![KPU Kwantlen Polytechnic University Senate logo]

SENATE
Regular Meeting
Monday, March 30, 2026
4:00 p.m. – 7:00 p.m.
MS Teams

AGENDA

1. Call to Order and Territorial Acknowledgement .... Catherine Schwichtenberg   4:00

2. Approval of Agenda

   MOTION: THAT the agenda be approved as circulated.

3. Approval of Minutes, March 2, 2026

   MOTION: THAT the minutes be approved as circulated.

4. Chair's Report

   4.1. Acting President and Provost's Report to Senate .... Diane Purvey   4:05

5. Approval of Graduates

   MOTION: THAT Senate approves the list of March 30, 2026 list of Graduates, as confirmed by the University Registrar.

6. Senate Standing Committee on Curriculum .... Catherine Schwichtenberg   4:10

   6.1. Course Outlines

   MOTION: THAT Senate approve the attached list of new, revised and discontinued course submissions.

   6.2. Program Revision: Certificate in Education Assistant

   MOTION: THAT Senate approves the changes to the Certificate in Education Assistant program, effective September 1, 2026.

   6.3. Program Revision: Bachelor of Arts, Major in Geography

   MOTION: THAT Senate approves the changes to the Bachelor of Arts, Major in Geography program, effective September 1, 2026.

   6.4. Program Revision: Associate of Arts in Geography

   MOTION: THAT Senate approves the changes to the Associate of Arts in Geography program, effective September 1, 2026.

   6.5. Program Revision: Minor in Geography

   MOTION: THAT Senate approves the changes to the Minor in Geography program, effective September 1, 2026.

6.6. English Proficiency Requirement – Amendment

MOTION: THAT Senate approves the revisions to the University's English Proficiency Requirements, effective September 1, 2026.

7. Senate Executive Committee

8.1. March 2026 Senate Standing Committee Nominations

MOTION: THAT Senate appoint the nominees listed for approval in the *March 2026 Nominations to Senate Standing Committees*.

8.2. Appointments to the Search Advisory Committee for the Reappointment of Associate Dean, Faculty of Arts

MOTION: That Senate appoint the following members to the Reappointment Search Advisory Committee for Associate Dean, Faculty of Arts:

Student (one):

- **Joe Reimer**

Regular faculty members (up to six)

- **Shereen Hassan (CRIM)**
- **Heather Cyr (ENGL)**
- **Ali Yusuf (CRIM)**
- **Gordon Cobb (MUSI)**
- **Stef Ashton (CRIM)**
- **Nicole Beaulieu (LANC)**

9.1. Accuplacer as an English Placement Test

MOTION: THAT Senate approve Accuplacer as an English Language Placement Test, effective September 1, 2026.

9.2. CLB Score Pilot Extension

MOTION: THAT Senate approve a two-year extension to the current one-year pilot allowing the use of Canadian Language Benchmark (CLB) scores as an approved English prerequisite for admission to the Pathway to Undergraduate Studies and for placement into English Language Studies courses, as outlined in the table below, effective September 1, 2026.

11. Senate Standing Committee on Program Review.........................Catherine Schwichtenberg   4:45

12. Senate Standing Committee on Teaching and Learning .... Mike Larsen   4:50

13. Office of the Registrar .... Nadia Henwood   4:55

    13.1. Notice of Election of the Vice-Chair of Senate

14. Items for Discussion

15. Adjournment

The next Senate meeting will take place on April 27, 2026. The following Standing Committees are scheduled to meet and provide reports at this meeting:

- SSC Research – March 26, 2026

- SSC Program Review – April 1, 2026

- SSC Policy – April 7, 2026

- SSC Curriculum – April 8, 2026

- Joint SSC Academic Planning & Priorities and on University Budget – April 10, 2026

- Senate Governance and Nominating Committee – April 14, 2026

- Senate Executive Committee – April 17, 2026

KPU | KWANTLEN POLYTECHNIC UNIVERSITY
Senate

SENATE
Minutes of Regular Meeting
Monday, March 2, 2026
4:00 p.m. – 7:00 p.m
MS Teams Online

Present:

Voting Members

Aimee Begalka	Lindsay Norris
Alia Somji	Melissa Cuthill
Allyson Rozell	Michael Cober
Andhra Goundrey	Mike Larsen
Brett Favaro	Raymond Chou
Catherine Schwichtenberg, Vice-Chair	Sharmen Lee
Celia Brinkerhoff	Sheena Dela Torre
Diane Purvey	Shelley Boyd
Diane Van der Gucht	Tara Lyons
Gurnoor Kaur	Todd Mundle
Jenna Smith	Winston Sayson
Laura McDonald	Zena Mitchell

Ex-Officio

Kwuntiltunaat (Kim Baird), Chancellor

Non-Voting Members

Nadia Henwood
Dianne Doyle (Board Appointee)

Administrative Resources

Michelle Molnar
Ruby Gupta
Sonia Orlu

Guests and Presenters

Josephine Chan

Not Present:

Voting Members

Bruce Choy, Chair
Harkomalpreet Gill
Laura Del Rio Torres
Leland Dieno
Mike Mann
Richard Popoff

Non-Voting Members

David Burns

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1. **Call to Order and Territorial Acknowledgement**

   The Vice-Chair of Senate, Catherine Schwichtenberg, called the meeting to order at 4:00 p.m.

2. **Approval of Agenda**

   Todd Mundle moved the agenda be approved as circulated.

   The motion carried.

3. **Approval of Minutes, January 26, 2026**

   Winston Sayson moved the minutes be approved as circulated.

   The motion carried.

4. **Chair's Report**

   Senate Vice-Chair Catherine Schwichtenberg confirmed she is presiding as Chair while the President is on leave. She emphasized the importance of confidentiality around the leave, expressed hopes for the President's well-being, and conveyed strong confidence in KPU's continuity, governance structures, and communications processes. She commended the Acting President for exemplary leadership at Convocation and affirmed that Senate's agenda and business continue effectively.

   4.1. Vice-Chancellor's Report to Senate

   No report.

   4.2. Provost's Report to Senate

   Provost Diane Purvey presented her written report, highlighting convocation week. The Provost thanked the Community Engagement and Major Events team, the Convocation Planning team, and all volunteers. She noted that June Convocation is expected to be approximately five ceremonies due to enrolment declines, with potential for further reduction as fewer graduates are being replaced by incoming students.

5. **Senate Standing Committee on Curriculum**

   Catherine Schwichtenberg, Chair of the SSCC, presented her written report.

   5.1. Course Outlines
   Richard Popoff moved that Senate approve the attached list of new, revised and discontinued course outlines.

   The motion carried.

   5.2. Graduate Studies General Regulation 3: Admissions Requirements

   Catherine Schwichtenberg explained that the regulation establishes institution-wide, high-level admissions parameters for graduate studies while allowing faculties to set program-specific criteria.

   Josephine Chan, Special Assistant to the Provost on Policy and Academic Affairs, added that the timing is aligned with the Degree Quality Assessment Board's Stage 2 external panel site visit arrangements for the proposed Master's in Operations and Supply Chain Management and that external reviewers will be looking at KPU's regulatory and administrative readiness for graduate education.

   Catherine Schwichtenberg moved that Senate approve the Graduate Studies General Regulation 3: Admission Requirements, effective September 1, 2026.

   The motion carried.

6. **Senate Executive Committee**

   The Senate Executive Committee approved the March 2, 2026 Senate agenda on February 27, 2026.

7. **Senate Governance and Nominating Committee**

Catherine Schwichtenberg presented the report on behalf of Sharmen Lee, Chair of the SGNC.

   7.1. **Appointments to the Search Advisory Committee for the Appointment of Dean, Melville School of Business**

   Sharmen Lee moved that Senate appoint the following members to the Search Advisory Committee for the appointment of Dean, Melville School of Business:

   Student (One):

   - **Sheena Dela Torre**

   Regular faculty members (up to six)

   - **Wiktor Tutlewski**
   - **Landon Kleis**
   - **Phaedra Burke**
   - **Valerie Warren**
   - **Lyndsay Passmore**

   The motion carried.

8. **Joint Senate Standing Committee on Academic Planning and Priorities and University Budget**

Catherine Schwichtenberg presented her written report.

   8.1. **Graduate Studies General Regulation 2: Leave of Absence for Master's Students**

   Josephine Chan explained that the regulation formalizes procedures for graduate students who require temporary leave from their programs. Graduate programs generally require continuous registration due to their cohort-based structure and integrated research and partnership components. The regulation ensures that students who require leave can return to their programs with clear procedures and without adverse impacts on program progression or external research funding obligations.

   The regulation was developed in consultation with the Office of Research Services, Deans, Student Services, Student Aid and Financial Assistance, KPU International, Legal Counsel, and the Office of the Registrar. The framework aligns with practices at comparable institutions.

   Brett Favaro moved that Senate approve the Graduate Studies General Regulation 2: Leave of Absence for Master's Students, effective September 1, 2026.

   The motion carried.

   8.2. **Program and Course Discontinuations: Bachelor of Music in Musical Arts, Major in General Studies**

   Catherine Schwichtenberg explained that the program had experienced longstanding challenges, including persistent financial losses and declining relevance within the evolving music education landscape. The program had historically served as a feeder program to music programs at other institutions; however, this pathway had not functioned effectively in practice.

   Consultations with external stakeholders and faculty indicated that program redesign was necessary. Work is underway to develop a new diploma-level offering better aligned with current industry needs.

   The proposal was recommended by the Faculty of Arts and approved by the Joint Senate Standing Committees on Academic Planning and Priorities and on University Budget before being brought to Senate.

Shelley Boyd moved that Senate recommend the Board of Governors approve the discontinuation of the Bachelor of Music in Musical Arts, Major in General Studies program (BMMA) and its associated courses, effective September 1, 2026.

The motion carried.

8.3. Program Suspension: Post-Baccalaureate Diploma in Technical Management and Services

Catherine Schwichtenberg explained that the program had relied heavily on international student enrolment and had been affected by recent policy changes related to post-graduate work permits. As a result, enrolment levels had become unsustainable.

The program will be suspended while the faculty undertakes significant redesign to create a version more attractive to domestic students. A transition plan is in place to support currently enrolled students through advising and program completion.

Alia Somji moved that Senate approve the suspension of the Post-Baccalaureate Diploma in Technical Management and Services (TMAS), effective May 1, 2026.

The motion carried.

9. Senate Standing Committee on Library

Catherine Schwichtenberg presented the written report on behalf of committee chair Jennifer Williams.

10. Senate Standing Committee on Program Review

Catherine Schwichtenberg presented the written report on behalf of committee chair Fergal Callaghan.

11. Items for Discussion

A question was raised regarding outreach to school districts beyond Districts 42 and 43 concerning KPU trades programs.

Diane Purvey confirmed that university leadership and Deans regularly meet with school districts to build relationships and promote KPU programs. These meetings rotate among districts and have produced productive partnerships and recruitment opportunities.

12. Adjournment

The meeting adjourned at 4:32 p.m.

SENATE

Agenda Item: *4.1*

Meeting Date: *Monday, March 30, 2026*

Presenter: *Diane Purvey*

Report to Senate March 2026
Dr. Diane Purvey
Provost and Vice President, Academic

Faculty of Arts

Arts Faculty Meeting

On February 18, 2026, faculty and staff gathered on the Richmond campus for the Faculty of Arts annual faculty meeting. During the event, two faculty and one alum were recognized for their achievements.

Dean of Arts Teaching Award: **Gordon Cobb** (Music) and **Yoko Morishita-Houghton** (Languages and Culture) both received this award for their teaching excellence. **Gordon Cobb** was praised by one faculty member for his dedication: "He creates a classroom atmosphere that is encouraging, respectful, and open, allowing students to take creative risks without fear of judgment."

Gordon Cobb

*Associate Dean Alena Buis &
Yoko Morishita-Houghton*

Also, a KPU student shared high praise for **Yoko Morishita-Houghton**: "She is an exceptional professor, and I feel incredibly fortunate to have taken her class not just once, but twice. Out of all the university courses I've attended, hers stands out as truly unique. She transforms each session into an engaging and rewarding experience that feels "like a dynamic workshop." Congratulations, Gordon and Yoko!

Faculty of Arts EDI Award: KPU alum with a BA (Honours) in Criminology (2025), **Jasmeen Kaur** received the Arts EDI award for her contributions. Jasmeen's honours thesis examined the lived experiences of Indian international students who have been subjected to online hate and racism – the results which she shared with the international committee. She volunteers with Khalsa Aid in support of humanitarian initiatives and with the John Howard Society's First Home Project, where she assists youth affected by incarceration and housing insecurity. She has also contributed to the Surrey Women's Centre and participated in campus-based initiatives focused on student wellbeing.

Associate Dean, pro tem, Afsana Tabibi & Jasmeen Kaur

Dance Scholars Soni Dasmohapatra & Danni Daysky Okemaw

Sacred Arts in Asian and First Nations Communities: On March 5, 2026 the Asian Studies Program and the Department of Indigenous Studies hosted an event titled Sacred Arts in Asian and First Nations Communities. Thanks to the generous support of the xéʔelɬ Pathway to Systemic Transformation One-Time Funding and the Faculty of Arts Excellence and Advancement Funds, we were able to host visiting dance scholars, **Soni Dasmohapatra** and **Danni Daysky Okemaw**, of Kathak and Jingle Dress traditions, respectively.

We were also able to host Squamish carver **Aaron Nelson-Moody**; and screen the documentary *Carving the Divine: Buddhist Carvers of Japan*, with a hybrid discussion with the filmmaker. The artists discussed parallels in the use of arts to mediate the human and divine worlds, as well as embodied means towards decolonization and healing intergenerational trauma.

Squamish Carver Aaron Nelson-Moody

Faculty of Trades & Technology

Indigenous Trade Sampler

The Faculty of Trades and Technology, in association with ACCESS, hosted an Indigenous Trade Sampler on Thursday, February 12, 2026. Highlighted programs included Electrical, Plumbing, and Millwright. A special thanks to our instructors **Ryan Norwood**, **Robert Hiatt** and **Don Vincent** for leading engaging and inspiring sessions. This community engagement and recruitment initiative is designed to expose Indigenous students to opportunities for careers in the Trades.

Revenue Generation

The Faculty of Trades and Technology are developing the following partnership programs:

- Three cohorts focused on the CCW (Construction Craft Workers) program for Embers Canada.
- After the success of last year's Construction Craft Worker (CCW) Level 1 program, this year we will run CCW Level 1 and Level 2 for Ellis Don.
- We are running a shop safety program with the Coquitlam School District to upgrade the skills of High School Shop Teachers.
- After the initial success of Summer Camps last year, we will be offering seven weeks of trades-focused Summer Camps this year.

Recruitment & Retention

Visits to Trades Open Houses for Langley School District #35 – Pathways to the Future.

On February 3, 2026, the KPU Faculty of Trades and Technology participated in the School District #35 Pathways to the Future event at the Langley Events Centre. This event is designed to introduce Langley high school students to career opportunities within the skilled trades.

Through participation in these events, the Faculty of Trades and Technology promotes its Youth Train in Trades programs while highlighting clear post-secondary pathways for students who wish to continue their trades training as adult learners. These outreach events form part of the Faculty of Trades and Technology's broader efforts to engage with school districts that support youth interested in trades training.

Wilson School of Design

Interior Design Students Win at BUILDEX Design Charrette

Students from BCIT, KPU, and VIU participated in the 2026 Student Design Charrette at BUILDEX Vancouver on February 11, 2026. They collaborated in mixed teams to complete a design challenge: repurpose an old gas station into a coffee shop/bookstore concept. After presenting their poster-format solutions to an industry jury, the winning team was selected, which featured two KPU Interior Design students: **Emily Mckenzie-Djordjevich** and **Madi Chai**. The winning team received tickets to the PIDAA SHINE Awards later that evening.

Winning team, featuring two KPU Interior Design students, Emily Mckenzie Djordjevich and Madi Chai.

Product Design Instructor Recognized at Western Living Awards

Product Design instructor **Toby Barratt** and his company, Propellor Studio, were recognized at the 2026 Western Living Design Awards in Vancouver, winning in the Product category for their Notta Pendant Light. The Granville Island–crafted piece was celebrated for its hand-turned hardwood design and its sculptural, time-inspired aesthetic.

Policy and Academic Affairs Team

AR2 Admission Procedure Amendment

The Access applicant category in the AR2 Admission Procedure is proposed for revision to remove existing barriers for students with intellectual, developmental, and/or learning disabilities, so that the students can be considered for admission to select programs at KPU through the Including All Citizens Pathway (IACP). The proposed revisions to AR2 Admission Procedure were posted on the KPU Policy Blog for a 3-week posting period that ended on January 30. To align with the proposed expansion of the Access applicant category in the AR2 Admission Procedure, the current English Proficiency Requirements in the University Calendar will need to be revised. The proposed changes to the English Proficiency Requirements will be submitted to the Senate Standing Committee on Curriculum on March 11, 2026 for recommendation to Senate for approval. Proposed revisions to both the AR2 Admission Procedure and the English Proficiency Requirements, if approved by their respective approving jurisdictions, will become effective on September 1, 2026.

AC6 Recognition of Prior Learning Procedure Amendment

A policy working group (co-led by **Nadia Henwood**, **Nadine Siriban**, and **Josephine Chan**) is currently discussing and finalizing a set of proposed changes in the AC6 Recognition of Prior Learning procedure. The proposed revisions in AC6 Procedure aim to ensure alignment with current practices, support institutional innovation, and strengthen KPU's ability to provide a student-centered RPL framework that is accessible, equitable, and flexible. The working group plans to conduct consultations with key interested parties in March and April of 2026.

Graduate Studies at KPU

Over the past academic year, the Policy and Academic Affairs (PAA) team conducted sector scan research and internal consultations on graduate students' leave of absence, academic progress, and minimum admission requirements for graduate degrees at KPU. Two Graduate Studies General Regulations, on leave of absence and minimum admission requirements, were approved by Senate on March 2, effective September 1, 2026.

Following an extensive consultation process, the draft graduate studies regulation on academic progress was presented to the Graduate Studies Council on March 4 for recommendation to the Senate for approval. It will be submitted to the Senate Standing Committee on Curriculum on April 8, 2026 for recommendation to Senate for approval.

KPU's Master of Operations and Supply Chain Management program proposal is now at the Stage 2 external review process facilitated by the Degree Quality Assessment Board (DQAB). A panel of three external reviewers have been selected by DQAB, and they will be visiting KPU Richmond to conduct the Stage 2 external review on the proposed degree on April 9, 2026. The proposed degree, along with the final external review report and KPU's responses to the report, are expected to be brought forward to DQAB at its June meeting for recommendation to the Minister for final decision.

Policy and Academic Affairs Accessibility Project

Over the past few months, the PAA team has been working with Marketing to enhance accessibility on the Bylaws and Policies webpage (https://www.kpu.ca/policy-development/bylaws-policies). In the coming months, the PAA team will work with the Marketing team to redesign the layout of the webpage and add HTML versions for all KPU Policies and Procedures in order to support a greater range of accessible screen readers and other assistive web technologies that will help bridge the accessibility gap between users and web content. The team will also update the current format of existing Policies and Procedures (PDF) to enable a more streamlined Drupal content conversion from PDF to HTML. The goal is to complete the project with an official launch in September 2026. On March 9, 2026 **Josephine Chan** and **Lilian Leite** provided a progress update on the project to the Accessibility Committee, and solicited feedback and comments from the committee on the project.

Academic Integrity Team

On February 12, 2026, a panel of five KPU students shared their thoughts on academic integrity, GenAI, and student success at the Come for Some Integri-Tea event. Boothing with the Library occurred on February 4, 2026, March 3, 2026, and March 6, 2026, with a scenario cards activity for students to explore ways to approach time management and procrastination as time pressure is often a factor that increases the likelihood of academic misconduct. Workshops for faculty on restorative justice, Policy ST2, and Draft Coach were also held.

Continuing Professional Studies Team

CPS team concluded administering StrongerBC future skills grant for the 2025-2026 term. A total of 242 unique learners utilized funding across 28 courses, resulting in over $304,000 funds being claimed.

Additionally, CPS launched public registration for youth summer camps on March 6, 2026. There are 32 sections of various summer camps across five Faculty areas (Arts, Business, Design, Science, and Trades), and there are currently 51 registrants. New camps were developed for this Summer's camp catalogue. including Trades camps in Automotive, Electrical, Plumbing & Piping, Millwright, Science Sampler Camp, Music Production, Digital DJ and Rock Band.

Flexible Learning Office

Aligned with KPU's partnership with eCampusOntario, formalized in fall 2025, the Flexible Learning Office facilitated the inclusion of KPU courses and programs in the National Upskilling platform,

[https://skillsforjobs.ca/,](https://skillsforjobs.ca/) that is tied to the Job Bank, [Training Finder - Job Bank](). The selections highlight offerings that align with federal priority sectors, including professional, scientific, and technical services; industrial manufacturing; and apparel manufacturing.

Interest in Rapid Prior Learning Assessment & Recognition (RPLAR) continues to grow among prospective and current mature learners. This trend signals a promising opportunity to engage a demographic with substantial prior learning that may be assessed for potential academic credit.

The Flexible Learning Office is working with the BC Prior Learning Action Network (BCPLAN) in organizing this year's [BCPLAN symposium](), themed, "Shaping the Future of PLAR: Inspiring Stories, Measurable Impact, and AI Innovation." The event is scheduled to take place on May 14, 2026 at KPU Richmond.

Work Integrated Learning Team
Special Advisor, Strategic Initiatives, Work-Integrated Learning
Dr. Larissa Petrillo

The end of the term brings a time when term-long Work-Integrated Learning projects begin to wrap up, share out, and celebrate the culmination of a whole term of students working on these dynamic projects. It might be quiet, course-based presentations in Entrepreneurial Leadership, or instructor visits to galleries and museums where students have been engaged all term in Fine Arts, or a more pronounced celebration such as the KPU's Wake Up! Social Justice Music Festival. This is a time when the very deep and meaningful connections, that build up through a whole term of hands-on learning, most fully come to light. Feel free to come and join us at the [Wake Up! Music Festival]() Wednesday, March 25, 2026, 6 – 8:30 PM at the Surrey Cedar Conference Centre, or keep your ears open as you hear the subtle chatter as instructors and students talk about the exciting projects they have been working on all term.

Including All Citizens Team
Lead Advisor on Disability, Accessibility and Inclusion
Dr. Fiona Whittington-Walsh

In addition to the work that supports Including All Citizens Pathway (IACP) directly, including: online info session, ed planning and scheduling, mentoring new and continuing instructors, supporting current and potential students, I have been busy engaging in additional systems wide transformation including the following:

Key Highlights:

1. Inclusion in the Trades: In partnership with Community partners Community Living BC (CLBC), UNITI, and Skills Trades BC on designing a pilot to bring IACP into the Faculty of Trades at KPU.
   - Working with a KPU internal steering committee in the Faculty of Trades for the IACP in the Trades pilot.
   - With KPU Business Managers, Provost and Trades, created a budget for the pilot for potential external funding.
   - Meetings with Skills Trade BC on potential funding – Skills Trade has confirmed they will be supporting the pilot.

- Meetings with community partners on the pilot and involving inclusive employee outreach initiatives within the Trades.

2. Disability Justice, Global Leadership Micro-Credential**:** Collaboration with **Ellen Pond**, Policy Studies, and **Dr. Jennifer Hardwick**, English. The credential will enhance IACP's reach by offering flexible course delivery including online and in-person and laddering into additional IACP courses/programs across the university.
   - Dean of Arts, **Dr. Shelley Boyd**, is supportive.
   - Started to work on a digital badge to be offered in addition to a credential.

3. New IACP Admissions Category: with the Registrar, presenting at Senate Sub-Committee on Curriculum, presenting the new category.

4. Invited to participate in "Possibility through Partnership: A Think Tank on Inclusive Education". This event provided an excellent opportunity to connect with community across the lower mainland and discuss inclusive education. In particular, I made several connections with community organizations regarding IACP and the Disability Justice, Global Leadership micro-credential. The community is interested in IACP for people they support as well as using the micro-credential as part of professional development for professionals working in the sector.

5. Creation of an expert working group to support the articulation and research component of the IACP as the Model for Inclusive Post-Secondary Education. In addition to KPU partners, external experts include **Dr. Michael Bach**, New Society Institute and internally renown scholar on inclusion and intellectual disability, and **Dr. Rheanna Robinson**, Indigenous Scholar on Indigenous Disability.

6. Continued work on various internal and external committees including:
   - [New Society Institute](#), vice-chair of the Board of Directors
   - Co-Chair, KPU Accessibility Committee
   - Committee Member, KPU Accessibility Consultation Committee
   - Steering Committee, Accessibility Network, BC Government Post-Secondary Future Skills

Transnational Education Team
Special Advisor, Strategic Initiatives
Dr. Amy Jeon

With the decline in international student enrollment, the TNE team is actively exploring collaboration opportunities to diversify enrollment, expand global engagement, and strengthen academic partnerships. To help address low enrollment in upper-year courses, the team is discussing 2+2 articulation opportunities with international partner institutions and KPU departments. These arrangements would allow students to complete their first two years abroad and enter directly into the third year at KPU. This pathway may also improve visa approval outcomes by allowing students additional time to prepare their applications.

Amid ongoing uncertainties related to visa approvals and geopolitical conditions, there is a growing trend in international education toward providing international learning opportunities in students' home countries. Institutions in the UK, the US, and Australia have increasingly expanded through program franchising, joint institutes, and branch campuses overseas; and Canadian institutions, including KPU, are also exploring similar partnership models.

PEOPLE

Office of the Provost

We are pleased to welcome Tara Landsley-Sutherland as the Academic Project Coordinator, Work-Integrated Learning, effective March 11, 2026

NOTABLE MEETINGS AND EVENTS ATTENDED BY THE PROVOST'S OFFICE

- Attended the Retirement Farewell lunch for Laurie Clancy, Vice President Human Resources, on February 11, 2026

- Attended the ORS Researcher Networking event, February 11, 2026

- Attended and spoke at the unveiling of the KPU-Sher Pride Mural, February 12, 2026

- Attended the EAB Strategic Discussion, February 19, 2026

- Attended the 2026 B.C. Budget Recap with British Columbia Premier David Eby, in Vancouver on February 20, 2026

- Participated in KPU Convocation Ceremonies February 24-27, 2026

- On March 2, 2026, hosted the inaugural VP's corner in Birch cafeteria with Zena Mitchell, VP Students

- On March 4-5, 2026, participated in the Western Vice Presidents Academic Conference in Victoria, BC

- On March 6, 2026, hosted a presentation titled "Asset-Based Approaches to Student Success" by speaker Dr. Liya Escalera from the Harvard Graduate School of Education

- Also on March 6, 2026, attended a Professional Development event for the KPU Deans, presented by Dr. Liya Escalera from the Harvard Graduate School of Education

- With Nadia Henwood, AVP Enrolment Service and University Registrar, attended the Big Sisters of BC Lower Mainland "Her Voice Her Power" event on March 11, 2026

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AGENDA TITLE: Approval of Graduates

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate approves the list of graduates to March 30, 2026.

Context and Background

University Act, Section 7: The roll of the convocation must be continued and kept up to date by the registrar.

University Act, Section 9.2: The senate may add names to the roll of the convocation under section 5, (Composition of convocation)

Attachments

1. Graduates for Senate Approval – March 30, 2026

2. *On September 27, 2010 Senate passed the following motion: In those circumstances when Senate cannot meet in a timely fashion, the Registrar is granted the authority to approve graduates after first consulting with the Chair of Senate. The Registrar will report such approval to Senate at the next Senate meeting:*

   a. Saba Tahmouresi – February 23, 2026 – Bachelor of Science in Nursing

Submitted by

Nadia Henwood, Associate Vice President, Enrolment Services, Registrar and Secretary of Senate

Date submitted

March 17, 2026

Graduates from the Faculty of Academic & Career Preparation

Citation

Citation in Employment and Community Studies

Adam Abera
Krishleen Kaur
Tasia Leung

Graduates from the Faculty of Arts

Graduate Certificate

Graduate Certificate in Sustainable Food Systems and Security

Laurel McBride
    With Distinction

Baccalaureate Degree (Honours)

Bachelor of Arts (Honours), Major in Psychology

Aidan Sammel

Baccalaureate Degree

Bachelor of Applied Arts in Psychology

Thomas Hughes

Bachelor of Arts

Rhiannon-Mairi Dickson
    Major in Applied Geography
    Major in English

Bachelor of Arts, Major in Anthropology

Yik Hin Lo
    Minor in History
Elizabeth Spencer-Spreeuw
    With Distinction

Bachelor of Arts, Major in Creative Writing

Shelby Baertl
    Minor in Psychology
Christopher Smith

Bachelor of Arts, Major in Criminology

Muhammad Anwar
Ramandeep Chhokar
Gurnoor Deol
    Minor in Counselling
Bikramjeet Dhaliwal
Gagandeep Kaur
Akam Gakhal
Harmandeep Sandhu

Bachelor of Arts, Major in Double Minor

Mashood Kamal
    Minor in Economics
    Minor in Political Science

Bachelor of Arts, Major in General Studies

Aida Amirmoshiri
    Minor in Sociology
Tara Gorman
Jiazhen Li
Kunying Yao
Wenhao Ye
Lifeng Zhuge

Bachelor of Arts, Major in Human Behaviour and Applied Psychology

Piyush Pathania
    With Distinction
    Minor in Counselling

Bachelor of Arts, Major in Psychology

Haley Anson
    Minor in Counselling
Harsimran Dhillon
Theresa Henderson
Armaan Kahlon
Mansimar Kaur
    Minor in Counselling
Olivia Klimek
    With Distinction
    Minor in Counselling
Vishal Kumar
    Minor in Counselling
Liza Leusenko
    Minor in Criminology
Chelsey Macklin
    Minor in Counselling
Nicholas Porpaczy
Helene Quach
Wei Wang

Bachelor of Fine Arts, Visual Arts

Alson Peng

Bachelor of Journalism

Rois Chand
    With Distinction

Associate Degree

Associate of Arts in Criminology

Curtis Eagle Plume
Nadiyah Khan
Danishpreet Sandhu
Akashdeep Singh

Associate of Arts in General Studies

Liam Blake
    With Distinction

Associate of Arts in Psychology

Sukhman Kaur

Associate of Arts in Sociology

Simranpreet Kaur

Diploma

Diploma in Advanced 3D Animation and 3D Modelling

Cheuk Ting Chan
    With Distinction
Chao-Hua Chen
    With Distinction
Kraig Evangelista
    With Distinction
Leonardo Hideki Ishikawa
    With Distinction
Ka Fai Poon
    With Distinction

Diploma in Advanced VFX (Virtual Production)

Jiafan Liu
    With Distinction
Gabriel Oliveira Simoes
    With Distinction
Dhairya Shah
    With Distinction
Fukuaki Yamagishi

Diploma in Arts

Harkirth Singh

Diploma in Criminology

Haley Anson
Gurjeet Athwal
Gurjot Bassi
Katelyn Bauer
Sharanjot Dhiman

Diploma in Fine Arts

MingHan Gao
Karina Moreno
Rowen Sweet
    With Distinction

Diploma in General Studies

Mindy Ambrose
Amneet Kaur
Priyanshu Arora
Kirti Bishnoi
Karanbir Boparai
Chi Wing Chan
    With Distinction
Rajat Chaudhary
Nitin Chawla
Palak Dhillon
Cayden Elson
Yugveer Gill
Gurkiratpal Kaur
Gurleen
Harmanpreet Singh
Harnoor Kaur
Harpreet Kaur
Ka Ka Ho
Tsz Ho
Anusha Hooda
Jashan Preet Kaur
Jashandeep Kaur
Jashandeep Singh
Jashanpreet Singh
Jasmeet Kaur
Aishpreet Kaur
Arshpreet Kaur
Harkamalpreet Kaur
Harshdeep Kaur
Jasmeet Kaur
Komalpreet Kaur
Manpreet Kaur
Mehakpreet Kaur
Narinder Kaur
Navjot Kaur
Ramandeep Kaur
Ramandeep Kaur

Manreet Kaur
Ekampreet Mattu
Patrick McGuire
Navdeep Singh
Paraspreet Singh
Parneet Kaur
Amir Rahmati
Sahil Rana
Akashdeep Sahota
Sanambir Singh
Sanveer Singh
Prince Sharma
Sumedha Sharma
Tanish Sharma
Ashley Singh
Gurdeep Singh
Jagroop Singh
Manav Singh
Navjot Singh
Prabhpreet Singh
Veer Singh
Tanvi Singla
Upmaniyu Verma
Pratham Yadav

Certificate

Certificate in Arts

Couleen Acle
Tierza Roberts
Roshan Shivakumar
Tara Wall
    With Distinction

Certificate in Education Assistant

Shantell-Lee Leather
    With Distinction

Certificate in Fine Arts

Kira Chua

Certificate in Foundation in Entertainment Arts

Baray Bolat
Etinosa Ibude

Graduates from Faculty of Health

Baccalaureate Degree

Bachelor of Science in Nursing

Jashanpreet Gill
    With Distinction
Simran Paul Janjua
    With Distinction
Amandeep Thoor
    With Distinction

Diploma

Diploma in Traditional Chinese Medicine - Acupuncture

Annuja Sebastian

Certificate

Certificate in Graduate Nurse, Internationally Educated Re-entry

Rose Abalos
    With Distinction
Hermes Abaloyan
    With Distinction
Carol Abrew
    With Distinction
Aljan Agamao
    With Distinction
Maricel Amo
    With Distinction
Leanille Andal
    With Distinction
Merryl Andres
    With Distinction
Novem Antasuda
    With Distinction
Natalia Ardila Figueroa
    With Distinction
Kimberline Bagaoisan
    With Distinction
Jennifer Ballad
    With Distinction
Kristine Bambico
    With Distinction
Michelle Bihis
    With Distinction

Jessa Bordo
    With Distinction
Pia Buan
    With Distinction
Karen Khay Castillo
    With Distinction
Harminder Chauhan
    With Distinction
Damandeep Chopra
    With Distinction
Catherine Claro
    With Distinction
Khristine Conanan
    With Distinction
Harley Joy Curioso
    With Distinction
Norielyn Cusay
    With Distinction
Nescy De Villa
Jewel Delicana
    With Distinction
Ramandeep Kaur Dhillon
    With Distinction
Judith Emega
    With Distinction
Edgardo Estrada
    With Distinction
Ailin Francisco
    With Distinction
Karen May Garcia
    With Distinction
Suman Gill
    With Distinction
Sumi Jo
    With Distinction
Surakshya Khati Karki
    With Distinction
Kristian Ireen Laygo
    With Distinction
Germaine Leonor
Juvy Libunao
    With Distinction
ChiuWen Lin
    With Distinction
Karen Luna
    With Distinction
Shella Luy
    With Distinction
Karamdeep Mann
    With Distinction
Jasmeet Mehat
    With Distinction

Francis Moise Flores
  With Distinction
Gemma Obando
  With Distinction
Judith Paco
  With Distinction
Julieviv Panaguiton
  With Distinction
Vida Panis
  With Distinction
Izeida Pedroza
  With Distinction
Zyra Quilala
  With Distinction
Rani Rani
  With Distinction
Sherlyn Raut
Ma Rose Raygon
  With Distinction
Racelie Reyes
  With Distinction
Allan Rosete
Marie Kris Rosete
James Lloyd Sabal
  With Distinction
Satveer Sangha
  With Distinction
Seulki Seo
Charly Thankachan
  With Distinction
Quincy Tolentino
  With Distinction
Sukhjit Uppal
  With Distinction
Soyoung Yoon
  With Distinction
HongYu Zhang

Graduates from the Faculty of Science

Baccalaureate Degree (Honours)

Bachelor of Science (Honours), Major in Biology

Matthew Schmalz

Baccalaureate Degree

Bachelor of Science, Major in Health Science

Alexander Tobin

Associate Degree

Associate of Science in General Science

Jaspreet Kaur
    With Distinction
Harkamal Samra

Diploma

Diploma in Computer Aided Design and Drafting

Arawal Sidhu
    Concentration in Architectural and Mechanical
Sean Sketchley
    Concentration in Architectural and Mechanical

Diploma in Science

Victoria Aiziman Baydan
Arjun Bist
Kawalpreet Farwaha
Alesar Georges
Sanjiwan Gosal
Arleen Kailey
Harmanjeet Kaur
Jasmeet Kaur
Sanaa Kothawala
    With Distinction
Gursehaj Mangat
Thirimadura Mendis
Natalia Santana
Dishika Sharma
Darern Simagala
Khushkaran Singh
    With Distinction

Certificate

Certificate in Computer Aided Design and Drafting

Carlin Shaughnessy

Citation

Citation in Horticulture Technology

Sezal Bhullar
    Concentration in Production Horticulture in BC
Sezal Bhullar
    Concentration in Horticultural Science

Graduates from the Faculty of Trades and Technology

Certificate

Certificate in Appliance Service Technician

Arash Amiree
    With Distinction
Tyler Barker
    With Distinction
Raminder Birring
Kahmoi Crawford
    With Distinction
Balshawn Duley
    With Distinction
Lev Jackson
Naomi King
    With Distinction
Jiun Lee
    With Distinction
Seungjin Lee
    With Distinction
Ali Mohammadalizadeh
    With Distinction
Shane Mysak
    With Distinction
Amandeep Purewal
    With Distinction
Elias Schmidt
    With Distinction
Assad Zafar

Certificate in Farrier Science

Natalie Klassen
    With Distinction

Certificate in Welding Foundation

Robert Henderson
Julienne Lopez

Graduates from the Melville School of Business

Graduate Diploma

Graduate Diploma in Business Administration - Global Business Management

Gurleen Kaur
Gagandeep Kour
Jasmeet Kour
Lakshmi Verma

Graduate Diploma in Business Administration - Green Business Management and Sustainability

Natalia Massarani Razek
      With Distinction

Post-Baccalaureate Diploma

Post-Baccalaureate Diploma in Accounting

Amrit Jagpal
Apurva Mahajan
Priya Sharma

Post-Baccalaureate Diploma in Human Resources Management

Arshmanpreet Singh
Ishita Jain
Jaskaranpreet Kaur
Simranjit Kaur
Angel Gael Ledesma
Lovepreet Singh
Navjot Kaur
Priya Negah
Palki Kaur
Malkeet Singh
      With Distinction
Sukhmani

Post-Baccalaureate Diploma in Operations and Supply Chain Management

Merajul Ansari
Nwakaego Azike
Ayrton Cavalcanti de Andrade e Paula
Dalip Kumar
Leandro Mariano
Anne Ola
Jephter Opoku Agyemang

Post-Baccalaureate Diploma in Technical Management and Services

Muhammad Bhuiyan
Gautam Suri

Baccalaureate Degree

Bachelor of Business Administration in Accounting

Arjun Biring
Yi Wan Cao
Harzeenat Kaur
Jasmeen Kaur
Jasmine
Preetkamal Kailey
Ishmeen Kaur
Navreet Kaur
Anthony Mauricio
        With Distinction
Lan Khanh Nguyen
Xu Ren
Ajayvir Renthey
Sahejpreet Singh
Pei Tan
Lindsey Zepeski

Bachelor of Business Administration in Entrepreneurial Leadership

Ha Bui Le
Aron Cummings
Jackson Gingera
Ethan Lee

Bachelor of Business Administration in Human Resources Management

Deepika
        With Distinction
Gagandeep Kundi

Bachelor of Business Administration in Marketing Management

Satnam Cheema
YiDong Guo
Ngoc Gia Bao Le
Phu Tran
Yuqing Xie
Kassie Zhang

Bachelor of Technology in Information Technology

Kian Abdollahzadeh
        With Distinction
Ajaypal Brar
Jashanpreet Brar

Anshul Gupta
    Co-operative Education Option
Edward Herrera
Parneet Kaur
Chia Lin
Lukasz Lubiak
Kamal Saini
Sapna
Jasdeep Kaur Sidhu
Chanpreet Singh
Harsirjan Singh
Manpreet Singh
Kunwardeep Thind

Diploma

Diploma in Accounting

Julian Anonby
Lisa Box
Jennifer Grais

Diploma in Business Administration

Thao Tran

Diploma in Business Management

Shivay Arora
Chun-Wei Chen
Gurkaran Singh
Harleen Kaur
Gurnoor Kaur
Harshpreet Kaur
Fengjiao Li
Vanhishikha Prasad
Chor Ki Tsang

Diploma in Computer Information Systems

Ankit Ankit
    With Distinction
    Co-operative Education Option
Maria Chitu
Manan Chopra
Reuben Dam
Jagbir Dhindsa
Zerun Jing
Carlos Katipunan
Ethan Kong
Muskan
Kartik Palta
Arash Pour Ali Baba
Shivam Rana

Rashim
Nathan Rogge
Aanchman Singh
Brendan Steinebach
Chun Wong

Diploma in General Business Studies

Avrinder Grewal
Veronica Marnel

Diploma in Marketing Management

Kristine Retes
Harmeet Singh
Jasman Singh
Wenbo Sun

Certificate

Certificate in Accounting

Jasmeet Kaur

Certificate in Computer Information Systems

Manjot Gill
Manav Singh
Mc Lnn Bahni Picloy

Certificate in General Business Studies

Jasdeep Kaur Sidhu
Prabhnoor Sidhu
Young-Hoon Son

Wilson School of Design

Baccalaureate Degree

Bachelor of Design, Fashion and Technology

Yen-Yu Chou

Chair's Report to Senate
Senate Standing Committee on Curriculum
March 11, 2026

SSCC met on Teams with a full and approved agenda. With three exceptions removed for clarification and to return next month, the remaining course outlines were reviewed and approved to Senate. Program Revisions, including updates to the Certificate in Education Assistant, the BA Major in Applied Geography, the Associate of Arts in Geography, and the Minor in Geography were all approved. The Committee also recommended approval of proposed revisions to the University's English Proficiency Requirement the proposed revisions to the university's English proficiency (AR2) requirement to support the Including All Citizens Pathway (IACP). The committee held a discussion on undergraduate course removals from the Pathway based on recent DFW data. The proposed 2026–27 Senate and committee meeting calendar was presented for information and received positive comments.

Respectfully

Catherine Schwichtenberg, Chair

SENATE
Agenda Number: *6.1*
Meeting Date: *March 30, 2026*
Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: COURSE OUTLINES

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate approve the March 2026 list of new, revised and discontinued Course Outlines.

COMMITTEE REPORT

On March 11, 2026, the Senate Standing Committee on Curriculum recommended that Senate approve the March 2026 list of new, revised and discontinued Course Outlines.

Attachments

1. March 2026 Course Submissions

Submitted by

Michelle Molnar, Administrative Coordinator, University Senate

Date submitted

March 12, 2026

Faculty	Department	Course Subject Code	Course Number	Course Title (insert hyperlink in this column)	Implementation Date (Enter as text)	Category	Attribute? (QUAN, PATH, WI)
Arts	Geography	GEOG	2380	Qualitative Methods in Geography	9/1/2026	Discontinued	
Arts	Geography	GEOG	2390	Quantitative Methods in Geography	9/1/2026	Discontinued	
Arts	Geography	GEOG	2310	Climatology	9/1/2026	Discontinued	
Arts	Geography	GEOG	2320	Geomorphology	9/1/2026	Discontinued	
Arts	Geography	GEOG	3260	Geographic Thought	9/1/2026	Discontinued	
Arts	Geography	GEOG	3330	Hydrology	9/1/2026	Discontinued	
Arts	Geography	GEOG	3340	Biogeography	9/1/2026	Discontinued	
Arts	Geography	GEOG	3390	Methods in Environmental Geography	9/1/2026	Discontinued	
Arts	Criminology	CRIM	2400	Intimate Partner Violence	9/1/2026	New	
Arts	Criminology	CRIM	1208	Methods of Research in Criminology	9/1/2026	Revised	Quan
Arts	Criminology	CRIM	2103	Quantitative Data Analysis I	9/1/2026	Revised	Quan
Arts	Criminology	CRIM	2331	Sociological Explanations of Criminal	9/1/2026	Revised	
Arts	Criminology	CRIM	3113	Critical Criminology	9/1/2026	Revised	
Arts	Criminology	CRIM	3115	Crime Mapping	9/1/2026	Revised	
Arts	Criminology	CRIM	3307	Issues in Conflict Resolution	9/1/2026	Revised	
Arts	Criminology	CRIM	4240	Indigenous Peoples and Justice	9/1/2026	Revised	
Arts	Criminology	CRIM	4300	Administrative and Regulatory Law	9/1/2026	Revised	
Arts	Criminology	CRIM	4410	Policy and Program Evaluation	9/1/2026	Revised	
Arts	Psychology	PSYC	3370	Advanced Personality Theory	9/1/2026	Revised	
Science	Brewing	HOPS	2310	Beer Evaluation and Judging	9/1/2026	Revised	
Science	Math	MATH	1116	Mathematical Explorations	9/1/2026	Revised	Quan
Science	Math	MATH	4220	Numerical Methods	9/1/2026	Revised	Quan
Design	Design	DESN	3630	Industry Experience	9/1/2026	Revised	

All

AGENDA TITLE: PROGRAM REVISION: CERTIFICATE IN EDUCATION ASSISTANT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate approve the revisions to the Certificate in Education Assistant Program, effective September 1, 2026.

COMMITTEE REPORT

On March 11, 2026, the Senate Standing Committee on Curriculum recommend that Senate approve the revisions to the Certificate in Education Assistant Program, effective September 1, 2026.

Arts Faculty Council: Approval on January 23, 2026

Arts Standing Committee on Curriculum: Approval on December 12, 2025

Arts Standing Committee on Academic Planning and Priorities: approval on March 13, 2025

EDAS Department: Approval on February 25, 2025

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

☒ Arising from an approved Quality Assurance Plan   February 1, 2025

☐ Other issue   Please explain

Context and Background

Based on the EDAS Department Review it was determined that EDAS 1225 required significant updates to remain current. Rather than make extensive revisions to EDAS 1225, it was decided that creating a new course, EDAS 1240, would be most prudent.

Program Review identified that a curriculum map had not been created. A curriculum map was created and program outcomes aligned with course learning outcomes.

Key Messages

1. Update needed on EDAS course to remain current with EA practice.

2. Curriculum Map needed to align program outcomes with course learning outcomes

Consultations

1. EDAS Program Consultation and Program Review Process

2. EA community, K – 12 schools

Attachments

1. [CR_AR_EDAS : Certificate in Education Assistant](#)

2. [EDAS Curriculum Map](#)

Submitted by

Michelle Molnar, Administrative Coordinator, University Senate

Date submitted

March 12, 2026

CR_AR_EDAS: CERTIFICATE IN EDUCATION ASSISTANT

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. Education Assistant Program Chair (nancy.norman@kpu.ca)
5. AR Academic Planning and Priorities Committee (Ying.Ma2@kpu.ca)
6. AR Curriculum Committee (mariana.gatzeva@kpu.ca; arts.curriculum@kpu.ca)
7. AR Council (Greg.Millard@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. Wed, 05 Feb 2025 00:25:47 GMT
   Alena Buis (Alena.Buis): Approved for AR Dean
2. Fri, 07 Feb 2025 17:27:51 GMT
   Meredith Laird (meredith.laird): Approved for Provost
3. Thu, 20 Feb 2025 18:43:50 GMT
   Ashley Allison (ashley.allison): Approved for ORegCurrConsult
4. Wed, 26 Feb 2025 05:21:45 GMT
   Nancy Norman (Nancy.Norman): Approved for Education Assistant Program Chair
5. Thu, 13 Mar 2025 18:19:21 GMT
   Greg Millard (Greg.Millard): Approved for AR Academic Planning and Priorities Committee
6. 2026-01-15T21:58:24Z
   Mariana Gatzeva (Mariana.Gatzeva): Approved for AR Curriculum Committee
7. 2026-02-05T17:39:48Z
   Greg Millard (Greg.Millard): Approved for AR Council
8. 2026-02-05T18:06:48Z
   Alena Buis (Alena.Buis): Approved for AR Dean
9. 2026-03-12T16:44:11Z
   Catherine Schwichtenberg (Catherine.Schwichtenberg): Approved for Senate Standing Committee on Curriculum

History

1. Nov 28, 2023 by clmig-dboggess
2. Jul 9, 2024 by Ashley Allison (ashley.allison)

Date Submitted: Wed, 05 Feb 2025 00:17:24 GMT

Viewing: CR_AR_EDAS : Certificate in Education Assistant

Last approved: Tue, 09 Jul 2024 22:19:05 GMT

Last edit: 2025-12-19T23:12:46Z

Changes proposed by: Ashley Allison

Reviewer comments

Nancy Norman (Nancy.Norman) (Wed, 26 Feb 2025 05:11:52 GMT): Approved by EDAS Chair.

Alice Lee (alice.lee1) (Sat, 08 Mar 2025 00:24:09 GMT): Updated PLO #4 as requested

Overview

Program proposal contact(s)

Nancy Norman

Calendar year edition
2026-2027 2024-2025

Overview of proposed changes

	Proposed Changes	Rationale
1	Discontinue EDAS 1225 and create a new 3.0 credit course (EDAS 1240) to expand course and student learning outcomes. This will change the total program credits from 34.5-37.5 to 36-39.	Program review initiated this change, supported by the needs of students and faculty to keep up with field requirements and learning.
2	Revised Program Learning Outcomes	Reduced Program Learning Outcomes from twelve to five to create better alignment with Course Learning Outcomes.
3	Created a Curriculum Map	A Curriculum Map did not previous exist. Once the Curriculum Map was created, the revised PLOs were then aligned with the revised CLOs.
4	Registration Restrictions removed	The EDAS program has traditionally followed a cohort model for the Full Time and Part Time programs. The Part Time program no longer follows a cohort model and is open to any student wishing to register for an EDAS course. Additionally, EDAS releases some courses each semester that are not part of the Full Time or Part Time program but are available to KPU students for general enrollment. Removing the registration restriction eliminates having to do this manually which is time consuming because it needs to occur with each course in each semester. The purpose is to streamline the process and eliminate this step.
5	Revised course title for EDAS 1282 from "Health and Personal Care" to "Social and Emotional Learning and Mental Health in K - 12 Schools."	The original title does not adequately communicate the main focus of the course which is on mental health and social and emotional learning. The name change was approved by ASCC in the January 2025 meeting.
6	Revised Course Learning Outcomes for EDAS 1101, 1105, 1120, 1131, 1282, 1305, 2121, 1240, 1163,	There were too many CLOs per course. For example, some course outlines had 15 CLOs. The revised CLOs per course outline were kept to 4 - 5 CLOs to better communicate the learning intentions of each course and create better alignment with the PLOs. The revised course outlines were approved by ASCC in January 2025.

Requirements

Admission Requirements

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

- A letter of intent, of about 500 words in length, addressing:
  - Your understanding of the role of an Education Assistant in K-12 schools
  - The qualities you possess that make you a good candidate for this work
- One reference letter from a referee who can speak to your suitability for the work of an Education Assistant

All newly admitted students to the Education Assistant program will be required to provide:

- An acceptable Criminal Record Check through the Ministry of Public Safety and Solicitor General's Criminal Records Review Program within 6 months of the start of the program.
- If you are not a Canadian citizen, you are required to secure a Criminal Record Search with the Vulnerable Sector from your country of origin.

Curricular Requirements

Note: EDAS courses are assessed at Tuition Category 2.a.2 (https://calendar.kpu.ca/registration/tuition-mandatory-student-fees/) for domestic students.

Code	Title	Credits
EDAS 1101	Including Diverse Learners in Schools	3
EDAS 1105	Supporting Learning in Schools	3

EDAS 1120	Introduction to Practice and Positive Behaviour Support	3
EDAS 1131	Interpersonal Communications	3
~~EDAS 1225~~	~~Alternative and Augmentative Communication Discontinued Course~~	~~1.5~~
EDAS 1240	Supporting Students with Complex Communication Needs	3
EDAS 1271	Practicum One	3
EDAS 1282	Social and Emotional Learning and Mental Health in K - 12 Schools	3
EDAS 1305	Overview of Curriculum for Inclusive Schools	3
EDAS 1371	Practicum Two	3
EDAS 2121	Supporting Students with Autism Spectrum Disorders	3
Select one of the following:		3
ENGL 1100	Introduction to University Writing [1]	
ENGL 1104	Reading and Writing Skills for Educational Assistants [1]	
CMNS 1140	Introduction to Professional Communication Revised Course	
Select either:		3-6
EDAS 1163	Themes in Child and Adolescent Development	
or both of the following:		
PSYC 2320	Developmental Psychology: Childhood [2]	
PSYC 3321	Developmental Psychology: Adolescence [2]	
Total Credits		**36-39**

[1]   ENGL 1104 is specific to the Education Assistant program. Students that continue into a bachelor's degree at KPU, in order to become a teacher in the future, will be required to take ENGL 1100.

[2]   Students who choose PSYC 2320 and PSYC 3321 in lieu of EDAS 1163 would need to complete additional courses in PSYC to meet prerequisites, increasing the overall credit total.

Some local school districts require that Education Assistants have both a high school graduation diploma and an Education Assistant Certificate. Check the BC Transfer Guide for up-to-date information about transfer opportunities to degree programs in B.C.

Credential Awarded

Upon successful completion of this program, students are eligible to receive a **Certificate in Education Assistant**.

Program Learning Outcomes

	A student who successfully completes the program will have reliably demonstrated the ability to:
~~1~~	~~Knowledge of inclusive practices in K-12 schools.~~
~~2~~	~~Solid understanding of person-centered practice and its applications.~~
~~3~~	~~Ability to think critically about the role of an Education Assistant in a variety of educational contexts and when confronted with diverse student needs.~~
~~4~~	~~Ability to reflect critically about current issues and issues of diversity, multiculturalism, and disability in K-12 education.~~
~~5~~	~~Ability to self-reflect on own values, beliefs, and attitudes in terms of how these may impact working with students with disabilities.~~
~~6~~	~~Ability to work as part of a team.~~
~~7~~	~~Basic understanding of effective basic approaches and strategies to support K-12 students who have common cognitive, behavioral, communication, and social emotional challenges.~~
~~8~~	~~Ability to apply appropriate and effective approaches and support strategies based on individual student strengths and challenges~~
~~9~~	~~Ability to apply the principles of Positive Behavior Support to support all students.~~
~~10~~	~~Knowledge of key components of Autism Spectrum disorder and ability to develop individualized tools for students on the Spectrum to support them academically, socially/emotionally, behaviorally, and cognitively.~~
~~11~~	~~Understanding of how to support and facilitate communication that allows students to be included both in learning and in all aspects of school.~~
~~12~~	~~Skills and knowledge to communicate effectively (verbally and non-verbally) with both students and colleagues.~~
1	Foster meaningful, student-centered relationships that promote engagement, participation, and a sense of belonging in all aspects of the school experience, grounded in a philosophy of inclusion.

2	Discuss the complexities of the Education Assistant role in relation to diversity, culture, disability, values, beliefs, and attitudes, to appreciate the importance of cultivating self-awareness in working with children, families, and school personnel.
3	Implement effective student-centered strategies by considering each learner's unique attributes, understanding common developmental disabilities, and applying the principles of Positive Behaviour Support to foster participation and engagement in inclusive school settings.
4	Reflect on the role of Truth and Reconciliation in the K-12 school system and actively support school-based initiatives that explore Indigenous experiences of colonialism, Indigenous culture and ways of knowing, and engage with decolonization practices.
5	Cultivate professional relationships using effective communication and interpersonal skills, guided by collaboration and a commitment to fostering goodwill.

Transition plan

We are currently running two full time cohorts that will graduate with the current course. The proposed changes will provide the new course beginning in Spring 2025. Any outlier students would require a waiver or to upgrade to the current course.

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
Education Assistant

Program name
Certificate in Education Assistant

Program Code
CR_AR_EDAS

Program description
Graduates work with Kindergarten through Grade 12 students and assist teachers in providing personal care and behavioural and learning support to a variety of students in public and independent schools.

There is a high demand for Education Assistants and they are employed by every school district throughout the province. The graduates work in a variety of settings, including regular classrooms, resource rooms, work experience sites, and in life-skills activities.

Implementation date
September 2026 2024

Proposed Program Overview

Program Structure & Delivery

Proposed credential(s) to be granted

Credential Level
Certificate

Date for next review
September 2030 2029

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

Supplementary Documents

Curriculum Map and Program Learning Outcomes
KPU EDAS Curriculum Map - Certificate in Education Assistant (1).xlsx

Key: 57

SENATE
Agenda Number: *6.3*
Meeting Date: *March 30, 2026*
Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: PROGRAM REVISION: BACHELOR OF ARTS, MAJOR IN APPLIED GEOGRAPHY

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate approve the revisions to the Bachelor of Arts, Major in Applied Geography program and associated new and revised courses, effective September 1, 2026.

COMMITTEE REPORT

On March 11, 2026, the Senate Standing Committee on Curriculum recommended Senate approve the revisions to the Bachelor of Arts, Major in Applied Geography program and associated new and revised courses, effective September 1, 2026.

Arts Standing Committee on Academic Planning and Priorities (APP): Approved, Jan. 9, 2026

Arts Standing Committee on Curriculum (ASCC): Approved, Jan. 16, 2026

Arts Faculty Council: Approved, Jan. 23, 2026

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

☒ Arising from an approved Quality Assurance Plan   October 23, 2024

☐ Other issue   Please explain

Context and Background

The revisions to the Bachelor of Arts, Major in Applied Geography address recommendations from the department's approved *Quality Assurance Plan* to provide more flexible thematic/regional geography program requirements and enhance physical/environmental geography content.

Thematic and regional geography credit/course requirements in the second, third, and fourth years of the program are being modified to increase student flexibility and choice.

Total required program credits in GEOG will decrease by six credits to 46 credits.

Five program courses (GEOG 2310, 2320, 2380, 2390, 3260) will be discontinued; five new courses (GEOG 2102, 2500, 2600, 3102, 4250) will be added, plus the department's existing GEOG 4350.

Revisions also include a formal listing of Program Learning Outcomes.

Key Messages

1. Revisions to the program will increase student flexibility in course selection and help students complete program requirements in a timely manner, supporting Goals A1 (enhancing the student experience), C1 (increasing innovation in curriculum), and E1 (ensuring continuous improvement of programs) in KPU's Vision 2026.

2. Revisions to the program will enhance program course options in physical/environmental geography, supporting Goals A1 (enhancing the student experience), B1 (advancing environmental sustainability through formal education programs), C1 (increasing innovation in curriculum), E1 (ensuring continuous improvement in programs), and E2 (ensuring accountability to KPU partners) in KPU's Vision 2026.

3. Revisions to the program can be implemented and delivered by the department with its current instructional and infrastructural resources, supporting Goals B2 (ensuring operations are aligned with resources) and E1 (ensuring continuous improvement in programs).

Consultations

1. Faculty of Arts Deans Office (Alena Buis, Associate Dean of Arts; Shelley Boyd, Dean of Arts. Ongoing program revision consultations 2023 – present).
2. Arts Academic Advising (Naomi Ben-Yehuda, Advisor. Ongoing consultations, May 2025 – present; supportive responses received).
3. Arts Faculty Council Standing Committee on Curriculum (Mariana Gatzeva, Chair. Revised course outlines associated with program revisions approved, Nov. 14, 2025. New course outlines associated with program revisions approved, Dec. 12, 2025. Overall program revisions approved, along with course discontinuations, Jan. 16, 2026).

4. Arts Faculty Council Standing Committee on Academic Planning and Priorities (Heather Cyr, Chair. Recommendations for further revisions to Program Learning Outcomes provided at the Nov. 28, 2025 meeting. Revisions to program approved, Jan. 9, 2026).
5. Faculty of Science Deans Office (Jeff Dyck, Christina Heinrick, Associate Deans of Science. Contact initiated in July 2025 about accompanying revisions to GEOG 1102, the discontinuation of GEOG 2310, 2320, and 2390, and development of the new GEOG 2102, 2500, 2600, and 3102; supportive response received from Christina Heinrick in January 2026).
6. Office of the Provost and VP Academic—Curriculum (Virginia Vandenberg, Meredith Laird. Ongoing program revision consultations, Dec. 2024 – present).
7. Office of the Registrar (Ashley Allison, Coordinator, Curriculum; Krista Gerlich-Fitzgerald, Associate Registrar, Records, Curriculum & Graduation. Program revision consultations Oct.- Nov. 2025. Supportive responses received, including advice on course equivalencies).
8. Asian Studies (Justin Stein, Chair. Consulted in July 2025 about accompanying revisions to GEOG 2185 and 2190; supportive response received).
9. Biology (Mika Mokkonen and Nicole Tunbridge, Chairs. Consulted in July 2025 about accompanying revisions to GEOG 1102; supportive response received from Nicole Tunbridge).
10. Economics (Vera Lantinova, Chair. Consulted in July 2025 about accompanying revisions to GEOG 3120; supportive response received).
11. NGO and Non-Profit Studies (Sarah Fessenden, Chair. Consulted in July 2025 about accompanying revisions to GEOG 1101, 2250, 3120, 3130, 3220, and 3320, discontinuation of GEOG 2380 and 2390, and new GEOG 2500 and 2600; supportive response received).
12. Policy Studies (Shiva Olyaei, Chair. Contacted in July 2025 about accompanying revisions to GEOG 2250, 3220, 3320, and 4350; supportive response received in January 2026).
13. Political Science (Valérie Vezina, Chair. Contacted in July 2025 about accompanying revisions to GEOG 3220; supportive response received).
14. Sociology (Cherylynn Bassani, Chair. Contacted in July 2025 about accompanying revisions to GEOG 3130; supportive response received by successor Chair, Rebecca Yoshizawa, in January 2026).

Attachments

1. BA_AR_GEOA: Bachelor of Arts, Major in Applied Geography

2. Associated Courses

   New Courses

   GEOG 2102: Earth's Evolving Environments
   GEOG 2500: Doing Field Research
   GEOG 2600: Turning Data into Useful Information
   GEOG 3102: Earth's Environmental Complexities
   GEOG 4250: Community Futures

   Revised Courses

   GEOG 1101: Our Human World
   GEOG 1102: Our Dynamic Earth

GEOG 1160: British Columbia: Life in the Borderland
GEOG 2140: Canada: Finding its Place in the World
GEOG 2185: East Asia: A Global Powerhouse Faces New Challenges
GEOG 2190: South Asia: Development Amidst Diversity
GEOG 2250: Cities: Past, Present, and Future
GEOG 2400: Mapping and Geographic Information Systems
GEOG 3120: Globalization, Economic Development, and Cities
GEOG 3130: Urban Social Problems and Solutions
GEOG 3220: Community Planning and Politics
GEOG 3310: Natural Disasters in a Changing World
GEOG 3320: Environment, Resources, and Society
GEOG 4100: Designing Research Projects
GEOG 4350: Climate Change: Science and Society
GEOG 4380: Applying Geographic Information Systems
GEOG 4501: Our World Today: Current Topics, Issues, and Controversies

Submitted by

Michelle Molnar, Administrative Coordinator, University Senate

Date submitted

March 12, 2026

Viewing: BA_AR_GEOA : Bachelor of Arts, Major in Applied Geography
Last approved: Tue, 09 Jul 2024 20:58:40 GMT
Last edit: 2026-01-19T19:49:49Z

Changes proposed by: Ashley Allison

Reviewer comments

John Rose (John.Rose) (Thu, 04 Sep 2025 23:00:21 GMT): Courses associated with these program revisions are: Revised courses: GEOG 1101 GEOG 1102 GEOG 1160 GEOG 2140 GEOG 2185 GEOG 2190 GEOG 2250 GEOG 2400 GEOG 3120 GEOG 3130 GEOG 3220 GEOG 3310 GEOG 3320 GEOG 4100 GEOG 4350 GEOG 4380 GEOG 4501 New courses: GEOG 2102 GEOG 2500 GEOG 2600 GEOG 3102 GEOG 4250 Discontinued courses: GEOG 2170 GEOG 2310 GEOG 2320 GEOG 3260 GEOG 3330 GEOG 3340 GEOG 3390

John Rose (John.Rose) (Thu, 04 Sep 2025 23:35:14 GMT): There are two other discontinued courses, overlooked in my 09/04/25 4:00pm comment: GEOG 2380 GEOG 2390

Virginia Vandenberg (virginia.vandenberg) (Thu, 20 Nov 2025 22:19:24 GMT): Updates made to Proposed Changes, Rationale, Course Requirements, Transition Plan, Program Description and Curriculum Map on behalf of proponent

John Rose (John.Rose) (Mon, 08 Dec 2025 23:56:48 GMT): Updates made to Program Learning Outcomes and Curriculum Map following AR Academic Planning and Priorities Committee feedback at Nov. 28, 2025 meeting.

Determination of new degree?

No

Overview

Program proposal contact(s)

John Rose

Calendar year edition

2026-2027 ~~2024-2025~~

Overview of proposed changes

	Proposed Changes	Rationale
1	Revising Year 2 GEOG course requirements/structure: from five required thematic/skills courses + one regional geography course, to three required skills courses + two thematic/regional geography courses from a range of course options. Year 2 GEOG credit requirements are consequently reduced from 18 to 15 credits.	These revisions ensure that this applied program's emphasis on geographic skills development is retained (Year 2 of the program will still require students to take three GEOG skills courses), while allowing students more flexibility in selecting thematic/regional GEOG courses (+ electives from other departments) of interest and relevance to them.
2	Discontinuing GEOG 2310 Climatology and GEOG 2320 Geomorphology. These thematic second year physical geography courses will effectively be replaced by a single new, integrated, second year physical/environmental geography course: GEOG 2102 Earth's Evolving Environments.	Offering two separate second year physical geography courses has presented the department with enrollment and scheduling challenges. Consequently, program students have experienced difficulties in completing their second year physical geography course requirement in a timely fashion. Replacing GEOG 2310 and 2320 with a single, integrated second year physical/environmental geography course will enhance the department's ability to regularly offer second year physical/environmental geography content to its students. This change also enhances the ability of the department's physical geography faculty to teach other program courses.
3	Discontinuing GEOG 2380 Qualitative Methods in Geography and GEOG 2390 Quantitative Methods in Geography. These second year skills courses will effectively be replaced by two new skills courses, GEOG 2500 Doing Field Research and GEOG 2600 Turning Data Into Useful Information.	This revision will enhance student skills development in field research methods, while retaining the program's skills curriculum in qualitative and quantitative methods. Currently, with separate qualitative and quantitative methods courses, hands-on fieldwork is taught only as a part of GEOG 2380 Qualitative Methods. In the new approach, instruction in qualitative and quantitative methods will be integrated, with GEOG 2500 focused on field-based primary data gathering, organization, and preliminary assessment, and GEOG 2600 focused on secondary data interpretation/analysis and presentation.

4	Revising Year 3 GEOG course requirements/structure: from six required thematic courses to four required thematic courses from a range of course options. Year 3 GEOG credit requirements are consequently reduced from 18 to 12 credits.	These revisions retain an appropriate level of Year 3 GEOG course credit requirements in our Major program, while allowing students more flexibility in selecting thematic GEOG courses (+ electives from other departments) of interest and relevance to them. Reductions to the number of required Year 3 credits also will enable the department to modestly expand its Year 4 course offerings and credit requirements.
5	Discontinuing GEOG 3260 Geographic Thought.	Enrollments in this course have been low since its inception, resulting in periodic course cancellations with resulting, negative, effects on timely student completion of program requirements. Removing this course from the program also opens up room for expanding upper-level physical/environmental geography offerings to students.
6	Introducing a new, integrated physical/environmental geography course, GEOG 3102 Earth's Environmental Complexities, as a Year 3 course option.	Data gathered in the course of the department's program review indicate that program students want more upper-level course options in physical/environmental geography. Providing a single, integrated third year physical/environmental geography course in GEOG 3102 will help address this curricular gap.
7	Revising Year 4 GEOG course requirements/structure: from three required thematic/skills courses (one thematic, two skills) to two required skills courses + two thematic courses from three course options (including two courses new to the program). Year 4 GEOG credit requirements are consequently increased from 9 to 12 credits.	These revisions ensure that this applied program's emphasis on geographic skills development is retained (Year 4 of the program will still require students to take two GEOG skills courses), while allowing students more choice and flexibility in selecting thematic GEOG courses of interest and relevance to them. New course options include a newly developed community scenario planning course (GEOG 4250) and the department's existing fourth year climate change course (GEOG 4350), not currently part of the program.
8	Introducing a new community scenario planning course, GEOG 4250 Community Futures, as a Year 4 course option.	At present, the only Year 4 thematic geography course in the program is GEOG 4501 Current Geographic Issues (a special topics course). Introducing a newly developed GEOG 4250 will expand the department's Year 4 offerings, providing an advanced, forward-looking, course that builds on the program's community/urban focus.
9	Introducing an existing climate change course, GEOG 4350 Climate Change (to be re-titled: Climate Change: Science and Society), as a Year 4 course option.	At present, the only Year 4 thematic geography course in the program is GEOG 4501 Current Geographic Issues (a special topics course). Including a revised GEOG 4350 in the program will expand the department's Year 4 offerings, providing an advanced course on climate change science and policy that builds on the program's physical/environmental focus. Providing GEOG 4350 as a program course option will also address student demand, as indicated during the department's program review, for more upper-level course options in physical/environmental geography.

Requirements

Admission Requirements

Students pursuing a Major in Applied Geography must be admitted to the Faculty of Arts (https://calendar.kpu.ca/programs-az/arts/admission-requirements/).

Declaration Requirements

Students intending to graduate with this Faculty of Arts Bachelor's degree must declare the credential by the time they complete 60 credits of undergraduate coursework. At the time of declaration, the student must satisfy all of the following requirements:

- In good academic standing with the University
- Completion of a minimum of 18 credits of undergraduate coursework, including the following with a minimum grade of "C":

- 3 credits of ENGL at the 1100 level or higher
- 6 credits at the 1100 level or higher in the Major area

Curricular Requirements

Students pursuing a Bachelor of Arts degree must complete all requirements in the Bachelor of Arts framework (https://calendar.kpu.ca/programs-az/arts/ba-degree-framework/) in addition to their major or minor program requirements.

Geography Major

Year 1		Credits
GEOG 1101	Our Human World Revised Course	3
GEOG 1102	Our Dynamic Earth Revised Course	4
	Credits	**7**
Year 2		
GEOG 2400	Mapping and Geographic Information Systems Revised Course	3
~~GEOG 2310~~ ~~or GEOG 2320~~	~~Climatology Discontinued Course~~ ~~or Geomorphology Discontinued Course~~	~~3~~
~~Select one of the following:~~		~~3~~
GEOG 2500	Doing Field Research New Course	3
GEOG 2600	Turning Data into Useful Information New Course	3
Select two of the following:		6
GEOG 2102	Earth's Evolving Environments New Course	-
GEOG 2250	Cities: Past, Present, and Future Revised Course	
~~GEOG 2380~~	~~Qualitative Methods in Geography Discontinued Course~~	~~3~~
~~GEOG 2390~~	~~Quantitative Methods in Geography Discontinued Course~~	~~3~~
GEOG 1160 or GEOG 2140 or GEOG 2185 or GEOG 2190	British Columbia: Life in the Borderland Revised Course [1] or Canada: Finding its Place in the World Revised Course or East Asia: A Global Powerhouse Faces New Challenges Revised Course or South Asia: Development Amidst Diversity Revised Course	
~~GEOG 2140~~	~~Canada: Finding its Place in the World Revised Course~~	-
~~GEOG 2185~~	~~East Asia: A Global Powerhouse Faces New Challenges Revised Course~~	-
~~GEOG 2190~~	~~South Asia: Development Amidst Diversity Revised Course~~	-
	Credits	**15**
Year 3		
Select four of the following:		12
GEOG 3102	Earth's Environmental Complexities New Course	-
GEOG 3120	Globalization, Economic Development, and Cities Revised Course	
GEOG 3130	Urban Social Problems and Solutions Revised Course	
GEOG 3220	Community Planning and Politics Revised Course	
~~GEOG 3260~~	~~Geographic Thought Discontinued Course~~	~~3~~
GEOG 3310	Natural Disasters in a Changing World Revised Course	
GEOG 3320	Environment, Resources, and Society Revised Course	
	Credits	**12**
Year 4		
GEOG 4100	Designing Research Projects Revised Course	3
GEOG 4380	Applying Geographic Information Systems Revised Course	3
Select two of the following:		6
GEOG 4250	Community Futures New Course	-
GEOG 4350	Climate Change: Science and Society Revised Course	-
GEOG 4501	Our World Today: Current Topics, Issues, and Controversies Revised Course	
	Credits	**12**
	Total Credits	**46**

[1] Students may only apply one of these regional geography courses to satisfy program requirements.

Credential Awarded

Upon successful completion of the major program students are eligible to receive a **Bachelor of Arts**. Transcripts will indicate a **Major in Applied Geography**.

Program Learning Outcomes

	A student who successfully completes the program will have reliably demonstrated the ability to:
~~1~~	~~N/A~~
1	Assess human-nature interactions as present in natural hazards, natural resources, and environmental problems.
2	Judge environmental, socio-cultural, economic, and political processes as manifest in the characteristics of cities and global patterns of urbanization.
3	Appraise non-Indigenous and Indigenous knowledge systems in examining contemporary geographic issues in a variety of world regions.
4	Critique qualitative methods and technologies in using them to conduct geographic research.
5	Assess quantitative methods and technologies in using them to conduct geographic research.
6	Evaluate cartographic methods and technologies in using Geographic Information Systems (GIS) software to conduct research.
7	Design a research project that addresses academic, industry, or societal needs.
8	Collaborate effectively with people of various cultural and social backgrounds and identities in group discussions and projects.
9	Evaluate the time demands of larger-scale assignments to successfully complete them on schedule.

Transition plan

Effective for the past 4 calendar years:

GEOG 2500 will satisfy the requirement of GEOG 2380 (qualitative)

GEOG 2600 will satisfy the requirement of GEOG 2390 (quantitative)

GEOG 2102 will satisfy the requirements of GEOG 2310/2320 (climatology/geomorphology)

GEOG 3260 has no direct replacement so department would accept one of the other third year thematic courses

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

Consultation requests
Academic Advising
Chair of other Department
Dean of other Faculty
Office of the Registrar

Other departments

Departments
Asian Studies
Economics
Mathematics
Policy Studies
Political Science

KPU

Other faculties

Faculties

Abstract

Degree or non-degree program
Degree

Academic level
Undergraduate

Faculty
Arts

Department
Geography

Program name
Bachelor of Arts, Major in Applied Geography

Program Code
BA_AR_GEOA

Program description
The Bachelor of Arts, Major in Applied Geography is a skills-oriented program with a topical emphasis on human-nature interactions in urban environments. It is designed for students who want to understand and thoughtfully interact with the Earth's natural and human landscapes.

As an applied program, it is distinguished by its special focus on practical skills development, building students' capacities to effectively collect, manage, evaluate, and present qualitative, quantitative, and cartographic information about the world around them. This skills curriculum includes dedicated, required, courses in field research methods, secondary data analysis and interpretation, research project design, and introductory and advanced courses in computerized Geographic Information Systems (GIS).

Around this core skills curriculum, students learn about the natural and human processes shaping the Earth through a wide variety of topical courses. Here, students have considerable latitude to choose courses most relevant to them given their interests and future academic and/or employment plans. Options include courses on a variety of world regions, on Earth Science processes, and on themes such as global urbanization, natural disasters, climate change and other environmental problems, environmental resource management, globalization and economic development, urban planning and politics, urban social problems, current geographic issues, and community forecasting.

Graduates who complete the Bachelor of Arts, Major in Applied Geography can comprehensively understand a range of current global processes and possess the practical skills to address them. They are prepared to be engaged citizens and are well-positioned for further education or employment in fields requiring knowledgeable individuals who can collaborate with others in diverse groups and handle varied types of information. ~~The Bachelor of Arts, Major in Applied Geography is a unique, four-year Human Geography degree with an emphasis on the urban setting of human activity. The program is distinguished by the scope and sequencing of its skills development coursework. Required skills courses include those in qualitative methods, quantitative methods, geographic thought, Geographic Information Systems (GIS), and research design.~~

~~These skills-development courses are woven into a lively and relevant topical curriculum featuring introductory lab-science courses in: physical geography; introductory and advanced human geography; economic, social, political, and urban geography; options for focused study of a variety of regions; and courses in natural hazards and environmental geography. Having established a foundation of information handling skills early in the program, students are equipped to apply their knowledge to service and research projects incorporated into their third and fourth year courses.~~

~~Graduates who complete the Bachelor of Arts, Major in Applied Geography program are able to comprehensively understand a range of contemporary urban issues and problems, and possess the practical skills to address them. They are engaged citizens, well-positioned for employment in occupations requiring knowledgeable people capable of working with diverse types of information, or for further, graduate study in Geography and related fields.~~

Implementation date
September 2026 ~~2024~~

Proposed Program Overview

Program Structure & Delivery

Proposed credential(s) to be granted

Credential Level
Bachelor of Arts

Date for next review
September 2031 ~~2029~~

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

Supplementary Documents

Curriculum Map and Program Learning Outcomes
GEOG Curriculum Map Revised BA Major December 2025.xlsx

Other documents
BA Major in Applied Geography Revisions Consultations 2025.docx

Key: 35

SENATE
Agenda Number: *6.4*
Meeting Date: *March 30, 2026*
Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: PROGRAM REVISION: ASSOCIATE OF ARTS IN GEOGRAPHY

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate approve the revisions to the Associate of Arts in Geography, effective September 1, 2026.

COMMITTEE REPORT

On March 11, 2026, the Senate Standing Committee on Curriculum recommended Senate approve the revisions to the Associate of Arts in Geography, effective September 1, 2026.

Arts Standing Committee on Academic Planning and Priorities (APP): Approved, Jan. 9, 2026

Arts Standing Committee on Curriculum (ASCC): Approved, Jan. 16, 2026

Arts Faculty Council: Approved, Jan. 23, 2026

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

☒ Arising from an approved Quality Assurance Plan   October 23, 2024

☐ Other issue   Please explain

Context and Background

The revisions to the Associate of Arts in Geography address recommendations from the department's approved *Quality Assurance Plan* to enhance skills development and make topical/regional geography program requirements more flexible.

Second-year geographic skills requirements will increase from one course to two courses, including two new course options (GEOG 2500 or 2600) in addition to the required GEOG 2400.

Second year thematic/regional geography requirements will be restructured and reduced: from two thematic courses + one regional course to two thematic/regional courses.

Total required program credits in GEOG will remain unchanged at 19 credits.

Two current course options (GEOG 2310, 2320) will be discontinued; one new course (GEOG 2102) will replace these.

Revisions also include a formal listing of Program Learning Outcomes.

Key Messages

1. Revisions to the program will increase dedicated instruction in geographic information handling skills, supporting Goals A1 (enhancing the student experience), C1 (increasing innovation in curriculum), E1 (ensuring continuous improvement of programs), and E2 (ensuring accountability to KPU partners) in KPU's Vision 2026.

2. Revisions to the program will increase student flexibility in course selection and help students complete program requirements in a timely manner, supporting Goals A1 (enhancing the student experience), C1 (increasing innovation in curriculum), and E1 (ensuring continuous improvement of programs) in KPU's Vision 2026.

3. Revisions to the program can be implemented and delivered by the department with its current instructional and infrastructural resources, supporting Goals B2 (ensuring operations are aligned with resources) and E1 (ensuring continuous improvement in programs).

Consultations

1. Faculty of Arts Deans Office (Alena Buis, Associate Dean of Arts; Shelley Boyd, Dean of Arts. Ongoing program revision consultations 2023 – present).
2. Arts Academic Advising (Naomi Ben-Yehuda, Advisor. Ongoing consultations, May 2025 – present; supportive responses received).
3. Arts Faculty Council Standing Committee on Curriculum (Mariana Gatzeva, Chair. Revised course outlines associated with program revisions approved, Nov. 14, 2025. New course outlines associated with program revisions approved, Dec. 12, 2025. Overall program revisions approved, along with course discontinuations, Jan. 16, 2026).

4. Arts Faculty Council Standing Committee on Academic Planning and Priorities (Heather Cyr, Chair. Recommendations for further revisions to Program Learning Outcomes provided at the Nov. 28, 2025 meeting. Revisions to program approved, Jan. 9, 2026).
5. Faculty of Science Deans Office (Jeff Dyck, Christina Heinrick, Associate Deans of Science. Contact initiated in July 2025 about accompanying revisions to GEOG 1102, the discontinuation of GEOG 2310, 2320, and 2390, and the development of the new GEOG 2102, 2500, and 2600; supportive response received from Christina Heinrick in January 2026, noting that to be included as course options in KPU's ASc programs, any new GEOG courses will have to be provincially articulated).
6. Office of the Provost and VP Academic—Curriculum (Virginia Vandenberg, Meredith Laird. Ongoing program revision consultations, Dec. 2024 – present).
7. Office of the Registrar (Ashley Allison, Coordinator, Curriculum; Krista Gerlich-Fitzgerald, Associate Registrar, Records, Curriculum & Graduation. Program revision consultations Oct.- Nov. 2025. Supportive responses received, including advice on course equivalencies).
8. Asian Studies (Justin Stein, Chair. Consulted in July 2025 about accompanying revisions to GEOG 2185 and 2190; supportive response received).
9. Biology (Mika Mokkonen and Nicole Tunbridge, Chairs. Consulted in July 2025 about accompanying revisions to GEOG 1102; supportive response received from Nicole Tunbridge).
10. NGO and Non-Profit Studies (Sarah Fessenden, Chair. Consulted in July 2025 about accompanying revisions to GEOG 1101 and 2250, discontinuation of GEOG 2380 and 2390, and development of the new GEOG 2500 and 2600; supportive response received).

Attachments

1. AA_AR_GEOG: Associate of Arts in Geography

Submitted by

Michelle Molnar, Administrative Coordinator, University Senate

Date submitted

March 12, 2026

KPU

History

1. Nov 28, 2023 by clmig-dboggess

New Program Proposal
Viewing: AA_AR_GEOG : Associate of Arts in Geography
Last approved: Tue, 28 Nov 2023 21:33:02 GMT
Last edit: 2025-12-09T03:13:17Z

Changes proposed by: Ashley Allison

Overview

Program proposal contact(s)

John Rose

Calendar year edition

2026-2027

Overview of proposed changes

	Proposed Changes	Rationale
1	Revising Year 2 GEOG skills course requirements, from one skills course in Geographic Information Systems (GIS) (GEOG 2400), to two skills courses (GEOG 2400 + one course from two new course options, GEOG 2500 Doing Field Research or GEOG 2600 Turning Data into Useful Information).	These revisions enhance the Year 2 skills content of the Associate of Arts (AA) in Geography, retaining instruction in fundamental GIS skills while adding a requirement to take one of the department's other two (new) Year 2 skills courses. Increasing the Year 2 skills course requirement to two courses will also harmonize the requirements of the revised AA in Geography program with those of the concurrently revised Bachelor of Arts, Minor in Geography program (these will be identical), enhancing legibility and degree laddering. Relatedly, increasing the Year 2 skills course requirement in the AA in Geography to two courses will reduce the bridging demands for students wishing to shift to the BA Major in Applied Geography program (which requires that students complete all three Year 2 skills courses).
2	Revising Year 2 GEOG thematic/regional course requirements, from two thematic courses (GEOG 2250 The City + GEOG 2310 Climatology or GEOG 2320 Geomorphology) + one regional course from four options), to two thematic/regional courses from six selections (GEOG 2102 Earth's Evolving Landscapes, GEOG 2250 The City: Past, Present, and Future, and one of GEOG 1160 British Columbia Life in the Borderland or GEOG 2140 Canada: Finding its Place in the World or GEOG 2185 East Asia: A Global Powerhouse Faces New Challenges, or GEOG 2190 South Asia: Development Amidst Diversity).	Through these revisions AA in Geography students will be afforded much more choice in pursuing their topical interests within the program, and their progression will be less sensitive to individual course cancellations. The department is also optimistic that AA in Geography students who receive greater exposure to the topical breadth of Geography may be more inclined to continue their education by enrolling in the department's BA Minor in Geography or BA Major in Applied Geography programs.
3	Discontinuing GEOG 2310 Climatology and GEOG 2320 Geomorphology. These thematic second year physical geography course options will effectively be replaced by a single new, integrated, second year physical/environmental geography course: GEOG 2102 Earth's Evolving Environments.	Offering two separate second year physical geography courses has presented the department with enrollment and scheduling challenges. Consequently, program students wanting to take GEOG 2310 or GEOG 2320 to meet their Year 2 thematic course requirement have experienced obstacles in completing this part of their program. Replacing GEOG 2310 and 2320 with a single, integrated second year physical/environmental geography course will enhance the department's ability to regularly offer second year physical/environmental geography content to its students. This change also enhances the ability of the department's physical geography faculty to teach other program courses.

Requirements

Admission Requirements

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

Curricular Requirements

Within the framework of the Associate of Arts Degree (https://calendar.kpu.ca/programs-az/arts/aa-degree-framework/), students must complete at least 60 credits with a minimum grade of C in each course including all of the following courses.

Year 1		Credits
GEOG 1101	Our Human World Revised Course	3
GEOG 1102	Our Dynamic Earth Revised Course	4
	Credits	**7**
Year 2		
GEOG 2400	Mapping and Geographic Information Systems Revised Course	3
GEOG 2310 or GEOG 2320	Climatology Discontinued Course or Geomorphology Discontinued Course	3
Select one of the following:		3
GEOG 2500 or GEOG 2600	Doing Field Research New Course or Turning Data into Useful Information New Course	3
Select two of the following:		6
GEOG 2102	Earth's Evolving Environments New Course	-
GEOG 2250	Cities: Past, Present, and Future Revised Course	
GEOG 1160 or GEOG 2140 or GEOG 2185 or GEOG 2190	British Columbia: Life in the Borderland Revised Course [1] or Canada: Finding its Place in the World Revised Course or East Asia: A Global Powerhouse Faces New Challenges Revised Course or South Asia: Development Amidst Diversity Revised Course	
GEOG 2140	Canada: Finding its Place in the World Revised Course	-
GEOG 2170	Course GEOG 2170 Not Found	-
GEOG 2185	East Asia: A Global Powerhouse Faces New Challenges Revised Course	-
GEOG 2190	South Asia: Development Amidst Diversity Revised Course	-
	Credits	**12**
	Total Credits	**19**

[1]   Students may only apply one of these regional geography courses to satisfy program requirements.

Credential Awarded

Upon successful completion of this program, students are eligible to receive an **Associate of Arts degree in Geography**.

Program Learning Outcomes

	A student who successfully completes the program will have reliably demonstrated the ability to:
1	Explain how geophysical processes shape the broad spatial characteristics of natural environments.
2	Explain how socio-cultural, economic, and political processes shape the broad spatial characteristics of human environments.
3	Employ qualitative methods and technologies to examine non-numerical geographic data.
4	Apply quantitative methods and technologies to examine numerical geographic data.
5	Use cartographic methods and technologies to examine spatial geographic data.
6	Practice personal management skills to complete tests, labs, and small-scale assignments on schedule.

Transition plan

Effective for the past 4 calendar years:

GEOG 2500 will satisfy the requirement of GEOG 2380 (qualitative course)

GEOG 2600 will satisfy the requirement of GEOG 2390 (quantitative course)

GEOG 2102 will satisfy the requirements of GEOG 2310/2320 (climatology/geomorphology course)

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

Consultation requests
Academic Advising
Chair of other Department
Dean of other Faculty
Office of the Registrar

Other departments

Departments
Asian Studies
Economics
Policy Studies
Political Science
Criminology
Sociology
Biology
Mathematics

Other faculties

Faculties
Science

Abstract

Degree or non-degree program
Non-Degree

Academic level
Undergraduate

Faculty
Arts

Department
Geography

Program name
Associate of Arts in Geography

Program Code
AA_AR_GEOG

Program description

The Associate of Arts program is designed for students who want to understand and thoughtfully interact with the Earth's natural and human landscapes. This two-year program provides students with a solid grounding in practical information-handling skills, including a required course in mapping and computerized Geographic Information Systems (GIS). Students may also choose from dedicated courses in field research methods or secondary data analysis and interpretation to complete the program's dedicated skills course requirements.

Topically, after a foundational first-year curriculum on natural and human environments, Associate of Arts program students are free to choose from a range of courses to expand their geographic knowledge base in line with their interests and future educational and employment plans. Options include courses on a variety of world regions, Earth Science processes, and global urbanization.

Those completing the Associate of Arts in Geography program are thus prepared to be engaged citizens and to obtain introductory-level employment in occupations requiring knowledgeable and skilled individuals. Graduates may also build on their credential and continue their undergraduate education in Geography through the department's Minor in Geography or Major in Applied Geography programs.

Implementation date

September 2026

Proposed Program Overview

Program Structure & Delivery

Proposed credential(s) to be granted

Credential Level
Associate of Arts

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

Supplementary Documents

Curriculum Map and Program Learning Outcomes

GEOG Curriculum Map Revised AA December 2025.xlsx

Other documents

Associate of Arts in Geography Revisions Consultations 2025.docx

Key: 20

![KPU Kwantlen Polytechnic University Senate logo]

AGENDA TITLE: PROGRAM REVISION: MINOR IN GEOGRAPHY

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate approve the revisions to the Minor in Geography program, effective September 1, 2026.

COMMITTEE REPORT

On March 11, 2026, the Senate Standing Committee on Curriculum recommended Senate approve the revisions to the Minor in Geography program, effective September 1, 2026.

Arts Standing Committee on Academic Planning and Priorities (APP): Approved, Jan. 9, 2026

Arts Standing Committee on Curriculum (ASCC): Approved, Jan. 16, 2026

Arts Faculty Council: Approved, Jan. 23, 2026

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

☒ Arising from an approved Quality Assurance Plan   October 23, 2024

☐ Other issue   Please explain

Context and Background

The revisions to the BA Minor in Geography address recommendations from the department's approved *Quality Assurance Plan* to enhance skills development, make topical/regional geography program requirements more flexible, and harmonize second-year course requirements across GEOG programs.

Second-year geographic skills course requirements will increase from one course to two courses.

Second-year thematic/regional geography course requirements will remain at two courses, but in a more flexible format.

Required program credits in GEOG will increase by three credits to 31 credits.

Four specified program courses (GEOG 2310, 2320, 2380, 2390) will be discontinued; three new courses (GEOG 2102, 2500, 2600) will replace these.

Revisions also include a formal listing of Program Learning Outcomes.

Key Messages

1. Revisions to the program will increase dedicated instruction in geographic information handling skills, supporting Goals A1 (enhancing the student experience), C1 (increasing innovation in curriculum), E1 (ensuring continuous improvement of programs), and E2 (ensuring accountability to KPU partners) in KPU's Vision 2026.

2. Revisions to the program will increase student flexibility in course selection and help students complete program requirements in a timely manner, supporting Goals A1 (enhancing the student experience), C1 (increasing innovation in curriculum), and E1 (ensuring continuous improvement of programs) in KPU's Vision 2026.

3. Revisions to the program can be implemented and delivered by the department with its current instructional and infrastructural resources, supporting Goals B2 (ensuring operations are aligned with resources) and E1 (ensuring continuous improvement in programs).

Consultations

1. Faculty of Arts Deans Office (Alena Buis, Associate Dean of Arts; Shelley Boyd, Dean of Arts. Ongoing program revision consultations 2023 – present).
2. Arts Academic Advising (Naomi Ben-Yehuda, Advisor. Ongoing consultations, May 2025 – present; supportive responses received).
3. Arts Faculty Council Standing Committee on Curriculum (Mariana Gatzeva, Chair. Revised course outlines associated with program revisions approved, Nov. 14, 2025. New course outlines associated with program revisions approved, Dec. 12, 2025. Overall program revisions approved, along with course discontinuations, Jan. 16, 2026).

4. Arts Faculty Council Standing Committee on Academic Planning and Priorities (Heather Cyr, Chair. Recommendations for further revisions to Program Learning Outcomes provided at the Nov. 28, 2025 meeting. Revisions to program approved, Jan. 9, 2026).
5. Faculty of Science Deans Office (Jeff Dyck, Christina Heinrick, Associate Deans of Science. Contact initiated in July 2025 about accompanying revisions to GEOG 1102, the discontinuation of GEOG 2310, 2320, and 2390, and development of the new GEOG 2102, 2500, 2600, and 3102; supportive response received from Christina Heinrick in January 2026).
6. Office of the Provost and VP Academic—Curriculum (Virginia Vandenberg, Meredith Laird. Ongoing program revision consultations, Dec. 2024 – present).
7. Office of the Registrar (Ashley Allison, Coordinator, Curriculum; Krista Gerlich-Fitzgerald, Associate Registrar, Records, Curriculum & Graduation. Program revision consultations Oct.- Nov. 2025. Supportive responses received, including advice on course equivalencies).
8. Asian Studies (Justin Stein, Chair. Consulted in July 2025 about accompanying revisions to GEOG 2185 and 2190; supportive response received).
9. Biology (Mika Mokkonen and Nicole Tunbridge, Chairs. Consulted in July 2025 about accompanying revisions to GEOG 1102; supportive response received from Nicole Tunbridge).
10. Economics (Vera Lantinova, Chair. Consulted in July 2025 about accompanying revisions to GEOG 3120; supportive response received).
11. NGO and Non-Profit Studies (Sarah Fessenden, Chair. Consulted in July 2025 about accompanying revisions to GEOG 1101, 2250, 3120, 3130, 3220, and 3320, discontinuation of GEOG 2380 and 2390, and new GEOG 2500 and 2600; supportive response received).
12. Policy Studies (Shiva Olyaei, Chair. Contacted in July 2025 about accompanying revisions to GEOG 2250, 3220, 3320, and 4350; supportive response received in January 2026).
13. Political Science (Valérie Vezina, Chair. Contacted in July 2025 about accompanying revisions to GEOG 3220; supportive response received).
14. Sociology (Cherylynn Bassani, Chair. Contacted in July 2025 about accompanying revisions to GEOG 3130; supportive response received by successor Chair, Rebecca Yoshizawa, in January 2026).

Attachments

1. [MNR_AR_GEOG: Minor in Geography](MNR_AR_GEOG:%20Minor%20in%20Geography)

Submitted by

Michelle Molnar, Administrative Coordinator, University Senate

Date submitted

March 12, 2026

KPU

History

1. Nov 28, 2023 by clmig-dboggess
2. Jul 10, 2024 by Ashley Allison (ashley.allison)

Viewing: MNR_AR_GEOG : Minor in Geography
Last approved: Wed, 10 Jul 2024 15:40:31 GMT
Last edit: 2025-12-09T03:22:40Z

Changes proposed by: Ashley Allison

Overview

Program proposal contact(s)

John Rose

Calendar year edition

2026-2027 2024-2025

Overview of proposed changes

	Proposed Changes	Rationale
1	Revising Year 2 GEOG skills course requirements, from one skills course (from three options), to two skills courses (GEOG 2400 + one course from two options).	These revisions enhance the Year 2 skills content of the program, and ensure that students specifically receive instruction in discipline- and job-relevant Geographic Information Systems (GIS) skills, the focus of the specific GEOG 2400 course requirement, while providing students flexibility to choose one of the department's other two Year 2 skills courses. Increasing the Year 2 skills course requirement to two courses will also harmonize the requirements of the revised BA Minor in Geography degree with those of the concurrently revised Associate of Arts degree (these will be identical), enhancing legibility and degree laddering. Relatedly, increasing the Year 2 skills course requirement in the BA Minor to two courses will reduce the bridging demands for students wishing to shift to the BA Major in Applied Geography program (which requires that students complete all three Year 2 skills courses).
2	Revising Year 2 GEOG thematic/regional course requirements, from one thematic course from three selections (GEOG 2250 The City, GEOG 2310 Climatology, GEOG 2320 Geomorphology) + one regional course from four options), to two thematic/regional courses from six selections (GEOG 2102 Earth's Evolving Landscapes, GEOG 2250 The City: Past, Present, and Future, and one of GEOG 1160 British Columbia Life in the Borderland or GEOG 2140 Canada: Finding its Place in the World or GEOG 2185 East Asia: A Global Powerhouse Faces New Challenges, or GEOG 2190 South Asia: Development Amidst Diversity).	Through these revisions BA Minor in Geography students will be afforded more choice in pursuing their topical interests within the program, and their progression will be less sensitive to individual course cancellations. These changes will also harmonize the Year 2 thematic/regional course requirements of the BA Minor with the Year 2 thematic/regional requirements of the revised AA in Geography program, addressing a current discontinuity between these programs and facilitating future program laddering.
3	Discontinuing GEOG 2310 Climatology and GEOG 2320 Geomorphology. These thematic second year physical geography courses will effectively be replaced by a single new, integrated, second year physical/environmental geography course: GEOG 2102 Earth's Evolving Environments.	Offering two separate second year physical geography courses has presented the department with enrollment and scheduling challenges. Consequently, program students wanting to take GEOG 2310 or GEOG 2320 to meet their Year 2 thematic course requirement have experienced obstacles in completing this part of their program. Replacing GEOG 2310 and 2320 with a single, integrated second year physical/environmental geography course will enhance the department's ability to regularly offer second year physical/environmental geography content to its students. This change also enhances the ability of the department's physical geography faculty to teach other program courses.

4	Discontinuing GEOG 2380 Qualitative Methods in Geography and GEOG 2390 Quantitative Methods in Geography. These second year skills courses will effectively be replaced by two new skills courses, GEOG 2500 Doing Field Research and GEOG 2600 Turning Data into Useful Information.	This revision will enhance student skills development in field research methods, while retaining the program's skills curriculum in qualitative and quantitative methods. Currently, with separate qualitative and quantitative methods courses, hands-on fieldwork is taught only as a part of GEOG 2380 Qualitative Methods. In the new approach, instruction in qualitative and quantitative methods will be integrated, with GEOG 2500 focused on field-based primary data gathering, organization, and preliminary assessment, and GEOG 2600 focused on secondary data interpretation/analysis and presentation.
5	Discontinuing GEOG 3260 Geographic Thought.	Enrollments in this course have been low since its inception, resulting in periodic course cancellations with resultant, negative, effects on students who want to take this course to meet the program's Years 3 and 4 GEOG course credit requirements. Removing this course from the program also opens up room for providing other upper-level physical/environmental and urban geography offerings to students.
6	Introducing a new, integrated physical/environmental geography course, GEOG 3102 Earth's Environmental Complexities, as a Year 3 course option.	Data gathered in the course of the department's program review indicate that program students want more upper-level course options in physical/environmental geography. Providing a single, integrated third year physical/environmental geography course in GEOG 3102 will help address this curricular gap.
7	Discontinuing GEOG 3330 Hydrology, GEOG 3340 Biogeography, and GEOG 3390 Methods in Environmental Geography.	These are courses that have rarely (GEOG 3330 and GEOG 3340) or never (GEOG 3390) been offered by the department and the department has no plans to offer them in the future. Retaining and advertising these courses in the university calendar conveys a false impression to program students about their availability as Year 3 course options. The newly developed GEOG 3102 will provide students with another Year 3 course option in physical/environmental geography, while any environmental geography methods content nominally foregone by discontinuing GEOG 3390 will be captured by the newly developed GEOG 2500 Doing Field Research and GEOG 2600 Turning Data into Information course options in Year 2.
8	Introducing a new community scenario planning course, GEOG 4250 Community Futures, as a Year 4 course option.	Introducing a newly developed GEOG 4250 will expand the department's Year 4 offerings, providing to program students an advanced, forward-looking, course option that builds on the program's community/urban focus.

Requirements

Admission Requirements

Students pursuing a Minor in Geography must be admitted to KPU for undergraduate studies.

Declaration Requirements

Students pursuing this minor must declare their intention prior to graduation. A minor may only be declared as part of a bachelor's degree.

Curricular Requirements

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

Code	Title	Credits
Lower Level		
GEOG 1101	Our Human World Revised Course	3
GEOG 1102	Our Dynamic Earth Revised Course	4
Select one of the following:		3
GEOG 2400	Mapping and Geographic Information Systems Revised Course	3

KPU

~~Select one of the following:~~		~~3~~
GEOG 2500	Doing Field Research New Course	3
or GEOG 2600	Turning Data into Useful Information New Course	
Select two of the following:		6
GEOG 2102	Earth's Evolving Environments New Course	
GEOG 2250	Cities: Past, Present, and Future Revised Course	
~~GEOG 2310~~	~~Climatology Discontinued Course~~	
~~GEOG 2320~~	~~Geomorphology Discontinued Course~~	
Select one of the following:		~~3~~
~~GEOG 2380~~	~~Qualitative Methods in Geography Discontinued Course~~	
~~GEOG 2390~~	~~Quantitative Methods in Geography Discontinued Course~~	
GEOG 1160	British Columbia: Life in the Borderland Revised Course [1]	
or GEOG 2140	Canada: Finding its Place in the World Revised Course	
or GEOG 2185	East Asia: A Global Powerhouse Faces New Challenges Revised Course	
or GEOG 2190	South Asia: Development Amidst Diversity Revised Course	
~~GEOG 2140~~	~~Canada: Finding its Place in the World Revised Course~~	
~~GEOG 2185~~	~~East Asia: A Global Powerhouse Faces New Challenges Revised Course~~	
~~GEOG 2190~~	~~South Asia: Development Amidst Diversity Revised Course~~	
Upper Level		
Select 12 additional credits from courses in GEOG at the 3000 level or higher, including at least 3 credits from courses at the 4000 level		12
Total Credits		**31**

[1] Students may only apply one of these regional geography courses to satisfy program requirements.

Credential Awarded

Upon successful completion of the minor as part of a bachelor's degree program, transcripts will indicate a **Minor in Geography**.

Program Learning Outcomes

	A student who successfully completes the program will have reliably demonstrated the ability to:
~~1~~	~~N/A~~
1	Investigate human-nature interactions as present in natural hazards, natural resources, and environmental problems.
2	Examine environmental, socio-cultural, economic, and political processes as manifest in the characteristics of cities and global patterns of urbanization.
3	Consider qualitative methods and technologies in using them to examine non-numerical geographic data.
4	Analyze quantitative methods and technologies in using them to examine numerical geographic data.
5	Appraise cartographic methods and technologies in using them to examine spatial geographic data.
6	Dissect existing geographic research to draw sound conclusions and practices from the findings.
7	Collaborate effectively with people of various cultural and social backgrounds and identities in group discussions and projects.
8	Consider the time demands of larger-scale assignments to successfully complete them on schedule.

Transition plan

Effective for the past 4 calendar years:

GEOG 2500 will satisfy the requirement of GEOG 2380 (qualitative)

GEOG 2600 will satisfy the requirement of GEOG 2390 (quantitative)

GEOG 2102 will satisfy the requirements of GEOG 2310/2320 (climatology/geomorphology)

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.

KPU

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

Consultation requests
Academic Advising
Chair of other Department
Dean of other Faculty
Office of the Registrar

Other departments

Departments
Asian Studies
Economics
Policy Studies
Political Science
Criminology
Sociology
Biology
Mathematics

Other faculties

Faculties
Science

Abstract

Degree or non-degree program
Non-Degree

Academic level
Undergraduate

Faculty
Arts

Department
Geography

Program name
Minor in Geography

Program Code
MNR_AR_GEOG

Program description

The Bachelor of Arts, Minor in Geography program is designed for students who want to understand and thoughtfully interact with the Earth's natural and human landscapes. While providing students with a comprehensive education in Geography, the program is highly flexible, allowing students to tailor their studies in line with their interests and future academic and/or employment plans.

Like the department's other program offerings, the Bachelor of Arts, Minor in Geography program features a strong focus on practical skills development. The program's dedicated skills courses include Year 2 course requirements in mapping and computerized Geographic Information Systems (GIS), and in field research methods or secondary data analysis and interpretation. Students may also choose, in meeting program credit requirements for Years 3 and 4, to further their practical skills education with dedicated courses in research project design and in advanced GIS applications.

Similarly, after completing a foundational Year 1 curriculum on natural and human processes shaping the Earth, students are free to choose from a wide range of topical courses to expand and refine their geographic knowledge base. Options include courses on a variety of world regions, on Earth Science processes, and on themes such as global urbanization, natural disasters, climate change and other environmental problems, environmental resource management, globalization and economic development, urban planning and politics, urban social problems, current geographic issues, and community forecasting. This flexibility, plus the program's modest Geography credit requirements, allows students to readily pair their Bachelor of Arts, Minor in Geography program with complementary electives and/or other Minor or Major programs at KPU.

Graduates who complete the Bachelor of Arts, Minor in Geography can comprehensively understand a range of current global processes and possess the practical skills to address them. They are prepared to be engaged citizens and are well-positioned for further education or employment in fields requiring knowledgeable individuals who can collaborate with others in diverse groups and handle varied types of information. ~~The Minor in Geography is a flexible program that offers students the choice of focusing on a specific Geography sub-discipline or following courses of interest in both Human and Physical Geography. Either way, the Minor establishes a comprehensive understanding of conceptual knowledge and applied skills supporting further study in Geography or related fields, engaged citizenship, and introductory employment in the public and private sectors. The degree is especially suitable for those with an interest in Geography who wish to pair study in this field with extensive coursework in other university disciplines. This minor may be applied towards any KPU bachelor's degree.~~

Implementation date
September 2026 ~~2024~~

Proposed Program Overview

Program Structure & Delivery

Date for next review
September 2031 ~~2029~~

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

Supplementary Documents

Curriculum Map and Program Learning Outcomes
GEOG Curriculum Map Revised BA Minor December 2025.xlsx

Other documents

BA Minor in Geography Revisions Consultations 2025.docx

Key: 79

AGENDA TITLE: *ENGLISH PROFICIENCY REQUIREMENT - AMENDMENT*

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

That Senate approve the revisions to the University's English Proficiency Requirement, effective September 1, 2026.

COMMITTEE REPORT

On March 11, 2026, the Senate Standing Committee on Curriculum recommended that Senate approve the revisions to the University's English Proficiency Requirement, effective September 1, 2026.

Context and Background

AR2 Admission Procedure and the English Proficiency Requirements in the University Calendar are being proposed for revision.

The Access applicant category in AR2 Admission Procedure is being proposed for revisions to remove existing barriers for students with intellectual, developmental, and/or learning disabilities, so that the students can be considered for admission to select programs at KPU through the Including All Citizens Pathway (IACP). Applicants who apply under the Access applicant category will be evaluated by a newly established Access Admissions Committee using the principles of Universal Design for Learning and inclusion.

To align with the proposed expansion of the Access applicant category in AR2 Admission Procedure, the current English Proficiency Requirements in the University Calendar will also need to be revised as follows:

Undergraduate, Preparatory & Vocational English Proficiency Requirement addition

Admission Committee Recommendations

Applicants who are assessed by the Indigenous Admissions Committee or Access Admissions Committee may be recommended to have satisfied the English proficiency at KPU.

The proposed changes in AR2 Admission Procedure have completed the 3-week posting period on the KPU Policy Blog, and have received approval by the Policy Sponsor (Vice President, Students), pending approval from Senate on the proposed English Proficiency Requirement changes as stipulated above.

Key Messages

1. AR2 Admission Procedure is being proposed for revision to remove barriers for students with intellectual, developmental, and/or learning disabilities to be considered for admission through the Including All Citizens Pathway (IACP).

2. The current English Proficiency Requirements in the University Calendar must be revised and approved by Senate to align with the proposed changes in AR2 Admission Procedure.

3. The proposed changes to the English Proficiency Requirements (Senate) and AR2 Admission Procedure (Vice President Students), if approved by their respective approving jurisdictions, will become effective on September 1, 2026.

Resource Requirements

If Senate approves the revisions to the English Proficiency Requirements in the University Calendar, the Office of the Registrar will update and publish the changes in the 2026/07 University Calendar in the month of July 2026.

Per GV2 Policy Protocol, the proposed changes in AR2 Admission Procedure have been approved by the Policy Sponsor (Vice President Students) on February 20, 2026, <u>pending</u> Senate's approval on the changes to the English Proficiency Requirements at its next meeting on March 30, 2026.

Implications/Risks

- Ongoing barriers for students in the IACP Pathway, and the lack of opportunities for IACP students to be considered for admission to select programs at KPU.

Consultations

- Dr. David Burns, Associate Vice President Academic
- Zena Mitchell, Vice President Students
- Dr. Fiona Whittington-Walsh, Lead Advisor on Disability, Accessibility, and Inclusion and faculty, Department of Sociology
- Office of the Registrar

Attachments

1. AR2 Admission Procedure English Proficiency Requirements Explanatory Brief
2. AR2 Admission Procedure Draft (Track Changed)

Submitted by

Michelle Molnar, Administrative Coordinator, University Senate

Date submitted

March 23, 2026

Revision to AR2 Admission Procedure and English Proficiency Requirements in University Calendar

A. Scope of Changes in AR2 Admission Procedure / English Proficiency Requirements in the University Calendar

AR2 Admission Procedure and the English Proficiency Requirements in the University Calendar are being proposed for revision.

1. AR2 Admission Procedure

It is proposed that the Access applicant category in AR2 Admission Procedure be expanded to remove barriers for students with intellectual, developmental, and/or learning disabilities so that they can be considered for admission to select programs at KPU through the Including All Citizens Pathway (IACP). Applicants who apply under the Access applicant category will be evaluated by a newly established Access Admissions Committee using the principles of Universal Design for Learning and inclusion.

2. English Proficiency Requirements (University Calendar)

To align with the proposed expansion of the Access applicant category in AR2 Admission Procedure, the current English Proficiency Requirements in the University Calendar will also need to be revised:

Undergraduate, Preparatory & Vocational English Proficiency Requirement addition

Admission Committee Recommendations

Applicants who are assessed by the Indigenous Admissions Committee or Access Admissions Committee may be recommended to have satisfied the English proficiency at KPU.

The following table outlines the scope of the propose revisions in AR2 Procedure, and a necessary revision that is required in the English Proficiency Requirements should the changes in AR2 Procedure receive approval, and the governance approval requirements for each:

	Proposed Revisions in AR2 Admission Procedure	Resultant Change in University Calendar
Scope of change(s) proposed	Expand "Access" applicant category.	Revise the current English Proficiency Requirements in the University Calendar.
Governance Approval Requirement	**GV2 Procedure change** - consultations, Phase One Posting, and final approval by Policy Sponsor.	**Senate approval -** SSCC makes recommendation to Senate for final approval.

B. Preliminary Consultations

Preliminary consultations with the following key persons/groups have been completed to date:

- Dr. David Burns, Associate Vice President Academic
- Dr. Fiona Whittington-Walsh, Lead Advisor on Disability, Accessibility, and Inclusion Including All Citizens Pathway (IACP)
- Nadia Henwood, Associate Vice President Enrolment Services and Registrar
- Josh Mitchell, Associate Vice President, Student Affairs
- Zena Mitchell, Vice President, Students
- Office of the Registrar
- Dr. Asma Sayed, Vice President Equity and Inclusive Communities

C. Next steps

The proposed revision to AR2 Admission Procedure requires the Policy Sponsor's approval per GV2 Policy Protocol, and a subsequent revision to the existing English Proficiency Requirements in the University Calendar will be necessary to align with the revisions to AR2 Procedure.

The approval on the proposed revisions to AR2 Procedure is contingent on Senate's approval on the English Proficiency Requirements in the University Calendar. Both sets of revisions must go through the same consultation timeline per GV2 Procedure Revision process.

However, if Senate does not approve the proposed revision to the existing English Proficiency Requirements, the proposed changes to AR2 Admission Procedure cannot proceed.

D. Proposed Timeline

Governance Requirements	Action / Meeting Date	Submission Deadline (if applicable)
Pre-Phase One consultations with SSC Policy	January 6, 2026	December 11, 2026
Pre-Phase One consultations with SSC Curriculum	January 7, 2026	December 10, 2026
3-week (15 working days) Phase One Posting for AR2 Procedure Change, including English Proficiency Requirement Change	January 12 – January 30, 2026	
Policy Developer finalizes AR2 Procedure, respond to feedback.	February 5 – February 11, 2026	
PUE's advice on AR2 Admission Procedure Changes.	February 19, 2026	February 12, 2026
Provost's approval on AR2 Admission Procedure Changes.	February 20, 2026	--
SSC on Curriculum provides recommendation to Senate on changes to English Proficiency Requirement.	March 11, 2026	February 25, 2026
Senate approves changes to English Proficiency Requirement in University Calendar.	March 30, 2026	March 16, 2026
Implementation/Effective Date of University Calendar Changes, AR2 Procedure Changes.	2026/27 Calendar publishes in July 2026 with an effective date of September 1, 2026	---

	Policy History
	Policy No. AR2
	Approving Jurisdiction: Senate
	Administrative Responsibility: Vice President Students
	Effective Date: ~~March 20, 2023~~ September 1, 2026

Admission

Procedure

Refer to Section G of this document for a list of definitions in support of the Admission Policy and the Procedures in Support of the Admission Policy.

A. ASSESSING ADMISSION

1. Guiding principles

   a. All applicants to KPU will be assessed for English language proficiency. The level of English proficiency required will differ depending on whether an applicant applies to the graduate, undergraduate, vocational or preparatory level of studies. KPU's English proficiency equivalencies will be endorsed by the appropriate Senate committee.

   b. The mechanisms used and criteria established for determining admission equivalencies, admission GPAs and associated grading conversion methodologies will be under the authority of the Office of the Registrar.

   c. Faculties will establish transparent criteria for assessment of interviews, auditions and portfolio reviews. To ensure quality assurance, a record of established criteria will be approved by the appropriate Faculty Council, maintained in the Office of the Registrar and published online.

   d. Offers of admission may be rescinded if any aspect of the application or submitted documentation is deemed to have been falsified.

   e. The University reserves the right to limit the intake size as necessary.

2. Admission categories

   a. Graduate Admission

i. The admission type used to identify post-secondary studies at the graduate level. At KPU such credit is awarded on the graduate-level of the academic transcript. Admission criteria for graduate admission is determined by the Faculty, and approved by Senate.

b. Undergraduate Admission

i. The admission type used to identify the post-secondary undergraduate-level of studies up to a master's degree. At KPU such credit is awarded on the undergraduate-level of the academic transcript. Admission criteria for undergraduate admission is determined by the Faculty, and approved by Senate.

c. Vocational Admission

i. The admission type used to identify post-secondary educational training that provides practical experience, skills and knowledge for a particular occupational field, at the vocational level. At KPU such credit is awarded on the vocational-level of the academic transcript. Admission criteria for vocational admission ~~are~~ is determined by the Faculty, and approved by Senate.

d. Preparatory Admission

i. The admission type used to identify post-secondary studies at the preparatory level. There are two types of preparatory learning at KPU:

1) Upgrading: post-secondary learning that prepares students for further studies (e.g. Academic and Career Preparation)

2) Access Programs resulting in a preparatory credential (e.g. Citation in Employment and Community Studies).

ii. At KPU such credit is awarded on the preparatory-level of the academic transcript. Admission criteria for preparatory admission is determined by the Faculty, and approved by Senate.

3. **Required documents**

a. Official Transcripts and Credentials

i. As part of the admission process at KPU, applicants are required to arrange for official transcripts and/or grade information from all previously attended secondary and post-secondary institutions to be sent directly to the Office of the Registrar or designate at KPU.

ii. A transcript is considered to be official only when it is sent directly to KPU from the originating institution or issuing body. Hard copy transcripts and credentials must be received in the original sealed envelope signed by the

institution or bearing an official stamp or seal or they will be deemed unofficial. Exceptions may be made when it is not possible for a transcript to be sent directly to KPU, provided the Office of the Registrar can reasonably determine the document's authenticity.

   iii. In reviewing secondary transcripts for English 12 and all other provincially examinable courses, KPU will accept the blended grade (classroom grade + provincial examination grade) OR the classroom grade — whichever is higher — for the purposes of admission.

b. Other documents

   i. As part of the admissions process at KPU, some programs may also require additional documentation to be submitted to KPU. These documents will be published within the admission requirements in the University Calendar. Applicants will be asked to provide these requirements as applicable once they have applied.

   ii. All documents submitted to KPU become the property of Kwantlen Polytechnic University. Neither the original document nor copies will be released to the applicant or anyone outside of the institution. Applicants who do not attend and wish to re-apply later may be required to submit a new set of documents.

B. CONFIRMING ACCEPTANCE OF ADMISSION

1. Qualified applicants who receive an offer of admission will confirm acceptance of the offer through payment of a confirmation deposit.

2. Admission to standard term studies is valid only for the intake indicated in the admission offer letter.

3. Applicants who accept an offer of admission and do not register on or before the specified deadline without notifying Admissions prior to the deadline will have their admission offer rescinded and will forfeit the confirmation deposit.

C. APPLICATION TIMELINES

1. Standard term

   a. Applications may be accepted as early as 11 months prior to the start of a program.

   b. Application deadlines are posted in the online admissions guide.

2. Fixed-term

a. Applications may be accepted as early as 24 months prior to the start of the program.

b. Application deadlines are posted in the online admissions guide.

D. APPLICANT SELECTION

1. Qualified candidates are selected for admission on a first-qualified, first-admitted basis, except where established admission requirements require a competitive assessment of applicants within the pool of qualified candidates. Applicant selection for programs with competitive admission is based on rank order. Programs will establish transparent criteria for ranking candidates and a selection-ranking rubric to support selection decisions.

E. ADMISSION WAITLISTING

1. **Standard Term intakes**

   a. When there are more qualified applicants than the intake size, qualified applicants may be waitlisted and offered admission to the Faculty or their second choice program.

   b. Applicants on the admission waitlist who are offered admission must respond to an admission offer within the time specified by Admissions by way of payment of the confirmation deposit.

2. **Fixed Term Intakes**

   a. Qualified applicants are placed on a waitlist and offers are released on an ongoing basis as seats become available for each intake. Applicants who have been offered admission to an intake will be permitted one refusal without losing their place on the waitlist and will be offered a seat in the next available intake. A second refusal will result in removal from the waitlist and re-application is required.

F. DEFERRAL / RE-APPLICATION

1. **Deferral**

   a. KPU will grant deferral requests in exceptional circumstances, on a case-by-case basis as approved by the office of the registrar or designate and deferral deadlines will be posted online.

2. **Open Intakes**

a. A deferral of admission may be requested by the posted deadline for up to one year; however, deferrals may only be requested once and will be assessed on a case-by-case basis.

b. Deferral requests will not normally be accepted for limited intake programs.

3. Re-application

a. Students are required to re-apply for admission if any of the following apply:

i. They were initially admitted as a General Interest student.

ii. They were initially admitted as a Concurrent or Dual Credit Student.

iii. They do not register in courses for the term to which they were admitted, up to the end of the add/drop period for the standard term.

iv. They do not accept their offer of admission.

v. They are no longer classified as a current KPU student.

G. DEFINITIONS

1. Instructional Terms

a. Standard Term

Standard terms are defined at KPU as Fall (September-December), Spring (January-April) and Summer (May- August). Standard terms also include intersessions. Each intersession is half the length of the full standard term.

b. Fixed-Term

Fixed term instructional activities have a fixed start date and end date that are typically different from standard term-based dates.

2. Applicant Categories

The following categories are used to classify all applicants for admission to KPU on the basis of how are qualified. These categories are comparable to classification systems at other BC universities. Applicants in all categories are subject to the published, Senate approved admission requirements.

a. High School Graduate

i. An applicant who is a graduate, or will be graduating from, a BC Secondary school prior to the start of the standard term of admission (or the equivalent from another school system in Canada or another country).

ii. Applicants who have completed home-schooling may be considered on a case-by case basis and may require supplementary evidence of academic ability.

b. Transfer

    i. An applicant who has successfully completed 9 or more credits above the preparatory level from a recognized post-secondary institution.

c. Mature

    i. An applicant who will be 19 years of age or older on the first day of the standard term of admission.

d. Aboriginal

    i. An Aboriginal applicant may be considered on an individual basis through an assessment of educational background, cultural knowledge, life experience, academic goals and personal achievements.

    ii. Each applicant under the Aboriginal admission category will be evaluated by the Aboriginal Admissions Committee composed of one Aboriginal faculty member, one representative of the Faculty to which the candidate is applying, one designated member of the KPU Aboriginal Advisory Committee and one representative from Admissions. The committee will have the authority to recommend to the Registrar students for admission and determine if specific conditions are required for enrolment.

    iii. Aboriginal peoples refer to First Nations, Métis, and Inuit peoples of Canada. Candidates seeking admission consideration under this category must self-identify as an Aboriginal applicant. Aboriginal applicants include status and non-status First Nations, Métis, or Inuit. Documentation of Aboriginal heritage can include, but is not limited to a First nations, Inuit, or Métis status card. It can also include official letters from Aboriginal organizations, or written or oral statements from Elders, or other relevant information identified by the applicant.

e. Access: The Access category allows students who have experienced barriers in their educational journeys to be considered for select programs at KPU. This includes students with intellectual, developmental and/or learning disabilities.

    i. Access Program: An applicant pursuing programming offered through KPU's Access programs department who is 18 years of age or older and has received The School Completion ("Evergreen") Certificate, may be admitted as an access student.

ii. Select Programs: Applicants may be considered for select programs under this category. Applicants will be evaluated by the Access Admissions Committee using the principles of Universal Design for Learning and inclusion.

1. The Access Admissions committee will be chaired by the Provost's Designate and may include two faculty members from the Faculty/program into which the student is applying, one Accessibility Services designate, one Office of Equity & Inclusive Communities designate and one Office of the Registrar designate. The committee may invite additional members as needed.
2. The committee will set transparent standards for applicant review. The committee will have the authority to recommend to the Registrar students for admission and determine if specific conditions are required for enrolment.

3. **Other Applicant Classifications**

   a. General Interest

      i. The General Interest applicant category is for non-credential-seeking students. Students may enroll in up to a maximum of 12-credits. Students admitted under the General Interest category may not earn a credential.

   b. Concurrent

      i. An applicant enrolled in a BC secondary school who wishes to register in courses at KPU may be admitted as a concurrent student. The University reserves the right to limit the number of seats available to Concurrent students (in total and per section). The applicant must have the written consent of the parent or legal guardian, a high school transcript, and letter of support from the secondary school principal.

      ii. In all circumstances the primary home of students admitted in the concurrent admissions category is understood to be the high school and school district to which they belong.

   c. Dual Credit

      i. High school students enrolled in a BC High School with whom KPU has a partnership agreement may be permitted to take a limited number of undergraduate courses at KPU. Continued registration as a dual credit student in subsequent semester(s) is contingent on the continued support of the secondary school principal and the student maintaining good academic standing.

ii. In all circumstances the primary home institution of students admitted under the dual credit applicant category is understood to be the high school and school district to which they belong.

d. Exchange

   i. An exchange student is someone from one of KPU's approved partner institutions who has been nominated by their institution to come on an exchange to KPU. Exchange students may be of domestic or international status and pay tuition and fees to their home institution and not KPU.

d. Visiting

   i. A visiting student is someone who is attending a home institution and wishes to spend a period of time up to one year studying at KPU with the intent of taking credit earned at KPU back to the home institution. Visiting students must provide a Letter of Permission from their home institution.

4. Residency Classifications

a. Canadian Citizens

   i. A Canadian citizen is a person who is Canadian by birth or who has applied for Canadian citizenship through Citizenship and Immigration Canada and has received a citizenship certificate.

b. Permanent Residents

   i. A permanent resident is someone who has been given permanent resident status by immigrating to Canada, but is not a Canadian citizen. Permanent residents are citizens of other countries. Permanent residents confirm permanent resident status under Canadian immigration regulations.

c. International

   i. International applicants are defined as those who do not possess Canadian citizenship or permanent resident status under Canadian immigration regulations.

d. Work Permit / Visitor's Visa

   i. Applicants who possess a work permit or a visitor's visa are eligible to apply for admission and are assessed in the same manner as an international applicant.

e. Convention Refugees

    i.   Upon presentation of documentation that confirms the applicant as a "protected person" by the Immigration and Refugee Board of Canada, applicants with convention refugee status will be assessed for tuition and fees in the same manner as a Canadian citizen / permanent resident.

   f. Refugee Claimant

    i.   Refugee Claimants will be assessed for admission, tuition and fees in the same manner as an International applicant. Applicants with a Refugee Claimant document must discuss their situation with an International Advisor prior to applying.

   g. Diplomatic Status

    i.   For those countries with diplomatic representation in Canada, applicants to KPU of diplomatic status (or those who are a dependent of a person of diplomatic status) are eligible to apply for admission and will be assessed for tuition and fees in the same manner as a Canadian citizen / permanent resident.

H. RELATED POLICIES & LEGISLATION

Bylaw 4 Fees
AR2 Admission
AC4 Student Evaluation and Grading
AC6 Recognition of Prior Learning

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SENATE
Agenda Number: *7.1*
Meeting Date: *Monday, March 30, 2026*
Presenter(s): *Catherine Schwichtenberg*

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AGENDA TITLE: 2026 – 2027 SENATE AND COMMITTEE MEETING CALENDAR

ACTION REQUESTED: Information

Context and Background

The Senate Office is presenting the proposed 2026–2027 meeting calendar for Senate and its standing committees. The schedule includes meeting dates, submission deadlines, and agenda publication timelines. Committees are invited to provide feedback to help ensure the calendar supports effective governance, timely information flow, and consistent participation.

The annual governance calendar is developed with consideration for:

- the need for predictable cycles that allow subcommittees and standing committees to bring items forward in an orderly manner;
- major university activities that impact workflow and availability (convocation, examinations, reading week, and holiday closures);
- sufficient time for agenda preparation, document review, and consultation before items advance to Senate; and
- alignment with the academic rhythm of academic planning, budgeting, curriculum, and policy work.

The proposed schedule follows a pattern of eight Senate meetings, generally held on the last Monday of the month, with adjustments where necessary to accommodate holidays or operational constraints.

Key Messages:

1. Governance Flow:

The schedule is organized into cycles that culminate in a Senate meeting that is timed to precede a Board of Governors meeting. Committee meetings within each cycle are scheduled to ensure recommendations can meet Senate deadlines. Feedback is requested on whether the proposed sequence supports a smooth flow of information.

2. Timing and Workload

Committee members are asked to consider whether any proposed dates fall too close to submission deadlines or conflict with periods of high academic activity. Identifying potential bottlenecks now will help prevent deferrals or delays later in the year.

3. Institutional Alignment:

The calendar aligns with activities such as convocation, exam periods, reading week, and holiday closures. Committees are asked to identify any additional program-specific or faculty-level considerations that may affect the feasibility of certain dates.

4. Member Participation:

Predictable, recurring dates help ensure quorum and consistent attendance. Committee members are asked to comment on whether the proposed pattern supports effective participation throughout the academic year.

Consultations

1. Keri Spindler, University Secretary
2. Catherine Schwichtenberg, Vice-Chair of Senate
3. Senate Standing Committees

Attachments

1. 2026-27 Senate and Committee Monthly view
2. 2026-27 Senate and Committee Dates and Deadlines

Submitted by

Michelle Molnar, Administrative Coordinator, University Senate

Date submitted

Monday, March 23, 2026

SENATE SCHEDULE OF MEETINGS						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30-Aug-26	31-Aug-26	1-Sep-26	2-Sep-26	3-Sep-26	4-Sep-26 SSCAPP/SSCUB-1	5-Sep-26
6-Sep-26	7-Sep-26 Labour Day	8-Sep-26 FIRST DAY OF FALL TERM Policy-1	9-Sep-26 Curriculum-1	10-Sep-26 **Board HR**	11-Sep-26	12-Sep-26
13-Sep-26	14-Sep-26	15-Sep-26 SGNC-1	16-Sep-26 Program Review **Board Governance**	17-Sep-26	18-Sep-26	19-Sep-26
20-Sep-26	21-Sep-26 Executive-1	22-Sep-26 **Board Audit/Finance**	23-Sep-26 Library-2	24-Sep-26 Teaching & Learning-2	25-Sep-26	26-Sep-26
27-Sep-26	28-Sep-26 **SENATE - S1**	29-Sep-26	30-Sep-26 Truth and Reconciliation (observed)	1-Oct-26	2-Oct-26 SSCAPP/SSCUB-2	3-Oct-26
4-Oct-26	5-Oct-26 Tributes-2	6-Oct-26 Policy-2	7-Oct-26 Curriculum-2 **Board of Governors**	8-Oct-26	9-Oct-26	10-Oct-26
11-Oct-26	12-Oct-26 Thanksgiving	13-Oct-26 SGNC-2	14-Oct-26 Program Review	15-Oct-26	16-Oct-26	17-Oct-26
18-Oct-26	19-Oct-26 Executive-2	20-Oct-26	21-Oct-26	22-Oct-26	23-Oct-26 SPWC-3	24-Oct-26
25-Oct-26	26-Oct-26 **SENATE - S2**	27-Oct-26 SWIC-3	28-Oct-26	29-Oct-26 Research-3	30-Oct-26	31-Oct-26
1-Nov-26	2-Nov-26	3-Nov-26 Policy-3	4-Nov-26 Curriculum-3 **Board Governance**	5-Nov-26	6-Nov-26	7-Nov-26
8-Nov-26	9-Nov-26	10-Nov-26	11-Nov-26	12-Nov-26	13-Nov-26	14-Nov-26

	Tributes-3		Remembrance Day		SSCAPP/SSCUB-3	
			Board HR			
15-Nov-26	16-Nov-26	17-Nov-26	18-Nov-26	19-Nov-26	20-Nov-26	21-Nov-26
		SGNC-3	Program Review			
		Board Audit/Finance				
22-Nov-26	23-Nov-26	24-Nov-26	25-Nov-26	26-Nov-26	27-Nov-26	28-Nov-26
29-Nov-26	30-Nov-26	1-Dec-26	2-Dec-26	3-Dec-26	4-Dec-26 LAST DAY OF FALL TERM	5-Dec-26
	SENATE - S3			SSCTL-4	SPWC-4	
			Board of Governors			
6-Dec-26	7-Dec-26 FALL Exams	8-Dec-26 FALL Exams	9-Dec-26 FALL Exams	10-Dec-26 FALL Exams	11-Dec-26 FALL Exams	12-Dec-26
13-Dec-26	14-Dec-26 FALL Exams	15-Dec-26 FALL Exams	16-Dec-26	17-Dec-26	18-Dec-26	19-Dec-26
	Executive-4a		Program Review			
20-Dec-26	21-Dec-26	22-Dec-26	23-Dec-26	24-Dec-26	25-Dec-26	26-Dec-26
				Winter Closure		
27-Dec-26	28-Dec-26	29-Dec-26	30-Dec-26	31-Dec-26	1-Jan-27	2-Jan-27
			Winter Closure			
3-Jan-27	4-Jan-27	5-Jan-27	6-Jan-27 FIRST DAY OF SPRING TERM	7-Jan-27	8-Jan-27	9-Jan-27
		SWIC-4			SSCAPP/SSCUB-4	
10-Jan-27	11-Jan-27	12-Jan-27	13-Jan-27	14-Jan-27	15-Jan-27	16-Jan-27
		Policy-4	Curriculum-4			
			Board Governance			
17-Jan-27	18-Jan-27	19-Jan-27	20-Jan-27	21-Jan-27	22-Jan-27	23-Jan-27
		SGNC-4	Program Review			
				Board HR		
24-Jan-27	25-Jan-27	26-Jan-27	27-Jan-27	28-Jan-27	29-Jan-27	30-Jan-27
	Executive-4			Research-5	Pathway-5	
		Board Audit/Finance				

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31-Jan-27	1-Feb-27 SENATE - S4	2-Feb-27 SWIC-5	3-Feb-27	4-Feb-27	5-Feb-27	6-Feb-27
7-Feb-27	8-Feb-27	9-Feb-27	10-Feb-27 Library-5 / Board of Governors	11-Feb-27 Teaching & Learning-5	12-Feb-27 SSCAPP/SSCUB-5	13-Feb-27
14-Feb-27 Reading Week	15-Feb-27 Family Day	16-Feb-27 READING WEEK	17-Feb-27	18-Feb-27	19-Feb-27	20-Feb-27
21-Feb-27	22-Feb-27 CONVOCATION	23-Feb-27	24-Feb-27	25-Feb-27	26-Feb-27	27-Feb-27
28-Feb-27	1-Mar-27 Tributes-5	2-Mar-27 Policy-5	3-Mar-27 Curriculum-5	4-Mar-27	5-Mar-27	6-Mar-27
7-Mar-27	8-Mar-27	9-Mar-27 SGNC-5	10-Mar-27	11-Mar-27	12-Mar-27	13-Mar-27
14-Mar-27	15-Mar-27 Executive-5	16-Mar-27	17-Mar-27 Program Review / Board Governance	18-Mar-27	19-Mar-27 Pathway-6	20-Mar-27
21-Mar-27	22-Mar-27 SENATE - S5	23-Mar-27 SWIC-6	24-Mar-27	25-Mar-27 Research-6 / Board HR	26-Mar-27 Good Friday	27-Mar-27
28-Mar-27	29-Mar-27 Easter Monday	30-Mar-27 Board Audit/Finance	31-Mar-27	1-Apr-27	2-Apr-27 SSCAPP/SSCUB-6	3-Apr-27
4-Apr-27	5-Apr-27	6-Apr-27 Policy-6	7-Apr-27 Curriculum-6	8-Apr-27	9-Apr-27	10-Apr-27
11-Apr-27	12-Apr-27	13-Apr-27 LAST DAY OF SPRING TERM / SGNC-6	14-Apr-27 Program Review	15-Apr-27 SPRING EXAMS	16-Apr-27 SPRING EXAMS	17-Apr-27

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
18-Apr-27	19-Apr-27 SPRING EXAMS Executive-6	20-Apr-27 SPRING EXAMS	21-Apr-27 Board of Governors SPRING EXAMS	22-Apr-27 SPRING EXAMS Teaching & Learning-7	23-Apr-27 SPRING EXAMS	24-Apr-27
25-Apr-27	26-Apr-27 SENATE - S6	27-Apr-27	28-Apr-27 Library-7	29-Apr-27	30-Apr-27 SSCAPP/SSCUB-7	1-May-27
2-May-27	3-May-27 Tributes-7	4-May-27	5-May-27	6-May-27	7-May-27 KPU DAY	8-May-27
9-May-27	10-May-27	11-May-27 Policy-7	12-May-27 Curriculum-7	13-May-27	14-May-27	15-May-27
16-May-27	17-May-27	18-May-27 SGNC-7	19-May-27 Program Review	20-May-27	21-May-27	22-May-27
23-May-27	24-May-27 Victoria Day	25-May-27 Executive-7	26-May-27	27-May-27 Research-8	28-May-27	29-May-27
30-May-27	31-May-27 SENATE - S7	1-Jun-27 Policy-8	2-Jun-27 Curriculum-8	3-Jun-27 Board HR	4-Jun-27 SSCAPP/SSCUB-8	5-Jun-27
6-Jun-27	7-Jun-27	8-Jun-27	9-Jun-27 CONVOCATION WEEK	10-Jun-27	11-Jun-27	12-Jun-27
13-Jun-27	14-Jun-27	15-Jun-27 SGNC-8 Board Audit/Finance	16-Jun-27 Program Review Board Governance	17-Jun-27	18-Jun-27	19-Jun-27
20-Jun-27	21-Jun-27 Executive-8	22-Jun-27	23-Jun-27	24-Jun-27	25-Jun-27	26-Jun-27
27-Jun-27	28-Jun-27 SENATE - S8	29-Jun-27	30-Jun-27 Board of Governors	1-Jul-27	2-Jul-27	

Week Day	Meeting Date	Name of Committee	Submission Deadline	Package Publication Date
Friday	Friday, September 4, 2026	SSCAPP/UB	Friday, August 21, 2026	Friday, August 28, 2026
Tuesday	Tuesday, September 8, 2026	Policy	Tuesday, August 25, 2026	Tuesday, September 1, 2026
Wednesday	Wednesday, September 9, 2026	Curriculum	Wednesday, August 26, 2026	Wednesday, September 2, 2026
Tuesday	Tuesday, September 15, 2026	SGNC	Tuesday, September 1, 2026	Tuesday, September 8, 2026
Wednesday	Wednesday, September 16, 2026	Program Review	Wednesday, August 12, 2026	Monday, September 14, 2026
Monday	Monday, September 21, 2026	Executive	Wednesday, September 16, 2026	Thursday, September 17, 2026
Wednesday	Wednesday, September 23, 2026	Library	Wednesday, September 9, 2026	Wednesday, September 16, 2026
Thursday	Thursday, September 24, 2026	Teaching & Learning	Thursday, September 10, 2026	Thursday, September 17, 2026
Monday	**Monday, September 28, 2026**	**SENATE**	Monday, September 14, 2026	Monday, September 21, 2026
Friday	Friday, October 2, 2026	SSCAPP/UB	Friday, September 18, 2026	Friday, September 25, 2026
Monday	Monday, October 5, 2026	Tributes	Monday, September 21, 2026	Monday, September 28, 2026
Tuesday	Tuesday, October 6, 2026	Policy	Tuesday, September 22, 2026	Tuesday, September 29, 2026
Wednesday	Wednesday, October 7, 2026	Curriculum	Wednesday, September 23, 2026	Wednesday, September 30, 2026
Tuesday	Tuesday, October 13, 2026	SGNC	Tuesday, September 29, 2026	Tuesday, October 6, 2026
Wednesday	Wednesday, October 14, 2026	Program Review	Wednesday, September 9, 2026	Monday, October 12, 2026
Monday	Monday, October 19, 2026	Executive	Wednesday, October 14, 2026	Thursday, October 15, 2026
Friday	Friday, October 23, 2026	Pathway	Friday, October 9, 2026	Friday, October 16, 2026
Monday	**Monday, October 26, 2026**	**SENATE**	Monday, October 12, 2026	Monday, October 19, 2026
Tuesday	Tuesday, October 27, 2026	SWIC	Tuesday, October 13, 2026	Tuesday, October 20, 2026
Thursday	Thursday, October 29, 2026	Research	Thursday, October 15, 2026	Thursday, October 22, 2026
Tuesday	Tuesday, November 3, 2026	Policy	Tuesday, October 20, 2026	Tuesday, October 27, 2026
Wednesday	Wednesday, November 4, 2026	Curriculum	Wednesday, October 21, 2026	Wednesday, October 28, 2026
Monday	Monday, November 9, 2026	Tributes	Monday, October 12, 2026	Monday, November 2, 2026
Friday	Friday, November 13, 2026	SSCAPP/UB	Friday, October 30, 2026	Friday, November 6, 2026
Tuesday	Tuesday, November 17, 2026	SGNC	Tuesday, November 3, 2026	Tuesday, November 10, 2026
Wednesday	Wednesday, November 18, 2026	Program Review	Wednesday, October 14, 2026	Monday, November 16, 2026
Monday	Monday, November 23, 2026	Executive	Wednesday, November 18, 2026	Thursday, November 19, 2026
Wednesday	Wednesday, November 25, 2026	Library	Thursday, November 12, 2026	Wednesday, November 18, 2026
Monday	**Monday, November 30, 2026**	**SENATE**	Monday, November 16, 2026	Monday, November 23, 2026
Thursday	Thursday, December 3, 2026	Teaching & Learning	Thursday, November 19, 2026	Thursday, November 26, 2026
Friday	Friday, December 4, 2026	Pathway	Friday, November 20, 2026	Friday, November 27, 2026
Monday	Monday, December 7, 2026	Executive	Wednesday, December 2, 2026	Thursday, December 3, 2026
Wednesday	Wednesday, December 16, 2026	Program Review	Thursday, November 12, 2026	Monday, December 14, 2026
Tuesday	Tuesday, January 5, 2027	SWIC	Tuesday, December 15, 2026	Tuesday, December 22, 2026
Friday	Friday, January 8, 2027	SSCAPP/UB	Friday, December 18, 2026	Friday, December 18, 2026
Tuesday	Tuesday, January 12, 2027	Policy	Friday, December 18, 2026	Tuesday, January 5, 2027
Wednesday	Wednesday, January 13, 2027	Curriculum	Friday, December 18, 2026	Wednesday, January 6, 2027
Tuesday	Tuesday, January 19, 2027	SGNC	Tuesday, January 5, 2027	Tuesday, January 12, 2027
Wednesday	Wednesday, January 20, 2027	Program Review	Wednesday, December 9, 2026	Monday, January 18, 2027
Monday	Monday, January 25, 2027	Executive	Wednesday, January 20, 2027	Thursday, January 21, 2027
Thursday	Thursday, January 28, 2027	Research	Thursday, January 14, 2027	Thursday, January 21, 2027
Friday	Friday, January 29, 2027	Pathway	Wednesday, January 6, 2027	Friday, January 22, 2027
Monday	**Monday, February 1, 2027**	**SENATE**	Monday, January 18, 2027	Monday, January 25, 2027
Tuesday	Tuesday, February 2, 2027	SWIC	Tuesday, January 19, 2027	Tuesday, January 26, 2027
Wednesday	Wednesday, February 10, 2027	Library	Wednesday, January 27, 2027	Wednesday, February 3, 2027
Thursday	Thursday, February 11, 2027	Teaching & Learning	Thursday, January 28, 2027	Thursday, February 4, 2027
Friday	Friday, February 12, 2027	SSCAPP/UB	Friday, January 29, 2027	Friday, February 5, 2027
Wednesday	Wednesday, February 17, 2027	Program Review	Wednesday, January 13, 2027	Monday, February 15, 2027
Monday	Monday, March 1, 2027	Tributes	Monday, February 1, 2027	Monday, February 22, 2027
Tuesday	Tuesday, March 2, 2027	Policy	Tuesday, February 16, 2027	Tuesday, February 23, 2027
Wednesday	Wednesday, March 3, 2027	Curriculum	Wednesday, February 17, 2027	Wednesday, February 24, 2027
Tuesday	Tuesday, March 9, 2027	SGNC	Tuesday, February 23, 2027	Tuesday, March 2, 2027
Monday	Monday, March 15, 2027	Executive	Wednesday, March 10, 2027	Thursday, March 11, 2027
Wednesday	Wednesday, March 17, 2027	Program Review	Wednesday, February 10, 2027	Monday, March 15, 2027
Friday	Friday, March 19, 2027	Pathway	Friday, March 5, 2027	Friday, March 12, 2027
Monday	**Monday, March 22, 2027**	**SENATE**	Monday, March 8, 2027	Monday, March 15, 2027
Tuesday	Tuesday, March 23, 2027	SWIC	Tuesday, March 9, 2027	Tuesday, March 16, 2027
Thursday	Thursday, March 25, 2027	Research	Thursday, March 11, 2027	Thursday, March 18, 2027
Friday	Friday, April 2, 2027	SSCAPP/UB	Friday, March 19, 2027	Friday, March 26, 2027
Tuesday	Tuesday, April 6, 2027	Policy	Tuesday, March 23, 2027	Tuesday, March 30, 2027
Wednesday	Wednesday, April 7, 2027	Curriculum	Wednesday, March 24, 2027	Wednesday, March 31, 2027
Tuesday	Tuesday, April 13, 2027	SGNC	Tuesday, March 30, 2027	Tuesday, April 6, 2027
Wednesday	Wednesday, April 14, 2027	Program Review	Wednesday, March 10, 2027	Monday, April 12, 2027
Monday	Monday, April 19, 2027	Executive	Wednesday, April 14, 2027	Thursday, April 15, 2027
Thursday	Thursday, April 29, 2027	Teaching & Learning	Thursday, April 15, 2027	Thursday, April 22, 2027
Monday	**Monday, April 26, 2027**	**SENATE**	Monday, April 12, 2027	Monday, April 19, 2027
Wednesday	Wednesday, April 28, 2027	Library	Wednesday, April 14, 2027	Wednesday, April 21, 2027
Friday	Friday, April 30, 2027	SSCAPP/UB	Friday, April 16, 2027	Friday, April 23, 2027
Monday	Monday, May 3, 2027	Tributes	Monday, April 5, 2027	Monday, April 26, 2027
Tuesday	Tuesday, May 11, 2027	Policy	Tuesday, April 27, 2027	Tuesday, May 4, 2027
Wednesday	Wednesday, May 12, 2027	Curriculum	Wednesday, April 28, 2027	Wednesday, May 5, 2027

Tuesday	Tuesday, May 18, 2027	SGNC	Tuesday, May 4, 2027	Tuesday, May 11, 2027
Wednesday	Wednesday, May 19, 2027	Program Review	Wednesday, April 14, 2027	Monday, May 17, 2027
Monday	Tuesday, May 25, 2027	Executive	Wednesday, May 19, 2027	Thursday, May 20, 2027
Thursday	Thursday, May 27, 2027	Research	Thursday, May 13, 2027	Thursday, May 20, 2027
Monday	**Monday, May 31, 2027**	**SENATE**	Monday, May 17, 2027	Monday, May 24, 2027
Tuesday	Tuesday, June 1, 2027	Policy	Tuesday, May 18, 2027	Tuesday, May 25, 2027
Wednesday	Wednesday, June 2, 2027	Curriculum	Wednesday, May 19, 2027	Wednesday, May 26, 2027
Friday	Friday, May 28, 2027	SSCAPP/UB	Friday, May 14, 2027	Friday, May 21, 2027
Tuesday	Tuesday, June 15, 2027	SGNC	Tuesday, June 1, 2027	Tuesday, June 8, 2027
Wednesday	Wednesday, June 16, 2027	Program Review	Wednesday, May 12, 2027	Monday, June 14, 2027
Monday	Monday, June 21, 2027	Executive	Wednesday, June 16, 2027	Thursday, June 17, 2027
Monday	**Monday, June 28, 2027**	**SENATE**	Monday, June 14, 2027	Monday, June 21, 2027

SENATE GOVERNANCE AND NOMINATING COMMITTEE

Agenda Number: *8.1*
Meeting Date: *March 30, 2026*
Presenter(s): *Sharmen Lee*

AGENDA TITLE: MARCH 2026 SENATE STANDING COMMITTEE NOMINATIONS

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate appoint the nominees listed for approval in the *March 2026 Nominations to Senate Standing Committees.*

COMMITTEE REPORT

On March 17, 2026, the Senate Governance and Nominating Committee recommended that Senate appoint the nominees listed for approval in the *March 2026 Nominations to Senate Standing Committees*.

Context and Background

The Senate Governance and Nominating Committee, aided by the Vice-Chair of Senate, has the mandate to nominate members to serve on Senate committee.

Consultations

1. Elected senators – Vice-Chair consults with new senators to choose a minimum of two Senate committees on which to serve per Senate Bylaw 1.10

2. Faculty Councils – for faculty member nominations

3. Provost and Vice President, Academic – for nominations of Deans and designates

4. Students – for statements of interest

5. Support staff – for statements of interest

6. Others who nominate designates or representatives

Attachments

1. March 2026 Nominations

Submitted by

Sonia Orlu – Administrative Assistant, University Senate

Date submitted

March 17, 2026

NOMINATIONS TO SENATE STANDING COMMITTEES
DATE: March 2026

Committee	First Name	Last Name	Committee Role	KPU Faculty	Voting	Start Date	End Date	Nominated by
SSC University Budget	Carol	Stewart	Faculty Representative	Melville School of Business	Voting	31-Mar-26	31-Aug-29	Faculty Council
SSC Program Review	Yanny	Yeung	Faculty Representative	Melville School of Business	Voting	31-Mar-26	31-Aug-29	Faculty Council

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SENATE GOVERNANCE AND NOMINATING COMMITTEE

Agenda Number: *8.2*
Meeting Date: *Monday, March 30, 2026*
Presenter(s): *Sharmen Lee*

AGENDA TITLE: APPOINTMENTS TO THE SEARCH ADVISORY COMMITTEE FOR THE REAPPOINTMENT OF THE ASSOCIATE DEAN, FACULTY OF ARTS

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate appoint the following members to the Reappointment Search Advisory Committee for the Associate Dean, Faculty of Arts:

Student (one):

- **Joe Reimer**

Regular faculty members (up to six)

- **Shereen Hassan (CRIM)**
- **Heather Cyr (ENGL)**
- **Ali Yusuf (CRIM)**
- **Gordon Cobb (MUSI)**
- **Stef Ashton (CRIM)**
- **Nicole Beaulieu (LANC)**

COMMITTEE REPORT

On March 17, 2026, the Senate Governance and Nominating Committee recommended that Senate appoint the following members to the Reappointment Advisory Committee for the Associate Dean, Faculty of Arts:

Student (one):

- TBA

Regular faculty members (up to six)

- Shereen Hassan (CRIM)

- Heather Cyr (ENGL)
- Ali Yusuf (CRIM)
- Gordon Cobb (MUSI)
- Stef Ashton (CRIM)
- Nicole Beaulieu (LANC)

Subsequently, on March 20, 2026, the Committee, via an electronic vote, recommended that Senate appoint student Joe Reimer to the Search Advisory Committee for the reappointment of the Associate Dean, Faculty of Arts.

Context and Background

KPU will commence a search for the Associate Dean, Faculty of Arts in order to make a recommendation to the President. As per Policy HR20 and related procedures for *Composition of Search Advisory Committees*, the Provost is requesting that a Reappointment Advisory Committee be appointed as soon as possible, comprising as follows:

i. regular faculty members, two of whom are appointed by the Kwantlen Faculty Association and others appointed by the Senate to ensure representation by the Faculty of the Associate Dean up to a maximum of eight faculty

ii. one student majoring in a program offered by the Faculty, appointed by the Senate

iii. one student majoring in a program offered by the Faculty, appointed by the Kwantlen Student Association

iv. one regular BCGEU staff member from the Faculty, appointed by the BCGEU

v. one excluded staff member from the Faculty, appointed by the Chair

vi. one Dean or Associate Dean from another Faculty appointed by the Provost

Key Messages

1. The Provost has requested that **Senate appoint up to six (6) faculty members and one (1) student** to the Search Advisory Committee for the reappointment of the Associate Dean, Faculty of Arts.

Attachments and Links

1. Memo: Call for SAC Members for the Reappointment of the Associate Dean, Faculty of Arts

2. HR20, *Search Advisory, Appointment and Re-Appointment of Senior Academic Administrative Positions* Policy

3. HR20, *Search Advisory, Appointment and Re-Appointment of Senior Academic Administrative Positions* Procedures

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Submitted by

Sonia Orlu – Administrative Assistant, University Senate

Date submitted

March 17, 2026

TO: Senate
            Shelley Boyd, Dean, Faculty of Arts
            Mark Diotte, President, Kwantlen Faculty Association
            John Potter-Smith, Chair, BCGEU Support Staff
            Paramvir Singh, President & VP University Affairs, Kwantlen Student Association

CC: Michelle Molnar, Administrative Assistant, Senate
            Ed Ko, Associate Dean, Faculty of Arts
            Kyla Meermann, Coordinator of Administrative Services, Kwantlen Faculty Association
            Angelo Ma, HRBP

FROM: CHAIR – Shelley Boyd – Dean, Faculty of Arts

DATE: February 06, 2026

SUBJECT: Renewal of Appointment – Associate Dean, Faculty of Arts

KPU will commence a review of the position of Associate Dean, Faculty of Arts in order to make a recommendation to the President accordant with Policy HR20.

As per Policy HR20 and related procedures for Composition of Search Advisory Committees, I am requesting that members of the Reappointment Search Advisory Committee be appointed as soon as possible, as follows:

i)   regular faculty members, two of whom are appointed by the KFA and others appointed by the Senate to ensure representation by the Faculty of the Associate Dean up to a maximum of eight faculty
ii)   one student registered in a program offered by the Faculty, appointed by the Senate
iii)   one student, registered in a program offered by the Faculty, appointed by the Kwantlen Student Association
iv)   one regular BCGEU staff member from the Faculty, appointed by the BCGEU
v)   one excluded employee from the Faculty, appointed by the Chair
vi)   one Dean or Associate Dean from another Faculty appointed by the Provost

Meeting dates are tentatively scheduled as follows:
- Reappointment Orientation Meeting: **March 31st from 3:00pm-4:00pm - Microsoft Teams;**
- Presentation and Interview: **April 14th from 1:00pm-3:00pm- Surrey Campus**; and
- Deliberation & Recommendation Meeting: **April 14th at 3:00pm-4:00pm – Surrey Campus.**

Please notify me, as Chair of the Reappointment Advisory Committee, as well as Angelo Ma, HRBP once the above appointments have been made by you or your representative group.

We would appreciate a response by **March 11th, 2026.**

Sincerely,

Shelley Boyd

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Chair's Report to Senate
SSCAPP
March 13, 2026

SSCAPP met on Teams and considered two items of new business, Approval of Accuplacer as an English Language Placement Test and Approval of Extension to CLB Score Pilot. A motion to table the Accuplacer motion was discussed and defeated, and then after discussion with a variety of viewpoints the motion to approve Accuplacer was passed. Approval to extend the CLB score pilot also passed, but with minimum discussion.

Respectfully,
Catherine Schwichtenberg
Chair, SSCAPP

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Senate

AGENDA TITLE: ACCUPLACER AS AN ENGLISH LANGUAGE PLACEMENT TEST

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate approve Accuplacer as an English Language Placement Test, effective September 1, 2026.

COMMITTEE REPORTS FOR THIS MOTION

On March 13, 2026, the Senate Standing Committee on Academic Planning and Priorities recommended that Senate approve Accuplacer as an English Language Placement Test, effective September 1, 2026.

Context and Background

Applicants to KPU may satisfy KPU's Undergraduate English Proficiency Requirement through completion of high school English courses, through undergraduate courses, through English Qualifying or English Language Study courses at KPU, or through approved testing options.

KPU currently accepts a number of external tests for university admission. Providing a number of test options allows flexibility for applicants to access testing to support their application.
Accuplacer Pilot Motions:

On December, 2022, the Senate Standing Committee on Academic Planning and Priorities passed the following motion:
THAT the Senate Standing Committee on Academic Planning and Priorities recommend that Accuplacer be piloted as an additional option for students starting September 2023 for the minimum of four semesters until such a time that data may be assessed.

On March 31, 2023, the Senate Standing Committee on Academic Planning and Priorities recommended that Senate approve the following cut scores for Accuplacer:

Level of Admission	Reading	Writing	Essay
Undergraduate / Graduate Admission	260	250	6
Pathway 3 Admission	250	240	5
Pathway 2 Admission	240	230	4
Pathway 1 Admission	230	220	3

On April 24, 2023, Senate approved the above cut scores for Accuplacer.

Data for student success for students placed based on Accuplacer scores since September 2023 is now available.

Key Messages

1. Accuplacer was introduced in Fall 2023 as an option for applicants to meet the English proficiency requirement.

2. The pilot period is now complete and data for student success based on Accuplacer scores is available.

3. The success of students placed based on their Accuplacer results was not significantly different from that of students placed based on their high school grade 12 English.

Attachments

1. Office of Planning and Accountability Report: Assessing English Proficiency at KPU Dec 10, 2025

Submitted by

Meredith Laird, Manager, Curricular Support

Date submitted

March 13, 2026

History of Accuplacer Motions at Senate

1. SSCAPP, Dec 2022: Accuplacer was brought to SSCAP as a discussion item with the recommendation that it be an option for English proficiency testing. This included the following report from the English Placement Testing Working Group which was asked to consider Accuplacer:

> **Report from the Chair of the English Placement Testing Working Group [EPTWG]**
>
> At the November, 2021, meeting of the Senate Standing Committee on Academic Planning and priorities it was decided that a temporary working group would be formed to provide advice on the procurement of English testing tools. This group provided a recommendation on Duolingo in May 2022, and then proceeded to address Accuplacer and the question of future discussion of such testing.
>
> In its discussion of Accuplacer the group as able, through Assessment and Testing Services, to gain access to a sample test and subsequently discussed its strengths and shortcomings. Some committee members argued that a KPU proctor (as is the case for some current tests at KPU) provides a better experience, that Accuplacer is insufficiently localized, and that Accuplacer is held back by its lack of a speaking component. Others argued that Accuplacer is more flexible and accessible and that, since comparator institutions use it, we should infer that it provides value to those institutions. It was also argued that increasing Accuplacer may better protect against rater bias. No motion was carried on this issue.
>
> While this conversation was taking place, a partnership between the Ministry and Health Care Assistant Program faculty resulted in a proposed change to HCAP admission to allow Accuplacer for that program.

    The following are the minutes of that meeting:

> **9.1. Accuplacer Report**
>
> David Burns presented his report and provided a summary of the discussion from the October 22, 2022 meeting regarding whether Accuplacer should be an option for English proficiency testing and if EPT and EU testing should be unified.
>
> Sharmen Lee proposed a motion to have Accuplacer be piloted as an additional English testing option. Fiona Whittington-Walsh opposed and provided rationale from a Disability, Access and
>
> Inclusion standpoint and stated discussion on Accuplacer needed to be paused until further consultations have been conducted.
>
> The committee discussed the applicable parameters for the motion so data can be collected and assessed to make an ultimate decision. The committee agreed that the Fall intake generates the largest volume of registrations and since Fall 2023 registration has already opened, including Fall 2024 statistics will be valuable as it will provide fulsome data. The committee agreed to amend and move the proposed motion.
>
> **Sharmen Lee moved THAT the Senate Standing Committee on Academic Planning and Priorities recommend that Accuplacer be piloted as an additional option for students starting September 2023 for the minimum of four semesters until such a time that data may be assessed.**
>
> **The motion carried.**

2. SSCAPP, March 31 2023: The motion to approve that the cut off scores for Accuplacer placement was approved. This involved consultation with Assessment & Testing Services and the Registrar.

   The following are the minutes of that meeting:

   ### 7.1. Accuplacer Pilot – Proposed Cut Scores

   David Burns, Associate Vice-President, Academic, shared that in the December 2022 meeting, the Senate Standing Committee on Academic Planning and Priorities recommended that Accuplacer be piloted as an additional option for students starting September 2023 for a minimum of four semesters. Upon consultation with the Assessment & Testing Services (ATS) and the Registrar, the proposed cut scores are now presented as attached. He shared the proposed tiered Accuplacer scores for each of KPU's four levels of University admission.

   The committee engaged in a robust discussion regarding the test and scores presented.

   An electronic vote was sent out to all SSCAPP members after the meeting adjourned.

   Allyson Rozell moved THAT the Senate Standing Committee on Academic Planning and Priorities recommend that Senate approves the following cut scores for Accuplacer.

   The motion carried.

3. Senate, April 2023: the pilot and cut off scores were approved by Senate:

   The following are the minutes of that meeting:

   ### 8.1. Accuplacer Pilot

   In December 2022, the Senate Standing Committee on Academic Planning and Priorities approved to recommend that Accuplacer be piloted as an additional option for students starting September 2023 for a minimum of four semesters. Upon consultation with the Assessment & Testing Services (ATS) and the Registrar, the proposed cut scores were presented in March 2023 meeting and were approved.

   Members shared their thoughts, including their support or opposition, on Accuplacer. There were discussions around the consultations and discontinued use in the past. It was clarified that the proposed implementation is a pilot.

   The Registrar highlighted that Accuplacer would provide an additional assessment method for native English speakers.

   Shelley Strimbold moved THAT Senate approve the following cut scores for Accuplacer and Accuplacer be piloted as an additional admission assessment option for students starting September 2023 for a minimum of four semesters until such a time that data may be assessed.

   The motion carried.

Assessing English Proficiency at KPU

To be admitted as an undergraduate student at KPU, students need at least a grade of C+ in grade 12 English, or equivalent. There are many alternate means of assessing English proficiency and students may, and many do, use more than one measure in the hope of getting a score that would allow them to be admitted to undergraduate studies, or failing that, at the highest preparatory level possible. If a student has multiple different methods of assessing their English proficiency at the time of admission, they are admitted to the highest level their assessments allow for. In other words, if grade 12 English was below C+, but they did an assessment test that would admit them to undergraduate studies, then they are admitted to undergraduate studies. The cut-off scores for the various English proficiency tests vary and are provided in Appendix A.

Comparing the Effectiveness of English Proficiency Tests

Students' performance on assessment tests can vary due to factors that have nothing to do with the test itself, so it's not surprising that students can get different placements from different tests. For instance, perhaps they weren't applying themselves in high school so didn't get a grade that reflects their English proficiency. When this is the case, students can take an assessment test to show that their English proficiency is higher than their grade 12 English grade indicates. However, it is also possible that the tests are not equivalent, with some being easier than others. In addition, test cut-offs levels that KPU has selected may not yield equivalent results. That is, the cut-off could be too high or too low.

We know that some students won't be successful in their studies regardless of their English proficiency level, as factors other than English proficiency affect student performance. For this assessment, we look at the percentage of students who are successful based on various measures of assessing English proficiency. Success is defined as getting a term GPA of 2.00 or better. A GPA of 2.00 is the minimum needed to maintain good academic standing. The percentage is based on all students, including those who withdrew. The assessment is based only on courses at the level they were admitted at. So, for instance, if a student was admitted as a preparatory student, meaning they didn't have the English proficiency required for undergraduate studies, only preparatory courses are counted, even though as a Pathway student they may have taken some undergraduate courses. Since KPU's grade 12 English is KPU's English proficiency standard, the success rates for students based on grade 12 English is used as the baseline against which other assessment methods are compared. Only domestic students were included in this study.

Effectiveness of Accuplacer

Accuplacer was first introduced in Fall 2023 as an option for applicants to meet the English proficiency requirement. Since then, a total of 71 domestic students has submitted Accuplacer results, 2 of which were excluded from this analysis because of scores which fell below the threshold for Level 1 Pathway English Proficiency. Among the remaining 69, 56% were placed at the level they were placed by Accuplacer, 41% were placed at a higher level based on another assessment method, and 3% were placed at a lower level.

Table 2 shows the results for categories with enough students. From among those with Accuplacer scores, those who started at the UG level even when their Accuplacer scores placed them at a lower level showed the highest success rates on their first term performance on courses consistent with their placement level. That they are so successful as UG students even though their Accuplacer placement was at the preparatory level, suggests that the Accuplacer cuts off scores that KPU selected as the minimum needed for UG may be too high.

Table 2. Term 1 Performance Based on Accuplacer placement

Category	Assessment Level	Count	Ave. Term 1 GPA	Term 1 Success Rates
Accuplacer Placement at level 3 and started at that level	PREP	12	2.43	75%
Accuplacer Placement at UG and started at that level	UG	15	2.65	73%
Accuplacer Placement is lower but started at UG	UG	14	3.12	79%

As stated earlier, grade 12 English is used as the baseline against which other assessment methods are compared. Table 3 shows the success rates of students who were placed at comparable levels by their high school English 12 grade. Success rates for those placed by Accuplacer were not significantly different from those placed by high school grade 12 English in the comparable category.

Table 3. Term 1 Performance Based on High School Grade 12 English placement

Category	Assessment Level	Count	Ave. Term 1 GPA	Term 1 Success Rates
HS English Placement at level 3 and started at that level	PREP	224	1.92	65%
HS English Placement at UG and started at that level	UG	3716	2.85	78%
HS English Placement is lower but started at UG	UG	144	2.70	70%

Conclusion

The success of students placed based on their Accuplacer results was not significantly different from that of students placed based on their high school grade 12 English. This suggests that the Accuplacer test is just as valid an assessment of English proficiency as is high school grade 12 English. Information on the statistical analysis is provided in Appendix B.

Appendix A. English Proficiency Requirements

1. *Undergraduate English Proficiency Requirement*

   Source: [English Proficiency Requirements for Admission < Kwantlen Polytechnic University Academic Catalog](#)

Undergraduate English Proficiency Requirement

All applicants to undergraduate studies must satisfy KPU's Undergraduate English Proficiency Requirement through one of the following ways:

High School Courses

- Completion of BC English Studies 12 , English First Peoples 12 or Literary Studies 12 with a minimum grade of C+ (or equivalents)

- As part of the Adult Dogwood Diploma, completion of English Studies 12 with a minimum grade of C+

- Completion of IB (International Baccalaureate) English A (HL or SL) with a minimum grade of 3 (or C+)

- Completion of AP (Advanced Placement) English Language and Composition or AP English Literature and Composition with a minimum grade of 2 (or C+)

For English 12 and all other provincially examinable courses, KPU will accept the blended grade (classroom grade + provincial examination grade) OR the classroom grade — whichever is higher — for the purposes of Faculty and program admission, and for satisfying course prerequisites, where applicable. Current students wishing to use a higher classroom mark for the purposes of satisfying prerequisites should request to have an official copy of their high school transcript sent to Admissions should they wish to have their academic record updated to include the classroom mark for any provincially examinable courses.

Undergraduate Courses

- Completion of 3 credits of undergraduate English (ENGL) with a minimum grade of C- from a recognized post-secondary institution where English is the primary language of instruction

- Graduation from a baccalaureate degree, or two-year diploma program, or successful completion of two years of study (60 credits) at the undergraduate level, with a minimum CGPA of 2.0, at a recognized post-secondary institution where English is the primary language of instruction

KPU Courses

- Completion of ELST 0381 and ELST 0383 (or equivalents) with a minimum grade of B in both, or ELST 0381 with a minimum grade of B and a KPU placement score higher than ELST 0383 level

- Completion of one of ENGQ 1091, ENGQ 1092 or ENGQ 1099 (or equivalents) with a minimum grade of C

Testing Options

- KPU English Placement Test (EPT) with placement into ENGL 1100

- Canadian Academic English Language Assessment (CAEL): Score of 70 or higher with no sub score less than 60, taken within the last two years from the term of admission

- Duolingo English Test: Score of 110 or higher, taken within the last two years from the term of admission.

- International English Language Testing System (IELTS) Academic Test: overall band of 6.5 or higher, with a minimum 6.0 in each band, taken within the last two years from the term of admission

- Pearson Test of English (PTE): Score of 61 or higher, taken within the last two years from the term of admission

- Test of English as a Foreign Language (TOEFL): iBT 88 or higher, with no sub score less than 20, taken within the last two years from the term of admission

- Accuplacer: Reading score of 260, Writing score of 250 and WritePlacer Essay score of 6, or higher, taken within the last 2 years from the term of admission.

2. Pathway Level 3 English Proficiency Requirement

Source: [Pathway to Undergraduate Studies < Kwantlen Polytechnic University Academic Catalog](#)

Pathway Level 3 Admission Requirements

High-School Courses

- BC English Studies 12 (C), English First Peoples 12 (C), or Literary Studies 12 (C)
- IB English A (HL or SL) (C)
- AP English Literature and Composition (C) or AP English Literature and Composition (C)

Testing Options

- Canadian Academic English Language Assessment (CAEL): Score of 60 or higher with no sub score less than 50, taken within the last two years from the term of admission.
- Canadian Language Benchmark Placement Test (CLBPT): overall score of 8 or higher, with no sub score below 8, taken within the last two years from the term of admission at an assessment centre listed on the Centre for Canadian Language Benchmarks (CCLB)
- Duolingo English Test: Minimum score of 95, taken within the last two years from the term of admission.
- International English Language Testing System (IELTS): overall band of 6.0 or higher, with a minimum 6.0 in each band, taken within the last two years from the term of admission.
- LanguageCert Academic Test: overall score of 65 or higher, with no sub score below 65, taken within the last two years from the term of admission
- Pearson Test of English (PTE): Score of 54 or higher, taken within the last two years from the term of admission.
- Test of English as a Foreign Language (TOEFL): iBT 80 or higher, with no sub score less than 19, taken within the last two years from the term of admission.
- KPU English testing with placement into one of ENGQ 1091, ENGQ 1092, ENGQ 1099 or ELST 0381
- Accuplacer: Reading score of 250, Writing score of 240 and WritePlacer Essay score of 5, or higher, taken within the last 2 years from the term of admission.

Other Course Options

- Successful completion of KPU ELST 0281 (B-) or ENGQ 1089 (C)
- Successful completion of one year of study (30 credits) at the undergraduate level, with a minimum CGPA of 2.0, at a recognized post-secondary institution where English is the primary language of instruction

3. *Pathway Level 2 English Proficiency Requirement*

Source: [Pathway to Undergraduate Studies < Kwantlen Polytechnic University Academic Catalog](#)

Pathway Level 2 Admission Requirements

High-School Courses

- BC English Studies 12 (C-), English First Peoples 12 (C-), Literary Studies 12 (C-), or Communications 12 (B)
- IB English A (HL or SL) (2 or C-)
- AP English Language and Composition (C-), or AP English Literature and Composition (C-)

Testing Options

- Canadian Academic English Language Assessment (CAEL): Score of 50 or higher with no sub score less than 40, taken within the last two years from the term of admission.
- Canadian Language Benchmark Placement Test (CLBPT): overall score of 7 or higher, with no sub score below 7, taken within the last two years from the term of admission at an assessment centre listed on the Centre for Canadian Language Benchmarks (CCLB)
- Duolingo English Test: Minimum score of 85, taken within the last two years from the term of admission.
- International English Language Testing System (IELTS): overall band of 5.5 or higher, with a minimum 5.5 in each band, taken within the last two years from the term of admission.
- LanguageCert Academic Test: overall score of 60 or higher, with no sub score below 60, taken within the last two years from the term of admission
- Pearson Test of English (PTE): Score of 46 or higher, taken within the last two years from the term of admission.
- Test of English as a Foreign Language (TOEFL): iBT 61 or higher, with no sub score less than 18, taken within the last two years from the term of admission.
- KPU English testing with placement into one of ENGQ 1089 or ELST 0281
- Accuplacer: Reading score of 240, Writing score of 230 and WritePlacer Essay score of 4, or higher, taken within the last 2 years from the term of admission.

Other Course Options

- Successful completion of ELST 0181 (B-), or ENGQ 1079 (C)
- Successful completion of 15 credits at the undergraduate level, with a minimum CGPA of 2.0, at a recognized post-secondary institution where English is the primary language of instruction.

4. *Pathway Level 1 English Proficiency Requirement*

Source: [Pathway to Undergraduate Studies < Kwantlen Polytechnic University Academic Catalog](#)

Pathway Level 1 Admission Requirements

High-School Courses

- BC Communications 12 (C+)

Testing Options

- Canadian Academic English Language Assessment (CAEL): Score of 30 or higher, with no sub score below 30, taken within the last two years from the term of admission

- Canadian Language Benchmark Placement Test (CLBPT): overall score of 5 or higher, with no sub score below 5, taken within the last two years from the term of admissionat an assessment centre listed on the Centre for Canadian Language Benchmarks (CCLB)

- Duolingo English Test: Minimum score of 65, taken within the last two years from the term of admission.

- International English Language Testing System (IELTS): overall band of 4.5 or higher, with a minimum 4.0 in each band, taken within the last two years from the term of admission.

- LanguageCert Academic Test: overall score of 47 or higher, with no sub score below 40, taken within the last two years from the term of admission

- Pearson Test of English (PTE): Score of 29 or higher, taken within the last two years from the term of admission

- Test of English as a Foreign Language (TOEFL): iBT 32 or higher, with 12 in Writing and Speaking, 6 in Listening and Reading taken within the last two years from the term of admission

- KPU English testing with placement into one of ELST 0041 through 0183, or ENGQ 1079

- Accuplacer: Reading score of 230, Writing score of 220 and WritePlacer Essay score of 3, or higher, taken within the last 2 years from the term of admission.

KWANTLEN POLYTECHNIC UNIVERSITY
Senate

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Number: *9.2*
Meeting Date: *Monday, March 30, 2026*
Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: CLB SCORE PILOT EXTENSION

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate approve a two-year extension to the current one-year pilot allowing the use of Canadian Language Benchmark (CLB) scores as an approved English prerequisite for admission to the Pathway to Undergraduate Studies and for placement into English Language Studies courses, as outlined in the table below, effective September 1, 2026.

Pathway	ELST Courses	CLB Subscores
1	0041	No score lower than 5
	0043	No score lower than 5
	0181	Reading Subscore 6, Writing Subscore 6, Listening Subscore 5, Speaking Subscore 5
	0183	Reading Subscore 5, Writing Subscore 5, Listening Subscore 6, Speaking Subscore 6
2	0281	Reading Subscore 7, Writing Subscore 7, Listening Subscore 6, Speaking Subscore 6
	0283	Reading Subscore 6, Writing Subscore 6, Listening Subscore 7, Speaking Subscore 7
3	0381	Reading Subscore 8, Writing Subscore 8, Listening Subscore 7, Speaking Subscore 7
	0383	Reading Subscore 7, Writing Subscore 7, Listening Subscore 8, Speaking Subscore 8
	0261	Speaking Subscore 7
	0262	Writing Subscore 7

COMMITTEE REPORT

On March 13, 2026, the Standing Committee on Academic Planning and Priorities recommended that Senate approve a two-year extension to the current one-year pilot allowing the use of Canadian Language Benchmark (CLB) scores as an approved English prerequisite for admission to the Pathway to Undergraduate Studies and for placement into English Language Studies courses, as outlined in the table below, effective September 1, 2026.

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3	0381	Reading Subscore 8, Writing Subscore 8, Listening Subscore 7, Speaking Subscore 7
	0383	Reading Subscore 7, Writing Subscore 7, Listening Subscore 8, Speaking Subscore 8
	0261	Speaking Subscore 7
	0262	Writing Subscore 7

Context and Background

Senate approved a one-year pilot for the use of the Canadian Language Benchmark (CLB) scores, effective September 2025. However, the English Language Studies (ELS) Department requires more time to collect data to determine its usefulness as a prerequisite measure, so we are seeking to extend the pilot for a further two years from Fall 2026 to end of August 2028.

The Canadian Language Benchmarks (CLB) are a set of descriptive statements of English language abilities. They describe the communicative competencies and performance tasks for 12 levels from basic to advanced. The CLB is a reference for learning, teaching, programming and assessing adult English Language Studies (ESL) in Canada, in particular for placement and progression of students in government-funded Language Instruction for Newcomers to Canada (LINC) classes.

The federal government recently announced budget cuts to settlement language programs due to reduced immigration levels. LINC/CLB levels 7 and 8 will be phased out April 1, 2025, and CLB 5 and 6, March 2026. This presents challenges for newcomers who seek low cost or free programs to improve their language skills and an opportunity for KPU's English Language Studies to respond to a community need and diversify enrolment.

The CLB is not a language proficiency test, but it does have aligned assessments. The CLB includes the Canadian Language Benchmark Placement Test (CLBPT), which newcomers to Canada take to be placed into LINC classes. LINC Instructors use a formative assessment tool, the Portfolio Based Language Assessment (PBLA), and the following summative assessment tools: (1) Summative Assessment Manual (SAM) for CLB 1-4, and (2) CLB 5-10 Exit Assessment Tasks. LINC students can receive progress reports and certificates with CLB scores.

In 2014, the BC Council on Admissions & Transfer (BCCAT)'s English as an Additional Language (EAL) Committee established an alignment between the English for Academic Purposes (EAP) learning outcomes and the Canadian Language Benchmarks (CLB), with an update in 2018. In 2022, the Committee launched a project for realignment, and based on their findings, a motion was passed in May 2024 to approve alignments with the CLB as follows:

BCCAT	Listening	Speaking	Reading	Writing
EAP I	CLB 5	CLB 5	CLB 5	CLB 5
EAP II	CLB 6	CLB 6	CLB 6	CLB 6
EAP III	CLB 7	CLB 7	CLB 7	CLB 7
EAP IV	CLB 8	CLB 8	CLB 8	CLB 8

As KPU's ELS courses have been articulated with BCCAT EAP levels, CLB scores can be aligned with ELS courses.

Key Messages

1. A longer pilot period will allow sufficient data collection to assess the appropriateness and reliability of the Canadian Language Benchmark as a placement tool.

2. Adding the Canadian Language Benchmark scores will provide greater access to English Language Studies (ELS) for domestic students.

3. BC Council on Admissions & Transfer (BCCAT) has aligned Canadian Language Benchmarks (CLB) scores with English for Academic Purposes (EAP) levels.

Resource Requirements

N/A

Implications/Risks

N/A

Consultations

1. Aimee Begalka, Dean, Faculty of Academic & Career Preparation (ACP)

2. ACP English Language Studies (ELS) Assessment and Curriculum Committee (the extension was approved by the Committee on November 10, 2025)

3. Meredith Laird, Manager, Curricular Support

4. Nadia Henwood, AVP Enrollment Services and Registrar

Attachments

1. About the CLB https://www.language.ca/resourcesexpertise/on-clb/

2. Understanding the CLB https://www.language.ca/resourcesexpertise/for-language-learners/

3. BCCAT CLB Realignment Final Report - September 2024

4. Notes: Pros and Cons of adding CLB

5. CLB Scan Post Secondary Institutes

Submitted by

Melissa Swanink, ACP

Date submitted

March 13, 2026

Chair's Report to Senate
Senate Standing Committee on Policy
March 10, 2026

SSC Policy met on Teams with good representation. Josephine Chan from the Policy Office graciously provided an overview of the policy process, the intersections with the Policy Committee, and the 'policy on policies' GV2. Phase 1 Policy & Procedure EI3 Disability Justice and Accessibility came to the committee for information and the committee requested that the Learning Centre be consulted and then opted into the process.

Catherine and Michelle reviewed the draft 2026–27 Senate and committee meeting calendar, inviting feedback before it proceeds to Senate. The committee also examined its membership structure, considering quorum challenges and opportunities to strengthen representation in areas such as accessibility, equity, and Indigenous perspectives.

Respectfully

Catherine Schwichtenberg, Chair

![KPU Kwantlen Polytechnic University Senate logo]

Chair's Report to Senate
Senate Standing Committee on Program Review
March 4th, 2026

The following reports were discussed and approved, pending some edits requested by the committee:

- Graphic Design for Marketing (Bachelor of Design), Self-Study Report.

- Graduate Nurse Internationally Educated Re-entry (Certificate), Self-Study Report.

Both programs were complimented on the high quality of their reports.

Senate vice-chair, Catherine Schwichtenberg, led a discussion on committee membership and workload. It was generally agreed that the committee contains appropriate representation and expertise from across KPU, though additional seats for one or two Faculties may help deal with the expected large workload in the coming year.

Melike Kinik-Dicleli (Manager, Quality Assurance, Office of Planning & Accountability) presented the monthly report on the status of program reviews across the university, noting that 37 programs are currently at various stages of the program review process, with most in the self-study phase.

AGENDA TITLE: Notice of Election: Vice-Chair of Senate

ACTION REQUESTED: Information

Context and Background

University Act, Section 42:

The senate shall make and publish all rules necessary and not inconsistent with this Act in respect of nominations, elections and voting, and the registrar shall conduct all elections as are required.

Senate Bylaw 4.01:

Each year at the April meeting, voting members of the Senate will elect a Vice-Chair from within the Senate's voting membership.

Key Messages

1. The term of office for the 2026 / 27 election of Senate Vice-Chair begins September 1, 2026 and ends August 31, 2027.

2. Any Senator whose Senate term is concurrent with the term for which a Vice-Chair of Senate is being elected may be nominated.

Attachments

1. Vice-Chair of Senate Job Duties

Submitted by

Nadia Henwood, Associate Vice-President, Enrolment Services & Registrar

Date submitted

March 17, 2026

POSITION DESCRIPTION: VICE-CHAIR, SENATE

DATE: November 26, 2012

GENERAL ACCOUNTABILITIES

1. In accordance with the *University Act,* the Vice Chair substitutes for the President in the role of Chair at Senate meetings which the President cannot attend. The Vice Chair also assists the Chair with duties associated with Senate role.

2. The Vice Chair acts as liaison between Faculty Councils, Faculty, Senate Standing Committees and Senate and where requested, Board of Governors, and ensures that Chair has clear overview of the matters under discussion at any particular time, and:

    2.1. Attends Faculty of the Whole meetings and Faculty Council meetings as required and,

    2.2. Attends all Senate meetings and various Senate Standing Committees meetings which deal with the detail of the matters arising from Senate.

    2.3. Where appropriate, acts as Chair to a Senate Standing Committee if the elected Chair is unavailable.

    2.4. Provides important information to the Standing Committees about any relevant discussion which has taken place at Senate itself. Prepares for meetings by reviewing materials, research and provides input as required during committee meetings.

    2.5. Acts as conveyer of information and processes between standing committees and other committees, i.e. working groups and task forces of Senate, where information cannot be conveyed in writing. Understands relevant background information and understanding of context which can only be gained through full immersion in governance and related processes. Maintains a high level of confidentiality as required.

    2.6. Acts as the faculty first point of contact for Senate. Discerns where and to whom to direct queries/requests/concerns and provide direction with respect to next steps. In many instances not only troubleshoots or directs, but also deals directly with issues.

    2.7. Troubleshoots issues between faculty and Senate and Faculties and Faculty Councils. Works with individuals to mitigate said issues. Advises Faculty Councils as to how other faculty councils are dealing with specific issues.

3. The Vice Chair liaises with the Office of the Provost with regard to emerging academic matters and policy development with regard to the process of discussion by appropriate Senate Standing Committees and Senate.

4. In conjunction with the Secretariat, the Vice Chair ensures that changes to course outlines approved by SCC have been made, and signs off accordingly.

5. In conjunction with the Secretariat and the Office of the Provost, the Vice Chair develops and offers orientation sessions to new Senate members.

6. When suggestions are put forward by Senate to develop new standing committees, the Vice Chair undertakes research to determine best practices and brings forward recommendation to Senate Governance Committee. As required, the Vice Chair deals with issues that arise.

7. The Vice Chair liaises with, and participates in external institutional Senate panel discussions and retreats in order to share ideas, discuss common issues and benefit from each other's experiences.