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## SENATE STANDING COMMITTEE ON CURRICULUM

**Regular Meeting**  
**Wednesday, October 8, 2025**  
**2:00 p.m. – 4:00 p.m.**  
**MS Teams**

### AGENDA

1. Call to Order and Territorial Acknowledgement ..... Catherine Schwichtenberg 2:00
2. Approval of Agenda
3. Approval of Minutes, September 10, 2025
4. Chair's Report
5. New Business
  - 5.1. Requisite Removal: HSCI ..... Jane Shin 2:10
  - 5.2. Requisite Removal: EDAS ..... Cate Tohill 2:15
  - 5.3. Admissions Change: Certificate in Foundation in Entertainment Arts.....  
..... Diego Hernandez De la Rocha, Ed Ko 2:25
6. Items for Information
  - 6.1. DQAB Report ..... Meredith Laird 2:35
7. Adjournment

## SENATE STANDING COMMITTEE ON CURRICULUM

**Minutes of Regular Meeting**  
**Wednesday, September 10, 2025**  
**2:00 p.m. – 4:00 p.m.**  
**MS Teams Online**

Voting Member Quorum: 6		
Brett Favaro Celia Brinkerhoff Krista Gerlich-Fitzgerald Lindsay Norris	Naomi Ben-Yehuda Richard Popoff Sherilyn Sweeney	Bruce Choy
		Non-voting
		Catherine Schwichtenberg Meredith Laird Nadia Henwood Nishan Perera
Regrets	Senate Office	Guests
Conrad King Shelley Boyd Ron Murray Leeann Waddington	Michelle Molnar	

### 1. Call to Order

The Chair called the meeting to order at 2:02 p.m.

### 2. Approval of Agenda

**Krista Gerlich-Fitzgerald moved the agenda be accepted as circulated.**

**The motion carried.**

### 3. Approval of Minutes, June 4, 2025

**Lindsay Norris moved the minutes be accepted as circulated.**

**The motion carried.**

### 4. Chair's Report

The Chair thanked the committee again for their confidence in voting her in as chair. She noted members whose terms and encouraged members to speak to colleagues about serving.

She announced the first Senate meeting of the academic year, scheduled for September 29th at the Surrey Conference Centre, and encouraged all committee members to attend for networking and to hear from the new Senate chair, Dr. Bruce Choy.

The chair also reported that the four subcommittees—writing intensive, quantitative, micro-credentials, and pathway—had not yet met for the new year, but regular updates would be provided as activities progress.

Michelle Molnar, Administrative Coordinator, University Senate, provided an update on some changes to processes including decision to discontinue with OnBoard, the transition to sharing packages via SharePoint, and the launch of a new Office of the Secretariat SharePoint site, with ongoing adjustments to workflow and communication.

She reminded members of the two-week submission deadline for meetings which is required to ensure the chair has time to review items prior to publication of the package.

#### **4.1. Welcome and Introductions**

Members and guests introduced themselves.

#### **4.2. Meeting Orientation**

The Chair reviewed the responsibilities of the chair, committee members, and voting/non-voting participants, and discussed meeting norms and etiquette.

#### **4.3. Review of Committee Mandate and Membership**

The Chair noted that a comprehensive review of the committee's mandate and membership is forthcoming, potentially directed by Senate, and that current practices will continue until further guidance is received.

Through review of the mandate, the committee engaged in a detailed discussion about the process for reviewing course outlines, the use of consent agendas, and the scope of the committee's authority regarding learning outcomes and assessment types.

### **5. New Business**

#### **5.1. Subcommittee Nominations**

**Naomi Ben-Yehuda moved that Senate Standing Committee on Curriculum appoint the nominees on the 2025 09 10 Subcommittee Nominations.**

**The motion carried.**

#### **5.2. Course Outline Approvals**

The committee reviewed the list of revised course outlines, with a focused discussion on PRLN 2010's assessment structure and compliance with institutional policy.

**Richard Popoff moved that Senate Standing Committee on Curriculum recommend that Senate approve the September 2025 list of revised course outlines.**

**The motion carried.**

### **6. Items for Information**

#### **6.1. DQAB Decision Update**

Meredith Laird, Manager, Curricular Support reported that recent program revisions submitted to the Degree Quality Assessment Board were all determined not to constitute new degrees, allowing the university to proceed with implementation as planned.

#### **7. Adjournment**

The meeting adjourned at 3:25 p.m.

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## SENATE STANDING COMMITTEE ON CURRICULUM

**Agenda Number: 5.1**

**Meeting Date:** *Wednesday, October 8, 2025*

**Presenter(s):** Jane Shin

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**AGENDA TITLE:** REQUISITE REMOVAL – HSCI

**ACTION REQUESTED:** Motion

### RECOMMENDED RESOLUTION

**THAT the Senate Standing Committee on Curriculum recommend that Senate approve the removal of all pre-requisite course requirements from HSCI 1115, effective January 1, 2026.**

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### COMMITTEE REPORT

Science Curriculum Committee: approved September 8, 2025

Science Faculty Council: approved September 16, 2025

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### Context and Background

Several program areas expressed the desire to remove barriers to student registration that are caused by pre- or co-requisites.

To support programs in making the desired changes, the Office of the Provost and the Office of the Registrar agreed to a simplified process that could be operationalized for spring, 2026. Removal of all requisites would be entered into CourseLeaf following approval of the change, rather than sent through workflow in the software.

Health Sciences identified the removal of the prerequisite from HSCI 1115 as part of our upcoming program renewal; this opportunity for prerequisite removal therefore aligned in a timely way. The current prerequisite, Level D1 on the Math Alternatives Table, is not pedagogically relevant to the course content, as HSCI 1115 contains virtually no mathematics. In practice, this requirement has created an unnecessary barrier to access, particularly disadvantaging international students and mature learners returning to study who may not have recent math placement scores. Removing the prerequisite ensures that admission to the course is based on genuine academic need rather than an irrelevant filter, while maintaining the integrity and accessibility of the program.

### **Key Messages**

1. The Health Sciences program is requesting removal of all requisites from HSCI 1115 to remove barriers to access to this course that are not pedagogically relevant to the course content.
2. The motion to remove all requisites has been approved by the Faculty of Science Curriculum Committee and by the Faculty of Science Faculty Council.
3. If approved, these changes will be made administratively in the relevant software; proponents did not initially enter the changes in CIM Courses nor move them through workflow in CIM.

### **Consultations**

1. David Burns, AVP Academic
2. Nadia Henwood, AVP Enrollment Services and Registrar

### **Attachments**

1. CIM Courses - [HSCI 1115: Introduction to Health Science](#)
- 

### **Submitted by**

Meredith Laird, Manager, Curricular Support

### **Date submitted**

October 1, 2025



# HSCI 1115: INTRODUCTION TO HEALTH SCIENCE

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

Export to PDF Export to PDF (Changes) Export to Word

Add Comment

## In Workflow

1. Biology Chair (jane.shin@kpu.ca;mikael.mokkonen@kpu.ca;kaylee.magee@kpu.ca)
2. ORegCurrConsult (oregcurrconsult@kpu.ca)
3. Senate Standing Committee on Curriculum (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
4. Senate (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
5. OReg-Courses (Course.Outlines@kpu.ca)
6. Banner (Course.Outlines@kpu.ca)

## Approval Path

1. 2025-09-25T16:42:34Z  
Ashley Allison (ashley.allison): Approved for Biology Chair
2. 2025-09-25T16:49:06Z  
Ashley Allison (ashley.allison): Approved for ORegCurrConsult

## History

1. Apr 28, 2023 by Cayley Velazquez (cayley.velazquez)
2. Apr 28, 2025 by Ashley Allison (ashley.allison)

Date Submitted: 2025-09-24T22:56:29Z

**Viewing: HSCI 1115 : Introduction to Health Science**

**Last approved: Mon, 28 Apr 2025 18:31:21 GMT**

**Last edit: 2025-09-25T16:42:25Z**

Changes proposed by: Krista Gerlich-Fitzgerald (100449372)

Justification for this discontinuation request

Reviewer Comments

**Krista Gerlich-Fitzgerald (krista.gerlichfitzgerald) (Wed, 24 Sep 2025 22:58:39 GMT):** Approved via electronic vote FoS Curriculum Committee in Sept 8, 2025. Part of pre-req initiative. Pre-req removal will be effective SPRING 2026

Academic Level

Undergraduate (UG)

Is this an ITA Apprenticeship Course?

Faculty

Science

Department

Biology



Implementation Date

Spring 2026

Subject Code

HSCI - Health Sciences

Course Number

1115

Descriptive Title

Introduction to Health Science

Short Title

Intro to Health Science

CIP Code

510000 - Health services/allied health/health sciences, general

Fee Category 2.a.1?

Yes

Differential Fee Category?

Calendar Description

Students will be introduced to the multifaceted field of health science and the foundations of promoting health and wellness. They will explore concepts of health science from a variety of perspectives including biological, clinical, cultural, environmental, political and socioeconomic. Students will examine the Canadian health system and strategies that promote health and wellness in the community.

Suggested Credit Hours

Credits

3

Suggested Classroom Hours

Lecture Hours

3,4

Suggested Lab Hours

Lab Hours

Suggested Other Hours (Clinical, Practicum, etc)

Other Hours

Total Contact Hours

Contact Hours

3,4

CPS contact hours

Is this course repeatable for additional credit?

No

How many times may the course be taken for credit?

Cross-listed Courses

Equivalent Courses

Credit-exclusion Courses



## Optional Calendar Description Note

### Prerequisites

Level D1 as defined in the Math Alternatives Table.

### Corequisites

### Schedule Types

Schedule Type
Class
Exam

### Schedule Types

Schedule Type	Delivery Model	Class Size	Workload
Class		35	1
Exam			

## Course Attributes

### Pathway to Undergraduate Studies

### Degree Requirement Attributes

### Suggested Registration Restrictions

### Course Registration Restrictions

Include Undergraduate

### Course Learning Outcomes

A student who successfully completes the course will have reliably demonstrated the ability to:	
1	Describe the Canadian health system including historical developments, current structure (e.g., financing, delivery), strengths and weaknesses, and future trends.
2	Discuss concepts of health science from a range of perspectives including clinical, cultural, environmental, political, socioeconomic, and global.
3	Relate the determinants of health to both individual and population health.
4	Define the core terminology and strategies used to measure health.
5	Discuss theories and interventions designed to promote health behaviour change.
6	Explain how common health behaviours contribute to infectious and chronic diseases.
7	Describe prevalent health conditions and diseases: prevalence, incidence, characteristics, risk factors, prevention, and treatment.
8	Apply literature search skills to conduct and report on health behaviours and/or conditions.
9	Cooperate with group members to complete tasks in a shared learning environment.

Content will include, but is not restricted to, the following:

#### Health System

- History of the Canadian health system
- Models of care and levels of prevention
- Emerging technologies

#### Health and Wellness

- Health principles, concepts, and terminology
- Dimensions of wellness

#### Determinants and Measurements of Health

- World Health Organization's determinants of health



- individual characteristics and behaviour
- social and economic environment
- physical environment
- policy-related influences
- Common epidemiological principles
  - morbidity, mortality, prevalence, incidence
  - endemic, epidemic, pandemic
- descriptive (person, place, time) epidemiology
- analytic (agent, host, environment) epidemiology

#### Health Behaviour

- Theories of health behaviour change
- Shaping health behaviour change (predisposing, reinforcing, enabling factors)
- Personal health behaviours: nutrition, physical activity, sedentary behaviours, tobacco, alcohol, and drug use, and sleep quality

#### Communicable Diseases

- Sexually transmitted infections
- Prevalence, incidence, characteristics, risk factors, prevention, and treatment

#### Non-Communicable Diseases and Injuries

- Chronic Diseases: heart disease, stroke, diabetes, cancer, respiratory, musculoskeletal including prevalence, incidence, characteristics, risk factors, prevention and treatment.
- Injuries: skin, bone, spinal, and brain injuries (intentional and unintentional) including prevalence, incidence, characteristics, risk factors, prevention, and treatment.

#### Course Learning Activities

**Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following:**

Participating actively in class and group discussions

Analyzing research and case studies on health issues

Discussing strategies designed to improve health

Writing individual and group assignments

Watching and discussing multi-media

Presenting group projects

#### Mastery Criteria

### Assessment

Assessment plans comply with KPU policy and may resemble the following:

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

#### Assessment Type 1

Midterm(s) (no single assessment worth more than 30%)

Type 1 Value

2540

#### Assessment Type 2

Individual Assignments and Quizzes

Type 2 Value

1025

#### Assessment Type 3

Group Project

Type 3 Value

2025



Assessment Type 4

Final Exam

Type 4 Value

2530

Assessment Type 5

Type 5 Value

Assessment Type 6

Type 6 Value

Assessment Type 7

Type 7 Value

TOTAL

8120

Additional Notes

Attach Learning contribution rubric

Grading System - default

Letter Grades (N)

Alternate Grading System(s) - not default

Methods for Prior Learning Assessment

CE

INT

Required Learning Resources

Required:

Dianne Hales and Lara Lauzon. An Invitation To Health, latest edition. Toronto, ON: Nelson.

Supplemental:

Rebecca J. Donatelle. Health: The Basics, The Mastering Health Edition, latest edition. Toronto, ON: Pearson.

Recommended Learning Resources

Other Course Materials

Open Educational Resources (OER)

N/A

Does this course require the use of animals?

No

Date of the successful Pedagogical Merit Review

Expiry Date of the Pedagogical Merit Review

Do library resources in this area need more development?

No

If yes, then list details

Is this course externally accredited?

No

External Accrediting Body

### **Request for Quantitative Course Attribute**

Please summarize the course content and the rationale behind the QUAN attribute request.

Select which Quantitative Criteria this course meets (include at least 2).

Describe how this course meets Quantitative Criterion A.

Describe how this course meets Quantitative Criterion B.

Describe how this course meets Quantitative Criterion C.

Describe how this course meets Quantitative Criterion D.

Describe how this course meets Quantitative Criterion E.

Attach Supporting Documents

### **Requirements for the designation of courses as Writing Intensive (WI).**

1. Instructional resources must be adequate to support writing-intensive instruction and the pedagogies connected with student writing development. While class size maxima are established by agreement between KPU and the KFA, the committee recommends a maximum of 25 students per WI section. Course developers should begin by speaking to their deans to ensure that adequate instructional resources are available and will be maintained for as long as the course carries a WI designation.

2. The course is at the undergraduate level or higher. Courses designated as eligible for the Pathway to undergraduate studies are not eligible for WI designation.

This course is at the undergraduate level and not on the Pathway

3. The course is mainly composed of several individual, discipline-related writing assignments, and these assignments represent at least 60% of student assessment. Activities and assignments are scaffolded to build and reinforce core writing skills.

4. Writing instruction occurs throughout, and students receive ample, timely feedback on their writing. Evaluations should be based on clear, pre-established criteria.

5. Student writing in the course totals approximately 5000 words. Most writing occurs in a series of low stakes writing assignments, but up to 30% may occur in a combination of ungraded writing assignments and revisions.

6. The course teaches and encourages recursive writing strategies such as prewriting, drafting, revising, and editing. Students are given multiple opportunities to integrate instructor and peer feedback.

7. The ability to communicate clearly and effectively in writing without academic assistance is an essential learning outcome of the course. Therefore, supervised or invigilated writing assignments should constitute approximately 25% of overall assessment.



8. The course includes comprehensive supplementary writing resources such as a handbook, textbook, Internet materials, models, frameworks, or rubrics.

**Additional Attachments:** You may submit additional documentation to support your application. Examples include draft Course Presentations (syllabi), rubrics, or a list of the kinds of assignments you envision.

**Course Developer(s)**

Karen Davison;

**Course Reviser(s)**

Cayley Velazquez;

**Date for Next Review**

2025-09-01

**Key:** 3766

**Preview Bridge**

**Push to Banner** (<https://calendar.kpu.ca/courseleaf/courseleaf.cgi?page=/courseadmin/3766&step=banner-confirm>)

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## SENATE STANDING COMMITTEE ON CURRICULUM

**Agenda Number:** 5.3

**Meeting Date:** *Wednesday, October 8, 2025*

**Presenter(s):** Cate Tohill

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**AGENDA TITLE:** ARTS REQUISITE REMOVAL– EDAS, SPRING 2026

**ACTION REQUESTED:** Motion

### RECOMMENDED RESOLUTION

**THAT the Senate Standing Committee on Curriculum recommend that Senate approve the removal of all pre-requisite course requirements from EDAS 1240, EDAS 1282, EDAS 1305, and EDAS 2121, effective January 1, 2026.**

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### COMMITTEE REPORT

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#### Context and Background

Several program areas expressed the desire to remove barriers to student registration that are caused by pre- or co-requisites.

To support programs in making the desired changes, the Office of the Provost and the Office of the Registrar agreed to a simplified process that could be operationalized for spring, 2026. Removal of all requisites would be entered into CourseLeaf following approval of the change, rather than sent through workflow in the software.

#### Creating Equitable Access in the EDAS Program

The EDAS program is requesting removal of prerequisites from four courses to be more responsive to the diverse needs of students accessing our program. Our goal is to create equitable access for students who require part-time programming due to learning accommodations and/or work/life/family balance needs. Historically, the EDAS program has had a full-time and part-time program. Over the last several years there has been a trend of decreased enrollment for the part-time program. As a result, intake is currently suspended. However, we continue to have students requesting a part-time program. We are also experiencing a small increase in students (2 – 4 students per full-time cohort) who begin in the full-time program and then seek part-time programming

beginning in semester two. This seems to be related to diverse learning needs and/or personal circumstances that change the student's school timeline.

EDAS is seeking to create enrollment flexibility, by reducing prerequisites as a means to open access to enrollment options in our full-time program for those seeking part-time programming. The full-time program is cohort based and, as such, follows a preset schedule which means that courses are offered semester specific rather than in multiple semesters throughout the academic calendar. This structure creates an access barrier for those who require a part-time program.

### **Maintaining the quality of the EDAS Certificate Program**

The EDAS department seeks to enhance student mobility throughout the certificate program without decreasing the quality of the educational experience. Faculty considered several salient issues to maintain this goal.

1. The nature of the program – The EDAS Certificate consists of introductory courses – each stand-alone course would provide anyone with a good beginning understanding of working with children and youth. Together, as a cohesive constellation of courses, the certificate provides graduates with strong knowledge and skills to facilitate the inclusion of diverse learners in the K – 12 school system.
2. Safeguarding prior knowledge developed from course work – as stated, each course can stand-alone as an excellent introduction. However, to work effectively in schools, an EA requires the consolidation of all courses. As a result, practicum I (EDAS 1271) and practicum II (EDAS 1371) will maintain prerequisites to ensure students have the necessary knowledge to succeed during their practicum training. Practicum is an important period in which students begin integrating theory with practice to develop skill.
3. EDAS has a set curriculum with no electives other than an English course. When a student graduates with an EDAS Certificate they are required to have all courses specified in the EDAS curriculum.
4. To qualify for graduation, students are required to achieve mastery in each of the two practicums. Moreover, students must meet the course prerequisites to qualify to enroll in each practicum. (EDAS 1271 Practicum I: prerequisites – 7.5 credits in EDAS 1100. EDAS 1371 Practicum II: prerequisites and corequisites: EDAS 1271, 1282, 1225, and 2121).

### **Final Considerations**

The EDAS Certificate provides an efficient and affordable pathway to employment and long-term career opportunities in the K–12 system. Approximately half of our students are female caregivers, including a significant proportion who are single mothers and heads of household. The remainder are largely recent high school graduates, with an increasing number choosing to continue their studies to become teachers. Given the program's proven value, increasing equitable access through removal of select prerequisites is a measured step that will preserve program quality while supporting diverse student needs.

## **Key Messages**

1. The Educational Assistant program is requesting removal of all requisites from EDAS 1240, EDAS 1282, EDAS 1305, and EDAS 2121 to remove barriers to students wishing to enroll in these courses.
2. The motion to remove all requisites has been approved by the Faculty of Arts Curriculum Committee.
3. If approved, these changes will be made administratively in the relevant software; proponents did not initially enter the changes in CIM Courses nor move them through workflow in CIM.

## **Consultations**

1. Arts Standing Committee on Curriculum (ASCC): approved September 12, 2025
2. David Burns, AVP Academic
3. Nadia Henwood, AVP Enrollment Services and Registrar

## **Attachments**

1. CIM Courses – [EDAS 1240: Supporting Students with Complex Communication Needs](#)
  2. CIM Courses – [EDAS 1282: Social and Emotional Learning and Mental Health in K - 12 Schools](#)
  3. CIM Courses – [EDAS 1305: Overview of Curriculum for Inclusive Schools](#)
  4. CIM Courses – [EDAS 2121: Supporting Students with Autism Spectrum Disorders](#)
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## **Submitted by**

Meredith Laird, Manager, Curricular Support

## **Date submitted**

October 2, 2025





# EDAS 1240: SUPPORTING STUDENTS WITH COMPLEX COMMUNICATION NEEDS

## Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:  
Proposal A  
Program:  
Proposal B

Submit Cancel

Export to PDF Export to PDF (Changes) Export to Word  
Add Comment

## In Workflow

1. ORegCurrConsult (oregcurrconsult@kpu.ca)
2. Senate Standing Committee on Curriculum (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
3. Senate (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
4. OReg-Courses (Course.Outlines@kpu.ca)
5. Banner (Course.Outlines@kpu.ca)

## Approval Path

1. 2025-09-25T16:47:34Z  
Ashley Allison (ashley.allison): Approved for ORegCurrConsult

## History

1. Jan 22, 2025 by Victoria Nicholson (victoria.nicholson)
2. Feb 20, 2025 by Ashley Allison (ashley.allison)

Date Submitted: 2025-09-24T22:49:20Z

**Viewing: EDAS 1240 : Supporting Students with Complex Communication Needs**

**Last approved: Thu, 20 Feb 2025 18:38:59 GMT**

**Last edit: 2025-09-25T16:39:48Z**

Changes proposed by: Krista Gerlich-Fitzgerald (100449372)

Justification for this discontinuation request

## Reviewer Comments

**Krista Gerlich-Fitzgerald (krista.gerlichfitzgerald) (Wed, 24 Sep 2025 22:50:34 GMT):** Approved at ASCC in Sept 12, 2025. Part of pre-req initiative. Pre-req removal will be effective SPRING 2026

Academic Level

Undergraduate (UG)

Is this an ITA Apprenticeship Course?

Faculty

Arts

Department

Education Assistant

Implementation Date



Spring 2026

Subject Code

EDAS - Education Assistant

Course Number

1240

Descriptive Title

Supporting Students with Complex Communication Needs

Short Title

Complex Communication Needs

CIP Code

131001 - Special education and teaching, general

Fee Category 2.a.1?

No

Differential Fee Category?

Tuition Category 2.a.2 (F2A2)

Calendar Description

Students will examine issues related to the education of individuals who use nonverbal forms of communication. They will explore strategies for the creation and support of technical and non-technical augmentative and alternative systems for communication and written output. Students will also focus on creating and applying course content to create appropriate and best practice visual supports for learners. Students will examine their role, and the role of other professionals, in enhancing participation and interaction for children with severe communication challenges.

Suggested Credit Hours

Credits

3

Suggested Classroom Hours

Lecture Hours

3

Suggested Lab Hours

Lab Hours

Suggested Other Hours (Clinical, Practicum, etc)

Other Hours

Total Contact Hours

Contact Hours

3

CPS contact hours

Is this course repeatable for additional credit?

No

How many times may the course be taken for credit?

Cross-listed Courses

Equivalent Courses

Credit-exclusion Courses



Optional Calendar Description Note

Prerequisites

EDAS 1101, EDAS 1105, EDAS 1120, and one of: (a) EDAS 1163 or (b) PSYC 2320 and PSYC 3321

Corequisites

Schedule Types

**Schedule Type**

Class

Schedule Types

Schedule Type	Delivery Model	Class Size	Workload
Class		35	1
Exam			

## Course Attributes

Pathway to Undergraduate Studies

Degree Requirement Attributes

Suggested Registration Restrictions

Course Registration Restrictions

Include Undergraduate

Course Learning Outcomes

A student who successfully completes the course will have reliably demonstrated the ability to:	
1	Demonstrate skills to support the education of students who use nonverbal forms of communication
2	Describe the role of the Education Assistant and other team members in supporting students with complex communication needs and challenges
3	Demonstrate skills to support nonverbal communicators using created visuals supports
4	Describe all forms of literacy development in students who use nonverbal forms of communication
5	Support the design of a low tech augmentative communication system
6	Demonstrate vocabulary selection techniques to personalize augmentative communication systems in both low and high tech systems
7	Apply visual support creation programs to create expressive and receptive communication supports with best practice guidelines
8	Use visual support strategies designed to enhance receptive language, memory, social skills and/or independence in students and individuals
9	Reflect upon their personal values, attitudes and beliefs related to facilitating communication from both a student and educator perspective
10	Implement communication strategies that facilitate social interactions and participation
11	Select appropriate communication strategies based upon the context of the activity and the needs of the student
12	Identify questions for team members that will assist in adapting and modifying classroom assignments for students who use nonverbal forms of communication
13	Identify needs to students from Functional Behaviour Assessment (FBA)
14	Create visual supports as required from FBA
15	Discuss ethical considerations for alternative and augmentative communication supports

Content will include, but is not restricted to, the following:

1. Educational Factors that Affect Students Who use Nonverbal Forms of Communication



- A. disabilities that affect the ability to communicate orally
- B. exploring and understanding the historical perspectives and intervention for the education of students who use nonverbal forms of communication
- C. technology development and its effect on solutions for intervention
- D. guiding principles
- E. aiding communication for input and output
- F. factors that affect communication in the classroom (i.e. timing, planning, preprogramming, preparation)
- G. links between behaviour and communication

## 2. Principles of Literacy Development for Students Who Use Nonverbal Forms of Communication

- A. challenges to learning and identifying and creating supports to assist students with these
- B. phonemic awareness
- C. visual approaches to reading and curriculum
- D. emergent literacy
- E. goals for literacy development
- F. technological supports for literacy
- G. strategies for written output

## 3. Communication Strategies for Students Who Use Nonverbal Forms of Communication

- A. communication boards- understanding options, foundations and creation
- B. adapted book designs
- C. picture Exchange Communication Systems (PECS)
- D. functions of communication
- E. vocabulary selection
- F. symbol systems
- G. understanding and using Boardmaker and lesson PIX software
- H. voice output communication aids
- I. motor issues and access
- J. multimodal communication
- K. alternative technologies

## 4. Supporting Augmentative Communication in Educational Settings

- A. using routines to teach communication
- B. engineering the environment to facilitate communication
- C. peer supports
- D. modeling
- E. development of communicative competence
- F. communicating with an augmentative communication user
- G. adaptations and modifications in the classroom

## 5. Using Visual Supports to aid Receptive Language

- A. strategies to enhance memory
- B. strategies to encourage social skills and independence
- C. strategies to bridge environments

## Course Learning Activities

**Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following:**

Activities may include, but are not restricted to, the following: Students will explore the course concepts using an interactive format. This is designed to facilitate critical thinking and self-reflection.

Participating in class discussion

Viewing audio-visual materials

Participating in large and small group activities

Participating in learning activities

Using cooperative learning techniques

Writing reflectively



Attend lectures or introductions to AAC speakers

Hands on exploration of adaptive and various high and low tech supports

Mastery Criteria

## Assessment

Assessment plans comply with KPU policy and may resemble the following:

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

Assessment Type 1

Reflection on Personal AAC Use

Type 1 Value

25

Assessment Type 2

Journal Summary

Type 2 Value

15

Assessment Type 3

Case Studies Assignment

Type 3 Value

20

Assessment Type 4

Visual Support Technology Assignment

Type 4 Value

15

Assessment Type 5

Peer Reviewed Visual Supports

Type 5 Value

25

Assessment Type 6

Type 6 Value

Assessment Type 7

Type 7 Value

TOTAL

100

Additional Notes

Attach Learning contribution rubric

Grading System - default

Letter Grades (N)

Alternate Grading System(s) - not default

Methods for Prior Learning Assessment

Challenge Exam

Demonstration



Interview  
Product/Portfolio

Required Learning Resources  
N/A

Recommended Learning Resources

Course readings/ textbook selected by instructor such as:

Beukelman, D. R., & Light, J. C. (2020). *Augmentative & Alternative Communication: Supporting Children and adults with complex communication needs*. Paul H. Brookes Publishing.

Other Course Materials

Open Educational Resources (OER)

Does this course require the use of animals?  
No

Date of the successful Pedagogical Merit Review

Expiry Date of the Pedagogical Merit Review

Do library resources in this area need more development?  
No

If yes, then list details

Is this course externally accredited?  
No

External Accrediting Body

## **Request for Quantitative Course Attribute**

Please summarize the course content and the rationale behind the QUAN attribute request.

Select which Quantitative Criteria this course meets (include at least 2).

Describe how this course meets Quantitative Criterion A.

Describe how this course meets Quantitative Criterion B.

Describe how this course meets Quantitative Criterion C.

Describe how this course meets Quantitative Criterion D.

Describe how this course meets Quantitative Criterion E.

Attach Supporting Documents

## **Requirements for the designation of courses as Writing Intensive (WI).**

1. Instructional resources must be adequate to support writing-intensive instruction and the pedagogies connected with student writing development. While class size maxima are established by agreement between KPU and the KFA, the committee recommends



a maximum of 25 students per WI section. Course developers should begin by speaking to their deans to ensure that adequate instructional resources are available and will be maintained for as long as the course carries a WI designation.

2. The course is at the undergraduate level or higher. Courses designated as eligible for the Pathway to undergraduate studies are not eligible for WI designation.

This course is at the undergraduate level and not on the Pathway

3. The course is mainly composed of several individual, discipline-related writing assignments, and these assignments represent at least 60% of student assessment. Activities and assignments are scaffolded to build and reinforce core writing skills.

4. Writing instruction occurs throughout, and students receive ample, timely feedback on their writing. Evaluations should be based on clear, pre-established criteria.

5. Student writing in the course totals approximately 5000 words. Most writing occurs in a series of low stakes writing assignments, but up to 30% may occur in a combination of ungraded writing assignments and revisions.

6. The course teaches and encourages recursive writing strategies such as prewriting, drafting, revising, and editing. Students are given multiple opportunities to integrate instructor and peer feedback.

7. The ability to communicate clearly and effectively in writing without academic assistance is an essential learning outcome of the course. Therefore, supervised or invigilated writing assignments should constitute approximately 25% of overall assessment.

8. The course includes comprehensive supplementary writing resources such as a handbook, textbook, Internet materials, models, frameworks, or rubrics.

**Additional Attachments:** You may submit additional documentation to support your application. Examples include draft Course Presentations (syllabi), rubrics, or a list of the kinds of assignments you envision.

Course Developer(s)

Victoria Nicholson

Course Reviser(s)

Victoria Nicholson

Date for Next Review

2026-09-01

Key: 7059

Preview Bridge

Push to Banner (<https://calendar.kpu.ca/courseleaf/courseleaf.cgi?page=/courseadmin/7059&step=banner-confirm>)



# EDAS 1282: SOCIAL AND EMOTIONAL LEARNING AND MENTAL HEALTH IN K - 12 SCHOOLS

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

Export to PDF Export to PDF (Changes) Export to Word

Add Comment

## In Workflow

1. ORegCurrConsult (oregcurrconsult@kpu.ca)
2. Senate Standing Committee on Curriculum (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
3. Senate (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
4. OReg-Courses (Course.Outlines@kpu.ca)
5. Banner (Course.Outlines@kpu.ca)

## Approval Path

1. 2025-09-25T16:47:51Z  
Ashley Allison (ashley.allison): Approved for ORegCurrConsult

## History

1. Oct 13, 2023 by Ashley Allison (ashley.allison)
2. Mar 10, 2025 by Cate Tohill (caitlin.tohill)
3. Apr 25, 2025 by Ashley Allison (ashley.allison)

Date Submitted: 2025-09-24T22:51:16Z

**Viewing: EDAS 1282 : Social and Emotional Learning and Mental Health in K - 12 Schools**

**Last approved: Fri, 25 Apr 2025 00:45:27 GMT**

**Last edit: 2025-09-25T16:40:09Z**

Changes proposed by: Krista Gerlich-Fitzgerald (100449372)

Justification for this discontinuation request

Reviewer Comments

**Krista Gerlich-Fitzgerald (krista.gerlichfitzgerald) (Wed, 24 Sep 2025 22:51:25 GMT):** Approved at ASCC in Sept 12, 2025. Part of pre-req initiative. Pre-req removal will be effective SPRING 2026

Academic Level

Undergraduate (UG)

Is this an ITA Apprenticeship Course?

Faculty

Arts

Department

Education Assistant





Implementation Date

Spring 2026

Subject Code

EDAS - Education Assistant

Course Number

1282

Descriptive Title

Social and Emotional Learning and Mental Health in K - 12 Schools

Short Title

Social and Emotional Learning

CIP Code

131001 - Special education and teaching, general

Fee Category 2.a.1?

No

Differential Fee Category?

Tuition Category 2.a.2 (F2A2)

Calendar Description

Students will explore physical health, mental health and personal care issues and needs for children and adolescents with disabilities, and the role of the education assistant in supporting them.

Suggested Credit Hours

Credits

3

Suggested Classroom Hours

Lecture Hours

3,4

Suggested Lab Hours

Lab Hours

Suggested Other Hours (Clinical, Practicum, etc)

Other Hours

Total Contact Hours

Contact Hours

3,4

CPS contact hours

Is this course repeatable for additional credit?

No

How many times may the course be taken for credit?

Cross-listed Courses

Equivalent Courses

Credit-exclusion Courses

EDAS 1281 - Health and Personal Care



Optional Calendar Description Note

Prerequisites

9 credits from courses in EDAS at the 1100 level

Corequisites

Schedule Types

**Schedule Type**

Class

Schedule Types

Schedule Type	Delivery Model	Class Size	Workload
Class		35	1
Exam			

## Course Attributes

Pathway to Undergraduate Studies

Degree Requirement Attributes

Suggested Registration Restrictions

Course Registration Restrictions

Include Undergraduate

Course Learning Outcomes

A student who successfully completes the course will have reliably demonstrated the ability to:	
1	Discuss the history of mental health in western culture and explore historical practices used by Indigenous peoples to foster emotional well being.
2	Discuss how brain development influences emotional capacity in children and apply strategies to foster emotional regulation using person-centred and trauma-informed practices.
3	Examine mental health considerations encountered by Education Assistants in BC's K – 12 school system and consider methods to foster wellness and resiliency in children and youth.
4	Assess areas requiring personal care support and identify health and safety needs within the context of EA role and responsibilities in BC's K-12 school system.
5	Reflect upon attitudes and values related to principles of caring and the provision of physical health, mental health, and personal care support.

Content will include, but is not restricted to, the following:

### 1. Issues Related to Caring for the Individual

- Holistic approach
- Participation and independence
- Inclusive philosophy and health and personal care support
- Caring

### 2. Concepts of Health and Personal Care Related to Physiological Needs

- Breathing
- Nutrition
- Elimination
- Rest and activity
- Sexuality and sexual expression

### 3. Concepts of Physical Health, Mental Health and Personal Care

- Universal precautions (including body substance precautions)



- Sterile technique
- Personal hygiene and grooming
- Seizure management
- Medications management
- Abuse prevention and protocols
- Adaptive devices and equipment
- Trauma informed practice
- Anxiety and depression understanding and support

#### 4. Roles and Responsibilities of Education Assistants related to Physical Health, Mental Health, and Personal Care Support

- Professionalism
- Working as a member of the School Based Team
- Maintaining personal safety and fitness
- Reflective practice
- Self care
- Loss and grief

#### 5. Selected Psychomotor Skills

- Lifting and transferring techniques
- Feeding techniques

#### Course Learning Activities

**Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following:**

Participating in class discussions and lectures

Watching multi-media materials

Observing demonstrations of psychomotor skills

Participating actively during class and guest presentations

Practicing and demonstrating psychomotor skills

Discussing case scenarios and participating in problem-solving groups

Reflecting on own attitudes and values

Reading academic resources

#### Mastery Criteria

### Assessment

Assessment plans comply with KPU policy and may resemble the following:

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

#### Assessment Type 1

Quizzes

Type 1 Value

30

#### Assessment Type 2

Case Study Support Plan

Type 2 Value

30

#### Assessment Type 3

Assignment

Type 3 Value

30



Assessment Type 4  
Learning Contribution  
Type 4 Value  
10

Assessment Type 5  
Type 5 Value

Assessment Type 6  
Type 6 Value

Assessment Type 7  
Type 7 Value

TOTAL  
100

Additional Notes

Attach Learning contribution rubric

Grading System - default  
Letter Grades (N)

Alternate Grading System(s) - not default

Methods for Prior Learning Assessment  
None

Required Learning Resources  
None

Recommended Learning Resources  
Utilize OERs.

Other Course Materials

Open Educational Resources (OER)

Does this course require the use of animals?  
No

Date of the successful Pedagogical Merit Review

Expiry Date of the Pedagogical Merit Review

Do library resources in this area need more development?  
If yes, then list details

Is this course externally accredited?

External Accrediting Body

### **Request for Quantitative Course Attribute**

Please summarize the course content and the rationale behind the QUAN attribute request.



Select which Quantitative Criteria this course meets (include at least 2).

Describe how this course meets Quantitative Criterion A.

Describe how this course meets Quantitative Criterion B.

Describe how this course meets Quantitative Criterion C.

Describe how this course meets Quantitative Criterion D.

Describe how this course meets Quantitative Criterion E.

Attach Supporting Documents

### **Requirements for the designation of courses as Writing Intensive (WI).**

1. Instructional resources must be adequate to support writing-intensive instruction and the pedagogies connected with student writing development. While class size maxima are established by agreement between KPU and the KFA, the committee recommends a maximum of 25 students per WI section. Course developers should begin by speaking to their deans to ensure that adequate instructional resources are available and will be maintained for as long as the course carries a WI designation.

2. The course is at the undergraduate level or higher. Courses designated as eligible for the Pathway to undergraduate studies are not eligible for WI designation.

This course is at the undergraduate level and not on the Pathway

3. The course is mainly composed of several individual, discipline-related writing assignments, and these assignments represent at least 60% of student assessment. Activities and assignments are scaffolded to build and reinforce core writing skills.

4. Writing instruction occurs throughout, and students receive ample, timely feedback on their writing. Evaluations should be based on clear, pre-established criteria.

5. Student writing in the course totals approximately 5000 words. Most writing occurs in a series of low stakes writing assignments, but up to 30% may occur in a combination of ungraded writing assignments and revisions.

6. The course teaches and encourages recursive writing strategies such as prewriting, drafting, revising, and editing. Students are given multiple opportunities to integrate instructor and peer feedback.

7. The ability to communicate clearly and effectively in writing without academic assistance is an essential learning outcome of the course. Therefore, supervised or invigilated writing assignments should constitute approximately 25% of overall assessment.

8. The course includes comprehensive supplementary writing resources such as a handbook, textbook, Internet materials, models, frameworks, or rubrics.

**Additional Attachments:** You may submit additional documentation to support your application. Examples include draft Course Presentations (syllabi), rubrics, or a list of the kinds of assignments you envision.

Course Developer(s)  
Nancy Norman;



Course Reviser(s)

Nancy Norman; Cate Tohill

Date for Next Review

2030-09-01

Key: 1977

Preview Bridge

Push to Banner (<https://calendar.kpu.ca/courseleaf/courseleaf.cgi?page=/courseadmin/1977&step=banner-confirm>)



# EDAS 1305: OVERVIEW OF CURRICULUM FOR INCLUSIVE SCHOOLS

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

Export to PDF Export to PDF (Changes) Export to Word

Add Comment

## In Workflow

1. ORegCurrConsult (oregcurrconsult@kpu.ca)
2. Senate Standing Committee on Curriculum (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
3. Senate (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
4. OReg-Courses (Course.Outlines@kpu.ca)
5. Banner (Course.Outlines@kpu.ca)

## Approval Path

1. 2025-09-25T16:48:12Z  
Ashley Allison (ashley.allison): Approved for ORegCurrConsult

## History

1. Sep 17, 2022 by Meredith Laird (meredith.laird)
2. Oct 12, 2023 by Ashley Allison (ashley.allison)
3. Mar 10, 2025 by Cate Tohill (caitlin.tohill)
4. Apr 23, 2025 by Jennifer O'Brien (Jennifer.O'Brien)

Date Submitted: 2025-09-24T22:52:19Z

**Viewing: EDAS 1305 : Overview of Curriculum for Inclusive Schools**

**Last approved: Wed, 23 Apr 2025 20:31:02 GMT**

**Last edit: 2025-09-25T16:40:19Z**

Changes proposed by: Krista Gerlich-Fitzgerald (100449372)

Justification for this discontinuation request

Reviewer Comments

**Krista Gerlich-Fitzgerald (krista.gerlichfitzgerald) (Wed, 24 Sep 2025 22:52:32 GMT):** Approved at ASCC in Sept 12, 2025. Part of pre-req initiative. Pre-req removal will be effective SPRING 2026

Academic Level

Undergraduate (UG)

Is this an ITA Apprenticeship Course?

Faculty

Arts

Department

Education Assistant

**Implementation Date**

Spring 2026

**Subject Code**

EDAS - Education Assistant

**Course Number**

1305

**Descriptive Title**

Overview of Curriculum for Inclusive Schools

**Short Title**

Overview of School Curriculum

**CIP Code**

130404 - Educational, instructional and curriculum supervision

**Fee Category 2.a.1?**

No

**Differential Fee Category?**

Tuition Category 2.a.2 (F2A2)

**Calendar Description**

Students will examine the philosophy, goals, and content of curriculum in elementary and secondary schools in British Columbia. They will explore the philosophy of inclusive education and their role within the context of curriculum delivery. Students will apply the principles of adapting and modifying curriculum to learning activities based on principles of person-centred practice. They will identify and develop strategies to facilitate learning, based on students' strengths and needs.

**Suggested Credit Hours**

Credits

3

**Suggested Classroom Hours**

Lecture Hours

4

**Suggested Lab Hours**

Lab Hours

**Suggested Other Hours (Clinical, Practicum, etc)**

Other Hours

**Total Contact Hours**

Contact Hours

4

**CPS contact hours****Is this course repeatable for additional credit?**

No

How many times may the course be taken for credit?

**Cross-listed Courses****Equivalent Courses**





Credit-exclusion Courses

Optional Calendar Description Note

Prerequisites

~~9 credits from courses in EDAS at the 1100 level~~

Corequisites

Schedule Types

Schedule Type
Class

Schedule Types

Schedule Type	Delivery Model	Class Size	Workload
Class		35	1

## Course Attributes

Pathway to Undergraduate Studies

Degree Requirement Attributes

Suggested Registration Restrictions

Course Registration Restrictions

Include Undergraduate

Course Learning Outcomes

A student who successfully completes the course will have reliably demonstrated the ability to:	
1	Examine BC's Curriculum for the K – 12 school system based on an introductory understanding of curriculum as a general concept used to organize the overall content and structure of what is taught in educational institutions.
2	Analyze and explain the philosophy of inclusive education within the context of curriculum delivery, person-centred practice, and the role of the Education Assistant to support teachers and facilitate participation of diverse learners in inclusive classrooms and the larger school community.
3	Assess barriers to learning and apply knowledge of common academic challenges encountered by students to effectively implement strategies guided by a student's Individual Education Plan and/or by using Universal Design for Learning.
4	Support life skills development in K – 12 special needs students by applying knowledge of functional life skills and functional academics.
5	Support diverse learners to develop School Survival Skills to enhance feelings of confidence and competence with the goal of enhancing academic performance and participation at school.

Content will include, but is not restricted to, the following:

### 1. Introduction to Curriculum

- Defining curriculum
- General understanding of the structure of curriculum across the grades (K-12)
- General understanding of the philosophy and goals of curriculum (K-12)
- Basic knowledge of Instructional Resource Packages (IRP's)
- Prescribed learning outcomes
- The hidden curriculum

### 2. Adapting and Modifying Curriculum

- Adapting curriculum
- Modifying curriculum
- Skills instruction and practice
- Utilizing online instructional support resources



- Using assistive instructional technology

### 3. Understanding Academic Content

- Understanding key skills and common challenges in reading
- Understanding key skills and common challenges in numeracy
- Understanding key skills and common challenges in written output
- Understanding common student challenges in literacy and numeracy
- Applying effective support strategies to common learning challenges
- Enhancing (teaching) reading, numeracy and writing skills

### 4. Facilitating and Teaching School Survival Skills

- Organizational and time management skills
- Test taking skills
- Study skills

### 5. Functional Life Skills Curriculum

- Considerations for instruction i.e. setting priorities, age appropriateness
- Functional academics
- Instruction and practice within school and community

### 6. Assessment and Evaluation of Student Progress

- The role of the education assistant in student assessment and evaluation
- Record keeping and communication with home and school personnel
- Using IEP goals as basis for assessment and evaluation

### 7. Supporting Interpersonal Skills

- Social skills instruction
- Understanding types of relationships
- Sexual health curriculum

### 8. Other topics

- Developing substitute books and student profiles

### Course Learning Activities

**Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following:**

Role playing

Conducting mini lectures

Participating in class discussions

Participating in reading groups

Viewing audio-visual materials

Writing activities

Utilizing internet resources

### Mastery Criteria

## Assessment

Assessment plans comply with KPU policy and may resemble the following:

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

#### Assessment Type 1

Case study

Type 1 Value

30

#### Assessment Type 2



Case study

Type 2 Value

30

Assessment Type 3

Course overview assignment

Type 3 Value

30

Assessment Type 4

Contribution to discussions and cooperative learning activities

Type 4 Value

10

Assessment Type 5

Type 5 Value

Assessment Type 6

Type 6 Value

Assessment Type 7

Type 7 Value

TOTAL

100

Additional Notes

Attach Learning contribution rubric

Grading System - default

Letter Grades (N)

Alternate Grading System(s) - not default

Methods for Prior Learning Assessment

Challenge Exam

Demonstration

Interview

Worksite Assessment

Required Learning Resources

N/A

Recommended Learning Resources

Selections from:

Reithaug, D. (Most recent edition) A handbook on adapting and modifying programs. West Vancouver, B.C.: Stirling Head Enterprises.

Edmunds, A. & Edmunds, G. (2014) Special Education in Canada. Don Mills, Ontario: Oxford University Press

B.C. Ministry of Education, Special Education Services, Resource Documents.

Causton - Theoharis, J. (2009) The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms. Baltimore Maryland, Brookes Publishing Co

Other Course Materials

Open Educational Resources (OER)

Does this course require the use of animals?

No



Date of the successful Pedagogical Merit Review

Expiry Date of the Pedagogical Merit Review

Do library resources in this area need more development?

If yes, then list details

Is this course externally accredited?

External Accrediting Body

### **Request for Quantitative Course Attribute**

Please summarize the course content and the rationale behind the QUAN attribute request.

Select which Quantitative Criteria this course meets (include at least 2).

Describe how this course meets Quantitative Criterion A.

Describe how this course meets Quantitative Criterion B.

Describe how this course meets Quantitative Criterion C.

Describe how this course meets Quantitative Criterion D.

Describe how this course meets Quantitative Criterion E.

Attach Supporting Documents

### **Requirements for the designation of courses as Writing Intensive (WI).**

1. Instructional resources must be adequate to support writing-intensive instruction and the pedagogies connected with student writing development. While class size maxima are established by agreement between KPU and the KFA, the committee recommends a maximum of 25 students per WI section. Course developers should begin by speaking to their deans to ensure that adequate instructional resources are available and will be maintained for as long as the course carries a WI designation.

2. The course is at the undergraduate level or higher. Courses designated as eligible for the Pathway to undergraduate studies are not eligible for WI designation.

This course is at the undergraduate level and not on the Pathway

3. The course is mainly composed of several individual, discipline-related writing assignments, and these assignments represent at least 60% of student assessment. Activities and assignments are scaffolded to build and reinforce core writing skills.

4. Writing instruction occurs throughout, and students receive ample, timely feedback on their writing. Evaluations should be based on clear, pre-established criteria.

5. Student writing in the course totals approximately 5000 words. Most writing occurs in a series of low stakes writing assignments, but up to 30% may occur in a combination of ungraded writing assignments and revisions.



6. The course teaches and encourages recursive writing strategies such as prewriting, drafting, revising, and editing. Students are given multiple opportunities to integrate instructor and peer feedback.

7. The ability to communicate clearly and effectively in writing without academic assistance is an essential learning outcome of the course. Therefore, supervised or invigilated writing assignments should constitute approximately 25% of overall assessment.

8. The course includes comprehensive supplementary writing resources such as a handbook, textbook, Internet materials, models, frameworks, or rubrics.

Additional Attachments: You may submit additional documentation to support your application. Examples include draft Course Presentations (syllabi), rubrics, or a list of the kinds of assignments you envision.

Course Developer(s)

Nancy Norman; Cate Tohill

Course Reviser(s)

Nancy Norman; Cate Tohill

Date for Next Review

2030-09-01

Key: 1978

Preview Bridge

Push to Banner (<https://calendar.kpu.ca/courseleaf/courseleaf.cgi?page=/courseadmin/1978&step=banner-confirm>)



# EDAS 2121: SUPPORTING STUDENTS WITH AUTISM SPECTRUM DISORDERS

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:  
Proposal A  
Program:  
Proposal B

Submit Cancel

Export to PDF Export to PDF (Changes) Export to Word  
Add Comment

## In Workflow

1. ORegCurrConsult (oregcurrconsult@kpu.ca)
2. Senate Standing Committee on Curriculum (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
3. Senate (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
4. OReg-Courses (Course.Outlines@kpu.ca)
5. Banner (Course.Outlines@kpu.ca)

## Approval Path

1. 2025-09-25T16:48:41Z  
Ashley Allison (ashley.allison): Approved for ORegCurrConsult

## History

1. Sep 17, 2022 by Meredith Laird (meredith.laird)
2. Oct 7, 2023 by Ashley Allison (ashley.allison)
3. Mar 10, 2025 by Cate Tohill (caitlin.tohill)
4. Apr 23, 2025 by Jennifer O'Brien (Jennifer.O'Brien)

Date Submitted: 2025-09-24T22:54:25Z

**Viewing: EDAS 2121 : Supporting Students with Autism Spectrum Disorders**

**Last approved: Wed, 23 Apr 2025 20:30:02 GMT**

**Last edit: 2025-09-25T16:40:33Z**

Changes proposed by: Krista Gerlich-Fitzgerald (100449372)

Justification for this discontinuation request

Reviewer Comments

**Krista Gerlich-Fitzgerald (krista.gerlichfitzgerald) (Wed, 24 Sep 2025 22:54:41 GMT):** Approved at ASCC in Sept 12, 2025. Part of pre-req initiative. Pre-req removal will be effective SPRING 2026

Academic Level

Undergraduate (UG)

Is this an ITA Apprenticeship Course?

Faculty

Arts

Department

Education Assistant

**Implementation Date**

Spring 2026

**Subject Code**

EDAS - Education Assistant

**Course Number**

2121

**Descriptive Title**

Supporting Students with Autism Spectrum Disorders

**Short Title**

Supporting Students with ASD

**CIP Code**

131013 - Education/teaching of individuals with autism

**Fee Category 2.a.1?**

No

**Differential Fee Category?**

Tuition Category 2.a.2 (F2A2)

**Calendar Description**

Students will develop an understanding of the nature and characteristics of autism spectrum disorders. They will examine the current research on best practices for supporting students with autism spectrum disorders in a variety of educational settings. Students will explore functional assessment practices, positive behaviour supports, and a wide range of strategies and materials that enhance learning, communication, and social skills.

**Suggested Credit Hours****Credits**

3

**Suggested Classroom Hours****Lecture Hours**

3,4

**Suggested Lab Hours****Lab Hours****Suggested Other Hours (Clinical, Practicum, etc)****Other Hours****Total Contact Hours****Contact Hours**

3,4

**CPS contact hours****Is this course repeatable for additional credit?**

No

**How many times may the course be taken for credit?****Cross-listed Courses****Equivalent Courses****Credit-exclusion Courses**



## EDAS 2120 - Supporting Students with Autism Spectrum Disorders

## Optional Calendar Description Note

## Prerequisites

9 credits from courses in EDAS at the 1100 level

## Corequisites

## Schedule Types

Schedule Type
Class

## Schedule Types

Schedule Type	Delivery Model	Class Size	Workload
Class		35	1
Exam			

## Course Attributes

## Pathway to Undergraduate Studies

## Degree Requirement Attributes

## Suggested Registration Restrictions

## Course Registration Restrictions

Include Undergraduate

## Course Learning Outcomes

A student who successfully completes the course will have reliably demonstrated the ability to:	
1	Examine characteristics of children and adolescents diagnosed as meeting the criteria for autism spectrum disorder (ASD) and discuss diversity within this population of neurodivergent students.
2	Integrate components of best practice when working with students who meet the diagnostic criteria of ASD by investigating current literature discussing evidence-based practice.
3	Foster supportive learning environments for students with ASD by identifying individualized student goals and implementing effective strategies that promote student participation and engagement in curricular activities based on a philosophy of inclusion.
4	Examine functional approaches used to understand the relationship between behaviour and communication for the purpose of implementing Positive Behaviour Support Strategies that promote inclusion, participation and engagement in the classroom and overall school community.

Content will include, but is not restricted to, the following:

## Characteristics of children and adolescents with ASD including but not limited to

- Social
- Emotional
- Communicative
- Cognitive
- Behavioural
- Sensory
- Mental health and well-being

## Current research and components of basic practice for children and adolescents with autism spectrum disorders

- Maintained engagement
- Systematic instruction
- Structured learning environments
- Curricular content and appropriate education goals with focus on social and communicative skills





- Functional approaches to challenging behaviour
- Family involvement
- Peer-mediated learning

#### Supportive Learning Environments

- Visual supports
- Spatial supports
- Sensory regulation supports
- Predictability and routine
- Adaptations
- Motivation and reinforcement
- Transition planning and supports
- Systematic instruction including principles and methods of Applied Behaviour Analysis (ABA)

#### Curricular content and appropriate educational goals

- Individualized Education Plans (IEPs)
- Choosing Outcomes and Accommodations for Children (COACH)

#### Strategies to develop self-management, emotional regulation, social skill development, and communication

- Scripts
- Story-based intervention
- Comic book conversations
- Consequence maps
- Self-management procedures
- Relaxation routines
- Increasing choice and control
- Picture Exchange Communication System (PECS)
- Prompting/shaping/chaining
- Discrete trial training

#### Functional approaches to the challenging behaviour of children and adolescents

- Positive Behavior Support strategies including:
  - Interpreting the communicative functions of behaviour
  - Setting event supports
  - Antecedent supports
  - Consequence supports
  - Teaching replacement behaviors

#### Course Learning Activities

**Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following:**

Participating in class discussions (eg., active participation in learning activities, cooperative learning techniques, small group dialogue)

Watching audiovisual materials

Analyzing case studies

Discussing reading materials

Role playing

Listening to guest presenters

#### Mastery Criteria

### Assessment

Assessment plans comply with KPU policy and may resemble the following:

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

#### Assessment Type 1



Case study (visual supports)

Type 1 Value

20

Assessment Type 2

Case Study

Type 2 Value

25

Assessment Type 3

Quizzes x2

Type 3 Value

25

Assessment Type 4

Applied Behavior Analysis Training

Type 4 Value

20

Assessment Type 5

Learning Contribution

Type 5 Value

10

Assessment Type 6

Type 6 Value

Assessment Type 7

Type 7 Value

TOTAL

100

Additional Notes

Learning contributions include oral contribution, participation in online forums, scribing for others. Measured by a learning contribution rubric.

Attach Learning contribution rubric

Grading System - default

Letter Grades (N)

Alternate Grading System(s) - not default

Methods for Prior Learning Assessment

Challenge Exam

Demonstration

Interview

Product/Portfolio

Required Learning Resources

Instructor developed reading package and/or

LaBarbera, Robin (2019). Educating Students with Autism Spectrum Disorders. Thousand Oaks, California: Sage.

Recommended Learning Resources

N/A

Other Course Materials



Open Educational Resources (OER)

Does this course require the use of animals?

No

Date of the successful Pedagogical Merit Review

Expiry Date of the Pedagogical Merit Review

Do library resources in this area need more development?

If yes, then list details

Is this course externally accredited?

External Accrediting Body

### **Request for Quantitative Course Attribute**

Please summarize the course content and the rationale behind the QUAN attribute request.

Select which Quantitative Criteria this course meets (include at least 2).

Describe how this course meets Quantitative Criterion A.

Describe how this course meets Quantitative Criterion B.

Describe how this course meets Quantitative Criterion C.

Describe how this course meets Quantitative Criterion D.

Describe how this course meets Quantitative Criterion E.

Attach Supporting Documents

### **Requirements for the designation of courses as Writing Intensive (WI).**

1. Instructional resources must be adequate to support writing-intensive instruction and the pedagogies connected with student writing development. While class size maxima are established by agreement between KPU and the KFA, the committee recommends a maximum of 25 students per WI section. Course developers should begin by speaking to their deans to ensure that adequate instructional resources are available and will be maintained for as long as the course carries a WI designation.

2. The course is at the undergraduate level or higher. Courses designated as eligible for the Pathway to undergraduate studies are not eligible for WI designation.

This course is at the undergraduate level and not on the Pathway

3. The course is mainly composed of several individual, discipline-related writing assignments, and these assignments represent at least 60% of student assessment. Activities and assignments are scaffolded to build and reinforce core writing skills.

4. Writing instruction occurs throughout, and students receive ample, timely feedback on their writing. Evaluations should be based on clear, pre-established criteria.



5. Student writing in the course totals approximately 5000 words. Most writing occurs in a series of low stakes writing assignments, but up to 30% may occur in a combination of ungraded writing assignments and revisions.

6. The course teaches and encourages recursive writing strategies such as prewriting, drafting, revising, and editing. Students are given multiple opportunities to integrate instructor and peer feedback.

7. The ability to communicate clearly and effectively in writing without academic assistance is an essential learning outcome of the course. Therefore, supervised or invigilated writing assignments should constitute approximately 25% of overall assessment.

8. The course includes comprehensive supplementary writing resources such as a handbook, textbook, Internet materials, models, frameworks, or rubrics.

Additional Attachments: You may submit additional documentation to support your application. Examples include draft Course Presentations (syllabi), rubrics, or a list of the kinds of assignments you envision.

Course Developer(s)

Nancy Norman; Cate Tohill

Course Reviser(s)

Cate Tohill

Date for Next Review

2030-09-01

Key: 1981

Preview Bridge

Push to Banner (<https://calendar.kpu.ca/courseleaf/courseleaf.cgi?page=/courseadmin/1981&step=banner-confirm>)

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## SENATE STANDING COMMITTEE ON CURRICULUM

**Agenda Number: 5.3**

**Meeting Date:** *Wednesday, October 8, 2025*

**Presenter(s):** *Diego Hernandez De la Rocha, Ed Ko*

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**AGENDA TITLE:** ADMISSIONS CHANGE: CERTIFICATE IN FOUNDATION IN ENTERTAINMENT ARTS

**ACTION REQUESTED:** Motion

### RECOMMENDED RESOLUTION

**THAT the Senate Standing Committee on Curriculum recommend that Senate approve the revision to the admissions requirements for the Certificate in Foundation in Entertainment Arts, effective September 1, 2026.**

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### COMMITTEE REPORT

Arts Standing Committee on Academic Planning & Priorities (ASCAPP): Sept 19, 2025

Arts Standing Committee on Curriculum (ASCC): Sept 22, 2025

Arts Faculty Council (AFC): Sept 23, 2025

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### Reason for Revision

As per the Procedures of [AC10](#), program revisions at KPU begin either 1) as actions arising from an approved Quality Assurance Plan developed through the program review process or 2) in response to specific issues whose solution cannot be delayed until a Program Review.

Please indicate which the reason for the revision

- |  |  |
|--|--|
| <input type="checkbox"/> Arising from an approved Quality Assurance Plan | <a href="#">Indication date of approval</a>  |
| <input checked="" type="checkbox"/> Other issue                          | <a href="#">Admission Requirements, Recruitment, and Program outcome not aligned</a> |

### Context and Background

Through engagement with prospective students for the Certificate in Foundation in Entertainment Arts, it has become evident that current portfolio requirements present a barrier for students who are eager to explore Entertainment Arts but do not have the ability to compile a formal portfolio out of

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their interests and experience, a skill that the program itself develops as part of its learning outcomes. Streamlining this aspect of the admissions process by removing the portfolio requirement would not only reduce administrative burden across multiple units but also foster a more welcoming and accessible pathway for students ready to pursue studies in Entertainment Arts.

The Registrar has agreed to an implementation date of September 1, 2026, which will apply this change to the Fall 2026 application cycle beginning October 1, 2025.

### **Key Messages**

1. Remove the portfolio requirement from the Certificate in Foundation in Entertainment Arts program admission requirements.

### **Consultations**

1. Meredith Laird, Manager, Curricular Support Unit
2. Molly Kirsch, Associate Registrar, Recruitment & Admissions
3. Nadia Henwood, Associate Vice President, Enrollment Services and Registrar

### **Attachments**

1. Program Revision: [CR AR FENA: Certificate in Foundation in Entertainment Arts](#), September 1, 2026
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### **Submitted by**

Diego De la Rocha, Program Coordinator, Foundation in Entertainment Arts  
Ed Ko, Associate Dean, Faculty of Arts

### **Date submitted**

September 23, 2025



# CR\_AR\_FENA: CERTIFICATE IN FOUNDATION IN ENTERTAINMENT ARTS

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## In Workflow

1. AR Dean (alena.buis@kpu.ca; shelley.boyd@kpu.ca; arts.curriculum@kpu.ca)
2. Provost (meredith.laird@kpu.ca)
3. ORegCurrConsult (oregcurrconsult@kpu.ca)
4. Arts Chair (ed.ko@kpu.ca)
5. AR Academic Planning and Priorities Committee (Heather.Cyr@kpu.ca)
6. AR Curriculum Committee (mariana.gatzeva@kpu.ca; arts.curriculum@kpu.ca)
7. AR Council (shelley.boyd@kpu.ca; alice.lee1@kpu.ca)
8. AR Dean (alena.buis@kpu.ca; shelley.boyd@kpu.ca; arts.curriculum@kpu.ca)
9. Senate Standing Committee on Curriculum (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
10. Senate (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
11. Calendar Editor (calendar.editor@kpu.ca)

## Approval Path

1. 2025-09-18T19:54:05Z  
Alena Buis (Alena.Buis): Approved for AR Dean
2. 2025-09-18T21:14:35Z  
Meredith Laird (meredith.laird): Approved for Provost
3. 2025-09-19T22:06:32Z  
Ashley Allison (ashley.allison): Approved for ORegCurrConsult
4. 2025-09-20T00:33:01Z  
Ed Ko (ed.ko): Approved for Arts Chair
5. 2025-09-20T02:28:02Z  
Heather Cyr (Heather.Cyr): Approved for AR Academic Planning and Priorities Committee
6. 2025-09-22T19:21:42Z  
Mariana Gatzeva (Mariana.Gatzeva): Approved for AR Curriculum Committee
7. 2025-09-25T19:28:58Z  
Shelley Boyd (Shelley.Boyd): Approved for AR Council
8. 2025-09-25T19:29:29Z  
Shelley Boyd (Shelley.Boyd): Approved for AR Dean

## History

1. Nov 28, 2023 by clmig-dbogness

## New Program Proposal

Date Submitted: 2025-09-18T19:53:21Z

**Viewing: CR\_AR\_FENA : Certificate in Foundation in Entertainment Arts**

**Last approved: Tue, 28 Nov 2023 21:36:19 GMT**

**Last edit: 2025-09-19T22:06:23Z**

Changes proposed by: Virginia Vandenberg

## Reviewer comments

**Krista Gerlich-Fitzgerald (krista.gerlichfitzgerald) (Fri, 19 Sep 2025 19:00:19 GMT):** Registrar approval received for implementation Fall 2026

## Overview

### Program proposal contact(s)

Ed Ko



Calendar year edition

2026-2027

## Overview of proposed changes

	Proposed Changes	Rationale
1	Removal of portfolio requirement for admissions	Through engagement with prospective students for the Certificate in Foundation in Entertainment Arts, it has become evident that current portfolio requirements present a barrier for students who are eager to explore Entertainment Arts but do not have the ability to compile a formal portfolio out of their interests and experience, a skill that the program itself develops as part of its learning outcomes. Streamlining this aspect of the admissions process by removing the portfolio requirement would not only reduce administrative burden across multiple units but also foster a more welcoming and accessible pathway for students ready to pursue studies in Entertainment Arts.

## Requirements

## Admission Requirements

The ~~In addition to the~~ Faculty's Admission Requirements, which consist of KPU's undergraduate English Proficiency (<https://calendar.kpu.ca/admissions/english-proficiency-requirements/>) ~~Requirement~~ (<https://calendar.kpu.ca/admissions/english-proficiency-requirements/>) ~~apply to this program.~~ ~~Requirement~~ (<https://calendar.kpu.ca/admissions/english-proficiency-requirements/>), the following program admission requirements apply:

Meeting the minimum admission requirements does not guarantee admission into the program.

- ~~Portfolio review. Faculty will review the eligibility of candidates based on the contents of their portfolio and suitability for the program.~~

## Portfolio Review

~~Faculty members will review and select candidates based on the contents of their portfolio. For detailed information about portfolio requirements, visit the department website at [kpu.ca/arts/entertainment-arts/portfolio-requirements](https://www.kpu.ca/arts/entertainment-arts/portfolio-requirements) (<https://www.kpu.ca/arts/entertainment-arts/portfolio-requirements>)~~

## Continuance Requirements

Seat availability is based on priority for students who continue in all courses as per the prescribed program plan. Students must achieve a minimum grade of D in all required courses. Non-adherence to these requirements will result in removal from the program. Re-admission into the program will be based on seat availability and approval by the program.

## Curricular Requirements

Students must achieve a minimum grade of C in all required courses.

Students must complete all of the following requirements.

		Credits
<b>Term 1</b>		
ENTA 1100	Sketching for Communication in Entertainment Arts	4
ENTA 1101	Digital Photography in Entertainment Arts	4
ENTA 1102	Figure Drawing in Entertainment Arts	4
ENTA 1103	Figure Sculpting in Entertainment Arts	4
<b>Credits</b>		<b>16</b>
<b>Term 2</b>		
ENTA 1200	Introduction to Advanced Programs in Entertainment Arts	4
ENTA 1201	Colour and Design in Entertainment Arts	4
ENTA 1202	Head Drawing in Entertainment Arts	4
ENTA 1203	Head Sculpting in Entertainment Arts	4
<b>Credits</b>		<b>16</b>
<b>Term 3</b>		
ENTA 1300	Introduction to Maya in Entertainment Arts	4
ENTA 1301	Traditional Painting in Entertainment Arts	4
ENTA 1302	Digital Painting for Visual Development	4





ENTA 1303	Creature Sculpting in Entertainment Arts	4
	Credits	16
	Total Credits	48

## Credential Awarded

### Credential Awarded

Upon successful completion of this program, students are eligible to receive a **Certificate in Foundation in Entertainment Arts**.

### Program Learning Outcomes

A student who successfully completes the program will have reliably demonstrated the ability to:	
<u>1</u>	<u>Produce a body of work suitable for use in an application to advanced study in entertainment arts</u>
<u>2</u>	<u>Observe visual phenomena to gather data for use in creative production</u>
<u>3</u>	<u>Describe and execute 2D and 3D workflows</u>
<u>4</u>	<u>Improve creative work with visual decision-making skills</u>
<u>5</u>	<u>Use industry standard software to implement designs</u>

The following information will help determine whether there is a budgetary impact to the proposed program changes, and what additional information and consultation will be required. Please note that all additional budgetary requests in support of the proposed program change require approval from the Dean and the Provost, and additional financial documents may be required.

The information supplied is for administrative purposes only and will not be visible to reviewers in the academic governance process (e.g., Faculty and Senate committee members).

### Change in space requirements?

No

### Change in equipment requirements?

No

### Change in support requirements?

No

## Abstract

### Degree or non-degree program

Non-Degree

### Academic level

Undergraduate

### Faculty

Arts

### Department

Arts

### Program name

Certificate in Foundation in Entertainment Arts

### Program Code

CR\_AR\_FENA

### Program description

The Foundation in Entertainment Arts program is a full-time, one-year, cohort program to prepare you for advanced studies in animation, visual effects, or game design. Students who are interested in a career in entertainment arts will be taught how to observe, represent, and ultimately development fundamental visual decision-making skills in a variety of formats.



With classes such as figure drawing, colour and design, sculpting, and more, the students will be able to create increasingly expressive, dynamic, and consistent artistic works, while establishing a well-rounded technical base. Graduates of this program will be well-positioned to pursue intermediate or advanced programs of study in line with their specific professional goals in the industry.

You will receive foundational, hands-on training in the industry software and workflows. Students will also work to develop a strong personal portfolio which will help prepare graduates for the advanced diploma programs in entertainment arts.

**Implementation date**

September 2026

**Proposed Program Overview****Program Structure & Delivery****Proposed credential(s) to be granted****Credential Level**

Certificate

**Date for next review**

September 2031

**Will this program include a co-operative education option?**

No

**Discipline and Program Description****Course Delivery Options****Program Delivery Options****Information for Competitive Assessment****Information for Student Demand Assessment****Information for Labour Market Assessment**

Key: 58

## SENATE STANDING COMMITTEE ON CURRICULUM

**Agenda Number:** 6.1

**Meeting Date:** *Wednesday, October 8, 2025*

**Presenter(s):** *Meredith Laird*

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**AGENDA TITLE:** DQAB REPORT

**ACTION REQUESTED:** Information

**RECOMMENDED RESOLUTION**

**N/A**

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### COMMITTEE REPORT

For Secretariat Use Only

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#### Context and Background

In September, 2024, the Ministry of Post-Secondary Education and Future Skills (PSFS) published updated Degree Program Review Criteria and Guidelines. These new guidelines changed the requirements for when program revisions should be submitted to the Degree Quality Assessment Board for a determination of new degree.

The Degree Quality Assessment Board is composed of individuals appointed by the Minister of Post-Secondary Education and Future Skills. Eleven voting positions are filled by individuals with experience in post-secondary education and program quality review (7 positions), individuals representing the business sector (2 positions) and the public (2 positions). There are also non-voting positions on the Board held by members from the Ministry (2 positions).

In 2024-2025, of the 32 program revisions that were approved by Senate, it was determined by the Office of the Provost that 12 proposals met the criteria for a submission to DQAB for determination of new degree.

DQAB reviewed the submissions, determining in each case that the changes did not constitute a new degree. Once the determination of the Board was received, KPU proceeded to implement the changes as approved by Senate for the implementation date proposed.

## **Key Messages**

1. The Ministry of Post-Secondary Education and Future Skills (PSFS) has established a Degree Quality Assessment Board (DQAB) to review degree proposals from all post-secondary institutions and provide advice to the Minister.
2. The Degree Quality Assessment Board sets and publishes criteria for when institutions must submit proposals to the Board for review.
3. The Office of the Provost is responsible for ensuring proposals that meet the DQAB criteria are submitted to the DQAB Board. The Curricular Support Unit supports proponents in drafting, submitting, and reporting the results of submissions to DQAB.

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## **Submitted by**

Meredith Laird, Manager, Curricular Support

## **Date submitted**

September 18, 2025