

BUSINESS FACULTY COUNCIL

Regular Meeting

3/23/2026

1:00—3:00 pm

Online via Microsoft Teams

AGENDA

1. Call to Order Ben Kwan 1:00
2. * Approval of Agenda
3. * Approval of Minutes, March 2, 2026
4. Chair's Report Ben Kwan 1:10
5. Dean's Report.....Alia Somji 1:20
6. Faculty Council Subcommittee Reports (written updates only)
 - 6.1 * Curriculum
 - 6.2 * Standing Committee on Governance Opportunity (Nominating)
 - 6.3 * Standing Committee on Business Education Framework (SCBEF)
 - 6.4 * Standing Committee on Educational Quality (SCEQ)
 - 6.5 * Research and Scholarship
 - 6.6 * Academic Integrity Violation (AIV)

Standing rule: Written updates are circulated for awareness and are not discussed unless a Council member requests discussion.
7. New Business
 - 7.1 Call for Election for Student Council Representative Ben Kwan 1:30
 - 7.2 * Course-Level Decision: Prerequisite changes
[BUSI/ENTR 2110: Values, Rationality, and Power: Developing Wise Organizational Action](#)
 Christina Page 1:35
MOTION: Motion to approve the Prerequisite change for BUSI/ENTR 2110: Values, Rationality, and Power: Developing Wise Organizational Action
 - 7.3 * Course-Level Decision: Prerequisite changes
[BUSI 2465: Negotiation Skills](#) Laila Ali 1:45

MOTION: Motion to approve the Prerequisite change for BUSI 2465: Negotiation Skills

7.4 * New course addition

[CBSY 1120: Work Smarter with Artificial Intelligence](#) Landon Kleis 1:55

MOTION: Motion to approve the New course: CBSY 1120: Work Smarter with Artificial Intelligence with stated changes

7.5 * Program-Level Decisions: [Minor in Economics](#) modernization and upper-level courses structure revision Vera Lantinova 2:05

MOTION: Motion to approve the Modernization of the Minor in Economics

7.6 * A request to revise the current Standing Committee on Business Education Framework (SCBEF) mandate and membership as proposed or dissolve the current committee and strike a new committee with a new mandate..... Valerie Warren 2:15

7.7 * A request to approve the creation of the standing committee: Melville PLAR Application Guideline and Method Committee..... Sasha Ramnarine 2:35

8. Adjournment

Subcommittee Monthly Check-In

Subcommittee:

Reporting period (month/year):

Submitted by:

This check-in is intended to be brief (5–10 minutes to complete). Bullet points are sufficient.

1. Did the subcommittee meet this month?

☐ No

☒ Yes — Date: March 9, 2026

2. Key items discussed, reviewed, monitored, approved, endorsed, or recommended

☐ No business to report this month

☒ Yes — please specify briefly:

- We passed the following courses
 - BUSI/ENTR 2110: Values, Rationality, and Power: Developing Wise Organizational Action
 - CBSY 1120: Work Smarter with Artificial Intelligence
 - Minor in Economics upper-level courses structure revision
 - We also elected a new Chair person:
 - Ralph Ferens
-

3. Concerns, pressures, trends or patterns the subcommittee is monitoring

(Workload, policy ambiguity, accreditation issues, bottlenecks, unmet needs, data indicators etc.)

☒ None

☐ Yes — please specify briefly:

•

4. Items likely to require Faculty Council attention in the next 1-2 meetings

☒ None anticipated

☐ Yes — timing and nature of item:

•

6. Requests of Faculty Council (if any)

Subcommittee Monthly Check-In

- ☒ None
- ☐ Advice
- ☐ Direction
- ☐ Formal decision

Brief explanation (if applicable):

-

Subcommittee Monthly Check-In

Subcommittee: Nominating Committee

Reporting period (month/year): Mar/2026

Submitted by: Anita/Richard

This check-in is intended to be brief (5–10 minutes to complete). Bullet points are sufficient.

1. Did the subcommittee meet this month?

☐ No

☒ Yes — Date: Friday, March 13th

2. Key items discussed, reviewed, monitored, approved, endorsed, or recommended

☐ No business to report this month

☒ Yes — please specify briefly:

- Call for Rep for Digital Credential Committee; the deadline is March 16.
-

3. Concerns, pressures, trends or patterns the subcommittee is monitoring

(Workload, policy ambiguity, accreditation issues, bottlenecks, unmet needs, data indicators etc.)

☐ None

☒ Yes — please specify briefly:

-
-

4. Items likely to require Faculty Council attention in the next 1-2 meetings

☒ None anticipated

☐ Yes — timing and nature of item:

-
-

6. Requests of Faculty Council (if any)

☒ None

☐ Advice

☐ Direction

☐ Formal decision

Brief explanation (if applicable):

-

Subcommittee Monthly Check-In

Subcommittee: BEF

Reporting period (month/year): March, 2026

Submitted by: Valerie Warren

This check-in is intended to be brief (5–10 minutes to complete). Bullet points are sufficient.

1. Did the subcommittee meet this month?

☐ No

☒ Yes — Date: Wednesday, March 4, 2026

2. Key items discussed, reviewed, monitored, approved, endorsed, or recommended

☐ No business to report this month

☒ Yes — please specify briefly:

- The mandate approved in April 2021 of the existing BEF committee was to annually report on the relevancy of BEF learning aims and outcomes, as determined by annual student, program faculty, and industry feedback. Committee membership was comprised of a faculty member from each department/program having a course within the current BEF, and include at least one faculty member from Faculty Council.
- The current BEF committee met this mandate. A set of common competencies with learning aims and outcomes needed by all MSB graduates was brought to and approved by FC last year (Copy attached- please forgive the markup, there were changes made based on departmental feedback and this is the copy I have).
- The BEF Committee, in consultation with the Dean, has determined desirable next steps. An updated mandate from Faculty Council is requested below.

3. Concerns, pressures, trends or patterns the subcommittee is monitoring

(Workload, policy ambiguity, accreditation issues, bottlenecks, unmet needs, data indicators etc.)

☐ None

☒ Yes — please specify briefly:

Resources: A completion of the review, including the analysis and a final recommendation, is 6 months. To ensure changes are in place for ACYR 27/28, the Dean has committed to providing an external facilitator for this work.

Subcommittee Monthly Check-In

4. Items likely to require Faculty Council attention in the next 1-2 meetings

- ☐ None anticipated
- ☒ Yes — timing and nature of item:
- Likely. Next steps TBD once the key decisions below are established.

6. Requests of Faculty Council (if any)

- ☐ None
- ☐ Advice
- ☐ Direction
- ☒ Formal decision

Request:

FOR FC to revise the current Committee mandate and Membership as proposed below or dissolve the current committee strike a new committee with a new mandate and member as FC sees appropriate.

Mandate:

The BEF Committee is requesting a mandate of the following:

1. Review the skills approved by FC last year and determine whether changes are needed.
 - Copy of approved competencies and learning aims and outcomes -attached.
2. Take a clean slate approach to determine the structure as to how credentials will achieve any agreed to competencies, learning aims outcomes, and student learning experience.

Committee Composition

Current Committee membership comprises of a faculty member from each department/program having a course within the current BEF, and include at least one faculty member from Faculty Council.

These departments include: ACCT, BUSI, CMNS, ECON, ENTR, HRMT, MRKT, BUQU, Plus at least one member from Faculty Council

Proposed Committee membership – to comprise of a faculty member from each MSB department (except for INFO). Therefore, a member from CBSY is needed to join the committee.

Subcommittee Monthly Check-In

- A faculty member will be the Chair of the committee.
- FC may elect a member to sit on the committee
- Alternates

Alternates from each dept and FC are allowed in case the duly selected member of the committee is unavailable, however, where possible, continuity of committee members is preferred.

BEF SLOs	BEF SLO Title	BEF SLO Definition	Level 1 - Foundation ("F")	Level 2 - Practiced ("P")	Level 3 - Mastered ("M")
SLO #1 Original	Business Competency	Graduates will be able to assess business or organizational situations and information to make appropriate decisions and plan out sensible actions to put their company, organization or team in a more optimal position.	Graduates will demonstrate knowledge of how value is created, sustained and developed by an organization through the integrated business functions.	Graduates will apply knowledge pertaining to the core functional areas of business as a means to formulate and implement decisions intended to achieve organizational goals.	Graduates will take strategic, integrative, and innovative business approaches to create value in an increasingly global environment.
Revision	Business Decision Making Competency	Graduates will be able to assess business or organizational situations and information to make appropriate decisions and plan out <u>strategic sensible</u> actions to put their company, organization or team in a more optimal position.	Graduates will demonstrate decision-making knowledge based on how value is created, sustained and developed by an organization through the integrated business functions.	Graduates will apply knowledge pertaining to the core functional areas of business as a means to formulate and implement decisions intended to achieve organizational goals.	Graduates will implement strategic, integrative, and innovative business decisions to create value in a dynamic environment.
SLO #2	Financial Literacy	Graduates will maintain and apply a broad understanding of financial management principles to ensure decisions are fiscally sound and responsible.	Graduates will demonstrate knowledge of financial and economic theories, reporting and markets to explain the financial position of an organization.	Graduates will apply and evaluate fundamental principles of economics, finance and financial accounting to make informed business decisions and personal finance decisions.	Graduates will assess organizational situations, develop and evaluate alternatives using cost-benefit thinking to set priorities and evaluate performance against set plans and goals.
Revision	Financial Literacy	Graduates will maintain and apply a broad understanding of financial management principles to ensure decisions are fiscally sound and responsible.	Graduates will demonstrate knowledge of financial and economic theories, reporting and markets to explain the financial position of an organization.	Graduates will apply and evaluate fundamental principles of economics, finance and financial accounting to <u>understand</u> make informed business decisions and <u>make informed</u> personal finance decisions <u>as it applies to their selected discipline and personal</u> finance decisions.	Graduates will assess organizational situations, develop and evaluate alternatives using cost-benefit thinking to <u>contribute to setting organizational</u> priorities and evaluate performance against set plans and goals. from an <u>organizational and selected discipline perspective.</u>

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SLO #3 Original	Communication Competency	Graduates will communicate effectively through listening, understanding, speaking, and writing with clarity to communicate complex matters to a variety of stakeholders.	Graduates will write and present in an organized, purposeful and clear manner using appropriate business vocabulary and grammatically correct usage.	Graduates will develop concise and engaging communications by integrating data and visuals to enhance persuasive professionally written and oral presentations in business and workplace contexts.	Graduates will be able to conceive and defend insights from their analytical, critical and reflective thinking and research to communicate complex and specific (written or verbal) messages appropriate for the audience in business and workplace contexts using the appropriate medium.
Revision	Strategic Communication Competency	Graduates will communicate effectively <u>through written, verbal, and visual communications</u> with clarity and purpose in order to share complex matters <u>with</u> a variety of stakeholders.	Graduates will <u>share-write, present, and visualize information</u> in an organized, purposeful and clear manner using appropriate <u>business professional</u> vocabulary and grammatically correct usage.	Graduates will develop concise, engaging and persuasive communications for workplace contexts by integrating data and visuals <u>into written, verbal and visual narratives</u> .	Graduates will be able to conceive and defend insights from their analytical, critical and reflective thinking and research to communicate complex and specific messages appropriate for the audience in business and workplace contexts using the appropriate medium.
SLO #4 Original	Thinking and Decision Making Competency	Graduates will leverage analytical and problem-solving skills, their capacity for innovative and integrative thought, as well as both divergent and convergent thinking to identify and manage strategic actions	Graduates will demonstrate knowledge of how to use and interpret quantitative and qualitative management science techniques as they apply to business problems.	Graduates will apply appropriate quantitative and qualitative management science models to effectively analyze and draw conclusions on business situations in order to make recommendations.	Graduates will be able to conceptualize complex situations (data, problems, opportunities) in order to formulate and appraise innovative solutions.

Revision	Critical Thinking and Analysis	Graduates will leverage analytical and problem-solving skills, their capacity for innovative and integrative thought, as well as other ways of knowing to identify and manage strategic and ethical actions.	Graduates will demonstrate knowledge of how to use and interpret quantitative and qualitative data as they apply to business problems.	Graduates will apply appropriate quantitative and qualitative management models and ethical frameworks to effectively analyze and draw conclusions.	Graduates will be able to conceptualize complex situations (data, problems, opportunities) in order to formulate and implement solutions.
SLO #5 Original	Professionalism and Workplace Effectiveness	Graduates will leverage an understanding of personal accountability to manage self, support inter-personal relationships while exemplifying ethical behaviour and workplace conduct at the individual, team and organizational level.	Graduates will demonstrate knowledge of key intra-personal behaviours to understand how to effectively execute team-based activities within professional ethical norms. Students will demonstrate empathy, strong citizen behaviour and organizational awareness.	Graduates will apply knowledge of interpersonal behaviours and competencies to develop self-management strategies to facilitate strong individual, team and organizational outcomes in a professional and ethical manner.	Graduates demonstrate the ability to self-reflect, and develop effective strategies to manage others' self-awareness at the individual, team and organizational level to support improved performance within the context of multi-dimensional ethical criteria.
Revision	Professionalism and Personal Effectiveness	Graduates will leverage emotional intelligence to manage self and support relationships at the individual, team, and organizational level.	Graduates will demonstrate knowledge of emotional intelligence to understand how to manage self and effectively execute team-based activities. Students will demonstrate strong community citizenship behaviour , and organizational awareness.	Graduates will apply knowledge of emotional intelligence to develop self-management strategies and facilitate strong individual, team and organizational outcomes.	Graduates demonstrate the ability to self-reflect, and develop effective strategies to support the development of inclusive environments that deliver improved organizational performance.

Subcommittee Monthly Check-In

Subcommittee: SCEQ

Reporting period (month/year): March 2026

Submitted by: Azadeh Khoshaian

This check-in is intended to be brief (5–10 minutes to complete). Bullet points are sufficient.

1. Did the subcommittee meet this month?

- ☒ No: Not yet, our March meeting is scheduled on March 30th.
☐ Yes — Date:
-

2. Key items discussed, reviewed, monitored, approved, endorsed, or recommended

- ☐ No business to report this month
☒ Yes — please specify briefly:

An email was sent to the department chairs requesting that they begin preparing the Analysis and Action (A&A) reports, with the following action items:

- Identify the A&A team members and inform the SCEQ Chair by March 30th who will be preparing the report(s). Econ and HRMT have already informed me via email who will be working on their reports.
 - Submit the completed 1–2 page A&A reports to the SCEQ Chair by April 30th.
-

3. Concerns, pressures, trends or patterns the subcommittee is monitoring

(Workload, policy ambiguity, accreditation issues, bottlenecks, unmet needs, data indicators etc.)

- ☒ None
☐ Yes — please specify briefly:
-

4. Items likely to require Faculty Council attention in the next 1-2 meetings

- ☐ None anticipated
☒ Yes — timing and nature of item:
- An email outlining the expectations for the preparation of the Analysis and Action (A&A) reports has been sent; a reminder to the department chairs would be appreciated.
-

6. Requests of Faculty Council (if any)

- ☒ None
☐ Advice

Subcommittee Monthly Check-In

- ☐ Direction
- ☐ Formal decision

Brief explanation (if applicable):

-

Subcommittee Monthly Check-In

Subcommittee: Research and Scholarship

Reporting period (month/year): March 2026

Submitted by: Anita Braaksma

This check-in is intended to be brief (5–10 minutes to complete). Bullet points are sufficient.

1. Did the subcommittee meet this month?

- ☒ No
☐ Yes — Date:
-

2. Key items discussed, reviewed, monitored, approved, endorsed, or recommended

- ☐ No business to report this month
☒ Yes — please specify briefly:
- An email was sent out to both FS R & S committee members and MSB faculty general about call for proposal KPU's Research showcase. I have not attended this myself in the past so I asked faculty who may attend or have students attend to provide feedback. If it turns out to be a good fit for MSB, Great! If not, then we can see what can be improved in the future.
-

3. Concerns, pressures, trends or patterns the subcommittee is monitoring

(Workload, policy ambiguity, accreditation issues, bottlenecks, unmet needs, data indicators etc.)

- ☐ None
☒ Yes — please specify briefly:
- See above.
-

4. Items likely to require Faculty Council attention in the next 1-2 meetings

- ☒ None anticipated
☐ Yes — timing and nature of item:
-
-

6. Requests of Faculty Council (if any)

- ☒ None
☐ Advice
☐ Direction
☐ Formal decision

Brief explanation (if applicable):

Subcommittee Monthly Check-In

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Subcommittee Monthly Check-In

Subcommittee: AIV

Reporting period (month/year): March 2026

Submitted by: Benjamin Kwan

This check-in is intended to be brief (5–10 minutes to complete). Bullet points are sufficient.

1. Did the subcommittee meet this month?

☒ No

☐ Yes — Date:

2. Key items discussed, reviewed, monitored, approved, endorsed, or recommended

☐ No business to report this month

☐ Yes — please specify briefly:

- -
-

3. Concerns, pressures, trends or patterns the subcommittee is monitoring

(Workload, policy ambiguity, accreditation issues, bottlenecks, unmet needs, data indicators etc.)

☒ None

☐ Yes — please specify briefly:

-
-

4. Items likely to require Faculty Council attention in the next 1-2 meetings

☐ None anticipated

☐ Yes — timing and nature of item:

-
-

6. Requests of Faculty Council (if any)

☒ None

☐ Advice

☐ Direction

☐ Formal decision

Brief explanation (if applicable):

-

Faculty Council Agenda Submission Cover Sheet

1. Basic information

- **Title of Item:** BUSI 2110 Prerequisite Change
 - **Presenter(s):** Christina Page, Instructor, BUSI
 - **Date Requested for Faculty Council:** 2026-03-23
 - **Time requested on Agenda:** ☐ 10 min ☐ 20 min ☐ Other: 5 minutes
-

2. Purpose of the item

- ☒ For decision
☐ For recommendation
☐ For discussion
☐ For information

What is Council being asked to do? To approve the Prerequisite change for BUSI/ENTR 2110: Values, Rationality, and Power: Developing Wise Organizational Action

3. Executive summary (*max 150 words*)

Briefly describe:

- The BUSI department has been collectively evaluating prerequisites to ensure that they are effective, ensuring access to courses for students who have the knowledge and skills to succeed.
 - BUSI 2110 is proposing a prerequisite change from:
 - 30 credits of courses from the 1100 level or higher, including ENGL 1100 to
 - 30 credits of courses from the 1100 level or higher, including one of a) ENGL 1100 or b) CMNS 1140
 - We believe the requisite writing/communication skills for success in BUSI 2110 can be fulfilled by either course
-

4. Key considerations (3-5 bullet points)

- Impact is expected to be minimal
- The change provides additional flexibility for students in sequencing courses
- The teaching team believes 30 credits are required for students to succeed in the course, as complex thinking and a semester-long complex project are core parts of the course.

Faculty Council Agenda Submission Cover Sheet

5. Attachments (if any)

List only; no explanations required.

6. Contact for follow-up

christina.page@kpu.ca

Note: Please place on the agenda as early as possible (travel/teaching schedule concerns)



BUSI 2110: VALUES, RATIONALITY, AND POWER: DEVELOPING WISE ORGANIZATIONAL ACTION

In Workflow

1. Business Chair (jeannette.paschen@kpu.ca)
2. ORegCurrConsult (oregcurrconsult@kpu.ca)
3. SB Curriculum Committee (Benjamin.Kwan@kpu.ca)
4. SB Council (Benjamin.Kwan@kpu.ca)
5. SB Dean (Alia.Somji@kpu.ca)
6. Senate Standing Committee on Curriculum (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
7. Senate (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
8. OReg-Courses (Course.Outlines@kpu.ca)
9. Banner (Course.Outlines@kpu.ca)

Approval Path

1. 2026-02-27T20:19:25Z
Jeannette Paschen (jeannette.paschen): Approved for Business Chair
2. 2026-03-03T17:17:20Z
Ashley Allison (ashley.allison): Approved for ORegCurrConsult

History

1. Aug 11, 2023 by Ashley Allison (ashley.allison)

Date Submitted: 2026-02-09T20:06:47Z

Viewing: BUSI 2110 : Values, Rationality, and Power: Developing Wise Organizational Action

Last approved: Fri, 11 Aug 2023 21:13:26 GMT

Last edit: 2026-03-03T17:17:11Z

Changes proposed by: Ulrich Paschen (100391038)

Reviewer Comments

Jeannette Paschen (jeannette.paschen) (Fri, 27 Feb 2026 20:19:15 GMT): Approved at the BUSI February 2026 Department meeting

Academic Level

Undergraduate (UG)

Faculty

Business

Department

Business

Implementation Date

Fall 2026

Subject Code

BUSI - Business

Course Number

2110

Descriptive Title

Values, Rationality, and Power: Developing Wise Organizational Action

Short Title

Creating Wise Org Action

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

Yes

Calendar Description

Students will learn the inner political nature of organizations and begin developing skills to become wise agents of action. This course will focus on three elements required to get things done in an organization: values, rationality, and power. Students will learn how these attributes impact people's ability to achieve goals and how, though they may lead to conflict, they are the means to build supportive alliances. This course will teach actionable strategies students may apply to manage these political dynamics to drive wise organizational action.

Credits

3

Lecture Hours

3,4

Contact Hours

3,4

Is this course repeatable for additional credit?

No

Equivalent Courses

ENTR 2110 - Values, Rationality, and Power: Developing Wise Organizational Action

Prerequisites30 credits from courses at the 1100 level or higher, including one of: a) ENGL 1100, or b) CMNS 1140 ~~1100~~**Schedule Types****Schedule Type**

Class

Course Attributes**Course Registration Restrictions**

Include Undergraduate

Course Learning Outcomes

A student who successfully completes the course will have reliably demonstrated the ability to:	
1	Predict how values impact organizational action
2	Predict the ways in which different rationalities impact organizational action
3	Predict how power impacts organizational action
4	Clarify how the values and rationalities embedded in their major differ from other disciplines and aligns with their preferred values and rationalities
5	Integrate their understandings of values, rationality, and power to assess complex organizational dilemmas and provide recommendations
6	Reflect on their strengths, and weaknesses affecting their ability to be a positive force of change

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

- The different values pursued in organizational settings
- The complex interactions between different values sought by groups and individuals within an organization
- Tactics individuals and organizations use to address value conflicts within an organization
- The various forms of rationalities people use to gain knowledge
- The complex interactions between the different types of rationality used by groups and individuals within an organization
- Methods individuals and organizations may use when the knowledge available to inform action is limited
- Tactics individuals and organizations use to address conflicts between rationalities in an organization
- Identifying common fallacies of thinking that undermine decision-making

- Application of multi-dimensional theories of power to organizational settings such as the impact of systematic and episodic power
- The different strategies and tactics through which individuals exercise power in organizations
- The role bureaucracy plays in controlling the actions of individuals and groups in organizations
- Tactics individuals and organizations use to address dysfunctional power dynamics within organizations
- The interconnected relationship between values, knowledge and power in organizations

Course Learning Activities

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

Attending lectures and taking notes

Viewing multimedia resources critically

Participating in open class discussions

Analyzing and discussing reading materials, cases, and issues in open class and smaller groups

Analyzing, reviewing, and solving problems in open class and smaller groups

Reflecting on issues through discussions or writing assignments

Conducting library and online research

Assessment

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

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

Assessment Type 1

Quizzes, exams

Type 1 Value

15

Assessment Type 2

Participation

Type 2 Value

15

Assessment Type 3

Reflective journaling

Type 3 Value

15

Assessment Type 4

Individual written reports and assignments (no one assessment to exceed 20%)

Type 4 Value

35

Assessment Type 5

Group assignments

Type 5 Value

20

TOTAL

100

Grading System - default

Letter Grades (N)

**Methods for Prior Learning Assessment**

None

Required Learning Resources

- Cases and readings as selected and prepared by the instructor
- Additional print materials as required
- Examples of literature from which instructors might draw selected readings include, but are not limited to:
 - Beck Jørgensen, T., & Bozeman, B. (2007). Public Values: An Inventory. *Administration & Society*, 39, 354–381.
 - Flyvbjerg, B. (1998). *Rationality and Power: Democracy in Practice*. Chicago, United States: The University of Chicago Press.
 - Lukes, S. (2005). *Power: A Radical View* (2nd ed.). New York: Palgrave Macmillan.
 - Townley, B. (2008). *Reason's Neglect: Rationality and Organizing*. New York, NY: Oxford University Press, Inc.

Does this course require the use of animals?

No

Do library resources in this area need more development?

No

Is this course externally accredited?

No

Course Developer(s)

Brad Anderson;

Course Reviser(s)

Ulrich Paschen;Jeannette Paschen;

Date for Next Review

2024-09-01

Key: 897



BUSI 2465: NEGOTIATION SKILLS

In Workflow

1. Business Chair (jeannette.paschen@kpu.ca)
2. ORegCurrConsult (oregcurrconsult@kpu.ca)
3. SB Curriculum Committee (Benjamin.Kwan@kpu.ca)
4. SB Council (Benjamin.Kwan@kpu.ca)
5. SB Dean (Alia.Somji@kpu.ca)
6. Senate Standing Committee on Curriculum (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
7. Senate (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
8. OReg-Courses (Course.Outlines@kpu.ca)
9. Banner (Course.Outlines@kpu.ca)

Approval Path

1. 2026-02-27T20:18:27Z
Jeannette Paschen (jeannette.paschen): Approved for Business Chair
2. 2026-03-03T17:17:52Z
Ashley Allison (ashley.allison): Approved for ORegCurrConsult

History

1. Aug 11, 2023 by Ashley Allison (ashley.allison)
2. Apr 16, 2025 by Jennifer O'Brien (Jennifer.O'Brien)

Date Submitted: 2026-01-26T20:53:35Z

Viewing: BUSI 2465 : Negotiation Skills

Last approved: Wed, 16 Apr 2025 21:51:36 GMT

Last edit: 2026-03-03T17:17:42Z

Changes proposed by: Ulrich Paschen (100391038)

Reviewer Comments

Jeannette Paschen (jeannette.paschen) (Fri, 27 Feb 2026 20:16:57 GMT): added "at the 1100-level or higher" to align with convention.
Approved at Feb 2026 BUSI Department meeting

Academic Level

Undergraduate (UG)

Faculty

Business

Department

Business

Implementation Date

Fall 2026

Subject Code

BUSI - Business

Course Number

2465

Descriptive Title

Negotiation Skills

Short Title

Negotiation Skills

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

Yes

Calendar Description

Students will explore negotiation and persuasion strategies and tactics that may be used to achieve a variety of business objectives. They will evaluate situations that call for negotiation and persuasion and develop plans for effective negotiation. Students will practice and apply negotiation skills in class through role plays or other simulated negotiation scenarios.

Credits

3

Lecture Hours

0-3

Lab Hours

0-3

Contact Hours

0-6

Is this course repeatable for additional credit?

No

Prerequisites

18 credits from courses at the 1100 level or higher ~~BUSI 1210 or BUSI 1215~~

Schedule Types**Schedule Type**

Class

Lab

Class/Lab

Course Attributes**Course Registration Restrictions**

Include Undergraduate

Course Learning Outcomes

A student who successfully completes the course will have reliably demonstrated the ability to:	
1	Recognize and appraise situations that call for negotiation and persuasion
2	Explain common negotiation strategies and tactics
3	Apply negotiation strategies and techniques across the entire negotiation process from pre-planning to closing
4	Identify ethical considerations in negotiations
5	Practice and apply negotiating skills in a classroom environment

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

- Negotiation strategies, tactics and styles, including distributive and integrative tactics
- The role of concessions in negotiating
- Negotiation process including pre-negotiation plans, benchmarks and execution
- Interdependence, conflict and cooperation
- The persuasion process, influence, and communication strategies and tools
- The role of power and proxemics
- Managing conflict and difficult negotiations

Course Learning Activities

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

Participate in simulated negotiation scenarios, role plays and other exercises designed to develop skills in negotiation and persuasion

Exercises to develop verbal negotiation and persuasion skills

Note taking from readings, lectures, and audio-visual resources

Create written reports including pre-negotiation plans, post-negotiation analyses and reflections

Participate in group meetings for group simulations and other small group discussions

Contribute to class discussions, forums, and debates relating to key course concepts and personal experiences

Assessment

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

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

Assessment Type 1

Negotiation Simulations / Role Plays (Minimum of 4 assessments)

Type 1 Value

60

Assessment Type 2

Continual Individual assessments (Minimum of 2 assessments)

Type 2 Value

30

Assessment Type 3

Learning Contribution*

Type 3 Value

10

TOTAL

100

Additional Notes

Learning contribution can be assessed using appropriate instructor-designed tools, such as any or all of the following:

- Self-assessment based on instructor-provided rubric
- Graded quality contributions to classroom discussion or online discussion forum
- Graded in-class or at home activities

Grading System - default

Letter Grades (N)

Methods for Prior Learning Assessment

Challenge Exam
Demonstration
Interview
Product/Portfolio

Required Learning Resources

Lewicki, et al, Essentials of Negotiation, Latest edition , McGraw-Hill

Other resources may be assigned the instructor



Does this course require the use of animals?

No

Do library resources in this area need more development?

No

Is this course externally accredited?

No

Course Developer(s)

Ron Shay;

Course Reviser(s)

Ulrich Paschen; Ron Shay ~~Ron Shay~~;

Date for Next Review

2027-09-01

Key: 910

Faculty Council Agenda Submission Cover Sheet

1. Basic information

- **Title of Item:** CBSY 1120 – Work Smarter with Artificial Intelligence
- **Presenter(s):** Landon Kleis, Chair, CBSY
- **Date Requested for Faculty Council:** 2026-03-23
- **Time requested on Agenda:** ☒ 10 min ☐ 20 min ☐ Other:

2. Purpose of the item

- ☒ For decision
- ☐ For recommendation
- ☐ For discussion
- ☐ For information

What is Council being asked to do? (1 sentence)

Motion to approve the course outline for CBSY 1120 – Work Smarter with Artificial Intelligence

3. Executive summary (*max 150 words*)

Briefly describe:

- The issue or proposal
- Why it is being brought to Faculty Council
- The main outcome sought

CBSY 1120 is a new course that will address an important gap in Melville's curriculum by equipping students with AI literacy skills for business. Students will learn effective approaches to using generative AI tools responsibly and ethically to better support business processes and create professional artifacts. We take a practical, iterative approach to prompt engineering, evaluation of outputs, and workflow design. We are proud to bring this course to Faculty Council for consideration and feedback. The course outline was approved by the CBSY department on February 9th and by the MSB Curriculum Committee on March 9th, 2026. We are prepared to take the course to SSCC on April 8th and Senate on April 27th for implementation in Fall 2026.

4. Key considerations (3-5 bullet points)

- Main academic or curriculum implications
- Any notable resource, workload, or student impacts

Faculty Council Agenda Submission Cover Sheet

- Anything Council should be especially aware of

This course has no prerequisites. It is intended as an elective course at this time.

5. Attachments (if any)

List only; no explanations required.

CIM Courses link: [CBSY 1120 in Course Inventory Management](#)

6. Contact for follow-up

Name and email

Landon Kleis, landon.kleis@kpu.ca



CBSY 1120: WORK SMARTER WITH ARTIFICIAL INTELLIGENCE

In Workflow

1. Computer Business Systems Chair (london.kleis@kpu.ca)
2. SB Dean (Alia.Somji@kpu.ca)
3. OPA (opa@kpu.ca)
4. Finance (accounts.receivable@kpu.ca)
5. ORegCurrConsult (oregcurrconsult@kpu.ca)
6. SB Curriculum Committee (Benjamin.Kwan@kpu.ca)
7. SB Council (Benjamin.Kwan@kpu.ca)
8. Senate Standing Committee on Curriculum (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
9. Senate (Michelle.Molnar@kpu.ca; Catherine.Schwichtenberg@kpu.ca)
10. OReg-Courses (Course.Outlines@kpu.ca)
11. Banner (Course.Outlines@kpu.ca)

Approval Path

1. 2026-02-13T22:23:27Z
Landon Kleis (Landon.Kleis): Approved for Computer Business Systems Chair
2. 2026-02-21T02:58:48Z
Alia Somji (Alia.Somji): Rollback to Computer Business Systems Chair for SB Dean
3. 2026-02-23T01:01:47Z
Landon Kleis (Landon.Kleis): Approved for Computer Business Systems Chair
4. 2026-02-23T15:45:59Z
Alia Somji (Alia.Somji): Approved for SB Dean
5. 2026-02-23T17:24:26Z
Norwinda Binuya-Barros (Norwinda.Binuya-Barros): Approved for OPA
6. 2026-02-27T16:18:34Z
Ana Silva (Ana.Silva): Approved for Finance
7. 2026-03-04T16:02:46Z
Ashley Allison (ashley.allison): Approved for ORegCurrConsult

New Course Proposal

Date Submitted: Mon, 16 Dec 2024 23:42:44 GMT

Viewing: CBSY 1120 : Work Smarter with Artificial Intelligence

Last edit: 2026-03-10T20:38:56Z

Changes proposed by: Marcelo Machado (100198838)

Reviewer Comments

Alia Somji (Alia.Somji) (Sat, 21 Feb 2026 02:58:48 GMT): Rollback: Changes to be made to course number and hours

Academic Level

Undergraduate (UG)

Faculty

Business

Department

Computer Business Systems

Implementation Date

Fall 2026

Subject Code

CBSY - Computer Business Systems

**Course Number**

1120

Descriptive Title

Work Smarter with Artificial Intelligence

Short Title

Work Smarter with AI

CIP Code

110102 - Artificial intelligence

Fee Category 2.a.1?

Yes

Calendar Description

In this course, you will learn how to use artificial intelligence (AI) tools confidently and responsibly in academic and business contexts. No prior experience with AI or technical background is required. Through hands-on practice, you will develop and refine prompts to support tasks such as decision making and project work, including activities related to early career preparation. You will learn how to verify AI-generated outputs, identify limitations and potential bias, and apply principles of ethics and academic integrity to authentic academic and professional scenarios. By the end of the course, you will have developed a set of reusable prompt patterns and workflows that can be adapted as AI tools and expectations continue to evolve.

Credits

3

Suggested Classroom Hours

3

Lecture Hours

3

Total Contact Hours

3

Contact Hours

3

Is this course repeatable for additional credit?

No

Schedule Types**Schedule Type**

Class

Course Attributes**Course Registration Restrictions**

Include Undergraduate

Course Learning Outcomes

A student who successfully completes the course will have reliably demonstrated the ability to:

1	Explain the role of prompt engineering in using AI effectively for business and professional tasks.
2	Create clear and structured prompts that generate useful outputs for common academic and business applications.
3	Apply prompt engineering techniques to real-world scenarios such as project planning, analysis, and communication.
4	Verify and refine AI-generated outputs using source checks, bias awareness, and iterative improvement.
5	Design repeatable AI-supported workflows for studying and workplace productivity.
6	Produce professional-quality artifacts using AI responsibly.

- | | |
|---|---|
| 7 | Apply ethical guidelines and sustainability considerations when using AI in academic and business contexts. |
| 8 | Reflect on how prompt engineering skills can adapt as AI tools and professional practices evolve. |

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

1. Introduction to AI and prompt engineering fundamentals
2. Prompt structure: roles, constraints, examples, and output formats
3. Iteration and refinement of AI prompts
4. Verification of AI outputs: accuracy, bias, and limitations
5. Prompt engineering for study, productivity, and project work
6. Applying prompts to business functions and decision support
7. Prompt engineering for data interpretation and insight generation
8. Career applications, including résumés, cover letters, and interview preparation
9. Ethical and sustainable use of AI in business
10. Integrating AI prompting into everyday professional practice
11. Emerging trends in AI and prompt engineering

Course Learning Activities

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

- Watching and taking notes from lectures and demonstrations
- Completing guided tutorials to practice prompt design and refinement
- Completing applied assignments and projects in academic and professional contexts
- Locating, evaluating, and verifying information using library and digital resources
- Participating in structured peer sharing and feedback activities

Assessment

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

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

Assessment Type 1

Assignments

Type 1 Value

15

Assessment Type 2

Quizzes (Minimum 4)

Type 2 Value

15

Assessment Type 3

Applied Projects (Minimum 3; no one project to exceed 25%)

Type 3 Value

60

Assessment Type 4

Reflective Assessment

Type 4 Value

10

TOTAL

100

**Grading System - default**

Letter Grades (N)

Methods for Prior Learning Assessment

Interview

Product/Portfolio

Required Learning Resources

a. Readings and resources assigned by the instructor

b. During all on-campus classes, each student shall have access to a computing workstation in a computer lab with access to appropriate software as indicated in the course syllabus. All computers shall have Internet access and access to an appropriate server to facilitate internal and external communications and sharing of electronic files.

Open Educational Resources (OER)

This is designed to be Zero Textbook course

Does this course require the use of animals?

No

Do library resources in this area need more development?

No

Is this course externally accredited?

No

Course Developer(s)

Marcelo Machado

Course Reviser(s)

Landon Kleis

Date for Next Review

2031-09-01

Key: 7191

Faculty Council Agenda Submission Cover Sheet

1. Basic information

- **Title of Item:** Minor in Economics Modernization
- **Presenter(s):** Vera Lantinova, Chair, Economics Department
- **Date Requested for Faculty Council:** 2026-03-23
- **Time requested on Agenda:** ☒ 10 min ☐ 20 min ☐ Other:

2. Purpose of the item

- ☒ For decision
☐ For recommendation
☐ For discussion
☐ For information

What is Council being asked to do?

Proposed Motion:

To approve the modernizing of the Minor in Economics.

3. Executive summary (*max 150 words*)

Briefly describe:

- **The issue or proposal**
The Department of Economics proposes to revise the Minor in Economics to a 12-credit structure at the upper level (3000 level and above)
- **Why it is being brought to Faculty Council**
As a formal program change proposal, it is to be submitted through Faculty and Senate governance.
- **The main outcome sought**
That Faculty Council approve the modernizing of the Minor in Economics.

4. Key considerations (3-5 bullet points)

- **Main academic or curriculum implications**
The change ensures that students who want advanced economic training can realistically complete the Minor within their degree. This revision keeps the academic depth intact while

Faculty Council Agenda Submission Cover Sheet

removing barriers that currently make completion more difficult than it needs to be. As part of this revision, ECON 1110 is removed from the Minor course list to maintain appropriate prerequisites for students entering upper-level courses, and a program description is updated.

- **Any notable resource, workload, or student impacts**

No additional resources or faculty workload are required. The proposal does not introduce new courses and does not change existing course content. The revision is expected to improve student accessibility and completion by reducing structural barriers in the current Minor requirements.

- **Anything Council should be especially aware of**

Twelve upper-level credits allow students to complete four upper-level courses, which provides meaningful disciplinary exposure while remaining manageable alongside structured majors. It also aligns with the size of Economics Minors across many Canadian institutions.

5. Attachments (if any)

CourseLeaf CIM programs proposal pages

6. Contact for follow-up

Vera Lantinova



MNR_AR_ECON: MINOR IN ECONOMICS

In Workflow

1. Economics Chair (vera.lantinova@kpu.ca)
2. SB Dean (Alia.Somji@kpu.ca)
3. Provost (meredith.laird@kpu.ca)
4. ORegCurrConsult (oregcurrconsult@kpu.ca)
5. Provost (meredith.laird@kpu.ca)
6. SB Curriculum Committee (Benjamin.Kwan@kpu.ca)
7. SB Council (Benjamin.Kwan@kpu.ca)
8. SB Dean (Alia.Somji@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. 2026-02-27T22:25:54Z
Vera Lantinova (Vera.Lantinova): Approved for Economics Chair
2. 2026-03-11T18:10:36Z
Alia Somji (Alia.Somji): Approved for SB Dean
3. 2026-03-11T18:13:42Z
Meredith Laird (meredith.laird): Approved for Provost

History

1. Nov 28, 2023 by clmig-dboggess
2. Jun 9, 2025 by Vera Lantinova (Vera.Lantinova)

Date Submitted: 2026-02-27T19:52:40Z

Viewing: MNR_AR_ECON : Minor in Economics

Last approved: Mon, 09 Jun 2025 17:39:26 GMT

Last edit: 2026-03-02T19:27:59Z

Changes proposed by: Vera Lantinova

Overview

Program proposal contact(s)

Vera Lantinova

Calendar year edition

2026-2027 2025-2026

Overview of proposed changes

	Proposed Changes	Rationale
1	Student Success Initiative: Modernizing the Minor in Economics Overview This proposal modernizes the Minor in Economics by concentrating the program in upper-level coursework (12 credits at the 3000 level or above, instead of 15 credits). The revision streamlines the Minor to support interdisciplinary study, timely graduation, and student retention. Proposal to change the requirements as follows: "Select at least 12 credits from courses in ECON or FNSR at the 3000 or 4000 level."	Student Success Rationale The revised structure supports student success in several ways: Improved Time-to-Completion A focused 12-credit minor reduces scheduling barriers and supports on-time graduation, particularly for students in structured programs in the School of Business and the Faculty of Arts. Enhanced Interdisciplinary Access Students across various Majors can integrate advanced economic analysis into their primary program without overextending their credit load. Clearer Value Proposition With its well-structured upper-level coursework, the Minor signals advanced analytical training rather than introductory exposure. Retention and Completion Streamlined Minors can improve declaration rates and completion rates, strengthening overall program viability.
2	Remove ECON 1110	Support completion rates

Requirements

Admission Requirements

Students pursuing a Minor in Economics 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

Code	Title	Credits
Core Requirements		
ECON 1150	Principles of Microeconomics	3
ECON 1250	Principles of Macroeconomics	3
1000-2000 Level		
Select 6 credits from the following:		6
ECON 1110	Making Economic Sense of Life	
ECON 2210	Money and Banking	
ECON 2255	International Trade	
ECON 2260	Environmental Economics	
ECON 2280	Labour Economics	
ECON 2350	Intermediate Microeconomics	
3000-4000 Level		
Select at least 12 credits from courses in ECON or FNSR at the 3000 or 4000 level, and 3 credits from ECON courses at the 4000 level		15
Select 12 credits from courses in ECON or FNSR at the 3000 level or higher		12
Total Credits		24



Credential Awarded

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

Program Learning Outcomes

A student who successfully completes the program will have reliably demonstrated the ability to:	
1	Critically analyze and evaluate economic theories and critique their ability to explain observed economic outcomes.
2	Identify and critically evaluate sources of economic information and opinion, and debate policy issues in an informed way.
3	Identify, critically analyze and solve economic problems related to business, behaviour, or policy.
4	Use economic models and theories to predict the effects of changes in market forces/ government actions.
5	Apply quantitative models to value various economic variables and assets.
6	Apply knowledge of different market structures to inform business decisions related to cost theory, pricing and business.
7	Facilitate critical and informative discussion of economic issues, either in a formal business setting or in a more general and casual setting.
8	Research, write, and present term papers or projects, individually and collaboratively, in a relevant field of economics.

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

Business

Department

Economics

Program name

Minor in Economics

Program description

The Minor in Economics is intentionally designed as a high-impact complement to other degrees. Unlike a Major, it is focused, flexible, and skill-intensive.

Students gain strong quantitative and analytical skills without extending their degree timeline when they plan early.

Key distinguishing features:

- Emphasis on data literacy and analytical reasoning
- Zero Textbook Cost options in many courses
- Applied learning using real-world economic data and AI



- Frequent classroom engagement with industry professionals
- Small-class environments that encourage discussion and presentation skills

The Minor allows students to add formal economic training to degrees in Business, Science, Arts, Social Sciences, and beyond – strengthening both employability and graduate school readiness. ~~The BA Minor in Economics provides students with a solid understanding of economic principles as well as analytical and problem-solving skills. Training in Economics is an excellent foundation for students who wish to go on to complete advanced professional degrees such as law, community development, or business.~~

~~The study of Economics prepares students for careers in banking, financial advising and analysis, stock brokering, journalism, real estate, insurance, international trade and diplomacy, teaching, and all levels of government careers.~~

Implementation date

September 1, ~~2026~~ 2025

Proposed Program Overview

Program Structure & Delivery

Date for next review

September 2030

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

ECON Minor Curriculum Map.pdf

Other documents

~~determination_of_new_degree_2025~~ revision Minor in Economics.docx

Key: 77

Faculty Council Agenda Submission Cover Sheet

1. Basic information

- **Title of Item:** Melville PLAR Application Guideline and Method Committee
- **Presenter(s):** Sasha Ramnarine, BUSI
- **Date Requested for Faculty Council:** 2026-03-23
- **Time requested on Agenda:** ☒ 10 min ☐ 20 min ☐ Other:

2. Purpose of the item

- ☐ For decision
☒ For recommendation
☐ For discussion
☐ For information

What is Council being asked to do? To approve the creation of the standing committee: Melville PLAR Application Guideline and Method Committee.

3. Executive summary (*max 150 words*)

Mandate: To develop evaluation guidelines and methods that describe valid and reliable assessment systems for all Melville courses and programs so that PLAR applications may be effectively and meaningfully evaluated. Faculty Council, with the recommendations from the PLAR Consultant Committee, may exercise its right to make policies for the Melville School of Business faculty with regards to PLAR. This committee shall report twice per year to Faculty Council on its activities and priorities, and shall make available to Faculty Council its minutes and membership in a timely manner.

4. Key considerations (3-5 bullet points)

Membership:

1 Faculty Member per every Melville Department -- Each department will elect its own volunteers
1 vote per Melville Department

Chair: The committee will nominate a chair from the members of the committee. The nomination and election of the chair shall occur annually.

Membership Length: Faculty Membership will serve 2-year terms on this committee.

Faculty Council Agenda Submission Cover Sheet

5. Attachments (if any)

n/a

6. Contact for follow-up

Sasha Ramnarine – Sasha.Ramnarine@kpu.ca