																		
CREDITS	WEEKS (Standard term is 15 weeks)	GRADING PROFILE																
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COURSE NOTE (Optional. E.g. equivalency note)																		
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<input type="checkbox"/> Articulation (BC Transfer Guide) <input type="checkbox"/> Quantitative/Analytical Course designation <input type="checkbox"/> Science Course designation																		
ORIGINATOR																		
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)															
IDEA School of Design	Carol Aitken		10/21/2019															
NAME of Liaison																		
Pascal Milelli																		
CONSULTATION																		
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)															
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ADMINISTRATIVE APPROVAL																		
DEAN	SIGNATURE of Dean	DATE (MM/DD/YYYY)																
Ted Gervan		10/21/2019																
REGISTRAR	SIGNATURE of Registrar	DATE (MM/DD/YYYY)																
Kyle Vuorinen		11/04/2019																
REGISTRAR'S OFFICE USE ONLY																		

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Cap Core Course Form

Course Subject: DSGN Course: 441 Course Title: Professional Development II; Illustration Concentration

Please choose which Cap Core Curriculum, this course is applying for and indicate how the outcomes will be assessed:

<input type="checkbox"/> Literacy (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style	
Assess the relevance, adequacy, and credibility of information, arguments and evidence used to reach conclusions in oral and written texts.	
Complete all steps in the academic writing process: researching, drafting, revising, and editing	
Employ an appropriate communication style for a given audience, context, and purpose	
Offer and accept constructive feedback	

<input type="checkbox"/> Numeracy (all outcomes)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply both analytical and numerical skills to solve problems	
Summarize and analyze data in quantitative forms	
Interpret and draw conclusions from an analysis of quantitative data	
Represent quantitative information in a variety of forms (e.g. symbolically, visually, numerically, and verbally).	
Incorporate quantitative evidence in support of an argument	

<input type="checkbox"/> Science and Technology (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply numerical and computational strategies to solve problems	
Assess the cultural, economic, and political effects of technology	
Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved	
Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).	
Demonstrate how a problem, concept, or process can be modelled numerically, graphically, or algorithmically	
Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings	
Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results	

<input type="checkbox"/> Culture and Creative Expression (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Engage in creative processes including conception, investigation, execution, and ongoing critical analysis	

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Cap Core Course Form

Identify, analyze, and critique the elements of a form of expression using its specific vocabulary	
Examine the intersection of linguistic and cultural forms by expressing in a language other than English	
Explain the significance of diverse forms of human creative expression, specifically including Indigenous forms	
Assess the interaction among cultural frameworks, people, and the natural environment	
Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed	
Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical)	

<input type="checkbox"/> Self and Society (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies	
Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society	
Apply concepts of sustainable development to address sustainability challenges in a global context	
Analyze the impact of colonialism and racism on Indigenous peoples.	
Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change	
Generate strategies for reconciling Indigenous and Canadian relations	
Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures	

<input type="checkbox"/> Experiential (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory	
Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles	

<input checked="" type="checkbox"/> Capstone (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify a topic of inquiry or practice	Term-long capstone project
Gather and organize relevant research materials	Term-long capstone project
Evaluate, synthesize, and apply research findings	Term-long capstone project
Share findings or results in a means appropriate to a field of study	Term-long capstone project



COURSE OUTLINE			
TERM: Fall 2020	COURSE NO: DSGN 441		
INSTRUCTOR: Team-Taught (see schedule)		COURSE TITLE: Professional Development II: Illustration Concentration	
OFFICE:	LOCAL:	SECTION NO(S): 01	CREDITS: 9.0
E-MAIL:			
OFFICE HOURS:			
COURSE WEBSITE:			

EK

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tseil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

180 hours classroom instruction over 15 weeks.

COURSE PREREQUISITES

75 IDES/DSGN credits.

CALENDAR DESCRIPTION

This course provides students with the opportunity to engage in professional development through the completion of major self-directed capstone projects. Students will demonstrate professional knowledge by using design thinking and research skills, advanced creative and conceptual abilities, and technical and traditional tools to an industry standard. Students are mentored by illustration professionals and supported in a team-taught environment.

COURSE NOTE

DSGN 441 is an approved Capstone course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

None.

Details on recommended texts and readings, if any, will be supplied by the instructors.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Evaluate completed projects and refine them to a professional standard;
- Define professional goals for portfolio development and complete a portfolio of work;
- Develop a major self-directed capstone project that supports professional goals;
- Undertake the research necessary to support a capstone project;

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- Demonstrate a culmination of visual communication knowledge through design thinking, professional skills and technical proficiency that meet industry standards; and
- Assess visual communication projects and develop comprehensive case studies with evidence- based rationales.

Students who complete this Capstone course will be able to do the following:

- Identify a topic of inquiry or practice;
- Gather and organize relevant research materials;
- Evaluate, synthesize, and apply research findings; and
- Share findings or results in a means appropriate to a field of study.

COURSE CONTENT

Week	Content/Lecture	Assignments	Due
Week 1	Review course outline and expectations (Day 1) Workshop on time and project management (Day 2) Project pitches to all-mentor panel (student audience) (Day 2)	Capstone project pitch PDF	Noon 09:00 13:00
Weeks 2-4	Capstone project research (Day 1 and 2) Portfolio development / case study (Day 2)	(2) Creative brief (1) Research package	Week 2 End Week 4
Weeks 5-13	Weekly meetings with mentors (as per schedule) and ongoing capstone project work (Day 1 and 2) Portfolio development / case study (Day 2)	Moodboards / initial direction Mid-project critique (3) Case study	Week 7 Week 10 Week 13
Week 14	Mock capstone presentations (to mentor team) (Day 1 and 2) Portfolio development / case study (Day 2)	(4) Draft portfolio	Week 14

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OCT 15 2019

Week	Content/Lecture	Assignments	Due
Week 15	Capstone presentations to 4-mentor panel (Day 1 and 2)	(5) Final capstone project	Week 15

EVALUATION PROFILE

1. Research	15%
2. Creative Brief	5%
3. Case Study	10%
4. Draft Portfolio	20%
5. Final Capstone Project	35%
Participation	15%
Total	100%

Participation

Students will be evaluated on the frequency and relevance of their comments, questions, observations and discussions of weekly course content; on their active engagement in in-class assignments; on their completion of required lab hours (if any) and on their work-in-progress, at 1% per class or to a maximum of 15% of the course grade.

GRADING PROFILE

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

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

If a course contains assignments, 20% will be deducted from the assignment grade for each period of 1 to 7 days that an assignment is late, unless prior arrangements have been made with the instructor.

Missed Exams/Quizzes/Tests etc.

Missed exams, quizzes and tests (if any) will be assigned a grade of zero. Make-up exams, quizzes and tests are generally given only in medical emergencies or severe personal crises, at the discretion of the instructor.

Attendance

Students are expected to attend all classes and associated activities. Students who are absent for more than three classes without the permission of the course instructor will fail the course. Students must inform the instructor and program assistant by email if a class will be missed.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class time for course-related purposes only.

On-line Communication

Instructors and students should communicate using their official Capilano University addresses.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the CapU Mobile Safety App**Policy Statement (S2009-06)**

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

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and

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Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

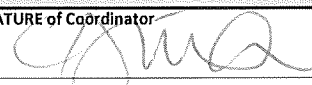
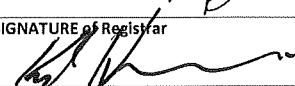
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COURSE INFORMATION																		
SUBJECT DSGN	NUMBER 442	LONG TITLE (60 characters max including spaces) Professional Development II: Branding Concentration																
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DEPARTMENT/PROGRAM IDEA School of Design	NAME of Coordinator Carol Aitken	SIGNATURE of Coordinator 	DATE (MM/DD/YYYY) 10/21/2019															
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REGISTRAR Kyle Vuorinen	SIGNATURE of Registrar 	DATE (MM/DD/YYYY) 11/02/2019																
REGISTRAR'S OFFICE USE ONLY																		
			REGISTRAR'S OFFICE															

Cap Core Course Form

Course Subject: DSGN Course: 442 Course Title: Professional Development II: Branding concentration

EK

Please choose which Cap Core Curriculum, this course is applying for and indicate how the outcomes will be assessed:

<input type="checkbox"/> Literacy (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style	
Assess the relevance, adequacy, and credibility of information, arguments and evidence used to reach conclusions in oral and written texts.	
Complete all steps in the academic writing process: researching, drafting, revising, and editing	
Employ an appropriate communication style for a given audience, context, and purpose	
Offer and accept constructive feedback	

<input type="checkbox"/> Numeracy (all outcomes)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply both analytical and numerical skills to solve problems	
Summarize and analyze data in quantitative forms	
Interpret and draw conclusions from an analysis of quantitative data	
Represent quantitative information in a variety of forms (e.g. symbolically, visually, numerically, and verbally).	
Incorporate quantitative evidence in support of an argument	

<input type="checkbox"/> Science and Technology (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply numerical and computational strategies to solve problems	
Assess the cultural, economic, and political effects of technology	
Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved	
Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).	
Demonstrate how a problem, concept, or process can be modelled numerically, graphically, or algorithmically	
Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings	
Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results	

<input type="checkbox"/> Culture and Creative Expression (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Engage in creative processes including conception, investigation, execution, and ongoing critical analysis	

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Cap Core Course Form

Identify, analyze, and critique the elements of a form of expression using its specific vocabulary	
Examine the intersection of linguistic and cultural forms by expressing in a language other than English	
Explain the significance of diverse forms of human creative expression, specifically including Indigenous forms	
Assess the interaction among cultural frameworks, people, and the natural environment	
Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed	
Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical)	

<input type="checkbox"/> Self and Society (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies	
Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society	
Apply concepts of sustainable development to address sustainability challenges in a global context	
Analyze the impact of colonialism and racism on Indigenous peoples.	
Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change	
Generate strategies for reconciling Indigenous and Canadian relations	
Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures	

<input type="checkbox"/> Experiential (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory	
Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles	

<input checked="" type="checkbox"/> Capstone (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify a topic of inquiry or practice	Term-long capstone project
Gather and organize relevant research materials	Term-long capstone project
Evaluate, synthesize, and apply research findings	Term-long capstone project
Share findings or results in a means appropriate to a field of study	Term-long capstone project



COURSE OUTLINE			
TERM: Fall 2019 <i>2520</i>	COURSE NO: DSGN 442		
INSTRUCTOR: Team Taught (see schedule)	COURSE TITLE: Professional Development II: Branding Concentration		
OFFICE: LOCAL:	SECTION NO(S): 01	CREDITS: 9.0	
E-MAIL:			
OFFICE HOURS:			
COURSE WEBSITE:			

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

180 hours classroom instruction over 15 weeks.

COURSE PREREQUISITES

75 IDES/DSGN credits

CALENDAR DESCRIPTION

This course provides students with the opportunity to engage in professional development through the completion of major self-directed capstone projects. Students will demonstrate professional knowledge by using design thinking and research skills, advanced creative and conceptual abilities, and technical and traditional tools to an industry standard. Students are mentored by branding professionals and supported in a team-taught environment.

COURSE NOTE

DSGN 442 is an approved Capstone course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

None.

Details on recommended texts and readings, if any, will be supplied by the instructors.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Evaluate completed projects and refine them to a professional standard;
- Define professional goals for portfolio development and complete a portfolio of work;
- Develop a major self-directed capstone project that supports professional goals;
- Undertake the research necessary to support a capstone project;

- Demonstrate a culmination of visual communication knowledge through design thinking, professional skills and technical proficiency that meet industry standards; and
- Assess visual communication projects and develop comprehensive case studies with evidence-based rationales.

Students who complete this Capstone course will be able to do the following:

- Identify a topic of inquiry or practice;
- Gather and organize relevant research materials;
- Evaluate, synthesize, and apply research findings; and
- Share findings or results in a means appropriate to a field of study.

COURSE CONTENT

Week	Content/Lecture	Assignments	Due
Week 1	Review course outline and expectations (Day 1) Workshop on time and project management (Day 2) Project pitches to all-mentor panel (student audience) (Day 1 and 2)	Capstone project pitch PDF	Noon 09:00 13:00
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Week 14	Mock capstone presentations (to mentor team) (Day 1 and 2) Portfolio development / case study (Day 2)	(4) Draft portfolio	Week 14

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Week	Content/Lecture	Assignments	Due
Week 15	Capstone presentations to 4-mentor panel (Day 1 and 2)	(5) Final capstone project	Week 15

EVALUATION PROFILE

1. Research	15%
2. Creative Brief	5%
3. Case Study	10%
4. Draft Portfolio	20%
5. Final Capstone Project	35%
Participation	15%
Total	100%

Participation

Students will be evaluated on the frequency and relevance of their comments, questions, observations and discussions of weekly course content; on their active engagement in in-class assignments; on their completion of required lab hours (if any) and on their work-in-progress, at 1% per class or to a maximum of 15% of the course grade.

GRADING PROFILE

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

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UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

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Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

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- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

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All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

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Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

PROGRAM OPERATIONAL DETAILS

Punctuality/Penalties for Lateness


Punctuality is essential. Students more than 15 minutes late for class, or students who leave early without instructor permission, risk being marked absent.

Professional Behaviour

Students should demonstrate a professional attitude and behaviour towards their work, their fellow students and their instructors. Reliability, a willingness to work cooperatively under sometimes difficult conditions, and a determination to achieve quality work to deadlines are all expected. Students must respect equipment and procedures, and should be receptive to constructive criticism of their work.

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COURSE INFORMATION			
SUBJECT DSGN	NUMBER 443	LONG TITLE (60 characters max including spaces) Professional Development II: Interactive Concentration	
COURSE REVISION (check all that apply). Required course information fields will be highlighted in yellow.			
<input type="checkbox"/> Subject	<input type="checkbox"/> Long Title	<input type="checkbox"/> Credits	<input type="checkbox"/> Method of Delivery
<input type="checkbox"/> Number	<input type="checkbox"/> Type	<input type="checkbox"/> Number of Weeks	<input type="checkbox"/> Contact Hours
<input type="checkbox"/> Short Title	<input type="checkbox"/> Calendar Description	<input type="checkbox"/> Grading Profile	<input checked="" type="checkbox"/> Course Note
SUBJECT	NUMBER	SHORT TITLE (30 characters max including spaces)	START TERM Fall 2020
TYPE <input type="checkbox"/> Credit <input type="checkbox"/> Non-credit		LONG TITLE (60 characters max including spaces)	
CALENDAR DESCRIPTION			
CREDITS	WEEKS (Standard term is 15 weeks)	GRADING PROFILE	
METHOD OF DELIVERY		CONTACT HOURS/WEEK	E.g. (4, 0, 0) in calendar
		LECTURE	LAB OTHER
Equivalent to:			
PREREQUISITE (Courses that must be taken prior) &/or PREREQUISITE WITH CONCURRENCY (Courses that can be taken prior or concurrently as a pre- or co-requisite)			
COREQUISITE (Courses that must be taken concurrently)			
COURSE NOTE (Optional. E.g. equivalency note)			
DSGN 443 is an approved Capstone course for Cap Core requirements.			
REVIEW REQUEST:			
<input type="checkbox"/> Articulation (BC Transfer Guide) <input type="checkbox"/> Quantitative/Analytical Course designation <input type="checkbox"/> Science Course designation			
ORIGINATOR			
DEPARTMENT/PROGRAM IDEA School of Design	NAME of Coordinator Carol Aitken	SIGNATURE of Coordinator 	DATE (MM/DD/YYYY) 10/21/2019
NAME of Liaison Pascal Milelli			
CONSULTATION			
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)
ADMINISTRATIVE APPROVAL			
DEAN Ted Gervan	SIGNATURE of Dean 	DATE (MM/DD/YYYY) 10/21/2019	
REGISTRAR Fyle Vuorinen	SIGNATURE of Registrar 	DATE (MM/DD/YYYY) 11/09/2019	
REGISTRAR'S OFFICE USE ONLY			
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Cap Core Course Form

Course Subject: DSGN Course: 443 Course Title: Professional Development II; Interactive concentration EK

Please choose which Cap Core Curriculum, this course is applying for and indicate how the outcomes will be assessed:

<input type="checkbox"/> Literacy (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style	
Assess the relevance, adequacy, and credibility of information, arguments and evidence used to reach conclusions in oral and written texts.	
Complete all steps in the academic writing process: researching, drafting, revising, and editing	
Employ an appropriate communication style for a given audience, context, and purpose	
Offer and accept constructive feedback	

<input type="checkbox"/> Numeracy (all outcomes)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply both analytical and numerical skills to solve problems	
Summarize and analyze data in quantitative forms	
Interpret and draw conclusions from an analysis of quantitative data	
Represent quantitative information in a variety of forms (e.g. symbolically, visually, numerically, and verbally).	
Incorporate quantitative evidence in support of an argument	

<input type="checkbox"/> Science and Technology (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply numerical and computational strategies to solve problems	
Assess the cultural, economic, and political effects of technology	
Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved	
Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).	
Demonstrate how a problem, concept, or process can be modelled numerically, graphically, or algorithmically	
Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings	
Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results	

<input type="checkbox"/> Culture and Creative Expression (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Engage in creative processes including conception, investigation, execution, and ongoing critical analysis	

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Cap Core Course Form

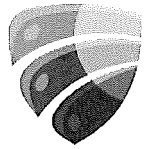
Identify, analyze, and critique the elements of a form of expression using its specific vocabulary	
Examine the intersection of linguistic and cultural forms by expressing in a language other than English	
Explain the significance of diverse forms of human creative expression, specifically including Indigenous forms	
Assess the interaction among cultural frameworks, people, and the natural environment	
Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed	
Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical)	

<input type="checkbox"/> Self and Society (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies	
Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society	
Apply concepts of sustainable development to address sustainability challenges in a global context	
Analyze the impact of colonialism and racism on Indigenous peoples.	
Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change	
Generate strategies for reconciling Indigenous and Canadian relations	
Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures	

<input type="checkbox"/> Experiential (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory	
Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles	

<input checked="" type="checkbox"/> Capstone (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify a topic of inquiry or practice	Term-long capstone project
Gather and organize relevant research materials	Term-long capstone project
Evaluate, synthesize, and apply research findings	Term-long capstone project
Share findings or results in a means appropriate to a field of study	Term-long capstone project

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COURSE OUTLINE			
TERM: Fall 2020	COURSE NO: DSGN 443		
INSTRUCTOR: Team-Taught (see-schedule)	COURSE TITLE: Professional Development II: Interactive Concentration		
OFFICE: LOCAL:	SECTION NO(S): 01	CREDITS: 9.0	
E-MAIL:			
OFFICE HOURS:			
COURSE WEBSITE:			

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tseil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

180 hours classroom instruction over 15 weeks.

COURSE PREREQUISITES

75 IDES/DSGN credits,

CALENDAR DESCRIPTION

This course provides students with the opportunity to engage in professional development through the completion of major self-directed capstone projects. Students will demonstrate professional knowledge by using design thinking and research skills, advanced creative and conceptual abilities, and technical and traditional tools to an industry standard. Students are mentored by interactive design professionals and supported in a team-taught environment.

COURSE NOTE

DSGN 443 is an approved Capstone course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

None.

Details on recommended texts and readings, if any, will be supplied by the instructors.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Evaluate completed projects and refine them to a professional standard;
- Define professional goals for portfolio development and complete a portfolio of work;
- Develop a major self-directed capstone project that supports professional goals;
- Undertake the research necessary to support a capstone project;

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- Demonstrate a culmination of visual communication knowledge through design thinking, professional skills and technical proficiency that meet industry standards; and
- Assess visual communication projects and develop comprehensive case studies with evidence- based rationales.

Students who complete this Capstone course will be able to do the following:

- Identify a topic of inquiry or practice;
- Gather and organize relevant research materials;
- Evaluate, synthesize, and apply research findings; and
- Share findings or results in a means appropriate to a field of study.

COURSE CONTENT

Week	Content/Lecture	Assignments	Due
Week 1	Review course outline and expectations (Day 1) Workshop on time and project management (Day 2) Project pitches to all-mentor panel (student audience) (Day 1)	Capstone project pitch PDF	Noon 09:00 13:00
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Week	Content/Lecture	Assignments	Due
Week 15	Capstone presentations to 4-mentor panel (Day 1 and 2)	(5) Final capstone project	Week 15

EVALUATION PROFILE

1. Research	15%
2. Creative Brief	5%
3. Case Study	10%
4. Draft Portfolio	20%
5. Final Capstone Project	35%
Participation	15%
Total	100%

Participation

Students will be evaluated on the frequency and relevance of their comments, questions, observations and discussions of weekly course content; on their active engagement in in-class assignments; on their completion of required lab hours (if any) and on their work-in-progress, at 1% per class or to a maximum of 15% of the course grade.

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MEMORANDUM

To: DAC, Faculty of Business & Professional Studies, Laureen Styles (Acting Dean)

From: Sue Dritmanis

cc: Michelle Medalla, Dean's Assistant; Carole Gencay, DDA, School of Communication

Date: August 27, 2019

Re: CMNS 360 course for approval with Cap Core Experiential designation

EXECUTIVE SUMMARY:

The School of Communication is proposing that CMNS 360 Strategic Communication be considered for Cap Core designation as an Experiential course beginning in the fall of 2020. This is one of three CMNS courses we are putting forward under this designation.

RATIONALE

A student successfully completing CMNS 360 will meet both of the learning outcomes required for an Experiential Cap Core course. They will engage in critical self-reflections as part of their crisis communication group project, and in answering questions on their reading quizzes in which they are prompted to refer to their own work or volunteer experience to illustrate their understanding of such strategic communication strategies as brand ambassadorship, and reputation management. They will also apply the skills and knowledge of professional communicators, with the majority of deliverables (produced in groups and individually) taking the shape of real-world documents such as employee newsletters, media releases, and communication assessments. It is a required course for all students in the Bachelor of Communication Studies (BCS) degree, and it would be a benefit to BCS students to allow them to use this course to meet their Cap Core requirements in Year 3 or Year 4 of the degree. We respectfully note that seven other 300-level courses to date have received Cap Core Experiential designation, including BKMT 316 Branding and Innovation, ENGL 367 Land School, ENGL 369 Foundations in Writing Pedagogy, and LBST 330 Methods of Inquiry.

APPROVALS

There is no single evaluation component in CMNS 360 exceeding 35%, so no Dean approval is required here.

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SUMMARY OF REVISIONS

CMNS 360 Strategic Communication

Current Prerequisites	Proposed Prerequisites
CMNS 220 ↓ 112 or 132 or	60 credits of 100-level or higher coursework including one of the following: CMNS 112, CMNS 132, or CMNS 220

Ex for S. Dikranis

Ex

Other proposed changes:

1. The following course note will be added: "CMNS 360 is an approved Experiential course for Cap Core requirements."
2. Required texts and resources have been updated.
3. Cap Core learning outcomes for Experiential have been added.
4. Course assignment descriptions have been updated; Critical Self-Reflections were added.
5. Course outline has been converted to the new outline template.

6. Contact hours standardized to 4 lecture, 0 lab, 0 other (was 3,0,1)
 (4th hour activities no longer listed out separately)

Ex for S. Dikranis

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COURSE INFORMATION																		
SUBJECT CMNS	NUMBER 360	LONG TITLE (60 characters max including spaces) STRATEGIC COMMUNICATION																
COURSE REVISION (check all that apply). Required course information fields will be highlighted in yellow. <table style="width:100%; border: none;"> <tr> <td><input type="checkbox"/> Subject</td> <td><input type="checkbox"/> Long Title</td> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Method of Delivery</td> <td><input checked="" type="checkbox"/> Prerequisite</td> </tr> <tr> <td><input type="checkbox"/> Number</td> <td><input type="checkbox"/> Type</td> <td><input type="checkbox"/> Number of Weeks</td> <td><input checked="" type="checkbox"/> Contact Hours <i>Ex. Cur. 3D.</i></td> <td><input type="checkbox"/> Corequisite</td> </tr> <tr> <td><input type="checkbox"/> Short Title</td> <td><input type="checkbox"/> Calendar Description</td> <td><input type="checkbox"/> Grading Profile</td> <td><input type="checkbox"/> Course Equivalency</td> <td><input checked="" type="checkbox"/> Course Note</td> </tr> </table>				<input type="checkbox"/> Subject	<input type="checkbox"/> Long Title	<input type="checkbox"/> Credits	<input type="checkbox"/> Method of Delivery	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Number	<input type="checkbox"/> Type	<input type="checkbox"/> Number of Weeks	<input checked="" type="checkbox"/> Contact Hours <i>Ex. Cur. 3D.</i>	<input type="checkbox"/> Corequisite	<input type="checkbox"/> Short Title	<input type="checkbox"/> Calendar Description	<input type="checkbox"/> Grading Profile	<input type="checkbox"/> Course Equivalency	<input checked="" type="checkbox"/> Course Note
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COREQUISITE (Courses that must be taken concurrently)																		
COURSE NOTE (Optional. E.g. equivalency note)																		
CMNS 360 IS AN APPROVED EXPERIENTIAL COURSE FOR CAP CORE REQUIREMENTS.																		
REVIEW REQUEST:																		
<input checked="" type="checkbox"/> Articulation (BC Transfer Guide) <input type="checkbox"/> Quantitative/Analytical Course designation <input type="checkbox"/> Science Course designation																		
ORIGINATOR																		
DEPARTMENT/PROGRAM SCHOOL OF COMMUNICATION	NAME of Coordinator Bill Van Loven	SIGNATURE of Coordinator <i>[Signature]</i>	DATE (MM/DD/YYYY) Aug 27th 2019															
NAME of Liaison SUE DRITMANIS																		
CONSULTATION																		
DEPARTMENT/PROGRAM Legal Studies	NAME of Coordinator William Enwright	SIGNATURE of Coordinator <i>[Signature]</i>	DATE (MM/DD/YYYY) 08/27/2019															
DEPARTMENT/PROGRAM School of Business	NAME of Coordinator Stephane wells	SIGNATURE of Coordinator <i>[Signature]</i>	DATE (MM/DD/YYYY) 08/27/2019															
ADMINISTRATIVE APPROVAL																		
DEAN DR. LAUREEN STYLES	SIGNATURE of Dean <i>[Signature]</i>		DATE (MM/DD/YYYY) 10/12/2019															
REGISTRAR Kyle Vuorinen	SIGNATURE of Registrar <i>[Signature]</i>		DATE (MM/DD/YYYY) 10/5/2019															
REGISTRAR'S OFFICE USE ONLY																		
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Cap Core Course Form

Course Subject: **CMNS** Course: **360** Course Title: **Strategic Communication**

Please choose which Cap Core Curriculum, this course is applying for and indicate how the outcomes will be assessed:

<input type="checkbox"/> Literacy (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style	
Assess the relevance, adequacy, and credibility of information, arguments and evidence used to reach conclusions in oral and written texts.	
Complete all steps in the academic writing process: researching, drafting, revising, and editing	
Employ an appropriate communication style for a given audience, context, and purpose	
Offer and accept constructive feedback	

<input type="checkbox"/> Numeracy (all outcomes)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply both analytical and numerical skills to solve problems	
Summarize and analyze data in quantitative forms	
Interpret and draw conclusions from an analysis of quantitative data	
Represent quantitative information in a variety of forms (e.g. symbolically, visually, numerically, and verbally).	
Incorporate quantitative evidence in support of an argument	

<input type="checkbox"/> Science and Technology (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply numerical and computational strategies to solve problems	
Assess the cultural, economic, and political effects of technology	
Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved	
Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).	
Demonstrate how a problem, concept, or process can be modelled numerically, graphically, or algorithmically	
Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings	
Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results	

<input type="checkbox"/> Culture and Creative Expression (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Engage in creative processes including conception, investigation, execution, and ongoing critical analysis	

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Cap Core Course Form

Identify, analyze, and critique the elements of a form of expression using its specific vocabulary	
Examine the intersection of linguistic and cultural forms by expressing in a language other than English	
Explain the significance of diverse forms of human creative expression, specifically including Indigenous forms	
Assess the interaction among cultural frameworks, people, and the natural environment	
Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed	
Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical)	

<input type="checkbox"/> Self and Society (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies	
Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society	
Apply concepts of sustainable development to address sustainability challenges in a global context	
Analyze the impact of colonialism and racism on Indigenous peoples.	
Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change	
Generate strategies for reconciling Indigenous and Canadian relations	
Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures	

<input checked="" type="checkbox"/> Experiential (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory	Critical Self-Reflections
Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles	Communications Assessment, Organizational Profile & Employee Newsletter, Strategic Communications Plan, and Team Presentation of Crisis Plan with Media Portfolio.

<input type="checkbox"/> Capstone (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify a topic of inquiry or practice	
Gather and organize relevant research materials	
Evaluate, synthesize, and apply research findings	
Share findings or results in a means appropriate to a field of study	

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COURSE OUTLINE		
TERM: Fall 2020	COURSE NO: CMNS 360	
INSTRUCTOR:	COURSE TITLE: Strategic Communication	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE PREREQUISITES

60 credits of 100-level or higher coursework including one of the following: CMNS 112, CMNS 132 or CMNS 220.

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

CALENDAR DESCRIPTION

This course provides an overview of the range of skills and strategies required for working in corporate, community and government communication fields. It focuses on information and media design and utilizes a case-study approach in which students work both alone and in groups in simulated communication projects. The course covers topics such as relations with the public, media and government, internal organizational communication, working with stakeholders/investors, crisis communication, corporate advertising and public branding.

COURSE NOTE

CMNS 360 is an approved Experiential course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Mahoney, J. (2013). *Strategic Communication*. Victoria, Australia: Oxford University Press.

Selected case studies in strategic communication, www.csscjournal.org

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

1. Assess existing communication strategies in an organization belonging to the business, government or non-profit/NGO sector and systematically identify and describe internal and external factors that influence those strategies.
2. Explain the difference between image, identity and reputation in the context of developing and maintaining a positive corporate identity.
3. Working with a partner, write a profile and a mission statement for an organization, and apply the mission's value statements to the creation of content for an employee newsletter.
4. Examine ethical and social issues pertaining to strategic communication activities such as the use of social media, advertising campaigns, sponsorships and gamification.
5. Distinguish between key messages and communication goals.
6. Working with a team, prepare and present a complex communications strategy for a crisis situation.
7. Research and present a strategic communications plan for an organization.
8. Participate in role-playing communications scenarios for hypothetical organizations.

Students who complete this Experiential course will be able to do the following:

1. Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory.
2. Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles.

COURSE CONTENT

Week	Topic
Week 1	Introduction, Definitions and Understanding the Three Sectors
Week 2	The Communicative Organization
Week 3	Frameworks for a Corporate Communication Strategy. How to assess a communication environment and identify an organization's communication needs.
Week 4	Image, Identity and Reputation. The function of a strategic communication strategy in establishing, growing, changing and repairing an organization's public image.
Week 5	Internal Communications and Stakeholder Relations
Week 6	Crisis Management: The professional communicator's roles.
Week 7	Public Consultation and Public Advocacy

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Week 8	Media Relations
Week 9	Mock Press Conferences: team presentations of an organization's communications response to a crisis.
Week 10	Digital Communication Strategies
Week 11	Government Relations
Week 12	Corporate Advertising and Branding
Week 13	Individual Presentations of Strategic Communication Plans
Weeks 14 and 15	Final Exam Period – No Final Exam

EVALUATION PROFILE

Communications Assessment	15%
Company/Organizational Profile & Internal Employee Newsletter	15%
Strategic Communications Plan	25%
Individual Oral Presentation/Pitch of Strategic Communications Plan	10%
Team Presentation and Crisis Plan with Media Portfolio	20%
Critical Self-Reflections	15%

DESCRIPTION OF COURSE ASSIGNMENTS

Assignment 1: Communications Assessment (15%)

Working alone, choose one of the organizations provided by the instructor and write an assessment of its communications needs. The assignment takes the form of a report to the executive branch of the organization. The emphasis is on understanding the communication environment of the chosen example, and correctly

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assessing the organizational needs.

Assignment 2: Company/Organizational Profile (15%)

Working with a partner, choose an organization from a different sector (business/government/non-profit) than the one chosen for Assignment 1; students may create a fictional organization for this assignment. Write a company/organizational profile, a corporate mission statement, and a four-page employee newsletter. The emphasis is on organizational identity and internal communications.

Assignment 3: Strategic Communications Plan (25%)

Working alone, prepare a complex communications strategy for a real-life organization from the sector area not used in Assignments 1 or 2. This includes choosing communication objectives and key messages appropriate for the sector and organization, and preparing a list of activities and target audiences, a budget and timeline for implementation, and methods for measuring success. The emphasis is on external communications and case study application.

Individual Oral Presentation/Pitch (10%)

Present the highlights of the Assignment 3 communications strategy (Assignment #3) as a five-minute pitch to a client or executive. Students must decide what aspects of the plan to emphasize and why. The pitch will be followed by a short question and answer period. Students should be prepared to explain and defend their work.

Team Presentation + Crisis Plan/Media Kit (20%)

Students will be assigned to work in teams representing a specific organization. Each team will prepare a crisis communications plan, a public media relations strategy, and a media kit (media release, backgrounder and a Q&A) in response to the particular crisis, and they will present this at a mock press conference. Students should strive for a professional product and be prepared to answer questions from the media and the public, represented by the rest of the class and invited guests. The emphasis is on crisis communication preparation.

Critical Self-Reflections (2 @ 7.5% each, total 15%)

In response to prepared questions, students will critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in their personal, academic, or professional trajectory.

GRADING PROFILE

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

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Portfolio

Ex for S. Britman

Portfolio

Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

Attendance

Students are expected to attend all classes and associated activities.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for note-taking and to conduct research during in-class exercises and activities.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the CapU Mobile Safety App**Policy Statement (S2009-06)**

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

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

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All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarize themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

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MEMORANDUM

To: DAC, Faculty of Business & Professional Studies, Laureen Styles (Acting Dean)

From: Sue Dritmanis

cc: Michelle Medalla, Dean's Assistant; Carole Gencay, DDA, School of Communication

Date: August 27, 2019

Re: CMNS 462 course for approval with Cap Core Experiential designation

EXECUTIVE SUMMARY:

The School of Communication is proposing that CMNS 462 Advanced Communication Research be considered for Cap Core designation as an Experiential course beginning in the fall of 2020. This is one of three CMNS courses we are putting forward under this designation. *Practice* *th*

RATIONALE

A student successfully completing CMNS 462 will meet both of the learning outcomes required for an Experiential Cap Core course. They will engage in critical self-reflections as part of colloquium participation and in their written submissions of research proposals when addressing positionality and considering the ethical implications of their work. They will also apply the skills and knowledge of their discipline in group and individual work as they evaluate each other's research design and methodology, including both quantitative and qualitative methods, and Indigenous methodologies.

Bachelor of Communication Studies (BCS) students are required to choose CMNS 462 plus CMNS 499 Communication Research Project* (6 credits in total) or CMNS 498 Communication Practicum (a 6-credit course) in order to fulfill our degree requirements. It would be a benefit to BCS students to allow them to use CMNS 462 to meet their Cap Core Experiential requirements in Year 4 of the degree.

APPROVALS

There is no single evaluation component in CMNS 360 exceeding 35%, so no Dean approval is required here.

EL *proposed title change in this package (currently "Undergraduate Fees")

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SUMMARY OF REVISIONS

CMNS 462 Advanced Communication Research Practice

Current Prerequisites	Proposed Prerequisites
CMNS 262	CMNS 261, CMNS 262, and CMNS 360, and 60 credits of 100-level or higher coursework <i>and CMNS 261</i>

*CMNS 262 and
CMNS 360*

Other proposed changes:

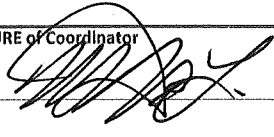
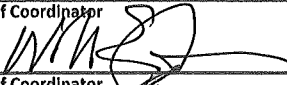



1. The following course note will be added: "CMNS 462 is an approved Experiential course for Cap Core requirements."
2. Required texts and articles have been replaced with a voucher to be purchased at Bookstore, readings delivered in paper form in class, and readings made available on Moodle.
3. Cap Core learning outcomes for Experiential have been added.
4. Course student learning outcomes were corrected (the version on file with Curriculum has the outcomes from a different course, Project Group in Risk & Crisis Communication)
5. Term Paper and Report assignments were divided into four components and weightings were adjusted accordingly: Initial Proposal, Literature Review, Methods Paper and Final Paper.
6. Course outline has been converted into the new outline template.

7. Contact hours standardized to 4 lecture, 0 lab, 0 other (was 3, 0, 1)
(4th hour activities no longer listed out separately)
8. Calendar description updated (removed "engages")

*OK for
S. Dittman, S*

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COURSE INFORMATION			
SUBJECT <i>CMNS</i>	NUMBER <i>462</i>	LONG TITLE (60 characters max including spaces) <i>ADVANCED COMMUNICATION RESEARCH PRACTICE</i>	
COURSE REVISION (check all that apply). Required course information fields will be highlighted in yellow.			
<input type="checkbox"/> Subject	<input type="checkbox"/> Long Title	<input type="checkbox"/> Credits	<input type="checkbox"/> Method of Delivery
<input type="checkbox"/> Number	<input type="checkbox"/> Type	<input type="checkbox"/> Number of Weeks	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Short Title	<input checked="" type="checkbox"/> Calendar Description	<input type="checkbox"/> Grading Profile	<input type="checkbox"/> Corequisite
<input type="checkbox"/> Course Equivalency			<input checked="" type="checkbox"/> Course Note
SUBJECT	NUMBER	SHORT TITLE (30 characters max including spaces)	START TERM <i>FALL 2020</i>
TYPE <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit		LONG TITLE (60 characters max including spaces)	
CALENDAR DESCRIPTION <i>see course outline for revised text</i>			
CREDITS	WEEKS (Standard term is 15 weeks)	GRADING PROFILE	
METHOD OF DELIVERY		CONTACT HOURS/WEEK E.g. (4, 0, 0) in calendar	
		LECTURE <i>4</i>	LAB <i>0</i>
		OTHER <i>0</i>	
		SUBJECT	COURSE STATUS
Equivalent to:			
PREREQUISITE (Courses that must be taken prior) &/or PREREQUISITE WITH CONCURRENCY (Courses that can be taken prior or concurrently as a pre- or co-requisite) <i>CMNS 261, CMNS 262, CMNS 360, and 60 credits of 100-level or higher coursework. and CMNS 261, CMNS 262 and CMNS 360</i>			
COREQUISITE (Courses that must be taken concurrently)			
COURSE NOTE (Optional. E.g. equivalency note) <i>CMNS 462 is an approved Experiential course for CAP COBE requirements.</i>			
REVIEW REQUEST:			
<input checked="" type="checkbox"/> Articulation (BC Transfer Guide) <input type="checkbox"/> Quantitative/Analytical Course designation <input type="checkbox"/> Science Course designation			
ORIGINATOR			
DEPARTMENT/PROGRAM <i>SCHOOL OF COMMUNICATION</i>	NAME of Coordinator <i>Bill Von Loven</i>	SIGNATURE of Coordinator 	DATE (MM/DD/YYYY) <i>Aug 27th 2019</i>
NAME of Liaison <i>SUE DEITMANNIS</i>			
CONSULTATION			
DEPARTMENT/PROGRAM <i>Legal Studies</i>	NAME of Coordinator <i>William Swright</i>	SIGNATURE of Coordinator 	DATE (MM/DD/YYYY) <i>08/27/2019</i>
DEPARTMENT/PROGRAM <i>School of Journalism</i>	NAME of Coordinator <i>Stephane wells</i>	SIGNATURE of Coordinator 	DATE (MM/DD/YYYY) <i>08/27/2019</i>
ADMINISTRATIVE APPROVAL			
DEAN <i>DR. LAUREEN STYLES</i>	SIGNATURE of Dean 		DATE (MM/DD/YYYY) <i>10/17/2019</i>
REGISTRAR <i>Kyle Morinen</i>	SIGNATURE of Registrar 		DATE (MM/DD/YYYY) <i>10/5/2019</i>
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Ek Br S.D.

Ek

Ek Br B. Deitmannis

Cap Core Course Form

Course Subject: CMNS Course: 462 Course Title: Advanced Communication Research Practice

Please choose which Cap Core Curriculum, this course is applying for and indicate how the outcomes will be assessed:

<input type="checkbox"/> Literacy (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style	
Assess the relevance, adequacy, and credibility of information, arguments and evidence used to reach conclusions in oral and written texts.	
Complete all steps in the academic writing process: researching, drafting, revising, and editing	
Employ an appropriate communication style for a given audience, context, and purpose	
Offer and accept constructive feedback	

<input type="checkbox"/> Numeracy (all outcomes)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply both analytical and numerical skills to solve problems	
Summarize and analyze data in quantitative forms	
Interpret and draw conclusions from an analysis of quantitative data	
Represent quantitative information in a variety of forms (e.g. symbolically, visually, numerically, and verbally).	
Incorporate quantitative evidence in support of an argument	

<input type="checkbox"/> Science and Technology (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply numerical and computational strategies to solve problems	
Assess the cultural, economic, and political effects of technology	
Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved	
Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).	
Demonstrate how a problem, concept, or process can be modelled numerically, graphically, or algorithmically	
Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings	
Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results	

<input type="checkbox"/> Culture and Creative Expression (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Engage in creative processes including conception, investigation, execution, and ongoing critical analysis	

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Cap Core Course Form

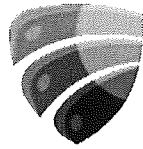
Identify, analyze, and critique the elements of a form of expression using its specific vocabulary	
Examine the intersection of linguistic and cultural forms by expressing in a language other than English	
Explain the significance of diverse forms of human creative expression, specifically including Indigenous forms	
Assess the interaction among cultural frameworks, people, and the natural environment	
Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed	
Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical)	

<input type="checkbox"/> Self and Society (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies	
Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society	
Apply concepts of sustainable development to address sustainability challenges in a global context	
Analyze the impact of colonialism and racism on Indigenous peoples.	
Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change	
Generate strategies for reconciling Indigenous and Canadian relations	
Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures	

<input checked="" type="checkbox"/> Experiential (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory	In-Class assignments, Colloquium
Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles	Initial Proposal, Literature Review, Methods Paper, Final Paper

<input type="checkbox"/> Capstone (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify a topic of inquiry or practice	
Gather and organize relevant research materials	
Evaluate, synthesize, and apply research findings	
Share findings or results in a means appropriate to a field of study	

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COURSE OUTLINE		
TERM: Fall 2020	COURSE NO: CMNS 462	
INSTRUCTOR:	COURSE TITLE: Advanced Communication Research Practice	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT:

Three hours of class time, plus an additional hour delivered through online or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES/CO-REQUISITES

CMNS 261, CMNS 262 and CMNS 360, and 60 credits of 100-level or higher coursework *and CMNS 261, CMNS 262 and CMNS 360*

CALENDAR DESCRIPTION:

This course *ex for s.p.* engages introduces students to the practical processes of research design and practice through an exploration of case studies in audience research, media impacts and the symbolic dimensions of everyday life. The case studies will give students the opportunity to engage critically in evaluating research design, methodology and ethical issues in particular areas of communication study, with an eye to developing a proposal for their own original theses (in CMNS 499).

COURSE NOTE

CMNS 462 is an approved Experiential course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Voucher will be purchased at the bookstore and readings delivered in paper form to students in class and/or readings will be available on Moodle. *leafn*

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Apply and reflect upon various communication research traditions
- Identify and assess ethical implications of knowledge and power in the conduct of research in communication and media studies
- Select a preferred area of interest and situate this interest within the field of communication and media studies

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- Develop a critical proposal as a framework for project evaluation and selection of methods as mean of creating an inclusive, ethical and respectful research project
- Present and evaluate peers work throughout the term in various workshops

Students who complete this Experiential course will be able to do the following:

- Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner’s personal, academic, or professional trajectory
- Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles

COURSE CONTENT:

- Research Ethics
- Positionality in Research field
- Research Paradigms and Methods
- Indigenous Methodologies
- Quantitative and Qualitative Methods
- Enhanced Research skills
- Literature Review
- Data analysis
- Writing, Editing and Evaluation
- Colloquium and Peer Evaluation

EVALUATION PROFILE:

In-class assignments	20%
Initial Proposal	5%
Literature Review	10%
Methods Paper	15%
Final Paper	30%
Colloquium	10%
Professionalism	10%
100%	

sk for s. professionalism
 Professionalism:
 Marks will be awarded for professional participation in class discussions, activities, groups and online forum.

GRADING PROFILE

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

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Incomplete Grades:

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments:

EX Assignments are due at time and date listed on Moodle. If you have exceptional circumstances please email instructor and exceptions will be made for late assignments. Exception will be made for students with a documented disability and/or supported by the Accessibility Services.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed activities may not be able to be accommodated. Please consult with your instructor. Exception will be made for students with a documented disability and/or supported by the Accessibility Services

Attendance:

Students are expected to attend all classes and associated activities. If classes are missed you will not be allowed to make up any of the in-class assignments unless you have extenuating circumstances, documents from accessibility services or other documents. Assignments marks for that day plus professionalism mark will be deducted. Please consult with your instructor for clarification. Exception will be made for students with a documented disability and/or supported by the Accessibility Services.

English Usage:

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments. Instructor will also deduct for lack of or poor APA formatting.

Electronic Devices:

Students may only use electronic devices during class for workshops or specific class activities or unless otherwise instructed. During presentations or lectures no laptops will be allowed to be used. Exception will be made for students with a documented disability and/or supported by the Accessibility Services.

Online Communication:

EX S.D. Outside of the classroom, instructors will communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only; do not use Moodle.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

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Policy Statement (S2009-06)

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

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

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Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
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- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
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Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarize themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

MEMORANDUM

To: DAC, Faculty of Business & Professional Studies, Laureen Styles (Acting Dean)

From: Sue Dritmanis

cc: Michelle Medalla, Dean's Assistant; Carole Gencay, DDA, School of Communication

Date: August 27, 2019

Re: CMNS 498 course for approval with Cap Core Experiential & Capstone designation

EXECUTIVE SUMMARY:

The School of Communication is proposing that CMNS 498 Communication Practicum be considered for Cap Core designation as an Experiential and Capstone course beginning in the fall of 2020. This is one of three CMNS courses we are putting forward under the Experiential designation, and one of two we are putting forward under the Capstone designation.

RATIONALE

A student successfully completing CMNS 498 will meet both of the learning outcomes required for an Experiential Cap Core course. They will engage in critical self-reflections in their Reflective Journals, and will apply skills and knowledge learned in lower-level CMNS courses including writing for social media and preparing a complex communications strategy for the organization where they intend to complete their practicum. During the practicum, they will be tasked with a variety of entry-level communication initiatives including researching and writing social media content, pitching story ideas to the media, assisting with public relations activities, event planning and more.

A student successfully completing CMNS 498 will also meet all four of the learning outcomes for a Capstone course, including the research, writing and presentation of a strategic communications case study on the organization where they will complete their practicum. These findings are shared in the classroom in front of their peers and invited members of the professional communications community.

Bachelor of Communication Studies (BCS) students are required to choose CMNS 498 Communication Practicum (a 6-credit course) or CMNS 462 plus CMNS 499 Communication Research Project (6 credits in total) in order to fulfill our degree requirements. It would be a benefit to BCS students to allow them to use CMNS 498 to meet their Cap Core Experiential and Capstone requirements in Year 4 of the degree.

APPROVALS

There is no single evaluation component in CMNS 360 exceeding 35%, so no Dean approval is required here.

EL x proposed title change in this package (currently 'undergraduate Thesis')

SUMMARY OF REVISIONS

CMNS 498 Communication Practicum

Current Prerequisites	Proposed Prerequisites
3 credits of 400-level CMNS	60 credits of 100-level or higher coursework including CMNS 360 and one of the following: CMNS 412, CMNS 431, CMNS 433, CMNS 462, CMNS 490, CMNS 495 <i>or</i> CMNS 453

ex for s.d.

Other proposed changes:

1. The following course note will be added: "CMNS 498 is an approved Experiential and Capstone course for Cap Core requirements."
2. Cap Core learning outcomes for Experiential and Capstone have been added.
3. Course student learning outcomes were changed slightly to incorporate new content related to social media
4. Assignments now include a LinkedIn Profile and a Social Media Writing exercise, and weightings of all assignments were adjusted accordingly.
5. Course outline has been converted into the new outline template.

6. Calendar description updated.

Ex for s.d. - trans

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COURSE INFORMATION			
SUBJECT <i>CMNS</i>	NUMBER <i>498</i>	LONG TITLE (60 characters max including spaces) <i>COMMUNICATION PRACTICUM</i>	
COURSE REVISION (check all that apply). Required course information fields will be highlighted in yellow.			
<input type="checkbox"/> Subject	<input type="checkbox"/> Long Title	<input type="checkbox"/> Credits	<input type="checkbox"/> Method of Delivery
<input type="checkbox"/> Number	<input type="checkbox"/> Type	<input type="checkbox"/> Number of Weeks	<input type="checkbox"/> Contact Hours
<input type="checkbox"/> Short Title	<input checked="" type="checkbox"/> Calendar Description	<input type="checkbox"/> Grading Profile	<input type="checkbox"/> Course Equivalency
			<input checked="" type="checkbox"/> Prerequisite
			<input type="checkbox"/> Corequisite
			<input checked="" type="checkbox"/> Course Note
SUBJECT	NUMBER	SHORT TITLE (30 characters max including spaces)	START TERM <i>FALL 2020</i>
TYPE <input checked="" type="checkbox"/> Credit	<input type="checkbox"/> Non-credit		LONG TITLE (60 characters max including spaces)
CALENDAR DESCRIPTION <i>see course outline for revised text</i>			
CREDITS	WEEKS (Standard term is 15 weeks)	GRADING PROFILE	
METHOD OF DELIVERY		CONTACT HOURS/WEEK E.g. (4, 0, 0) in calendar	OTHER
		LECTURE	LAB
		OTHER	
		SUBJECT	NUMBER
		COURSE STATUS	
Equivalent to:			
PREREQUISITE (Courses that must be taken prior) &/or PREREQUISITE WITH CONCURRENCY (Courses that can be taken prior or concurrently as a pre- or co-requisite)			
<i>60 credits of 100-level or higher coursework including CMNS 360 and one of the following: CMNS 412, CMNS 431, CMNS 433, CMNS 453, CMNS 462, CMNS 490, CMNS 495.</i>			
COREQUISITE (Courses that must be taken concurrently)			
<i>course for Cap core requirements.</i>			
COURSE NOTE (Optional. E.g. equivalency note)			
<i>CMNS 498 is an approved Experiential and Capstone course for Cap core requirements.</i>			
REVIEW REQUEST:			
<input checked="" type="checkbox"/> Articulation (BC Transfer Guide) <input type="checkbox"/> Quantitative/Analytical Course designation <input type="checkbox"/> Science Course designation			
ORIGINATOR			
DEPARTMENT/PROGRAM <i>SCHOOL OF COMMUNICATION</i>	NAME of Coordinator <i>Bill Van Loven</i>	SIGNATURE of Coordinator <i>[Signature]</i>	DATE (MM/DD/YYYY) <i>Aug 27th 2019</i>
NAME of Liaison <i>SUE DRITMANIS</i>			
CONSULTATION			
DEPARTMENT/PROGRAM <i>Legal Studies</i>	NAME of Coordinator <i>William Enright</i>	SIGNATURE of Coordinator <i>[Signature]</i>	DATE (MM/DD/YYYY) <i>08/27/2019.</i>
DEPARTMENT/PROGRAM <i>School of Tourism Mgmt</i>	NAME of Coordinator <i>Stephane Wells</i>	SIGNATURE of Coordinator <i>[Signature]</i>	DATE (MM/DD/YYYY) <i>08/27/2019</i>
ADMINISTRATIVE APPROVAL			
DEAN <i>DR. LAUREEN STYLES</i>	SIGNATURE of Dean <i>[Signature]</i>		DATE (MM/DD/YYYY) <i>10/17/2019</i>
REGISTRAR <i>Kyle Morina</i>	SIGNATURE of Registrar <i>[Signature]</i>		DATE (MM/DD/YYYY) <i>11/5/2019</i>
REGISTRAR'S OFFICE USE ONLY			

EX for S. Dritmanis

EX for S. V.

course for Cap core requirements.

EX

Cap Core Course Form

Course Subject: **CMNS** Course: **498** Course Title: **Communication Practicum**

Please choose which Cap Core Curriculum, this course is applying for and indicate how the outcomes will be assessed:

<input type="checkbox"/> Literacy (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style	
Assess the relevance, adequacy, and credibility of information, arguments and evidence used to reach conclusions in oral and written texts.	
Complete all steps in the academic writing process: researching, drafting, revising, and editing	
Employ an appropriate communication style for a given audience, context, and purpose	
Offer and accept constructive feedback	

<input type="checkbox"/> Numeracy (all outcomes)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply both analytical and numerical skills to solve problems	
Summarize and analyze data in quantitative forms	
Interpret and draw conclusions from an analysis of quantitative data	
Represent quantitative information in a variety of forms (e.g. symbolically, visually, numerically, and verbally).	
Incorporate quantitative evidence in support of an argument	

<input type="checkbox"/> Science and Technology (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply numerical and computational strategies to solve problems	
Assess the cultural, economic, and political effects of technology	
Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved	
Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).	
Demonstrate how a problem, concept, or process can be modelled numerically, graphically, or algorithmically	
Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings	
Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results	

<input type="checkbox"/> Culture and Creative Expression (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Engage in creative processes including conception, investigation, execution, and ongoing critical analysis	

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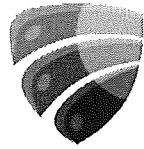
Cap Core Course Form

Identify, analyze, and critique the elements of a form of expression using its specific vocabulary	
Examine the intersection of linguistic and cultural forms by expressing in a language other than English	
Explain the significance of diverse forms of human creative expression, specifically including Indigenous forms	
Assess the interaction among cultural frameworks, people, and the natural environment	
Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed	
Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical)	

<input type="checkbox"/> Self and Society (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies	
Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society	
Apply concepts of sustainable development to address sustainability challenges in a global context	
Analyze the impact of colonialism and racism on Indigenous peoples.	
Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change	
Generate strategies for reconciling Indigenous and Canadian relations	
Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures	

<input checked="" type="checkbox"/> Experiential (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory	Reflective Journal, Interim Practicum Progress Reports, Final Practicum Report
Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles	LinkedIn Profile, Social Media Writing, Case Study, plus communication tasks undertaken during practicum placement

<input checked="" type="checkbox"/> Capstone (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify a topic of inquiry or practice	Reflective Journal
Gather and organize relevant research materials	Case Study, Practicum work
Evaluate, synthesize, and apply research findings	Case Study, Practicum work
Share findings or results in a means appropriate to a field of study	Case Study presentation, Final Report



COURSE OUTLINE		
TERM: Fall 2020	COURSE NO: CMNS 498	
INSTRUCTOR:	COURSE TITLE: Communication Practicum	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 6.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE PREREQUISITES/CO-REQUISITES

60 credits of 100-level or higher coursework including CMNS 360 and one of the following: CMNS 412, CMNS 431, CMNS 433, CMNS 453, CMNS 462, CMNS 490, CMNS 495.

COURSE FORMAT

Students are required to attend classes and seminars during the 15-week on-campus portion of the course, as well as a scheduled meeting with the practicum instructor for the purpose of reviewing his or her cover letter, résumé, and writing samples.

After the on-campus portion of the course is completed, students will complete 240 hours of communications-related work for an organization in any sector (business, government or non-profit/NGO) as approved by the practicum instructor or the Chair. The practicum employer will provide communications-related projects appropriate for an entry-level communications assistant.

The student, in consultation with the instructor or Chair, is responsible for obtaining his or her own practicum.

CALENDAR DESCRIPTION

Under the supervision of an instructor, students engage in a work placement in some area of professional communication practice. Students will keep reflective journal of their work experience, produce two interim progress reports, and present a final report linking their work experience to their program-based learning.

COURSE NOTE

CMNS 498 is an approved Experiential and Capstone course for Cap Core requirements.

CMNS 498 is an approved Capstone course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Readings distributed in class and/or posted on Moodle.

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COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

1. Assemble an employment package that includes:
 - a) a cover letter
 - b) an effective resume
 - c) a LinkedIn profile
 - d) a social media writing sample

2. Review effective job interviewing techniques:
 - a) summarizing previous employment background
 - b) connecting course-based assignments to real-world professional tasks
 - c) summarizing Capilano University’s communication courses and their relevance
 - d) asking questions to demonstrate interest concerning job duties and responsibilities
 - e) referring to practicum details/duties and relevance to graduation requirements

3. Research, analyze, write and present a case study, with recommendations, on an organization’s communication strategies.

4. Work with other employees in the organization’s communications department or similar job environment as an individual contributor or part of a team. Entry-level tasks may include but are not limited to: writing and research, internal and external communications, media and public relations, event planning, project management, social media content writing and management, strategic communication, and advocacy.

Students who complete this Experiential course will be able to do the following:

1. Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner’s personal, academic, or professional trajectory.
2. Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles.

Students who complete this Capstone course will be able to do the following:

1. Identify a topic of inquiry or practice
2. Gather and organize relevant research materials
3. Evaluate, synthesize, and apply research findings
4. Share findings or results in a means appropriate to a field of study

COURSE CONTENT

WEEK	CONTENT
1	Introduction
2	Resume & Cover Letter Writing

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WEEK	CONTENT
3	LinkedIn Profiles
4	The Communications Job Market: Networking and Finding A Practicum
5	Interviewing Skills
6	Career Panel, with industry representatives from the three sectors: business, government, and non-profit/NGO.
7	Individual Student/Instructor Meetings Meetings will take place during scheduled class time as well as on additional dates so that students are properly prepared to apply for practicum positions (schedule provided)
8	Digital Communication Strategies
9	Writing for Social Media: How to Create an Effective Social Media Plan for an Employer
10	Media Relations: Releases & Pitch Letters
11	Case Study: Researching, Analyzing and Recommending Improvements to an Organization's Communications Strategy
12	Student Panel: Capilano U. Communications graduates share their experiences, describe a typical day at work, current challenges, and opportunities currently available to students. Discussion of career prospects and what employers are looking for in communications graduates.
13	Case Study Presentations
14 & 15	Final Exam Period – No Final Exam

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EVALUATION PROFILE

Assessment	% of Final Grade
Reflective Journal	15%
Resume & Cover Letter	10%
LinkedIn Profile	5%
Social Media Writing	10%
Case Study	20%
Interim Practicum Progress Reports	20%
Final Practicum Report	20%
Total	100%

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
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MEMORANDUM

To: DAC, Faculty of Business & Professional Studies, Laureen Styles (Acting Dean)

From: Sue Dritmanis

cc: Michelle Medalla, Dean's Assistant; Carole Gencay, DDA, School of Communication

Date: August 27, 2019

Re: CMNS 499 course for approval with Cap Core Capstone designation

EXECUTIVE SUMMARY:

The School of Communication is proposing that CMNS 499 Communication Research Project be considered for Cap Core designation as a Capstone course beginning in the fall of 2020. This is one of two CMNS courses we are putting forward under the Capstone designation.

RATIONALE

A student successfully completing CMNS 499 will meet all four of the learning outcomes for a Capstone course. CMNS 499 is entirely designed around identifying a topic and conducting original research on a communications area of the student's choice, leading to the evaluation and synthesis of findings and the creation of a thoughtful and critical written piece to be presented in a public forum, such as the Capilano University Student Research Symposium.

Bachelor of Communication Studies (BCS) students are required to choose CMNS 462 plus CMNS 499 Communication Research Project (6 credits in total), or CMNS 498 Communications Practicum (one 6-credit course) in order to fulfill our degree requirements. It would be a benefit to BCS students to allow them to use CMNS 499 to meet their Cap Core Capstone requirements in Year 4 of the degree.

APPROVALS

There is no single evaluation component in CMNS 360 exceeding 35%, so no Dean approval is required here.

**proposed new title (currently "Undergraduate Thesis")*

ef

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SUMMARY OF REVISIONS

CMNS 499 Communication Research Project

Current Prerequisites	Proposed Prerequisites
CMNS 462	CMNS 462 and 60 credits of 100-level or higher coursework and CMNS 462
Current Course Title	Proposed Course Title
Undergraduate Thesis	Communication Research Project

Other proposed changes:

1. The following course note will be added: "CMNS 499 is an approved Capstone course for Cap Core requirements."
2. Cap Core learning outcomes for Capstone have been added.
3. The Calendar description has been shortened, and the word thesis replaced with project.
4. The required textbook (APA Style Guide) has been replaced with readings available through the Library and/or vouchers to be purchased at the Bookstore, and paper versions of articles distributed in class.
5. Course student learning outcomes were rewritten to encompass self-directed research projects that are not limited to 50- 75-page "long format scholarly papers" consisting of a thesis outline and the introductory chapter of a thesis.
6. Course outline has been converted into the new outline template.

7. Contact hours changed - was 1 lecture, 0 lab, 3 other
 now 4 lecture, 0 lab, 0 other

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COURSE INFORMATION

SUBJECT CMNS	NUMBER 499	LONG TITLE (60 characters max including spaces) COMMUNICATION RESEARCH PROJECT <i>Undergraduate Thesis</i>
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COURSE REVISION (check all that apply). Required course information fields will be highlighted in yellow.

<input type="checkbox"/> Subject	<input checked="" type="checkbox"/> Long Title	<input type="checkbox"/> Credits	<input type="checkbox"/> Method of Delivery	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Number	<input type="checkbox"/> Type	<input type="checkbox"/> Number of Weeks	<input checked="" type="checkbox"/> Contact Hours	<input type="checkbox"/> Corequisite
<input checked="" type="checkbox"/> Short Title	<input checked="" type="checkbox"/> Calendar Description	<input type="checkbox"/> Grading Profile	<input type="checkbox"/> Course Equivalency	<input checked="" type="checkbox"/> Course Note

SUBJECT	NUMBER	SHORT TITLE (30 characters max including spaces)	START TERM
		COMMUNICATION RESEARCH PROJECT	FALL 2020

TYPE	LONG TITLE (60 characters max including spaces)
<input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit	COMMUNICATION RESEARCH PROJECT

CALENDAR DESCRIPTION

Under the supervision of a faculty member, students conduct and present original research in an area of communication studies in the form of a short project. Students will present and defend their project for completion of their degree.

CREDITS	WEEKS (Standard term is 15 weeks)	GRADING PROFILE
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METHOD OF DELIVERY	CONTACT HOURS/WEEK E.g. (4, 0, 0) in calendar
	LECTURE: 4 LAB: 0 OTHER: 0

EQUIVALENT TO:

PREREQUISITE (Courses that must be taken prior) &/or PREREQUISITE WITH CONCURRENCY (Courses that can be taken prior or concurrently as a pre- or co-requisite)

CMNS 462 and 60 credits of 100-level or higher coursework, and CMNS 462

COREQUISITE (Courses that must be taken concurrently)

COURSE NOTE (Optional. E.g. equivalency note)

CMNS 499 is an approved Capstone course for Cap Core requirements.

REVIEW REQUEST:

Articulation (BC Transfer Guide) Quantitative/Analytical Course designation Science Course designation

ORIGINATOR

DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)
School of Communication	Bill Van Loven	<i>[Signature]</i>	Aug 27 th 2019
NAME of Liaison	SUE DRITMANS		

CONSULTATION

DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)
Legal Studies	William Enwright	<i>[Signature]</i>	08/27/2019
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)
School of Tourism Mgmt	Stephane Wells	<i>[Signature]</i>	08/27/2019

ADMINISTRATIVE APPROVAL

DEAN	SIGNATURE of Dean	DATE (MM/DD/YYYY)
DR. LAUREEN STYLES	<i>[Signature]</i>	10/17/2019
REGISTRAR	SIGNATURE of Registrar	DATE (MM/DD/YYYY)
Kyle Vuorinen	<i>[Signature]</i>	11/5/2019

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Cap Core Course Form

Course Subject: **CMNS** Course: **499** Course Title: **Communication Research Project**

Please choose which Cap Core Curriculum, this course is applying for and indicate how the outcomes will be assessed:

<input type="checkbox"/> Literacy (all outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style	
Assess the relevance, adequacy, and credibility of information, arguments and evidence used to reach conclusions in oral and written texts.	
Complete all steps in the academic writing process: researching, drafting, revising, and editing	
Employ an appropriate communication style for a given audience, context, and purpose	
Offer and accept constructive feedback	
<input type="checkbox"/> Numeracy (all outcomes)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply both analytical and numerical skills to solve problems	
Summarize and analyze data in quantitative forms	
Interpret and draw conclusions from an analysis of quantitative data	
Represent quantitative information in a variety of forms (e.g. symbolically, visually, numerically, and verbally).	
Incorporate quantitative evidence in support of an argument	
<input type="checkbox"/> Science and Technology (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Apply numerical and computational strategies to solve problems	
Assess the cultural, economic, and political effects of technology	
Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved	
Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).	
Demonstrate how a problem, concept, or process can be modelled numerically, graphically, or algorithmically	
Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings	
Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results	
<input type="checkbox"/> Culture and Creative Expression (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Engage in creative processes including conception, investigation, execution, and ongoing critical analysis	

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Cap Core Course Form

Identify, analyze, and critique the elements of a form of expression using its specific vocabulary	
Examine the intersection of linguistic and cultural forms by expressing in a language other than English	
Explain the significance of diverse forms of human creative expression, specifically including Indigenous forms	
Assess the interaction among cultural frameworks, people, and the natural environment	
Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed	
Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical)	

<input type="checkbox"/> Self and Society (at least 4 of the outcomes required)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies	
Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society	
Apply concepts of sustainable development to address sustainability challenges in a global context	
Analyze the impact of colonialism and racism on Indigenous peoples.	
Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change	
Generate strategies for reconciling Indigenous and Canadian relations	
Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures	

<input type="checkbox"/> Experiential (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory	
Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles	

<input checked="" type="checkbox"/> Capstone (all outcomes required) (typically 3 credits)	Identify how your course will assess the specific outcomes, which assignment/exam from the evaluation profile
Identify a topic of inquiry or practice	Project Analysis
Gather and organize relevant research materials	Thesis Draft
Evaluate, synthesize, and apply research findings	Colloquia/Peer Edit/Final Draft
Share findings or results in a means appropriate to a field of study	Public Presentation



CAPILANO UNIVERSITY

COURSE OUTLINE		
TERM: Fall 2020	COURSE NO: 499	
INSTRUCTOR:	COURSE TITLE: Communication Research Project	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tseil-Waututh people on whose territories our campuses are located.

COURSE FORMAT:

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES/CO-REQUISITES:

CMNS 462 and 60 credits of 100-level or higher coursework, and CMNS 462

CALENDAR DESCRIPTION:

Under the supervision of a faculty member, students conduct and present original research in an area of communication studies in the form of a short project. Students will present and defend their project for completion of their degree.

COURSE NOTE:

CMNS 499 is an approved Capstone Course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES:

Readings will be made available via reserve shelf or the "Ebook Central" at Capilano University library, and/or vouchers can be bought at the Capilano University bookstore and paper versions of articles will be handed out in class.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

The course helps students form themselves as communication scholar practitioners by supporting them in the development of an extended, in-depth research project investigating an issue/topic of their choice within the field of communication and media studies. The course content recognizes that research is a process of discovery, interpretation and criticism which relies upon identifying and learning from error. The learning environment is thus based on the importance of dialogic learning especially for the study of communication; we learn together. A final written project will be developed and the research will be presented in a public presentation.

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This project will demonstrate:

- Initiation of a self-directed research project emerging from the students own academic and/or professional interests
- Application of foundational learning from previous CMNS courses (knowledge, critical thinking, research skills, ethical and critical judgment) to their extensive research project
- Integration and assessment of concepts, theories, and research practices associated with the field of research with awareness of limits of knowledge
- Consideration and assessment of the potential impact of their interpretive framework, decisions and research actions on people and the environment.
- Ability to synthesize research literature and data to produce a thoughtful and critical written piece
- Ability to share research project via a public presentation

Students who complete this Capstone course will be able to do the following:

- Identify a topic of inquiry or practice
- Gather and organize relevant research materials
- Evaluate, synthesize, and apply research findings
- Share findings or results in a means appropriate to a field of study

COURSE CONTENT

- Research Ethics Process via Capilano University Research Ethics Board
- Development of reciprocal and ethical research protocols
- In-depth, individualized examination of research paradigms and methods; refinement of methods
- Learning to write about positionality and question role of researcher
- Further development of literature review
- Data collection and analysis
- Writing, editing and evaluation
- Colloquium and peer evaluation
- Sharing of knowledge outside of the classroom; public presentation and connection to community, when possible

EVALUATION PROFILE

Data analysis/project analysis	10%
Project or Thesis Draft	20%
Colloquia	15%
Final Draft	35%
Public Presentation	10%
Peer support/editing/classroom-community work	10%

100%

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GRADING PROFILE:

Credit/No Credit

Incomplete Grades:

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments:

Assignments are due at time and date listed on moodle. If you have exceptional circumstances please email instructor and exceptions will be made for late assignments. Exception will be made for students with a documented disability and/or supported by the Accessibility Services.

Missed Exams/Quizzes/Labs etc.:

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed activities may not be able to be accommodated. Please consult with your instructor. Exception will be made for students with a documented disability and/or supported by the Accessibility Services

Attendance:

Students are expected to attend all classes and associated activities. If classes are missed you will not be allowed to make up any of the in-class assignments unless you have extenuating circumstances, documents from accessibility services or other documents. Assignments marks for that day plus professionalism mark will be deducted. Please consult with your instructor for clarification. Exception will be made for students with a documented disability and/or supported by the Accessibility Services.

English Usage:

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments. Instructor will also deduct for lack of or poor APA formatting.

Electronic Devices:

Students may only use electronic devices during class for workshops or specific class activities or unless otherwise instructed. During presentations or lectures no laptops will be allowed to be used. Exception will be made for students with a documented disability and/or supported by the Accessibility Services.

Online Communication:

Outside of the classroom, instructors will communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only do not use moodle.

OK for 5.0 criteria

eLearn

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the CapU Mobile Safety App

Policy Statement (S2009-06)

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

Academic Integrity (S2017-05)

"All Course Outlines must provide students with a clear definition of academic dishonesty, including cheating and plagiarism, and a statement of the sanctions for academic dishonesty, which the department/instructor may apply."

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the

original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarize themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

MEMORANDUM

To: Ted Gervan, Dean of Fine and Applied Arts

From: Sandra Ferens

cc:

Date: October 30, 2019

Re: Change of course format/contact hours for BPAC 403: Studies in Interdisciplinary Creation and Collaboration.

EXECUTIVE SUMMARY:

The Bachelor of Performing Arts (BPA) ⁽⁴¹⁸⁰⁰¹⁾ proposes a change of course format/contact hours for BPAC 403: Studies in Interdisciplinary Creation and Collaboration in order to:

- a) adhere to the workload and instructional hours required for a 2-section 6 credit course, and
- b) to allow the course to be timetabled effectively within a suitable space (shared-use space within the broader School of Performing Arts),
- c) to facilitate the articulation of credit hours by receiving institutions; and,
- d) better support the teaching and learning needs of students (desire for more structured guidance).

RATIONALE

BPAC 403: Studies in Interdisciplinary Creation and Collaboration is the “capstone course” in the first term of the 1-year Bachelor of Performing Arts (BPA) program. It is the course in which students put into practice the knowledge and skills acquired through prior learning and within the other first term courses. BPAC 403 was assigned 2 sections of workload to facilitate team-teaching, and 6 credits to give ample time and instruction for students to develop their practice through hands-on collaborative work. The BPA is a credential offered in partnership with Douglas College, where it has been offered for the past 4 years, and is currently transitioning back to Capilano University. Protocols differ considerably around course outline changes between the two institutions, and over its time at Douglas, the course format/contact hours of BPAC 403 have been amended in ways that do not fall within the requirements of Capilano University.

Bringing the BPA back to Capilano University from Douglas College has also necessitated space and planning to accommodate BPA course scheduling. The current format does not easily fit into Capilano scheduling protocols, making it difficult to find suitable classroom space.

Student course evaluations express the opinion that the current format, in which studio/self-directed hours outweigh scheduled contact hours, does not provide enough structured guidance for students to successfully navigate the content of the course. The proposed change provides clarity regarding the course structure.

Because the current course format/contact hours for BPAC 403 do not adhere to any clear definition of credit hours, it has can be difficult for receiving institutions to assign it transfer credit. This is of concern as many students use the Bachelor of Performing Arts (BPA) to gain entry into further under and post-graduate studies.

The proposed changes will bring the course in line with the requirements of a 2-section, 6 credit course as these are defined at Capilano University. The changes will also allow the course to be scheduled within available and suitable space, and will create a very clear covenant with the students as to the amount of direct instruction they can expect to receive—making it easier for receiving institutions to articulate transfer credit for BPAC 403.

At present, the course format for BPAC 403 reads:

“140 hours (roughly 1/5 instruction, 4/5 studio) over 14 weeks”

Revised:

Currently, a 1-section, 3 credit course within the BPA consists of 3 hours of classroom instruction plus an additional 4th hour delivered through other means for a 15-week semester, equalling 60 contact hours. Therefore, for consistency in workload and credit hours, a 2-section, 6 credit course should have 6 hours of classroom instruction with their attendant 4th hours (2 for each 6 hours of instruction) over a 15 week semester for a total or 120 instructional hours.

Given the above, we are proposing to amend the current course format/contact hours for BPAC 403 to:

“6 hours of class time, plus 2 additional hours delivered through on-line or other activities, per week, for a 15-week semester which includes two weeks for final exams”

as of January, 2020.

APPROVALS

BPA Department
DAC
Registrar
SCC
Senate

SUMMARY OF REVISIONS

Revision of course format/contact hours for BPAC 403: Studies in Interdisciplinary Creation and Collaboration to be effective as of January 2020.

COURSE INFORMATION			
SUBJECT BPAC	NUMBER 403	LONG TITLE (60 characters max including spaces) Studies in Interdisciplinary Creation and Collaboration	
COURSE REVISION (check all that apply). Required course information fields will be highlighted in yellow.			
<input type="checkbox"/> Subject	<input type="checkbox"/> Long Title	<input type="checkbox"/> Credits	<input type="checkbox"/> Method of Delivery
<input type="checkbox"/> Number	<input type="checkbox"/> Type	<input type="checkbox"/> Number of Weeks	<input checked="" type="checkbox"/> Contact Hours
<input type="checkbox"/> Short Title	<input type="checkbox"/> Calendar Description	<input type="checkbox"/> Grading Profile	<input type="checkbox"/> Course Equivalency
<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> Course Note	
SUBJECT BPAC	NUMBER 403	SHORT TITLE (30 characters max including spaces)	START TERM Spring 2020
TYPE <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit		LONG TITLE (60 characters max including spaces) Studies in Interdisciplinary Creation and Collaboration	
CALENDAR DESCRIPTION			
<p>Students will gain experience in the collaborative creation of interdisciplinary work, while being exposed to the techniques, aesthetics and priorities of different performance art forms with a focus on finding ways to create work that weaves together the skills and experience of all the members of the cohort. By the end of the term students should have a deeper understanding of a range of possible approaches to the creation and development of original performance.</p>			
CREDITS 6.00	WEEKS (Standard term is 15 weeks) 15 weeks	GRADING PROFILE Credit/No Credit	
METHOD OF DELIVERY Lecture only		CONTACT HOURS/WEEK E.g. (4, 0, 0) in calendar	
		LECTURE 6.00	LAB 8
		OTHER 2.00	
		<i>Elfor S. Ferens</i>	
EQUIVALENT TO:			
PREREQUISITE (Courses that must be taken prior) &/or PREREQUISITE WITH CONCURRENCY (Courses that can be taken prior or concurrently as a pre- or co-requisite)			
None			
COREQUISITE (Courses that must be taken concurrently)			
None			
COURSE NOTE (Optional. E.g. equivalency note)			
REVIEW REQUEST:			
<input checked="" type="checkbox"/> Articulation (BC Transfer Guide) <input type="checkbox"/> Quantitative/Analytical Course designation <input type="checkbox"/> Science Course designation			
ORIGINATOR			
DEPARTMENT/PROGRAM Bachelor of Performing Arts	NAME of Coordinator Sandra Ferens	SIGNATURE of Coordinator <i>Sandra Ferens</i>	DATE (MM/DD/YYYY) 10/30/2019
NAME of Liaison			
CONSULTATION			
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)
DEPARTMENT/PROGRAM	NAME of Coordinator	SIGNATURE of Coordinator	DATE (MM/DD/YYYY)
ADMINISTRATIVE APPROVAL			
DEAN Ted Gerra	SIGNATURE of Dean <i>Ted Gerra</i>	DATE (MM/DD/YYYY) 11/06/19	
REGISTRAR Kyle Vuorinen	SIGNATURE of Registrar <i>Kyle Vuorinen</i>	DATE (MM/DD/YYYY) 11/06/19	
REGISTRAR'S OFFICE USE ONLY			
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NB: only contact hours changing			
NOV 06 2019			



COURSE OUTLINE		
TERM: SPRING 2020	COURSE NO: BPAC 403	
INSTRUCTOR:	COURSE TITLE: Studies in Interdisciplinary Creation And Collaboration	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S): 02	CREDITS: 6
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT: 6 hours of class time, plus 2 additional hours delivered through on-line or other activities, per week, for a 15-week semester, which includes 2 weeks for final exams.

COURSE PREREQUISITES/CO-REQUISITES: None

CALENDAR DESCRIPTION: Students will gain experience in the collaborative creation of interdisciplinary work, while being exposed to the techniques, aesthetics and priorities of different performance art forms with a focus on finding ways to create work that weaves together the skills and experience of all the members of the cohort. By the end of the term students should have a deeper understanding of a range of possible approaches to the creation and development of original performance.

REQUIRED TEXTS/AND/OR RESOURCES

De Wachter, Ellen Mara: *Co-Art: Artists on Creative Collaboration*, Phaidon, 2017. Instructor will also distribute readings throughout the term which students are expected to read and discuss.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Understand a creative process from inspiration, creation and development towards performance;
- Create, develop and perform original interdisciplinary work in small groups;
- Use collaborative skills such as communication, teamwork, leadership, negotiation, problem solving and decision-making in a creative process;
- Extend their experiential and theoretical knowledge beyond their specific discipline;
- Identify and articulate methodologies and practices of local, national and international interdisciplinary artists;
- Interpret and assess interdisciplinary works using criteria developed in class.

COURSE CONTENT:

WEEK	CONTENT
1	The Interdisciplinary Artist: Defining a Personal Practice
2-3	Collaborative Approaches: Building the Team & Articulating a Vision
4-5	Creative Explorations: Sound
6-7	Creative Explorations: Visual/Scenographic
8-9	Creative Explorations: Body
10-15	Final Project (towards the creation of fall performance)

ASSIGNMENTS:

1. Assignments*:

- **Ensemble Building:** Students will be expected to contribute professional-level ensemble- building skills and/or services towards the building of a cohesive ensemble. Specific contributions to be determined in consultation with instructors. Collaborative skills in relation to group exercises will also be considered as part of this mark.
- **Reading Discussions:** small groups of students will lead group discussions on the assigned texts. During these discussions, all students should participate and demonstrate a full knowledge and understanding of the reading, as well as applying critical and analytical skills in their interpretation. Additional readings may also require online or in-class discussion.
- **Line of Inquiry Proposals:** students will submit a proposal for a personal Line of Inquiry project to be undertaken in the fall semester. These proposals will be structured similarly to a grant application, providing a statement of artistic intent, proposed budget, personnel & schedule.
- **Weekly Composition Assignments:** students will work in groups to create and perform works incorporating the approaches studied that week. These works will normally be presented at the end of each week throughout the first half of the semester. All students will be expected to develop their analytical skills by participating in discussions in response to the presentations they witness.
- **Final Presentation:** the cohort will be assigned a longer-term project in the latter part of the term, to be developed from that point onward and presented during the final weeks of class. These presentations will normally form the groundwork for our fall production as part of BPA 4007.

* **NOTE:** For certain assignments, instructor grading will be augmented with peer assessments (students grading one another on collaborative projects). More detailed descriptions of assignments/expectations will be handed out in class

2. Participation/Professionalism:

Because of the collaborative nature of this class, attendance is essential for successful completion of the course. Students are expected to be on time for classes, and to attend all

st
 (X)
 must
 attend
 every
 session

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classes and rehearsals. The participation/professionalism mark includes prompt and regular attendance, timely notification to instructors and peer collaborators of absence/lateness as well as appropriate contribution to class discussions, projects and exercises. The assessment of appropriate contribution is based on both the frequency and the quality of the student's comments, questions, observations and participation in exercises, with the emphasis on quality. Quality is determined by, among other things, the relevance, insight and clarity with which the student engages with the class work. Please see Attendance, under Operational Details below, for more details on attendance policy.

EVALUATION PROFILE:

- 1. Participation/Professionalism.....10%
- 2. Artistic Prompt Presentations.....10%
- 3. Reading Discussions10%
- 4. Lines of Inquiry Proposals10%
- 5. Weekly Composition Assignments.....30%
- 6. Final Presentation.....30%
- TOTAL.....100%**

Handwritten notes:
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 (with arrows pointing to the Evaluation Profile and Grading Profile sections)

GRADING PROFILE:

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

Handwritten note: Credit / No Credit

PROGRAM OPERATIONAL DETAILS

Incomplete Grades

An "I" grade will be given at the discretion of the instructor only if the student has a reasonable chance of completing the required assignments by the date agreed upon as an extension. Normally, performance and class presentations will not be considered for the "I" grade.

Late Assignments

Late assignments will be reduced half a letter grade (e.g. B+ to B, B- to C+) per day and will not be accepted after 10 days. Revisions are allowed at the instructor's discretion. Normally, late performance and class presentations will not be accepted.

Missed Exams/Quizzes/Labs etc.

Missed exams and project presentations cannot be made up except in the case of serious illness or accident. An official letter from a doctor must accompany any request.

Attendance

Students are expected to be on time for classes, and to attend all classes and rehearsals. Attendance is essential for successful completion of the course. Students who miss more than 10% of classes will not receive credit for the course. Students are responsible for all material covered in class, even if absent, including announcements and day-to-day assignments.

English Usage

Students are expected to write clear sentences, organized and developed paragraphs and essays (where assigned), which conform to the MLA (Modern Language Association) style. Please see the Writing Centre for help with writing questions and problems.

Electronic Devices

The use of electronic devices is integral to this course and is permitted for course-related work only.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email, please it regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the CapU Mobile Safety App

Policy Statement (S2009-06)

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

Academic Integrity (S2017-05)

"All Course Outlines must provide students with a clear definition of academic dishonesty, including cheating and plagiarism, and a statement of the sanctions for academic dishonesty, which the department/instructor may apply."

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>).

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.



CAPILANO UNIVERSITY ACADEMIC SCHEDULE & IMPORTANT DATES:

Comparison with Other Institutions

The Withdrawal Period during both major semesters of the academic year where a student will receive a "W" on their permanent student record is too early. During both semesters students are being asked to make both a crucial academic decision to withdraw from courses without having a fair amount of the course recorded. In comparison with other institutions, the university is asking student to withdraw from courses before midterm grades can potentially be produced. The following institutions allow for students the opportunity to be present in a course longer without having to make such a difficult decision:

Capilano University: *First Day of Class September 3rd; Withdraw Deadline October 11th*

SFU: *First Day of Class September 3rd; Withdraw Deadline October 8th*

UBC: *First Day of Class September 3rd; Withdraw Deadline October 11th*

Deadlines for Other Institutions:

Thompson Rivers University: *First Day of Class September 4th; Withdraw Deadline October 25th*

Langara College: *First Day of Class September 3rd; Withdraw Deadline October 26th*

McGill University: *First Day of Class September 3rd; Withdraw Deadline October 29th*

University of Fraser Valley: *First Day of Class September 3rd; Withdraw Deadline October 29th*

University of Victoria: *First Day of Class September 4th; Withdraw Deadline October 31st*

KPU: *First Day of Class September 3rd; Withdraw Deadline November 1st*

Queen's University: *First Day of Class September 5th; Withdraw Deadline November 1st*

Douglas College: *First Day of Class September 3rd; Withdraw Deadline November 3rd*

University of Toronto: *First Day of Class September 5th; Withdraw Deadline November 4th*

Western University: *First Day of Class September 5th; Withdraw Deadline November 12th*

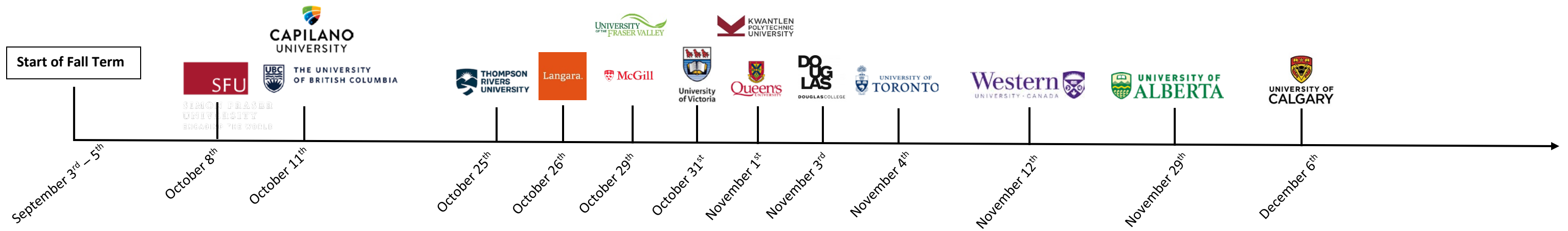
University of Alberta: *First Day of Class September 3rd; Withdraw Deadline November 29th*

University of Calgary: *First Day of Class September 5th; Withdraw Deadline December 6th*



CAPILANO UNIVERSITY ACADEMIC SCHEDULE & IMPORTANT DATES:

Comparison with Other Institutions



Mary Jukich

From: Annie Prud'homme-Genereux
Sent: Wednesday, November 6, 2019 11:59 AM
To: Mary Jukich
Subject: SSC Meeting

Hi Mary,

I have in my notes that I should submit a report of CSEE activities to you for the Senate Curriculum Committee by today.

Currently, CSEE is busily working to create the Spring 2020 course offerings. Things move fast – we hope to have it all ready by November 15 when our Spring 2020 catalog goes to print. There will be a few new courses such as:

- Courses that are part of our new award of achievement in digital photography. The program launched in Fall 2019, and the Spring 2020 will see the first offerings of the following courses:
 - o Lighting (15 hrs, core course of the Award of achievement)
 - o Spontaneous Photography (15 hrs, elective for the Award of achievement)
 - o Studio Photography for digital marketing (15 hrs, elective for the Award of achievement)
- One-off courses in
 - o Data driven decision making (data analysis, visualization, and storytelling)
 - o Power BI
- A new yoga for children series offered for 1 hrs on week-ends to expand our camp offerings beyond summer
- We are also working to develop a new program for emerging leaders (essentials of management and leadership), but have not yet begun designing the program or the courses. The program will be offered partly face to face and partly online, and we hope to offer our first course in Spring 2020 (note: the courses will not be listed in the catalog since we are working on them, but we are working to design and develop them in time for a February launch date... more details to follow as they become available)

If you need more information, please don't hesitate to ask!

Thank you

Annie



Annie Prud'homme-Généreux, PhD

Director, Continuing Studies and Executive Education

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British Columbia, Canada V7J 3H5 | www.capilanou.ca

Capilano University is named after Chief Joe Capilano, an important leader of the Squamish (Sk̓wx̓wú7mesh) Nation of the Coast Salish people. We respectfully acknowledge that our campuses are located on the territories of the Lil'wat, Musqueam, Sechelt (shíshálh), Squamish and Tsleil-Waututh Nations.