



SENATE MEETING

Tuesday, December 4th, 2018 4:00 – 6:00 pm
Capilano University – LB 322

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 November 6, 2018 Minutes – Decision** Senate Members
Schedule 3
4. **Correspondence Received**
5. **Business Arising – None**
6. **New Business**
 - 6.1 Senate Appeal Committee Membership – *Information* Laureen Styles
 - 6.2 Cap Core Working Group – *Information* Laureen Styles
7. **Committee Reports**
 - 7.1 Academic Planning and Program Review Committee – *Decision* Michael Thoma
Stage 1 – Bachelor of Arts with a Major in Psychology, Honours in Psychology and a Minor in Psychology Schedule 7.1
 - 7.2 By-law, Policy and Procedure Committee – *Information* Stephen Williams
 - 7.3 Curriculum Committee – *Decision* Deb Jamison
[Nov 16, 2018 – Agenda Package](#) / [Nov 16, 2018 Draft Minutes](#)
Resolution Memorandum Schedule 7.3
 - 7.4 Instructional Technologies Advisory Committee – *Information* Aurelea Mahood
 - 7.5 Budget Advisory Committee – *Information* Marnie Findlater
8. **Other Reports**
 - 8.1 Chair of Senate Paul Dangerfield
 - 8.1.1 Freedom of Expression Statement – *Information* Schedule 8.1.1



SENATE MEETING

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

AGENDA

- | | |
|--|----------------|
| 8.2 Vice Chair of Senate – <i>Information</i> | Majid Raja |
| 8.3 VP Academic and Provost – <i>Information</i> | Laureen Styles |
| 8.4 Board Report – <i>Information</i> | Duncan Brown |
| 9. Discussion Items | |
| 10. Other Business | |
| 11. Information Items | |



SENATE MEETING

Tuesday, November 6th, 2018 4:00 pm
 Capilano University – Room LB 322

MINUTES

Present: Paul Dangerfield (Chair), Sean Ashley, Duncan Brown, Brent Calvert, Dilnavaz Dhillon, Marnie Findlater, David Fung, Robin Furby, Kyle Guay, Michelle Gervais, Ted Gervan, Deb Jamison, Aisha Lakhdhir, Aurelea Mahood, Brad Martin, Joshua Millard, Lauren Moffatt, Corey Muench, Majid Raja, Adam Sale, Debbie Schachter, Ekaterina Sergeeva, Jaswinder Singh, Graeme Sleep, Michael Thoma, Tammy Towill, Diana Twiss, Halia Valladares, Mark Vaughan, Stephanie Wells, Stephen Williams, Recording Secretary: Mary Jukich

Regrets: Cyndi Banks, Judy Snaydon, Laureen Styles, Carleen Thomas, Toran Savjord

Acknowledgement

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

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

1. Welcome

2. Approval of the Agenda

*Paul Dangerfield moved and Halia Valladares seconded:
 To adopt the agenda.*

CARRIED

3. Approval of the Minutes

*Ted Gervan moved and Debbie Jamison seconded:
 To adopt the October 2, 2018 minutes.*

CARRIED

4. Correspondence Received

No correspondence was received.

5. Business Arising

There was no business arising.

6. New Business

6.1 6.1 Program Review Schedule (2019 – 2020)

Presented by: Paul Dangerfield



SENATE MEETING

Tuesday, November 6th, 2018 4:00 pm
Capilano University – Room LB 322

MINUTES

As information, Senate was presented with the revised Program Review Schedule for 2018-2019, and the planned Program Review Schedule for 2019-2020.

During the discussion, a question was raised on whether there was a target date for a school review process. As the VP Academic and Provost was absent from the meeting, a brief update will be brought to Senate.

7. Committee Reports

7.1 Academic Planning and Program Review Committee

Presented by: Michael Thoma

The Committee met on October 9th and reviewed the Concept Paper for the Bachelor of Digital Animation and Visual Effects. The Committee approved the Concept Paper to be forwarded to the Vice-President Academic and Provost.

The Committee also reviewed the revised PowerPoint presentation on Process and Procedures. This presentation was developed and intended to be presented to DAC's and APC's to inform potential program developers and presenters the role of SAPPRC, and what the Committee is looking for in terms of Concept Papers and Stage 1 Proposals. It was noted that, if requested, a member of the SAPPRC can present the PowerPoint and be available for questions.

7.2 By-law, Policy and Procedure Committee

Presented by: Stephen Williams

7.2.1 B.109.1 Student Appeals Procedure

Senate reviewed the B.109.1 Student Appeals Procedure. This is a new Procedure that presents the steps to appeal any number of decisions, including admissions, graduation, or a final grade appeal tribunal.

On review of the Procedure, the following issues were raised:

- The Procedure required some further wordsmithing revisions, including changing the word “shall” to “will” throughout the document.



SENATE MEETING

Tuesday, November 6th, 2018 4:00 pm
 Capilano University – Room LB 322

MINUTES

- In section 1.1.1, a question was raised with regard to the students knowing in advance the composition of the tribunal as currently written, the language may be ambiguous. It was suggested that for clarity, the wording be revised to “Know in advance the representation composition (role) of the tribunal”.
- Concern was raised with section 3.9.2 that if there is a conflict of interest, what the mechanism would be to disclose it. On discussion, it was suggested that for clarity, the wording be changed to read, “Any conflicts of interest or perceptions of conflicts of interest;”
- Clarity was requested on section 5.2.2 and section 6.9.2 around the lower level authority and whether these sections are required, particularly as the appeal would be the final stage and would not be heard again. In this regard, it was suggested, and members indicated comfort, with removing section 5.2.2 and section 6.9.2.

There was also a discussion with the regard to the timelines involved and that an appeal process should only be a maximum of 30 days from the point of submission. A longer process could be detrimental for students moving forward with academic plans and subsequently have a negative impact to students. However, it was noted that the current timeline is intended to ensure a fair process, and the By-law, Policy and Procedure Committee did not see a way to tighten the timelines in view of the Student Appeals Policy requirements.

Stephen Williams moved and Tammy Towill seconded:

18/41 That Senate approve Procedure B.109.1 Student Appeals.

CARRIED
1 opposed
1 abstention

Although the Student Appeals Policy was previously passed, a question was raised on section 7.3 of the Policy on who decides and why are students not included on tribunals for appeals under the Sexual Violence and Misconduct Policy, and follow up will be provided.



SENATE MEETING

Tuesday, November 6th, 2018 4:00 pm
 Capilano University – Room LB 322

MINUTES

7.3 Curriculum Committee

Presented by: Deb Jamison

7.3.1 Resolution Memorandum

The resolutions brought forward from the October 19th, 2018 Senate Curriculum Committee meeting were presented to Senate for approval.

Deb Jamison moved and ted seconded: carried

18/42 SCC resolutions 18/99, 18/101 and 18/102 be adopted by Senate.

CARRIED

With respect to resolution 18/102, as the Board has the final approval for programs, the following motion was presented.

Deb Jamison moved and Halia Valladares seconded:

18/43 Senate Curriculum Committee recommends that Senate advise the Board to approve the Citation in Contract Law.

CARRIED

7.4 Instructional Technologies Advisory Committee

Presented by: Debbie Schachter

The Committee met on October 30th, and Daniel Yasinski was elected as Chair. Discussion at the Committee meeting was mostly on whether or not to revise the existing terms of reference. As the Committee was not in agreement about the terms of reference, this will be brought to the next Committee meeting and research will be undertaken of similar committees at other institutions.

7.5 Budget Advisory Committee

Presented by: Marnie Findlater

The first meeting of the Committee was on Wednesday, October 17th. At that meeting, members were provided with an overview of the Committee's mandate as determined by the *University Act* to give advice to the President.



SENATE MEETING

Tuesday, November 6th, 2018 4:00 pm
Capilano University – Room LB 322

MINUTES

The Committee was informed that the starting point for this year will be the 2017/2018 Board approved budget. The University will be proceeding with an Integrated Planning Approach and part of the new approach will require Faculties to develop enrolment planning at the course level. Phase 2 of the process will be where budget holders develop initiatives that support the University priorities, and Phase 3 will be the development of budget requests.

The next Committee meeting is scheduled for Monday, December 17th.

8. Other Reports

8.1 Chair of Senate

Paul Dangerfield, Chair, reported that the Integrated Planning Approach for this year's budget process is a new initiative for the University. Part of the approach will allow faculty to provide ideas for enrolment plans or desires and then it will be determined how these ideas can be supported by the University.

The University recently submitted an update to the Ministry for the end of the second quarter which indicated that the University is in a favourable position, and it is anticipated that this trend may continue for this and possibly next year. The end of the third quarter is a critical time to identify to government how we are tracking, and this will be completed in December.

The joint Board and Senate social is scheduled for Tuesday, December 4th, following the Senate meeting.

8.2 Vice-Chair Senate

Majid Raja, Vice-Chair, reported that membership is mostly full on the Senate subcommittees.

The Research Ethics Board has met a few times. The approval form is ready and will be posted to the website. The SharePoint website is active and receiving feedback with regard to processes. A recording of a recent Webinar explaining the process of research approval will be posted.



SENATE MEETING

Tuesday, November 6th, 2018 4:00 pm
Capilano University – Room LB 322

MINUTES

8.3 VP Academic and Provost

There was no report from VP Academic and Provost.

8.4 Board Report

Duncan Brown reported that the Board has not met since the last Senate, and the next Board meeting is scheduled for Tuesday, November 20th. In addition to the regular business, the Board continues to update their policies and terms of reference for their subcommittees.

Duncan attended the recent Alumni Awards of Excellence and acknowledged a successful and inspirational event.

9. Discussion Items

No discussion items were presented.

10. Other Business

No other business was presented.

11. Information Items

The following information items were presented:

- A new website was recently launched for International Students.
- Four First Year Seminar Courses have been created which will be offered in Spring 2019. These courses are open to all first year students who have less than 30 credits in their first year. Posters with information have been printed and will be distributed shortly.
- The Bachelor of Music Therapy Program will have the external reviewers on site on Wednesday, November 7th.
- The School of Business Creating Connections event is scheduled for November 14th.
- The Chamber of Commerce Excellence Awards highlighting students and faculty will be held on November 15th.



SENATE MEETING

Tuesday, November 6th, 2018 4:00 pm
Capilano University – Room LB 322

MINUTES

- The official opening of the new CapU Learning Commons will take place on Tuesday, November 20th.

There being no further business the meeting was adjourned at 5:30 pm.

Next Meeting: Tuesday, December 4th, 2018

DRAFT

SENATE REPORT

AGENDA ITEM:	SENATE
	<input checked="" type="checkbox"/> Approval
PURPOSE:	<input type="checkbox"/> Information
	<input type="checkbox"/> Discussion
MEETING DATE:	December 4, 2018
PRESENTER:	Bachelor of Arts, Major, Minor & Honours in Psychology

PURPOSE

The Bachelor of Arts with a Major in Psychology is being developed to broaden degree options for Arts & Science students, broaden minor options for other degrees, retain our existing Associate of Arts students and attract new domestic and international students.

BACKGROUND

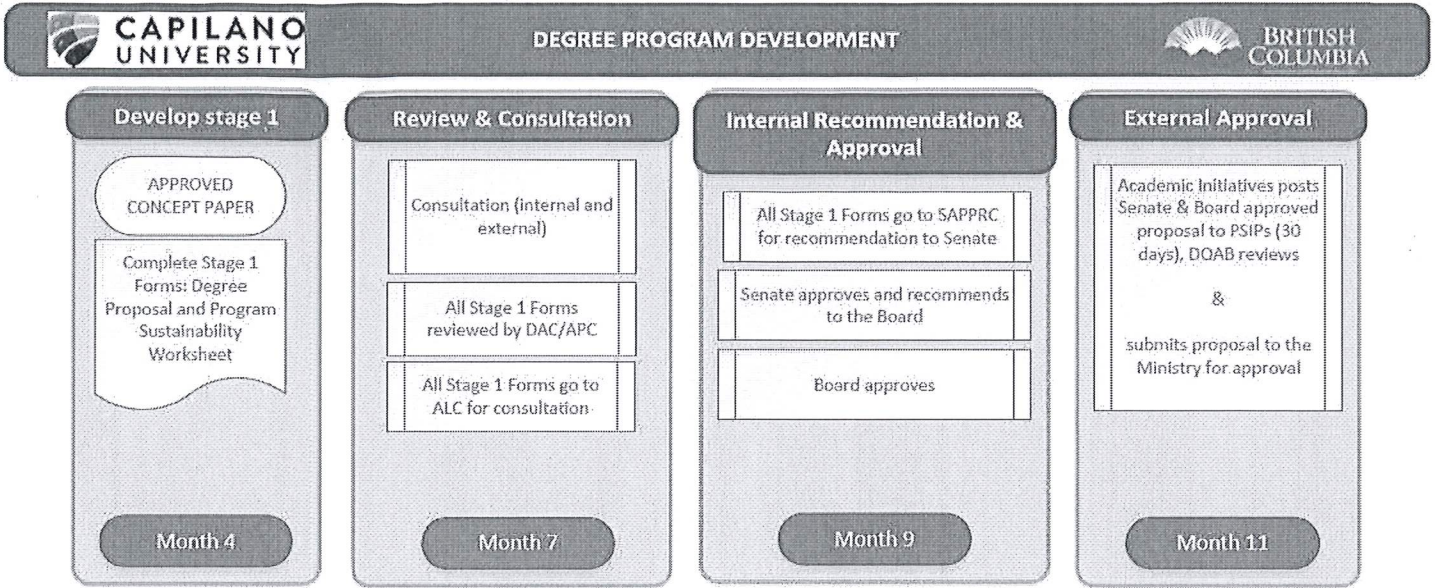
Capilano University's two priorities are to build capacity and increase the number of students enrolled in courses and programs. The Faculty of Arts & Sciences is proposing a Bachelor of Arts with a Major in Psychology. The degree will build on the strengths and popularity of our existing Associate of Arts - Psychology degree with its current upper level curriculum offered in conjunction with the Bachelor of Arts Major in Liberal Studies. In the Psychology department 2018 yearly student survey, 93% indicated they are interested in a BA Major in Psychology at Capilano. The seat utilization for psychology core courses in Fall 2017 and Spring 2018 was just over 100%; for Fall 2018 it was 103%. In the 2017/2018 academic year, and the Fall 2018 semester, over 400 students a semester from other programs took one or more psychology courses, which suggests a potential constituency for the proposed Minor in Psychology. The Major has been conservative in their enrolment projections based on the current and historical enrolment in the Associate of Arts – Psychology degree.

Of note, information provided in the Program Sustainability Worksheet are estimates only and will be refined with ongoing proposal development and consultation with Finance and various non-academic departments of the university. The Major will be self-funded through tuition.

RECOMMENDATION:

THAT Senate recommend the Stage 1 proposal for the following credentials be sent to the Board for approval:

- Bachelor of Arts with a Major in Psychology
- Bachelor of Arts with an Honours in Psychology
- Bachelor of Arts with a Minor in Psychology



Approvals

The following signatures indicate that the Stage 1 Degree development has been reviewed and approved.

DAC/APC Recommendation

AURELIA MAHMOUD Michael
 Dean Aug. 20, 2018

ALC Recommendation

Shirley Louise Styles October 18, 2018
 Chair

SAPPRC Recommendation

Michael Michael Thorne
 Chair Nov. 13, 2018

Senate Approval

 Chair (or Co-Chair) Date

Board Approval

 Chair (or Co-Chair) Date

Stage 1 Degree Submission

Capilano University - Bachelor of Arts with a Major in Psychology

November 26, 2018

The purpose of the Stage 1 Review is to determine the need for the program and how it fits with other programs currently offered by the BC public post-secondary education system. It applies to BC publicly funded post-secondary institutions as a means to ensure public resources are spent effectively.

Submission format:

- To facilitate the Stage 1 Review, institutions must complete this template to ensure that all necessary information is provided for the DQAB review.
- Supporting letters, surveys and other documentary evidence should be included as appendices.
- Use “n/a” or “non-applicable” for a criterion that does not apply and include a brief rationale.
- The submission should be concise and not exceed 12 pages or 4,000 words, excluding appendices.
- **Red represents the submission guidelines for each standard. The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion. The red comments will be removed before submission to the Ministry and should remain during our internal review & approval process.**

INSTITUTION: Capilano University

PSIPS PROPOSAL #:

PROPOSED DEGREE: Bachelor of Arts, Major, Honours and Minor in Psychology

Summary Description of Degree Program:

The Faculty of Arts & Sciences at Capilano University is proposing a **Bachelor of Arts with a Major in Psychology, Honours in Psychology, and a Minor in Psychology**. The degree will build on the strengths and popularity of our existing Associate of Arts Degree - Psychology with its current upper level curriculum offered in conjunction with the Bachelor of Arts Major in Liberal Studies.

Capilano University is a special purpose teaching university with a mandate to serve the North Shore, Sunshine Coast, and Sea to Sky region, which includes the traditional territories of the Squamish, Sechelt, Lil'wat, and Tsleil-Waututh peoples. We are the only public post-secondary institution serving this region. The proposed Psychology Major will be an important degree for the University and provides an essential opportunity for us to meet our regional mandate, expand the number of credential options at Capilano University, and offer a flexible and sought-after credential for students entering the workforce or continuing into graduate studies.

Program Structure: The proposed degree will require 120 credits that can be completed in four years or 8 semesters of full-time study. Part time study is also possible. The Psychology Major will incorporate embedded experiential and service learning, Cap Core requirements (see Appendix A), and a capstone course required by Capilano University's general education requirements. The Psychology Honours option will provide students interested in pursuing graduate work with an opportunity to develop and carry out supervised independent research. As the program evolves in the future, concentration options will be considered.

Program learning outcomes: Guided by the American Psychological Association's (APA) Guidelines for the Undergraduate Psychology Major, and aligned with Capilano's institutional learning outcomes, graduates of the program will be able to:

- Demonstrate knowledge of psychology's content domains, key concepts, principles and themes
- Apply their knowledge of psychology in applied settings; to social issues; and in their everyday life
- Use scientific reasoning and psychological information literacy to interpret psychological phenomena
- Demonstrate innovative and integrative thinking and problem solving and incorporate sociocultural factors in scientific inquiry
- Apply scientific methodologies and data analysis to interpret, design and conduct psychological research
- Demonstrate ethical and social responsibility and apply ethical standards in psychological science and practice
- Demonstrate competence in communication and effective writing and presentation skills
- Apply their knowledge, skills and social cognition in teamwork, leadership, and project management

Targeted students and employment prospects: Applications are expected from high school students in the Sea-to-Sky region and Lower Mainland, and from transfer students, indigenous and international students interested in our smaller classes, experiential and service learning, and our capstone course. As the APA notes, a BA in Psychology will prepare students for a wide array of in-demand careers in business, human services, social and community work, health care, education, and more. The Government of Canada data indicates that 82% of Psychology BA graduates are employed, with 68% in jobs related to psychology. The changing occupations in the 21st century will require interpersonal skills, complex problem-solving, critical thinking, judgement and evidence-based decision-making, applied competencies in research and data analysis, and the "soft skills" in our learning outcomes such as "collaboration and teamwork, communication....and people and relationship-building skills..." (*Developing Canada's Future Workforce, 2016, p. 4*).

The Psychology Major will enable students who have taken the necessary prerequisite courses to apply to professional degree programs in Education, Law, Criminology, Medicine or Business. An Honours degree will enable students to apply to graduate programs such as those in Experimental, Clinical, Counselling, Forensic Psychology, Behavioural Science, Cognitive Science, or Organizational Psychology.

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

CRITERIA:	COMMENTS:
A. Mandate	
How does the proposed program fit within the mandate of the institution?	<p>This program advances Capilano University’s mandate as a special purpose teaching university serving the North Shore, Sunshine Coast and Sea-to-Sky regions. As the only public post-secondary institution serving this growing region, its mandate includes the provision of a range of academic programs, including bachelor’s degrees.</p> <p>Capilano University currently offers only two Bachelor of Arts degrees, a Major in Liberal Studies and a Major in Applied Behaviour Analysis – Autism, and most psychology students must transfer elsewhere to complete their undergraduate studies. The proposed Psychology Major is a widely recognized, highly popular, and relevant degree that responds to Capilano University’s Academic Plan to increase degree options that will attract and retain students.</p> <p>Aligned with our mandate (<i>2018/19 Mandate Letter AEST – Capilano University</i>), the Psychology Department plans to include curriculum in the Psychology Major that responds to the <i>Truth and Reconciliation Commission of Canada: Call to Action (2012) (TRC)</i>, in partnership with our indigenous programs, faculty, and Elders-in-Residence.</p>
How does the proposed program support the current academic and strategic plan of the institution? (<i>how program strategically advances the University’s goals</i>)	<p>The proposed Psychology Major aligns with the commitment in the university’s <i>2014-2018 Academic Plan</i> to provide a high-quality educational experience that prioritizes student success. The degree will prioritize:</p> <ul style="list-style-type: none"> • Applied, practical research courses leading to a meaningful credential that emphasizes “experiential learning and real-world proficiencies, with credentials that are rigorous, current, relevant, valued, and in demand” (<i>Academic Plan, 2014-2018</i>). • A graduating Capstone course that fulfills “capstone courses linking academic work to professional practice” (<i>2015-2018 Strategic Plan</i>). • The inclusion of work and community integrated service learning that “supports and encourages experiential learning in our curriculum, enabling students to combine theoretical knowledge and in-class instruction with practical activities and real-world impact” (<i>Academic Plan, 2014-2018</i>). • Curriculum content which will include indigenous issues, in collaboration with the Kéxwusm-áyakn Student Centre, First Nations faculty, and Elders-in-Residence.

B. Capacity	
<p>To what extent does the program build on the institution's existing infrastructure, resources and experience from offering programs in related fields over the past three years? Provide supporting evidence, such as student outcome surveys or other relevant information that demonstrate satisfaction of students, employers, graduates and receiving institutions.</p>	<p>The proposed degree builds on the current infrastructure, curriculum and faculty expertise in psychology essential to the delivery of Capilano's highly popular Associate of Arts Degree - Psychology.</p> <p>All our current first and second year courses articulate through the B.C. transfer system and therefore satisfy lower-level requirements for the Flexible Pre-Major (FPM) at all universities in the province.</p> <p>The Psychology Department at Capilano has ten faculty members, all of whom have PhDs and many years of applied experience. The faculty are well equipped to offer the range of courses required for a BA in Psychology, as their discipline expertise includes research, clinical, and counselling psychology, and specializations in cultural, social, community, cognitive, mental health, personality, forensic, evolutionary, health, animal behaviour and conservation psychology. Faculty expertise thus allows for the supervision of student research projects with a real-world experiential and service learning focus.</p> <p>The <i>2015 – 2017 BC Student Outcomes Survey (DACSO)</i> reflects 90% satisfaction with Capilano University's education in the Arts and Sciences in general. The <i>BC Student Outcomes Survey</i> of student satisfaction with their Psychology program (across all institutions) found that 64% reported being satisfied with their program, and 28% were very satisfied (82% overall).</p> <p>The Psychology Department routinely surveys psychology students regarding their satisfaction with the Associate of Arts Degree - Psychology program. Results have always indicated students are highly satisfied with the program, and satisfaction has increased from 66% reporting satisfaction in 2015 to 89% in the recent May, 2018 survey (Appendix B).</p>
<p>To what extent has the institution assessed the resources required and identified funding sources needed to implement the program? Describe the possible impact the program may have on existing programs, resources, services and capacity at the institution. Identify plans for reallocating internal resources. Provide an enrolment plan for the program, identifying the projected number of students (full-time and part-time), minimum viable enrolment, and anticipated number of credentials awarded each year. Provide the timeframe required to implement the program and the anticipated launch date.</p>	<p>A complete program sustainability study for the proposed program has been completed in accordance with Capilano University's degree development practices.</p> <p>Enrolment in our core psychology courses has been tracked by the department since 1999 and consistently averages between 95% and 103% (Appendix C).</p> <p>Curriculum offerings within the program will continue to also attract non-psychology students from the Arts and Sciences Faculty and from other faculties, who would take Psychology courses as an elective or a Cap Core option (Appendix A).</p> <p>While the program will utilize equipment and materials already in place for the Associate of Arts Degree – Psychology program, some additional resources will be required, including an initial increase in instructional faculty (1.5 FTE), 1 laboratory assistant, and additional equipment for a Psychology Lab modelled on the labs at Douglas College and Langara College. The program will be designed on a self-funding basis.</p> <p>Future program development includes a plan to hire additional faculty with a background in Indigenous Studies.</p> <p>The anticipated launch date is September 2021. In Spring 2023, we expect an initial graduating class of approximately 68 students as a conservative estimate, increasing to approximately 80 within three to four years.</p>

SOCIAL AND ECONOMIC BENEFIT	
STANDARD: <i>The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.</i>	
CRITERIA:	COMMENTS:
A. Priority of Program Focus	
Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?	The program provides both social benefits and graduates prepared to meet the province's economic and labour market goals.
B. Social Benefit	
<p>What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?</p> <p>Provide references to documents that support these statements. If the program advances one or more social goals, policies and/or government priorities, provide details.</p>	<p>As a teaching university serving the Sea to Sky Corridor, Capilano provides high-quality education for a diversity of students through its small cohort classes and student-oriented teaching philosophy. Providing these students with the option to complete their undergraduate degree in psychology in their own community is of significant benefit to the region, and to students seeking an education that combines academic rigour, intellectual challenge, and important skill development (BC Student Outcomes, 2017, p. 3), with ample student support.</p> <p>Students can choose a variety of pathways during and following their BA with a Major in Psychology. Our program will offer students options among a flexible set of pathways in psychology, some more traditional and typical of any BA Major in Psychology (e.g. experimental, clinical/counselling, cognitive, educational, forensic, etc.), and other less traditional curricula pathways, including First Peoples' curriculum meaningfully responding to the TRC; behavioural science; community psychology; mental health and positive psychology; and others.</p> <p>In both the domains of research and of human service, the Psychology Major is designed to answer the <i>BC Strategic Plan (2016/17- 2019/20)</i>. The health-care system is responding to the changing needs of British Columbians, and the service learning embedded in our program prepares students for this. A recent APA (2018) article called for the "inclusion of service learning in the undergraduate psychology curriculum as a means to develop the civic outcomes of students and to enhance academic learning and personal development" through experiential service learning (in <i>Preparing the next generation of citizen psychologists: Competencies and learning outcomes across levels of education and training</i> (APA, 2018, p. 8)). Graduates will thus be able to conduct community-based research or work or volunteer in mental health support roles, which can provide a major benefit to community organizations, volunteer groups, and not-for-profit organizations.</p> <p>Psychology graduates pursue a wide variety of careers in the human service sector, in education, health care, mental health and addictions support, social services, human resources and law enforcement, among others (Appleby, 2018; CPA, 2018). These careers are of evident social benefit. Knowledge and skills that enable support for health and functioning are one focus of the proposed degree. According to the <i>BC Strategic Plan (2016/17- 2019/20)</i>, the health-care system must focus on improving the overall health of the population. With their broad shared set of applied competencies gained through service learning during their degree pathways, our Psychology</p>

	<p>graduates will be able to contribute to the growing demand for wellness and health programs, for human resources professionals, for mental health support, and for support for an aging population. With professional development competencies in soft skills such as social empathy and emotional and social intelligence (APA, 2013), graduates will also be well suited to contribute to these support services for vulnerable persons, in community support service roles.</p> <p>The program will also include practical training in community research and data analysis as part of their service learning. Psychology graduates' research and data analysis skills, critical thinking, decision making and cognitive flexibility (BC Student Outcomes, 2017) will benefit communities through evidence-based decisions for regional, community and environmental programs and program evaluations, especially those with a focus on health and well-being and behavioural science. This will prepare them to be "citizen psychologists" (APA, 2018), trained for "effective participation and leadership as members of the community" (p. 6), so necessary for an uncertain and changing economic and environmental future anticipated in the "age of disruption" in <i>Humans Wanted: How Canadian Youth Can Thrive in the Age of Disruption</i> (RBC, 2018).</p>
<p>How would the proposed program advance social goods or government priorities?</p>	<p>Our program aligns with government priorities to both deliver the services people count on and to maintain a strong sustainable economy. The broad range of skills and competencies gained from this degree will allow mobility across jobs and regions into a future in which new occupations that can't be predicted today will continue to emerge.</p> <p>In relation to the Ministry of Advanced Education's <i>2018/19-2020/21 Service Plan</i>, our program meets several key deliverables, including ensuring a "high quality and relevant post-secondary education and skills training system" (Goal 3) and responding and adapting "to the diverse needs of learners" (Objective 2.2).</p> <p>In 2017, the BC government created the Ministry of Mental Health and Addictions to improve the access and quality of mental health and addictions services for all British Columbians. We expect that our graduates will contribute to the government's priorities through employment, volunteering, and community research.</p> <p>Our estimated tuition fees will be affordable for students and compare favourably with similar programs in BC (Appendix D).</p>
<p>C. Economic Benefit</p>	
<p>What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province? If the program advances one or more economic goals, policies and/or government priorities, provide details.</p>	<p>Graduates with a BA Major in Psychology will have excellent employment prospects. According to the Government of Canada surveys, 82% of graduates with a BA in Psychology are employed, 68% in jobs related to psychology, while others are continuing their education. As well, the soft skills our students gain are essential competencies in other less directly related occupations (RBC, 2018; BC Student Outcomes, 2017).</p> <p>A graduate with a Major in Psychology is well suited for employment in research, human resources, business, mental health and social support services and with further professional training, careers in education (Appleby, 2018), and data cited by the APA (Appleby, 2018) confirm that psychology majors are largely employed in these occupational categories. The top two industries for projected job openings in the <i>BC 2025 Labour Market Outlook</i>, Health Care and Social Assistance, and Professional, Scientific and Technical Services, along with Education, account for 38% of all job openings. With the diversity of potential careers for Psychology Major graduates, a further 45% of</p>

	<p>the job opportunities are available in business, retail, sales and service, and in management positions.</p> <p>According to the <i>BC 2025 Labour Market Outlook</i>, Health Care will see the greatest numbers of both total openings and net job gains. Nearly 56% of job openings in Health Care will result from retirements, while 44% will come from growth in the health care system to meet the demands of an aging and expanding BC population.</p> <p>As noted above, the <i>BC 2025 Labour Market Outlook</i> list of top 10 skills in demand in 2020 illustrates employers' quest for people who have the essential skills for leadership. At the same time, there will also be job openings for people with a basic "human touch" and a capacity to communicate, emotional intelligence, people management and a service orientation in service industries, human resources-based industries, health care assistants and those who care for seniors.</p> <p>An additional benefit for students from our catchment area is the ability to complete their undergraduate studies without the expense and social/economic dislocation of having to transfer to another institution. For some students, including many First Nations students, leaving the catchment area to pursue their degree causes financial and personal hardship.</p>
<p>How would the proposed program support economic growth and/or government economic priorities? Provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations.</p>	<p>The BA in Psychology supports a number of economic priorities (<i>BC 2025 Labour Market Outlook</i>). An estimated 78% of the 718,000 jobs in the future will require some form of post-secondary education; 36% will require a bachelor's, graduate or professional degree. "Education and training are important means for developing the workforce that British Columbia needs. Skills such as literacy and numeracy and competencies such as problem-solving and critical thinking are also critical" (2015, p. 13). This reflects the rising demand for skills in an increasingly knowledge-based economy.</p>

<p>What labour market needs would the proposed program meet for the province? Describe the labour market demand for the credential such as: relevant statistical/census employment data relevant to the field, dated employment ads, current employer letters of support, labour force projections from government, industry and professional associations, and employer surveys. Labour market analyses should use the National Occupational Classification (NOC) codes of Human Resources and Skills Development Canada whenever possible to specify relevant occupation destinations of program graduates. Please identify no more than the top five occupation destinations for graduates of the program. Describe the potential earnings for graduates and provide evidence such as student outcome surveys.</p>	<p>The top ten full-time occupations of psychology graduates listed in the BC Student Outcomes (2017) include social and community service workers (NOC: 4212), educators, administrators and business, educational counsellors and health policy professionals (see Appendix E). The following NOC codes are a sample of anticipated job openings and yearly salary for five of these in-demand, relevant jobs from the <i>British Columbia Labour Market Outlook 2025</i>:</p> <table border="1" data-bbox="430 363 1414 1119"> <thead> <tr> <th>Occupation</th> <th>Job Openings to 2027</th> <th>NOC (Occupation Code)</th> <th>Median Yearly Salary</th> </tr> </thead> <tbody> <tr> <td>Social and community service workers</td> <td>11,730</td> <td>4212</td> <td>\$39,700</td> </tr> <tr> <td>Human resources managers</td> <td>3,000</td> <td>0112</td> <td>\$85,000</td> </tr> <tr> <td>Health policy researchers, consultants and program officers</td> <td>1,580</td> <td>4165</td> <td>\$70,700</td> </tr> <tr> <td>Family, marriage, and other related counsellors (employment counsellors, career counsellors, etc.)</td> <td>2,400</td> <td>4153</td> <td>\$53,700</td> </tr> <tr> <td>Senior managers - health, education, social and community services and membership organizations</td> <td>2,050</td> <td>0014</td> <td>\$84,000</td> </tr> </tbody> </table> <p>A review of online employment ads for Greater Vancouver that requested a BA Major in Psychology found many postings for employees in Human Resources, Mental Health Workers and Program Assistants and Counsellors (for Youth, Addictions, etc.), Community Mental Health Workers, Support Workers, etc. See Appendix F for some examples of relevant employment ads.</p>	Occupation	Job Openings to 2027	NOC (Occupation Code)	Median Yearly Salary	Social and community service workers	11,730	4212	\$39,700	Human resources managers	3,000	0112	\$85,000	Health policy researchers, consultants and program officers	1,580	4165	\$70,700	Family, marriage, and other related counsellors (employment counsellors, career counsellors, etc.)	2,400	4153	\$53,700	Senior managers - health, education, social and community services and membership organizations	2,050	0014	\$84,000
Occupation	Job Openings to 2027	NOC (Occupation Code)	Median Yearly Salary																						
Social and community service workers	11,730	4212	\$39,700																						
Human resources managers	3,000	0112	\$85,000																						
Health policy researchers, consultants and program officers	1,580	4165	\$70,700																						
Family, marriage, and other related counsellors (employment counsellors, career counsellors, etc.)	2,400	4153	\$53,700																						
Senior managers - health, education, social and community services and membership organizations	2,050	0014	\$84,000																						
<p>Do potential employers require a degree for graduates to gain employment in the field?</p>	<p>The proposed Psychology Major would provide i) entry to the relevant graduate degree or ii) qualification for direct employment.</p>																								
<p>If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?</p>	<p>N/A</p>																								

D. Consultation	
What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program?	<p>Consultations with community and professional groups are ongoing and will continue with our full program design. We are developing close networks with community services and First Nations in the Sea to Sky region.</p> <p>Numerous local community and professional organizations which might employ or accept volunteers from Psychology students and graduates have been contacted (Appendix G) and asked for their feedback on the proposal. We have already received five letters of support from community organizations (Appendix G).</p>
If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?	N/A

SYSTEM COORDINATION / PROGRAM DUPLICATION	
STANDARD: The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.	
CRITERIA:	COMMENTS:
A. System Context	
What differentiates the proposed program from all other related programs in the province?	<p>Bachelor of Arts with a Major in Psychology programs exist in almost all the other post-secondary institutions within the province, reflecting the high student interest and demand for the degree. However, Capilano’s Psychology Major will offer students a distinct alternative to other psychology degrees at the larger universities, with its smaller cohort enabling experiential, community-focused service learning, indigenous content and co-curricular emphasis. There will also be an integrated ePortfolio requirement and required Cap Core experiential learning and capstone project (Appendix A).</p> <p>Capilano University psychology classes have a standard class size of 35 students; labs are usually 18-24 students. A recent Departure Study Survey at Capilano showed that students highly value the small classes and personal attention they receive from instructors who are dedicated to teaching, with the survey report stating that “small class size is the most valued aspect” of the Capilano University experience.</p> <p>CIP Codes of this Instructional Program are in the Psychology category (42) (Statistics Canada, 2011). See Appendix H for the complete list of CIP sub-codes for the program.</p>

B. Consultation	
<p>To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?</p>	<p>In June 2018, the BC Psychology Articulation Committee was consulted and the Chair of the Psychology Articulation Committee, Dr. Randal Tonks, sent a letter of support for the degree. Articulation representatives from post-secondary teaching-focused institutions of a similar size and student population as Capilano were contacted and their letters of support are attached (Appendix I).</p> <ul style="list-style-type: none"> • Dr. Randal Tonks, Camosun College, Chair of the Psychology Articulation Committee • Dr. Ted Alter, Coast Mountain College and Skeena Psychological & Counselling Services • Dr. Nicole Vittoz and Dr. Laura Dane, Douglas College, Chair of Psychology and Social Science Department and Coordinator of BA-Applied Psychology and Honours Degree Programs
C. Rationale for Duplication	
<p>If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program? (e.g.: demand for graduates exceeds system capacity; the program is unavailable online or within reasonable commuting distance; etc.).</p>	<p>Offering a Psychology Major at Capilano University is an essential step for the University to fulfill its mandate (<i>2018/19 Mandate Letter AEST- Capilano University</i>) as a regional, teaching-intensive university. Capilano University is an access institution for students serving the North Shore, Sunshine Coast and Sea-to-Sky region, including First Nations communities. Degree options for students within this local region are limited, and there are no Psychology Major options.</p> <p>We have evidence that many students from our local catchment area would prefer to attend Capilano University rather than move or commute to another university. In Capilano’s Departure Study Survey the most commonly given reason for attending Capilano University, given by 44% of students, was “it is in the region where I live, so I didn’t have to move.” For our students the highway, bridge, and ferry systems are significant obstacles and we wish to offer them this undergraduate degree option closer to home. The same study noted “both quantitative and qualitative results suggest that students would like a wider variety of degrees and more course availability while maintaining small class sizes.”</p> <p>The Capilano University experience makes this an attractive destination for students who do not wish to study at a large, research-intensive university. With respect to small class sizes, the Departure Study Survey report notes “small class size is a very important reason why students remain at Capilano. Qualitative responses to the current survey strongly indicate that small class sizes provide students with an easier transition from high school, an opportunity to get to know and interact with their professors, and increases their opportunity to interact in class.” An important benefit of these interactions is that they foster the hands-on, critical thinking, and experiential components of our proposed curriculum.</p>

D. Collaboration	
To what extent has the institution explored appropriate ways to collaborate and/or share resources with other institutions offering related programs? Please provide documentary evidence such as letters of support and outline any plans for collaboration and/or sharing resources and identify the prospective collaborating institutions/organizations.	<p>Capilano University library is a member of the British Columbia Electronic Network (BC-ELN), a post-secondary library consortium which enables cooperative initiatives amongst BC higher education libraries, shares expertise in service delivery and library developments, and provides opportunity for our library to resource subscriptions negotiated on behalf of all academic libraries in the province. In addition, the consortium offers services and technologies that enable Capilano University to offer archiving and sharing of research assets through ARCA, an institutional repository platform, and participate in Askaway, a shared online research support service to students across British Columbia. Capilano University Library is represented on the Council of Post-Secondary Library Directors, and contributes to discussions related to the development of services in support of our communities, within B.C.</p> <p>Program-specific resource sharing will be explored as part of curriculum development in Stage 2.</p>

STUDENT DEMAND AND OUTCOMES	
STANDARD: <i>The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.</i>	
CRITERIA:	COMMENTS:
A. Student Demand	
How robust is the demonstrated potential student demand to sustain the proposed program? Provide evidence such as: the results of a survey indicating current student demand for the program. (if a survey is used, describe the survey instrument used and questions posed and dates of survey) or/and student waitlists of comparable programs offered in British Columbia.	<p>There has been consistent and proven student demand for Psychology courses (based on high enrolment and feedback from the students in Capilano’s Associate of Arts Degree - Psychology program). Student interest in a BA degree in Psychology has been very high in recent years. In our 2018 yearly student survey, 93% indicated they are interested in a BA Major in Psychology at Capilano; 78% very strongly agreed. (This is an increase from 86% in 2015 and 2016, and 88% in 2017). An Honours degree is desired by 81% (Appendix B). Clearly our student recruitment and retention would be greatly enhanced by a bachelor’s degree in Psychology, with Major, Honours and Minor options.</p> <p>Psychology courses are highly enrolled with frequent long waitlists and have maintained over a 95% seat utilization rate for the past 6 academic years 2011-2012 to 2017-2018, demonstrating a clear demand for psychology courses (Appendix C). The seat utilization for psychology core courses in Fall 2017 and Spring 2018 was just over 100%; for Fall 2018 it was 103%. Summed across all Psychology courses, there were 715 seats in Fall 2017, 768 seats in Spring 2018, and 826 in Fall 2018. The total headcount of students across all psychology courses in the Fall 2017 was 572, 588 for Spring 2018, and 653 in Fall 2018.</p>

	<p>The enrolment for the Associate of Arts Degree - Psychology program, which the BA Major would draw upon, has seen a steady increase since 2007. The current Fall 2018 headcount of students registered in the Associate of Arts Degree - Psychology program was 235, up 14% from a headcount of 207 students with a Psychology program code in Spring 2018.</p> <p>Retention is also high for the current Associate of Arts Degree - Psychology. In the Fall 2017 semester, 192 psychology students were retained from the previous year to take second year courses in psychology, and in the Spring 2018 semester, 230 students continued in or into second year.</p> <p>Psychology courses are also a very popular elective within the Faculty of Arts and Sciences students, and with students in other Faculties. In the 2017/2018 academic year, and the Fall 2018 semester, over 400 students a semester from other programs took one or more psychology courses, which suggests a potential constituency for the proposed Minor in Psychology.</p> <p>The Faculty of Arts and Sciences surveyed students in 2017 to gauge interest in potential bachelor's degrees. A total of 256 students responded. Of those students who indicated a preference for a type of bachelor's degree, the majority (44.2%) specified strong interest for a degree involving Behavioural Science or Psychology (58/131).</p>
<p>B. Benefit to Students</p>	
<p>To what extent will students be able to transfer to and from other post-secondary institutions in the province? Describe what plans and/or arrangements are in place to establish articulation agreements with other post-secondary institutions in the province. Provide a website link to the institution policy on admissions and transfer. If relevant, provide anticipated enrolment figures from other institutions that may have students wishing to articulate into the proposed program.</p>	<p>Courses for the BA Major in Psychology have been and will continue to be articulated through the BC transfer system (see Capilano University Academic Policies – Transfer Credit Policy – S2013-01.).</p>
<p>What opportunities are available to program graduates for further study in the field or in professional fields? Provide evidence of consultation with graduate/professional post-secondary programs.</p>	<p>Graduates with a BA Honours in Psychology will be strong applicants to graduate programs in psychology, in BC and elsewhere. As noted, a wide variety of graduate programs are suitable for Psychology Majors with a high academic standing. Our Honours degree will include an original research project, which is generally expected for graduate programs in psychology.</p> <p>Other professional programs also provide opportunities for further study for those graduates with a degree pathway or concentration that includes the set of pre-requisite courses for the particular professional program, such as education (K-12 and post-secondary), medicine and other health care professions, social work, law, and business administration.</p>

<p>What added value will the proposed program offer graduates in terms of employment opportunities? If non-degree and/or degree programs in the same field are offered at this institution, explain: the expected added value for students taking this proposed degree program (e.g., promotion or employment opportunities) and provide evidence that these anticipated benefits are justified.</p>	<p>Students with a bachelor’s degree have access to more career opportunities. According to the 2017 Organization for Economic Cooperation and Development (OECD) report, those with post-secondary education have better employment prospects “by a significant margin”, earn more (in Canada, 41% more), and provide benefits to society as a whole.</p> <p>Career opportunities for graduates knowledgeable about research, human behavior, and psychology will continue to grow. Our program will allow students to attain these skills with experiential opportunities to design, conduct, analyze and present research projects and relevant volunteer and work integrated learning. The community focus will provide them with the opportunity to apply their learning and build upon their strengths in the wider community workforce. Graduates will embrace the university’s vision of contributing independent, reflexive, ethical and empathetic thinkers, citizen psychologists who can actively contribute to enhancing individuals’ social relationships within any community.</p>
---	---

References

- American Psychological Association (APA). (2011). *Careers in psychology*. Washington, DC: Retrieved from <http://www.apa.org/careers/resources/guides/careers.aspx>
- American Psychological Association (APA). (2013). *Guidelines for the undergraduate Psychology Major: Version 2.0*. Washington, DC: Author. Retrieved from <https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>
- American Psychological Association (APA). (2018). *Citizen Psychologist: Preparing the next generation of citizen psychologists: Competencies and learning outcomes across levels of education and training*. Washington, DC: Retrieved from <http://www.apa.org/about/governance/citizen-psychologist/citizen-psychologist-curriculum-draft.pdf>
- Appleby, D. C. (2018). Preparing psychology majors to enter the workforce: Then, now, with whom, and how. *Teaching of Psychology*, 45(1), 14-23. doi: 10.1177/0098628317744944
- BC Student Outcomes. (2017). *B.C. Baccalaureate Outcomes: 2017 Survey of 2015 Baccalaureate Graduates*. Retrieved from http://outcomes.bcstats.gov.bc.ca/Data/BGSReports/2017_CIP_All_42.0101.pdf
- Business Council of Canada. (2016). *Developing Canada's future workforce: A survey of large private-sector employers*. Retrieved from <https://thebusinesscouncil.ca/wp-content/uploads/2016/03/Developing-Canadas-Future-Workforce.pdf>
- Canadian Psychological Association (CPA). (2018). *Careers in and related to psychology*. Ottawa, ON: Retrieved from <https://www.cpa.ca/students/career/careersinpsychology>
- Capilano University. (2014). *Academic Plan 2014-2018*. North Vancouver, BC: Author. Retrieved from <https://www.capilanou.ca/about/academic-and-strategic-plans/2014-2018-Academic-Plan/>
- Capilano University. (2015). *2015-2018 Strategic Plan*. North Vancouver, BC: Author. Retrieved from https://www.capilanou.ca/media/capilanouca/about-capu/governance/budget-plans-amp-reports/academic-amp-strategic-plans/CAPU003_StrategicPlan2014-web-spreads.pdf
- Capilano University Office of Institutional Research. (2016). *Departure Study Survey Report*. North Vancouver, BC: Author.
- Capilano University Office of Institutional Research. (2017). *Arts & Sciences Degree Development Survey Report*. North Vancouver, BC: Author. See Appendix J.
- Government of Canada Career Tool. (2018). Retrieved from <https://www.jobbank.gc.ca/studentdashboard/FOS20708/LOS05>
- Ministry of Advanced Education Skills and Training (MAE). (2017). *2018/19-2020/21 Service Plan*. Victoria, BC: Author. Retrieved from <http://bcbudget.gov.bc.ca/2018/sp/pdf/ministry/aest.pdf>
- Ministry of Advanced Education: BC Student Outcomes. (2017). *Baccalaureates Graduate Survey (BGS) Report by Institution and Discipline*. Victoria, BC: Author. Retrieved from http://outcomes.bcstats.gov.bc.ca/Publications/BGS_Publications/BGSReportsByDiscipline.aspx
- Organization for Economic Cooperation and Development (OECD). (2017). *'Canada' in Education at a glance 2017: OECD indicator*. Paris: OECD Publ. Retrieved from <https://www.oecd-ilibrary.org/docserver/eag-2017-41-en.pdf?expires=1537508554&id=id&accname=guest&checksum=BF55D5D0D47DFE752B2539B4E4CCDF88>

- Province of British Columbia. (2016). *BC Strategic Plan (2016/17- 2019/20)*. Victoria, BC: Author. Retrieved from http://bcbudget.gov.bc.ca/2016/stplan/StrategicPlan_2016-17_2019-20.pdf
- Province of British Columbia. (2018). *2018/19 Mandate Letter AEST- Capilano University*. Victoria, BC: Author. Retrieved from <https://capilano.ca/media/capilanouca/about-capu/governance/budget-plans-amp-reports/budget/2018-19-Mandate-Letter--Capilano-U-with-full-signatures.pdf>
- Royal Bank of Canada (RBC). (2018). *Humans wanted: How Canadian youth can thrive in the age of disruption*. Retrieved from: <https://discover.rbcroyalbank.com/humans-wanted-canadian-youth-can-thrive-age-disruption>
- Statistics Canada. (2011). *Classification of instructional programs (CIP) Canada 2011 codes*. Retrieved from <https://www12.statcan.gc.ca/nhs-enm/2011/ref/dict/a2-2-eng.cfm>
- Statistics Canada. (2016). *Data tables, 2016: Occupation, major field of study, highest degree, in BC*. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/dt-td/Rp-eng.cfm?TABID=2&LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GK=0&GRP=1&PID=110694&PRID=10&PTYPE=109445&S=0&SHOWALL=0&SUB=0&Temporal=2016&THEME=124&VID=0&VNAMEE=&VNAMEF=>
- Truth and Reconciliation Commission of Canada (TRC). (2012). *Truth and reconciliation commission of Canada: Call to action*. Winnipeg, MB: Author. Retrieved from http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf
- Work BC. (2015). *British Columbia 2025 Labour Market Outlook*. Victoria, BC: Author. Retrieved from https://www.welcomebc.ca/getmedia/84455037-46db-4189-a219-4d8b4eca0841/report_2025-bc-labour-market-outlook.pdf.aspx

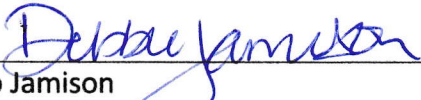


**SENATE CURRICULUM COMMITTEE
RESOLUTION MEMO**

DATE: November 19, 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 November 16th, 2018. Please acknowledge below that the Senate endorses its approval of the following motions:

- 18/103** ENSM 200 – Choir Ensemble III and ENSM 250 – Choir Ensemble IV be recommended to Senate for approval for Cap Core designation under the heading *Experiential*.
- 18/104** The revisions to the pre-requisites for BADM 302 – Human Resource Management to “45 credits of 100-level or higher coursework, including BADM 106” be recommended to Senate for approval.
- 18/105** The removal of the course equivalency of BADM 323 – Current Issues in Business Administration II and IBUS 368 – International Entrepreneurship and the revision to BADM 323 by removing BADM 268 as a pre-requisite be recommended to Senate for approval.
- 18/106** The revisions to the pre-requisites for AHIS 320 – Art, Activism, and Citizenship, as well as Cap Core designation under the headings *Culture and Creative Expression* and *Self and Society* to AHIS 320 – Art, Activism, and Citizenship and AHIS 430 – Drawn! The Art of Graphic Novels, Memoirs, Histories be recommended to Senate for approval.
- 18/107** The revisions to the pre-requisites for COMP 115 – Writing SOLID Code: Fundamentals, as well as Cap Core designation under the heading *Science and Technology* to COMP 106 – Programming with Robots, COMP 115 – Writing SOLID Code: Fundamentals and COMP 120 – Computer Science for Engineers be recommended to Senate for approval.



Deb Jamison
Chair, Senate Curriculum Committee

Paul Dangerfield
Chair, Senate

Date: Nov. 19, 2018

Date: _____

Freedom of Expression – Draft Statement

Background

In recent years, the debate on campus freedom of expression has intensified across Canada and the United States. It is recognized that university campuses are environments to cultivate debate, reflection, expression, and association, but many universities have come under pressure when members or invited guests voice or represent dissenting opinions and protests.

Other Institutions:

- UBC – a [statement](#) was posted in June 2018 after a 10 month University-wide consultation process
- SFU - [Statement on Respectful Debate](#) (2011)
- All universities have policies on Academic Freedom
- In Ontario, the provincial government [directed Universities to develop free speech policies](#) by Jan 2019 or face funding cuts. The standard being set by the government is based on the University of Chicago principles

Capilano University's Academic Freedom policy (S2003-01) affirms the University's commitment to examine, question, teach and learn in an environment that supports the need to investigate, speculate, and comment without reference to prescribed doctrine. The senior leadership team has acknowledged the University's need to release a statement regarding freedom of expression on campus, in the context of Canadian and B.C. legislation, which imposes clear limits on hate speech and discrimination, and which aligns with Capilano University's values and mission.

In preparation of the draft, policies and statements at universities in B.C., Ontario, and the United States were reviewed, with specific attention paid to their different responses to controversy. The draft statement is adapted from the Chicago principles and McMaster University's guidelines as it complements the Canadian context.

The drafts were reviewed by Senior Leadership Council on April 25, 2018. At this meeting, it was suggested that the Statement and Guidelines would be presented for wider consultations with faculty and unions in the fall.

The Academic Leadership Committee reviewed the drafts on October 18, 2018. There was a suggestion to edit for clarity and brevity, and discussion on how to proceed with further consultations and operationalizing the statements. It was suggested the statement can be published under the President's Office website page.

Next Steps

The statement was sent to the unions, Capilano Faculty Association and MoveUP, for information and feedback. The statement will also be sent to the Capilano Students' Union for information and feedback.

The statement will finally be brought back to the Senior Leadership Council for any final feedback; the statement will then be released by the President.



STATEMENT ON FREEDOM OF EXPRESSION

As an institution of higher learning, Capilano University upholds a fundamental commitment to freedom of expression and association for all its members. Our core values include open engagement with ideas and respectful engagement with each other, which are the guiding principles for our institutional vision and student success. United in our pursuit of knowledge, and our belief in the power and importance of education, we are committed to the free exchange of ideas, to questioning and challenging perceived wisdom, engaging in respectful debate and discussion of even the most potentially controversial issues, and supporting the right of members of our community to engage in peaceful protest and dissent. Members of the University community have the right to freedom of expression, freedom of association and freedom of peaceful assembly.

In a word, the University's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University's educational mission.

As a corollary to the University's commitment to protect and promote the right to free expression, these rights are subject to limits established by law. In exercising these freedoms, all members of the University community are required to respect the rights and freedoms of others; comment or conduct that constitutes, promotes or incites harassment, intimidation, discrimination, violence or hate are unacceptable and have no place within the University community. The University seeks to promote an environment where respectful, meaningful discourse and discussion can occur and where diverse viewpoints can be advanced and deliberated in a spirit of inclusiveness and academic freedom.

Members of the University community are expected to engage with one other in a spirit of mutual tolerance, respect and understanding. It is only with the support of the entire University community that the University can foster and maintain an environment in which the right to examine, question, teach, and learn supports the need to investigate, speculate, comment without reference to prescribed doctrine, and advance knowledge.

Date, 2018

ⁱ This draft statement was adapted from the University of Chicago, Free Expression (known as the Chicago Principles) and McMaster University, Freedom of Expression, Protect and Dissent: Guidance for Event Organizers and Participants (June 8, 2018).

DRAFT