



SENATE MEETING

Tuesday, January 9, 2018 4:00 – 6:00 pm
Capilano University – LB 322

AGENDA

Acknowledgments

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

- 1. Welcome**
- 2. Approval of the Agenda - Decision** Senate Members
- 3. Approval of the December 5, 2017 Minutes – Decision** Senate Members
Schedule 3
- 4. Correspondence Received**
- 5. Business Arising**
 - 5.1 Senate Cap Core Implementation Ad-Hoc Committee – *Information* Paul McMillan
 - 5.2 Task Force on Exceptions to Curriculum Requirements – *Information* Sandra Seekins
 - 5.3 Ad Hoc Committee for Release Sections – *Information* Sandra Seekins
 - 5.4 Senate and Board Highlights - *Information* Sandra Seekins
- 6. New Business**
 - 6.1 Graduates – *Decision* Karen McCredie
- 7. Committee Reports**
 - 7.1 Academic Planning and Program Review Committee - *Information* Michael Thoma
 - 7.2 Budget Advisory Committee – Next Meeting: January 16, 2018
 - 7.3 By-law, Policy and Procedure Committee Kim Bothen
7.3.1 S2015 Credential and Course Criteria Policy - *Information* Schedule 7.3.1
 - 7.4 Curriculum Committee –
[Dec 15, 2017](#) Agenda Package / [Dec 15, 2017](#) Draft Minutes Deb Jamison
7.4.1 Resolution Memorandum – *Decision* Schedule 7.4.1
 - 7.5 Instructional Technologies Advisory Committee - *Information* Don Bentley



SENATE MEETING

Tuesday, January 9, 2018 4:00 – 6:00 pm
Capilano University - LB322

AGENDA

8. Other Reports

8.1 Chair of Senate – *Information*

Paul Dangerfield

8.2 Vice Chair of Senate – *Information*

Sandra Seekins

8.3 VP Academic and Provost – *Information*

8.4 Board Report – *Information*

Christopher Doll

9. Discussion Items

10. Other Business

11. Information Items

Sandra Seekins

11.1 Advocacy Week

Schedule 11.1



SENATE MEETING

Tuesday, December 5, 2017 4:00 pm
Capilano University – Room LB 322

MINUTES

Present: Paul Dangerfield (Chair), Sean Ashley, Don Bentley, Kim Bothen, Chris Bottrill, Julia Denholm, Chris Doll, Caroline Depatie, Dilnavaz Dhillon, Darin Feist, Marnie Findlater, Megan Fretz, Michelle Gervais, Deb Jamison, David Kirk, Joshua Larsen, Brad Martin, Anthea Mallinson (alternate for Brent Calvert), Karen McCredie, Paul McMillan, Jorge Ocegüera, Emma Russell, Sandra Seekins, Debbie Schachter, Majid Raja, Michael Thoma, Carleen Thomas, Halia Valladares, Stephanie Wells, Anna Rempel (alternate for Andrew Willis), Bacel Younan, Recording Secretary: Mary Jukich

Regrets: Imroz Ali, Cyndi Banks, Brent Calvert, David Fung, Sylvia Kind, Jennifer Moore, Adam Sale, Andrew Willis

Acknowledgement

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

The Chair called the meeting to order at 4:05 pm.

1. Welcome

In the absence of Adam Sale, Kim Bothen assumed voting rights for the Faculty of Fine and Applied.

2. Approval of the Agenda

The following revisions were requested:

- Item 6.6 and Item 6.7 should indicate "Decision", instead of Information.
- Tributes Committee was added as an Information Item.

*Caroline Depatie moved and Michael Thoma seconded:
To adopt the agenda.*

CARRIED

3. Approval of the Minutes

Page 7, item 8.2 should indicate that the Elders attend the Kéxwusm-áyakn Student Centre on Tuesdays and Thursdays.

*Stephanie Wells moved and Bacel Younan seconded:
To adopt the November 7, 2017 amended minutes.*

CARRIED



SENATE MEETING

Tuesday, December 5, 2017 4:00 pm
Capilano University – Room LB 322

MINUTES

4. Correspondence Received

No correspondence was received.

5. Business Arising

5.1 Senate Cap Core Implementation Ad-Hoc Committee

Presented by: Paul McMillan

The ad hoc committee continues its work on the Cap Core implementation and has developed guidelines which are now posted on Frontlines. The ad hoc committee is reviewing a process on how to handle transfers from other institutions, as well as Cap Core approval process and consultation.

Members were encouraged to continue to provide the ad hoc committee with feedback and comments.

5.2 Task Force on Exceptions to Curriculum Requirements

Presented by: Sandra Seekins

The Registrar and Dean of Arts and Sciences will be gathering some background information prior to the call for membership on the Task Force.

6. New Business

6.1 Student by-Election

Presented by: Karen McCredie

Senate was informed that Dilnavaz Dhillon was acclaimed for the vacant student voting seat, with a term ending July 31, 2018.

6.2 Academic Schedule

Presented by: Karen McCredie

The fall 2018 to summer 2019 Academic Schedule was presented to Senate for information. Senate was informed that the Schedule was delayed as a result of implementation of the Academic Schedule Policy.

A question was raised with regard to the possibility of a fall reading break. It was noted that an ad hoc committee was previously struck to do some research, and



SENATE MEETING

Tuesday, December 5, 2017 4:00 pm
Capilano University – Room LB 322

MINUTES

an outcome was determined. This will be presented to the VP Academic, to senior leadership, and then subsequently to Senate.

6.3 Program/School Review Schedule 2017 – 2022

The Program/School Review Schedule 2017 – 2022 was presented to Senate for information. The document maps out the proposed review schedule to have all the programs go through the review cycle by Faculty and then by school. It was noted that this is a “living” document and will be updated from time to time. Information and the most current list of when a program/school is scheduled for review can be found on [Frontlines](#).

6.4 Senate Subcommittee Vacancies

Presented by: Sandra Seekins

Members were requested to consider volunteering for the remaining Senate subcommittee vacancies.

6.5 Ad Hoc Committee for Release Sections

Presented by: Sandra Seekins

Senate was requested to strike an ad hoc committee to undertake a review and research practices at other institutions with regard to release sections for faculty, as well as staff and students, who serve as Chairs of Senate committees.

Paul Millan moved and Deb Jamison seconded:

17/71 To strike an ad hoc committee to review release sections for members who serve as Chairs of Senate committees.

CARRIED

6.6 B.102 Policy Development and Management

Presented by: Sandra Seekins

Michelle Gervais moved and Stephanie Wells seconded:

17/72 B.102 Policy Development and Management Policy be sent to Senate By-law, Policy and Procedure Committee to seek its advice under Section 35.2(6) of the *University Act*.

CARRIED



SENATE MEETING

Tuesday, December 5, 2017 4:00 pm
Capilano University – Room LB 322

MINUTES

6.7 B.108 Credit and Non-Credit Courses

Presented by: Sandra Seekins

Deb Jamison moved and Michelle Gervais seconded:

17/73 B.108 Credit and Non-Credit Courses Policy be sent to the Senate By-law, Policy and Procedure Committee to seek its advice under Section 35.2(6) of the *University Act*.

CARRIED

7. Committee Reports

7.1 Academic Planning and Program Review Committee

Presented by: Michael Thoma

The Committee met on November 14th, and reviewed three Concept Papers; Minor in English and a Minor in History, as well as a Minor in Cinema Studies and a recommendation was provided for all three Papers to move to the next stage. As well, the Committee reviewed the Program Review Schedule for 2017 – 2022, and the Program Review Release Criteria.

7.2 Budget Advisory Committee

No report was provided as the Committee will not meet until January.

7.3 By-law, Policy and Procedure Committee

Presented by: Kim Bothen

7.3.1 S2018-01 Final Grade Appeal Policy and S2018-01-01 Final Grade Appeal Procedures

The Final Grade Appeal Policy and Procedures were presented at Senate for information, and to request that Senators collect feedback on the documents from their constituencies. Feedback should be sent to senatebylaw@capilanou.ca by January 16th, 2018.



SENATE MEETING

Tuesday, December 5, 2017 4:00 pm
Capilano University – Room LB 322

MINUTES

7.3.2 B.106-02 Program Approval Procedures

Senate was requested to approve the revisions to B.106-02 Program Approval Procedures.

Kim Bothen moved and Paul McMillan seconded:

- 17/74** To approve the revisions to the B.106-02 Program Approval Procedures. **CARRIED**

Senate was requested to rescind S2009-04 Process for Exceptional Approval Policy as the policy was incorporated into the Board Program Approval Procedure.

Kim Bothen moved and Deb Jamison seconded:

- 17/75** To rescind S2009-04 Process for Exceptional Approval Policy. **CARRIED**

7.3.3 S2003-03 Academic Standing

Kim Bothen moved and Halia Valladares seconded:

- 17/76** To approve S2003-03 Academic Standing Policy with an implementation date of September 1, 2018. **CARRIED**

7.3.4 S1999-01 Cheating and Plagiarism Policy

Senate was requested to approve rescinding S1999-01 Cheating and Plagiarism Policy as this policy was replaced with the Academic Integrity Policy.

Kim Bothen moved and Bacel Younan seconded:

- 17/77** S1999-01 Cheating and Plagiarism Policy be rescinded effective January 1, 2018. **CARRIED**



SENATE MEETING

Tuesday, December 5, 2017 4:00 pm
Capilano University – Room LB 322

MINUTES

7.4 Curriculum Committee

Presented by: Deb Jamison

The resolutions brought forward from the November 17, 2017 Senate Curriculum Committee meeting were presented to Senate for approval.

Deb Jamison moved and Halia Valladares seconded:

17/78 SCC resolutions 17/68 through to 17/71 be adopted by Senate.

CARRIED

7.5 Instructional Technologies Advisory Committee

Presented by: Don Bentley

The Open Education Resources Working Group is developing both a faculty survey (led by Laura MacKay) and a student survey (led by Andrew Willis from the CSU) which is expected to go out in mid-December. Michel Castagné, Digital Services Librarian has arranged for Lauri Aesoph from BCcampus to come to the library 1-2:30pm on Wednesday, December 6 to talk about OER. Topics include:

- Overview of open education, open textbooks, OER
- Reviewing Capilano's progress with open education and what is needed now
- How BCcampus can help
- BC Open Textbook Collection: What it contains, how to use it, how we continue to build and maintain the collection

The procedures for faculty to apply to IT Services Innovation fund are now expected to be released in early January, with applications to be submitted in time for SITAC January 30, 2018 meeting.

The Committee has formed an Online Learning Working Group with Daniel Yasinski serving as Chair. In addition to the Centre for Teaching Excellence & IT Services, SITAC would like to invite any interested faculty and students to join the working group. A call for interested parties will go out in January.



SENATE MEETING

Tuesday, December 5, 2017 4:00 pm
Capilano University – Room LB 322

MINUTES

At the previous Senate meeting, the Chancellor posed a question about “*the special needs of adult students with the ongoing obligations of a mortgage and a family but facing the demand for retraining to participate in a rapidly evolving economy driven by globalization and disruptive technologies*”. The committee discussed the question and noted that in addition to typical financial barriers that students face, the lack of availability of online options could also be a barrier, as adult students with families and full-time jobs many only have availability during non-traditional class times (e.g. late at night or early in the morning). It was also noted that an easy to use web interface, consistent across courses allows students to focus on the course material rather than spending time figuring out the intricacies of the online delivery platform.

8. Other Reports

8.1 Chair of Senate

Presented by: Paul Dangerfield

The Chair provided a report, including the following highlights:

- The University continues to partner with Wesbrook with regard to developing the adjacent land. It is anticipated that a response from the District will be received shortly on the proposal for the redevelopment of the residences of which 60 units will be acquired for student housing.
- As part of the Campus Master Plan, it is anticipated that a process will be rolled out in the new year, with opportunities for input from the campus community.
- With regard to the Operational Plan, and in moving forward to 2018/19, focus will continue on the two previous priorities, building capacity and student retention.
- Work will continue in completing the transition to university Canada application as well as working on exempt status. Conversations are ongoing around research and scholarly activity and ways to move the scholarly activity piece forward.



SENATE MEETING

Tuesday, December 5, 2017 4:00 pm
Capilano University – Room LB 322

MINUTES

8.2 Vice Chair Senate

Presented by: Sandra Seekins

The Vice-Chair attended an academic governance conference downtown hosted by FPSE, and will give further details at the Senate/Board Social. The University was well represented at a recent event at the Orpheum, in which Dr. Angela Davis spoke on inclusivity, intersectionality, gender-based violence and other social justice issues.

8.3 VP Academic and Provost

No report was provided.

8.4 Board Report

Presented by: Chris Doll

The Board met on November 21st and received a report with regard to plans for the 50th Anniversary Event. The Board is considering ways to use this event for promoting the University and student recruitment.

The Board is working on updating the terms of reference of standing committees, and a template for that purpose was approved.

The next Board meeting will be on January 23, 2018.

9. Discussion Items

No discussion items were presented.

10. Other Business

No other business was presented.

11. Information Items

Senate was reminded that the deadline for nominations for Honorary Degrees and Faculty Emeritus is February 7th, 2018. Information on criteria can be found [Honorary Degrees](#) and [Faculty Emeritus](#).



SENATE MEETING

Tuesday, December 5, 2017 4:00 pm
Capilano University – Room LB 322

MINUTES

There being no further business, and on motion duly made and seconded, the meeting was adjourned at 5:20 pm.

Next Meeting: Tuesday, January 9th, 2018

DRAFT



Memorandum

Re: S2015-05 Credential and Course Criteria - Revisions

Senators:

Please find attached revised S2015-05 Credential and Course Criteria Policy and the current version.

Senate Bylaw, Policy and Procedure committee has revised this policy. The key differences between the current version and the revised one are:


1. English and Communications subject codes added for clarification;
2. Cap Core curriculum requirements added to certificates, diplomas and baccalaureates;
3. Additional language on concentrations and minors for clarification;
4. "Grandfathering" changed to "Timelines" to add Cap Core implementation requirements;
5. New section "Credential Nomenclature" added.

SBPPC requests that senators collect feedback on the drafts from their constituencies as soon as possible, and send that feedback to senatebylaw@capilanou.ca by February 2nd.

The revisions should return to Senate in March for possible approval.

Thank you,

Senate Bylaw, Policy and Procedure committee

 CAPILANO UNIVERSITY		POLICY	
Policy No.	Officer Responsible		
S2015-05	Vice-President Academic and Provost		
Policy Name			
Credential and Course Criteria			
Approved by	Replaces	Category	Next Review
Senate		B	January 2023
Date Issued	Date Revised	Related Policies, Reference	
October 2015	January 2018		

1. PURPOSE

- 1.1. This policy outlines the requirements for credentials including definitions of the various credentials, definition of a credit hour, and definitions of course level and numbering.

2. REQUIREMENTS FOR CREDENTIALS

Below are outlined the minimum requirements for credentials offered at Capilano University.

2.1. Citation

- Six credits
- Approved only with special authorization of the Vice-President Academic and Provost

2.2. Certificate

- Fifteen credits
- Three credits of English (ENGL) or Communications (CMNS) courses
- Six credits of Cap Core curriculum (three credits foundation; three credits professional practice)

2.3. Diploma

- Sixty credits
- Six credits of English (ENGL) and/or Communications (CMNS) courses
- Twelve credits of Cap Core curriculum (six credits foundation; six credits professional practice)

2.4. Associate Degree

- As defined by the Ministry of Advanced Education, Skills & Training

2.5. Baccalaureate Degree

- One hundred twenty credits
- English 100 within the first sixty credits
- Minimum of three additional credits in English (ENGL) or Communications (CMNS) courses other than ENGL 100
- Three credits in a Quantitative/Analytical course approved by Senate Curriculum Committee
- Twenty-four non-discipline credits, which may include courses used to satisfy the Quantitative/Analytical, English language, and Cap Core requirements
- Forty-five upper-level credits

2.5.1 Baccalaureate Concentrations

- Fifteen upper-level credits from within the students' baccalaureate discipline
- Concentrations within the same degree shall be distinct from each other and not share courses in common

1.5.2 Baccalaureate Minors

- Eighteen upper-level credits from outside the student's baccalaureate discipline or major
- Open to all eligible students

1.5.3 Baccalaureate Majors

- Thirty upper-level credits from within the student's baccalaureate discipline or major

1.6 Post-baccalaureate Certificate

- Fifteen upper-level credits
- Completion of a baccalaureate degree that is normally in a different discipline
- Must not include a concentration or a minor

1.7 Post-baccalaureate Diploma

- Thirty upper-level credits
- Completion of a baccalaureate degree that is normally in a different discipline
- May include a concentration or a minor

1.8 Graduate Certificate

- Fifteen graduate-level credits
- Completion of a baccalaureate degree that is normally in the same or a similar discipline

1.9 Graduate Diploma

- Thirty graduate-level credits
- Completion of a baccalaureate degree that is normally in the same or a similar discipline

3. CREDIT HOUR

Normally, a credit hour is defined as one hour of instruction per week over a 15-week period.

4. TIMELINES

4.1 Credential Requirements

4.1.1 Programs have until their next program review or three years from October 2015 (the original policy approval date), whichever comes first, to align with this policy.

4.2 Cap Core Requirements

4.2.1 The timeline for implementation of Cap Core requirements for certificates and diplomas is approved by Senate.

5. COURSE LEVEL AND NUMBERING

It is expected that individual courses include student learning outcomes reflective of the appropriate level of attainment as set out in Bloom's Taxonomy or similar framework.

5.1 Preparatory courses (0xx)

5.1.1 These courses assist students to develop the necessary knowledge and skills to meet the requirements for university-level work. Credits for pre-university courses do not count toward diploma and degree programs.

5.2 Lower-level courses (1xx or 2xx)

5.2.1 These courses develop the knowledge, skill base, and educational maturity necessary for increasingly independent and proficient work at the upper level.

5.2.2 Prerequisites may include completion of specific courses and/or a specific number of accumulated university-level credits.

5.3 Upper-level courses (3xx or 4xx)

5.3.1 These courses require a level of educational maturity that allows for more independent, proficient, and/or in-depth work than at the lower level. These courses are characterized by a structure that allows for a variety of approaches to the subject matter, a wide range of course material, and an emphasis on independent work in the laboratory, library, studio, field, community, or workplace.

5.3.2 Upper-level courses strongly emphasize comprehension, analysis, synthesis, evaluation, and application of knowledge and skills. Students are expected to accept increasing responsibility for their own learning both inside and outside the classroom.

5.3.3 Prerequisites may include completion of specific courses and/or a specific number of accumulated university-level credits.

5.4 Graduate-level courses (5xx or 6xx)

5.4.1 These courses are intended for students in programs that require completion of a baccalaureate degree for admission. These courses build on knowledge and skills developed in the undergraduate program.

5.5 Numbering

5.5.1 Course numbers are assigned at the discretion of the Registrar's Office in consultation with the department.

6. CREDENTIAL NOMENCLATURE

Credentials will be identified before any areas of specialization

6.1 Citations, Certificates and Diplomas

Credentials of this type will be named as follows:

Citation in [PROGRAM NAME]

Certificate in [PROGRAM NAME]

Diploma in [PROGRAM NAME]

When appropriate, the program name will be followed by an em dash and the field of study

E.g. Certificate in Early Childhood Care and Education – Infant and Toddler, Diploma in Human Kinetics – Exercise Science

6.2 Associate Degrees

Credentials of this type will be named as follows:

Associate of [PROGRAM NAME] – [Field of Study]

E.g. Associate of Science – Biology

6.3 Baccalaureate Degrees

Credentials of this type will be named as follows:

Bachelor of [PROGRAM NAME]

When appropriate, the program name will be followed by an em dash and the field of study

E.g. Bachelor of Music in Jazz Studies – Education

6.4 Concentrations and Majors

Credentials that are accompanied by a concentration, minor, or major will be named as follows:

Bachelor of [PROGRAM NAME] with a [CONCENTRATION, MINOR or MAJOR] in
[CONCENTRATION, MINOR or MAJOR]

E.g. Bachelor of Business Administration with a Concentration in Human Relations)

6.5 Post-Baccalaureate Certificates and Diplomas

Credentials of this type will be named as follows:

Post-Baccalaureate Certificate in [PROGRAM NAME]

Post-Baccalaureate Diploma in [PROGRAM NAME]


E.g. Post-Baccalaureate Diploma in North American Business Management

6.6 Graduate Diplomas

Credentials of this type will be named as follows:

Graduate Diploma in [PROGRAM NAME]

E.g. Graduate Diploma in International Management

 CAPILANO UNIVERSITY		POLICY	
Policy No.	Officer Responsible		
S2015-05	Senate		
Policy Name			
Credential and Course Criteria			
Approved by	Replaces	Category	Next Review
Senate		B	2020
Date Issued	Date Revised	Related Policies, Reference	
October 2015			

1. OVERVIEW

This policy outlines the requirements for credentials including definitions of the various credentials, definition of a credit hour, and definitions of course level and numbering.

2. LEGAL FRAMEWORK

Section 35.2 (5)(b) of the *University Act* requires the Senate to “set criteria for awarding certificates, diplomas and degrees”.

3. REQUIREMENTS FOR CREDENTIALS

Below are outlined the **minimum** requirements for credentials offered at Capilano University.

3.1 Citation

- 6 credits
- Only approved with special authorization of the VP Academic & Provost

3.2 Certificate

- 15 credits
- 3 credit-hours of English or Communications courses

3.3 Diploma

- 60 credits
- 6 credit-hours of English and/or Communications courses.

3.4 Associate Degree

- Provincial Credential defined by the Ministry of Advanced Education

- 3.5 Baccalaureate Majors
- 30 upper level credits from within the students' baccalaureate.
- 3.6 Baccalaureate or Post-Baccalaureate Minors
- 18 upper level credits and it is open to all eligible students.
- 3.7 Baccalaureate or Post-Baccalaureate Concentrations
- 15 upper level credits from within the students' baccalaureate.
- 3.8 Baccalaureate Degree
- 120 credits
 - English 100 completed within the first 60 credits and a minimum of 3 additional credit-hours in English or Communications courses
 - 3 credits in a Quantitative/Analytical course approved by Senate Curriculum Committee
 - 24 non-discipline credits, which may include courses used to satisfy the Quantitative/Analytical and the English language requirements
 - 45 upper-level credits
- 3.9 Post-baccalaureate Certificate
- 15 upper level credits
 - Completion of a baccalaureate degree that is normally in a different subject area
- 3.10 Post-baccalaureate Diploma
- 30 upper level credits
 - Completion of a baccalaureate degree that is normally in a different subject area
- 3.11 Graduate Certificate
- 15 graduate-level credits
 - Completion of a baccalaureate degree that is normally in the same subject area
- 3.12 Graduate Diploma
- 30 graduate level credits
 - Completion of a baccalaureate degree that is normally in the same subject area

4. CREDIT HOUR

Normally, a credit hour is defined as one (1) hour of instruction per week over a 15 week period.

5. GRANDFATHERING

Programs have until their next program review or three (3) years from October 2015 (the original policy approval date), whichever comes first, to align with this policy.

6. COURSE LEVEL AND NUMBERING

6.1 Preparatory courses (0xx)

These courses assist students to develop the necessary knowledge and skills to meet the requirements for university-level work. Pre-university courses do not count as credit toward diplomas and degree programs.

6.2 Lower-level courses (1xx or 2xx)

These courses develop the knowledge and skill base, and the educational maturity necessary for more independent and more proficient work at the upper level.

6.3 Upper-level courses (3xx or 4xx)

These courses require a level of educational maturity that allows for more independent, proficient, and/or in-depth work than at the lower level. These courses are characterized by a structure that allows for a variety of approaches to the subject matter, a wide range of course material, and an emphasis on independent work in the laboratory, library, studio, field, community, or workplace.

Upper-level courses strongly emphasize comprehension, analysis, synthesis, evaluation, and application of knowledge and skills. Students are expected to accept increasing responsibility for their own learning both inside and outside the classroom.

Prerequisites may be specific courses or a specific number of accumulated university-level credits.

6.4 Graduate-level courses (5xx or 6xx)

These courses are intended for students in programs that require completion of a baccalaureate degree for admission. These courses build on knowledge and skills developed in the undergraduate program.

6.5 Numbering

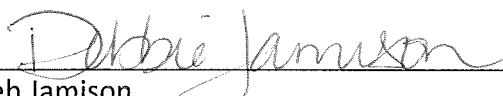
Course numbers are selected at the discretion of the Registrar's Office in consultation with the department.



DATE: January 2, 2018
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 December 15th, 2017. Please acknowledge below that the Senate endorses its approval of the following motions:

- 17/72** HIST 110 – Canada Before Confederation, HIST 111 – Canada Since Confederation, HIST 130 – Twentieth Century World History, HIST 209 – History of Aboriginal Peoples in Canada, and HIST 225 – History of the Second World War be recommended to Senate for approval for Cap Core Designation.
- 17/73** The new course, BMKT 370 – Social Media Marketing, and the revisions to BFIN 441 – Investment Strategies be recommended to Senate for approval.
- 17/74** The new course, CRIM 305 – Minorities and Justice System be recommended to Senate for approval and for Cap Core Designation.
- 17/75** The revisions to REC 255 – Outdoor Recreation Practicum be recommended to Senate for approval.
- 17/76** AHIS 103 – First Nations Art of the Northwest Coast, AHIS 105 – Visual Culture: Exploring Themes (former title: Introduction to Visual Culture II), and AHIS 260 – Fabric and Society be recommended to Senate for approval for Cap Core Designation, as well as approval for the revision to AHIS 105.
- 17/77** The revisions to and Cap Core Designation for FREN 100 – Beginning French 1, FREN 101 – Beginning French II, FREN 150 – Progression in French and FREN 204 – Intermediate French I be recommended to Senate for approval.
- 17/78** The new program framework for the Bachelor of Arts be recommend to Senate for approval.
- 17/79** The next meeting date is moved from January 19, 2018, to January 26, 2018.



 Deb Jamison
 Chair, Senate Curriculum Committee

 Paul Dangerfield
 Chair, Senate

Date: Jan 2, 2018

Date: _____



Building Access, Building Canada

A Strategy for the Federal Government's Role in Post-Secondary Education

Presented to you jointly by



CASA | ACAE



UNION ÉTUDIANTE QUÉBEC STUDENT
du Québec du Québec - Page 22 of 31

Executive Summary

Post-secondary education is a critical part of Canadian society, as it helps us form a highly educated workforce and socially engaged communities. Because of its importance, we must ensure that Canada's post-secondary education system is accessible and affordable to all, while remaining innovative and of the highest quality.

In recent years, major investments have been made to reduce the upfront costs of post-secondary education. Federal student assistance is now distributed in a more consistent, targeted and equitable fashion. Most importantly, more of that aid is now delivered in non-repayable grants to students in need. For many, these changes will prove invaluable.

It is in this environment that students are now calling on the government to shift focus to some of the persistent gaps that exist in federal post-secondary support. Targeted action in these areas will ensure that Canada provides equitable access to advanced education, while creating the best learning experience for those already enrolled.

This will mean:

- » Effectively defining and supporting students with disabilities;
- » Providing needs-based financial assistance to students in graduate programs;
- » Cutting red tape to ensure international students can access a complete post-secondary education;
- » Committing to the scale and scope of support required by Canada's treaty obligations to Indigenous peoples; and
- » Fostering the development of, and ensuring access to, innovative educational materials.

Canada has created a post-secondary education system that is undoubtedly something to be proud of – but we must continue to do better. By acting to address the above-mentioned gaps, we will.

“Canada has created a post-secondary education system that is undoubtedly something to be proud of – but we must continue to do better.”

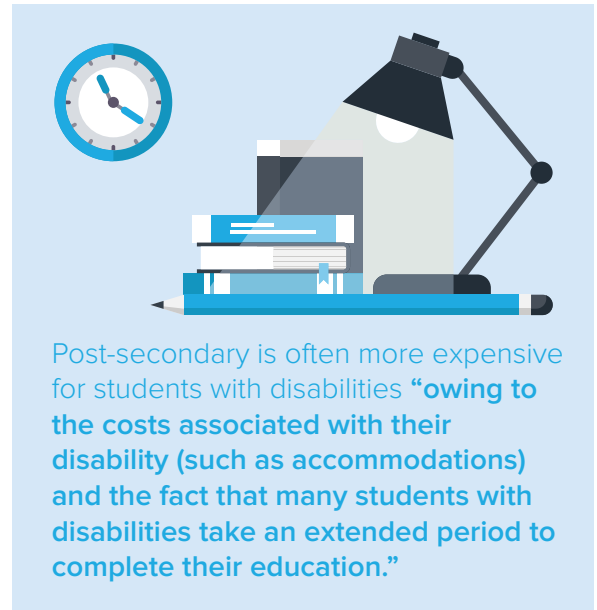


Better Supporting Students with Disabilities

Canadians with disabilities are strong and valuable contributors to the country's workforce and society. With nearly 14% of the Canadian population aged 15 or older reporting having a disability that limits their daily activities,¹ it is of the utmost importance that these individuals be given the supports needed to both attend and thrive in post-secondary education.

While Canada Student Grants (CSG) for Students with Permanent Disabilities help to offset the costs of necessary equipment and support services, eligibility for these programs remains overly restrictive. To be eligible for these grants, a student must have financial need and provide documentation that proves they have a serious, lifelong permanent disability.² Unfortunately, this definition excludes students with other kinds of debilitating disabilities, including those with episodic or shorter term conditions, and many of those with mental health issues or illnesses.

Beyond this, the CSG for Students with Permanent Disabilities, currently valued at \$2,000 per student annually, has not increased since its introduction in 2009. This stands in contrast with other CSG programs, which were increased by 50% in Budget 2016. As the National Educational Association of Disabled Students (NEADS) explains, post-secondary is often more expensive for students with disabilities “owing to the costs associated with their disability (such as accommodations) and the

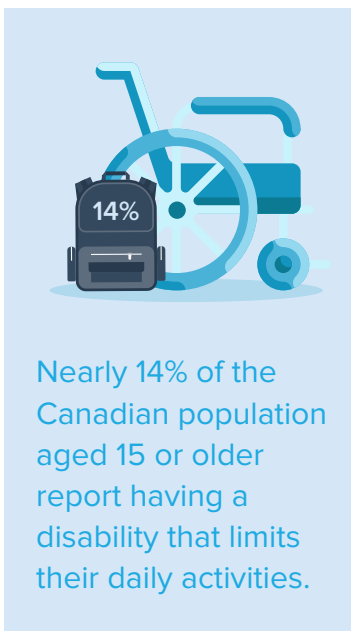


Post-secondary is often more expensive for students with disabilities “owing to the costs associated with their disability (such as accommodations) and the fact that many students with disabilities take an extended period to complete their education.”

fact that many students with disabilities take an extended period to complete their education.”³ Considering the significant rise in employment and income levels for those persons with disabilities who have a post-secondary degree,⁴ it is imperative that we act.

Recommendations:

- » CASA recommends the federal government increase the Canada Student Grant for Students with Permanent Disabilities by 50%, at an estimated additional cost of \$43 million per year. CASA further recommends the CSLP undertake an official review of its definition of “permanent disabilities,” to ensure that it meets the diverse needs of students.



Nearly 14% of the Canadian population aged 15 or older report having a disability that limits their daily activities.

1 Matthew Till, Tim Leonard, Sebastian Yeung and Gradon Nicholls, *A Profile of the Labour Market Experiences of Adults with Disabilities among Canadians aged 15 years and older, 2012* (Statistics Canada, December 3, 2015). Accessed online: <http://www.statcan.gc.ca/pub/89-654-x/89-654-x2015005-eng.htm>

2 *Apply for Severe Permanent Disability Benefit* (Employment and Social Development Canada). Accessed online: <https://www.canada.ca/en/employment-social-development/services/student-financial-aid/student-loan/student-loans/student-loans-permanent-disability-benefit.html#severe>

3 *Enhancing Accessibility in Post-Secondary Education Institutions: A Guide for Disability Service Providers* (National Educational Association of Disabled Students, 2012). Accessed online: http://www.neads.ca/en/norc/eag/eag_en.pdf


4 Till, Leonard, Yeung and Nicholls, *A Profile of the Labour Market Experiences of Adults with Disabilities among Canadians aged 15 years and older, 2012*.



Creating a Canada Student Grant for Graduate Students

In a world that demands the skills of highly trained master’s and PhD graduates, Canada cannot afford to create barriers to advanced study. Unfortunately, the fact that Canada Student Grants (CSG) remain unavailable to graduate students creates just that.

In 2016, the federal government redirected student aid funding away from tax credits and into the CSG program, which offers up-front, non-repayable aid to students with financial need at the college and undergraduate level. While this move laudably shifted funds to those undergraduate and college students who needed it most, graduate students saw their aid clawed back.



While a small number of graduate students receive research scholarships from the Tri-Agencies, **these awards only covered 2,500 students, or approximately 2% of master’s students, in 2012.**

Currently, graduate students are ineligible for Canada Student Grants and have lost out on the assistance the tax credits provided. As a result, the net costs of graduate studies have increased substantially, dissuading some from pursuing it at all. In fact, four in ten students report financial concerns and debt impacting their decision on whether to continue their education following a Bachelor’s degree.⁵

Additionally, while a small number of graduate students receive research scholarships from the Tri-Agencies, these awards only covered 2,500 students, or approximately 2% of master’s students, in 2012.⁶ Given the lack of financial support for students past the undergraduate level, it is no surprise that Canada is falling behind peer competitor countries in producing PhD graduates.⁷

4/10

students report financial concerns and debt impacting their decision on whether to continue their education following a Bachelor’s degree.



By expanding eligibility to Canada Student Grants, the government will ensure that all those with the desire and drive to pursue graduate degrees can afford to do so.

Recommendation:

- » CASA recommends the federal government create an up-front, non-repayable Canada Student Grant for graduate students with financial need at an estimated cost of \$58 million per year.

5 2015 Graduating University Student Survey: Master Report (Canadian University Survey Consortium, July 2015). Accessed online: http://www.cusc-ccreu.ca/CUSC_2015_Graduating_Master%20Report_English.pdf

6 Canada Graduate Scholarship – Master’s Program (Natural Science and Engineering Research Council, August 2016). Accessed online: http://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSM-BESCM_eng.asp

7 International Rankings: PhD Graduates (Conference Board of Canada, March 2013). Accessed online: <http://www.conferenceboard.ca/hcp/details/education/phd-graduates.aspx>

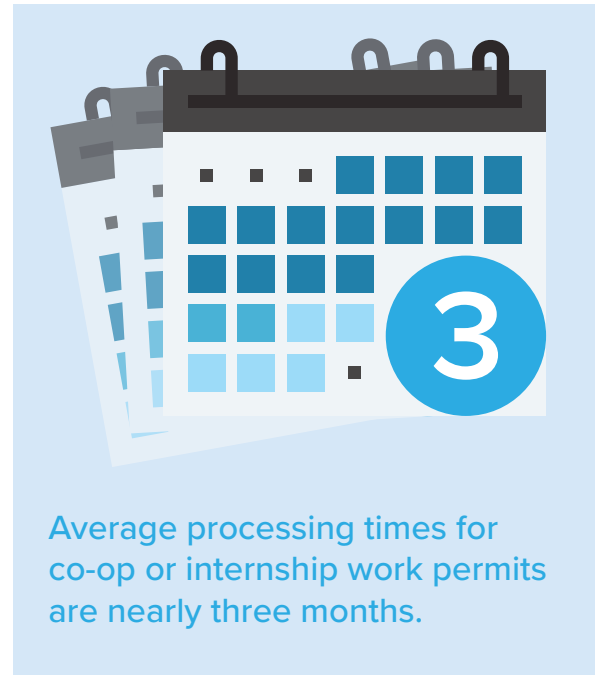


International Student Study Permits and Co-ops

International students add immeasurable value to the quality of post-secondary education and to Canadian society. The diverse perspectives they bring to our classrooms, social groups and workplaces have helped us build the inclusive and innovative Canada we are today. International students and their families also invest significant sums to come study here, contributing \$11 billion annually to the economy and supporting an estimated 122,000 jobs.⁸

Considering these facts, it is in Canada's best interest to provide the very best education possible for international students, part of which involves offering co-op and internship opportunities. Unfortunately, while a student study permit allows international students to work up to 20 hours a week, it does not permit them to participate in co-ops or internships. Instead, international students must apply for a separate work permit, which stays valid for only one year. This makes it difficult for international students to benefit from the complete post-secondary experience.

Unfortunately, while a student study permit allows international students to work up to 20 hours a week, **it does not permit them to participate in co-ops or internships. Instead, international students must apply for a separate work permit, which stays valid for only one year.**



On top of this, these restrictions hinder Canada's ability to keep these diverse and highly educated individuals in the Canadian workforce after graduation. One of the clearest pathways to employment for new graduates is to have practical work experience in their field. When faced with a disappointing lack of work opportunities, international students often opt to leave the country while Canadian companies starve for talent. Allowing international students to more easily access co-op and internship opportunities will help Canada to both foster and retain their talent.

Recommendation:

- » CASA recommends the federal government allow international students to do an internship or co-op under their study permit rather than requiring them to get a separate co-op or intern work permit.

⁸ *Economic Impact of International Education in Canada – An Update. Final Report* (Vancouver: Roslyn Kunin & Associates, Inc., July 2016), iii. Accessed online: http://www.international.gc.ca/education/assets/pdfs/Economic_Impact_International_Education_in_Canada_2016_Update.pdf



Meeting Canada's Obligations to Indigenous Learners

While Budget 2017's \$90 million in new funding for the Post-Secondary Student Support Program (PSSSP) was encouraging, additional investments are needed to better support First Nations and Inuit learners. Years of a 2% cap on the program have left too many eligible students without funding and many more whose funding is insufficient to support the costs of their education. CASA believes the federal government must continue to enhance its support of PSSSP by investing more money per eligible student.

From 2004-05 to 2013-14, the overall number of students supported by PSSSP declined, while the Indigenous youth population grew by 30%.

The per-student expenditure must be raised to keep pace with significant overall increases in the cost of post-secondary. From 2004-05 to 2013-14, during which time the 2% cap on PSSSP was in effect, tuition grew by 1.7% above inflation.⁹ During that same period, the overall number of students supported by PSSSP declined, while the Indigenous youth population grew by 30%.¹⁰ Years of underfunding has left a backlog of eligible students without access to PSSSP. Per the Assembly of First Nations, there are 18,261 students who use PSSSP and an additional 36,901 who are eligible for the program.¹¹

Post-Secondary Student Support Program

18,261
USE PSSSP

36,901
OTHERS ARE ELIGIBLE

Canada needs to take steps, with a sense of urgency, to adequately address the institutional inequalities Indigenous peoples face. Investing in Indigenous student access to post-secondary is a sound investment, and it is the right thing to do.

Recommendation:

- » CASA supports the Assembly of First Nations' recommendation that the per-student expenditure for PSSSP be increased from \$13,407 to \$17,307 for 18,261 current and 36,901 eligible students, for a total PSSSP budget increase of \$2.1 billion over three years.

⁹ *Federal Spending on Postsecondary Education* (Ottawa: Office of the Parliamentary Budget Officer, May 2016). Accessed online: http://www.pbo-dpb.gc.ca/web/default/files/Documents/Reports/2016/PSE/PSE_EN.pdf

¹⁰ *Federal Spending on Postsecondary Education*.

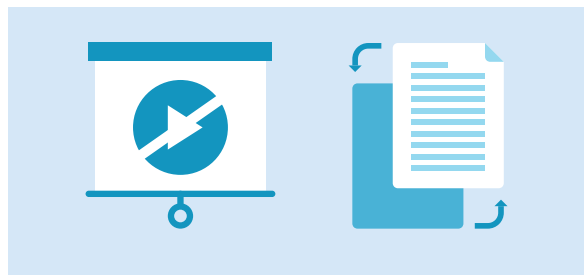
¹¹ *2018 Pre-Budget Submission to the House of Commons Standing Committee on Finance* (Assembly of First Nations, August 4, 2017). Accessed online: <https://www.ourcommons.ca/Content/Committee/421/FINA/Brief/BR9081067/br-external/AssemblyOfFirstNations-e.pdf>



The Importance of Fair Dealing for Students

As the review of the *Copyright Act* approaches, CASA and the Quebec Student Union (QSU) strongly believe that fair dealing has proven crucial to making post-secondary education more affordable and accessible. In an era where information is changing rapidly, the ability to fairly use and distribute the most up-to-date content for educational purposes is vital.

Fair dealing is an exception to copyright infringement set out in the *Copyright Act*,¹² which allows the use of a copyrighted work without explicit permission from or payment to the copyright owner, in specific circumstances. In an educational context, fair dealing grants post-secondary institutions, educators and students the flexibility to fairly access and use copyrighted work to enhance their education. Such works may include photos or videos shown in class, book excerpts, and other valuable learning materials.



Unfortunately, some have accused fair dealing protections of decreasing revenue for publishers of textbooks and course packs. Available data does not support this assertion. In fact, educational titles were one of “the top two contributing commercial categories” in domestic book sales in 2014.¹³ Additionally, average household spending across all types of books has been in decline since 2005, well before educational fair dealing was added to the *Copyright Act* in 2012.¹⁴



Canada needs a balanced copyright system that encourages content creation while also protecting the rights of those who access it.

In short, students understand that respecting copyright and paying for educational content is important, but they also deserve fair access to content. As both users and creators, students recognize that Canada needs a balanced copyright system that encourages content creation while also protecting the rights of those who access it.

Recommendations:

- » CASA and QSU recommend preserving education as a component of fair dealing under the *Copyright Act*, and preserving the existing exceptions to copyright infringement for educational institutions.

¹² *Copyright Act*, RSC 1985, c C-42 [Copyright Act], ss 29–29.2. Accessed online: <http://laws-lois.justice.gc.ca/eng/acts/c-42/page-9.html#h-26>

¹³ *Book Publishing Industry 2014* (Statistics Canada, 2016). Accessed online: <http://www.statcan.gc.ca/daily-quotidien/160519/dq160519e-eng.htm>

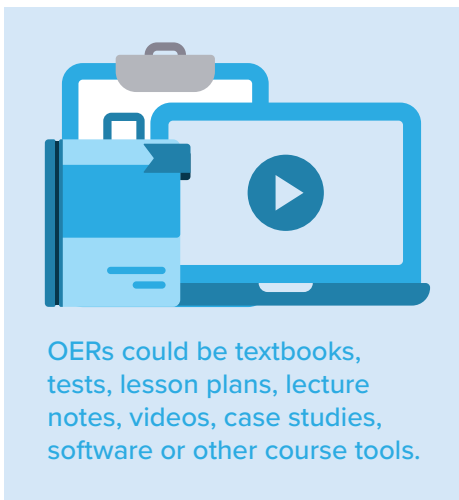
¹⁴ *Book Sales are Dropping* (Statistics Canada, 2016). Accessed online: <http://www.statcan.gc.ca/pub/11-402-x/2011000/chap/culture/culture02-eng.htm>



Developing Open Educational Resources (OERs)

Part of a good quality education involves students being able to access high quality educational materials that complement their courses. As it stands, students are struggling to afford these materials, with 54% of students in BC reporting having not purchased a required textbook at least once.¹⁵ Open educational resources (OERs) offer a solution to this problem.

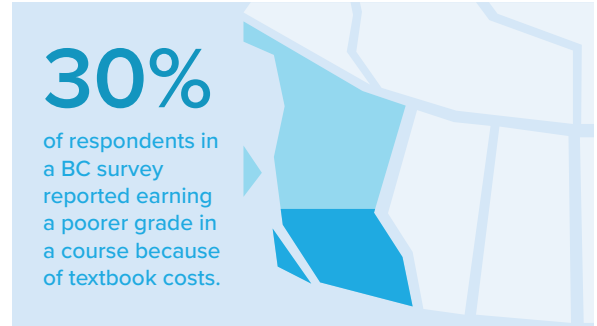
OERs are “teaching, learning and research materials in any medium that reside in the public domain or have been released under an open license that permits their free use and re-purposing by others.”¹⁶ For example, OERs could be textbooks, tests, lesson plans, lecture notes, videos, case studies, software or other course tools. Because they are affordable and highly adaptable, this innovative learning tool greatly benefits both students and educators.



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Notably, OERs save students money while supporting student success. In British Columbia (BC), a provincial grant program supporting OERs has helped over 40,000 students save more than \$4 million since 2012.¹⁷ This is significant, especially considering that 30% of respondents in a BC survey reported earning a poorer grade in a course because of textbook

costs.¹⁸ Therefore, CASA recommends federal action to support the development of OERs which, in turn, will empower producers of Canadian educational content.



The federal government should play a role in supporting the development of OERs, as increasing access to varied information sources and learning materials helps more Canadians to obtain a high quality and well-rounded post-secondary education.

Recommendations:

- » CASA recommends that the Tri-Agencies create a pilot grant, at an estimated cost of \$8 million annually, that provides funding for graduate students and faculty to develop OERs. CASA is also recommending the Tri-Agencies explore creating an online repository of OERs developed with support from their grant.

¹⁵ Rajiv Jhangiani and Surita Jhangiani, “Investigating the Perceptions, Use, and Impact of Open Textbooks: A Survey of Post-Secondary Students in British Columbia,” *International Review of Research in Open and Distributed Learning* 18, no. 4 (June 2017): 172-192. <http://www.irrod.org/index.php/irrod/article/view/3012/4214>

¹⁶ *Education/OER* (Creative Commons). Accessed online: <https://creativecommons.org/about/program-areas/education-oer/>

¹⁷ *Open Textbook Stats, Known adoptions in B.C.* (BC Campus OpenED). Accessed online: <https://open.bccampus.ca/open-textbook-stats/>

¹⁸ Jhangiani and Jhangiani, “Investigating the Perceptions, Use, and Impact of Open Textbooks: A Survey of Post-Secondary Students in British Columbia,” 172-192.



Summary of Recommendations



CASA recommends the federal government increase the Canada Student Grant for Students with Permanent Disabilities by 50%, at an estimated additional cost of \$43 million. CASA further recommends the CSLP undertake an official review of its definition of “permanent disabilities,” to ensure that it meets the diverse needs of students.

\$43 Million



CASA recommends the federal government create an up-front, non-repayable Canada Student Grant for graduate students with financial need at an estimated cost of \$58 million per year.

\$58 Million



CASA recommends the federal government allow international students to do an internship or co-op under their study permit rather than requiring them to get a separate co-op or intern work permit.

Administrative Costs



CASA recommends that the per-student expenditure for PSSSP be increased from \$13,407 to \$17,307 for 18,261 current and 36,901 eligible students, for a total PSSSP budget increase of \$2.1 billion over three years.

\$700 Million



CASA and QSU recommend preserving education as a component of fair dealing under the *Copyright Act*, and preserving the existing exceptions to copyright infringement for educational institutions.

No Charge



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\$8 Million

*\$809 Million
per year*

CASA's Members



About CASA

Established in 1995, the Canadian Alliance of Student Associations (CASA) is a non-partisan, not-for-profit, national student organization composed of 22 student associations representing 255,000 post-secondary students from coast to coast. CASA advocates for a Canadian post-secondary education system that is accessible, affordable, innovative, and of the highest quality.

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About QSU

The Quebec Student Union's mission is to defend the rights and interests of the student community, of its member associations, and of their members, by promoting, protecting, and ameliorating the conditions of students and those of local and international communities.

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