![Capilano University logo]

SENATE REGULAR MEETING
Tuesday, December 5, 2023   4:00 – 6:00 pm
Capilano University – Library Room 322

AGENDA

Land Acknowledgement
Capilano University is named after Chief Joe Capilano, an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the territories of the Líl̓wat, xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səl̓ílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

1. **Welcome**

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

3. **Approval of Minutes** - *Decision*   Senate Members
                                                                                  Schedule 3

4. **Correspondence Received**

5. **Business Arising**
   None

6. **New Business**
   6.1   Chen Chen Stway Framework [Posted to MS Teams](#) - *Information*   Micki McCartney

   6.2   Digital Learning Framework – *Decision*   Brit Paris
                                                                                  Schedule 6.2

   6.3   Senate Election Results – *Information*   Kyle Vuorinen

7. **Committee Reports**
   7.1   Academic Planning and Program Review Committee – *Information*   Sue Dritmanis

   7.2   Bylaw, Policy and Procedure Committee – *Decision*   Corey Muench
         7.2.1   Academic Accommodations for Students with Disabilities Policy   Schedule 7.2.1
                 Academic Accommodations for Students with Disabilities
                 Procedure

         7.2.2   S2023-XX External Advisory Committees Policy   Schedule 7.2.2
                 S2023-XX-X External Advisory Committees Procedures
                     B.103 Program Advisory Committees

CAPILANO
UNIVERSITY

SENATE REGULAR MEETING
Tuesday, December 5, 2023   4:00 – 6:00 pm
Capilano University – Library Room 322

AGENDA

7.3	Curriculum Committee – *Decision*	Deb Jamison
	7.3.1 Resolution Memo	Schedule 7.3.1
	[November 17 Agenda Package](#) / [November 17 Draft Minutes](#)	
7.4	Teaching and Learning Committee – *Information*	Diana Twiss
7.5	Budget Advisory Committee – *Information*	Michael Thoma

8.   Other Reports

8.1	Chair of Senate – *Information*	Paul Dangerfield
8.2	Interim Vice Chair of Senate – *Information*	Stephen Williams
8.3	VP Academic and Provost – *Information*	Laureen Styles
8.4	Board Report – *Information*	Patricia Heintzman
8.5	Elder Report - *Information*	Elder Latash

9.   Discussion Items

10.   Other Business

11.   Information Items

CAPILANO UNIVERSITY

SENATE MEETING
Tuesday, November 7, 2023   4:00 pm
Capilano University, Library Building, Room LB 322

MINUTES

Present: Stephen Williams (Interim Vice Chair), Deanna Baxter, John Brouwer, Sue Dritmanis, Thomas Flower, Brian Ganter, Raphael Gasc, Victor Gelano, Denise Gingrich, Kyle Guay, Patricia Heintzman, Deb Jamison, Manpreet Kaur, Laura Kinderman, Tracy Penny Light, Amina El Mantari, Brad Martin, Alysha Monk, Corey Muench, Lesley Nelson, Christina Neigel, Karandeep Sanghera, Ramin Shadmehr, Natasha Mrkic-Subotic, Michael Thoma, Diana Twiss, Kyle Vuorinen Recorder: Mary Jukich

Regrets: Paul Dangerfield, Laureen Styles

Guests: Miranda Huron, Manmeet Singh

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1.   **Welcome**

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

     Dr. Laura Kinderman, Dean, Faculty of Business and Professional Studies was introduced and welcomed to Senate.

     Alysha Monk, new voting staff representative was introduced and welcomed to Senate.

     Sue Dritmanis assumed voting rights for the Faculty of Business and Professional Studies.

2.   **Approval of the Agenda**
     Ramin Shadmehr moved and Deb Jamison seconded:
     To adopt the agenda.   **CARRIED**

3.   **Approval of the Minutes**
     Lesley Nelson moved and Kyle Guay seconded:
     To adopt the October 3, 2023 minutes.   **CARRIED**

CAPILANO
UNIVERSITY

SENATE MEETING
Tuesday, November 7, 2023   4:00 pm
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MINUTES

4. **CSU Presentation**

   Representatives from the Capilano Students Union provided a presentation and overview of the work and activities that are underway at the CSU for this year.

5. **Correspondence Received**

   An email with respect to the interim Senate Vice-Chair role from Paul Dangerfield, Chair of Senate was recorded as received by Senate.

6. **Business Arising**
   6.1 **Vice-Chair Nominating Committee**
      Presented by: Brad Martin

      As a result of Robert Thomson's recent resignation, the Vice-Chair Nominating Committee put out a call for nominations for Senate Vice-Chair for the term January to June 2024 and two nominations were received, one for Sue Dritmanis and one for Karandeep Sanghera.

      The Chair of the Vice-Chair Nominating Committee called two times for further nominations, and no other nominations were received.

      The two candidates, Sue Dritmanis and Karandeep Sanghera, indicated acceptance of the nominations and provided a brief personal biography. A paper ballot election was undertaken, and Sue Dritmanis was elected as Vice-Chair of Senate for the term January to June 2024.

   6.2 **Academic Schedule 2024/2025 Update**
      Presented by: Kyle Vuorinen

      As a follow up to the concerns raised at the October Senate meeting with respect to the 2024/2025 academic schedule, the following update was provided:

      • The Registrar reviewed the deadline for grades during the fall term and determined that there was no opportunity for movement of the final grade deadline. It was noted that the deadline set is for the advantage of students particularly if they are applying to transfer to other institutions, and for students who may be looking to appeal their academic standing.

CAPILANO
UNIVERSITY

SENATE MEETING
Tuesday, November 7, 2023   4:00 pm
Capilano University, Library Building, Room LB 322

MINUTES

- In terms of the concern around early registration for the fall 2025 period, the period will start in late June rather than early July.   There was an opportunity to do this given the way the dates fell during the calendar year.   Other post-secondary institutions follow this practice, and this is advantageous for both the institution and students particularly if the students can select their courses sooner.

- Consideration of a fall reading break will require a fulsome discussion institutionally with the entire campus community as this will require starting the term before Labour Day which is a significant shift for the University.

6.3   Senate Self-Evaluation Committee Survey Results
Presented By: Christina Neigel

As background, at the October Senate meeting the report with respect to the survey was more of a synthesis with recommendations, as opposed to providing the actual survey. This prevented an issue around protecting people's ability to share in the survey without having their comments exposed. Past practice was to include the survey within the agenda packages; however, the packages are posted to the website and this raises concerns around sharing information. The primary concern is to ensure that when people are invited to respond to a questionnaire, they are doing so with some level of confidence to share their experiences.   The committee will be reviewing and determining a process to share findings, and in the interim, the survey results without the qualitative information will be posted to Teams.

7.   New Business
No new business was presented.

8.   Committee Reports
8.1   Academic Planning and Program Review Committee
Presented by: Sue Dritmanis

The committee met on October 10 and approved the 2021/22 program review cycle as complete for the following programs:
- Jazz Studies Diploma
- Bachelor of Music in Jazz Studies - Performance/Composition
- Bachelor of Music in Jazz Studies – Education

CAPILANO
UNIVERSITY

SENATE MEETING
Tuesday, November 7, 2023   4:00 pm
Capilano University, Library Building, Room LB 322

MINUTES

8.2   Bylaw, Policy and Procedure Committee
Presented by: Corey Muench

The committee met on October 10 and October 24 and undertook a final review of the Academic Accommodations for Students with Disabilities Policy and Procedure and finalized work on the Senate Bylaws and Senate Election Procedures.

8.2.1   S2023-XX External Advisory Committees Policy
S2023-XX-X External Advisory Committees Procedures

Senate members were presented with the new External Advisory Committee policy and procedures documents.   Currently there is a Board policy, B.103 Program Advisory Committees, and the proposal is to create a new policy and procedures document and to change the oversight from the Board of Governors to Senate.

On discussion and review, some concerns were raised particularly with the role of deans on the committee, the limit to the term of external members and whether the self-review by the committee of its work was necessary. In this regard, Senate members indicated the concerns raised merit further discussion and it was suggested that the policy and procedures document be brought back to the committee.

Karandeep Sangera moved and Denise Gingham seconded:

23/30 To send the External Advisory Committees Policy and Procedures documents back to the Bylaw, Policy and Procedures Committee.   **CARRIED**

B.103 Program Advisory Committees Policy

Once the new Senate policy and procedure are approved, the Board of Governors will rescind this policy.

8.2.2   Senate Bylaws

CAPILANO
UNIVERSITY

SENATE MEETING
Tuesday, November 7, 2023   4:00 pm
Capilano University, Library Building, Room LB 322

MINUTES

Senate members were presented with the revisions to the Senate Bylaws. On review and discussion, no comments or concerns were raised.

Prior to the vote, it was noted that a two-thirds majority vote of Senate was required for the motion to pass.

> *Corey Muench moved and Sue Dritmanis seconded:*

> **23/31** Senate approve the proposed revisions to the Senate Bylaws.

CARRIED
15 Yes
2 Abstentions

> *Stephen Williams moved and Manpreet seconded:*
> To extend the meeting to 6:15 pm.

CARRIED

8.2.3   Senate Election Procedures

Senate members were presented with the revisions to the Senate Election Procedures. On review and discussion, no comments or concerns were raised.

> *Cory Muench moved and Kyle Guay seconded:*

> **23/32** Senate approve the proposed revisions to the Senate Election Procedures.

CARRIED

8.3   Curriculum Committee
Presented by: Deb Jamison

8.3.1   Resolution Memorandum

The resolutions brought forward from the October 20, 2023 Senate Curriculum Committee meeting were presented to Senate for approval.

> *Deb Jamison moved and Kyle Guay seconded:*

> **23/33** Senate approve SCC Resolution 23/47.

CARRIED

8.4   Teaching and Learning Committee
Presented by: Diana Twiss

CAPILANO UNIVERSITY

SENATE MEETING
Tuesday, November 7, 2023   4:00 pm
Capilano University, Library Building, Room LB 322

MINUTES

The committee was scheduled to meet on October 17 and had received the Indigenous Framework. However, the meeting was cancelled so that members could attend the inauguration of the Elders.

8.5   Budget Advisory Committee
Presented by: Michael Thoma

The Senate Budget Advisory Committee (SBAC) met on October 26 and was provided with a presentation of the PSI (Post-Secondary Institutions) fiscal year end results for fiscal 2022/23. In addition, the committee was provided with a financial update for the fiscal 2023/24 Quarter 2 Forecast, which forecast a surplus of $8.7 million, which is a $12 million favourable variance compared to the Board-approved deficit budget of $3.3 million.

An update on the Integrated Planning fiscal 2024/2025 was also provided which indicated that the university is working through the process of planning, information gathering and determining the best way to move integrated planning forward.

9.   Other Reports

9.1   Senate Chair
The Chair was not at the meeting and a report was not presented.

9.2   Senate Interim Vice-Chair

Stephen Williams reported that as interim Vice-Chair, he has been attending the Senate committee meetings.

9.3   VP Academic and Provost
The VP Academic and Provost was not at the meeting and a report was not presented.

9.4   Board Report

Patricia Heintzman reported that the Board has not met since the October Senate meeting. The next Board meeting is scheduled for November 28th.

CAPILANO UNIVERSITY

SENATE MEETING
Tuesday, November 7, 2023   4:00 pm
Capilano University, Library Building, Room LB 322

MINUTES

9.5   Elder Report
Elder Latash did not attend the meeting and a report was not presented.

10.   Discussion Items
No discussion items were presented.

11.   Other Business
No other business was presented.

12.   Information Items
No information items were presented.

The meeting was adjourned at 6:07 pm.

Next Meeting: Tuesday, December 5, 2023

MEMO

To: Senate

From: Dr. Brit Paris, director, teaching and learning

Subject: Digital Learning Framework for Approval

Date: November 28, 2023

BACKGROUND

Guided by the principles set out in the [Digital Learning Framework Terms of Reference](#), the Digital Learning Framework Advisory Group (DLF-AG) met 9 times between December 2022 and April 2023 to discuss reading materials provided by the DLF-AG facilitator and chair organized into 7 topics: Governance, Pedagogy, Quality Assurance, Staff & Faculty Support, Student Support & Access, Sandboxing & Imagine Space, and Technology Systems & Space. These discussions directly informed the development of CapU's inaugural digital learning framework in combination with input from the Academic Leadership Council and Senate Teaching and Learning Committee.

The first draft of the framework was developed in August 2023 and shared with the Digital Learning Framework Advisory Group, the Senate Teaching and Learning Committee, and the Academic Leadership Council in the form of a PowerPoint presentation. The full written draft, based on the feedback from these groups, was presented to Academic Leadership Council in October 2023 and shared with Senate Teaching and Learning Committee and the Digital Learning Framework Advisory Group. The document presented encompasses feedback received from these groups throughout the writing process.

MOTION

That Senate accept the Digital Learning Framework for adoption and implementation.

CAPILANO UNIVERSITY

Capilano University
Digital Learning Framework

Introduction

In October 2022, the Vice-President Academic (VPA) and Provost tasked the Associate Vice-President Academic with leading the development a digital learning framework for Capilano University (CapU), actioning the call in Illuminating 2030 to create a framework for digital learning that is both learning and learner-centred and rooted in evidence-based practices. The Associate Vice President Academic convened a Digital Learning Framework Advisory Group (See Appendix I) in November 2022. In addition to two student representatives, the advisory group included Indigenous faculty, representation from the five Faculties, University Library, Continuing Studies, Registrar's Office, Centre for Teaching Excellence, Academic Initiatives & Planning, and IT.

Guided by the principles set out by the VPA and Provost in the Digital Learning Framework Terms of Reference, the advisory group met 9 times between December 2022 and April 2023 to discuss reading materials provided by the DLF-AG facilitator and chair organized by 7 topics: Governance, Pedagogy, Quality Assurance, Staff & Faculty Support, Student Support & Access, Sandboxing & Imagine Space, and Technology Systems & Space. These discussions directly informed the development of CapU's inaugural digital learning framework in combination with input from the Academic Leadership Council and Senate Teaching and Learning Committee prior to endorsement by Senate in December 2023.

The digital learning framework establishes institutional definitions, goals and commitments that will enable the university to prioritize the continued use and adoption of digital and educational technologies in academic courses and programs to advance excellence in teaching and learning. This framework supports CapU's commitment to the provision of distinctive university experiences inspired by imagination, and identifying the necessary systems, technology and supports that must be put in place to meet them.

Aligned with the directions and commitments identified in *Envisioning 2030* and *Illuminating* 2030 and informed by provincial recommendations made in *BC's Post-Secondary Digital Learning* Strategy, the development of CapU's digital learning framework was guided by seven principles: imagination, innovation, distinct university experiences; community connections; accessibility and equity; financial sustainability; and inclusivity.

The Digital Learning Framework is a living document that will be revisited by Senate Teaching and Learning Committee at least every 3 years, stewarded by the Director, Teaching and Learning. The Director, Teaching and Learning will develop and report on the progress of the implementation of the Digital Learning Framework through the Action Plan (see Appendix III) to the Senate Teaching and Learning Committee at least annually.

Guiding Definitions

Through the development of the Digital Learning Framework, the following definitions have been adopted to guide and inform both the framework and academic activities across CapU.

Digital Learning	An overarching term that refers to all kinds of educational technology-enhanced learning. Includes in-person digitally-supported learning, fully online courses and fully online programs.
Educational Technology	All technologies used to support learning and teaching activities in-person and online. Can be divided into three categories: digital or non-digital learning tools (e.g., mobile apps), learning resources (e.g., OERs) and learning environments (e.g., classroom or Learning Management System).
Learning Environments	Learning environments are physical and/or virtual spaces where instruction and learning take place such as a classroom, stage, laboratory, learning management system, or videoconferencing space.

Modes of Delivery

A program of study's mode of delivery is established through the program approval or change process. Similarly, a course's mode of delivery is established through the course approval or change process. The following definitions describe program and course modes of delivery at CapU.

In-Person Learning	All classes take place on campus, or other designated site, as a series of in-person synchronous sessions. A variety of educational technologies may be used to support and facilitate the learning experience.
Online Learning	All classes and/or instructional activities happen online; there is no in-person requirement. • Learning activities may be: o Asynchronous online: teaching and learning occur online without any real-time meetings. o Synchronous online: teaching and learning occur online in real time. o Bichronous online: any mix of asynchronous and synchronous online learning.
Blended Learning	A blend of online and in-person instruction, alternating between the two modalities.
Hyflex Learning	Classes take place simultaneously in-person and synchronous online. Students may choose, or their location may dictate, to attend in person or online.

## Guidelines for Determining Course Section Mode of Delivery

The mode of delivery of a program of study is initially determined during the program approval process and approved by Senate (non-degrees and degrees) and, in turn, the Ministry (degrees only). Any change to a program of study's modality is considered a program change and must follow university curriculum approval and change processes.

All admitted students must be able to complete their program of study in the Senate-approved mode of delivery. The primary course mode of delivery must align with the Senate-approved program mode of delivery to ensure students can complete their program of study in the mode of delivery communicated in the University Calendar.

An academic unit must ensure that there are sufficient sections of required courses in the approved program delivery modality (in-person for the majority of programs) for students to complete their program of study in said modality. Once the requirements for the number of sections needed to align with program delivery mode have been met, additional sections of a required course may be made available in an alternate modality, if pedagogically appropriate.

To change the mode of delivery of a program of study, a transition plan must be developed by the academic unit. In turn, if an additional mode of delivery is to be added to a program of study, the academic unit must ensure there are sufficient section resources to ensure the multiple modalities of the program of study can be delivered.

Capilano University Digital Learning Framework
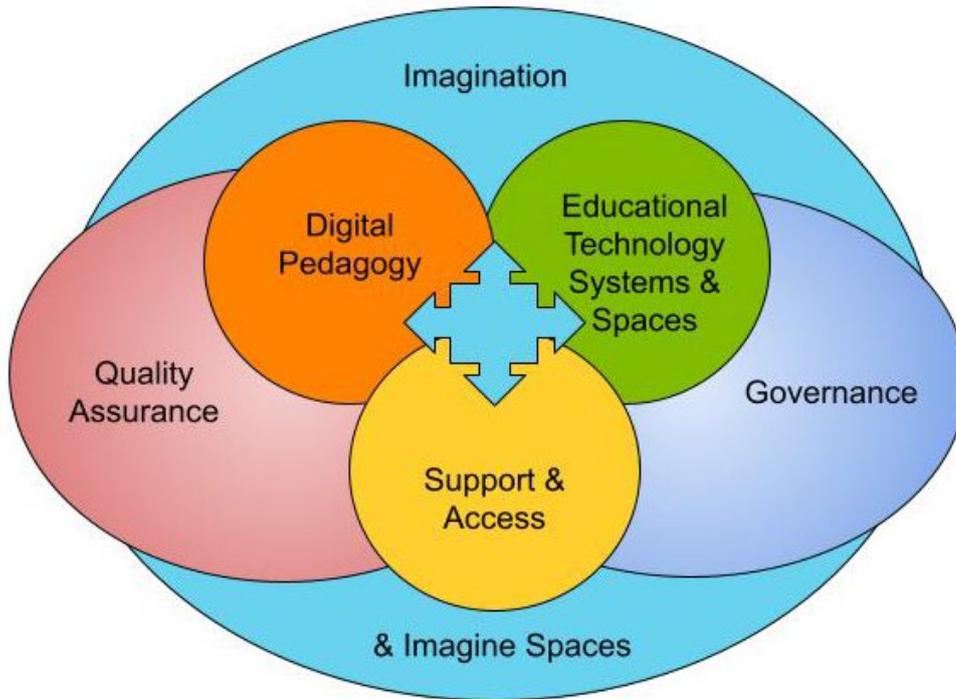
The CapU Digital Learning Framework consists of six interdependent spheres:

Sphere 1: Imagination and Imagine Spaces

As a community Inspired by Imagination, imagine spaces are environments that allow community members to explore digitally enhanced learning tools in creative and imaginative activities. An imagine space refers to a virtual environment in which community members engage in creative and imaginative activities related to their subject matter or interests.

When we inspire imagination, new ideas can develop into innovations across the university. Creative solutions to existing problems enhance intrinsic motivation and foster curiosity. As set out in Envisioning 2030, harnessing the capabilities of both existing and new technological resources has the power to enhance the learning experience for all learners.

Goal:

Inspire the imagination of the university community to explore the possibilities that digital learning enables.

Sphere 2: Digital Pedagogy

Digital learning at CapU is driven by the desire to deliver distinctive, high-quality learning experiences. Student expectations of digital learning have changed, not only concerning the availability and variety of options available, but also in terms of quality standards. The possibilities afforded by digital learning can inspire not only how we teach, but also what we teach.

At CapU, educational technology is used to transform learning through the modification and redesign of learning activities and the reimagining of learning activities to create previously inconceivable paradigms and opportunities.

As called for in Illuminating 2030, instructors will be supported by the Centre for Teaching Excellence (CTE) and other offices to develop not only their pedagogical understanding, but also their technology skills, and how the two intersect with content knowledge to create distinctive learning experiences. Students will be supported to develop their digital literacy skills through partnerships between the Library, Student Success, and the Centre for Teaching Excellence.

Goal:

Purposefully foster innovations in teaching and learning pedagogy leading to distinct, transformative and life enhancing university learning experiences and closer connections with the communities that CapU serves.

Sphere 3: Educational technology systems and learning spaces

Educational technology systems and learning spaces, such as the Learning Management System, video-hosting and editing tools, document readers and editors, support the teaching and learning of both disciplinary content and digital literacy. When these tools are selected, implemented, and evaluated in alignment with pedagogical requirements and considerations, they will drive CapU's commitment to distinctive, high-quality learning experiences (Illuminating 2030). Students and faculty will be inspired by the technology systems and learning spaces that are available to them, resulting in higher retention rates and high ratings of student satisfaction. Cross-University coordination will reduce costs and contribute to financial sustainability while allowing us to respond to demand. The selection of these systems and spaces is driven by pedagogy and in turn drive the development of supports and access for faculty and students.

Goal:

Technology systems and learning spaces[1] are aligned with the values of the Digital Learning Framework and informed by the University Digital Transformation Plan and the University Academic Space Planning process

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[1] Educational technology systems at a university refer to the various hardware and software tools, infrastructure, and networks that are utilized to support the academic operations of the institution. These systems may include the learning management system, research management systems, campus networking and infrastructure, and security systems.

Sphere 4: Support and access

Envisioning 2030 calls upon us to identify innovative ways for technology to enhance the digital experience for communities. As we grow the digital experience and adopt educational technologies, faculty will need support in enhancing their technological competencies and digital literacy to stay at the forefront of their fields and deliver distinct learning experiences to students. Students will also require support for developing digital literacy as well as technical support.

Supports must take into consideration and be available at all stages of the (faculty and student) learner journey. Supports must be designed in accordance with the principles of Universal Design and must be accessible to all, including those with physical or learning disabilities.

Goals:

Students and faculty have access to coordinated supports to access and make the best use of the university-supported educational technology systems and spaces, including sandboxes[2] for all adopted educational technologies.

Students and faculty are supported in developing their digital literacy skills and faculty are supported in the development of technological knowledge alongside pedagogical and content knowledge.

Sphere 5: Educational academic quality assurance

Digital learning is interwoven within existing quality assurance programs and mechanisms.

Our mission to provide students with distinctive, high-quality learning experiences is underpinned by a robust academic quality assurance process. These quality assurance processes include the curriculum development, approval and change processes for courses and programs of study as well as the academic unit and program of study review requirements established in Board and Senate academic policies and procedures and the accompanying processes.

These policies, procedures, and processes will align with the principles and modes of delivery established in the Digital Learning Framework.

Integrated quality assurance programs ensure high quality digital learning experiences for students while valuing provincial accreditation requirements and prioritizing faculty expertise.

Goal:

Integrate quality assurance measures for digital learning within the current academic quality assurance processes for academic programming to ensure cross-University integration and sustainability of processes.

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[2] A sandbox for digital learning is a virtual platform where users can experiment, explore, and practice new skills without disrupting live versions.

Sphere 6: Governance

Harnessing the University Community's imagination to drive innovation in our digital learning spaces requires a clear and thorough governance process that supports the selection, implementation, and ongoing evaluation of educational technologies and systems. A robust governance process makes clear the mechanisms for the approval, budgeting, procurement, implementation and ongoing evaluation of technology systems and spaces while creating appropriate oversight for these processes.

This will allow CapU to prioritize the continued use and adoption of digital and educational technologies to advance excellence in teaching and learning. This comprehensive process includes long-term planning and will fulfill the BC's Post Secondary Digital Learning Strategy call for institutions to establish a cross-functional digital learning advisory body for the adoption of the Guidelines for Technology-Enhanced Learning.

Goal:

Implement a clear and comprehensive governance process which ensures collaboration and coordination between the Centre for Teaching Excellence and Information Technologies, and other University units.

Appendix I – Advisory Group Members

Aneta Stolba, Faculty of Education Health and Human Development

Jacqueline Clarke, Faculty of Business and Professional Studies, Facilitator, DLF-AG

Aurelea Mahood, Academic Initiatives and Planning

Jordon Lovig, Registrar's Office

Austin Cove and Ishita Sharda, Student representatives

Pouyan Mahboubi, Vice Provost and Associate Vice-President Academic, Chair, DLF-AG

Bethany Paul and David Geary, Indigenous faculty representatives

Ramin Shadmehr, Dean, Faculty of Fine and Applied Arts

Blake Rowsell, Faculty of Global and Community Studies

Sparky Lawrence, Faculty of Fine and Applied Arts

Brian Ganter, Faculty of Arts and Sciences

Tamarack Hockin, University Library

Brit Paris, Centre for Teaching Excellence

Ted Hamilton, Faculty of Business and Professional Studies

Diana Twiss, Senate Teaching and Learning Committee

Yi Cui, Continuing Education

Gavin Gormley, IT Services

Appendix II – Digital Learning Framework Advisory Group Resources

ACODE. (2014). Benchmarks for technology enhanced learning. https://www.acode.edu.au/pluginfile.php/550/mod_resource/content/8/TEL_Benchmarks.pdf

Australian Government Department of Education and Training. (2017). Quality assurance of online toolkit. https://www.teqsa.gov.au/sites/default/files/quality-assurance-online-learning-toolkit.pdf?v=1578526988

British Columbia. (n.d.) B.C.'s Post-Secondary Digital Learning Strategy. https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/digital-learning-strategy/digital_learning_strategy.pdf

Corbin, L., & Bugden, L. (2018). Online teaching: The importance of pedagogy, place and presence in legal education. *Legal Education Review, 28*(1), 1–21. https://doi.org/10.53300/001c.6313

Degree Quality Assessment Board Secretariat. (2017). Degree program review criteria and guidelines. https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/degree-authorization/degree-program-criteria.pdf

Floyd, D.L., & Casey-Powell, D. (2004). New roles for student support services in distance learning. In *New directions for community colleges* (pp. 55-64)*. http://dx.doi.org/10.1002/cc.175

Hébert, C., & Jenson, J. (2020). Teaching with sandbox games: Minecraft, game-based learning, and 21st century competencies. *Canadian Journal of Learning and Technology, 46*(3).

Hostetter, S. (2022). Developing a quality assurance approach for an online professional military education institution. *Journal of Applied Instructional Design*, *11*. https://doi.org/10.51869/112/sth

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Johnson, N., Seaman, J., Poulin, R. (2022). Defining different modes of learning: Resolving confusion and contention through consensus. *Online Learning, 26*(3), 91-110. https://doi.org/10.24059/olj.v26i3.3565

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Queen's University Belfast. (n.d.) Digital learning glossary: A quick reference guide for students at Queen's. https://blogs.qub.ac.uk/digitaldiscovery/wp-content/uploads/sites/156/2020/08/Digital-Glossary.pdf

Vickers, S. (2020). Online theatre voice pedagogy: A literature review. *Voice & Speech Review, 14*(3), 254–268. https://doi-org.ezproxy.capilanou.ca/10.1080/23268263.2020.1777691

Appendix III – Draft Action Plan

	Sphere					
Initiative	Imagination & Imagine Spaces	Digital Pedagogy	Educational technology systems & spaces	Support & Access	Educational Academic quality assurance	Governance
	1	2	3	4	5	6
• Create a Digital Learning Lab, with appropriate staffing, to host imagination and sandbox spaces to foster innovation and collaboration	X	X	X	X		
• Create a process for the development and adoption of learning innovations	X	X	X	X		X
• Create distinctive digital learning experiences that inspire students and provide exceptional learning opportunities.	X	X				
• Build on the definitions of delivery modes to develop guidance for instructors, ensuring DQAB compliance.				X	X	X
• Inspire and maintain a culture of teaching and learning that permeates all decisions made.		X			X	X
• Increase collaboration between Centre for Teaching Excellence, IT, and the Registrar's Office.			X			X
• Introduce clear processes and procedures for trial, procurement, and assessment of educational technologies.	X			X		X
• Design programming and create supports to enhance students' digital literacy skills.				X	X	
• Coordinate and expand digital learning supports for students across campus, including those offered online.			X	X		
• Expand the laptop loaner program for students.				X		X
• Provide support for physical and online classroom technologies in real-time.			X	X		
• Clarify and publish the roles of IT, CTE, and Library in providing support and access to educational technology for faculty and students.			X	X		X

• Embed accessibility considerations, particularly Universal Design for Learning, into all procurement processes, courses, and support offerings.		X		X	X	X
• Review CapU policy's and procedures for intersections with the Digital Learning Framework and update as needed.						X
• Review the unit review requirements and integrate categories for digital learning, as appropriate.					X	
• Implement and evaluate new governance process.						X
• Incorporate supports for digital literacy into Student Academic Support Services		X		X		

SENATE REPORT

AGENDA ITEM:	Academic Accommodations for Students with Disabilities Policy and Procedures (S1999-09)
PURPOSE:	☒ Approval ☐ Information ☐ Discussion
MEETING DATE:	December 5, 2023
PRESENTERS:	Corey Muench, Chair, Senate Bylaw, Policy, and Procedure Committee Daniel Levangie, Associate Vice President, Student Success (Proponent)

PURPOSE
To update the existing Academic Accommodations Policy and to add Procedures.

BACKGROUND
The Proponent has submitted the following:

Capilano University has been directly and deliberately supporting students with academic accommodations for multiple decades and grown and developed our activities to match changes in research, best practice, and community knowledge. This newest policy update incorporates various changes, clarifications, and developments.

APPROVALS & CONSULTATIONS:
The Proponent has submitted the following:

Initial consultations ran from December 2021 to February 2022 with open public sessions:
- Student-focused consultation groups
- Faculty-focused groups
- CSU direct reach outs
- Opportunity and reach out specifically to students registered with Accessibility Services
- Academic Leadership Collective (ALC)

The second phase of the consultation stretched from August 2022 to February 2023
- Consideration with colleagues at other institutions
- Legal review with external consultant who has worked on multiple accessibility policies at other universities
- Re-consideration with ALC on updates
- Frontline posting, April 2023
- Senate Bylaw, Policy, and Procedure Committee, September/October 2023

HIGHLIGHTS OF PROPOSAL BROUGHT TO SENATE BYLAW, POLICY, AND PROCEDURE COMMITTEE:
- Addition of Procedures

- Addition of "Definitions," "Scope," "Responsibilities of the University," and "Responsibility of Students with Disabilities" to Policy
- Eligibility, Identification of Reasonable Accommodation or Service, Intake Procedures, and Appeals process moved to Procedures and reorganized
- Specific language added for the following topics:
  - Scope of eligibility for accommodation (Policy, Section 3)
  - Reasonable notice time for accommodation to Accessibility Services (Procedures, Section 2
  - Specifics of application for accommodation process (Procedures, Sections 2 and 3)
  - Specifics of documentation requirements to establish an accommodation (Procedures, Section 4)
  - Added detail about how an accommodation is determined and procedure if an accommodation is not approved (Procedures, Sections 5 and 6)
  - More detailed information about types of appeals for accommodations, the appeals process, and bringing the Associate VP Student Success and the Associate VP, Academic into the appeals process. (Procedures, Section 11)
  - More detailed information about the implementation of and assistance with the accommodation (Procedures, Sections 7 and 8)
  - Information about a student's right to waive the accommodation (Procedures Section 10)
  - Detailed language on confidentiality (Procedures, Section 13)

DOCUMENTS FOR SENATE REVIEW
- S1999-09 Current Academic Accommodations for Students with Disabilities Policy (as reference)
- S1999-09 Proposed Academic Accommodations for Students with Disabilities Policy (with SBPP comments)
- S1999-09 Proposed Academic Accommodations for Students with Disabilities Policy (clean copy)
- S1999-09-01 Proposed Academic Accommodations for Students with Disabilities Procedures (with SBPP comments)
- S1999-09-01 Proposed Academic Accommodations for Students with Disabilities Procedures (clean copy)

RECOMMENDATION
That the Senate approve the revised S1999-09 Academic Accommodations for Students with Disabilities Policy and the newly proposed S1999-09-01 Academic Accommodations for Students with Disabilities Procedures.

	POLICY		
Policy No.	Officer Responsible		
S1999-09	**Senate**		
Policy Name			
Access and Accommodation Policy for Students with Disabilities at Capilano University			
Approved by	Replaces	Category	Next Review
Senate	**EC1999-09**		
Date Issued	Date Revised	Related Policies, Reference	
November 1999	**March 2011**		

1. PREAMBLE

Capilano University recognizes the importance of providing access to learning opportunities for all. To this end, the University endeavours to provide access to courses and programs for applicants with disabilities and/or special educational needs.

Capilano University is also committed to supporting the successful learning of students after they have been admitted. Following admission, the University will strive to provide, within reasonable time and resource limits, access to a range of appropriate services that will assist students in meeting their educational goals.

The approach chosen by Capilano University is one that promotes self-advocacy and one in which each student takes personal responsibility for assuring that his or her own needs are expressed. While primary responsibility for the provision of services to students with disabilities rests with the student and Disability Services, the supportive physical, academic and social environment is the responsibility of the entire University.

Disability Services is the identified first point of contact for all applicants with disabilities. Timely contact with Disability Services will allow for an accommodation or classroom modification to be in place when classes begin. Applicants with disabilities must meet University and program admissions and eligibility criteria and provide current documentation to receive services as outlined in University calendars.

2. ELIGIBILITY FOR ACCOMMODATION AND SERVICES

2.1. Eligibility for Accommodation

Eligibility for accommodation is based upon the assumption that each student will be able to demonstrate an ability to benefit from the accommodation and services provided for   him or her.

To be eligible for an accommodation through Disability Services, students are required:

• to be a qualified student who meets University eligibility and admissions criteria;
• to self-disclose the disability or condition for which accommodation is being requested, and
• to provide evidence of the specific disability, through current psycho-educational or medical documentation, prior to an accommodation or service being arranged.

2.2. Identification of a Reasonable Accommodation or Service

2.2.1. Through a consultative process, Disability Services seeks to identify and meet individual student needs and, in a timely fashion, to arrange for a reasonable accommodation and appropriate services.

2.2.2. Although past recommendations provided in intake documents will be considered, the University reserves the right to decide which classroom accommodation is most reasonable and appropriate based upon:

• evidence in the documents provided
• the course or program in which the student is registered
• evidence of current service and accommodation needs

2.2.3. A classroom accommodation, and any modifications or services, will be determined by Disability Services personnel in consultation with the student and various faculty in specific departments and/or program areas.

2.2.4. Once classes begin, students may also be eligible for direct services and technical equipment provision determined in consultation with the ministry.

2.3. Appeals Process for an Accommodation

2.3.1. Disability Services will inform students that an accommodation review process is available.

2.3.2. At any point during the first six weeks of classes, students may request an accommodation review by Disability Services.

2.3.3. If a student and Disability Services cannot agree upon an appropriate accommodation, the administrator responsible for student services will establish a review panel in keeping with the University guidelines.

2.3.4. The administrator responsible for student services will chair a review panel and will ensure representation from faculty, students and administration. The chair will be non-voting except in the event of a tie.

3. INTAKE PROCEDURES FOR APPLICANTS WITH DISABILITIES

3.1. Applicants may be assisted with the following:

3.1.1. Completion of the Application process

Disability Services provides information about the completion and submission of application forms and admissions procedures.

3.1.2. Educational Planning

Disability Services, in consultation with Admissions and Academic Advising Officers, helps applicants to select courses and programs in which they have a reasonable opportunity to succeed.

3.1.3. Development of an Accommodation Plan

Disability Services assists applicants to develop an accommodation plan which will serve them when they are accepted as students.

	POLICY		
Policy No.	Officer Responsible		
S1999-09	**Vice-President Academic and Provost**		
Policy Title			
Academic Accommodation for Students with Disabilities Policy			
Approved by	Replaces	Category	Next Review
Senate			**[Month] [Year]**
Date Issued	Date Revised	Related Policies, Reference	
November 1999	**December 2023**	**B.101 Vision, Values, Mission, Goals and Strategic Directions** **B.511 Discrimination, Bullying and Harassment Policy** **B.512 Human Rights, Diversity, Inclusion, and Equity** **E.702 Students Statement of Rights and Responsibility** **S2003-01 Academic Freedom** **Respectful Learning and Working Environment Statement** **S2018-01 Final Grade Appeal** **B.109 Student Appeals** **Privacy Policy**	

1   BACKGROUND AND PURPOSE

1.1   Capilano University (the "University") is committed to providing an accessible and inclusive academic environment for Students with Disabilities in a manner that is consistent with its educational mandate, academic principles, and its obligations under British Columbia's *Human Rights Code.*

1.2   This policy governs academic accommodation for Students with Disabilities. The University provides reasonable academic accommodation to Students with Disabilities to eliminate, reduce, or mitigate the physical, attitudinal, technological, systemic, communication, or other barrier(s) faced by that student. Academic accommodation facilitates the student's opportunity to meet the essential requirements of a course or program. It does not give the student an advantage or guarantee the student's academic success, nor does academic accommodation alter the essential requirements of a course or program.

1.3 This policy articulates the responsibilities of Students with Disabilities who seek academic accommodation. The policy also articulates the shared responsibility of the University's administrators, instructors, staff, and service providers, guided by Accessibility Services, to collaborate and cooperate to facilitate fair and equitable access to the University's courses and programs by Students with Disabilities.

2 DEFINITIONS

For the purposes of this policy and associated procedures, the following definitions apply:

"Accessible" refers to the degree to which the University's academic environment and its components (e.g., courses, programs) are available to be used and benefitted from by all intended audiences.

"**Academic Accommodation**" or "**Accommodation**" refers to an alteration in the academic environment or an adaptation of teaching or evaluation methods to eliminate, reduce or mitigate an access or participation barrier for Students with Disabilities. Academic accommodation may include, for example, priority registration, extended testing time, alternative exam format, sign language interpreting, permission to record, alternative format materials, or assistive technology. Academic accommodation does not include a change in the method of course delivery.

"Appropriate qualified professional" means a medical doctor, registered psychologist, or other professional who is considered certified and/or licensed to practice their profession and has specific training, expertise, and experience in the diagnosis of the disability for which the academic accommodation is being requested.

"Barriers" that may limit or prevent Students with Disabilities from accessing or participating in the University's courses and programs in an equitable way include physical, attitudinal, technological, systemic, and communications-based barriers.

"**Duty to accommodate**" refers to the University's legal obligation to respect the right of Students with Disabilities to seek academic accommodation, to assess the student's request for academic accommodation in a fair manner that respects the dignity of the student, and to provide reasonable academic accommodation to the student, where circumstances warrant, to the point of undue hardship.

"**Essential requirement**" refers to the *bona fide* learning requirements or competency components of a course or program that must be acquired and demonstrated by a student and which cannot be altered without compromising the fundamental nature, or the academic standards, or the integrity, of the course or program.

"Functional impact" refers to limitations resulting from a disability as determined by an appropriate qualified professional; the professional's assessment is provided to Accessibility Services to establish reasonable academic accommodation for the Student with a Disability.

"Interim Academic Accommodation" is discretionary academic accommodation determined by Accessibility Services, made for a time-limited basis when the student's disability is temporary or documentation is outdated or incomplete or the results are inconclusive (e.g., a student is in the process of being assessed) or there are other circumstances that may warrant consideration (e.g., a student's academic accommodation history).

"**Notification of Accommodation letter**" is an official document issued by Accessibility Services that informs course instructors of a student's approved academic accommodation while maintaining confidentiality about the diagnosis and nature of a student's disability.

"**Reasonable academic accommodation**" means academic accommodation determined by Accessibility Services that:

a. does not significantly alter the essential requirements of a course or program;
b. does not have a significant adverse impact on learning opportunities for other students;
c. does not impose a threat to personal or public safety; and
d. does not result in undue hardship to the University, including undue hardship to a particular program or service, the instructor, or other students.

"Student" means a person who is presently enrolled at a university in a credit course or who is designated by resolution of the Senate.

"**Student with a Disability**" (collectively Students with Disabilities) means a person who:

a. has a diagnosable, significant, and persistent mobility, sensory, learning, or other physical or mental health impairment;
b. experiences functional restrictions or limitations of their ability to perform the range of life's activities; and
c. may experience physical, attitudinal, technological, systemic, communication-based, or other barriers that limit their access to or participation in the University's courses and programs.

"Support Person" is someone chosen by a student to accompany them during any processes outlined in this policy and its corresponding procedures. The support person cannot speak on behalf of a student. A support person could, for example, include a family member, friend, elder, or trusted university employee.

"Temporary disability" is usually relatively new and of short duration, with recovery anticipated within a predetermined amount of time because the student's functional limitations are finite. The

student's functional limitations are usually the result of an incident, injury, or circumstance that creates a temporary barrier, but are not otherwise considered a disability. The academic accommodation is limited to the time that the student's functional limitations are expected to be experienced. A temporary disability may also be one where full recovery is unknown or guarded, making reevaluation necessary. Examples of this include return to studies after surgery or injury (e.g., concussion), the experience of a traumatic event (e.g., an assault), vicarious trauma (e.g., witnessing an accident), and highly distressing experience (e.g., death by suicide of a close friend).

"Temporary health issue" means temporary health impairments or injuries that are likely to be resolved within an academic term such as the common cold, flu, virus, allergy, or physical injury where a full recovery is anticipated, and the duration is short.

"**Undue hardship**" is a legal test developed by Canadian tribunals and courts that places a limit on the academic accommodation which the University has an obligation to provide. What constitutes undue hardship will vary according to the unique circumstances of each situation.

3   SCOPE

3.1   This policy applies to students with disabilities, the University's instructors, and other employees who have shared responsibility to provide Academic Accommodation to students with disabilities.

3.2   This policy does not apply to students who experience a temporary health issue, such as a brief illness, injury, or surgery. Students experiencing a temporary health issue will follow their program area policies, guides, and procedures pertaining to missed classes, tests, or assignments.

4   RESPONSIBILITIES OF THE UNIVERSITY

4.1   The University will create an accessible, inclusive, and equitable environment by preventing, removing, or mitigating barriers such that Students with Disabilities:

   a. are given access to the University as immediately and unobtrusively at the point of institutional contact as those without a disability;
   b. have a corresponding level of self-determination as those without a disability;
   c. are afforded access to the University's courses and programs indistinguishable from those without a disability;
   d. have available clearly delineated Accessibility Services process and procedure information on the University's website;
   e. participate in an academic environment where instructors and other University employees have access to disability legislation and support anti-discrimination practices;
   f. receive reasonable academic accommodation, where circumstances warrant, to facilitate the student's opportunity to meet the essential requirements of a course or program.

4.2   Accessibility Services is responsible for determining academic accommodation for Students with

Disabilities.

4.3   Instructors and other University employees are responsible for implementing academic accommodation for Students with Disabilities and assisting Accessibility Services in delivering its mandate.

4.4   The University will handle personal information of students in accordance with the requirements of the *B.C. Freedom of Information and Protection of Privacy Act* and Capilano University Policy B.700, *Privacy and Access to Information.*

5   RESPONSIBILITIES OF STUDENTS WITH DISABILITIES

5.1   Accessibility Services coordinates and determines academic accommodation for all Students with Disabilities at the University. Admission to the University does not guarantee that all requested academic accommodation for a disability will be granted.

5.2   Students with Disabilities have a responsibility to:

   a.   contact Accessibility Services in a timely manner to arrange for academic accommodation planning;
   b.   provide current verifying documentation of a disability from an appropriate professional that includes sufficient information for Accessibility Services to understand the nature of the student's disability, its permanence, its functional impact, and that it is connected to a barrier in the education setting for which academic accommodation will provide access;
   c.   comply with instructions and procedures for developing and using academic accommodation;
   d.   allow University employees, most often their instructor(s) or the unit from whom they are seeking academic accommodation, to have a Notification of Accommodation letter at the beginning of the academic term or as the need arises;
   e.   collaboratively discuss with their instructor(s) how their academic accommodation will be implemented and include others as needed; and
   f.   fulfill the essential requirements of the course or program.

5.3   Students with Disabilities may self-identify to Accessibility Services without requesting academic accommodation. Any information provided by the student will be stored by Accessibility Services, should they request academic accommodation at a future time.

CAPILANO UNIVERSITY	POLICY		
Policy No.	Officer Responsible		
S1999-09	**Vice-President Academic and Provost**		
Policy Title			
Academic Accommodation for Students with Disabilities Policy			
Approved by	Replaces	Category	Next Review
Senate			**[Month] 2023**
Date Issued	Date Revised	Related Policies, Reference	
November 1999	**[Month] 2019**	**B.101 Vision, Values, Mission, Goals and Strategic Directions** **B.511 Discrimination, Bullying and Harassment Policy** **B.512 Human Rights, Diversity, Inclusion, and Equity** **E.702 Students Statement of Rights and Responsibility** **S2003-01 Academic Freedom** **Respectful Learning and Working Environment Statement** **S2018-01 Final Grade Appeal** **B.109 Student Appeals** **Privacy Policy**	

1   BACKGROUND AND PURPOSE

1.1   *Capilano University (the "University") is committed to providing an accessible and inclusive academic environment for Students with Disabilities in a manner that is consistent with its educational mandate, academic principles, and its obligations under British Columbia's Human Rights Code.*

1.2   This policy governs academic accommodation for Students with Disabilities. The University provides reasonable academic accommodation to Students with Disabilities to eliminate, reduce, or mitigate the physical, attitudinal, technological, systemic, communication, or other barrier(s) faced by that student. Academic accommodation facilitates the student's opportunity to meet the essential requirements of a course or program. It does not give the student an advantage or guarantee the student's academic success. Nor does academic accommodation alter the essential requirements of a course or program.

Commented [SD1]: why is 1.1 in italics?

Commented [CM2R1]: Please correct for final draft

Commented [SD3]: Curious to know if the use of the adjective "reasonable" is found in similar policies at CapU or other B.C. post-secs. Can "reasonable" be easily defined by the proponent here? I don't see it under part 2 Definitions

Commented [DL4R3]: "Reasonable accommodation" is the language based on the human rights code for what orgs are expected to do.

Commented [CM5R3]: Resolved

1.3   This policy articulates the ==responsibilities== of Students with Disabilities who seek academic accommodation. It also articulates the shared responsibility of the University's administrators, instructors, staff, and service providers, guided by Accessibility Services ("AS"), to collaborate and cooperate to facilitate fair and equitable access to the University's courses and programs by Students with Disabilities.

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For the purposes of this policy and associated procedures, the following definitions apply:

"Accessible" refers to the degree to which the University's academic environment and its components (e.g., courses, programs) are available to be used and benefitted from by all intended audiences.

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"Duty to accommodate" refers to the University's legal obligation to respect the right of Students with Disabilities to seek academic accommodation, to assess the student's request for academic accommodation in a fair manner that respects the dignity of the student, and to provide reasonable academic accommodation to the student, where circumstances warrant, to the point of undue hardship.

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d. does not result in undue hardship to the University, including undue hardship to a particular program or service, the instructor, or other students.

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3 SCOPE

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3.2 This policy does not apply to students who experience a temporary health issue, such as a brief illness, injury, or surgery. Students experiencing a temporary health issue will follow their program area policies, guides, and procedures pertaining to missed classes, tests, or assignments.

4 RESPONSIBILITIES OF THE UNIVERSITY

4.1 The University will create an accessible, inclusive, and equitable environment by preventing, removing, or mitigating barriers such that Students with Disabilities:

a. are given access to the University as immediately and unobtrusively at the point of institutional contact as those without a disability;
b. have a corresponding level of self-determination as those without a disability;
c. are afforded access to the University's courses and programs indistinguishable from those without a disability;
d. have available clearly delineated Accessibility Services process and procedure information on the University's website;
e. participate in an academic environment where instructors and other University employees ~~are oriented to~~ have access to disability legislation and support anti-discrimination practices;

Commented [CN17]: "academically accommodate" seems confusing. Maybe just accommodate to support studies...?

Commented [CM18R17]: See SBPP suggested change in GREEN

Commented [CN19]: "who are"

Commented [CM20R19]: Resolved (see next comment down)

Commented [CM21]: How is this being carried out?

Commented [SD22R21]: "oriented to" is very vague. What is meant by this?

Commented [DL23R21]: Indeed! It could be altered to 'have access to' or something of that ilk. We are aspiring to create a more outward and active system for engaging the employee community, but as of now, we are limited to sharing briefly at new employee orientations and faculty on boardings.

Commented [CM24R21]: See suggested SBPP language in GREEN

f. receive reasonable academic accommodation, where circumstances warrant, to facilitate the student's opportunity to meet the essential requirements of a course or program.

4.2 Accessibility Services is responsible for determining academic accommodation for Students with Disabilities.

4.3 Instructors and other University employees are responsible for implementing academic accommodation for Students with Disabilities and assisting Accessibility Services in delivering its mandate.

4.4 The University will handle personal information of students in accordance with the requirements of the *B.C. Freedom of Information and Protection of Privacy Act* and Capilano University Policy B.700, *Privacy and Access to Information.* ~~the University's **Privacy Statement**~~.

5 RESPONSIBILITIES OF STUDENTS WITH DISABILITIES

5.1 ~~AS~~ Accessibility Services coordinates and determines academic accommodation for all Students with Disabilities at the University. Admission to the University does not guarantee that all requested academic accommodation for a disability will be granted.

5.2 Students with Disabilities have a responsibility to:

a. contact Accessibility Services in a timely manner to arrange for academic accommodation planning;
b. provide current verifying documentation of a disability from an appropriate professional that includes sufficient information for Accessibility Services to understand the nature of the student's disability, its permanence, its functional impact, and that it is connected to a barrier in the education setting for which academic accommodation will provide access;
c. comply with instructions and procedures for developing and using academic accommodation;
d. allow University employees, most often their instructor(s) or the unit from whom they are seeking academic accommodation, to have a Notification of Accommodation letter at the beginning of the academic term or as the need arises;
e. collaboratively discuss with their instructor(s) how their academic accommodation will be implemented and include others as needed; and
f. fulfill the essential requirements of the course or program.

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	PROCEDURE
CAPILANO UNIVERSITY	

Procedure No.	Officer Responsible	
S1999-09	**Vice-President, Academic and Provost**	
Procedure Name		
Academic Accommodation for Students with Disabilities Procedures		
Policy This Procedure is Under		Date of Next Policy Review
Academic Accommodation for Students with a Disability		
Date Issued	Date Revised	Related Policies, Reference

1   PURPOSE

These procedures are intended to guide all processes related to S1999-09 Academic Accommodation for Students with Disabilities.

2   PROCESS FOR ESTABLISHING ACADEMIC ACCOMMODATION

2.1   Students with Disabilities are encouraged to contact Accessibility Services as soon as they have accepted the offer of admission to ensure sufficient time to review documents and arrange corresponding academic accommodation. In general, more extensive academic accommodation requires greater lead time. Services, equipment, and funding requests can require several months.

2.2   Students are required to provide reasonable notice to Accessibility Services of their need for academic accommodation to be in place before the start of a program or course, or as the need arises.

2.3   Students who believe they may have a disability or believe they have academic access needs that are not being met are encouraged to seek advice from Accessibility Services.

2.4   Accessibility Services will make reasonable efforts to respond to a student's request for academic accommodation even after courses have started. However, delays in notifying Accessibility Services of a request for academic accommodation could result in a request not being assessed or implemented in time to take effect for the course or program and may impact the timely availability of certain supports (e.g., alternate format, sign language interpretation).

3   STUDENTS' RESPONSIBILITIES

3.1   Students with permanent or temporary disabilities seeking academic accommodation are responsible for registering with Accessibility Services. The registration process begins once

verifying documentation of a disability has been submitted.

3.2 Application for academic accommodation can be made online using the Accommodation Request form situated on the Accessibility Services' webpage or in person by visiting the Accessibility Services office.

3.3 Students requesting academic accommodation participate in academic accommodation planning with an Accessibility Services Advisor ("Advisor") after their verifying documentation has been submitted, as well as engage instructors, staff and others needed to implement their approved academic accommodation.

3.4 Students are required to meet deadlines that support the academic accommodation implementation process (e.g., request for exam accommodation arrangements).

4   DOCUMENTATION TO SUPPORT A REQUEST FOR ACADEMIC ACCOMMODATION

4.1 Students requesting academic accommodation are expected to provide current, appropriate, and sufficiently detailed verifying documentation of a disability to Accessibility Services to support their request.

4.2 The verifying documentation supporting a request for academic accommodation must be obtained from an appropriate qualified professional and follow these guidelines:

a. It must be current, meaning it has been issued within the last three (3) years with the exception of a documented permanent disability or a learning disability where a full psycho-educational assessment that is less than five (5) years or that was completed at age 18 or older is required;

b. It must cover the functional impact of the disability in sufficient detail to allow for reasonable consideration of the requested academic accommodation. A diagnosis alone, if provided, is not sufficient to support a request for an academic accommodation;

c. It must be provided by the appropriate qualified professional as a report, formal assessment, written letter on official letterhead, or a StudentAid BC Appendix 8 Verification of Disability form;

d. It must contain the date(s) on which the assessment of the student was conducted and the name, profession, registration, or license number, contact information, or other information to confirm the qualifications of the document provider;

e. In cases where a student's functional abilities have improved or deteriorated significantly since the documentation was submitted, or when the student's accommodation request(s) have changed significantly over the course of their studies, Accessibility Services may request new or updated information.

4.3 The student is responsible for any costs associated with testing and/or obtaining the verifying medical or other documentation in support of the student's request for academic accommodation. Accessibility Services will provide information about federal and provincial financial aid, grants, or other funding, which may be available to offset some of the student's

costs.

5 DETERMINING ACADEMIC ACCOMMODATION

5.1 Taking a holistic view of Students with Disabilities and the circumstances, the Advisor, with the involvement of the student, will assess the appropriate academic accommodation based on the student's request, the self-report, the verifying documentation of a disability for which academic accommodation is requested, the history of academic accommodation, and the nature and essential requirements of the course or program.

5.2 Upon completion of the assessment, the Advisor will determine if the duty to accommodate exists and will prepare a Notification of Accommodation letter specifying the approved academic accommodation and any other relevant information.

5.3 A student may seek reconsideration of the Advisor's determination of approved accommodation (see section 6).

5.4 If the Advisor determines that a duty to accommodate does not exist, or where the student's requested academic accommodation would:

a. significantly alter the essential requirements of the course or program,

b. adversely impact learning opportunities for other students,

c. impose a safety threat, and/or

d. result in undue hardship for the University,

the Advisor will inform the student and provide reasons for this determination in writing through the student's official email. A student may seek reconsideration of the Advisor's decision (see section 6).

6 REQUEST FOR ACADEMIC ACCOMMODATION RECONSIDERATION

6.1 Where a student disagrees with a determination made by the Advisor, they can ask the Advisor to reconsider the request. This usually involves an initial discussion between the student and the Advisor who made the determination. The student may request a support person join them. They may also request that the Conflict Resolution Advisor facilitate the reconsideration meeting.

6.2 Should the student be unsatisfied with the outcome of reconsideration, the student can appeal the Advisor's determination (See sections 11.1, 11.2 and 11.3).

7 IMPLEMENTING APPROVED ACADEMIC ACCOMMODATION

7.1 Notification of Accommodation letters, current to the semester, are used to identify and communicate a student's approved academic accommodation. Instructors or academic units are responsible for implementing the approved accommodation. Accessibility Services is responsible for providing support, available resources, and guidance to instructors and units implementing an approved academic accommodation.

7.2   Students are expected to discuss their approved academic accommodation with their instructors when the accommodation involves the academic environment and teaching or learning resources (e.g., extended time on tests, recording lectures, extensions). The Advisor can be involved when the student and instructor need assistance to support implementation of an approved academic accommodation.

8   REQUEST FOR ASSISTANCE WITH IMPLEMENTATION

8.1   Where a student with approved academic accommodation believes that their academic accommodation is not being properly or adequately implemented, the student should raise the concern immediately with the relevant instructor. The student may also seek support from the relevant Chair or Coordinator. If the concern remains unresolved, the student should contact Accessibility Services and their Advisor as soon as possible to discuss their concerns and to attempt to resolve the matter.   The Advisor, together with the instructor, as appropriate, will meet with the student as soon as is reasonably possible to review and attempt to resolve the student's concerns. If the Advisor, and instructor, as applicable, and the student, are unable to come to an acceptable resolution, the student may submit an appeal to the Associate Vice-President, Academic. (See section 11).

8.2   An instructor who has been notified of an approved academic accommodation for a student in their course or program has a duty to implement the accommodation. If the instructor believes that the academic accommodation determined by Accessibility Services will result in an essential requirement of their course or program being significantly altered, or where they have a concern about undue hardship, the instructor must contact Accessibility Services as soon as possible to discuss their concerns and must work cooperatively with Accessibility Services to attempt to resolve the matter.

8.3   If the instructor and Accessibility Services cannot reach resolution, either of them may refer the matter to the Associate Vice-President, Academic for final determination. The Associate Vice-President, Academic will promptly consider the matter, in consultation with Accessibility Services, the instructor, and the relevant Dean, as appropriate and will make a final decision which will be issued in writing, with reasons.

9   MODIFYING ACADEMIC ACCOMMODATION

9.1   A student's approved academic accommodation may be revisited with their Advisor and modified when the accommodation is not meeting the need of the student, or when the student's underlying condition or functional ability has changed, or as the academic environment changes. A modification of the student's academic accommodation may be initiated by the student or by Accessibility Services.

10   WAIVING ACADEMIC ACCOMMODATION

10.1   A student has the right to refuse (waive) an approved academic accommodation, in total or on a situational basis (for example, varying the academic accommodation with improvement/exacerbation of the student's underlying condition). The refusal should be made in writing by the student and submitted to the instructor and to Accessibility Services.

10.2 If a student has waived an approved academic accommodation, the University no longer has a duty to accommodate in the specific instance. The student may not then later claim they were not accommodated, nor may that student seek retroactive academic accommodation.

10.3 With reasonable notice to Accessibility Services, a student may re-start accessing academic accommodation at any point.

11 APPEALS

Student Appeal to the Associate Vice President, Student Success

11.1 A student may appeal the Accessibility Services Advisor's determination about approved academic accommodation to the Associate Vice President, Student Success after first having completed a reconsideration request with the Advisor (see section 6). The appeal must be made in writing, in an email specifying what the student's requested academic accommodation is, what accommodation has been refused, or what accommodation the student disagrees with and including all the student's supporting documentation.

11.2 The Associate Vice-President, Student Success will promptly seek an opinion from an Accessibility Services Advisor not involved in the original assessment who will review the relevant documentation and render an opinion ("Advisor's opinion").

11.3 The Associate Vice President, Student Success may consider convening a facilitated dialogue involving all appropriate parties, with or without the aid of an impartial, third-party, such as the Conflict Resolution Advisor.

11.4 In the alternative, or if the dialogue is not successful, the Associate Vice-President, Student Success will consider the student's request for appeal, the original Advisor's determination of approved accommodation, the second Advisor's opinion and will make a final decision. This decision, with reasons, will be communicated in writing to the student, through the student's official email.

Student Appeal to the Associate Vice-President, Academic

11.5 A student may appeal an instructor's implementation of accommodations under section 8 of these procedures to the Associate Vice-President, Academic. The appeal must be made in writing, in an email specifying why the Advisor's determination was incorrect and including all the student's supporting documentation.

11.6 The Associate Vice President, Academic may consider convening a facilitated dialogue involving all appropriate parties, with or without the aid of an impartial, third-party, such as the Conflict Resolution Advisor.

11.7 In the alternative, or if the dialogue is not successful, the Associate Vice-President, Academic will promptly consider the student's request for appeal, in consultation with Accessibility Services, the relevant instructor and Dean, as appropriate, and will make a final decision. This decision, with

reasons, will be communicated in writing to the student, through the student's official email.

11.8 If a student feels that in the process of either appeal an error has occurred, a policy was applied incorrectly, the decision makers exceeded their legitimate jurisdiction, or important information was ignored, students are able to make a formal appeal via the Student Appeals Policy (B.109).

12 FINAL GRADE APPEAL

12.1 Student appeals of final grades are governed by Policy S2018-01 Final Grade Appeals. A student who wishes to appeal a final grade must follow Policy S2018-01 and its accompanying procedures.

13 CONFIDENTIALITY

13.1 All files and information related to a student's registration with Accessibility Services are strictly confidential. Capilano University will adhere to the B.C. *Freedom of Information and Protection of Privacy Act* requirements in the handling and legal disclosure of a student's personal information.

13.2 Only the minimum information needed to implement an approved academic accommodation is shared with instructors or staff in accordance with the Accessibility Services Informed Consent form for the purposes of arranging academic accommodation. If the student chooses to restrict consent to certain individuals or departments, or otherwise constrain or limit the typical exchange of information needed to arrange academic accommodation, they will be informed of the potential impact such limitations may have on the University's ability to effectively consider a student's request for academic accommodation, up to and including the inability to implement an academic accommodation.

13.3 Detailed documentation, or information contained in supporting documentation, including diagnosis, prognosis, medical history, or other information used to inform the academic accommodation process will not be shared with instructors or third parties without the student's explicit consent unless there is imminent risk of serious bodily harm to self or others. Requests for sensitive personal information from instructors or staff are atypical and normally denied by Accessibility Services and any exception requires justification on the part of the instructor or staff member. The student may refuse to consent to such disclosure without penalty, hardship, or academic consequence.

![Capilano University logo] CAPILANO UNIVERSITY	**PROCEDURE**	
Procedure No.	Officer Responsible	
S1999-09	**Vice-President, Academic and Provost**	
Procedure Name		
Academic Accommodation for Students with Disabilities Procedures		
Policy This Procedure is Under		Date of Next Policy Review
Academic Accommodation for Students with a Disability		
Date Issued	Date Revised	Related Policies, Reference

1   PURPOSE

These procedures are intended to guide all processes related to S1999-09 Academic Accommodation for Students with a Disability.

2   PROCESS FOR ESTABLISHING ACADEMIC ACCOMMODATION

2.1   Students with Disabilities are encouraged to contact Accessibility Services as soon as they have accepted ~~soon after acceptance of~~ the offer of admission to ensure sufficient time to review documents and arrange corresponding academic accommodation. In general, more extensive academic accommodation requires greater lead time. Services, equipment, and funding requests can require several months.

2.2   Students are required to provide reasonable notice to Accessibility Services of their need for academic accommodation to be in place before the start of a program or course, or as the need arises.

2.3   Students who believe they may have a disability or believe they have academic access needs that are not being met are encouraged to seek advice from Accessibility Services.

2.4   Accessibility Services will make reasonable efforts to respond to a student's request for academic accommodation even after courses have started. However, delays in notifying Accessibility Services of a request for academic accommodation could result in a request not being assessed or implemented in time to take effect for the course or program and may impact the timely availability of certain supports (e.g., alternate format, sign language interpretation).

3   STUDENTS' RESPONSIBILITIES

3.1   Students with permanent or temporary disabilities seeking academic accommodation are

Commented [CN1]: many students don't know that they are eligible for accommodation upon admission and/or they discover a problem/need later in their studies. I observed this a great deal and I wonder if there is a way to help these students navigate the system as existing students.

Commented [CM2R1]: Resolved

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Commented [CM3]: change to "as soon as they have accepted the offer of admission"

Commented [CM4R3]: See suggested SBPP text in GREEN

Commented [CM5]: Is the possibility of an accommodation mentioned in the offer of admission? Otherwise, how would they know that they can make the request?

Commented [DL6R5]: Not outside of reasonable. I can look at this with Kyle in terms of adding language or looking at early entry points.

Commented [CM7R5]: Resolved

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Commented [CM8]: It is unclear when students must submit documentation of their disability. Would that occur after they contact AS?

Commented [DL9R8]: Trying to avoid too much redundancy - that comes in 3.1 when we move into the practical elements.

Commented [CM10R8]: Resolved

Commented [SD11]: Do we need a definition for what is "reasonable" in terms of notice (2.2) and "efforts" (2.3)?

Commented [DL12R11]: Good insight. Reasonable accordions depending on the need and the volume of work! We could put some basic minimums (something like - "students should anticipate the process of setting up accommodations to take more than 3 weeks").

Commented [CM13R11]: Resolved, no change in text needed

Commented [CM14]: Section added upon recommendation of SBPP at Sept. 12 meeting.

responsible for registering with Accessibility Services. The registration process begins once verifying documentation of a disability has been submitted.

3.2 Application for academic accommodation can be made online using the Accommodation Request form situated on the Accessibility Services' webpage or in person by visiting the Accessibility Services office.

3.3 Students requesting academic accommodation participate in academic accommodation planning with an Accessibility Services Advisor ("Advisor") after their verifying documentation has been submitted, as well as engage instructors, staff and others needed to implement their approved academic accommodation.

3.4 Students are required to meet deadlines that support the academic accommodation implementation process (e.g., request for exam accommodation arrangements).

4 DOCUMENTATION TO SUPPORT A REQUEST FOR ACADEMIC ACCOMMODATION

4.1 Students requesting academic accommodation are expected to provide current, appropriate, and sufficiently detailed verifying documentation of a disability to Accessibility Services to support their request.

4.2 The verifying documentation supporting a request for academic accommodation must be obtained from an appropriate qualified professional and follow these guidelines:

   a. Current, meaning it has been issued within the last three (3) years with the exception of a documented permanent disability or a learning disability where a full psycho-educational assessment that is less than five (5) years or that was completed at age 18 or older is required;

   b. Covers the functional impact of the disability in sufficient detail to allow for reasonable consideration of the requested academic accommodation. A diagnosis alone, if provided, is not sufficient to support a request for an academic accommodation;

   c. Provided by the appropriate qualified professional as a report, formal assessment, written letter on official letterhead, or a StudentAid BC Appendix 8 Verification of Disability form;

   d. Contains the date(s) on which the assessment of the student was conducted and the name, profession, registration, or license number, contact information, or other information to confirm the qualifications of the document provider;

   e. In cases where a student's functional abilities have either improved or deteriorated significantly since the documentation was submitted, or when the student's accommodation request(s) have changed significantly over the course of their studies, new or updated information may be requested by Accessibility Services.

4.3 The student is responsible for any costs associated with testing and/or obtaining the verifying medical or other documentation in support of the student's request for academic accommodation. Accessibility Services will provide information about federal and provincial financial aid, grants, or other funding, which may be available to offset some of the student's

Commented [CM15]: Can students bring an advocate at this stage?

Commented [DL16R15]: They can definitely have a support person join them and help out at any stage.

Commented [CM17R15]: Advocacy detail to be added to definition section in the Policy

Commented [CM18]: Is the outside engagement done only by the student?

Commented [DL19R18]: The AS advisors will work directly with instructors or in concert with instructors and the student, but we place the responsibility on the shoulders of the student to start that engagement themselves.

Commented [CM20R18]: Resolved

Commented [CM21]: Is any information provided at this stage letting students know where they can go for supporting documentation?

Commented [DL22R21]: Most of those details are available online and students who aren't sure, typically book an appointment first and get the info from the advisor..

Commented [CM23R21]: Resolved

Commented [CN24]: I appreciate the granularity of this section -- I had to navigate less clear guidelines as an instructor and this would have helped a lot!

Commented [CM25R24]: No action needed

Commented [CM26]: Language added at Sept 12 SBPP

Commented [CM27]: How often might this reference change?

Commented [DL28R27]: Highly unlikely - it is a fixed component of the process.

Commented [CM29R27]: Resolved

costs.

5   DETERMINING ACADEMIC ACCOMMODATION

5.1   Taking a holistic view of Students with Disabilities and the circumstances, the Advisor, with
       the involvement of the student, will assess the appropriate academic accommodation based
       on the student's request, the self-report, the verifying documentation of a disability for
       which academic accommodation is requested, the history of academic accommodation and
       the nature and essential requirements of the course or program.

5.2   Upon completion of the assessment, the Advisor will determine if the duty to accommodate
       exists and will prepare a Notification of Accommodation letter specifying the approved
       academic accommodation and any other relevant information.

5.3   A student may seek reconsideration of the Advisor's determination of approved accommodation
       (see section 6, below).

5.4   If the Advisor determines that a duty to accommodate does not exist, or where the student's
       requested academic accommodation would:
            a. significantly alter the essential requirements of the course or program,
            b. adversely impact learning opportunities for other students,
            c. impose a safety threat, and/or
            d. result in undue hardship for the University,
       then the Advisor will inform the student and provide reasons for this determination in writing
       through the student's official email. A student may seek reconsideration of the Advisor's
       decision (see section 6, below).

6   REQUEST FOR ACADEMIC ACCOMMODATION RECONSIDERATION

6.1   Where a student disagrees with a determination made by the Advisor, they can ask the Advisor to
       reconsider the request. This usually involves an initial informal discussion between the student
       and the Advisor who made the determination. The student may request a support person, such as
       a Student Affairs Support Advisor or a Capilano Student Union advocate. They may also request
       that the Conflict Resolution Advisor facilitate the reconsideration meeting.

6.2   Should the student be unsatisfied with the outcome of reconsideration, the student can appeal
       the Advisor's determination (See section 11.1, 11.2 and 11.3, below).

7   IMPLEMENTING APPROVED ACADEMIC ACCOMMODATION

7.1   Notification of Accommodation letters, current to the semester, are used to identify and
       communicate a student's approved academic accommodation. Instructors or academic units are
       responsible for implementing the approved accommodation. AS is responsible for providing
       support, available resources, and guidance to instructors and units implementing an approved
       academic accommodation.

Commented [CM30]: In the original policy, there was a directive to consult the faculty involved before the implementation occurred. I feel that this could help in preventing problems later. Was there a reason this was removed? Maybe this is covered in point 3.3 above?

Commented [DL31R30]: With the volume of students, instructors and accommodations, it would be almost impossible to consult for each. Typically, instructors informally reach out to advisors for advice/feedback/discussion about implementation as soon as they have something that doesn't seem in keeping with their course or delivery.

Commented [CM32R30]: Resolved

Commented [SG33]: take out "then"

Commented [CM34R33]: See strikethrough in the text.

Commented [CM35]: This may not be the right word since it could make it seem like the reconsideration is not being taken seriously. delete?

Commented [DL36R35]: Good insight. How about 'initial' discussion?

Commented [CM37R35]: See suggested SBPP text in GREEN

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Commented [CM38]: Could a non-CapU-affiliated support person be present?

Commented [DL39R38]: For sure! We're gently shaping expectation with the shortlist, but any is possible.

Commented [CM40R38]: Resolved, no action needed

Commented [SG41]: take out "a"

Commented [DL42R41]: Oops! Should be 'a support person.'

Commented [CM43R41]: See amended text in GREEN

7.2   Students are expected to discuss their approved academic accommodation with their instructors when the accommodation involves the academic environment and teaching or learning resources (e.g., extended time on tests, recording lectures, extensions). The Advisor can be involved when the student and instructor need assistance to support implementation of an approved academic accommodation.

8. REQUEST FOR ASSISTANCE WITH IMPLEMENTATION

8.1   Where a student with approved academic accommodation believes that their academic accommodation is not being properly or adequately implemented, the student should raise the concern immediately with the relevant instructor. The student may also seek support from the relevant Chair or Coordinator. If the concern remains unresolved, the student should contact Accessibility Services and their Advisor as soon as possible to discuss their concerns and to attempt to resolve the matter.   The Advisor, together with the instructor, as appropriate, will meet with the student as soon as is reasonably possible to review and attempt to resolve the student's concerns. If the Advisor, and instructor, as applicable, and the student, are unable to come to an acceptable resolution, the student may submit an appeal to the ~~appropriate dean~~Associate Vice-President, Academic. (See section 11, below).

8.2   An Instructor who has been notified of an approved academic accommodation for a student in their course or program has a duty to implement the accommodation. If the instructor believes that the academic accommodation determined by Accessibility Services will result in an essential requirement of their course or program being significantly altered, or where they have a concern about undue hardship, the Instructor must contact Accessibility Services as soon as possible to discuss their concerns and must work cooperatively with Accessibility Services to attempt to resolve the matter.

8.3   If the Instructor and Accessibility Services cannot reach resolution, either of them may refer the matter to the Associate Vice-~~Provost~~President, Academic for final determination. The Associate Vice-President ~~Provost~~, Academic will promptly consider the matter, in consultation with Accessibility Services, the Instructor, and the relevant Dean, as appropriate and will make a final decision which will be issued in writing, with reasons.

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10   WAIVING ACADEMIC ACCOMMODATION

10.1   A student has the right to refuse (waive) an approved academic accommodation either in total or on a situational basis in writing to the appropriate instructor (for example, varying the academic accommodation with improvement/exacerbation of the student's underlying condition).

Commented [CM44]: Could students get the help of their own advocate to be present at these discussions?

Commented [DL45R44]: We try to encourage students to not involve additional supports in conversations with instructors (as this invariably leads to questions about 3rd party info sharing and universal permission to discuss the students' records), but it's not impossible. The larger focus is on the student to self-direct these conversations.

Commented [CM46R44]: Resolved; definition of "Advocate" or "Advocacy" will be added to Policy document, definitions section.

Commented [CM47]: May a student's advocate be present?

Commented [DL48R47]: Same as above.

Commented [CM49R47]: Resolved; definition of "Advocate" or "Advocacy" will be added to Policy document definitions section.

Commented [CM50]: Please accept these changes for the final document.

Commented [CM51]: Please accept these changes for the final document.

Commented [CM52]: This waiver should probably in writing; most instructors would appreciate having an official notice that the student has waived the accommodation.

Commented [DL53R52]: Good insight. We could add 'to the instructor in writing' to some element of this to ensure that it is captured.

Commented [CM54R52]: See suggested SBPP text in GREEN.

10.2 If a student has waived an approved academic accommodation, the University no longer has a duty to accommodate in the specific instance for the refusal. The student may not then later claim they were not accommodated, nor may that student seek retroactive academic accommodation.

10.3 With reasonable notice to Accessibility Services, a student may re-start accessing academic accommodation at any point.

11. APPEALS

Student Appeal to the Associate Vice President, Student Success

11.1 A student may appeal the Advisor's determination about approved academic accommodation to the Associate Vice President, Student Success after first having completed a reconsideration request with the Advisor (see section 6). The appeal must be made in writing, in an email specifying what the student's requested academic accommodation is, what accommodation has been refused, or what accommodation the student disagrees with and including all the student's supporting documentation.

11.2 The Associate Vice-President, Student Success will promptly seek an opinion from an Advisor not involved in the original assessment who will review the relevant documentation and render an opinion ("Advisor's opinion").

11.3 The Associate Vice President, Student Success may consider convening a facilitated dialogue involving all appropriate parties, with or without the aid of an impartial, third-party, such as the Conflict Resolution Advisor.

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Student Appeal to the Associate Vice-Provost, Academic

11.5 A student may appeal an instructor's implementation of accommodations under section 8 of these procedures Advisor's determination made under section 5 of these Procedures to the Associate Vice-ProvostPresident, Academic. The appeal must be made in writing, in an email specifying why the Advisor's determination was incorrect and including all the student's supporting documentation.

11.6 The Associate Vice President, Student Success Academic may consider convening a facilitated dialogue involving all appropriate parties, with or without the aid of an impartial, third-party, such as the Conflict Resolution Advisor.

11.7 In the alternative, or if the dialogue is not successful, the Associate Vice-ProvostPresident,

Commented [CM55]: Correct the margin spacing of 10.2

Commented [CM56]: "accommodate for the refusal" sounds awkward. Replace with "accommodate in this instance."?

Commented [CM57R56]: See suggested SBPP language in GREEN and strike-through.

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Commented [CM58]: refer to section 6?

Commented [CM59R58]: See suggested SBPP language in GREEN

Commented [CM60]: Why would the initial determination of accommodation go to the AVP Academic rather than to "reconsideration" as outlined in section 6? Are there any parameters that might be added which would indicate why a student would go directly to the AVP Academic?

Commented [DL61R60]: Great question! I've done some tidying, as I noticed some of the latest changes didn't actually get into this version. 8.1 is essentially the 'request for reconsideration' by the instructor in the same way 6.1 is the request for reconsideration by the advisor. after each of those, they go to the appropriate avp for final (area) decision.

Commented [CM62R60]: See strike-through for edit.

Commented [CM63]: What if an instructor wants to appeal the accommodation?

Commented [DL64R63]: This one goes back to 8.2 for the AVP Acad to assess.

Commented [CM65R63]: Resolved, no further action needed.

Commented [CM66]: should this be AVP, Academic?

Commented [DL67R66]: yes! Thanks for catching that. A few tidy ups that didn't come with this version.

Commented [CM68R66]: Please accept change.

Academic will promptly consider the student's request for appeal, in consultation with Accessibility Services, the relevant Instructor and Dean, as appropriate, and will make a final decision. This decision, with reasons, will be communicated in writing to the student, through the student's official email.

11.8   If a student feels that in the process of either appeal an error has occurred, a policy was applied incorrectly, the decision makers exceeded their legitimate jurisdiction, or important information was ignored, students are able to make a formal appeal via the Student Appeals Policy (B.109).

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SENATE REPORT

AGENDA ITEM:	External Advisory Committee Policy & Procedure (S2023-XX and S2023-XX-XX)
PURPOSE:	☒ Approval ☐ Information ☐ Discussion
MEETING DATE:	December 5, 2023
PRESENTERS:	Corey Muench, Chair, Senate Bylaw, Policy, and Procedure Committee Aurelea Mahood, Director, Academic Initiatives and Planning (Proponent)

PURPOSE

To update the existing External Advisory Committee Policy, to add Procedures, and to change oversight from the Board of Governors to oversight by the Senate as a Senate policy.

BACKGROUND

The Proponent has submitted the following:

Capilano University's program advisory committee requirements are currently enshrined in B.103 Program Advisory Committees. This policy was adopted in February 2015. The spring 2023 review process has established that advisory committee policies are more typically Senate policies. The Provost's Office is recommending that B.103 be rescinded and replaced by the proposed new Senate policy and procedure on external advisory committees. The Board of Governor's sub-committee responsible for governance endorsed this approach at their February 2023 meeting.

APPROVALS & CONSULTATIONS:

The Proponent has submitted the following:

Senate Bylaw, Policy and Procedure (SBPP) Committee – September 26, 2023 and November 14, 2023:
Sept. 26: Based on committee feedback, in addition to minor edits to the policy for clarity, two primary revisions were made to the procedures: 1) section 3 was revised for increased clarity regarding the composition of the EAC and distinguishing between external (voting) and internal resource (non-voting) members; and 2) section 4 was revised to make the EAC reporting requirements explicit.
Nov. 14: Based on feedback at the Nov. 7, 2023 Senate meeting, some additional changes were added: 1) clarification language around the meaning of "academic unit designate," 2) the inclusion of the phrase "from and by" in section 3.8 to clarify that the EAC Chair is selected from among the external members, 3) Making the academic unit designate the person responsible for corresponding with the EAC members concerning their appointments (rather than the dean doing so).

Academic Leadership Collective (ALC) – February 8, 2023: The policy and procedures were positively received by ALC. Clarification was primarily sought regarding the scope of the draft policy with the proponent confirming that the policy and procedures apply to academic units as defined in OP.303 Naming of Academic Units and the Senate-approved academic programs of study delivered by the units.

Faculties via deans – March 10 to April 11, 2023: The five Faculties were invited to provide feedback on the draft policy and procedures via covering memo and drafts sent via the deans. Written feedback was received from the Faculty of Global and Community Studies with comments primarily focused on the procedures, including similar requests to those of SAPPRC for clarifications regarding the term limits for voting and non-voting committee members.

Senate Academic Planning and Program Review Committee (SAPPRC) – April 11, 2023: The policy and procedures were positively received by SAPPRC. SAPPRC members endorsed the adoption of unit-level advisory committees where suits of interconnected or nested programs of study (e.g., Kinesiology diploma and bachelor's degree) can have a single advisory committee and the provision that advisory committees be consulted during cyclical academic unit review (every 5 to 7 years). The recommended revisions were primarily focused on requests for clarifications – e.g., establishing what is meant by regulatory bodies in the policy and distinguishing between term limits for voting and non-voting EAC members in the draft procedures. See SAPPRC minutes as approved at the May 16, 2023 meeting.

University-wide consultation via Frontlines – April 27, 2023 to May 16, 2023: The External Advisory Committee policy and procedures were posted to [Frontlines](#) for two weeks as per university practice for feedback. No comments were received.

HIGHLIGHTS OF PROPOSAL BROUGHT TO SENATE BYLAW, POLICY, AND PROCEDURE COMMITTEE:
The proponent has submitted the following:

The existing policy, B.103, combines both policy and procedural elements. In addition to creating policy and procedures for EACs, the primary differences between B.103 and the proposed Senate External Advisory Committees (EAC) policy and procedure are as follows:

1. Proposed EAC policy makes explicit the potential role of territorial rightsholders in the composition of the committee. See policy section 3.

2. Proposed EAC procedures make explicit the foundational importance of:

   a. considering a diversity of peoples, cultures, and perspectives in the program(s) of study (see procedures section 2);

   b. establishing balanced and inclusive advisory committee membership reflecting the diversity of Capilano University's community partners, including territorial rightsholders (see section procedures 3); and

   c. enshrining the participation of external advisory committees in the cyclical academic unit review of programs of study (every 5 to 7 years) in addition to their annual role and responsibilities (see procedures section 4).

DOCUMENTS FOR SENATE REVIEW
B.103 Existing External Advisory Committee Policy
S2023-XX External Advisory Committee Policy (proposed, with SBPP comments)
S2023-XX External Advisory Committee Policy (proposed, clean copy)
S2023-XX-XX External Advisory Committee Procedures (proposed, with SBPP comments)
S2023-XX-XX External Advisory Committee Procedures (proposed, clean copy)

RECOMMENDATION

That the Senate approve the revised **S2023-XX External Advisory Committee Policy** and **S2023-XX-XX External Advisory Committee Procedures**. Upon approval, the Board of Governors will rescind B.103.

	Policy No.	Officer Responsible		
CAPILANO UNIVERSITY	**B.103**	**Vice President Academic and Provost**		
	Policy Name			
	Program Advisory Committees			
Approved by	Replaces	Category		Next Review
Board	**ARM 1121**	**C**		**February 2020**
Date Issued	Date Revised	Related Policies, Reference		
Feb 17, 2015				

1. **MANDATE**

   Program Advisory Committees are recommended for all academic programs, and required for all degree programs; they provide informed advice to administrators and faculty responsible for specific programs. Advice and assistance may be sought about:

   (a)   program philosophy, goals, and objectives;

   (b)   program design, evaluation, and revision;

   (c)   program curriculum including consideration of elective options which encourage breadth of knowledge and abilities;

   (d)   program enhancements; i.e. field trips, guest lecturers, learning experiences that will increase employability, etc.;

   (e)   knowledge, skills, and attitudes necessary to succeed in the program; i.e. admission requirements;

   (f)   knowledge, skills, attitudes, employee competencies, and vocational standards required by graduates; i.e. exit standards;

   (g)   professional organizations, trade unions, practitioners, public and private employer's views about the needs and requirements of the employment market;

   (h)   meeting professional, licensing or certification requirements, and securing recognition by industry, government, and regulatory bodies;

   (i)   expected or anticipated labour market and industry trends;

   (j)   alignment with government plans and intentions;

   (k)   securing practicum/field placements for students and work placement for graduates;

   (l)   obtaining financial support for students and the program;

	Policy No.	Officer Responsible	
	B.103	**Vice President Academic and Provost**	
	Policy Name		
	Program Advisory Committees		
Approved by	Replaces	Category	Next Review
Board	**ARM 1121**	**C**	**February 2020**
Date Issued	Date Revised	Related Policies, Reference	
Feb 17, 2015			

(m)   promoting public awareness of the program and the university; or

(n)   other matters regarding the program that may arise from time to time.

Advice, assistance, and recommendations provided by the committee are presented to the Dean for communication to the program generally. The Dean is responsible for informing committee members of action taken with respect to the recommendations made by the committee.

2.   COMPOSITION

A Program Advisory Committee must include no fewer than five and no more than fifteen voting members, appointed by the Dean of the Faculty in which the program is housed, and selected because of their relevant experience, demonstrated commitment, and level of availability. Members may include but are not limited to representatives from:

(a)   alumni who have graduated from the program;

(b)   businesses, corporations, or industries;

(c)   professional and/or occupational associations;

(d)   public for-profit or not-for-profit organizations; or

(e)   regulatory, oversight, licensing, examining, and/or certifying associations.

Additionally, Program Advisory Committees should include up to five non-voting resource members including but not limited to:

(a)   the Dean of the Faculty in which the program is housed (or delegate);

(b)   one Coordinator from the program;

(c)   one faculty member from the program; or

(d)   one student from the program.

	Policy No.	Officer Responsible		
	B.103	**Vice President Academic and Provost**		
	Policy Name			
	Program Advisory Committees			
Approved by	Replaces	Category		Next Review
Board	**ARM 1121**	**C**		**February 2020**
Date Issued	Date Revised	Related Policies, Reference		
Feb 17, 2015				

3.   **DUTIES**

Program Advisory Committees meet at least once each year, but may meet as often as necessary to perform duties. Quorum is reached if at least half of the voting members are present.

Each member is appointed for two years and may not serve more than three consecutive terms. If a member misses three consecutive meetings, they will be replaced. Each member receives a letter from the Dean, copied to the Vice President Academic and Provost, indicating the start and end dates of their appointment.

A Chair will be elected annually by the Program Advisory Committee's voting members and will serve for no more than three consecutive years.

Meeting dates and times are set by the Chair, in consultation with other members of the committee, and announced at least one month in advance. The Chair will develop an agenda for each meeting in consultation with the Dean and circulate that agenda at least two weeks prior to the meeting.

The Dean will ensure that minutes are taken at every meeting, approved at each subsequent meeting, and made public thereafter.

All members serve in support of the program and without remuneration.

CAPILANO UNIVERSITY	POLICY		
Policy No.	**Officer Responsible**		
<mark>**S2023-XX**</mark>	**Vice President, Academic and Provost**		
Policy Name			
External Advisory Committee			
Approved by	**Replaces**	**Category**	**Next Review**
Senate	**B.103 Program Advisory Committees**	**Academic**	
Date Issued	**Date Revised**	**Related Policies and Procedures**	
	New	<mark>**S2023-XX-XX**</mark> **External Advisory Committee Procedures**	

1 PURPOSE

1.1 Guided by the University Act Section 35.2 6 (l), External Advisory Committees (EACs) will assist in ensuring the continuing relevancy of Capilano University ("the University") academic programs of study for learners in alignment with the University's mandate, strategic goals, and academic plan. Each EAC will consider current and future trends of related academic programming, labour, and industries in parallel with regulatory and government agency requirements.

1.2 This policy stipulates that each baccalaureate and graduate program of study must be advised by an EAC. This does not detract from the opportunity for an academic unit to establish EACs for non-degree programs of study or establish an EAC to provide external expert advice on all programs of study delivered by the unit.

1.3 EACs provide external expert advice to faculty and administrators on maintaining and/or strengthening high-quality academic programming at the University. A unique EAC is not required for each academic program of study. A single EAC may advise multiple related programs of study. Generally, an academic program of study should not be advised by multiple EACs.

2 SCOPE

2.1 This policy applies to the establishment of EACs for Senate-approved academic programs of study at the University.

2.2 For programs of study with external regulatory or licensure requirements, an EAC will provide advice on a narrower scope of the program. This advice may include but is not limited to software, equipment, scheduling, and timing of courses.

2.3   Each EAC acts in an advisory capacity only. An EAC does not create, establish, or develop new academic courses or programs of study.

3   PRINCIPLES

EACs are established to advise faculty and administrators on maintaining and/or strengthening academic programs of study to meet the needs of learners and community partners. These community partners usually include territorial rights holders as well as industry, government, non-profit, educational, and/or cultural entities.

4   REGULATIONS

While the external membership of each EAC will vary according to the requirements of the associated academic programs of study, each EAC must be structured in accordance with the External Advisory Committee procedures, S2023-XX-XX. Further guidance on EACs may be found in the *EAC Terms of Reference,* published by the office of the Vice President Academic and Provost.

5   REFERENCES AND PROFESSIONAL STANDARDS

University Act

	POLICY		
CAPILANO UNIVERSITY			
Policy No.	Officer Responsible		
S2023-XX	**Vice President, Academic and Provost**		
Policy Name			
External Advisory Committee			
Approved by	Replaces	Category	Next Review
Date Issued	Date Revised	Related Policies and Procedures	
	New	**S2023-XX-XX External Advisory Committee Procedures**	

1   PURPOSE

1.1 Guided by the University Act Section 35.2 6 (I), External Advisory Committees (EACs) will assist in ensuring the continuing relevancy of Capilano University ("the University") academic programs of study for learners in alignment with the University's mandate, strategic goals, and academic plan. Each EAC will consider current and future trends of related academic programming, labour, and industries in parallel with regulatory and government agency requirements.

1.2   This policy stipulates that each baccalaureate and graduate program of study must be advised by an EAC. This does not detract from the opportunity for an academic unit to establish EACs for non-degree programs of study or establish an EAC to provide external expert advice on all programs of study delivered by the unit.

1.3 EACs provide external expert advice to faculty and administrators on maintaining and/or strengthening high-quality academic programming at the University. A unique EAC is not required for each academic program of study. A single EAC may advise multiple related programs of study. Generally, an academic program of study should not be advised by multiple EACs.

Commented [CM1]: Add information about what is meant by "external" in "EAC"?   External to the program area? External to CapU? This is linked to my comments in the Procedures about whether or not internal CapU employees can be voting members on an external advisory committee.

Commented [SD2R1]: Yes, agreed. I've heard different programs refer to their advisory committees using different language, including PAC, Professional Advisory Committee, which is a misnomer I think

Commented [CM3]: Actually, it is not 35.2 6 (1); it is 35.2 6 (l) as in the letter "L" lower case.

Commented [SG4]: I put the same comment on the Procedures document. Is there a reason for intentionally excluding faculty?

2   SCOPE

2.1   This policy applies to the establishment of EACs for Senate-approved academic programs of study at the University.

2.2   For programs of study with external regulatory or licensure requirements, an EAC will provide advice on a narrower scope of the program. This advice may include but is not limited to software, equipment, scheduling, and timing of courses.

> **Commented [TF5]:** Consider data storage and privacy with regard to software usage.

2.3   Each EAC acts in an advisory capacity only. An EAC does not create, establish, or develop new academic courses or programs of study.

3   PRINCIPLES

EACs are established to advise faculty and administrators on maintaining and/or strengthening academic programs of study to meet the needs of learners and community partners. These community partners usually include territorial rights holders as well as industry, government, non-profit, educational, and/or cultural entities.

> **Commented [SD6]:** Should include? Does "may include" suggest that a program wouldn't have to at least consider/look for a territorial rights holder as one of its community partners?

4   REGULATIONS

While the external membership of each EAC will vary according to the requirements of the associated academic programs of study, each EAC is required to be structured in accordance with the External Advisory Committee procedures, S2023-XX-XX. Further guidance on EACs may be found in the *EAC Terms of Reference*, published by the office of the Vice President Academic and Provost. ~~Based on the S2023-XX-XX External Advisory Committee procedures, the Terms of Reference template can be found on the Academic Initiatives and Planning website.~~

5   REFERENCES AND PROFESSIONAL STANDARDS

University Act ~~[RSBC 1996]~~ ~~Chapter 468~~

> **Commented [CM7]:** What does the "468" refer to?

> **Commented [AM8R7]:** https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96468_01#section35.1

	PROCEDURE
Procedure No.	**Officer Responsible**
S2023-XX-XX	**Vice President, Academic and Provost**
Procedure Name	
External Advisory Committee	

Policy This Procedure is Under	Date of Next Policy Review
External Advisory Committee	

Date Issued	Date Revised	Related Policies, Reference
	NEW	**S2023-XX External Advisory Committee Policy**

1. PURPOSE

1.1 External advisory committees (EAC) are required for all baccalaureate and graduate programs of study. This does not detract from the opportunity for an academic unit to establish an EAC for non-degree programs of study and/or establish an EAC to provide advice on all Senate-approved academic programs of study delivered by the unit. Each EAC provides informed advice to faculty and administrators responsible for the associated academic program(s) of study.

1.2 A unique EAC is not required for each academic program of study. A single EAC may advise multiple related programs of study. For example, an academic unit (e.g., school, institute, or department) with a single cluster of related academic programs of study may elect to have a single EAC.

2. SCOPE

With respect to one or more academic programs of study, advice and assistance may be sought from an EAC regarding one or more of the following:

a) philosophy, goals, and objectives;

b) design, evaluation, and revision;

c) curriculum, including consideration of elective options that encourage breadth of knowledge and abilities;

d) diversity of peoples, cultures, and perspectives, with particular consideration of including Indigenous content and knowledge as appropriate;

e) programmatic enhancements such as field trips, guest lecturers, and learning experiences that will increase students' attainment of program learning outcomes, employability, preparedness for advanced degrees, etc.;

f) incoming knowledge, skills, and attitudes necessary for a student to be successful, which may be necessary to include as admission requirements;

g) knowledge, skills, attitudes, employee competencies, and vocational standards expected of graduates, including but not limited to advice concerning exit standards and National Occupation Classification (NOC) codes;

h)   needs and requirements of the employment market from the perspective of professional organizations, unions, practitioners, public employers, and/or private employers;

i)   meeting of professional, licensing or certification requirements and securing of formal recognition by industry and/or government regulatory bodies;

j)   expected or anticipated labour market and industry trends;

k)   alignment with government plans and intentions;

l)   support securing work-integrated learning placements for students and work placements for graduates;

m)   obtaining financial support for students and the program(s);

n)   public awareness of the program(s) of study and the University; and /or

o)   other matters regarding the program that may arise from time to time.

3.   MEMBERSHIP

3.1   EAC membership consists of five to fifteen external voting members and three to five internal non-voting resource members.

3.2   EAC membership should be balanced and inclusive, reflecting the diversity of Capilano University's community partners, including territorial rights holders. Membership should incorporate the broadest possible range of qualifications, skills, and experiences in relation to the academic unit's associated discipline(s) or field(s) of study.

3.3   EAC members, voting and non-voting, serve in support of the academic unit and its associated program(s) of study without remuneration.

External Members (Voting)

3.4   The academic unit establishing an EAC for its associated academic program(s) of study nominates the external members for the committee. The dean of the faculty housing the academic unit then appoints the external members to the committee.

3.5   EAC external members may include but are not limited to representatives from the following:

a)   alumni who have graduated from the associated program(s) of study;

b)   relevant businesses, corporations, or industries aligned with the associated program(s) of study and applicable National Occupation Classification (NOC) codes;

c)   relevant professional and/or occupational associations;

d)   relevant public for-profit and/or not-for-profit organizations; or

e)   relevant regulatory, oversight, licensing, examining, and/or certifying associations.

3.6   Each EAC external member is appointed for at least one two-year term and may not serve more than three consecutive terms.

3.7   Each EAC external member receives a letter, copied to the dean and to the Vice President Academic and Provost, from the academic unit designate (e.g. school chair, coordinator, and/or convener) that states the start and end dates of their appointment.

3.8   The EAC chair will be elected annually from and by the EAC's voting members and will serve no more than three consecutive years.

Resource Members (Non-voting)

3.9   Each EAC should include three to five CapU non-voting resource members, including but not limited to the following:

   a)   the dean of the faculty that houses the academic unit that offers the associated program(s);

   b)   one chair, coordinator, or convener from the academic unit that offers the associated program(s) of study; and

   c)   one student from the associated academic program(s) of study.

3.10   EAC non-voting resource members do not have term limits as they serve based on their roles – e.g., dean, school chair, coordinator, current student, etc.

4.   MEETINGS

4.1   An EAC meets a minimum of once per academic year, typically for 90–120 minutes. An EAC may, however, elect to meet as often as necessary to perform duties or at other times of the year.

4.2   When the academic unit housing the associated program(s) of study for which the EAC provides advice is undergoing cyclical academic review, the academic unit's External Review Committee (ERC) will typically meet with the EAC during the site visit. Cyclical academic reviews typically occur once every five to seven years.

4.3   A quorum of 50% of the voting membership is required for an EAC to issue recommendations.

4.4   Meeting dates and times are set by the EAC chair in consultation with other members of the committee. Meeting dates and times are announced at least one month in advance. The mode of each meeting (e.g., in person or virtual) will be determined by the committee to maximize participation.

4.5   The EAC chair will develop an agenda for each meeting in consultation with the dean and academic unit designate (e.g. school chair, coordinator, and/or convener) and the chair will share the agenda with other EAC members at least two weeks prior to the meeting.

5.   REPORTING

The appropriate dean's office will provide administrative support (e.g., room bookings, calendar invitations, circulation of the agenda, etc.) and ensure that minutes are taken at every meeting, approved at each subsequent meeting. The dean's office will share the minutes with the academic unit and faculty council or appropriate faculty committee (e.g., strategic planning) for record keeping and in support of academic planning.

6.   REVIEW

The EAC will assess its own performance and effectiveness through self-assessment activities once every two to three years. Resources to support EAC self-assessment activities will be available through the office of the Vice President Academic and Provost.

	PROCEDURE
CAPILANO UNIVERSITY	

Procedure No.	Officer Responsible	
S2023-XX-XX	**Vice President, Academic and Provost**	
Procedure Name		
External Advisory Committee		
Policy This Procedure is Under		Date of Next Policy Review
S		
Date Issued	Date Revised	Related Policies and Procedures
	NEW	**S2023-XX External Advisory Committee Policy**

1 PURPOSE

External advisory committees (EAC) are required for all baccalaureate and graduate programs of study. This does not detract from the opportunity for an academic unit to establish an EAC for non-degree programs of study and/or establish an EAC to provide advice on all Senate-approved academic programs of study delivered by the unit. Each EAC provides informed advice to faculty and administrators responsible for the associated academic program(s) of study.

2 SCOPE

With respect to one or more academic programs of study, advice and assistance may be sought from an EAC regarding one or more of the following:

a) philosophy, goals, and objectives;

b) design, evaluation, and revision;

c) curriculum, including consideration of elective options that encourage breadth of knowledge and abilities;

d) diversity of peoples, cultures, and perspectives, with particular consideration of including Indigenous content and knowledge as appropriate;

e) programmatic enhancements such as field trips, guest lecturers, and learning experiences that will increase students' attainment of program learning outcomes, employability, preparedness for advanced degrees, etc.;

f) incoming knowledge, skills, and attitudes necessary for a student to be successful, which may be necessary to include as admission requirements;

g) knowledge, skills, attitudes, employee competencies, and vocational standards expected

of graduates, including but not limited to advice concerning exit standards and National Occupation Classification (NOC) codes;

h) needs and requirements of the employment market from the perspective of professional organizations, unions, practitioners, public employers, and/or private employers;

i) meeting of professional, licensing or certification requirements and securing of formal recognition by industry and/or government regulatory bodies;

j) expected or anticipated labour market and industry trends;

k) alignment with government plans and intentions;

l) support securing work-integrated learning placements for students and work placements for graduates;

m) obtaining financial support for students and the program(s);

n) public awareness of the program(s) of study and the University; and /or

o) other matters regarding the program that may arise from time to time.

3   MEMBERSHIP

3.1   An EAC must include no fewer than five and no more than fifteen voting members. The dean of the faculty housing the academic unit establishing an EAC for its associated academic program(s) of study appoints the external members of the committee who are nominated by the academic unit.

3.2   A unique EAC is not required for each academic program of study. A single EAC may advise multiple related programs of study. Generally, an academic program of study should not be advised by multiple EACs. For example, an academic unit (e.g., school, institute, or department) with a single cluster of related academic programs of study may elect to have a single EAC.

3.3   EAC membership should be balanced and inclusive, reflecting the diversity of Capilano University's community partners, including territorial rights holders. Membership should incorporate the broadest possible range of qualifications, skills, and experiences in relation to the associated discipline(s) or field(s) of study.

3.4   EAC voting members may include but are not limited to representatives from the following:

a) alumni who have graduated from the associated program(s) of study;

Commented [CM1]: I feel that the overall committee membership should be laid out in 3.1 as an overview so that the reader does not have to scan down later to read about the non-voting members. Also, is the intent to have all voting members be external to CapU? If so, state that. 3.4 lists sources of voting members, but this is not limited to external nominations, and some internal CapU employees may have the skills.

Commented [CM2R1]: Possible Reorganization of Section 3:
3.1 The membership of an EAC must consist of:
▪ 5-15 voting members
▪ 3-5 CapU non-voting resource members
3.2 Voting Members
3.2.1.etc.
3.3 Non-voting Members
3.3.1. etc.

Commented [CM3]: Senate comment: remove dean from the process; program area has the connections externally.

Response: dean's role is standard practice in similar institutions; no change from current policy; dean can play a role in preventing a conflict of interest; DQAB processes may require the dean to do this.

Commented [CM4]: capital F as in "Faculty"?

Commented [SG5]: I think I am missing the forest for the trees. It appears that faculty cannot be voting members on this committee. Is there a reason for that?

Commented [CN6]: I wonder if the language could be simplified? At the moment I don't have a suggestion but there is a lot going on in that sentence!

Commented [CM7R6]: Perhaps split the sentence and put it in chronological order: "The academic unit establishing an EAC nominates the external members for the committee. The dean of the Faculty housing the academic unit then appoints the external members to the committee."

Commented [CN8]: 3.2 should be part of "scope" I think - - this is not about membership but overall reach of EAC.

Commented [CM9R8]: Or better in section 1, "Purpose"?

b) relevant businesses, corporations, or industries aligned with the associated program(s) of study and applicable National Occupation Classification (NOC) codes;

c) relevant professional and/or occupational associations;

d) relevant public for-profit and/or not-for-profit organizations; or

e) relevant regulatory, oversight, licensing, examining, and/or certifying associations.

Each EAC voting member is appointed for at least one two-year term and may not serve more than three consecutive terms.

Commented [CM10]: Senate comment: Don't limit the terms of external EAC members who play a valuable role.

Response: May be beneficial to have the option to change members; exceptions can be negotiated; if a valued member reaches the term limit, they can sit off the committee for a year an return. One term is "at least" two years.

Commented [CM11]: This seems to be misplaced. I don't think it should be part of e)

Commented [SG12R11]: I agree.

3.5 Each EAC voting member receives a letter, copied to the Vice President Academic and Provost, from one of the University's deans that states the start and end dates of their appointment.

3.6 The chair will be elected annually by the EAC's voting members and will serve no more than three consecutive years.

3.7 Additionally, each EAC should include three to five CapU resource members, including but not limited to the following:

    a) the dean of the faculty that houses the academic unit that offers the associated program(s);

    b) one chair, coordinator, or convener from the academic unit that offers the associated program(s) of study; and

    c) one student from the associated academic program(s) of study.

3.8 EAC non-voting resource members do not have term limits as they serve based on their roles – e.g., dean, chair, coordinator, current student, etc.

3.9 EAC members, voting and non-voting, serve in support of the academic unit and its associated program(s) of study without remuneration.

4 MEETINGS

4.1 An EAC meets a minimum of once per academic year, typically for 90–120 minutes. An EAC may, however, elect to meet as often as necessary to perform duties or at other times of the year.

4.2 When the academic unit housing the associated program(s) of study for which the EAC provides advice is undergoing cyclical academic review, the academic unit's External Review Committee (ERC) will typically meet with the EAC during the site visit. Cyclical academic reviews typically occur once every five to seven years.

4.3 A quorum of 50% of the voting membership is required for an EAC to issue recommendations.

4.4 meeting dates and times are set by the EAC chair in consultation with other members of the committee. Meeting dates and times are announced at least one month in advance. The mode of each meeting (e.g., in person or virtual) will be determined by the committee to maximize participation.

Commented [CM13]: Senate comment: letter would be better received if from academic unit designate (e.g. coordinator).

Response: DQAB process may need a formal letter for documentation purposes; formal recognition of the member's service in the form of a letter may be appreciated and may serve as a small form of recognition for the service.

Commented [CM14]: Senate comment: It would probably be better for the Chair of the EAC to be the program coordinator, convener, etc., instead of an external member since they would be better positioned to create the agenda.

Response: Section 4.5 of final document stipulates that the Chair will work with the academic unit designate and/or the dean to create an agenda. The external member will bring their perspective in adding agenda items;

Commented [CM15]: Proponent: Change to "from and by" to clarify that that the Chair is selected from among the external members.

Commented [CM16]: A required faculty member was removed from the previous version. I realize that faculty could still serve, but it is just not required. What is the reason for not requiring a faculty member?

Commented [CM17]: Senate comment: Does the dean need to be on the EAC? The set up is too bureaucratic.

Response: dean inclusion mirrors other policies at similar institutions; the dean brings the broader perspective of the whole Faculty and the resources available within.

Commented [TF18]: Capitalize Dean of the Faculty as in B.103---Program-Advisory-Committees.pdf

Commented [CM19]: Rewrite as "school chair" throughout to avoid confusion with chair of the committee.

Commented [CN20]: I just wonder if this supports other EDI efforts in that some representations reflects the most "privileged" like organization directors and other leaders while others (depending on the field but thinking of things like Early Childhood Education as an example) might be underpaid, overworked, and under-resourced. Certainly makes me think about what we ask of our Indigenous contacts.

4.5   The chair will develop an agenda for each meeting in consultation with the dean and academic unit designate, and the chair will share the agenda with other EAC members at least two weeks prior to the meeting.

5   REPORTING

The appropriate dean's office will provide administrative support (e.g., room bookings, calendar invitations, circulation of the agenda, etc.) and ensure that minutes are taken at every meeting, approved at each subsequent meeting, and made public thereafter.

6   REVIEW

The EAC will assess its own performance and effectiveness through self-assessment activities once every two to three years.

Guests?

Commented [CM21]: Add "EAC" chair for clarity.

Commented [CM22]: Clarify by following with (e.g. school chair, coordinator, and/or convener).

Commented [CM23]: Senate comment: Do minutes need to be shared with academic unit/faculty council? [Background: In a subsequent draft of these Procedures, it was suggested that minutes of EAC be shared with academic unit and faculty council].

Response: Sharing the minutes of EACs can have synergistic implications for other areas in the Faculty (collaboration, breaking down of silos, etc.)

Commented [CN24]: Made public... what does this look like in practice? My experience was that it was part of department/unit business and a copy went to Dean's office but beyond that... not really public. I would be concerned, for example, about competition with other programs at other institutions. So, FOIPAble but not "public".

Commented [TF25R24]: We provide sections on Frontlines for minutes and agendas this is not promoted or used like it was at one time. https://my.capu.ca/employee/stay-connected/minutes--agendas/

Commented [AM26R24]: "dean and faculty" . . .

Commented [CM27]: Senate suggestion: Is self-assessment really necessary? EAC members may not want to spend precious time on this activity; implementation of EAC recommendations should serve as assessment.

Response: Similar committees across campus and at similar institutions regularly include self-assessment. The minimum requirement would be a simple reflection of how things are going on the committee. Given the parameters of committee membership and processes, periodic review can be useful in making the committee work better.

Commented [CN28]: Resources to support this? Would be valuable to have even a tip sheet on things to consider when examining the effectiveness of an EAC. Include things like representation of views; meetings regularly held; quality of dialogue; agenda's met; etc.

Commented [SG29R28]: I agree. This for sure needs some description, e.g., are all voices heard? Do all voices participate in this self-assessment?

Commented [CM30]: Senate comment: Can a provision for guests at EAC meetings be included?

Response: Guests are not excluded by these Procedures.

SENATE CURRICULUM COMMITTEE
RESOLUTION MEMO

DATE: November 20, 2023

TO: Paul Dangerfield, Chair, Senate

FROM: Deb Jamison, Chair, Senate Curriculum Committee

The following motions were carried by the Senate Curriculum Committee at its meeting on November 17, 2023:

23/48   The new course, PSYC 423 – Helping Relationships, as well as Cap Core designation under the heading *Experiential*, be recommended to Senate for approval.

23/49   The revisions to the Bachelor of Arts with a Major in Psychology program profile and Applied Psychology Concentration be recommended to Senate for approval.

23/50   Cap Core designation under the heading *Self and Society* to TOUR 364 – Regenerative Foodways for Responsible Tourism be recommended to Senate for approval.

23/51   The revisions to the admission requirements of the Rehabilitation Assistant Diploma program be recommended to Senate for approval.

23/52   The new course, CMNS 430 – Civil Discourse and Democracy, as well as Cap Core designation under the heading *Self and Society*, be recommended to Senate for approval.

23/53   To continue the Senate Curriculum Committee meetings on MS Teams from January to June 2024.

_____
Deb Jamison, Chair
Senate Curriculum Committee

_____
Paul Dangerfield
Chair, Senate

Date: NOV. 20, 2023

Date: _____