



SENATE REGULAR MEETING

Tuesday, September 6, 2022 4:00 – 6:00 pm
Capilano University – Library Room 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 August 16, 2022 Minutes – Decision** Senate Members
Schedule 3
4. **Orientation** Stephen Williams
5. **Correspondence Received**
6. **Business Arising**
 - 6.1 2023 Convocation Dates – *Information* Kyle Vuorinen
Schedule 6.1
 - 6.2 Senate Election - Faculty of Global and Community Studies Update –
Information Kyle Vuorinen
 - 6.3 Self-Evaluation Committee – Request to Convene – *Information* Paul Dangerfield
 - 6.4 Volunteers for Senate Subcommittees – *Information* Paul Dangerfield
Schedule 6.4
7. **New Business**
 - 7.1 Academic Plan Update – *Information* Laureen Styles
Schedule 7.1
 - 7.2 Graduates – *Decision* Kyle Vuorinen
 - 7.3 Senate By-Election – Student Representative (voting) – *Information* Kyle Vuorinen
Schedule 7.3
 - 7.4 Call for Honorary Degrees and Faculty Emeritus – *Information* Kyle Guay



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AGENDA

8. Committee Reports

8.1 Academic Planning and Program Review Committee – *Information* Sue Dritmanis

8.2 Bylaw, Policy and Procedure Committee – *Information* Corey Muench

8.3 Curriculum Committee – *Decision* Deb Jamison
8.3.1 Resolution Memo Schedule 8.3.1

[August 19 Agenda Package](#) / [August 19 Draft Minutes](#)

8.3.2 Bachelor of Environment and Society Schedule 8.3.2
Diploma in Environment and Society
Minor in Environment and Society
[Link to Documents](#)

8.4 Teaching and Learning Committee – *Information* Diana Twiss

8.5 Budget Advisory Committee – *Information* Michael Thoma

9. Other Reports

9.1 Chair of Senate - *Information* Paul Dangerfield

9.2 Vice Chair of Senate – *Information* Robert Thomson

9.3 VP Academic and Provost – *Information* Laureen Styles

9.4 Board Report – *Information* Rose Anza Burgess

9.5 Elder Report - *Information* Elder Latash

10. Discussion Items

11. Other Business

12. Information Items



SENATE MEETING

Tuesday, August 16, 2022 4:00 pm
 Capilano University, Library Building, Room LB 322

MINUTES

Present: Paul Dangerfield (Chair), Deanna Baxter, John Brouwer, Rose Anza Burgess, Sue Dritmanis, Lara Duke, Brian Ganter, Christy Goerzen, Kyle Guay, Deb Jamison, Essya Nabbali, Lesley Nelson, Ramin Shadmehr, Laureen Styles, Jason Tam, Michael Thoma, Robert Thomson, Diana Twiss, Kyle Vuorinen, Stephen Williams, Recorder: Mary Jukich

Regrets: Maggie Bowles, Graham Cook, Pardis Daneshyar, Iana Dokuchaeva, Khwaish Kochhar, Maia Lomelino, Anthea Mallinson, Brad Martin, Corey Muench, Christina Neigel, Dennis Silvestrone

Guests: Eduardo Azmitia, Manpreet

Acknowledgement

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

1. Welcome

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

Robert Thomson was introduced as the new Senate Vice Chair.

The following new members of Senate were also introduced and welcomed:

- Jason Tam, voting student representative
- Manpreet, CSU non-voting student representative
- Rose Anza Burgess, Board Liaison (replacing Sonny Wong)

In the absence of Corey Muench, Stephen Williams assumed voting rights for the Faculty of Education, Health and Human Development.

The Chair reported that he had the opportunity to visit Haida Gwaii and learn about the Haida Nation and their history, and one of the highlights was learning about the importance of taking only what you need from the land.

2. Approval of the Agenda

*Paul Dangerfield moved and Deb Jamison seconded:
 To adopt the agenda.*

CARRIED



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MINUTES

3. Approval of the Minutes

Paul Dangerfield moved and Stephen Williams seconded:
 To adopt the June 7, 2022 minutes.

CARRIED

4. Correspondence Received

No correspondence was received.

5. Business Arising

5.1 Senate Self-Evaluation Committee

Presented by: Robert Thomson

Senate was provided with this year's survey results including the comments provided by the respondents. It was noted that during the Senate self-evaluation process, the committee developed a proposal suggesting that a review be undertaken of the questions, and wording, within the survey.

In terms of feedback provided by Senate, it was suggested that the teaching and learning committee be included on next year's survey, and to explore whether there was another format or approach other than Robert's Rules to govern meetings.

Robert Thomson moved and Laureen Styles seconded:

22/51 Senate approve a motion to permit the self-evaluation committee to convene in the Fall of 2022 to perform a full review of its information gathering procedures.

CARRIED

5.2 Senate Election Update

Presented by: Kyle Vuorinen

The non-voting seat from the Faculty of Global and Community Studies remains vacant, and members were encouraged to canvass possible volunteers.

Work is also underway with university Communications in developing additional processes to seek volunteers to serve on the Senate subcommittees.



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MINUTES

6. New Business

6.1 2023 Convocation Dates

Presented by: Kyle Vuorinen

Senate was informed that after consultation with numerous stakeholders, the February 2023 convocation date has been cancelled, and the June convocation dates will be extended. The decision was based on budgets, logistics and other challenges and to ensure that there is a large group of students graduating and attendees in the audience.

Further information with the dates of the June convocation will be provided at the September Senate meeting.

6.2 Volunteers for Senate Orientation

Presented by: Paul Dangerfield

This year's Senate orientation will take place during the September 6th Senate meeting and senators were requested to volunteer to lead the orientation.

6.3 Volunteers for Senate Subcommittees

Presented by: Paul Dangerfield

Senators were requested to consider volunteering on the Senate subcommittees.

7. Committee Reports

7.1 Academic Planning and Program Review Committee

Presented by: Stephen Williams

The committee met on June 14 and reviewed the 1-year progress report for the Animation and Visual Effect program. In addition, the committee was provided with a review of proposed revisions and streamlining of the program review process, presented by the director, Academic Initiatives and Planning (AIP).

7.2 Bylaw, Policy and Procedure Committee

The committee has not met since the last Senate meeting and is scheduled to meet in September.



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MINUTES

7.3 Curriculum Committee

Presented by: Deb Jamison

7.3.1 Resolution Memorandum

The resolutions brought forward from the June 10, 2022 Senate Curriculum Committee meeting were presented to Senate for approval.

Deb Jamison moved and seconded by Lara Duke:

22/22 Senate approve SCC Resolutions 22/50 to 22/56.

CARRIED

7.4 Teaching and Learning Committee

Presented by: Diana Twiss

The committee has not met since the last Senate meeting, and is scheduled to meet in September.

7.5 Budget Advisory Committee

Presented by: Michael Thoma

The Committee has not met since the last Senate meeting, and is scheduled to meet on October 20th.

8. Other Reports

8.1 Senate Chair

Paul Dangerfield provided the Senate Chair report, that included the following highlights:

- Much of the activity at the campus during July was mostly around completing work previously rescheduled due to the pandemic, including follow up and meetings with government around the provincial funding review and determining next steps to recover from the pandemic.



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MINUTES

- In terms of enrolment for September, the university is on track with enrolment projections. While international student enrolment is higher than last year, the numbers are flat as there continues to be challenges with Visas and study permits. As well, domestic student enrolment is down slightly which is consistent with a number of other post-secondary institutions. A further update will be provided at the September meeting.
- Senators were encouraged to participate in the CapU Street Party scheduled for September 6th.

8.2 Senate Vice-Chair

Robert Thomson acknowledged the previous Senate Vice Chair, Stephen Williams, for his assistance in transitioning to the Vice Chair role. The Vice Chair is looking forward to working with Senators and the subcommittees in the coming year.

8.3 VP Academic and Provost

Lauren Styles provided the Vice President Academic and Provost report, including the following highlights:

Academic Quality Assurance

- The university application for exempt status for undergraduate programs has been submitted, and it is anticipated that this will be on the November DQAB agenda.
- The action plan for the Quality Assurance Process Audit and the university's response was submitted, and it is anticipated that this will be on the mid/late Fall DQAB agenda.

New Program Development

- The Stage 2 Bachelor of Environment and Society is on the August 19th Senate Curriculum Committee agenda, and expected to be at the September Senate meeting.
- The new minor in Sociology will launch Spring 2023.



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MINUTES

- The non-degree concept paper for the Entrepreneurship certificate is on the August 23rd Academic Planning and Program Review Committee agenda.

8.4 Board Report

Rose Anza Burgess, Board Liaison, provided the Board report, and some of the highlights were as follows:

- The Board met on June 28, 2022 and received several reports, including a report from the President and Senate. In addition, the Board approved the following items:
 - The audited consolidated financial statements for the fiscal year ended March 31, 2021.
 - The Interactive Design Diploma.
 - Based on advice from the Senate, the discontinuance of the following courses:
 - Faculty of Global and Community Studies Courses: REC 107, 110, 149, 151, 157, 169, 175, 245, 255; SATO 205, 206, 305; TOUR 120, 134, 135, 137, 202, 212, 249, 301, 343, 350 422, 424
 - Faculty of Arts and Sciences Courses: ENGL 301, 302, 326, 341, 308, 311, 314, 317, 356, 357, 410; GEOL 102, 107; POL 208; HIST 230, 249, 340
 - The Institutional Accountability Plan and Report for final submission to the Provincial Government upon inclusion of the official “round 3” performance results and the feedback from the Ministry’s review of the draft report.
 - The Board received the 2022 Provincial Government Mandate Letter and the President’s report, and advised the Board Chair to sign the Mandate Letter and post it publicly on the University’s web site.
 - The Board reviewed the President’s 2021-22 Annual Performance Review and 2022-23 Annual Priorities and Goals.



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MINUTES

- The Board reelected Duncan Brown as Chair and Ash Amlani as Vice Chair.

8.5 Elder Report

As the Elder was absent, a report was not provided.

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:

- Eduardo Azmitia acknowledged the campus community for a recent event hosted by the CFA. As well, in September the CFA will be hosting the first Climate Change speakers group.
- Laureen Styles requested Senators to save the date for Truth and Reconciliation activities across the campus during the last week of September and encouraged their participation; more information will be available on Frontlines.

The meeting was adjourned at 5:04 pm.

Next Meeting: Tuesday, September 6, 2022

MEMO

To: Paul Dangerfield, Senate Chair and President

From: Kyle Vuorinen, Registrar

Subject: Convocation Dates for 2023

Date: August 29, 2022

cc:

CONVOCATION DATES FOR 2023

As was discussed at the August meeting of Senate, this is notice of changes to the dates for convocation for the 2023 calendar year.

Convocation ceremonies that were initially scheduled for February 2023 are being cancelled. An additional day of ceremonies will be added to the June schedule. Convocation ceremonies will take place on June 7th, 8th, and 9th, 2023.

I ask that Senate accept these changes to the 2023 convocation dates as information.



CAPILANO
UNIVERSITY
SENATE SUBCOMMITTEES
August 2022 – June 2023

Academic Planning and Program Review Committee

Membership: Senators and non-Senators

Meetings: 2nd Tuesday of the Month - 4:00 - 6:00 pm

(Voting)	
Chair of Senate	Paul Dangerfield
Vice-Chair of Senate	Robert Thomson
VP Academic & Provost	Laureen Styles
Dean	Brad Martin
Faculty	Vacant
Faculty	Bettina Boyle
Faculty	Christine Sjolander
Faculty	Grace Kim
Faculty	Stephen Williams
Faculty	Sue Dritmanis
Faculty	John Brouwer
Faculty*	
Staff	Mila Mattson
Staff	Vacant
Student	Alea Rzeplinski
Student	Vacant
(Non-Voting) Resource Members	
Administrator	Francisco Silva
Administrator	Aurelea Mahood
Administrator	Vacant

*One additional faculty member will be added if the Vice-Chair of Senate is not a faculty member.



CAPILANO
UNIVERSITY
SENATE SUBCOMMITTEES
August 2022 – June 2023

Budget Advisory Committee

Membership: Senators

Meetings: Schedule is determined at first meeting

(Voting)	
Vice-Chair of Senate	Robert Thomson
Administrator	Dennis Silvestrone
Administrator	Lara Duke
Faculty	Deb Jamison
Faculty	Michael Thoma
Faculty	Anthea Mallinson
Faculty*	
Staff	Lesley Nelson
Student	Vacant
Ex-Officio Member (Non-Voting)	
President	Paul Dangerfield
VP Finance and Administration	Tally Bains

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CAPILANO
UNIVERSITY
SENATE SUBCOMMITTEES
August 2022 – June 2023

By-law, Policy and Procedure Committee

Membership: Senators and non-Senators

Meetings: 2nd and 4th Tuesday of the month – 1:00 – 2:30 pm.

(Voting)	
Chair of Senate	Paul Dangerfield
Vice-Chair of Senate	Robert Thomson
Administrator	Christina Neigel
Faculty	Corey Muench
Faculty	Sue Dritmanis
Faculty	Sara El Rayess
Faculty*	
Staff	Vacant
Student	Vacant
(Non-Voting) Resource Members	
Administrator	Jordan Lovig
Manager of Policy, Privacy & Governance	Jennifer Jamieson / Lynn Newman

*One additional faculty member will be added if the Vice-Chair of Senate is not a faculty member.



CAPILANO
UNIVERSITY
SENATE SUBCOMMITTEES
August 2022 – June 2023

Teaching and Learning Committee

Membership: Senators and non-Senators

Meetings: 3rd Tuesday of the month – 1:00 – 3:00 pm

(Voting)	
Chair of Senate	Paul Dangerfield
Vice-Chair of Senate	Robert Thomson
Administrator	Pouyan Mahboubi
Faculty	Diana Twiss
Faculty	Amirhossein Amiraslani
Faculty	Tahmina Shayan
Faculty	Christine Jackson
Faculty	Lydia Watson/Blake Rowsell
Faculty*	
Librarian	Krystyna Nowak
Staff	Vacant
Student	Alea Rzeplinski
(Non-Voting)	
Administrator, Centre for Teaching Excellence (CTE)	Vacant
Administrator, Information Technology (IT)	Darren Broder
Administrator, Creative Activity, Research and Scholarship (CARS)	Dawn Whitworth
Executive Member, Capilano Student Union	Vacant
Administrator, Indigenous Education and Affairs	Miranda Huron

*One additional faculty member will be added if the Vice-Chair of Senate is not a faculty member.


CAPILANO
UNIVERSITY
SENATE SUBCOMMITTEES
August 2022 – June 2023

Vice-Chair Nominating Committee

Membership: Senators

Meetings: One or two meetings between February and March

Administrator	Brad Martin
Faculty	Deanna Baxter
Faculty	Kyle Guay
Staff	Iana Dokuchaeva
Student	Vacant

Self-Evaluation Committee

Membership: Senators

Meetings: One or two meetings between March and April

Administrator	Christina Neigel
Faculty	Robert Thomson
Faculty	Kyle Guay
Faculty	Essya Nabbali
Staff	Iana Dokuchaeva
Student	Khwaish Kochhar

*One additional faculty member will be added if the Vice-Chair of Senate is not a faculty member.



CAPILANO
UNIVERSITY
SENATE SUBCOMMITTEES
August 2022 – June 2023

Tributes Committee

Membership: Senators

Meetings: Schedule is determined at first meeting

(Voting)	
Chair of Senate	Paul Dangerfield
Vice-Chair of Senate	Robert Thomson
Administrator	Dennis Silvestrone
Faculty	Deb Jamison
Faculty	Corey Muench
Faculty	Kyle Guay
Faculty*	
Staff	Lesley Nelson
Student	Vacant
Ex-Officio Member (Non-voting)	
Vice President, University Relations	Jennifer Ingham

Naming Opportunities Committee

Membership: Senators

Meetings: As and When

(Voting)	
Chair of Senate	Paul Dangerfield
Vice-Chair of Senate	Robert Thomson
Administrator	Vacant
Faculty	Deb Jamison
Faculty	Corey Muench
Faculty	Vacant
Faculty*	
Staff	Vacant
Student	Vacant
Ex-Officio Member (Non-Voting)	
Executive Director, Advancement	Vacant

*One additional faculty member will be added if the Vice-Chair of Senate is not a faculty member.



CAPILANO
UNIVERSITY
SENATE SUBCOMMITTEES
August 2022 – June 2023

Curriculum Committee

Membership: Senators and non-Senators

Meetings: 3rd Friday of the month – 12:00 – 2:00 pm

DAC Recommends to Senate (2 Year Term)	
(Voting)	
Humanities	Cass Picken
Social Sciences	Vacant
Science, Technology, Engineering and Mathematics	Urmila Jangra
Motion Picture Arts	David Geary
Design	Dominique Walker
Performing Arts	Jennifer Nesselroad
Business, International Programs, Projects and Partnerships	Lydia Watson
Business, Legal Studies, Communications	Deb Jamison
Tourism and Outdoor Recreation Management	Mohna Baichoo
Education, Health and Human Development	Rachel Yu
Global Stewardship, Public Administration & Kinesiology	Caroline Soo
Access and Academic Preparation	Vacant
Library	Jennifer Goerzen
Student Services	Adam Vincent
Students (1 Year Term)	Alisha Samnani
	Jason Tam
	Vacant
Administrators (VP)	Laureen Styles
Dean	Brad Martin
Dean	Vacant
Dean	Lara Duke
Registrar	Kyle Vuorinen
One Academic Advisor	Shahnaz Darayan
Director of Continuing Studies	Vacant
Chair or Vice-Chair of Senate	Paul Dangerfield / Robert Thomson
(Non-voting)	
Chair	Deb Jamison

*One additional faculty member will be added if the Vice-Chair of Senate is not a faculty member.

MEMO

To: Senate

From: Laureen Styles, Vice President Academic and Provost

Subject: Academic Plan Update

Date: August 30, 2022

BACKGROUND

The university academic plan [Illuminating 2030](#) (I2030) was approved by the Board of Governors on the recommendation of Senate in February, 2021. Building on *Envisioning 2030*, the university plan, I2030 sets the academic direction with a range of actions identified for implementation over the next five years. Led by the provost and director, academic initiatives and planning a four phased process was utilized with the development of I2030 including significant participation of an advisory group, academic leadership and the Senate Academic Planning and Program Review Committee (SAPPRC).

DISCUSSION

To keep Senate and the university apprised of progress, an update on the academic plan will be provided annually in September. While not intended to be exhaustive in nature and content, the update is a way of capturing, articulating, and sharing progress that is directional, and reflects activity aligned with long term shifts and changes to meet the goals of I2030 and E2030.

Substantive progress has been made over the last eighteen months, all within the context of the global COVID-19 pandemic, making such progress even more remarkable. Deep appreciation is extended to all who have had a role to play in our collective progress towards I2030. Several actions are well underway and additional activity is planned for 2022-2023 as identified in the update.

As noted, the update is not comprehensive of all academic activity aligned, and furthering I2030. There are also several other university documents that capture more detailed activity, projects, and initiatives: (a) President's Report to the Board of Governors, and (b) the annual [university Institutional Accountability Plan and Report](#).

One of the commitments articulated in I2030 was to “pause to review and reflect on our progress in 2022-2023”. Additional information will be provided at the October Senate meeting.

RECOMMENDED MOTION:

THAT the provost’s update on *Illuminating 2030* be received as information.



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CAPILANO UNIVERSITY ILLUMINATING 2030 - UPDATE TO THE COMMUNITY

AUGUST 2022

Academic and Provost

Capilano University Illuminating 2030 - Update to the Community August 2022



We are respectful of Capilano University's campuses and learning locations being on the unceded territories of the Líl'wat, xʷməθkʷəṽəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations and continue our commitment to Indigenization, reconciliation, and decolonization of our practices and programming. We recognize that engagement with local territorial rights holders and Indigenous community partners is key to enhancing the well-being of diverse communities and the environment.

As we review March, 2021 to August, 2022, I am pleased to share that, considering the significant challenges as a university community and as a society with the global COVID pandemic, there has been significant progress in implementing and making progress with a number of actions with [Illuminating 2030](#). As we move into year two of this academic plan (2022-2023), I wish to acknowledge the many people who have been involved in making our plan come to life: faculty, staff, students, administrators, funding organizations, municipal and provincial governments, and wide range of community partners and collaborators.

Dr. Laureen Styles, EdD
Vice-President Academic and Provost

Introduction: Year 1 update (2021-2022 Academic Year)

The planning process for the current university academic plan was introduced the fall of 2020 under the leadership of the Vice-President Academic and Provost and the Director, Academic Initiatives and Planning. An advisory group was struck, and a four staged process undertaken including thorough leader dialogues, input from the faculties, academic units, academic governance committees, senior leadership, staff, administrators, and student focus groups.

Anchored in [Envisioning 2030](#), and building on CapU's previous academic plans, we reaffirmed our commitment to learning and learners and our identity as a learning organization. *Illuminating 2030* is a collaboratively developed framework. An expression of our commitment to the acquisition, advancement, and mobilization of knowledge, the academic plan is grounded in the university plan's core themes of community, imagination, health and wellbeing,

and distinct university experience, and identified values of:

- Innovation as a result of curiosity and imagination.
- Commitment to Truth and Reconciliation, Indigenization, and decolonizing approaches.
- Collaboration, authenticity and belonging.
- Health and well-being as a cornerstone of our culture.
- Transparency and honesty in everything we do.
- Sustainable actions to enable a better place for our future descendants.

In what follows below, updates are provided with illustrative (not exhaustive) examples highlighting how we are progressing with identified actions that are contributing to advancing our core activity: transformative academic programming and learning opportunities.

Community: Where We Are – Progress on Actions

Seek direction and guidance of the Squamish Nation on our responsibilities to Skw'cháy and translate these responsibilities into teaching, learning, and scholarship.

- We continue to learn about our responsibilities to Skw'cháy through awakening (Spring) and sleeping (Fall) ceremonies with carver Ses siyam (Ray Natraoro) and members of Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) Nations leading the ceremonies. Most recently, in July and August 2022, Skw'cháy was on the water with knowledge keeper Ses siyam (Ray Natraoro) and university employees for learning events.
- Under the leadership of the vice-provost, an inaugural meeting was convened focusing on development of a land and water school (course) and that planning will be furthered in the next academic year.

Develop an academic action plan emerging from the educational priorities and requirements of the territorial rights holders to advance Indigenization, options for Indigenous learners and communities, and further contribute to reconciliation.

- An Indigenous education framework is under development with conversations with the Faculties, departments, Elders, Indigenous students, and the territorial rights holder Nations. The outcomes from this framework will identify key areas of systemic change in addressing two main directions: actions to move towards a more responsive, engaged university community in support of Indigenous education, aspirations and relationships; and Faculty and unit (administrative and academic) goals that can be incorporated into annual university integrated planning.
- Actions that further to contribute to reconciliation includes:
 - With leadership through Indigenous Education & Affairs (IEA), Center for International Experience (CIE), and the Registrar's Office (RO), CapU formally reciprocates the Jay-Treaty of 1794. This treaty recognized that Indigenous Peoples had freedom of movement across settler-imposed borders prior to contact and allowed a continuance of movement for Canadian Indigenous populations into America. In collaboration with the Registrar's Office there is a process for students who self-identify as Indigenous (Canadian heritage or Native American) to automatically be connected into the appropriate application process, and non-Canadian

- students are eligible for domestic tuition rates.
- September's annual Truth and Reconciliation Week with events linked to the development of an Indigenous framework included Elder Rose Nahanee from the Skwxwú7mesh Nation, hosting the internationally renowned language revitalizationist, Lorna Williams, from the Lil'wat Nation, and education expert and community leader, Carleen Thomas from the Səlilwətaʔ/Selilwitulh Nation presenting on understandings of Indigenization and decolonization.
 - CapU welcomed the [first Elder](#) to the ká lax-ay Sunshine Coast campus through a celebration ceremony in February 2022. [Elder Robert Joe](#) points to a lot of teachings from his grandfather, late mother and uncles as he looks toward his new relationship with Capilano University.
 - Working with priorities set by the Lílwat Nation, Lílwat language courses were offered remotely with the largest participation to date (Spring 2021, Fall 2021) reflecting the priority of language revitalization.
 - In partnership with shíshálh Nation, *Pathways to Higher Learning* is operating in its fifth year at the ká lax-ay Sunshine Coast campus weaving in land-based learning and cultural teachings with the leadership of Indigenous faculty advisors.
 - Launched in 2019 CapU's [Indigenous Digital Accelerator \(IDA\)](#) joins faculty and partners from digital-based creative and cultural industries to work with local Indigenous students, with the goal of helping Indigenous communities further develop their engagement with the digital economy. This year, the IDA and CapU's Continuing Studies department developed and ran the first cohorts in a masterclass for mid-career Indigenous filmmakers focusing on the business side of film productions.

Establish a centre to support university-wide community-engaged learning, focusing on the expansion of experiential and work-integrated learning opportunities for all students, and linked with faculty creative activity, research, and scholarship.

- Building on foundational work in 2020-2021 led by the AIP director, a work-integrated learning (WIL) hub has been created under the academic leadership of the dean, Faculty of Global and Community Studies. Through university integrated planning, this pan-university hub has university resourcing through a part-time staff and a part-time faculty lead. Three successful proposals to the Ministry of Advanced Education and Skills Training (AEST) funding have created additional capability to develop relationships and networks in support of WIL, as well as additional curriculum work and the development of university assets in support of scaling WIL (e.g., software, web presence). In recent months, an advisory committee and a working committee have been launched to continue to guide and extend experiential and WIL at the university.
- Two initiatives funded through the Business and Higher Education Roundtable are underway. GrowthHub is a partnership with the North Vancouver Chamber of Commerce linking students with businesses to solve real problems. To date, this partnership has seen six classes with six local organizations and several student-led projects. Additionally, commenced in summer 2021, the School of Business is focusing on expansion of the internship program, an applied projects mentorship program, and a start-up speaker and mentor program.

Expand our partnerships with our region's municipalities and regional districts, businesses and industries, non-profit and community organizations, and other interested partners, aligned with university values.

- Now entering its fourth year of operations in 2022-2023, [CityStudio North Vancouver](#) generated 95 projects in 2021-2022 academic year with our City of North Vancouver partners. Projects connected to courses, including students working on social planning, Gen Z engagement with the City of North Vancouver Fire Department and MONOVA's social media channels, community engagement with storm water management in the city, projects with the RCMP and many more.
- Over the last two years, a committed group of faculty, deans, and directors have been collaborating with the Howe Sound Biosphere Region Initiative Society for applied learning and research activities aligned with the priorities of the society and formalizing a collaboration relationship. In September 2021, CapU celebrated the society partnership with the announcement of the designation of the UNESCO Átl'ka7tsem/Howe Sound Biosphere Region and CapU as the university partner. Indigenous Education & Affairs hosted a paddle of Skw'chays to mark the event, with representatives from the Skwxwú7mesh Nation, the Howe Sound Biosphere Region Initiative Society, and Canadian Commission for UNESCO attending the announcement event.
- The collaboration with the developing Pender Harbour Ocean Discovery Station (through the Loon Foundation) continues with stewardship and leadership from both a working committee and a steering committee. There has been furthering of joint academic activities including field work (ecological monitoring), student research projects (course based) and an applied research project funded through Mitacs over the last year.
- Formalizing shared interests in education on the North Shore, a partnership agreement has been signed with School District 44 (North Vancouver) with initial activity associated with high school student participation in an interdisciplinary problem-based learning course with its inaugural offering summer 2022, and participation of STEM faculty in the adjudication of several student competitions.

Develop local academic action plans for the Sunshine Coast and Sea-to-Sky corridor in collaboration with the region's municipalities, local leadership, and sector organizations.

- Regional academic action plans are evolving for both the Squamish Valley (Sea-to-Sky) and the Sunshine Coast.
- The Squamish Valley focus has been on expansion of career focused programming in early childhood education and care as well as participation in the various District of Squamish planning sessions focused on economic development. With the university solidifying a [land purchase agreement](#) deans, university librarian, and academic directors have been contributing to the business case development for a future Squamish campus.
- The School of Business is collaborating with the Lil'wat Nation offering a part-time accounting assistant certificate program (external funding) with programming that commenced January 2022.
- In its second year of operations, an advisory committee chaired by the provost assists and contributes to the academic planning and directions of the ká lax-ay Sunshine Coast campus. Building on the ongoing programming in literacy, adult basic education, early childhood education and care, and health care assisting, a suite of first year courses is being offered annually along with a newly launched micro-credential to address learning gaps in the non-for-profit sector on the coast.

- Over the last two years, with additional one-time funding from the Ministry of Advanced Education and Skills Training (MAEST), part-time programming in Early Childhood Education and Care (diploma) has been offered for learners on the Sunshine Coast (2020-2021 and 2021-2022).
- Furthering community engagement and reconciliation actions, over the last year, the kálah-ay Sunshine Coast campus has hosted Indigenous students from Pender Harbour, Chatelech, and Elphinstone Secondary Schools and the regional director led a working group culminating in a cultural awareness training session by shísháhl Nation with over 50 employees, students and community members attending the full day session (Spring 2022).

Renew and deepen the role of advisory committees, including students and alumni voices, in the ongoing evolution of our academic programs, learning opportunities, and their relevance to our region and beyond.

- As part of both new program development and program review, the role of advisory committees and advisory groups has been enhanced with membership being reviewed and renewed in several departments/schools to strengthen diversity of perspectives, thoughts, and experiences (e.g., Applied Behavioural Analysis, Kinesiology, Business).
- Commenced in August 2022, Academic Initiatives and Planning (AIP) with a student research assistant is undertaking research on leading practices in “students as partners” including a focus on program advisory committees. A tool kit for faculty and deans is one of the intended outcomes.

Deepen and expand scholarly, research, and creative activity collaborations with local and global educational partners for meaningful and mutually beneficial community-engaged learning and research opportunities.

- An ongoing jointly funded manager (Mitacs and the university) launched in 2020 has contributed to enhanced activity in Mitacs funded applied research with 15 projects in the 2021-2022 academic year across all five Faculties.
- A Test Your Concept (TYC) pilot led through the director of CARS and then dean, Faculty of Arts and Sciences saw faculty pitching CARS ideas and engagement with community partner organizations. The inaugural round of TYCs took place with partner organizations including the Howe Sound Biosphere/UNESCO Group and The Islands Trust Conservancy. In 2021-2022, five faculty received funding and support to run community-based research projects within their classes during the spring and summer terms.
- International collaborations have been extended through seven agreements (India, Australia, Philippines, Europe) with new international university partnership agreements, each including options for CARS activity.
- CapU students will have increased access to [international study and field school experiences](#) through the new federally funded Global Skills Opportunity (GSO) program. While the program is open to all Canadian post-secondary students, it specifically focuses on increasing access to students’ groups for whom such experiences have traditionally been less accessible: Indigenous students, students from low-income backgrounds and those with disabilities. It is expected over 600 students will participate in international field schools and collaborative online international learning projects over the next four years.

Imagination: *Who We Are* – Progress on Actions

Create and support a range of ongoing opportunities for learning under the leadership of the Centre for Teaching Excellence (CTE), Office of Creative Activity, Research & Scholarship (CARS), and Office of Indigenous Education & Affairs (IEA) to ensure faculty and the wider university community have the supports needed to explore and adopt the pedagogical orientations foregrounded in this plan.

- Annually, the Teaching and Learning Symposium lead through the Center for Teaching Excellence focuses on scholarly dialogue, sharing, and learning. The May 2021 virtual symposium saw the highest faculty participation to date with the theme of “Land & Decolonized Place-Based Learning” and the 2022 in-person symposium focused on “Community-Engaged Teaching and Learning” (CeTL) with over 20 sessions and 80+ participants.
- During the 2021-2022 academic year, the Faculty of Fine and Applied Arts has been extending their focus on equity and inclusion. An advisory group (FAA faculty, students, administrators, and Human Resources) have worked with a consultant to offer two facilitated workshops for the faculty and three educational videos with additional activity planned for Fall 2022.
- Throughout 2021-2022, CTE offered a range of workshops including two four-day workshops: Instructional Skills and “Intercultural Pedagogy and Learning”. The latter was an in-depth introduction and analysis of equity, diversity and inclusion (EDI) issues related to disability, gender and sexuality, race and language, and decolonization and Indigenization. An interactive workshop called “Managing Challenging Topics in the Classroom” (March 2022) offered three specific facilitation techniques meant to foster dialogue about difficult topics.
- A new [certificate in university teaching and learning](#) launched in Fall 2022 through the CTE.
- In support of ongoing learning additional faculty resources have been created through the library’s “[LibGuides](#)” including specific topics focusing on EDI (e.g. anti-Black racism), Indigenization, decolonization, as well as resources on the [CTE](#) site (e.g., anti-racism toolkit, Universal Design for Learning, Indigenization, decolonizing approaches).

Include academic and community partners in the design and redesign of academic credentials and requisite community-engaged, flexible, and imaginative learning experiences (e.g., joint degrees, pathway agreements, research partnerships, immersive local and virtual deep learning, etc.).

- The university action plan in response to the external review with the [Quality Assurance Process Audit](#) includes a commitment to deepening the role that students and community partners can play with program development and program review, through such actions as policy revisions.
- In collaboration with AIP, IEA has established a process for program working groups developing new academic credentials at CapU to meet with the Indigenous Education Steering Committee (education directors from the five territorial Rights holders and the Métis Nation) to get input on course programming, and to inform the Nations of what is under development so that we can collaboratively plan and strategize for future Indigenous student needs. Three quarterly meetings have been held to date and this process has been viewed as a success by the Nations.

- Pathway and/or transfer agreements with other post-secondary institutions, private colleges, and international schools are an ongoing priority with several new agreements completed (e.g., Native Education College, Langara College, Talent Basket [School of Tourism], School of Arts and Entertainment Management).

Advance university community familiarity with and contribute to the global open education movement through an open knowledge mobilization initiative involving the Faculties, CTE, CARS, IEA, and the University Library.

- Ongoing efforts for inclusion of open education textbooks has seen a cost savings for students in the 2021-2022 academic year of approximately \$340, 000 taking the three-year cumulative savings (since 2019) to \$540, 000. In support of additional efforts in open education, in Fall 2021 five faculty were successful in their applications for funding to undertake open education activity with four different projects (Psychology, School of Business, Sociology, School of Business and School of Design).
- The Library has commenced work on creating an inventory of open education resources being developed and used across the university.

Prioritize the continued use and adoption of digital and educational technologies to advance excellence in teaching and learning that center learning and learners as emerging practitioners and knowledge mobilizers (e.g., tools and platforms required for collaboration and curating and sharing evidence of learning through project-based learning and learning activities).

- An agreement between the School of Tourism and Talent Basket —an online platform that provides virtual international work experiences for students – create new opportunities where students can earn academic credit as an elective, adding to their digital skillset and competitive advantage.
- Two new micro-credentials: Virtual Production for Creative Technology and Harmony (2D Digital Animation) Badge, were successful in the application for funding through AEST and are planned for implementation in the 2022-2023. These courses will be run through Continuing Studies. DigiBC— the Creative Technology Association of British Columbia worked closely with CapU Animation & Visual Effects departments to provide industry input on this project.
- The high impact learning practice of [e-portfolios](#) has shifted this year to include multiple platforms option beyond WordPress (e.g. GitHub, GoogleSites). Workshops are offered every semester through CTE with a faculty associate and [student digital ambassadors](#) also provide basic support for students. Additionally, as part of a program review action item, the Education Assistant Certificate program also worked with CTE on a project to embed e-portfolios across the curriculum.

Embed scaffolded opportunities for creative activity, research, and scholarship within all degree programs, including community-based activities.

- Across all degree programs students have the opportunities for CARS, either through course based or co-curricular based activity. The annual Student Research Symposium highlights much of this activity. The 2021-2022 virtual symposium in April 2022 had over 90 presentations with students and faculty involvement across four of the five faculties.

- The launch of Unified internal grant funding (2020) through CARS has enshrined the important role of both community partners and student research assistants (co-curricular).
- The new BA in Psychology launched successfully in Fall 2021 with strong student enrolments. Further course development and curriculum refinements continue with the initial implementation, including the early phases of creating our own *CapU Journal of Psychological Research* that gives students an opportunity to publish their academic and research papers in psychology. All articles will undergo peer review by students and faculty.

In parallel with the Envisioning 2030 equity goals and hiring practices, develop and put into action a comprehensive approach to hiring, mentoring, and coaching of faculty, academic leadership, and academic staff aligned with supporting the University's established equity goals and the pedagogical priorities

- The university, with leadership under the Vice President, People, Culture and Diversity is undertaking an EDI audit that commenced in March 2022 and will inform future actions, plans and equity goals.
- Learning and Development in the People, Culture and Diversity portfolio have created additional tools and curated resources related to equity, diversity and inclusion that can be utilized through hiring processes.

University Experience: What Learning Looks Like – Progress on Actions

Renew university learning outcomes for alignment with the 2030 Academic Plan.

- No action to date. Planned for 2022-2023.

Review and, as required, renew, Cap Core, the university's general education framework, for alignment with the 2030 Academic Plan.

- No action to date. Planned for 2022-2023.

Identify, develop, and implement governance and operational requirements for graduate-level credentials.

- During the Spring 2022 term, two faculty special appointees collaborated with the AIP director to scope and make recommendations on policy, procedure, and operational elements in support of quality graduate level credentials aligned with DQAB expectations for graduate programming. The final report and recommendations have been submitted to the provost as of June 2022 and will be reviewed with academic leadership in late summer/early Fall for consideration for next stage planning.
- Academic leadership with graduate studies included under the newly created position of Associate Vice President CARS & Graduate Studies, effective June 2022.

Create and implement a framework for online learning (purposeful learning and learner-centred approach) post-pandemic, reflective of leading practices.

- No action to date. Planned for 2022-2023.

Leverage the University's quality assurance activities, including assessment of learning, annual program assessment and program review, and activate Faculty-based strategic planning committees in support of aligning current programs with the 2030 Academic Plan priorities.

- With leadership from AIP, the final step of the Quality Assurance Process Audit (QAPA) saw the submission of an action plan to address both self-assessed areas for continued development as well as a small number of recommendations from the external review panel report. This action plan will be substantially completed in 2022-2023/4 and recognizes the progress that has been made to align current programs (through program review) as well as new program development with Illuminating 2030.
- As of June 2022, the Faculty of Arts and Sciences and the Faculty of Global and Community Studies, have strategic planning committees.

Prioritize the development of flexible academic programs with multiple entry and exit points and expand the options for the customizable learning pathways (e.g., opportunity to incorporate minors, certificates, micro-credentials into students' primary areas of study).

- The Engineering Rapid Prototype Technology Microcredential program in the School of STEM, received a one-time AEST development funding. These courses provide a path for learners to develop new skills that are unique and not offered by post-secondary institutions. The credential's key elements include three modules that explore the fundamentals of rapid prototyping techniques and the management of the engineering design process with WIL in collaboration with industry partners.
- Since summer 2021, five new minors have been approved and implemented: Minor in Business Administration, Minor in Cinema Studies, Minor in Communication Studies, Minor in Psychology, Minor in Legal Studies. In summer 2022, the Ministry approved our latest new minor; a Minor in Sociology will be available January 2023.
- Prior learning assessment has had enhanced focus over the last two years with the support of a faculty special appointee in the provost's office, with an updated policy being approved, assets developed (with an intention to have some of these learner-focused), a refined process for faculty loading of this activity, and enhanced awareness through chair, coordinator, and departmental meetings.
- There continues to be progress on the credential development front with 14 active program working groups thoughtfully developing proposals for new credential options in alignment with the directions established in Envisioning 2030 and Illuminating 2030. The recently published Summer 2022 Program Development Bulletin, available on Frontlines, provides the campus community with regular updates on current program development activities to assist with university-wide planning processes and foreshadow how CapU's program mix is projected to evolve in the months and years ahead.

Conclusion

As shared above, there has been substantive progress made with most actions identified in Illuminating 2030 to date since its launch in March 2021, with several others identified for positive momentum and activities for the next academic year (2022-2023). Faculties and academic units also participate in annual university integrated planning where their own goals are identified for implementation to further *Illuminating 2030*.

Aligned with the goal of reflective practice in *Envisioning 2030*, the academic plan will be reviewed during the 2022-2023 through the provost's office, where additional actions may be identified, or established actions clarified or modified.

Mary Jukich

To: Mary Jukich
Subject: RE: Fall 2022 Student Representatives by election timeline

From: Yasuko Otsuka <yasukootsuka@capilano.ca>
Sent: Tuesday, August 23, 2022 3:20 PM
To: Mary Jukich <mjukich@capilano.ca>
Cc: Kyle J Vuorinen <kylevuorinen@capilano.ca>
Subject: Fall 2022 Student Representatives by election timeline

Hi Mary,

Please see Time line for by election for Student representatives.

FALL 2022 SENATE BY ELECTION TIMELINE

Date	Action	Duration
Thursday, Sept 29	Call for nominations	Two weeks
Thursday, Oct 13, 4pm	Call for nominations CLOSED	Four weeks
Friday, Oct 14	Orientation (by request)	
Thursday, Nov 10, 12:01 am	Voting OPEN	One week
Wednesday, Nov 16, 11:59pm	Voting CLOSED	
Friday, Nov 18	Election Results Announced	

FALL 2022 SENATE SEAT UP FOR ELECTION

Representatives	Seats	Term starts	Term ends
Student	1 Voting	Immediately	July 31, 2023

Regards,



Yasuko Otsuka (she/her) ([hear it](#))

Assistant to the Registrar, Registrar's Office
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SENATE CURRICULUM COMMITTEE RESOLUTION MEMO

DATE: August 22, 2022
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 August 19, 2022:

- 22/57** The new course, AHIS 340 – Art and Science: Creative Collaborations, as well as Cap Core designation under the heading *Culture and Creative Expression*, be recommended to Senate for approval.
- 22/58** The following new courses and various referenced designations be recommended to Senate for approval:
- ECON 230 – Ecology, Environment and Economic Policy
 - ECON 430 – Circular Economies
 - ENSO 100 – Catalysts to Change – Perspectives on the Living Planet:
 - Cap Core designation under the heading *Self and Society*
 - ENSO 200 – Regional Studies I – Environmental Stewardship
 - Cap Core designation under the heading *Self and Society*
 - ENSO 300 – Regional Studies II – Applied Environmental Stewardship
 - Cap Core designation under the headings *Self and Society* and *Science and Technology*
 - ENSO 310 – Globally Significant Places and Peoples – Biospheres
 - Cap Core designation under the heading *Self and Society*
 - ENSO 403 – Environmental Impact Assessment
 - ENSO 490 – Community and Field School Studies
 - Cap Core designation under the heading *Capstone*
 - GEOG 325 – GIS Applications in Natural Resource Management
 - Quantitative/Analytical designation
 - Science designation

**SENATE CURRICULUM COMMITTEE
RESOLUTION MEMO**

- Lab Science designation
- Cap Core designation under the heading *Science and Technology*
- GEOG 400 – Human Population and the Environment
 - Cap Core designation under the heading *Self and Society*
- GEOG 455 – Green Infrastructure and Community Networks
 - Science designation
 - Cap Core designation under the headings *Self and Society* and *Science and Technology*

22/59 The new credentials, Bachelor of Environment and Society, Diploma in Environment and Society, and Minor in Environment and Society be recommended to Senate for approval.

22/60 The prerequisite revisions to COMP 101 – Computers and their Application, COMP 106 – Programming with Robots, COMP 115 – Learn to Code, and COMP 215 – Introduction to Computational Science, as well as the new course, COMP 135 – Python Essentials, including Science designation, Q/A designation and Cap Core designation under the headings Numeracy and Science and Technology, be recommended to Senate for approval.

22/61 The prerequisite revisions to DIGI 243 – Look Development and Lighting be recommended to Senate for approval.



Deb Jamison, Chair
Senate Curriculum Committee

Paul Dangerfield
Chair, Senate

Date: Aug. 22, 2022

Date:

SENATE REPORT

AGENDA ITEM:	SENATE
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE:	6-Sep-2022
PRESENTER:	Deb Jamison, SCC Chair

PURPOSE

The Bachelor of Environment and Society, the Minor in Environment and Society, and the Diploma in Environment and Society have been developed to expand the Faculty of Arts and Sciences credential options that are aligned with *Envisioning 2030*, *Illuminating 2030*, and the AEST mandate letter and will attract and retain new domestic and international students.

BACKGROUND

The Bachelor of Environment and Society Stage 1 Initial Assessment was approved by SAPPRC, Senate, and the Board of Governors in January, 2021. After a desk review by the Degree Quality Assessment Board (DQAB) Secretariat, the Stage 1 proposal was posted to Post-Secondary Institution Proposal System (PSIPS) for 30 days starting February, 2021 followed by a review at the DQAB Board meeting in April, 2021. Minister Kang approved the Stage 1 in September, 2021.

The program working group have completed Stage 2 for the degree, minor and diploma. The proposal was reviewed by SCC on August 19, 2021 and SCC is recommending Senate approve the Stage 2 Full Program Proposal.

PROCESS

New degree program development is a [staged process](#) with multiple steps of academic consultation, input and review. The first step is the **Concept Paper** (internal approval only), followed by **Stage 1 Initial Assessment** (internal and external approval required), then **Stage 2 Full Program Proposal** (internal and external approval required).

Established university policy and procedure guide the process that includes substantive consultation, extensive internal peer review (Faculty, Senate standing committees, Academic Leadership Council, and Senate), and external review by primarily BC-based comparator programs and relevant sectoral, Indigenous, and community partners.

SENATE REPORT

At Stage 1, Senate advises the Board and at Stage 2 Senate approves the new programs¹. Additionally, there is Ministry review and approvals at both stages. Once the Minister approves (after external review with Stage 2), Capilano University can begin the implementation process of a new program.

RECOMMENDATION:

THAT Senate approve the Stage 2 Full Program Proposal for submission to the Degree Quality Assessment Board for the following credentials:

- Bachelor of Environment and Society
- Minor in Environment and Society
- Diploma in Environment and Society

¹ Stage 2 Full Program Proposals are only required to go to the Board in the event there are significant changes to Stage 1.



CAPILANO
UNIVERSITY

Bachelor of Environment and Society

Full Program Proposal

August 30, 2022

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1. Executive Summary

Overview of Capilano's History, Mission, and Goals

Capilano University (CapU) was founded in 1968 as a community college and in 2008 became a special purpose teaching university, which sets its policies in accordance with the University Act of British Columbia. Currently enrolling approximately 9,042 students in for-credit courses, it serves the North Shore; the Howe Sound communities of Squamish, Whistler, Mount Currie, and Pemberton; and the Lower Sunshine Coast.

CapU is named after Chief Joe Capilano, an important leader of the Sk̓wx̓wú7mesh (Squamish) Nation of the Coast Salish people. Our campuses are located on the traditional and unceded territories of the Líl'wat, x̣ṃəθḳəỵəm (Musqueam), shíshálh (Sechelt), Sk̓wx̓wú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) Nations.

The University's mandate as a special-purpose teaching university is to provide the established region with a comprehensive range of credentials that are relevant and transformative for individual students and local communities in alignment with the strategic and academic plan commitments and goals set out in *Envisioning 2030* and *Illuminating 2030* (see Appendix 1).

Proposed Credential

- Bachelor of Environment and Society
- Minor in Environment and Society
- Diploma in Environment and Society

Location

North Vancouver campus. Select courses and/or course components will be offered at the regional campuses and/or on location with community partners such as the Átl'ka7tsem/Howe Sound Biosphere Region, Pender Harbour Ocean Discovery Center and Maplewood Flats Conservation Area.

Faculty

Faculty of Arts and Sciences

Anticipated Program Start Date

Fall 2024

Anticipated Completion

The Bachelor of Environment and Society (BES) can be completed in 8 semesters full-time.

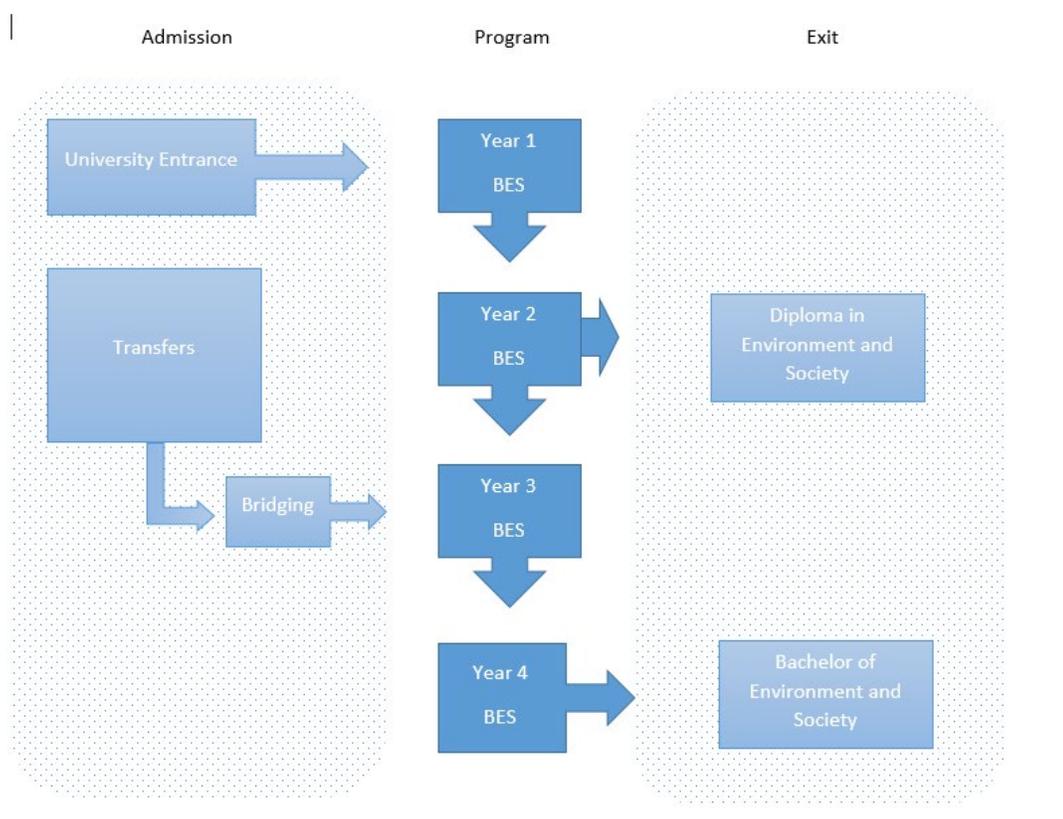
Summary of Program

Aims, goals and objectives

The BES addresses environmental issues through the integration of knowledge across disciplines. With its multidisciplinary modular structure, the proposed degree will appeal to a broad range of students

and prepare them for diverse employment opportunities in the environmental workforce. Graduates will have a combination of applied skills and competencies developed through regional work-integrated learning experiences. The degree is aligned with the cultural, economic, and biological richness of the University’s region. The curriculum, which balances an interplay between Indigenous perspectives, place-based learning, and work-integrated learning, will support regional capacity building, socially, biologically, and economically.

Figure 1. Bachelor of Environment and Society structure ¹



Alignment with University’s mandate and strategic plans:

Capilano University is mandated to meet the academic needs of its region and to address government priorities which include advancing truth and reconciliation with Indigenous Peoples, committing to climate change action and a low-carbon economy, and honouring the goals of the Okanagan Charter. The BES aligns with this mandate and speaks directly to the region’s biological, cultural, and economic wealth. ^[1]

¹ In addition to the proposed block transfer discussed (Section 9 Program Consultation – Post-Secondary Institutions), the Faculty of Arts and Sciences is collaborating with the University One for Indigenous Learners Certificate instructors to develop BES laddering options for interested Indigenous students.

CapU's location, its place in a diversity of functional natural ecosystems, its multiple campuses, its connections with First Nation communities, its partnerships with the Átl'ka7tsem/Howe Sound Biosphere and other groups, its small class sizes, its historical approach to lab and field-rich programming, have all informed the development of the degree.

The degree reflects CapU's commitment to region-integrated learning and workforce readiness, including pathways to employment within the geographical region. This mandate is purposefully advanced by the Faculty of Arts and Science Academic Model (see Appendix 3).

Envisioning 2030 and *Illuminating 2030* prioritize anchoring academic programs in community, imagination, and distinct university experience (see Appendix 1). Accordingly, the proposed degree cultivates the imagining of a future based on creating solutions rather than solely on defining problems while drawing on the university's small classes and delivery of lab and field-rich courses to facilitate authentic student engagement.

Linkages between the learning outcomes and the curriculum design:

The BES meets the requirements for baccalaureate degrees set out in Senate Policy *S2020-01 Academic Credentials* (see Appendix 2), including the CapU's general education requirements (see Appendix 4).

BES program learning outcomes (PLOs):

1. Locate, analyze, and integrate information from natural and social sciences to build an evidence-based understanding of environmental problems and solutions;
2. Support the Calls for Action of the Truth and Reconciliation Commission and gain competency in First Nations, Inuit and Métis history, and contemporary Indigenous perspectives including traditional ecological knowledge, and apply to work in cross-cultural environments;
3. Employ systems thinking and ethical and critical analysis to design inquiries that incorporate perspectives of interested parties in approaching environmental challenges;
4. Apply foundational knowledge, quantitative reasoning, and evidence-based analysis encompassing ecological, economic, and social frameworks to identify, address, and mitigate environmental issues;
5. Use regional-integrated and problem-based approaches that amplify the partnership between Indigenous and Western knowledge;
6. Model effective communication practices for relaying and interpreting environmental data and issues to a variety of audiences and for cooperating with interested parties; and
7. Embrace roles and identities as mindful, eco-literate citizens, practitioners, and environmental leaders in delivering and designing solutions in a complex, interconnected world.

All BES students will complete a common core which allows for knowledge to be gathered and viewed through a wide lens and reflect the interdisciplinary nature of environmental issues. Throughout the degree, students will have structured opportunities to work with community partners in the field and

while participating in work-integrated learning opportunities will deepen their ability to identify, address, and mitigate environmental challenges. In the upper years, students will select a minimum of two theme-based modules that align with their interests (or 24 credits of associated coursework selected from the various module options) and their chosen career trajectory. The degree culminates in a capstone course where students will have the opportunity to model solutions to environmental problems that integrate evidence-based knowledge from different disciplines and bodies of knowledge.

Work experience or a work placement term are not required for degree completion.

Employment prospects for graduates and opportunities for further study:

Environmental workers were employed within 458 of 500 NOC codes using EcoCanada's new combined definition of the environmental workforce. ^[2] Environmental employment is expected to grow at a faster rate than total Canadian employment. ^[3] The environmental sector requires skill sets and competencies from a variety of disciplinary backgrounds. Employers have acknowledged the need for a multidisciplinary education that blends theory and practice (see Appendix 5). In response, the degree's foundational course work and industry-informed upper-level modules will support graduate access to a wide range of employment opportunities, including the high-opportunity occupation NOC 4161 (Natural and applied science policy researchers, consultants and program officers), within BC's and Canada's expanding green economy. ^[4]

Delivery Methods:

The program will employ a variety of delivery methods. Most courses will be delivered through hands-on contemporary pedagogies such as, studio-learning courses, field work, region-integrated learning and hands-on experiential problem-based labs and learning activities.

Program Strengths:

With educational pathways for arts and science students, the BES offers students foundational social, cultural, and biological knowledge which, when applied, sustains the natural environment and society. A variety of high impact practices have been embedded in the program as these have been shown to improve student persistence and success in educational programs. The BES includes experiential learning, including work-integrated learning opportunities, ePortfolios, and a capstone project.

In turn, the upper-level modular structure will allow interested Capilano students enrolled in other programs to access courses while also providing professional development opportunities for those already employed in the environmental field.

The inclusion of First Nations, Inuit and Métis history and contemporary Indigenous perspectives in required Environment and Society (ENSO) core courses for all degree students supports the Truth and Reconciliation Commission's Calls for Action with a particular focus on Call to Action #62. This call highlights the need to have the participation of Indigenous knowledge holders in development of course content and delivery, the understanding that science as a way of knowing does apply to Indigenous

knowledge gathering and is the basis of Traditional Ecological knowledge, and overall supports decolonizing education. The degree will prepare arts and science students to work successfully in cross-cultural environments and addresses the need for solutions to environmental issues to include traditional ecological knowledge and perspectives.

Support and Recognition from other Post-Secondary Institutions and Professional Bodies:

The proposed degree is supported by the province's post-secondary institutions. The extensive stage 1 and 2 consultation feedback has been incorporated into the proposed degree (see Section 9 and Appendices 7 and 8). This distinctive degree does not directly overlap with existing degrees offered in the province. Initial consultations show that the degree will be accredited by ECO Canada, the Society of Ecological Restoration (SER) and the College of Applied Biology (CAB).

Plans for Admission and Transfer within the BC Post-Secondary Education System

CapU is an active participant in the BCCAT transfer system. Many of the current courses incorporated in the proposed degree are recognized by the BCCAT transfer system, and CapU will seek articulation for the new courses where appropriate. Students with sufficient prerequisite courses will be able to transfer into the program from other institutions

Related Programs and rationale for duplication:

While a variety of environmental programming exists at the post-secondary level in British Columbia, academic survey respondents noted that a key distinction of the BES is its multidisciplinary and modular design along with community partnerships facilitating regionally based and work-integrated environmental programming (see Section 9 and Appendix 8). The degree includes Indigenous environmental perspectives across the arts and sciences streams. Surveyed institutions reported the popularity of their own environmental programs, saw potential for collaboration and indicated students from regional colleges often prefer to complete their degree at a smaller regional university. While there is some overlap in content with similar programs, the BES is differentiated in the following ways:

- Choice of an arts or a sciences stream and upper-level modules allow students to be self-directed with their pathway through the degree.
- CapU's location with access to diverse ecosystems, peoples and economies, lab- and field-based courses (e.g., Community & Field School Studies and two Regional Field Studies courses), and small class sizes allow an education and delivery platform fundamentally unique in BC.
- Inclusion of courses and modules on project management, conflict resolution and facilitation, and Indigenous perspectives to the study of environmental and resource management.

Contact Information

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2. Degree Level Standard

Depth and Breadth of Knowledge

BES curriculum addresses the multidisciplinary nature of environmental studies and sciences. The program includes courses drawn from the disciplines housed within the Faculty of Arts and Sciences (notably biology, geography, political science, anthropology, and economics) in addition to selected courses from the Faculty of Business and Professional Studies, Faculty of Fine and Applied Arts, and Faculty of Global and Community Studies. The curriculum has been carefully developed and structured to include Indigenous histories, cultures, and perspectives to incorporate a critical examination of colonialism in Canada in relation to environmental studies and sciences. The required core courses in years one through four build a depth of knowledge in the fields of environmental studies and sciences. These courses include lower-level courses in specific disciplines that are pre-requisites for upper-level courses within the upper-level topic-based modules such that students attain a depth of knowledge within disciplines that support their area of interest within the degree.

Knowledge of Methodologies and Research

Foundational methodologies are the emphasis of PLOs 1, 2, 3, 4 and 5, and are built into the four required courses: INTS 110 Making Change: Regional Research and Action; the two applied environmental stewardship courses: ENSO 200 Regional Studies I - Environmental Stewardship and ENSO 300 Regional Studies II - Applied Environmental Stewardship; and ENSO 490 Community and Field School Studies. These theory-practice courses are regionally integrated and use problem-based approaches. These courses, among others, introduce students to the landscape of connection of nature, climate, cultures, and people which honours Indigenous knowledge and ways of knowing and western knowledge systems.

Two required Geographical Information System (GIS) courses offer students the opportunity to learn spatial methods of observation and analysis. An upper-level course STAT 310 Predictive Modelling and Analysis of Experimental Data provides a practical introduction to experimental designs and analysis of data. INTS 310 Interdisciplinary Research introduces students to the various stages of the research process and provides them with an understanding of the different methods used to conduct research commonly used in the humanities, social sciences, and related fields of study.

Additionally, in support of PLO 3, systems thinking and critical analysis are essential framework components of methodologies and research supporting the breadth of the degree. Some examples of courses applying these components are: ENSO 100 Catalysts to Change - Perspectives on the Living Planet; PHIL 208 Environmental Ethics; and INTS 310 Interdisciplinary Research. Partnerships with local environmental stewardship groups will facilitate work-place integrated learning and engagement with research methodologies and regional environmental issues.

Application of Knowledge

This degree is designed so students can apply their knowledge in real-world contexts throughout all four years of the program as signaled in PLO 5. Several partnerships between organizations and Capilano University (e.g., CityStudio North Vancouver and the Átl'ka7tsem/Howe Sound Region Biosphere Initiative) will facilitate these opportunities for students. In the first year, INTS 110 Making Change: Regional Research and Action brings together students, educators, and community organizations to collaborate on generating solutions in a region-integrated setting and within the framework of problem-based learning. In ENSO 200 Regional Field Studies I - Environmental Stewardship and ENSO 300 Regional Field Studies II - Applied Environmental Stewardship courses, students will work on field/community-based projects that lead to increased ecosystem health in the region.

Each upper-level module will provide an opportunity for students to engage in work-integrated learning related to the module topic. With the capstone course ENSO 490 Community and Field School Studies, students will research, develop, and implement a project which addresses one of the four key areas: biodiversity and conservation, sustainable development, climate action, and reconciliation and apply to different regions of the province.

Communication Skills

PLO 6 speaks to the importance of communication skills within this degree. All students take ENGL 100 University Writing Strategies in their first year and either ENGL 220 Research Voices: Clarity and Style for the Academic Writer or CMNS 250 Introduction to Technical Writing in their second year. Required Statistics and GIS courses allow students to expand their skills in the mathematical and visual expression of data. INTS 110 Making Change - Regional Research and Action, INTS 310 Interdisciplinary Research, and INTS 345 Reconciliation in Action will provide students with the tools and protocols for meaningful communication within communities. ENSO 200 Regional Field Studies I - Environmental Stewardship and ENSO 300 Regional Field Studies II: Applied Environmental Stewardship require students to design and implement a field/community project which includes the facilitation of dialogue with multiple interested parties.

Awareness of Limits of Knowledge

The degree's interdisciplinary approach to the field of environmental studies and sciences will require students to think critically and openly across various disciplines and perspectives. This ability will develop over four years as students take a mix of discipline-based and interdisciplinary courses culminating in an interdisciplinary capstone project. Throughout their studies, students will be supported in recognizing both personal and disciplinary limits and biases. Required interdisciplinary courses and work-integrated learning experiences with community groups and various stakeholders will continue to foster and support this awareness and growth.

Professional Capacity/Autonomy

The program prepares graduates to work both independently and collaboratively. Teamwork and leadership are explicit components of the required upper-level experiential courses. As exemplified by

PLO 7, this program will support graduates as practitioners and leaders in various fields of environmental employment. All students complete an academic ePortfolio documenting their learning, skill and competency development and reflections across all four years of the degree.

Additionally, science stream students will be prepared to work towards their Registered Professional Biologist status while gaining lower-level credentials such as Student Biologist, Biologist in Training, Registered Biology Technologist, Applied Biology Technician, Certified Ecological Restoration Practitioners in Training (CERPITs), Certified Ecological Restoration Practitioners (CERPs), Environmental Professional in Training (EPT), Environmental Professional (ECOCanada), Wetlandkeepers (BC Wildlife Federation) and Streamkeepers (Pacific Streamkeepers Federation) certification courses.

3. Credential Recognition and Nomenclature

The proposed degree title is a Bachelor of Environment and Society.

It is a recognized credential in BC that will contribute to the professional and academic advancement of the graduate (as supported by the consultation letters provided in Appendix 7). The program curriculum has been designed to facilitate recognition by other post-secondary institutions in terms of its comprehensive coverage of both environmental studies and environmental sciences. The program has been reviewed and supported by the research universities in BC: SFU, UBC, UFV, UNBC, University of Victoria, and VIU (refer to Stage 1 and Stage 2 surveys in Appendix 8).

For the policy and procedures notifying students of credential recognition and/or transfer, see Appendix 2 for Policy *S2013-01 Transfer Credit*.

4. Curriculum/Program Content

Program Structure

The BES has an arts stream and a sciences stream requiring a minimum of 120 and 123 credits respectively. Students in the BES program must satisfy all Capilano University baccalaureate degree requirements as established in Senate Policy *S2020-01 Academic Credentials* (see Appendix 2), and the general education requirements (see Appendix 4).

The degree program has also been designed with an exit option in the form of the Diploma in Environment and Society upon completion of Years 1 and 2 of the baccalaureate profile. This exit point will serve students who wish to enter the workforce in entry-level roles.

Program overview: All students within the Bachelor of Environment and Society will take a core set of common courses which support the spectrum of knowledge, skills and critical thought required to examine and approach solutions to environmental issues. In addition to common courses, students will

select upper-level modules which represent a cross-disciplinary exploration of a range of topics that allow students a more comprehensive understanding and the opportunity to apply skills and methodologies within a work-integrated learning setting.

Students will complete two upper-level modules that in combination align with their interests and career plans, or students will complete courses from across the modules to build a personalized program of study.

To ensure the courses and curriculum requirements consistently contribute to the stated program goals, the curriculum has been mapped to ensure students progress through levels of proficiency to mastery for all program learning outcomes (see Appendix 9).

Breadth and electives: BES students explore other disciplines while meeting their Cap Core general education curriculum, which requires all baccalaureate students to complete 30 general education credits as part of their program (see Appendix 4).

Program Profiles

BES Arts Stream

Courses in blue are shared between the arts stream and the sciences stream.

Lower-level Course Requirements	Course Credits	Required Credits
<i>Required:</i>		48.00
BIOL 105 Environmental Biology	4.00	
ENGL 100 University Writing Strategies	3.00	
ENSO 100 Catalysts to Change: Perspectives on the Living Planet	3.00	
Choose 4.00 credits from the following list:		
GEOG 112 Physical Landscapes I	4.00	
GEOG 114 Weather and Climate I	4.00	
INTS 110 Making Change: Regional Research and Action	3.00	
POL 100 Introduction to Politics and Government	3.00	
STAT 101 Introduction to Statistics	3.00	
Choose 3.00 credits from the following list:		
ANTH 202 Anthropology and the Environment	3.00	
AHIS 250 Art and Nature Now: Environmental Crisis	3.00	
POL 202 Government and Politics of British Columbia	3.00	
POL 203 International Organizations	3.00	
POL 204 Canadian Public Policy	3.00	
Choose 3.00 credits from the following list:		
ANTH 206 First Nations of British Columbia	3.00	
ANTH 208 Indigenous Peoples of North America	3.00	
HIST 209 History of Aboriginal Peoples in Canada ²	3.00	
CMNS 250 Introduction to Technical Writing OR ENGL 220 Research Voices: Clarity and Style for the Academic Writer	3.00	
ECON 230 Ecology, Environment, and Economic Policy	3.00	
ENSO 200 Regional Studies I - Environmental Stewardship	3.00	
GEOG 225 Introduction to Geographic Information Systems	4.00	

² Course title revision pending: History of Indigenous Peoples in Canada

Lower-level Course Requirements	Course Credits	Required Credits
HIST 206 People of the Land: Environment in Canadian History	3.00	
PHIL 208 Environmental Ethics	3.00	

Upper-level Course Requirements	Course Credits	Required Credits
<i>Required:</i>		42.00
ENSO 300 Regional Studies II - Applied Environmental Stewardship	3.00	
ENSO 310 Globally Significant Places and Peoples – Biospheres	3.00	
INTS 310 Interdisciplinary Research	3.00	
INTS 345 Reconciliation in Action	3.00	
POL 320 Global Ecopolitics	3.00	
ENSO 490 Community and Field School Studies (Capstone course)	3.00	
2 upper-level modules of study or 24.00 credits of courses from any module with exclusions listed. With the exception of: ABA 341 Applied Behaviour Analysis I: Principles of Behaviour ABA 342 Applied Behaviour Analysis II: Procedures for Behaviour Change FILM 308 Documentary Cinema Arts IDES 320 Visual Communication PADM 309 Municipal Administration and Community Involvement in BC	24.00	

Electives	Course Credits	Required Credits
<i>Required:</i>		30.00
Additional credits required to reach 120.00 total credits: Of the 30.00 credits, must include at least 24.00 credits outside of the degree program requirements of which 3.00 credits are 300-level or higher coursework.	30.00	
Total		120.00

BES Sciences Stream

Courses in blue are shared between the arts stream and the sciences stream.

Lower-level Course Requirements	Course Credits	Required Credits
<i>Required:</i>		57.00
BIOL 110 General Biology I	4.00	
BIOL 111 General Biology II	4.00	
CHEM 110 Bonding and Structure	4.00	
CHEM 111 Chemical Dynamics and Energetics	4.00	
COMP 115 Learn to Code	4.00	
ENGL 100 University Writing Strategies	3.00	
ENSO 100 Catalysts to Change: Perspectives on the Living Planet	3.00	
INTS 110 Making Change - Regional Research and Action	3.00	
STAT 101 Introduction to Statistics	3.00	
Choose 3.00 credits from the following list: ANTH 206 First Nations of British Columbia	3.00	

ANTH 208 Indigenous Peoples of North America	3.00	
HIST 209 History of Aboriginal Peoples in Canada ³	3.00	
BIOL 208 Ecology	4.00	
Choose 4.00 credits from the following list:		
BIOL 212 Invertebrate Zoology	4.00	
BIOL 213 Vertebrate Zoology	4.00	
BIOL 230 Botany - Algae to Angiosperms	4.00	
CMNS 250 Introduction to Technical Writing OR ENGL 220 Research Voices: Clarity and Style for the Academic Writer	3.00	
ENSO 200 Regional Studies I - Environmental Stewardship	3.00	
GEOG 225 Introduction to Geographic Information Systems	4.00	

Upper-level Course Requirements	Course Credits	Required Credits
Required:		42.00
ENSO 300 Regional Studies II - Applied Environmental Stewardship	3.00	
ENSO 310 Globally Significant Places and Peoples – Biospheres	3.00	
INTS 310 Interdisciplinary Research	3.00	
INTS 345 Reconciliation in Action	3.00	
STAT 310 Predictive Modelling and Analysis of Experimental Data	3.00	
ENSO 490 Community and Field School Studies (Capstone course)	3.00	
2 upper-level modules of study or 24.00 credits of courses from any module with exclusions listed. With the exception of: ABA 341 Applied Behaviour Analysis I: Principles of Behaviour ABA 342 Applied Behaviour Analysis II: Procedures for Behaviour Change FILM 308 Documentary Cinema Arts IDES 320 Visual Communication I PADM 309 Municipal Administration and Community Involvement in BC	24.00	

Electives	Course Credits	Required Credits
Required:		24.00
Additional courses required to reach 123.00 total credits. Must include at least 24.00 credits outside of degree program requirements of which 3.00 credits are 300-level or higher coursework.		
Total		123.00

Upper-level Modules

A module is a minimum of 12.00 credits of approved courses in a designated area. Modules are available to either the arts or sciences stream unless specifically noted. Unless otherwise indicated, all courses are 3.00 credits. Modules and courses will be offered on a rotating basis.

³ Course title revision pending: History of Indigenous Peoples in Canada

1. Climate Change – Mitigation & Adaptation Module –arts stream	Required Credits
<i>Required:</i>	12.00
GEOG 316 Climate Change: From Science to Sustainability	
GEOG 360 The Geography of a Sustainable World	
PHIL 310 Climate Ethics and Climate Justice	
SOC 302 Sociology of Climate Change	

Climate Change – Mitigation & Adaptation Module – sciences stream	Required Credits
<i>Required:</i>	14.00
GEOG 316 Climate Change: From Science to Sustainability	
GEOG 414 The Science of Climate Change (4.00 credits)	
GEOG 435 Energy, Communities and Environmental Change	
PHYS 310 Environmental Physics Lab (4.00 credits)	

2. Urban Sustainability Module	Required Credits
<i>Required:</i>	12.00
BIOL 305 Ecological Principles for Sustainability	
GEOG 355 Urban Ecology	
GEOG 455 Green Infrastructures and Community Networks	
Choose 3.00 credits from the following:	
GEOG 350 Cities in the Global South	
SOC 330 Sociology of the City: Issues and Processes of Exclusion	
ENSO 301 Traditional Systems of Resource and Land Use	

3. Biodiversity and Conservation Module	Required Credits
<i>Required:</i>	13.00
BIOL 308 Conservation Biology	
BIOL 408 Ecosystem Restoration (4.00 credits)	
BIOL 409 Global Change Biology	
Choose 3.00 credits from the following:	
BIOL 350 Natural History of BC	
BIOL 351 Global Biogeography	
ENSO 301 Traditional Systems of Resource and Land Use	
GEOG 330 Water Changes Everything	
PSYC 340 Psychology of Environmental Sustainability	

4. Environmental Management and Policy Module	Required Credits
<i>Required:</i>	12.00
ENSO 403 Environmental Impact Assessment	
LAW 335 Environmental Law	
LAW 331 Indigenous People and the Law	
Choose 3.00 credits from the following:	
LAW 317 Conflict Resolution	
LAW 322 Animal Law	
PADM 309 Municipal Administration and Community Involvement in BC	

5. Reconciliation in Environmental Studies Module	Required Credits
<i>Required:</i>	12.00
ENSO 301 Traditional Systems of Resource and Land Use	
ENSO 401 Ethnoecology: The Land Speaks	
ENSO 402 Introduction to Traditional Ecological Knowledge Research	
Choose 3.00 credits from the following:	

ENGL 344 Literature and the Environment ENGL 359 Indigenous Literatures	
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6. Applied Ecology Module	Required Credits
<i>Required:</i>	12.00
BIOL 401 Applied Population Ecology (4.00 credits)	
BIOL 402 Applied Ecosystem Ecology (4.00 credits)	
GEOG 325 GIS Applications for Natural Resource Management (4.00 credits)	
Choose 3.00 credits from the following: BIOL 409 Global Change Biology GEOG 316 Climate Change: From Science to Sustainability	

7. Human Footprint Module	Required Credits
<i>Required:</i>	12.00
BIOL 305 Ecological Principles for Sustainability	
ECON 430 Circular Economies	
GEOG 400 Human Population and the Environment	
Choose 3.00 credits from the following: ABA 341 Applied Behaviour Analysis I: Principles of Behaviour ABA 342 Applied Behaviour Analysis II: Procedures for Behaviour Change ANTH 340 Stuff: The Anthropology of Material Culture GEOG 316 Climate Change: From Science to Sustainability GEOG 330 Water Changes Everything PSYC 340 Psychology of Environmental Sustainability SOC 300 The Sociology of Consumer Culture SOSC 300 Eco-literacy	

8. Visual Arts, Media and Design Module	Required Credits
<i>Required:</i>	12.00
DOCS 315 Documentary Field Studies I	
IDES 320 Visual Communication I	
Choose 6 credits from the following: AHIS 320 Art, Activism, and Citizenship AHIS 335 Canadian Content: Art, Land and National Identity AHIS 340 Art and Science: Creative Collaborations ENGL 338 Literature and Media ENGL 344 Literature and the Environment FILM 308 Documentary Cinema Arts	

Minor in Environment and Society

Lower-level Course Requirements	Course Credits	Required Credits
<i>Required:</i>		9.00
ENSO 100 Catalysts to Change – Perspectives on the Living Planet	3.00	
Choose 3.00 credits from the following list: BIOL 105 Environmental Biology GEOG 101 Environmental Geography: Understanding the Issues	4.00 3.00	
Choose 3.00 credits from the following list: BIOL 208 Ecology ECON 230 Ecology, Environment, and Economic Policy HIST 206 People of the Land: Environment in Canadian History PHIL 208 Environmental Ethics	4.00 3.00 3.00 3.00	

Upper-level Course Requirements		15.00
<i>Required:</i>		
BIOL 305 Ecological Principles for Sustainability	3.00	
ENSO 310 Globally Significant Places and Peoples - Biospheres	3.00	
INTS 345 Reconciliation in Action	3.00	
Plus any two upper-level courses listed in the BES modules. With the exception of: ABA 341 Applied Behaviour Analysis I: Principles of Behaviour ABA 342 Applied Behaviour Analysis II: Procedures for Behaviour Change FILM 308 Documentary Cinema Arts IDES 320 Visual Communication I PADM 309 Municipal Administration and Community Involvement in BC	6.00	
Total		24.00

Diploma in Environment and Society

Arts stream

Lower-level Course Requirements	Course Credits	Required Credits
<i>Total credits:</i>		60.00
<i>Required:</i>		48.00
BIOL 105 Environmental Biology	4.00	
ENGL 100 University Writing Strategies	3.00	
ENSO 100 Catalysts to Change: Perspectives on the Living Planet	3.00	
Choose 4.00 credits from the following list:		
GEOG 112 Physical Landscapes I	4.00	
GEOG 114 Weather and Climate I	4.00	
INTS 110 Making Change: Regional Research and Action	3.00	
POL 100 Introduction to Politics and Government	3.00	
STAT 101 Introduction to Statistics	3.00	
Choose 3.00 credits from the following list:		
ANTH 206 First Nations of British Columbia	3.00	
ANTH 208 Indigenous Peoples of North America	3.00	
HIST 209 History of Aboriginal Peoples in Canada ⁴	3.00	
Choose 3.00 credits from the following list:		
ANTH 202 Anthropology and the Environment	3.00	
AHIS 250 Art and Nature Now: Environmental Crisis	3.00	
POL 202 Government and Politics of British Columbia	3.00	
POL 203 International Organizations	3.00	
POL 204 Canadian Public Policy	3.00	
CMNS 250 Introduction to Technical Writing OR ENGL 220 Research Voices: Clarity and Style for the Academic Writer	3.00	
ECON 230 Ecology, Environment, and Economic Policy	3.00	
ENSO 200 Regional Studies I - Environmental Stewardship	3.00	
GEOG 225 Introduction to Geographic Information Systems	4.00	
HIST 206 People of the Land: Environment in Canadian History	3.00	
PHIL 208 Environmental Ethics	3.00	
12.00 credits of breadth electives		12.00

⁴ Course title revision pending: History of Indigenous Peoples in Canada

Sciences stream

Lower-level Course Requirements	Course Credits	Required Credits
<i>Total credits:</i>		60.00
<i>Required:</i>		57.00
BIOL 110 General Biology I	4.00	
BIOL 111 General Biology II	4.00	
CHEM 110 Bonding and Structure	4.00	
CHEM 111 Chemical Dynamics and Energetics	4.00	
ENGL 100 University Writing Strategies	3.00	
ENSO 100 Catalysts to Change: Perspectives on the Living Planet	3.00	
INTS 110 Making Change - Regional Research and Action	3.00	
STAT 101 Introduction to Statistics	3.00	
Choose 3.00 credits from the following list		
ANTH 206 First Nations of British Columbia	3.00	
ANTH 208 Indigenous Peoples of North America	3.00	
HIST 209 History of Aboriginal Peoples in Canada ⁵	3.00	
BIOL 208 Ecology	4.00	
Choose 4.00 credits from the following list		
BIOL 212 Invertebrate Zoology	4.00	
BIOL 213 Vertebrate Zoology	4.00	
BIOL 230 Botany - Algae to Angiosperms	4.00	
CMNS 250 Introduction to Technical Writing OR ENGL 220 Research Voices: Clarity and Style for the Academic Writer	3.00	
COMP 115 Learn to Code	4.00	
ENSO 200 Regional Studies I - Environmental Stewardship	3.00	
GEOG 225 Introduction to Geographic Information Systems	4.00	
3.00 credits of breadth electives		3.00

Program Matrix (by year)

Program Matrix (by year)		
In years 1 and 2, students are: <ul style="list-style-type: none"> taking the required common courses fulfilling requirements for upper-level modules. 		
Year One	Common Required Courses ENSO 100 Catalysts to Change: Perspectives on the Living Planet (3) INTS 110 Making Change - Regional Research and Action (3) ENGL 100 University Writing Strategies (3) STAT 101 Introduction to Statistics (3)	
	Arts stream BIOL 105 Environmental Biology (4) POL 100 Introduction to Politics and Government (3) One of: GEOG 112 Physical Landscapes I (4) GEOG 114 Weather and Climate I (4) Note: Students wishing to complete the Environmental Management and Policy Module should also register in LAW 101 Introduction to Law (3)	Sciences stream BIOL 110 General Biology I (4) BIOL 111 General Biology II (4) CHEM 110 Bonding and Structure (4) CHEM 111 Chemical Dynamics and Energetics (4) Note: Students wishing to complete PHYS 310 Environmental Physics Lab in the Climate Change module should take PHYS 112.

⁵ Course title revision pending: History of Indigenous Peoples in Canada

	<p>Common Required Courses ENSO 200 Regional Studies I - Environmental Stewardship (3) GEOG 225 Introduction to Geographic Information Systems (4) CMNS 250 Introduction to Technical Writing (3) OR ENGL 220 Research Voices: Clarity and Style for the Academic Writer</p> <p>One of: ANTH 206 First Nations of British Columbia (3) ANTH 208 Indigenous Peoples of North America (3) HIST 209 History of Aboriginal Peoples in Canada (3)⁶</p> <p>Note: Students wishing to complete the Urban Sustainability module should also register in GEOG 201 Urban Studies (3). Note: Students wishing to complete GEOG 414 The Science of Climate Change (4) should also register in GEOG 214 Weather and Climate II (4).</p>	
Year Two	<p style="text-align: center;">Arts stream</p> <p>Required: ECON 230 Ecology, Environment, and Economic Policy (3) HIST 206 People of the Land: Environment in Canadian History (3) PHIL 208 Environmental Ethics (3)</p> <p>One of: ANTH 202 Anthropology and the Environment (3) AHIS 250 Art and Nature Now: Environmental Crisis (3) POL 202 Government and Politics of British Columbia (3) POL 203 International Organizations (3) POL 204 Canadian Public Policy (3)</p>	<p style="text-align: center;">Sciences stream</p> <p>Required: BIOL 208 Ecology (4) BIOL 212 Invertebrate Zoology (4) OR BIOL 213 Vertebrate Zoology (4) BIOL 230 Botany - Algae to Angiosperms (4) COMP 115 Learn to Code (4)</p> <p>Note: Students wishing to complete GEOG 414 The Science of Climate Change (4) should take GEOG 214 Weather and Climate II (4) which serves as a prerequisite.</p>
Year Three	<p>Common Required Courses ENSO 310 Globally Significant Places and Peoples – Biospheres (3) ENSO 300 Regional Studies II - Applied Environmental Stewardship (3) INTS 345 Reconciliation in Action (3) 1 upper-level module of study or 12 credits of coursework selected from the module courses (12 credits)</p> <p>Additional requirement for the arts stream: POL 320 Global Ecopolitics (3)</p> <p>Additional requirement for the science stream: STATS 310 Predictive Modelling and Analysis of Experimental Data (3)</p>	
Year Four	<p>Common Required Course ENSO 490 Community and Field School Studies (Capstone course) (3) INTS 310 Interdisciplinary Research (3) 1 upper-level module of study or 12 credits of coursework selected from the module courses (12 credits)</p>	

⁶ Course title revision pending: History of Indigenous Peoples in Canada

Calendar Descriptions

The Bachelor of Environment and Society draws on existing and new courses (listed alphabetically by course number) offered at CapU. Complete course outlines are available in Appendix 10.

ABA 341

Applied Behaviour Analysis I: Principles of Behaviour

Applied behaviour analysis is a natural science approach to the study of behaviour. This course introduces students to the basic concepts and principles of applied behaviour analysis and serves as a pre-requisite to ABA 342. It will be of interest, and applicable to, students in psychology, early childhood education, business and industry, as well as other fields.

ABA 342

Applied Behaviour Analysis II: Procedures for Behaviour Change

Prerequisites: ABA 341

Applied behaviour analysis is a natural science approach to the study of behaviour. This course is a continuation of ABA 341 and introduces students to the basic concepts and principles of applied behaviour analysis. It will be of interest, and applicable to, students in psychology, early childhood education, business and industry, as well as other fields.

AHIS 250

Art and Nature Now: Environmental Crisis

This course takes an in-depth look at art and the environment, in particular the changing perceptions of nature in art through time and, more currently, art activism and art collaboration in relation to climate change, ecological crisis, and the anthropocene. This course looks at how artists have examined the human relationship to the landscape and the planet, from earth art, to repurposing trash, to developing visual strategies to accompany protests and enhance advocacy. The course includes examples of contemporary First Nations art and local Vancouver artists.

AHIS 320

Art, Activism, and Citizenship

Prerequisites: 45 credits of 100-level or higher coursework

This course examines major examples of art activism from the mid-twentieth century to the present and uses a variety of readings to shape understandings of both historical and contemporary issues in relation to art production: war and conflict, poverty and homelessness, the environment and climate change, technological change, corporate capitalism, neo-liberalism, and globalization.

AHIS 335

Canadian Content: Art, Land and National Identity

Prerequisites: 45 credits of 100-level or higher coursework

This course will examine how the visual arts have been implicated in the construction of Canada as a nation. Indigenous, French, and British traditions have contributed to contemporary understandings of Canada as a nation distinct from all others, but at the same time, inextricably linked to wider histories of settler colonialism, nationalism, and globalization. These broad themes will be illuminated through a critical analysis of specific topics and media, including photography, landscape, gender, ethnicity and the role of museums/art galleries.

AHIS 340 (new)

Art and Science: Creative Collaborations

Prerequisites: 45 credits of 100-level or higher coursework

Using case studies, this course explores alliances between the arts and sciences, both historical and contemporary. The two realms approach knowledge in similar and different ways, but they have always informed and influenced one another. When at their best and working together, they can identify and offer solutions to local and global problems. Creating intentional linkages between the arts and sciences facilitates a deeper understanding of how we interact with other people, creatures, and the world. This is a project-based course which relies on group collaboration.

ANTH 202

Anthropology and the Environment

The study of the interaction of people, culture and environments, emphasizing human adaptive strategies. Focus of the course will vary each semester, exploring such topics as subsistence patterns, systems of knowledge in traditional cultures, modernization and globalization, and current issues.

ANTH 206

First Nations of British Columbia

This course focuses on the First Nations of British Columbia through the lens of anthropology. Through lectures, discussions, readings, guest speakers, and films, it will provide context for understanding the diversity of First Nations' cultures, peoples, and issues. Students will obtain an understanding of the archaeological record in the province; cultures as they were immediately prior to the arrival of Europeans; Indigenous oral histories; the impact and legacies of colonialism; and the contemporary lives and experiences of First Nations peoples.

ANTH 208

Indigenous Peoples of North America

A survey of the cultural history and social organization of Indigenous peoples of the North American continent including Canada, the United States and Mexico. An examination of traditional lifestyles including family, political, religious and ecological patterns; and current issues.

ANTH 340

Stuff: The Anthropology of Material Culture

Prerequisites: 45 credits of 100-level or higher coursework including 3 credits of 100 or 200-level ANTH

Stuff, the perfect term to capture humanity's material baggage, and this course explores, from an anthropological perspective, the way people make stuff, and how stuff makes people. It follows the journey of stuff from point of origin, through exchange, display, consumption, and destruction. This will be explored through two decades of anthropological ideas about material culture that culminates in a new theory of materiality that will make anyone look with fresh eyes at their own possessions. The course will explore the creation of commodities, cross-cultural encounters through material culture, the representation of stuff in museums, and will finally examine private possessions, consumption, and ultimately reflect on how our stuff defines us today.

BIOL 105**Environmental Biology**

This course, designed primarily as a laboratory science elective for non-science students, examines a wide range of environmental issues from a biological perspective. Basic principles of ecology are developed and the impact of modern society on the environment is assessed. The overall focus is global, however, basic ecological principles are developed using British Columbian and other Canadian examples. Major environmental issues relevant to Canada are also stressed. Major topics include ecological concepts, conservation and endangered species, air pollution and global warming, water resources, and water pollution.

BIOL 110**General Biology I**

Prerequisites: Chemistry 11 (C+) or CHEM 130 (C+) or BCHM 044 (C+) or Chemistry 12 (C+) or CHEM 101 (C+) or BCHM 054 (C+)

This course provides a foundation in the basic concepts of Biology and is the standard course for students who plan to take further courses in Biology. Major topics include experimental methods and hypothesis testing in the biological sciences and the value of science, the chemistry of life, cell structure, function and metabolism, cellular reproduction, and the chromosomal and molecular basis of inheritance.

BIOL 111**General Biology II**

Prerequisites: BIOL 106 and 107; or BIOL 109; or BIOL 110

The objective of this course is to complete the survey of biological concepts begun in Biology 109 and Biology 110. Biodiversity of living forms and their evolutionary relationships, classification schemes, an introduction to the structure, function and evolution of representative systems in plants and animals, evolution of populations, speciation and extinction, ecology and biogeography are the subject areas emphasized. These topics, along with those previously covered in the prerequisite courses, will provide the background needed for students who plan to major in Biology or related disciplines.

BIOL 208

Ecology

Prerequisites: BIOL 111 (C-)

This course is a comprehensive introduction to modern ecology. Interactions between organisms and the environment will be studied at the individual, population, community, ecosystem, and global levels. Laboratory exercises will introduce students to aspects of experimental design and data analysis and will include several field trips to explore a variety of local ecosystems.

BIOL 212**Invertebrate Zoology**

Prerequisites: BIOL 111 (C-)

This course is a comparative survey of the major phyla and classes of invertebrates with emphasis on phylogeny, adaptive biology and ecology of each group. The course is designed around the major unifying concept of evolution. It introduces issues of contemporary interest in the field of invertebrate zoology. The laboratory complements the lecture components.

BIOL 213**Vertebrate Zoology**

Prerequisites: BIOL 111 (C-)

This course is a comparative survey of the major classes of vertebrates, emphasizing phylogenetic relationships of chordates and craniates, and evolutionary trends and functional anatomy of organ systems. The laboratory and field trip components of the course complement the lecture material and allow observations of representative vertebrates as well as the study of their natural history.

BIOL 230**Botany - Algae to Angiosperms**

Prerequisites: BIOL 111 (C-)

This course provides an introduction to algae, nonvascular and vascular plants. The focus is on the key evolutionary and phylogenetic relations between the major taxonomic groups, highlighting the interrelationships between form and function. The course will develop topics in plant physiology, ecology and the importance of plants and algae to society, including Indigenous societies, with an emphasis on local species. Study of subject material will be enhanced by case studies, literature reviews, herbarium studies, field trips and lab observations and experimentation.

BIOL 305**Ecological Principles for Sustainability**

Prerequisites: 45 credits of 100-level or higher coursework

This course will focus on the ecological principles that are needed to support critical thinking about sustainability. Students will learn about the dynamics of ecological systems and how they respond to natural and human disturbance. This knowledge will be applied to understand how ecological systems may be managed in ways that enhance rather than compromise their natural resilience.

BIOL 308**Conservation Biology**

Prerequisites: BIOL 208 (C-)

In this course students will examine the theory, practice, and tools of conserving biodiversity. Students will explore the genetic, organismal, and ecological diversity of life on Earth and how it has changed through time. They will evaluate the main causes of biodiversity loss, and the tools used to prevent it. Students will complete a problem-based learning project with an emphasis on local, regional or national conservation efforts.

BIOL 350**Natural History of BC**

Prerequisites: 45 credits of 100-level or higher coursework

Students will be introduced to the natural history of BC's animal and plant species as well as the link between geological and biological history which is responsible for the geographic distribution of living things. BC's fascinating geological and climatic history has played an important role in determining the province's present assemblage of flora and fauna and its high level of biodiversity compared to the rest of Canada.

BIOL 351**Global Biogeography**

Prerequisites: 45 credits of 100-level or higher coursework

Students will be introduced to the relationship between earth's geological and biological history and the evolutionary processes which combine to determine the global distribution of plants, animals and ecosystems. Major biomes, such as the tundra, boreal forests, tropical rainforests, grasslands and deserts and their characteristic vegetation and faunal groups will be included in the studies.

BIOL 401**Applied Population Ecology**

Prerequisites: BIOL 208 (C-)

In this course students will learn fundamental principles of population ecology and apply them to a variety of issues of global and regional concern. Traditional ecological knowledge systems will be introduced in context to their application to population ecology. Lectures will focus on the dynamics of single and interacting populations, using both theoretical and empirical approaches. Lab exercises will focus on habitat assessment and population monitoring for local species in our region.

BIOL 402**Applied Ecosystem Ecology**

Prerequisites: BIOL 208 (C-)

In this course students will learn fundamental principles of ecosystem ecology and apply them to a variety of issues of global and regional concern. Traditional ecological knowledge systems will be introduced in context to their application to ecosystem ecology. Comparative analysis of terrestrial,

freshwater, and marine ecosystems will highlight common themes, as well as ways in which different abiotic environments constrain or shape ecosystem structure and function. Lab exercises will focus on ecosystem characterization and classification in our region.

BIOL 408**Ecosystem Restoration**

Prerequisites: BIOL 208 (C-)

In this course students will explore the science and practice of restoring the structure and function of degraded ecosystems. Lectures will focus on applications of fundamental ecological principles in the context of restoration, coupled with case studies. In the lab component students will design and implement a campus or community-based restoration project.

BIOL 409**Global Change Biology**

Prerequisites: BIOL 208 (C-) or GEOG 222 (C-)

Global Change Biology considers interactions between humans and living systems, and the consequences for environmental change, past, present, and future. Major issues are addressed including habitat loss, globalization of biodiversity, ecosystem collapse, agricultural degradation of soil and water, marine resource depletion and climate change. Students practice environmental monitoring skills, consider case studies on global change manifest at the local level and develop strategies for adaptation and mitigation to address future global conditions. Traditional ecological knowledge systems will be introduced in context to their enhancement of western conservation and sustainability initiatives.

CHEM 110**Bonding and Structure**

Prerequisites: Chemistry 12 (C+) or CHEM 101 (C+) or BCHM 054 (C+); and Precalculus 12 (C+) or BMTH 054 (C-) or MATH 105 (C-) or Calculus MPT

This is a course for students who plan to pursue a science degree. Students will review and expand their understanding of atomic structure, periodic trends, chemical bonding and molecular structure. This course also provides an introduction to organic chemistry, including organic reactions.

CHEM 111**Chemical Dynamics and Energetics**

Prerequisites: CHEM 110 (C-); and Precalculus 12 (B) or BMTH 054 (C+) or MATH 105 (C-) or Calculus MPT

This is a course for students who plan to pursue a science degree. Students will review and expand their understanding of stoichiometry and the gaseous state; kinetics and reaction mechanisms; chemical equilibrium; acids, bases, salts and buffers; thermodynamics; solubility; redox and electrochemistry.

CMNS 250**Introduction to Technical Writing**

Prerequisites: ENGL 100

The course includes the examination of technical reports and the study of the role of technical writing in corporate and scientific settings. It covers technical writing for science, engineering and the professions and emphasizes definitions, process analysis, writing instructions, resume preparation, and an extended formal report.

COMP 115

Learn to Code

Prerequisites: One of the following: Pre-calculus 11, Foundations of Mathematics 11, Workplace Mathematics 11, Computer Science 11, BMTH 044, BMTH 048, Math Placement Test (Precalculus MPT), MATH 123, or COMP 101 (B-)

An introduction to the principles and practices of writing quality code, for students with little or no prior coding experience. Students learn to apply a suite of fundamental principles and strategies for thinking clearly about problems, managing complexity, and designing creative, structured solutions. Students learn to develop the data structures and algorithms to express their solutions, to evaluate and test their designs, and to code them in a modern, high-level programming language, such as Python.

DOCS 315 (new)

Documentary Field Studies I

Prerequisites: 45 credits of 100-level or higher coursework

This course explores documentary cinema as it applies to the field of environmental studies. Students will learn the historical and theoretical background to documentary film, and how to utilize documentary principles and techniques for the creation and distribution of academically-informed non-fiction materials. Students will develop their own project ideas and materials to create a live-action short documentary as they establish a foundation in documentary cinema arts and sciences.

ECON 230 (new)

Ecology, Environment, and Economic Policy

This course examines the interconnection between the economy and the natural environment and introduces students to the different approaches used to integrate the two, and to design policies to meet the challenge of sustainability. The course also examines the historical evolution of economic thought and economic policies with respect to ecological and environmental issues.

ECON 430 (new)

Circular Economies

Prerequisites: ECON 230

This course covers the emerging field of Circular Economies, which can be characterized as economic systems that aim for minimal waste and pollution. These economies involve models of production and consumption that include sharing, reusing, repairing, refurbishing, and recycling existing materials and products with the goal of maximizing their value and life cycle. The course will study the history of the

theory of circular economies; it will discuss specific examples of transitions from linear to circular economies in various industries, communities, countries, and regions. It will also explore the theoretical and empirical frameworks used to plan, assess, and evaluate policies that pursue the implementation of circular economies.

ENGL 100**University Writing Strategies**

Prerequisites: See information on English Diagnostic Test in the Registration section of the University Calendar

This university writing course introduces students to foundational strategies for critical reading, analytical thinking, and clear writing. Through the exploration of topical questions in local and global contemporary culture, the course teaches core skills for active reading and discussion, and provides students with opportunities to write in a range of forms and genres from blog posts to critical analysis to research projects. Revision and detailed individual feedback are fundamental components of the course. Modules on research literacy are taught in collaboration with the university library. Modules on editing, revision, and digital literacy are taught in collaboration with the Capilano Writing Centre.

ENGL 220**Research Voices: Clarity and Style for the Academic Writer**

Prerequisites: 24 credits of 100-level or higher coursework including ENGL 100

This course will help students from diverse fields improve the clarity and style of their writing. Students will read widely across scientific, social-scientific, and humanistic disciplines, applying strategies from a range of writers to their own written work. Drawing connections between academia and community, students will practice writing from their own fields of study with care, depth, and craft, experimenting to find their own unique voices while adapting to audience and context.

ENGL 338**Literature and Media**

Prerequisites: 45 credits of 100-level or higher coursework including 6 credits of 100 or 200-level ENGL

This course explores literary art criticism within the framework of media studies. Students will consider the diverse forms and technologies that have shaped written and oral literature, and will situate literary texts within our increasingly diverse landscape of media forms.

ENGL 344**Literature and the Environment**

Prerequisites: 45 credits of 100-level or higher coursework including 6 credits of 100 or 200-level ENGL

This course explores literature in the context of recent environmental and ecological thought.

ENGL 359**Indigenous Literatures**

Prerequisites: 45 credits of 100-level or higher coursework including 6 credits of 100 or 200-level ENGL

This course takes up specific questions and issues in the field of historical and/or contemporary Indigenous literature. Reading lists may include Indigenous literatures from around the world, and may focus on a single author, a literary movement, or a theoretical perspective.

ENSO 100 *(new)***Catalysts for Change – Perspectives on the Living Planet**

This is a broad-spectrum multi-disciplinary seminar course. Topics delivered address the approach and findings of key initiatives around biodiversity, conservation, ecosystem integrity and sustainable development. At the core of the course will be presentations and discussions of the multifaceted nature of environmental issues and forward-facing solutions across ecological, and human social and cultural landscapes. This course will take students from awareness to action by helping them understand the key issues and catalysts which can drive and accelerate change.

ENSO 200 *(new)***Regional Studies I - Environmental Stewardship**

Prerequisites: ENSO 100

This is an interdisciplinary theory-practice course introducing students to the regions of Atl'ka7tsen/Howe Sound, səliiwət/Burrard Inlet and shishalh/Sechelt. It focuses on the natural, cultural and economic features of the areas. Students explore components that constitute and define a region – ecology and geography, Indigenous history and traditional knowledge, population growth and urbanization, regional infrastructure and governance as well as the basic assessment methodologies of economic, social, and environmental health and sustainability. Work-place integrated placements support a community field-based project.

ENSO 300 *(new)***Regional Studies II - Applied Environmental Stewardship**

Prerequisites: ENSO 200

This course is a practical action course where students develop and implement a community-based environmental stewardship project. Projects will be nature-based solutions benefiting natural and human communities. Projects may include civic action, community education and awareness, restoration and conservation and will be developed and implemented with community partners. Work-place integrated placements support projects. A weeklong field school starts the course to support the teaching of needed field skills and to allow engagement with community partners with sustainability plans and projects in place.

ENSO 301**Traditional Systems of Resource and Land Use**

Prerequisites: 45 credits of 100-level or higher coursework

This course introduces students to Traditional Ecological knowledge, and the teachings of Indigenous peoples and their relationship with the natural environment, both historically and in contemporary times. Traditional Knowledges provide the base for most Indigenous populations to operate and evolve

through generations of experience and years of observation. This knowledge illuminates both past and future functioning and components of natural systems. It is acknowledged that traditional ecological knowledge can enhance western approaches to conservation and sustainability initiatives.

ENSO 310 (new)**Globally Significant Places and Peoples - Biospheres**

Prerequisites: 45 credits of 100-level or higher coursework

Biosphere regions are areas of global ecological significance and are ideal sites to study sustainable community development, adaptive resource management, and social and ecological resilience. Of the near 600 UNESCO biosphere reserves in the world, 19 are in Canada. This course will examine biospheres such as BC's Clayoquot Biosphere, Mt. Arrowsmith Biosphere and Howe Sound Biosphere Region as a set of social and ecological systems with a key objective of linking practical experience with theoretical concepts related to sustainability and complex systems.

ENSO 401**Ethnoecology: The Land Speaks**

Prerequisites: 45 credits of 100-level or higher coursework

Physical landscapes inform human language, culture and practices of resource use. This course addresses the inter-disciplinary world of ethnoecology. Building on a base of ethnoecology, the course encompasses the concepts of ethnobotany and ethnozoology, and Indigenous ways of knowing and being. Students will gain a basic understanding of plant biology, zoology and taxonomy, scientific methods of plant collection and consider how to translate and apply this information to ethnoecological issues, ecoliteracy, biocultural diversity and ecosystem management. Lectures are enhanced with field studies.

ENSO 402**Introduction to Traditional Ecological Knowledge Research**

Prerequisites: 45 credits of 100-level or higher coursework

The course addresses the need to apply the practices already in place to protect biodiversity and, in tandem, work toward creating an ethical space of engagement to bring together Indigenous knowledge systems and Western scientific approaches. The course introduces the skills required to recognize culturally important sites and to gather information on Traditional Ecological Knowledge and practices in culturally respectful and reciprocal ways. Lectures will be augmented by Indigenous knowledge holders, other guest speakers and, with permission of and in partnership with First Nation Communities, visits to traditional sites of resource use and conservation.

ENSO 403 (new)**Environmental Impact Assessment**

Prerequisites: 45 credits of 100-level or higher coursework

Environmental impact assessment (EIA) is a legislated requirement for land planning and natural resource management. As a planning tool, EIA aims to predict, evaluate and mitigate the impacts of a

proposed project, program or policy prior to its undertaking in order to minimize or avoid adverse effects. The course will introduce students to federal, provincial, and municipal legislation and provide opportunities to explore current practices, processes and prevailing techniques used in EIA.

ENSO 490 (new)**Community and Field School Studies**

Prerequisites: 90 credits of 100-level or higher coursework, including at least one Cap Core Experiential course.

This capstone course provides students the background support and platform for production of a culminating piece of academic work built around an applied project directly connected to the local community and region through a work integrated learning initiative. Students will be guided/mentored in: (1) the selection of a topic or project; (2) the design of the research or inquiry; and (3) the completion of the academic work or project.

FILM 308**Documentary Cinema Arts**

Prerequisites: 45 credits of 100-level or higher coursework

This course explores what a documentary is, the history of documentary film, the techniques used by documentary filmmakers to tell their stories, and how documentary films are developed, produced, and distributed. Students will also develop their own story ideas and direct and shoot a live-action short "in camera" documentary as they establish a basic foundation in documentary cinema arts.

GEOG 101**Environmental Geography: Understanding the Issues**

We are living in the "age of human influence". Humans impact nearly every Earth system. Geography, which is the study of Earth's physical and human aspects, is the ideal discipline to study the human-environment nexus. In this course, students examine the Anthropocene era and investigate how social, economic, political, spatial, and biophysical processes shape society's relationship to nature, management of resources, and contemporary environmental change. Environmental issues are complex. How can human ingenuity solve these problems?

GEOG 112**Physical Landscapes I**

This introductory physical geography course about Earth's landforms explores how plate tectonics operating below Earth's surface, and gravity, rivers, glaciers, waves and wind operating at Earth's surface, shape the natural landscape that surrounds us. The course focuses on Canadian landforms and emphasizes ways in which human activities are affecting natural processes.

GEOG 114**Weather and Climate I**

This introductory physical geography course about the atmosphere explores the forces that produce the weather we experience every day, with a focus on the weather of B.C.'s coast. We also consider how weather patterns operate differently from place to place to create the great diversity of climates on Earth, and how human actions are leading to global climate change.

GEOG 225**Introduction to Geographic Information Systems**

Prerequisites: GEOG 112, 212, or 221, or permission from the instructor

This introductory Geographic Information Systems (GIS) course studies the concepts, theories, and techniques of using a GIS to solve spatial problems in both the natural and social sciences.

Understanding and the application of spatial data will be key to this course. Some topics that will be covered include: the components and types of spatial data, analyzing spatial data, spatial data models, creating maps and project design with emphasis on solving local spatial problems or questions. Students will gain hands-on experience with professional GIS applications.

GEOG 316**Climate Change: From Science to Sustainability**

Prerequisites: 45 credits of 100-level or higher coursework

Climate change has emerged as one of the most important issues of the 21st century. Its rapid escalation from a theory among some climatologists and environmentalists to both a common household term and an international priority highlight the importance of understanding this process, its myriad implications on society and the environment and the urgency in working towards solutions. This course will cover topics such as: the causes of current and historical climate change; the human and environmental implications ranging from changing weather patterns to environmental refugees; climate change policy and greenhouse gas reduction strategies; and the diverse array of solutions to building more sustainable communities.

GEOG 325 (new)**GIS Applications for Natural Resource Management**

Prerequisites: 45 credits of 100-level or higher coursework and GEOG 225

The demands for better management of natural resources require management of spatial data and information. This course provides a technical understanding of the application of Geographical Information System (GIS) software in natural resource management in confronting environmental issues. Laboratory exercises provide practical use of GIS in solving natural resource management problems.

GEOG 330**Water Changes Everything**

Prerequisites: 45 credits of 100-level or higher coursework

This course seeks to appreciate the tremendous power of water, and the diversity of its roles in our lives. We will consider water as a significant force in the natural world - water produces our weather, and sculpts the landscape. On the other hand, we will study water as an essential resource. In this role,

water has profoundly impacted the human landscape. Students will also learn how water extraction, water privatization, land conversion, climate change, and pollution all threaten Earth's water supply.

GEOG 350**Cities in the Global South**

Prerequisites: 45 credits of 100-level or higher coursework

This course focuses on one of the most perplexing dilemmas in the development process: the phenomenon of massive and historically unprecedented movements of people from the rural countryside to the burgeoning cities of Africa, Asia, and Latin America. The course will address the processes of change and explores the rapid pace of this urbanization which has created a host of problems that weaken the role of cities as engines of economic growth. Moreover, the scope and scale of the urban process promises to loom even larger in the future as the pace of urbanization accelerates.

GEOG 355**Urban Ecology**

Prerequisites: 45 credits of 100-level or higher coursework

To obtain a greater understanding of cities, this course will embrace an interdisciplinary approach to real world urban ecological problems by bridging the gap between natural and social sciences and Indigenous ways of being. Students will learn how cities function as social-ecological systems and explore relevant theories and knowledge from natural science ecology, planning, geography and history. The course will include intensive engagement, discussion and debate with the subject matter as we tackle many crucial urban issues of our time: sustainability, biodiversity, air quality, brownfields, food procurement, acoustic ecology and climate change.

GEOG 360**The Geography of a Sustainable World**

Prerequisites: 45 credits of 100-level or higher coursework

The transition to a sustainable operating system for humankind is not only possible, but currently underway. This course assesses the environmental challenges that our world faces and sets out possible courses for action, based on ideas, technology, and systems that are already being put in place around the globe.

GEOG 400 (new)**Human Population and the Environment**

Prerequisites: 45 credits of 100-level or higher coursework

Demography is the study of human populations - size, composition, distribution, movement, and the processes through which populations can change. Human populations are intimately connected with their natural environment and this course will explore the complex and reciprocal relationship between them, how people respond to changing environments, and potential policy responses to these effects. Local and global scales will be considered, with particular focus on issues of social inequality and the impacts of climate change and ecological degradation.

GEOG 414**The Science of Climate Change**

Prerequisites: GEOG 214

This course provides students with a scientific foundation of anthropogenic climate change and an introduction to climate models and frameworks in climate change vulnerability assessment. It focuses on fundamental physical processes that shape climate and on evidence for past and present climate change. During the course students study consequences of climate change, such as sea level change, variations in precipitation, vegetation, and storm systems, and the incidence of disease. The science behind mitigation and adaptation proposals is investigated.

GEOG 435**Energy, Communities and Environmental Change**

Prerequisites: 45 credits of 100-level or higher coursework

In this course, students will learn about the transformative role of energy within society and how communities can transition towards sustainable energy futures. Different types of renewable and non-renewable energy resources will be analysed in relation to their distinctive physical properties, social values, and environmental impacts. Students will explore diverse energy landscapes at a global to local scale and will critically analyse how these are geopolitically shaped to produce uneven social, economic, and environmental outcomes, including the impact and responses from Indigenous communities. Through exploration of innovation in energy technology, practice and communication, students will explore how sustainable, inclusive, and climate-resilient energy solutions can be designed and implemented.

GEOG 455 (new)**Green Infrastructures and Community Networks**

Prerequisites: 45 credits of 100-level or higher coursework

This course will examine concepts and practices of green infrastructure development as a key element of sustainable urban planning and climate change adaptation. Students will examine the potential of nature-based design of urban environments through analysis of innovation in water, energy, food, transport, and waste infrastructures from around the world. Geographical aspects of green network development will be emphasized, including attention to scales of implementation, distributional impacts of resource flows, sensitivity to culture and place, and community inclusivity in design, planning and implementation.

HIST 206**People of the Land: Environment in Canadian History**

This course introduces learners to a broad outline of environmental history in these lands now known as Canada from time immemorial to the early twenty-first century. The course centres Indigenous perspectives and relationships with the land while providing opportunities for learners to critically analyse settler colonialism and its impacts on the environment. There is an emphasis on

nineteenth-century inventory sciences, eco-tourism and the conservation movement and twentieth-century industrial capitalism. The course concludes with consideration of the environmental movements of the late-twentieth century and the confluence of questions of sustainability with the push for reconciliation.

HIST 209**History of Indigenous Peoples in Canada**

This course will introduce students to the history of Aboriginal Peoples in Canada from time immemorial to the early 21st century. The course emphasizes the interactions between First Peoples and newcomers within the context of colonialism, the establishment and expansion of the Canadian nation-state, and the movements for reconciliations and revitalization of the late 20th century.

IDES 320 (new)**Visual Communication I**

Prerequisites: 45 credits of 100-level or higher coursework

This team-taught, modular course provides students with an introduction to aspects of visual communication, including drawing, photography, and communication design, framed around a current Indigenous theme. Through a study of storytelling, objective observation, image composition, and visual hierarchy, students learn how to articulate ideas, artifacts and knowledge in a visually coherent fashion. The course is designed for students with an interest in, but not necessarily prior immersion in, the visual arts.

INTS 110**Making Change: Regional Research and Action**

This course brings together students, educators, and community organizations to collaborate on generating solutions to regional problems. Students will learn in a region-integrated setting, drawing on scholarship from the Arts and Sciences, while incorporating Indigenous ways of knowing, to address problems in areas such as the social-ecological impacts of climate change, sustainable resources management, and social justice. Students will develop as researchers, consultants, innovators and leaders, furthering their capabilities as change-makers within the communities located on the traditional First Nations territories of our region.

INTS 310**Interdisciplinary Research**

Prerequisites: 45 credits of 100-level or higher coursework

This team-taught course introduces students to the various stages of the research process and provides them with an understanding of the different methods used to conduct research commonly used in the humanities, social sciences, and related fields of study. Students will be exposed to different methods – computational, ethnographic, archival and others – and will begin to apply methods in a practical, ethical manner.

INTS 345**Reconciliation in Action**

Prerequisites: 45 credits of 100-level or higher coursework

This course invites students to engage in the process of advancing reconciliation between Indigenous and non-Indigenous peoples in Canada. Engaging with the work and teachings of Elders, Indigenous scholars, cultural experts, and Indigenous communities, students will examine the process of reconciliation within the context of past and ongoing processes of settler colonialism, including residential schools and genocide committed against Indigenous people.

LAW 317**Conflict Resolution**

Prerequisites: LAW 101, LAW 110 and LAW 210, OR 45 credits of 100-level or higher coursework

This course introduces students to both the theory and practice of conflict resolution from a legal perspective. Students will learn about how conflict arises, the factors that contribute to conflict, and various models for resolving conflict, including litigation, negotiation, and mediation. Students will also experience conflict resolution through role-plays involving various scenarios.

LAW 322**Animal Law**

Prerequisites: LAW 101, LAW 110, LAW 210, and LAW 200 or LAW 300, OR 45 credits of 100-level or higher coursework

Animal law is a dynamic field of legal inquiry and may involve issues relating to tort law, property law, criminal law, family law, contract law, environmental law and more. This course will introduce students to a broad range of laws that affect animals by investigating historical and current issues in animal law. Students will critically analyze how animal law works in practice by examining case law, policies and legislation and as substantive law is examined, students will consider companion, farm and wild animals and their status under Canadian and international laws. Students will engage in fundamental questions about non-human animals, law and society such as: What are the conceptual and legal differences between 'animal rights' and 'animal welfare'? 'Why are some animals highly valued while others are not?'

LAW 331**Indigenous People and the Law**

Prerequisites: LAW 101, LAW 110 and LAW 210; OR 45 credits of 100-level or higher coursework

This course introduces students to the main legal topics involving First Nations in British Columbia and Indigenous people across Canada, including constitutional relations between governments, the Indian Act, Indigenous governance, citizenship, laws affecting Indigenous women, family law, treaty-making, and land and resource management issues.

LAW 335**Environmental Law**

Prerequisites: LAW 101, LAW 110 and LAW 210, OR 45 credits of 100-level or higher coursework

In this course, students will study the principles and practices of environmental law in Canada. The course will focus on the main areas of protection of the environment – traditional tort law, environmental regulation, environmental assessments and international agreements. Students will gain a thorough knowledge of the current problems in enforcing environmental protections, including such important topics as biodiversity, climate change and the enforcement of international standards in bi-national and transnational law. Students will also critically assess both the effectiveness and, more fundamentally, the effect of Canadian and international environmental law.

PADM 309

Municipal Administration and Community Involvement in BC

Prerequisites: 30 credits of 100-level or higher coursework

Through this course students will gain knowledge and understanding of municipal government administration in British Columbia, including the key services provided and how the community is involved in the process. Topics examined include: governing legislation and structure; the roles and responsibilities of municipal government staff, elected officials and the community; local government service delivery and funding; and relationships with other governments and supporting organizations. Students will be introduced to key sector challenges such as sustainability, affordable housing, homelessness, alternative transportation and climate change, and develop critical thinking skills while considering local government action on these issues.

PHIL 208

Environmental Ethics

This course deals with ethical and political issues arising from the relationship between humans and their natural surroundings. Typical questions that will be addressed are: Do animals have rights? Is using animals for food and clothing morally wrong? Do we have an obligation to the natural environment such as an obligation to preserve species? What are our obligations to future generations? What is sustainable development? Are environmental problems fundamentally personal or are they fundamentally political and social?

PHIL 310

Climate Ethics and Climate Justice

Prerequisites: 45 credits of 100-level or higher coursework

This course introduces students to central questions in climate ethics and climate justice and potential solutions. We will explore questions such as the following: How big of a problem is climate change? What explains the lack of action on the part of states to address this problem? What would a just climate treaty look like? Do we have individual obligations to reduce our personal emissions? And how should we understand our obligations to future generations? Students will consider these questions from a variety of philosophical perspectives and worldviews, including Indigenous perspectives.

PHYS 310

Environmental Physics Lab

Prerequisites: PHYS 210 or PHYS 211; OR STAT 205 and one of: CHEM 200, CHEM 201, CHEM 206, CHEM 211, BIOL 203, BIOL 208, BIOL 214, or BIOL 215

Students will independently pursue a number of open-ended experiments, relevant to Clean Technology and Environmental Science, to investigate a phenomenon as far as desired or as time permits. The methods and procedures of experimental physics are emphasized. Students will perform four experiments from a list of prepared experiments and independently develop one new experiment of their own conception.

POL 100**Introduction to Politics and Government**

This course will introduce students to the theories and concepts necessary to understand the complex world of contemporary politics. It will prepare students to become global citizens and enjoy a lifetime of meaningful political participation in the Canadian – or any other – political system.

POL 202**Government and Politics of British Columbia**

This course is an introduction to the major forces that shape politics in contemporary British Columbia. Specifically, it is intended to familiarize students with the activities of political parties and government institutions in the province. Topics explored include B.C. political culture, federal-provincial relations, the party system and an examination of legislature and executive in public policy formation (e.g. Aboriginal, fishing, forestry, health policy).

POL 203**International Organizations**

Do you believe we could all live in a peaceful and prosperous world? Are there any instruments out there that could help us build this? This course offers answers by studying the role of international organizations such as the UN, WTO, NATO, and others in the areas of peace/security, trade, development, human rights, and the environment. This course emphasizes experiential learning through group presentation, a UN simulation as well as applied research/writing, and critical thinking.

POL 204**Canadian Public Policy**

The centre of the political process of any society is the creation of public policy. How governments arrive at and select policies from the various competing demands placed upon them - in the areas of health, education, environment, economic development, immigration etc. - is the focus of this course. Students are introduced to the basic concepts and theories associated with the making of public policy as well as an analysis of the processes by which policy is defined, addressed and implemented.

POL 320**Global Ecopolitics**

Prerequisites: 45 credits of 100-level or higher coursework

This course provides students with the opportunity to engage in an in-depth study of how environmental issues are dealt with across national boundaries. Theoretical approaches are critically evaluated in order to organize a systematic study of relevant actors, institutions and agreements in the field of global ecopolitics. Key concepts associated with environmental issues such as sustainability, ecological footprint, and the precautionary principle are also critically evaluated.

PSYC 340

Psychology of Environmental Sustainability

Prerequisites: 45 credits of 100-level or higher coursework including PSYC 100 and PSYC 101

This course surveys the psychology of environmental sustainability, the scientific study of the relationship between humans and the rest of nature. It will focus on the application of theories and research in psychology to the issues of conservation in the face of climate crises and the urgent need to develop environmental sustainability, to decrease the negative impact of humans and to encourage environmentally-friendly behaviour.

SOC 300

The Sociology of Consumer Culture

Prerequisites: 45 credits of 100-level or higher coursework

This course looks at the construction of consumer culture in contemporary society. Specific attention is paid to the processes by which consumer society is created, reproduced and sustained through the media and advertising. It will examine the processes by which the role of the consumer is created and the impacts and implications for personal identity and society as a whole. This course is situated in the historical and current debates on ideology, political economy and capitalism as well as the social construction perspective.

SOC 302

Sociology of Climate Change

Prerequisites: 45 credits of 100-level or higher coursework

Scientists agree that human activity is creating a climate crisis. The social effects of this crisis will be experienced differently depending on whether you are rich or poor, or live in the global South or North. Students will look at the role of human society in climate change, in particular at consumerism, the fossil fuel industry, and the role of the media, as well as at possible solutions to the crisis.

SOC 330

Sociology of the City: Issues and Processes of Exclusion

Prerequisites: 45 credits of 100-level or higher coursework including SOC 100 or SOC 101

The City is a hot topic among policy makers, cultural creative, and academics. Urban issues and processes of exclusion, including gentrification are linked to globalization and the increasing commodification of everyday life. This course will provide students with the opportunity to examine

processes of exclusion in Los Angeles, Paris and Shanghai, but will also use Vancouver as a living laboratory.

SOSC 300**Eco-literacy**

Prerequisites: 45 credits of 100-level or higher coursework

This course introduces students to concepts involving ecological practice and connectedness within the framework of bio-environmental sustainability. Students move through several core themes such as: introduction to eco-literacy, applied biodiversity, community sustainability, connectivity and unintended consequences, community resilience, protecting natural systems, and initiating transformational change. Through lectures, research, site visits, guest speakers and networking, students will gain valuable knowledge on the principles of ecology, practical field-based skills, connection with communities and community leaders, and the role of business and government in an eco-literate society.

STAT 101**Introduction to Statistics**

Prerequisites: Math Placement Test (MPT); or MATH 097; or MATH 091 or BMTH 043 with a minimum C+ grade; or MATH 096 or BMTH 044 with a minimum C- grade; or MATH 123 or BMTH 048 or Pre-calculus 11 or Principles of Math 11 or Foundations of Math 11 or Applications of Math 11 with a minimum C grade

An introduction to the language of statistics and some statistical methods, including random variables and their distribution; random sampling, normal distribution, estimation of parameters and testing hypotheses.

STAT 310**Predictive Modelling and Analysis of Experimental Data**

Prerequisites: 45 credits 100-level or higher coursework including one of STAT 101, STAT 205, LBST 201, BADM 210, PSYC 213, TOUR 350 or KINE 302

This course introduces students to models, design and analysis of small to medium-sized experimental data using software. Students will design single-factor and factorial experiments as well as analyze the effect of each factor and the interaction among factors. Statistical methods such as t-tests and ANOVAs will be used to analyze data. Simple and multiple linear regression models will be used to make predictions and analyze relationships between variables. Students will gain hands-on experience applying these techniques to data from disciplines such as social sciences, life sciences, physical sciences, economics, education, and engineering.

5. Learning Methodologies/Program Delivery

The BES integrates multiple learning methodologies from face-to-face classes with lectures and discussion to multiple opportunities for experiential learning, including digital and collaborative learning,

field- and lab-based learning, work-integrated learning, applied research, and an ePortfolio requirement. These methodological approaches are aligned with the Faculty of Arts and Sciences academic model pillars of studio learning and region-integrated learning (see Appendix 3).

Experiential learning is a required component of all baccalaureate degrees at Capilano University. This is achieved in the BES through the incorporation of work-integrated learning in six of the required lower- and upper-level degree courses. Cap Core general education curriculum demands that at least three credits at the upper-level be designated Experiential. The degree's capstone course, ENSO 490 Community and Field School Studies fulfills this requirement. It provides students with the opportunity to produce a culminating piece of academic work built around an applied project directly connected to the local community and region and will align with the goals of conservation, sustainable economies, and capacity building through education and research. CapU's 10-year-old EarthWorks initiative which partners students with environmental stewardship work will assist in the growing up of more formal partnerships on a course per course basis. Partnerships are already in place with Howe Sound Biosphere Region Society, Maplewood Flats Conservation Area, Lighthouse Park Preservation Society, City Studio North Vancouver, West Vancouver Streamkeepers, Stanley Park Ecological Society, Squamish River Watershed Society, IPCAs and Islands Trust Conservancy, as examples.

Required courses support the Indigenous and decolonizing dimensions of our program, and will emphasize teamwork, leadership, and communication skills via community engagement, facilitation of dialogue with multiple stakeholders, and collaborative planning.

See Appendix 2 (*S2020-03 Senate Teaching and Learning Committee Mandate and Structure*) for the university policy on educational technology.

6. Admission and Transfer/Residency

Program Admission Requirements for the Bachelor of Environment and Society

- BC Secondary School graduation (Grade 12) or equivalent.
- Students selecting the science stream pathway must meet the same admission requirements set for entry into the [Bachelor of Science – General](#).
- Additional admission requirements for the science stream include:
 - Pre-calculus 11 (A) or Pre-calculus 12 (C+) or Math Placement Test (Pre-calculus MPT) or MATH 097 (C-) or MATH 096 (C-) or BMTH 044 (B)
 - Chemistry 11 or CHEM 030 or CHEM 130 or BCHM 044
 - One course from one of the following disciplines:
 - Biology: Anatomy and Physiology 12 (C+) or BIOL 104 (C+) or BIOL 106 (C+) and BIOL 107 (C+) or BBIO 054 (C+)
 - Chemistry: Chemistry 12 (C+) or CHEM 101 (C+) or BCHM 054 (C+)
 - Physics: Physics 12 (C+) or PHYS 104 (C+) or BPHY 054 (C+)
- A minimum GPA of 2.0 (60%) calculated on English 12 or English 12 First Peoples and two academic Grade 12 courses.

- Capilano University English Language Requirement for students whose primary language is not English: Test of English as a Foreign Language (TOEFL): paper=560, internet=83, or English Language Assessment (ELA)=145, or International English Language Testing System (Academic IELTS)=6.5 overall, and no one score less than 6, or Canadian Academic English Language Assessment (CAEL)=70, or Pearson Test of English (PTE Academic)=56 or Capilano University EAP 100 and 101 with a minimum B+ grade in each course.

See Appendix 2 (*S2019-01 Admission and S2019-01-01 Admission Procedures*) for the university policy and procedures on admission.

Transfer, Prior Learning Assessment, and Residency

Students who transfer to Capilano University may apply a maximum of 60 transfer credits toward the degree, and must meet the residency requirement of 50% of the 120 credits taken at Capilano University. Transfer students must meet all Capilano University graduation requirements. Students may also apply for an assessment of prior learning. See Appendix 2 for relevant policies (*S2013-01 Transfer credit, S2002-03 Prior Learning Policy, and S2017-04 Graduation*)

7. Faculty

The BES is a multidisciplinary degree primarily delivered by the Faculty of Arts and Sciences with the additional participation of the instructors in the Faculty of Business and Professional Studies, the Faculty of Fine and Applied Arts, and the Faculty of Global and Community Studies. CVs have been provided for the Faculty of Arts and Sciences instructors (see Appendix 11).

While BES courses will be primarily delivered by current instructors, the equivalent of three new FTE will be required in support of the new degree. Prior to implementation, the equivalent of two full-time faculty members with a doctoral level education and expertise in ecological restoration, environmental impact assessment and sustainable land-use planning and management will be hired. For the courses requiring Indigenous knowledge, such as ENSO 301 Traditional Systems of Resource and Land Use and ENSO 401 Ethnoecology: The Land Speaks, an Indigenous scholar or scholars to the equivalent of 1 FTE will be hired.

Policies regarding faculty credentials (*S2006-02 Educational Qualifications for Instructors*), workloads and professional development (*Article 6 CFA Collective Agreement*), evaluation (*Section 11.5 CFA Collective Agreement*), and academic freedom (*S2003-01 Academic Freedom*) can be found in Appendix 2. CapU has an active [research ethics board](#), an animal care committee, and *S2021-02 Research Ethics Policy* (see Appendix 2).

Enrolment plan

BES students are primarily projected to enter the program directly in year one with attrition between year 1 and 2 at 75%, year 2 and 3 at 80% and year 3 and 4 at 90%. The estimates include students

transferring into the program from other Capilano programs such as the associate degrees or students transferring from other institutions. Based on these assumptions, the program expects to graduate 28 students in 2027/28. See Appendix 14.

Level	Academic Year			
	2024/25	2025/26	2026/27	2027/28
Year 1	25	30	35	35
Year 2		19	33	39
Year 3		12	31	47
Year 4			11	28
Total Projected Headcount	25	61	110	149
Number of graduates		0	11	28

8. Program Resources

Library

In addition to the resources in place to support current Arts and Sciences degrees, the Library Impact Assessment has identified the need for a one-time expenditure of \$5000 and annual new costs of \$1500 associated with the delivery of the BES (See Appendix 12).

Computers, Classrooms, Laboratories, and Equipment

CapU has the necessary general classroom, laboratory, computing resources and field site locations required for program implementation.

Specifically, the School of STEM and Geography currently offer first- and second-year laboratory courses in all required disciplines with equipment for labs in subjects ranging from air, soil and water quality assessment, through organic and analytical chemistry, to molecular and microbiology, weather monitoring, mapping and spatial analysis, ecosystem mapping and assessment, species inventories, and population analysis. Biology’s two boats and its labs’ greenhouse, marine and freshwater tanks, museum quality displays, dissecting and compound microscopes and the variety of field equipment allow for aquatic and terrestrial habitat and species assessments. The School of STEM and Geography also operate an environmental monitoring station. The School of STEM has LiDAR technology and software. Additionally, there are 3-D printers for prototyping and drones for connecting and housing observation and data collection.

Partnerships with the Átl'ka7tsem/Howe Sound Biosphere Region Society, Pender Harbour Ocean Discovery Center, Port of Vancouver and the Pacific Science Enterprise Centre alongside CapU's regional campuses will facilitate access to estuarine systems and different forest types for course work and research projects.

The IDEA School of Design and the School of Motion Picture Arts facilities are industry standard and have designated spaces and equipment for the delivery of curriculum associated with the Visual Arts, Media and Design module.

Implementation Schedule

In advance of the proposed program implementation date of Fall 2024, the required resources and positions identified during the program development process will be incorporated into the university budget during the annual integrated planning process. The program budget includes ongoing salary and operating costs as well as one-time implementation costs, including a marketing and recruitment campaign.

9. Program Consultation

Community Groups, Employer Groups, and Professional Organizations

During stage 1, the proposed degree received support and endorsement from industry and government organizations, including the College of Applied Biology, EcoCanada, Howe Sound Biosphere Region Initiative, the City of North Vancouver, and the Districts of North and West Vancouver, whose recommendations informed the development of the full program proposal, including the upper-level modules (see Appendices 5 and 6).

All employer survey respondents were very supportive of the proposal and affirmed that the environmental sector requires diverse knowledge and skills from a variety of disciplines. The respondents also emphasized the importance of including course work centered on policies and regulations, Indigenous knowledge and perspectives, communication, project management, and facilitation, collaboration and team-building skills. This feedback informed the refinements made to the degree program during stage 2 to ensure the cultivation of a workforce with a knowledge base in climate change and adaptation, land-use practices and management, environmental resource sustainability strategies, green urban infrastructures, and a breadth of understanding to authentically support the capacity building of Indigenous communities to allow environmental stewardship of their lands and waters and support expanding green economy (see Appendix 5).

A Stage 2 survey distributed to employers representing private enterprise, government, non-for profit and professional accreditation bodies showed continued strong support for the BES degree (88% strongly agree) and agreed (100% strongly agree or agree) that the BES would be a competitive credential aligned with their employment needs.

In support of program planning, the respondents identified the three modules most aligned with their current employment needs and the three modules most aligned with projected future needs as well as recommending ideas for future topic-based modules such as Sustainable Land and Food Systems, Environmental and Social Justice, Governance, and Culture Heritage Management and career paths for the 9 modules embedded in the current degree proposal (see Appendix 5.3).

Following the surveys, formal communication occurred with several regional environmental stewardship groups to provide updates on the degree's program profile and details of specific courses which support community engagement and capacity while providing work-place learning and research opportunities for students (see Appendix 6).

Post-Secondary Institutions

- Consultation through Environmental Sciences and Studies and Biology Articulation groups (see Appendices 7 and 8).
- Direct communication with Biology and Environmental program departments at 17 post-secondary institutions including UBC-V, UBC-O, UFV, VIU, UNBC, TRU, SFU and UVIC.
- Consultation included a survey and direct communication (see Appendices 7 and 8).

The proposed degree has been identified as being of interest to students, needed for the education of a growing, multi-dimensional environmental workforce, and not in direct overlap with existing degrees offered in the province. Respondents spoke to the degree's well-balanced interdisciplinary approach and enriching modular programming. Many also provided suggestions for the addition of specific courses to enhance the degree and noted the importance of clarifying the arts and science pathways for students while recommending that the arts stream include enough science courses to ensure these students received the same level of interdisciplinary programming as the science stream. The summarized suggestions and recommendations informed the development of the full program proposal in Stage 2 (see Appendices 7 and 8).

Building on the consultations outlined above, Stage 2 consultations also included gathering additional responses from Biology and Environmental Sciences and Studies articulation committee chairs and environmental programs at BC post-secondary institutions. The Stage 2 survey questions focused the final program profile which incorporated recommendations received during Stage 1 consultations (see Appendix 8).

Stage 2 respondents affirmed that the format of this degree program is distinctive within the post-secondary landscape of BC and spoke to the value of the approach this degree has taken. All respondents agreed that the BES is a competitive credential, and the program profile supports the stated program learning outcomes. It was also agreed that the program attracts a diverse student population across the arts and sciences and prepares them for a wide range of career options. While a co-op model was recommended by some respondents, the proposed degree is opting for 18.00 credits

of required experiential field-based projects and workplace-integrated learning opportunities built into the directly into the degree to support skill development and employment preparedness.

Representatives from institutions with related two-year programs indicated that their students could readily transfer into the program and would be interested in this degree not only for its contents but for the opportunity to continue studying at a smaller regional university. To support transfers, development of memoranda of understanding with Okanagan College, Selkirk College, College of the Rockies, North Island College, Native Education College, and BCIT will be developed upon approval of the degree.

Capilano University's membership in [CCUEN](#) (Canadian College and University Environmental Network) allows a cross-Canada dialogue on post-secondary environmental programming and collaboration on field courses. ^[5] To build global connections, Capilano is applying for membership in the [Sustainable Development Solutions Network](#) (SDSN; Waterloo) and the [UNSDSN Community of Practice](#). ^{[6], [7]}

Through these networks, CapU will explore additional possible block-transfer MOUs and access to field sites for experiential learning opportunities in other biologically diverse ecosystems and contrasting regions in the province and beyond.

[Indigenous Nations, Organizations, Subject-Matter Experts and Academics](#)

Feedback on the overall degree as well as its upper-level modules, including Reconciliation in Environmental Studies, was sought from the host Nations and Indigenous organizations, subject-matter experts, and academics.

Consultations included the program working group's participation in three Indigenous Education Steering Committee (IESC) meetings in 2021. While no degree-specific opportunities for collaboration were identified at this time, future opportunities for degree-related partnerships with the five host Nations will be revisited prior to launching the proposed degree. After the August 2021 meeting, the shíshálh Nation expressed interest in exploring the development of possible pathways into the BES and post-secondary education in general for Indigenous students, for example, through [BEAHR Indigenous Training Programs](#). CapU is looking toward offering this training in the Lower Mainland in partnership with EcoCanada.

The Education Departments of the Nations (Lilwat7úl (Lil'wat), xʷmə ǀ θkʷəyəm (Musqueam), shíshálh (Sechelt), Sḵw̓xwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) were also contacted in May 2022 to provide updates on the degree and to continue to build on collaborative elements.

A June 2022 meeting with the Native Education College (NEC) representatives focused on a review of the degree's themes and goals, supports for Indigenous learners, and the development of course sharing and transfer agreements with NEC.

Degree consultations are ongoing with two North Shore-based Indigenous Environmental Consulting companies, the Firelight Group and Inlailawatash, with a focus on creating work-integrated learning opportunities for BES students.

Instructors responsible for the University One for Indigenous Learners Certificate and Indigenous faculty members at both the North Vancouver and Sechelt campuses of Capilano University, and members of the Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) nations whose professional and academic background align with the degree were also consulted.

On the strength of the summarized consultations, it was determined there was support for the degree overall and its goals while affirming the importance of the following when implementing and delivering the proposed degree: build authentic relationships between students and communities; foreground the concept of environment as teacher; provide time on the land distinct from traditional academic field work; develop flexible learner-centred assessments; ensure employability of graduates; and develop course sharing and transfer agreements with the Native Education College.

CapU Alumni

In Fall, 2021, CapU Arts and Sciences associate degree alumni were surveyed (see Appendix 13). 100% of the respondents (n = 11) indicated they have pursued or completed an undergraduate degree after leaving CapU. All respondents agreed that they would have remained at CapU to complete a bachelor's degree had this degree been available.

All respondents indicated interest in sustainable conservation; community-based solutions to environmental issues; sustainable agriculture; sustainable city planning; biodiversity; environmental justice; environmental education; climate change; and conservation biology and over 60% indicated they are currently volunteering with environmental and community groups. Aligned with these interests, the respondents expressed highest levels of interest in the upper-level modules focused on Climate Change: Adaptation and Mitigation and Environmental Law and Policy followed by the Biodiversity and Conservation, Reconciliation and Environmental Studies, and the Humanity Footprint modules.

The respondents also identified the degree's multidisciplinary base, the balance of theory and practice courses and the inclusion of Indigenous knowledge and perspectives, regional studies courses, and field schools with work-integrated learning opportunities as key strengths. In turn, this information along with data collected regarding skills and competencies required for employment in the fields of environmental studies and stewardship informed the development of work-integrated learning community partnerships (see Appendix 6) and the design of the upper-level modules (see Section 4).

CapU Current Students

In summer and fall 2021, students enrolled in CapU's associate degrees and seven bachelor's degrees (Business Administration, Communication Studies, Early Childhood Care and Education; Interdisciplinary

Studies, Legal Studies, Kinesiology, and Psychology) were surveyed (see Appendix 13). Domestic and international students alike showed similar levels of interest in the proposed BES.

Students valued the multidisciplinary approach to the field of study and the topic-based upper-level modules aligned with distinct career pathways as well as the degree's arts and sciences stream, the ability to gain competencies in current technologies, access to individuals working in the field, WIL opportunities and the required capstone project

While the majority (60%) of students indicated they would complete the full bachelor's degree, 18% of the respondents were interested in the minor suggesting the importance of providing the option to complete the proposed Minor in Environment and Society to all CapU baccalaureate students.

Employment Destinations

Graduates will be prepared for a range of employment categories, such as environmental consultants, science journalists, and land-use planners as green job opportunities exist in every job family and the environmental field and employment opportunities grow with BC's and Canada's expanding environmental economy. ^[3]

10. Program Review and Assessment

As established in Board Policy *B.106 Program and Course Review and Approval* and Procedure *B.106-01 Program Review* (see Appendix 2), academic programs are reviewed every five to seven years. The Vice-President, Academic and Provost is responsible for maintaining the program review schedule. New programs are added to the schedule upon Ministry approval of the proposed degree.

Program review provides an opportunity for ongoing improvement through structured self-reflection, formative and summative feedback, and peer review. The review process includes a self-study report, an external site visit and formal report, an institutional response, an action plan, and submission of the program review package to the Senate Academic Planning and Program Review Committee.

To fulfill both internal and external accrediting or professional association standards for quality improvement, all academic programs measure student achievement of program learning outcomes as part of an annual program assessment process. The process involves articulating what knowledge and skills students are expected to achieve upon graduating from a program, measuring student learning against defined benchmarks and using the results to inform action plans to improve curriculum and pedagogy. Programs submit assessment plans/reports to their dean each year for review and feedback. New degree programs participate in assessment activities after the first full academic year of program delivery.

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11.Approvals

The following signatures indicate that the Full Program Proposal has been reviewed and recommended for internal approval.

Department Recommendation

Coordinator *Date*

Library Recommendation

Debbie Schachter

23-Nov-2020

Librarian *Date*

Faculty Council or equivalent
Recommendation

Pouyan Mahboubi

27-Oct-2021

Dean *Date*