



## SENATE MEETING

Tuesday, May 9, 2017 4:00 – 6:00 pm  
Capilano University – LB 322

### AGENDA

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1. **Acknowledgments**  
*We respectfully acknowledge the Lil'wat, Musqueam, Squamish, Sechelt and Tsleil-Waututh people on whose territories our campuses are located.*
2. **Welcome**
3. **Approval of the Agenda - Decision** Senate Members
4. **Approval of the April 4, 2017 Minutes – Decision** Senate Members  
Schedule 4
5. **Correspondence Received - None**
6. **Business Arising** Paul McMillan  
6.1 Cap Core Ad Hoc Committee Update – *Decision* Schedule 6.1  
6.2 Senate Self-Evaluation Committee – *Information* Grace Makarewicz  
6.3 Senate Nominating Committee – *Decision* Chris Bottrill  
6.4 Consent Agenda – *Information* Nanci Lucas
7. **New Business**  
7.1 Graduates – *Decision* Karen McCredie  
7.2 Senate Election: Fine & Applied Arts Voting Representative and  
Arts & Science Non-Voting Representative - *Information* Karen McCredie
8. **Committee Reports**  
8.1 Academic Planning and Program Review Committee – *Information* Paul McMillan  
8.2 By-law, Policy and Procedure Committee – *Information* Caroline Depatie  
8.3 Curriculum Committee – Resolution Memorandum - *Decision* Deb Jamison  
Link to [April 21, 2017](#) Minutes Schedule 8.3  
8.4 Instructional Technologies Advisory Committee Don Bentley



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**9. Other Reports**

9.1 Chair of Senate – *Information*

Paul Dangerfield

9.2 Vice Chair of Senate – *Information*

Nanci Lucas

9.3 VP Academic and Provost – *Information*

Rick Gale

9.4 Board Report – *Information*

Carol Howorth

**10. Discussion Items**

**11. Other Business**

**12. Information Items**

12.1 June Senate Meeting



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**Present:** Paul Dangerfield (Chair), Imroz Ali, Don Bentley, Kim Bothen, Chris Bottrill, Brent Calvert, Julia Denholm, Caroline Depatie, David Fung, Rick Gale, Michelle Gervais, Carol Howorth, Deb Jamison, David Kirk, Nanci Lucas, Grace Makarewicz, Brad Martin, Karen McCredie, Paul McMillan, Jennifer Moore, Jorge Ocegueda, Emma Russell, Sandra Seekins, Emily Solomon, Erik Steel, Sharka Stuyt, Michael Thoma, Carleen Thomas, Halia Valladares, Stephanie Wells, Stephen Williams, Recorder: Mary Jukich

**Regrets:** Cyndi Banks, Brittany Barnes, Darin Feist, Bacle Younan

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

#### 1. Acknowledgement

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

#### 2. Welcome

As a result of a vacant seat, Kim Bothen assumed voting rights for the Faculty of Fine and Applied Arts.

#### 3. Approval of the Agenda

*Deb Jamison moved and Michelle Gervais seconded:*  
 To adopt the agenda.

**CARRIED**

#### 4. Approval of the Minutes

*Kim Bothen moved and Deb Jamison seconded:*  
 To adopt the March 7<sup>th</sup>, 2017 minutes

**CARRIED**

#### 5. Correspondence Received – None



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#### 6. Business Arising

##### 6.1 Cap Core Ad Hoc Committee Update

*Presented by: Paul McMillan*

The learning outcomes have been finalized and two world style cafés will be scheduled for April 18<sup>th</sup> and April 21<sup>st</sup> for the campus community to provide comments and feedback.

A page on the website will be created for feedback, as well as having the event uploaded to the web.

#### 7. New Business

##### 7.1 Senate Self-Evaluation Committee

*Presented by: Nanci Lucas*

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

##### 7.2 Senate Nominating Committee

*Presented by: Nanci Lucas*

The Senate Nominating Committee was requested to convene to consider candidates to serve as Vice-Chair of Senate, and Chair of the Senate Student Appeals Committee.

##### 7.3 Election

*Presented by: Karen McCredie*

Senate was informed that Imroz Ali and Hassan Merali were elected as student representatives to the Board.

Nominations are being accepted for the non-voting seat from the Faculty of Arts & Sciences, with a term ending July 31, 2018.

Nominations will also be opened for the voting seat from the Faculty of Fine & Applied Arts.



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#### **7.4 Consent Agenda**

*Presented by: Nanci Lucas*

Senate was requested to consider moving to consent agendas.

The consent agenda would allow for those decisions that do not require discussion be approved in one motion. However, members would still have the opportunity to request an item be removed from the consent agenda, and placed on the regular agenda for discussion.

Members discussed the advantages, and disadvantages, of moving to a consent agenda, including freeing up time at meetings for lengthier discussion and debate on items requiring decisions. It was noted that consent agendas would require members to review the agendas prior to meetings to determine whether there were any items they wished removed from the consent agenda. As well, if the Chairs of the subcommittees were providing a report to Senate for information, the written report would be required one week in advance to be included in the Senate agenda package.

As consensus was not reached, and questions raised on how to determine which items be considered for the consent or regular agenda, it was suggested that a small group be formed to continue discussion, and bring a recommendation back to Senate. The group will consist of Deb Jamison, Paul Dangerfield, Nanci Lucas, Rick Gale, Michael Thoma and Kim Bothen.

Senate was also requested to consider requesting that the SCC agendas be published with all the schedules included.

#### **8. Committee Reports**

##### **8.1 Academic Planning and Program Review Committee**

*Presented by: Paul McMillan*

Members were reminded that the Committee is responsible for looking at performance indicators for programs, and that there are currently six approved KPI's. Discussion at the previous Committee meeting focussed on the complexities of student evaluation of instruction and incorporating this evaluation.



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As a result of discussion, the Committee brought to Senate a recommendation that an ad hoc committee be formed to focus solely on incorporating, and working out the various issues around overlapping evaluation and complexity of implementing this evaluation.

It was noted that the University is required to have a practice in place where students can evaluate the courses that they take, or teaching evaluation which will allow students a voice in evaluation of their experience.

*Rick Gale moved and Sharka Stuyt seconded:*

**17/40** That Senate strike an ad hoc committee charged with investigating the practice of student evaluation of courses and/or learning, and that the committee bring forward findings and recommendations for the fall term 2017.

**CARRIED**

## **8.2 By-law, Policy and Procedure Committee**

*Presented by: Caroline Depatie*

### **8.2.1 Academic Schedule Policy**

Senate was previously requested to provide advice to the Board on the new Academic Schedule Policy. Senate subsequently referred the policy to the By-law, Policy and Procedure Committee, and the committee's recommendations were presented for review and approval.

*Caroline Depatie moved and Halia Valladares seconded:*

**17/41** The recommendations to the Board with regard to the Academic Schedule Policy be endorsed by Senate.

**CARRIED**

### **8.2.2 S2009-05 Program Approval Process**

As a result of the recent approval of the Board Policy on Program Approval, Senate was requested to rescind Senate Policy S2009-05 Program Approval Process.



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*Caroline Depatie moved and Imroz Ali seconded:*

**17/42** Senate Policy S2009-05 Program Approval Process be **CARRIED**  
 rescinded.

#### 8.3 Curriculum Committee

*Presented by: Deb Jamison*

The resolutions brought forward from the March 17<sup>th</sup>, 2017 Senate Curriculum Committee meeting were presented to Senate for approval.

*Deb Jamison moved and Jennifer Moore seconded:*

**17/43** SCC resolutions 17/19 to 17/39 be endorsed by Senate. **CARRIED**

A list of new and returning members commencing a new two-year term on the Senate Curriculum Committee was presented for approval.

*Deb Jamison moved and Jennifer Moore seconded:*

**17/44** Senate endorse the following members to serve on the SCC **CARRIED**  
 for a two-year period commencing August 15<sup>th</sup>; Aurelea Mahood, Deanna Baxter, Seanna McPherson, Darcie Hillebrand, Michelle Gunness, Annabella Cant, Sean Ashley.

#### 8.4 Instructional Technologies Advisory Committee

*Presented by: Don Bentley*

On March 14, 2017, SITAC held a Spring EdTech Forum in conjunction with the CFA. SITAC was very pleased the attendance and engagement with the University community. SITAC is planning similar forums for both the Fall and Spring of the next academic year.

SITAC is pleased to announce its advisory role to IT Services on IT Services' newly created \$20,000 EdTech Innovation Fund. The purpose of the fund is to encourage experimentation with educational technology and to provide funding for the one-time purchase of software and other ed-tech products and services.



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The VP Academic (Rick Gale) in conjunction with SITAC are pleased to encourage attendance at the Open Textbook Summit 2017 taking place on May 24-25 at SFU Downtown. The VP Academic is offering to pay the \$200 conference fee (on a first-come first-serve basis, on or before April 30, while funds are available). This funding is available to interested faculty members, student senators, student board members and CSU executive members. Those attending the Open Textbook Summit are asked to attend a SITAC meeting on Tuesday, May 30, 10:00-11:20 to discuss Open Textbook ideas for CapilanoU.

#### 8.5 Tributes Committee

*Presented by: Chris Bottrill*

Senate was informed that one candidate was deferred to next year's convocation.

### 9. Other Reports

#### 9.1 Chair of Senate

*Presented by: Paul Dangerfield*

Paul reported that the follow-up presentations to the campus community on the Operating Plan and Budget were successful, and good questions and feedback received. One of the consistent questions continues to be on the credential map. It was noted that work is underway by the VP Academic & Provost's office to finalize the credential map, and a forum will be scheduled towards the end of April for presentation to the campus community.

The University budget was presented and approved at the last Board meeting, and uncertainty continues around government and the pending Provincial election. Regardless of the election results, the University is anticipating a new provincial budget drawn up in the fall. Work is underway with Capilano counterparts in preparation for a debriefing on background and institutional history with the possible new Ministry and officials.

At upcoming meetings, Senate will be provided with updates on any possible impacts to the University.

#### 9.2 Vice Chair Senate

*Presented by: Nanci Lucas*





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Potential candidates for Vice-Chair of Senate were invited to contact Nanci for an overview of duties.

The Sexual Violence and Misconduct Policy will be going to the Board Policy and Planning Committee for a second presentation, and it is anticipated that it will be presented for approval at the April Board meeting.

The Credential and Course Criteria Policy includes a grandfathering clause that credentials had three years, or the next program review, to align with the policy. Members were encouraged that when credentials are reviewed, to incorporate Cap Core, once finalized.

#### 9.3 VP Academic and Provost

*Presented by: Rick Gale*

The search for a new University Librarian is almost complete, and an announcement made shortly.

The University held another successful campus waste audit conducted with 103 students signed in from classes in Biology, Geography, Global Stewardship, International Business, NABU, Recreation, and Tourism. This event highlighted curriculum integration and student engagement/experiential learning.

Capilano students will be presenting their research at the first Student Research Symposium on Saturday April 22<sup>nd</sup>, and everyone was invited to attend.

Bernadette Andrade has agreed to fill the position of Manager, Academic Initiatives and Planning, which will play a key role in program review, degree development, and accreditation.

#### 9.4 Board Report

*Presented by: Carol Howorth*

Senate was informed that the Board approved the 2017/2018 budget at their meeting on March 14<sup>th</sup>.



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The Board Policy and Procedure subcommittee is providing input on the Sexual Violence and Misconduct Policy.

#### 10. Discussion Items

Capilano alumni were acknowledged for their accomplishments at the 2017 Juno Awards.

There will be an all candidates debate on Monday, April 10<sup>th</sup> open to both students and the entire campus community, as well as a session specific to students on Tuesday, April 11<sup>th</sup> at the Wosk Centre downtown.

There was a general discussion on the University considering, and possibly looking at, opportunities for federal funding.

#### 11. Other Business

No other business was presented.

#### 12. Information Items

No information items were presented.

There being no further business, and on motion duly made, the meeting was adjourned at 5:15 pm.

**Next Meeting: Tuesday, May 9, 2017**

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### **Senate Cap Core Ad-Hoc Committee Recommendations to Senate**

The Senate Cap Core Ad-Hoc Committee was established in December 2016 to work toward implementation of the Cap Core program by fall 2018. The mandate of the committee had three components: to recommend Cap Core learning outcomes to Senate; to recommend a timeline for implementation of the Cap Core curriculum to Senate; to consider possible exceptions to the Cap Core curriculum and recommend them to Senate. The committee was charged with making recommendations to Senate by May 2017. The committee met throughout the spring 2017 semester and was able to fulfill the first part of its mandate. Based on this work the committee is prepared to make three recommendations to Senate.

#### **RECOMMENDATION 1**

Senate approve the Cap Core learning outcomes developed by the Senate Cap Core Ad-Hoc Committee.

#### **RECOMMENDATION 2**

Senate direct the University to review and assess the success of the Cap Core program, including the Cap Core learning outcomes, within two years of implementation.

#### **RECOMMENDATION 3**

Senate establish another ad-hoc committee to facilitate full implementation of the Cap Core program by fall 2018.

## **CAP CORE LEARNING OUTCOMES**

**Mission Statement: The Cap Core curriculum is an integrated educational experience providing students with an interdisciplinary grounding for lifelong learning and active citizenship.**

### **Foundation**

**Foundational courses in literacy and numeracy help students attain the general knowledge and skills necessary to communicate and reason effectively.**

#### **Literacy**

**Students who complete a foundation literacy course are able to do the following:**

- Identify and use writing conventions expected for a specific discipline or task, including organization, content, presentation, format, citation, and style.
- Assess the relevance, adequacy, and credibility of information, arguments and evidence used to reach conclusions in oral and written texts.
- Complete all steps in the academic writing process: researching, drafting, revising, and editing.
- Employ an appropriate communication style for a given audience, context, and purpose.
- Offer and accept constructive feedback.

#### **Numeracy**

**Students who complete a foundation numeracy course are able to do the following:**

- Apply both analytical and numerical skills to solve problems.
- Summarize and analyze data in quantitative forms.
- Interpret and draw conclusions from an analysis of quantitative data.
- Represent quantitative information in a variety of forms (e.g. symbolically, visually, numerically, and verbally).
- Incorporate quantitative evidence in support of an argument.

### **Integration**

**Integration courses provide foundational knowledge about the natural, cultural, and social worlds. Students will explore ways of knowing, including Indigenous ways of knowing, from across the disciplines at Capilano University.**

**Students who complete integration courses have met a minimum of four outcomes from each of the three areas.**

#### **Science and Technology**

- Apply numerical and computational strategies to solve problems.
- Assess the cultural, economic, and political effects of technology.
- Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved.
- Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).

## **Integration, Science and Technology, continued**

- Demonstrate how a problem, concept, or process can be modelled numerically, graphically, or algorithmically.
- Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings.
- Participate in scientific inquiry and communicate the elements of the process, including making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results.

## **Culture and Creative Expression**

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

## **Self and Society**

- Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
- Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society.
- Apply concepts of sustainable development to address sustainability challenges in a global context.
- Analyze the impact of colonialism and racism on Indigenous peoples.
- Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.
- Generate strategies for reconciling Indigenous and Canadian relations.
- Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.

## **Professional Practice**

**Professional practice includes experiential and capstone courses. Experiential courses link classroom learning with practical application. A capstone is a culminating course or project integrating the knowledge, skills, and values developed during the student's academic career.**

## **Experiential**

**Students who complete an experiential course are able to do the following:**

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

## **Capstone**

**Students who complete a capstone course are able to do the following:**

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

	A	B	C	D	E	F	G
1	<b>CAP CORE IMPLEMENTATION TIMELINE</b>						
2	<b>Tasks</b>	<b>Spring 2017</b>	<b>Summer 2017</b>	<b>Fall 2017 year one courses available</b>	<b>Spring 2018</b>	<b>Summer 2018</b>	<b>Fall 2018 year two Core curriculum required</b>
3	Key targets	Timeline and outcomes to Senate	NWCCU report August 15 Establish Cap Core SCC sub-committee to review/approve Cap Core courses	Cap Core courses on offer	Program profiles for 4-yr degrees include Cap Core requirement	NWCCU 7-year report August 15	NWCCU year 7 site visit Cap Core req'd for all 4-yr degree students
	<b>DRAFT</b>						
4	Communication/ ops Implementation	Communicate outcomes and timeline	Share outcomes. 30 credits: 15 internal; 15 external	Cap Core expectations for 2018 students posted to web	IT and RO work with areas to develop tracking mechanisms	All Cap Core courses tagged with appropriate attributions	The Cap Core curriculum is an integrated educational experience providing students with an interdisciplinary grounding for lifelong learning and active citizenship.
5	<b>Curriculum Development and Implementation</b>						
6	Experiential	Each program to identify/ develop three experiential credits at the 400-level		Approval of experiential courses where needed			Implement experiential year 4 courses.
	<b>DRAFT</b>						
7	Capstone	Each program to identify/ develop three capstone credits at the 400-level		approval of capstone courses where needed			Implement capstone year 4 courses.
8	Literacy and Numeracy			Literacy and numeracy courses pilot			
9	Integration course development and approval. Science & Technology; Culture & Creative Expression; Self & Society			Create or identify and revise course curriculum to align with Cap Core Integration outcomes			Implement approved external-to-program Integration courses at all levels
	<b>DRAFT</b>						
10	Program-specific Course Revisions			Create or identify and revise program-based course curriculum to meet Cap Core outcomes			Implement approved internal-to-program Integration courses at all levels
	<b>DRAFT</b>						
11	Program Profile Revisions	Develop profile statement for 4-year degrees		Begin program profile updates	All 4-yr profiles revised		Students starting 4-yr degrees in 2018 must meet Cap Core requirements
12	Assessment				Literacy and numeracy courses	planning for ongoing review and assessment	Plan for 100- and 200-level Cap Core course assessment in spring 2019
13	Reporting	Start NWCCU report	Report due Aug 15		Start Year 7 report	Year 7 report due Aug 15	NWCCU site visit



**DATE:** April 28, 2017  
**TO:** Paul Dangerfield, Chair, Senate  
**FROM:** Deb Jamison, Chair, Senate Curriculum Committee

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The following motions were carried by the Senate Curriculum Committee at its meeting on April 21, 2017. Please acknowledge below that the Senate endorses its approval of the following motions:

- 17/40** The revision to the Associate of Arts Degree – Global Stewardship admission requirements be recommended to Senate for approval.
- 17/41** The revisions to the admission requirements for the Bachelor of Music Therapy Program Profile be recommended to Senate for approval.
- 17/42** The prerequisite revision to BMTH 047 – Advanced Foundations Mathematics I be recommended to Senate for approval.
- 17/43** The prerequisite revisions to EDUC 240 – Advanced Child Development and EDUC 251 – Centre Operations be recommended to Senate for approval.
- 17/44** The revisions to the pre-requisites and co-requisites for the following courses:

- EDUC 475 – Graduating Seminar
- EDUC 373 – Inquiry-Based Learning in ECCE
- EDUC 375 – Early Childhood: Children, Culture and Globalization
- EDUC 376 – Global Perspectives on Literature and Literacy
- EDUC 379 – Pedagogista Studies: Role of the Pedagogista
- EDUC 383 – Curriculum – Outdoor Environments
- EDUC 470 – Issues and Perspectives on Young Children, Families & ECCE
- EUC 471 – Leadership, Advocacy and Policy in ECCE
- EDUC 472 – Contemporary Issues in ECCE
- EDUC 474 – Social Justice and Ethics in ECCE
- EDUC 476 – Atelierista Studies: Studio Research in ECCE
- EDUC 477 – Atelierista Studies: Young Children and the Arts
- EDUC 384 – Curriculum: Numeracy in the Early Years
- EDUC 473 – Teacher as Researcher
- EDUC 483 – Curriculum: Outdoor Environments II

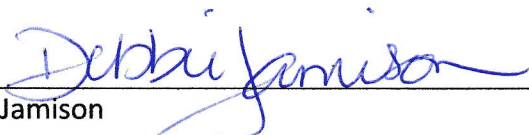
as well as the course title changes for EDUC 379, EDUC 476, and EDUC 477, be recommended to Senate for approval.



**DATE:** April 28, 2017  
**TO:** Paul Dangerfield, Chair, Senate  
**FROM:** Deb Jamison, Chair, Senate Curriculum Committee

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- 17/45** The new course, EDUC 386 – Pedagogista Studies: Engaging with the West Coast be recommended to Senate for approval.
- 17/46** The new course, EDUC 385 – Advanced Curriculum Studies be recommended to Senate for approval.
- 17/47** The new course, EDUC 388 – The Pedagogical Practice of Pedagogical Narrations, be recommended to Senate for approval.
- 17/48** The revisions to the Bachelor of Early Childhood Care and Education Degree Program Profile and Early Childhood Care and Education Post Baccalaureate Diploma Program Profile be recommended to Senate for approval.
- 17/49** The revisions to PHYS 114 – Fundamental Physics I and PHYS 115 – Fundamental Physics II be recommended to Senate for approval.



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Deb Jamison  
Chair, Senate Curriculum Committee

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Paul Dangerfield  
Chair, Senate

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Date: April 28, 2017

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Date: