CAPILANO UNIVERSITY

SENATE REGULAR MEETING

Tuesday, May 11, 2021   4:00 – 6:00 pm
VIA ZOOM

AGENDA

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

1.   **Welcome**

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

3.   **Approval of the April 6, 2021 Minutes** – *Decision*   Senate Members
                                                                                                                          Schedule 3

4.   **Correspondence Received**

5.   **Business Arising**
        5.1   Academic Continuity – *Information*   Laureen Styles

        5.2   Senate Election Update – *Information*   Kyle Vuorinen

        5.3   Senate Vice Chair Nominating Committee – *Decision*   Bridget Stringer-
                                                                                                                          Holden

        5.4   Senate Self Evaluation Committee – *Information*   Robert Thomson

6.   **New Business**
        6.1   Program Discontinuance – Request from the Board for Senate Advice   Paul Dangerfield
              (THAT the Board of Governors refers the recommendation to discontinue   Schedule 6.1
              the Associate of Arts Degree - Global Stewardship to Senate for advice.)

        6.2   Academic Planning 2021/22 Academic Year – *Decision*   Laureen Styles
                                                                                                                          Schedule 6.2

        6.3   Graduates – *Decision*   Kyle Vuorinen

7.   **Committee Reports**
        7.1   Academic Planning and Program Review Committee – *Information*   Lauren Moffatt

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7.2	Bylaw, Policy and Procedure Committee – *Decision*	Corey Muench
	7.2.1 S2002-3 Prior Learning Assessment Policy	Schedule 7.2.1
	7.2.2 Credential Names and Parchment Policy	Schedule 7.2.2
7.3	Curriculum Committee – *Decision*	Deb Jamison
	7.3.1 Resolution Memo	Schedule 7.3.1
	April 16 Agenda / April 16 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	Vice Chair of Senate – *Information*	Stephen Williams
8.3	VP Academic and Provost – *Information*	Laureen Styles
8.4	Board Report – *Information*	Sonny Wong

9.   Discussion Items

10.   Other Business

11.   Information Items

12.   In Camera Session

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Present: Paul Dangerfield (Chair), Pardis Daneshyar, Iana Dokuchaeva, Lara Duke, Ted Gervan, Kyle Guay, Bridget Stringer-Holden, Miranda Huron, Nazmi Kamal, Deb Jamison, Pouyan Mahboubi, Anthea Mallinson, Brad Martin, Lauren Moffatt, Corey Muench, Lesley Nelson, Alea Rzeplinski, Debbie Schachter, Dennis Silvestrone, Judy Snaydon, Laureen Styles, Michael Thoma, Robert Thomson, Diana Twiss, Mark Vaughan, Kyle Vuorinen, Stephanie Wells, David Weston, Stephen Williams, Recorder: Mary Jukich

Regrets: Emily Bridge, Joel Cardinal, Sonny Wong

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

1.   Welcome

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

The Chair recently attended the Skw'chays Canoe Awakening Ceremony and provided a brief history and traditions around the ceremony.

Doreen Manuel, Capilano alumni, was recently recognized by the Indigenous Film Department for 20 years of leadership and stewardship of this program, her contributions to the wider film community, and her advocacy over the many years for advancing the cause of Indigenous People.

As a result of the vacant seat, Robert Thomson assumed voting rights for the Faculty of Business and Professional Studies.

2.   Approval of the Agenda

> *Paul Dangerfield moved and Alea Rzeplinski seconded:*
> To adopt the agenda.   **CARRIED**

3.   Approval of the Minutes

> *Bridget Stringer-Holden moved and Pardis seconded:*
> To adopt the March 2, 2021 minutes.   **CARRIED**

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4.   **Correspondence Received**
No correspondence was presented.

5.   **Business Arising**
5.1   **Academic Continuity**

Laureen Styles, VP Academic and Provost, provided an update on academic continuity, which included the following highlights:

- The summer term is moving forward in a continued adapted mode. Enrolments and waitlists are monitored on a daily basis in an effort to look for opportunities to maximize enrolments where possible.

- The campus community was acknowledged for their work as the University moves into the latter part of the term.

- Work continues on evaluation approaches in an adapted environment and the Centre for Teaching Excellence has been working with a number of faculty and programs/departments in this regard.   The summary of adaptations of the spring courses, with the majority of adaptions being the evaluation approach, was shared at the March Senate Curriculum Committee.

- Dates have been set for the summer term and it is anticipated that there will be no need to make any changes or adaptations to those dates.

5.2   **Senate Election Update**
Presented by: Stephen Williams

Senate was provided with an update on the Senate elections and remaining vacancies. Senators were invited to reach out to their areas to determine interest in serving on Senate.

6.   **New Business**
6.1   **June Convocation Dates – Change to Academic Schedule 2020/21**
Presented by: Stephen Williams

Senate was informed that the 2020/2021 Academic Schedule was revised so that the Summer 2021 Convocation now takes place from June 7th to June 11th.   The

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changes were required for the event to take place over an entire week to accommodate for more of a traditional convocation experience and still comply with physical distancing and building capacity requirements.

Paul Dangerfield moved and Diana Twiss seconded:

21/17   Senate accept for information the change of dates to the 2020/21 Academic Schedule.   **CARRIED**

6.2   B.107 Academic Schedule Policy – Board Seeking Senate Advice
Presented by: Paul Dangerfield

As background, Board policies may, in some cases, have an impact on the academic delivery of programming and impact within the academic community and as such, the Board may request advice from Senate on particular policies and procedures.

With respect to B.107 Academic Schedule Policy, this Policy was due for a review and at the request of the Registrar's Office, some recommendations to update the Policy around the academic schedule were made, mainly the timing of the academic schedule. The proposed revisions went to the Board Governance and Planning Subcommittee for review and recommended that the Policy come to Senate. In this regard, the Senate Bylaw, Policy and Procedure Committee was informed that the Policy will be going to the Committee at some point for review and recommendations.

6.3   Cap Core Report / Cap Core Laddering
Presented by: Laureen Styles

Cap Core Report

As information, Senate was provided with an update with respect to the work accomplished by the Cap Core working group, including the various motions that have come forward to Senate and the work completed around refining the processes and practices of Cap Core. The working group have completed their mandate and will now stand down. The stewardship and operations of Cap Core will continue through the Senate Curriculum Committee.

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Cap Core Laddering Report

Senate was informed that all active laddering certificates and diplomas currently delivered by the University now conform with the November 2019 Senate directive that certificates and diplomas laddering into a baccalaureate degree mirror the Cap Core requirements for baccalaureate degrees.

Laureen Styles moved and Ted Gervan seconded:

21/18 The Senate Curriculum Committee (SCC) with the support of Academic Initiatives & Planning ensure that all new laddering certificates and diplomas comply with the November 2019 Senate directive with respect to Cap Core requirements. **CARRIED**

Laureen Styles moved and Bridget Stringer-Holden seconded:

21/19 SCC with the support of the Curriculum Office and Academic Initiatives & Planning ensure that any proposed program profile changes to existing laddering certificates and diplomas maintain the certificate or diploma's ability to mirror the Cap Core requirements for baccalaureate degrees. **CARRIED**

6.4   Fall Academic Planning

Laureen Styles, VP Academic and Provost, provided a report on the fall academic planning, and some highlights were as follows:

- Work on fall resumption planning at the University will recognize the various interdependencies in terms of faculty, academic planning, the relationship with scheduling, key collaborators in support of academic work, Centre for Teaching Excellence, regional campuses, IT, Library, etc.

- Dr. Laura McKay will be working as academic lead across the Faculties and other units, and Dr. Aurelea Mahood as co-lead with Kristen Wilkes for fall back to campus planning.

- There are active conversations underway at the departmental level with respect to modes of delivery and the tone is to maximize in-person delivery as

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much as possible anticipating that there will be some public health restrictions.

- It is anticipated that the Post-Secondary Go Forward Guidelines will be updated at the end of April which will enable institutions to support their fall planning for return to campuses.

- In terms of academic continuity, Senate previously passed a motion to provide authority to the President's Office to work with the Provost, Faculties and the Emergency Operations Centre (EOC). However, at the end of the summer term, the authority will not be renewed and will be allowed to lapse as events regarding the pandemic will have stabilized.

6.5   Senate Vice Chair Nominating Committee
Presented by: Paul Dangerfield

The Vice-Chair Nominating Committee was requested to convene and assist in the process of identifying potential Senate Vice Chair candidates and bring names forward to Senate.

6.6   Senate Self Evaluation Committee
Presented by: Paul Dangerfield

The Self-Evaluation Committee was requested to convene to begin work on the Senate self-evaluation survey and report.

7.   Committee Reports
7.1   Academic Planning and Program Review Committee
Presented by: Lauren Moffatt

The Committee met on March 9th and reviewed the following program reviews which were approved as completed.

- Outdoor Recreation Management Diploma
- Associate of Arts Degree – Global Stewardship
- Health Care Assistant

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

The Committee met on March 23rd and reviewed minor revisions to the Faculty of Arts and Sciences Bylaws.

Corey Muench moved and Dennis Silvestrone seconded:

21/20   To approve the Faculty of Arts and Sciences Bylaws as revised.   **CARRIED**

7.3   Curriculum Committee
Presented by: Deb Jamison

7.3.1   Resolution Memorandum

The resolutions brought forward from the March 19th Senate Curriculum Committee meeting were presented to Senate for approval.

Resolution 21/40 was removed from the Resolution Memorandum.

Deb Jamison moved and Stephanie Wells seconded:

21/21   SCC Resolutions 21/26 to 21/39 be approved.   **CARRIED**

7.4   Teaching and Learning Committee
Presented by: Diana Twiss

The Committee met on March 16th, and discussion focussed mainly on the issue of digital tools used for course assessment and the impact to students.

7.5   Budget Advisory Committee
Presented by: Michael Thoma

The Senate Budget Advisory Committee met on February 11th and was provided with a summary of the financial results for the period ending December 31, 2020 and the third quarter forecast. The next Committee meeting will be scheduled to share the final fiscal 2020-21 year end actual results once the auditors have

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completed the audit and around the same time as the Finance and Audit Committee meeting, which has been set for May 20th.

8.   **Other Reports**

8.1   **Senate Chair**

Paul Dangerfield provided the Chair's report, including the following highlights:

- April is Celebrate Diversity Month and is an opportunity for everyone to reflect on what diversity means both individually and as a community and how it impacts us as a University, and the actions and steps that we need to be taking. As we reflect on the complexities of the pandemic, it is important to recognize how the pandemic is impacting on diverse communities differently. Members were encouraged to think about ways individually and collectively as a University to celebrate diversity to ensure we can all make a difference in the coming years.

- In terms of September, the University will take direction from the Provincial Health Authority.

- There are faculty, students and staff that have been on campus during the pandemic and managed well, acknowledging that there were also some challenges including the closure of the Children's Centre due to exposure.

- In terms of the format for Senate and Senate subcommittee meetings going forward, there will be discussions and consideration of some meetings possibly take place in a hybrid format.

8.2   **Senate Vice-Chair**

Stephen Williams, Vice-Chair reaffirmed that between his role as Senate liaison on the Board of Governors, and the role of the Board of Governors liaison on Senate, the Board is well informed of the activities of Senate.   As well, the Senate committees are working effectively in a remote environment with strong leadership.

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8.3   **VP Academic and Provost**
Laureen Styles, VP Academic and Provost provided the following updates:

- Work is underway in revising the Prior Learning Assessment Policy and the Policy will be brought forward to Senate.

- It is anticipated that the Minor in Communication Studies and Minor in Business Administration will be on the April 22 Degree Quality Assessment Board agenda.

- The University is scheduled for the 2021/22 year for a Degree Quality Assessment Board process audit, and a presentation and briefing will be provided at the May Senate meeting.

- Communication was received from the Faculty of Arts and Sciences with a request and recommendation to continue to review and refine the operational practices in support of academic integrity at the institution.

8.4   **Board Report**
On behalf of Sonny Wong, the Chair provided the Board of Governors report:

- The Board received reports from the Board Chair, the Board's Executive and Human Resources Committee, Finance and Audit Committee and Governance and Planning Committee. The Board also received reports on the Senate from the Vice Chair of Senate and the Board's Senate Liaison.

- The Board received a report on the annual review process for legislative polices, including:
  - B.511 – Discrimination, Bullying and Harassment
  - B.401 – Sexual Violence Policy.

- The Board received the Declaration of Related Party Transactions Involving Key Management Personnel forms to be completed by Board members for submission to the Ministry of Advance Educations and Skills Development.

- The Board received a comprehensive report from the President on the University's affairs.

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- The President also reported on the commendations and recommendations from the recent North West Commission on Colleges and Universities evaluation report on the University.

- The Board received presentations on the University's new Internationalization Plan and the proposed new Child Care Centre.

- The Board received the financial statements for Period 10 ending January 31, 2021 and an updated forecast for fiscal year 2021/22.

- The Board adopted the following Board Policies:
  - B.202 – Tuition and Other Fees Policy
  - B.215 – Spending and Signing Authority Policy.

9.   Discussion Items
Capilano University Alumni Awards of Excellence will be held on April 15th at 7:00 pm.
Winners: David Vertesi, Sean Aiken, Michele Ross, Orene Askew, and Juvarya Veltkamp

10.   Other Business
No other business were presented.

11.   Information Items
No information items were presented.

12.   In Camera Session
The meeting moved to in camera at 5:45 pm.

Paul Dangerfield moved and Kyle Guay seconded: **CARRIED**
To move in camera.

Laureen Styles moved and Deb Jamison seconded:
To move out of in camera.   **CARRIED**

The meeting was adjourned at 6:00 pm.

Next Meeting: Tuesday, May 11, 2021

From: Paul Dangerfield, President
Date: April 26, 2021
Re: Program Discontinuance Request – Senate Advice to the Board of Governors

Background:

At the March 30th, 2021 meeting of the Board of Governors, a discussion item was brought forward by Dr. Styles, Vice President Academic & Provost for the proposed discontinuance of the Associate of Arts Degree: Global Stewardship (see pp. 114 - 115 of the agenda).

The motion was passed:

THAT the Board of Governors refers the recommendation to discontinue the Associate of Arts Degree: Global Stewardship to Senate for advice.

The Board requests that this matter be included on the next available Senate agenda.

Request to discontinue the Associate Degree of Arts: Global Stewardship:
(excerpt from the Board of Governors agenda)

Overview

The Associate of Arts Degree in Global Stewardship (GLBS) program has been through program review in 2020. Based on the most recent five year program enrolment and the input from the four external reviewers, the recommendation is to discontinue the program.

Rationale

Over the past five years there have been two new program intake suspensions due to low enrolment, and program cohorts have ranged from 28% capacity to a high of 66% capacity in 2017. At one time GLBS was a thriving program that partnered with several external agencies (e.g., Katimavik, Latitude Canada, and Canada World Youth). With changes in those external partners the demand for GLBS programming, opportunities for students in GLBS (e.g., graduates of associate degrees), and labour market GLBS needs are no longer relevant, current, or fully aligning with Envisioning 2030. The Associate of Arts degree framework has also posited as a limiting factor of the credential. The cost of administering the program is higher than the benefit to a small group of students when considering that prospective students often transition to other programs then onto varied Bachelor's programs at institutions other than Capilano University.

Policy on program discontinuance

This recommendation is put forward aligned with the Board Policy B.104: Discontinuance of Programs or Courses and the related Senate policy S2013-02: Teaching Out Suspended or Discontinued Programs. As per Section 3 of policy B. 104, the Board may approve discontinuance of any course or program after seeking the advice of the Senate.

Review and approvals to date:

The dean has been in ongoing consultation (January 2020 to present) with the program convenor who was also lead with the program review. The convenor concurs with the discontinuance recommendation. Consultation has also occurred with the dean, Faculty of Arts & Sciences given that the majority of program course credits are offered through this Faculty. Subsequently, the proposal of discontinuance was discussed at the Faculty Council of the Faculty of Arts & Sciences on February 17th with overall agreement, and recognizing and honoring the tremendous work of key faculty with the program. The discontinuance recommendation was discussed at the January 28, 2021 Faculty Council, Faculty of Global and Communities Studies with a subsequent motion at the February 25, 2021 meeting that passed unanimously.

MOTION FOR CONSIDERATION:
THAT *Senate recommends to the Board of Governors the discontinuance of the Associate of Arts: Global Stewardship.*

MEMO

To: Paul Dangerfield, Chair, Senate

From: Dr. Laureen Styles, Vice President Academic & Provost

Subject: Fall planning 2021/22 academic year

Date: May 4, 2021

Overview

At the March Senate meeting context and background was provided for the recommendation for our academic planning for the next year, particularly the Fall term recapped here:

> **Recommendation:**
> *THAT planning for Fall 2021 (and timetabling) proceed on the assumption of 'no Provincial Health Officer [PHO] restrictions' and thus return to full in-person capacity, <u>and</u> an alternative schedule be co-developed considering ongoing expectations for physical distancing, based on current PHO restrictions/post-secondary guidelines.*

Recognizing uncertainties with the ongoing pandemic, academic planning (specifically timetabling and mode of course delivery/ies) is recommended as follows:

Informed by the discussion and input of Senators, an adaptation was made to focus on the creation of one approach to prioritize? in-person teaching and learning (rather than two), and subsequent programs have picked up this activity for Fall planning utilizing a range of considerations nested within an understanding of the Academic Plan and the Envisioning 2030. Based on Faculty-level Fall 2021 timetabling requests the University anticipates approximately 75% of Fall term courses will have some or all in-person instruction.

Background Information

Overall university planning for Fall 2021 is being coordinated and activated through a slightly expanded Integrated Planning team co-led by two senior leadership council members, Dr. Aurelea Mahood and Kristin Wilkes with regular meeting with the Senior Leadership Council and Executive. Academic planning on a more detailed and nuanced nature is being coordinated through Dr. Laura MacKay (e.g., modes of instruction, liaison with the Registrar's Office, etc.) as of the Return to Campus Fall planning. Further, the Joint Academic Planning Group is meeting weekly for information sharing, inputs, and joint planning. With the Fall course requests now submitted to Scheduling, the draft timetable is under development; additional adjustments will be undertaken

over the next several weeks to maximize our use of teaching-learning spaces at our campuses and CapU Lonsdale.

A myriad of considerations have been undertaken by faculty and deans in programs, departments, Schools and Faculties to finalize the modes of instruction. Evidence-informed factors that foster student engagement and learning success, future trends of disciplines and post-secondary, insights about what has worked well that can and should be implemented (including new options and innovations that have arisen for ongoing implementation) have been but some of these considerations. Illustrative examples of additional consideration have included (some or all):

- Learner profile(s) and demographics to maximize enrolment/participation and distinct university experience (e.g., regional, local, international)
- Respective course learning outcomes
- Access across the region (and beyond for some programs that may have a national reach)
- Equity considerations with a diverse student population
- Variety of mode(s) of courses within a program and practical implication
- Best and leading practices with Indigenous learners to support engagement and success
- Environmental and social-learning impacts with various modes
- Significant and meaning opportunities for student engagement in curricular and co-curricular learning
- Commitment and ability to integrate best and leading practices in online learning
- Competitive landscape (especially when considering online courses)
- Requisite student learning resources with specific courses
- Mobilizing 'the good' of COVID-19 and shifting/shifted expectations of learners

Concurrent planning (e.g., mode(s) of services, staffing plans) is underway for academic learning services and supports, and student services, with an understanding that as a university we are planning for a primarily in-person academic teaching term.

On Friday, April 30 the COVID-19 Return-to-Campus Primer was released. This primer affords directional information to assist in our forward planning in the interim while the update full guidelines are finalized. As additional information becomes available over the next period of time through the Provincial Health Officer (PHO) and the Ministry of Advanced Education & Skills Training this will be broadly shared and adjustments can be made in due course in preparation for the launch of the Fall term.

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SENATE REPORT

AGENDA ITEM:	**Prior Learning Assessment Policy, S2002-03**
PURPOSE:	☒ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE:	**April 27, 2021**
PRESENTER:	**Corey Muench; Chair, Senate Bylaw, Policy, and Procedure Committee**

PURPOSE

The Prior Learning Assessment Policy, S2002-03 was brought forward for review and approval at the April 27, 2021 meeting of the Senate Bylaw, Policy and Procedure Committee. Updates and revisions to policy S2002-03 Prior Learning Assessment were reviewed.

BACKGROUND

This policy was last reviewed in 2014. Aligned with the recently approved Academic Plan, and evidence that prior learning assessment has had very low pick up by students at the university, a special advisor was appointed under the office of the Vice President Academic & Provost to (a) review, revise and refresh policy, practices and approaches to prior learning assessment (PLA) at the university, (b) provide recommendation and facilitate steps for enhanced PLA activity and (c) coordinate beginning approaches for comprehensive learner assessment in keeping with a more welcoming university where "all learning can count."

OVERVIEW & CONSULTATIONS:

Work has recently been undertaken to review and scope out current, best, and emerging practices, and identify strengths and areas for attention and development in support of prior learning assessment and learning competency assessments. Internal meetings have occurred with a range of constituents across the university and beyond. Specific dialogue has been undertaken with a group of faculty from various programs who have been most involved with PLA activity over the last several years (e.g., Tourism, Business). Consultations with proposed revisions have been undertaken with:

- Registrar's Office
- Academic Leadership Council (April meeting)
- faculty consultant group with background and experience in PLA
- Center for Teaching Excellence
- Office of Indigenous Education and Affairs (Director)
- Senate Bylaw, Policy, and Procedure Committee

HIGHLIGHTS OF PROPOSED CHANGES BROUGHT TO SENATE BYLAW, POLICY, AND PROCEDURE COMMITTEE:

Highlights of suggested revisions include:

- Removal of significant operational detail (e.g., types of assessments and preamble)
- Refining existing guidelines and re-naming principles
- Adding cross reference to other applicable policy

DISCUSSION

Two versions of the proposed revisions to S2002-3 are provided for Senate: a version with "track changes" visible, and a clean, finalized version. The edits in the "track changes" version of the document were mostly proposed by the special advisor assigned to the re-working of the policy as well as prior consultations sessions. The Senate Bylaws, Policy, and Procedure Committee accepted most of these changes and proposed only minor changes to the policy subsequent to the previous consultations with other groups.

RECOMMENDATION

THAT the proposed revisions to *Policy S2002-3 Prior Learning Assessment* be recommended to Senate for approval.

Policy No.	Replaces	Policy
S2002-03	**EC2002-03**	**Senate**
Policy Name		
Prior Learning Assessment		
Approved by	Responsibility	Category
Senate	**Senate**	
Date Issued	Date Revised	Next Review	Related Policies, Reference

Date Issued	Date Revised	Next Review	Related Policies, Reference
	August 2014 **June 2021**	~~September 2019~~June 2026	**Admissions (#)** **Tuition-fees (#)** **Requirements for Graduation (#)**

Capilano University
~~Updated logo~~

~~**Preamble**~~

~~At Capilano University our mission is to enable student success in current and continuing studies, in a chosen career, in the pursuit of knowledge, and in contributing effectively as responsible citizens in a rapidly changing and diverse global community. To accomplish its mission, Capilano University strives to provide a dynamic and secure learning environment committed to excellence in education and to equity of access.~~

~~To ensure "equity of access" Capilano University recognizes learning gained in formal, informal or non-formal settings. Through Prior Learning Assessment, Capilano University values and makes visible the knowledge, skills and professional attitudes individuals have obtained in various ways and contexts at different times in their lives. Those who have gained such learning should be able to receive academic credit for that learning and build on it in pursuing lifelong, meaningful education at Capilano University.~~

Purpose

This policy is to ~~provide direction~~establish guidelines regarding the assessment and recognition of credit to be granted based on prior learning experience. The university values and recognizes that learning happens in a variety of ways and that students can meet course and program learning outcomes through multiple means. Having established processes where knowledge, skills, and abilities that students bring to the university environment can be assessed against established course or program learning outcomes recognizes that learning results from a range of experiences.

Scope

This policy provides direction on the assessment and official recognition of students' p~~P~~rior l~~L~~earning experience.

Definition

Prior Learning Assessment (PLA) is a systematic, learner-centered process whereby students receive credit for learning that has occurred through work, training, and life experience. ~~Such experience can include but is not limited to volunteer activities, self study, hobbies, civic engagement, and service learning.~~ It is assessment, by valid and reliable means and by qualified ~~specialists~~individuals, of what ~~an individual~~ has been learned outside of post-secondary courses and programs ~~at Capilano University~~ for which the granting of transfer credit is appropriate.

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	Policy No.	Replaces	Policy
CAPILANO UNIVERSITY Updated logo	**S2002-03**	**EC2002-03**	**Senate**
	Policy Name		
	Prior Learning Assessment		
Approved by	Responsibility		Category
Senate	**Senate**		
Date Issued	Date Revised	Next Review	Related Policies, Reference
	August 2014 June 2021	~~September 2019~~ **June 2026**	**Admissions (#) Tuition-fees (#) Requirements for Graduation (#)**

Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the admission or graduation requirements of a program offered by Capilano University.

Policy Statement

Capilano University will, when requested by a student and in accordance with established evaluation procedures, assess and grant credit for learning that the student has gained through prior life and work experiences. Where that learning ~~can be~~is assessed as equat~~ed~~ing to the learning outcomes or objectives of a course or program at Capilano, credit will be granted.

Prior ~~l~~Learning will be assessed and recorded within the limits of the University residency requirements and based on the determination ~~of~~by individual programs.

The PLA process ~~at Capilano University~~ will be administered in a way that ensures that the ~~University's~~ assessment of ~~p~~Prior ~~l~~Learning is reliable, current, authentic and equitable. Assessment services will be offered only in the language of instruction of the University (English, except for assessments involving competency in an ~~aboriginal~~Indigenous language). Assessment methods will be adapted, if necessary, to meet the needs of students with disabilities.

~~Guidelines~~Principles

1. The University will be guided by the Guidelines for Prior Learning Assessment developed by the Canadian Association for Prior Learning Assessment ~~and endorsed by the British Columbia Council on Admissions & Transfer~~.

2. Applicants for Prior Learning Assessment must have been admitted to a program ~~at~~of Capilano University.

3. Capilano University will only award credit for prior learning that is directly applicable to the student's declared program of studies. Should a student change programs, all or some of the PLA credit previously awarded may no longer apply or, conversely, the student may be able to apply for additional PLA credit that was not appropriate under the previous program of studies.

4. Prior Learning Assessment involves expert judgment of relevant, demonstrable skills and knowledge relative to the learning outcomes of a particular course, program, pre-requisite or

	Policy No.	Replaces	Policy
CAPILANO UNIVERSITY Updated logo	**S2002-03**	**EC2002-03**	**Senate**
	Policy Name		
	Prior Learning Assessment		
Approved by	Responsibility		Category
Senate	**Senate**		
Date Issued	Date Revised	Next Review	Related Policies, Reference
	August 2014 **June 2021**	~~September 2019~~**June 2026**	**Admissions (#)** **Tuition-fees (#)** **Requirements for Graduation (#)**

admission criteria. The standards to be applied will be equivalent to those applied to students enrolled in the course(s) ~~or courses~~ for which credit is requested.

5. PLA assessment mechanisms should be flexible to reflect the diverse ~~needs~~experiences of ~~learners~~ students while maintaining consistency, ~~validity,~~ and rigour.

Faculty who have expertise in the curriculum area and approval by the relevant department or program will assess prior learning.

~~Faculty who have expertise in the curriculum area and approval by the relevant department or program will assess pPrior lLearning. with external advice as necessary. The standards to be applied will be equivalent to those applied to students enrolled in the course or courses for which credit is requested.~~

7.6. All ~~personnel~~faculty involved in the assessment of learning shall ~~have~~receive adequate ~~training~~ experience in assessment methods that meet any quality assurance requirements~~, and there shall be provision for their continued professional development~~.

7. ~~When department chairs and/or other members of the department consider what kind of credit, if any, will be granted for Prior Learning, they~~Faculty will ~~be~~ following a process similar to ~~the one currently used when~~ assessing courses for transfer credit and will select~~ing~~ one or more of the following options: ~~Capilano University~~equivalent course to be identified, or unassigned number of credit hours in a subject area are to be identified. Where unassigned credit is determined the year level of unassigned credit(s) must be identified.

8. The credits achieved through PLA will appear on the transcript.~~,~~ Should PLA credit be granted, the grade of CR (credit granted) will be assigned and it will be noted on the transcript that credit was earned through the PLA process.

~~The credits achieved through PLA will appear on the transcript, Should PLA credit be granted, the grade of CR (credit granted) will be assigned and it will be noted on the transcript that credit was earned through the PLA process.~~

Page 3 of 6

	Policy No.	Replaces	Policy
CAPILANO -UNIVERSITY- Updated logo	**S2002-03**	**EC2002-03**	**Senate**
	Policy Name		
	Prior Learning Assessment		
Approved by	Responsibility		Category
Senate	**Senate**		
Date Issued	Date Revised	Next Review	Related Policies, Reference
	August 2014 **June 2021**	~~September 2019~~ **June 2026**	**Admissions (#)** **Tuition-fees (#)** **Requirements for Graduation (#)**

~~The credits achieved through PLA will appear on the transcript, Should PLA credit be granted, the grade of CR (credit granted) will be assigned and it will be noted on the transcript that credit was earned through the PLA process.~~

9. Fees are set and published aligned with applicable university policy and procedure(s).
8.

~~9. Prior Learning Assessment processes should relate to course, program or institutional goals. These goals need to be clear, concise and understandable to all who need to use them: learners, faculty and staff, and other institutions (e.g. other colleges, universities and perhaps employers). PLA mechanisms should be flexible to accommodate the diverse needs of learners while maintaining consistency, validity and rigour.~~

~~10. Prior Learning Assessment involves expert judgment of relevant, demonstrable skills and knowledge relative to the learning outcomes of a particular course or program.~~

~~11. Policies and procedures applied to assessment, including provision for appeal, shall be fully disclosed and prominently available.~~

~~12. An applicant who disputes the results of a Prior Learning Assessment may appeal that decision under the normal appeals process.~~

~~13. The credits achieved through PLA will appear on the transcript, Should PLA credit be granted, the grade of CR (credit granted) will be assigned and it will be noted on the transcript that credit was earned through the PLA process.~~

~~14. Fees are set and published aligned with applicable university policy and procedure(s). charged for assessment shall be based on the services performed in the process and not determined by the amount of credit awarded.~~

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Page 4 of 6

	Policy No.	Replaces	Policy
CAPILANO ·UNIVERSITY· [Updated logo]	**S2002-03**	**EC2002-03**	**Senate**
	Policy Name		
	Prior Learning Assessment		
Approved by	Responsibility		Category
Senate	**Senate**		
Date Issued	Date Revised	Next Review	Related Policies, Reference
	~~August 2014~~ **June 2021**	~~September 2019~~ **June 2026**	**Admissions (#)** **Tuition-fees (#)** **Requirements for Graduation (#)**

Methods of Prior Learning Assessment

~~The following~~Multiple methods of assessment may be used, independently or in combination, to determine if the PLA applicant has met the required standards. ~~See PLA Procedures (insert info here once the Procedures have been approved). :~~

Appeals

An applicant ~~who disputes the results of a Prior Learning Assessment~~ with a PLA request where no credit is granted may seek appeal through a request to the program coordinator for one additional assessment review. The result of the second review is final and not appealable further. ~~that decision under the normal appeals process.~~

~~**Self Study**~~

~~A reflective document or recording in which the student comprehensively self-assesses the prior learning to be examined, and which demonstrates the student's knowledge and understanding of the levels of competence required to meet the course/program learning objectives and outcomes.~~

~~**Exams/Essays**~~

~~A test/exam (written or oral) that is designed to validate the knowledge of the candidate as it relates to course requirements. The exam may be the same test or exam given to students who formally attend the course. It is limited to questions that are directly related to the learning objectives/outcomes of the course, not to information that would be available only by regular attendance in the classroom.~~

~~The exam could also be a standardized exam developed by someone from the department other than the assessor and could be focused around widely recognized standards (as set by a department or professional organization) that are equivalent to the course objectives.~~

~~The essay may be the same essay given to students who formally attend the course. The topic of the essay should be limited to those directly related to the learning objectives/outcomes of the course.~~

Page 5 of 6

	Policy No.	Replaces	Policy
CAPILANO UNIVERSITY Updated logo	**S2002-03**	**EC2002-03**	**Senate**
	Policy Name		
	Prior Learning Assessment		
Approved by	Responsibility		Category
Senate	**Senate**		
Date Issued	Date Revised	Next Review	Related Policies, Reference
	August 2014 **June 2021**	~~September 2019~~June 2026	Admissions (#) Tuition-fees (#) Requirements for Graduation (#)

~~**Simulation/Performance Assessments/Demonstrations**~~

~~Simulation or actual presentation of candidate's abilities may be live, recorded, or videotaped. The demonstration may include, but is not limited to, such activities as presenting a speech, role-playing a situation, creating a document on computer, giving a musical performance, performing a lab experiment, interviewing a client, operating equipment, or completing a procedure.~~

~~**Interviews**~~

~~The PLA interview is focused around course/program learning outcomes and may include techniques such as open-ended questions, case studies, and prepared analyses. The interview is used to clarify areas of learning, and may be used in parallel with other methods, as a sole method of assessment, and/or as a means to ensure authenticity of products.~~

~~**Portfolio Assessment/ Product Assessment (work samples)**~~

~~Documents or objects that have been produced by the candidate and demonstrate tangible proof of accomplishment. These may include, but are not limited to, reports, computer printouts, videos, illustrations, prototype models, or an artist's portfolio. Students may be asked to demonstrate abilities or answer questions about the portfolio by the assessor.~~

~~**Appeals**~~
~~tbd~~

CAPILANO UNIVERSITY	POLICY		
Policy No.	Officer Responsible		
S2002-03	**Vice-President Academic and Provost**		
Policy Name			
Prior Learning Assessment			
Approved by	Replaces	Category	Next Review
Senate		**B**	**2019**
Date Issued	Date Revised	Related Policies, Reference	
2002	**August 2014**	**S2019-01 Admissions Policy** **OP.212 Tuition and Other Fees Policy** **S2017-04 Graduation Policy**	

1   PURPOSE

This policy is to establish guidelines regarding the assessment and recognition of credit to be granted based on prior learning experience. The university values and recognizes that learning happens in a variety of ways and that students can meet course and program learning outcomes through multiple means. Having established processes where knowledge, skills, and abilities that students bring to the university environment can be assessed against established course or program learning outcomes recognizes that learning results from a range of experiences.

2   DEFINITIONS

"**Prior Learning Assessment** (PLA)" is a systematic, learner-centered process whereby students receive credit for learning that has occurred through work, training, and life experience. It is assessment, by valid and reliable means and by qualified individuals, of what has been learned outside of post-secondary courses and programs for which the granting of transfer credit is appropriate. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the admission or graduation requirements of a program offered by Capilano University.

3   SCOPE

This policy provides direction on the assessment and official recognition of students' prior learning experience.

5/4/2021 9:12 AM

4   POLICY STATEMENT

4.1   Capilano University will, when requested by a student and in accordance with established evaluation procedures, assess and grant credit for learning that the student has gained through prior life and work experiences. Where that learning is assessed as equating to the learning outcomes or objectives of a course or program at Capilano, credit will be granted.

4.2   Prior learning will be assessed and recorded within the limits of the University residency requirements and based on the determination by individual programs.

4.3   The PLA process will be administered in a way that ensures that the assessment of prior learning is reliable, current, authentic and equitable. Assessment services will be offered only in the language of instruction of the University (English, except for assessments involving competency in an Indigenous language). Assessment methods will be adapted, if necessary, to meet the needs of students with disabilities.

5   PRINCIPLES

5.1   The University will be guided by the Guidelines for Prior Learning Assessment developed by the Canadian Association for Prior Learning Assessment.

5.2   Applicants for Prior Learning Assessment must have been admitted to a program of Capilano University.

5.3   Capilano University will only award credit for prior learning that is directly applicable to the student's declared program of studies. Should a student change programs, all or some of the PLA credit previously awarded may no longer apply or, conversely, the student may be able to apply for additional PLA credit that was not appropriate under the previous program of studies.

5.4   Prior Learning Assessment involves expert judgment of relevant, demonstrable skills and knowledge relative to the learning outcomes of a particular course, program, pre-requisite or admission criteria. The standards to be applied will be equivalent to those applied to students enrolled in the course(s) for which credit is requested.

5.5   PLA assessment mechanisms should be flexible to reflect the diverse experiences of students while maintaining consistency, and rigour.

5.6   Faculty who have expertise in the curriculum area and approval by the relevant department or program will assess prior learning. All faculty involved in the assessment of learning shall have adequate experience in assessment methods that meet any quality assurance requirements.

5.7 Faculty will follow a process similar to assessing courses for transfer credit and will select one or more of the following options: equivalent course to be identified, or unassigned number of credit hours in a subject area are to be identified. Where unassigned credit is determined the year level of unassigned credit(s) must be identified.

5.8 The credits achieved through PLA will appear on the transcript. Should PLA credit be granted, the grade of CR (credit granted) will be assigned and it will be noted on the transcript that credit was earned through the PLA process.

5.9 Fees are set and published aligned with applicable university policy and procedure(s).

6   METHODS OF PRIOR LEARNING ASSESSMENT

Multiple methods of assessment may be used -- independently or in combination – to determine if the PLA applicant has met the required standards.

7   APPEALS

An applicant with a PLA request where no credit is granted may seek appeal through a request to the program coordinator for one additional assessment review. The result of the second review is final and not further appealable.

8   DESIGNATED OFFICER

The Vice-President Academic and Provost is responsible for this policy.

CAPILANO UNIVERSITY

SENATE REPORT

AGENDA ITEM:	**Credential Names and Parchment Policy, S2021-01**
PURPOSE:	☒ **Approval** ☐ **Information** ☐ **Discussion**
MEETING DATE:	**April 27, 2021**
PRESENTER:	**Corey Muench; Chair, Senate Bylaw, Policy, and Procedure Committee**

PURPOSE

The Credential Names and Parchment Policy was brought forward for review and approval at the April 27, 2021 meeting of the Senate Bylaw, Policy and Procedure Committee.

BACKGROUND

In May 2020, S2015-05 Credential and Course Criteria was replaced by S2020-01 Academic Credentials and S2020-02 Course Numbering and Credit Level. S2015-05 included a section on Credential Nomenclature. With the rescinding of S2015-01, the development of a distinct policy guiding credential naming principles was required. In addition to providing guidance on the naming of credentials, the proposed new policy also provides guidance on what shall appear on the parchment itself. The proposed policy mirrors conventions adopted by other BC post-secondary institutions.

DISCUSSION

No major changes recommended. Senate is provided with two versions of the document: a "track changes" copy and a clean, finalized copy.

RECOMMENDATION

THAT Senate approve the new Credentials and Parchment Policy as presented.

	POLICY		
Policy No.	Officer Responsible		
S2021.01.XX	**Vice-President Academic and Provost**		
Policy Name			
Credential Names and Parchment			
Approved by	Replaces	Category	Next Review
	New	**B**	
Date Issued	Date Revised	Related Policies, Reference	
		S2020-01 Academic Credentials **S2017-04 Graduation**	

1   PURPOSE

This policy outlines the requirements for the naming of credentials and what information appears on the credential parchment.

2   DEFINITIONS

"Credential" is a Senate-approved body of academic work. The credential is awarded to students who have completed the requirements of a recognized citation, certificate, diploma, or degree program.

"Parchment" is the physical document issued by Capilano University (University) that certifies the completion of a credential. The credential is awarded to students who have completed the requirements of a recognized program.

"Program" is a Senate-approved set of courses and requirements offered as a credential.

3   SCOPE

This policy applies to all credentials offered and parchments issued by the University.

4   POLICY STATEMENT

In accordance with the *University Act*, the Capilano University Senate approves the requirements for academic programs leading to a credential.
Policy: Credential Names and Parchment

5   CREDENTIAL NAMES

5.1   Credential names should reflect the names of the faculties or schools.

5.2   Credential names should identify the field of study in a manner that is consistent with usage in North America.

5.3   New credential names should not be approved unless a strong case can be made that it would be either confusing or inconsistent with North American practice to offer the program within an existing credential.

6   PARCHMENT

6.1   The following information is to be recorded on the parchment:

   a.   The full legal surname, first name and middle name of the student; an Anglicized name or nickname in parentheses may be included on request (e.g. Ming (Sophie) Liu, Roberto (Bobby) Mazzon);

   b.   Name of the credential earned;

   c.   Date of the Senate meeting at which the credential was approved;

   d.   Any and all applicable concentrations, minors, majors and honours;

   e.   Signature of the Chancellor, the President, the Registrar, and the appropriate Dean; and

   f.   The University seal.

6.2   Appearance of the Credential

The credential and program information that appears on the parchment should be clearly identified to and approved by the Senate when the program is approved.

6.3   Credentials will be identified before any areas of specialization.

6.4   Citations, Certificates and Diplomas

   Credentials of this type will be named as follows:

   a.   Citation in [PROGRAM NAME];

   b.   Certificate~~ion~~ in [PROGRAM NAME];

   c.   Diploma in [PROGRAM NAME];

   d.   Where 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.

Policy: Credential Names and Parchment   Page 2 of 4

6.5 Associate Degrees

Credentials of this type will be named as follows:

a. Associate of [PROGRAM NAME] – [FIELD OF STUDY]
e.g. Associate of Science – Biology.

6.6 Baccalaureate Degrees

Credentials of this type will be named as follows:

a. Bachelor of [PROGRAM NAME].

e.g. Bachelor of Motion Picture Arts.

b. 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.

6.7 Concentrations, Minors and Majors

Credentials that are accompanied by a concentration, minor or major will be named Bachelor of [PROGRAM NAME] with a [CONCENTRATION, MINOR OR MAJOR] in field of study. e.g. Bachelor of Business Administration with a Concentration in Human Resources.

6.8 Post-Baccalaureate Certificates and Diplomas

Credentials of this type will be named as follows:

a. Post-Baccalaureate Certificate in [PROGRAM NAME]
b. Post-Baccalaureate Diploma in [PROGRAM NAME]
e.g. Post-Baccalaureate Diploma in North American Business Management.

6.9 Graduate Certificate and Diplomas

Credentials of this type will be named as follows:

a. Graduate Certificate in [PROGRAM NAME]
b. Graduate Diploma in [PROGRAM NAME]
e.g. Graduate Diploma in International Management.

6.10   Master Degrees

Credentials of this type will be named as follows:

 a. Master of [PROGRAM NAME]
 b. When appropriate, the program name will be followed by an em dash and the field of study.
    e.g. Master of Arts – English.

	POLICY		
CAPILANO UNIVERSITY			
Policy No.	Officer Responsible		
S2021-01	**Vice-President Academic and Provost**		
Policy Name			
Credential Names and Parchment			
Approved by	Replaces	Category	Next Review
	New	**B**	
Date Issued	Date Revised	Related Policies, Reference	
		S2020-01 Academic Credentials **S2017-04 Graduation**	

1   PURPOSE

This policy outlines the requirements for the naming of credentials and what information appears on the credential parchment.

2   DEFINITIONS

"Credential" is a Senate-approved body of academic work. The credential is awarded to students who have completed the requirements of a recognized citation, certificate, diploma, or degree program.

"Parchment" is the physical document issued by Capilano University (University) that certifies the completion of a credential. The credential is awarded to students who have completed the requirements of a recognized program.

"Program" is a Senate-approved set of courses and requirements offered as a credential.

3   SCOPE

This policy applies to all credentials offered and parchments issued by the University.

4   POLICY STATEMENT

In accordance with the *University Act*, the Capilano University Senate approves the requirements for academic programs leading to a credential.

Policy: Credential Names and Parchment

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5.1   Credential names should reflect the names of the faculties or schools.

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6   PARCHMENT

6.1   The following information is to be recorded on the parchment:

    a.   The full legal surname, first name and middle name of the student; an Anglicized name or nickname in parentheses may be included on request (e.g. Ming (Sophie) Liu, Roberto (Bobby) Mazzon);

    b.   Name of the credential earned;

    c.   Date of the Senate meeting at which the credential was approved;

    d.   Any and all applicable concentrations, minors, majors and honours;

    e.   Signature of the Chancellor, the President, the Registrar, and the appropriate Dean; and

    f.   The University seal.

6.2   Appearance of the Credential

The credential and program information that appears on the parchment should be clearly identified to and approved by the Senate when the program is approved.

6.3   Credentials will be identified before any areas of specialization.

6.4   Citations, Certificates and Diplomas

Credentials of this type will be named as follows:

    a.   Citation in [PROGRAM NAME];

    b.   Certificate in [PROGRAM NAME];

    c.   Diploma in [PROGRAM NAME];

    d.   Where 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.

6.5   Associate Degrees

Credentials of this type will be named as follows:

a.   Associate of [PROGRAM NAME] – [FIELD OF STUDY]
e.g. Associate of Science – Biology.

6.6   Baccalaureate Degrees

Credentials of this type will be named as follows:

a.   Bachelor of [PROGRAM NAME].

e.g. Bachelor of Motion Picture Arts.

b. 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.

6.7   Concentrations, Minors and Majors

Credentials that are accompanied by a concentration, minor or major will be named Bachelor of [PROGRAM NAME] with a [CONCENTRATION, MINOR OR MAJOR] in field of study. e.g. Bachelor of Business Administration with a Concentration in Human Resources.

6.8   Post-Baccalaureate Certificates and Diplomas

Credentials of this type will be named as follows:

a.   Post-Baccalaureate Certificate in [PROGRAM NAME]
b.   Post-Baccalaureate Diploma in [PROGRAM NAME]
e.g. Post-Baccalaureate Diploma in North American Business Management.

6.9   Graduate Certificate and Diplomas

Credentials of this type will be named as follows:

a.   Graduate Certificate in [PROGRAM NAME]
b.   Graduate Diploma in [PROGRAM NAME]
e.g. Graduate Diploma in International Management.

6.10   Master Degrees

Credentials of this type will be named as follows:

   a. Master of [PROGRAM NAME]
   b. When appropriate, the program name will be followed by an em dash and the field of study.
      e.g. Master of Arts – English.

CAPILANO
UNIVERSITY

SENATE CURRICULUM COMMITTEE
RESOLUTION MEMO

DATE: April 19, 2021

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 April 16th, 2021.

21/41 The prerequisite revisions to TOUR 221 – Conference Services be recommended to Senate for approval.

21/42 The revision to the course level/number of EDUC 380 – Advanced Studies of the Pedagogista to EDUC 479 and the prerequisite revision, as well as the revision to the Bachelor of Early Childhood Care and Education Degree and Early Childhood Care and Education Post Baccalaureate Diploma program profiles, be recommended to Senate for approval.

21/43 The prerequisite revisions to BFIN 286 – Personal Financial Planning, BFIN 321 – Fundamentals of Investments, BFIN 386 – Insurance for Financial Planning, and BFIN 486 – Intermediate Personal Finance, as well as Cap Core designation under the heading *Experiential* to BFIN 486, be recommended to Senate for approval.

21/44 The revisions to the North American and International Management Graduate Diploma, North American Business Management Applied Post Baccalaureate Diploma, and North American Business Management Post Baccalaureate Diploma program profiles be recommended to Senate for approval.

21/45 The prerequisite revisions to BADM 475 – Negotiation Skills, BMKT 316 – Branding and Innovation, and IBUS 357 – International Marketing be recommended to Senate for approval.

Deb Jamison

Deb Jamison, Chair
Senate Curriculum Committee

Paul Dangerfield
Chair, Senate

Date: APRIL 19, 2021

Date: