

BUSINESS FACULTY COUNCIL

Regular Meeting
Monday, May 12, 2025
1:00 p.m. – 3:00 p.m.
Online, MS Teams

AGENDA

1. Call to OrderBen Kwan 1:00
2. * Approval of Agenda
3. * Approval of Minutes, March 24, 2025
4. New Business
 - 4.1. * Micro credentials in HRMT ProgramMarla McMullen 1:05
MOTION: Omnibus Motion to approve the Micro Credentials in the HRMT Program as presented.
 - 4.2. Admission ChangesSuzanne Pearce 1:20
[Admission Changes to HRMT Post-Bacc Diploma](#)
[Admission Changes to ACCT Post-Bacc Diploma](#)
MOTION: Omnibus Motion to approve the admission changes in the HRMT and ACCT Post-Bacc Diplomas.
 - 4.3. * SR12 Policy ConsultationJillian Cathcart 1:35
 - 4.4. * Update from Graduate Studies Council Landon Kleis 1:45
5. Faculty Committee Reports
 - 5.1. Curriculum Ulrich Paschen 1:55
 - 5.2. Nominations..... Richard Wong 2:00
 - 5.3. SCEQAzadeh Khoshaien 2:05
6. Senate and Senate Committee Reports
 - 6.1. * Senator's Report..... Hannah Celinski / Judy Benevides 2:10
7. Chair's Report..... Ben Kwan / Landon Kleis 2:20
8. Dean's Report.....Heather Harrison 2:30
9. Adjournment

March 24, 2025

New BUSI Programming Citation and Specialized Certificates



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Background and Target Market

Proposed BUSI credentials in response to changing market needs:

- **1 Citation (15 credits)**
- **5 Certificates (each 30 credits)**
Specialized, meeting labour market needs¹, interdisciplinary and polytechnic focus
 - Short (≤ 1 yr), full-/part-time
- **Target market(s):**
 - Returning students: Early to mid-career professionals, with some post-secondary (below Bachelors), career-advancement opportunity
 - New students, domestic focus, as a focused entry path into the labour market



Consultations are ongoing and include but are not limited to...

Melville School of Business	Other Faculties/Areas	
• Accounting • Business Management • Applied Communications • Business Grad Programs • Entrepreneurial Leadership • Human Resources Management • Marketing • OSCM/TMAS • Dean/Associate Dean	• Anthropology • Criminology • English • Fashion Marketing • Health • Philosophy • Policy Studies • Indigenous Studies	• Teaching and Learning • Deans • Office of the Provost • AVP Academic • OReg • Advising • FSO



CITATION IN MANAGEMENT FUNDAMENTALS

CITATION IN MANAGEMENT FUNDAMENTALS
BUSI 1110 Canadian Business Fundamentals
BUSI 1210 Essentials of Management or BUSI 1215 Organizational Behaviour
CMNS 1140 Professional Communication or ENGL 1100 Intro to University Writing
BUSI 2390 Business Law
ACCT 3160 Financial and Managerial Accounting for Managers
15 credits



SPECIALIZED CERTIFICATES

SHARED COURSES FOR EACH CERTIFICATE

BUSI 1110 Canadian Business Fundamentals

BUSI 1210 Essentials of Management
or
BUSI 1215 Organizational Behaviour

BUSI 2390 Business Law

CMNS 1140 Professional Communication
or
ENGL 1100 Intro. to University Writing

12 credits

CERTIFICATE IN OPERATIONS MGT STUDIES

BUSI 1250 Human Resources Management I

BUSI 2405 Operations Management

BUSI 3130 Information Systems for Operations and Supply Chain Management

BUSI 3140 Supply Chain and Logistics Management

BUSI 3150 Project Management

ACCT 3160 Financial and Managerial Accounting

18 credits + 12 credits Shared Courses

CERTIFICATE IN BUSINESS LAW

INDG 1100 Introduction to Indigenous Studies

BUSI 2465 Negotiation Skills

PHIL 3033 Business Ethics

HRMT 3125 Employment Law

BUSI 3391 Contract Law*

BUSI 3392 Corporate Law*

18 credits + 12 credits Shared Courses

CERTIFICATE IN HEALTHCARE MGT

HSCI 1115 Introduction to Health Science

BUSI 2405 Operations Management

PHIL 3010 Healthcare Ethics

BUSI 3150 Project Management

HSCI 4245 Populations and Policy

HSCI 4250 Health Business

18 credits + 12 credits Shared Courses

CERTIFICATE IN RETAIL AND SALES MGT

MRKT 1199 Intro to Marketing

MRKT 1299 Consumer Behavior

MRKT 2321 Retail Management

or
MRKT 2360 Selling and Sales Management

FMRK 2105 Visual Merchandising and Promo
or
BUSI 2465 Negotiation Skills

BUSI 2405 – Operations Management

ACCT 3160 Financial and Managerial Accounting

18 credits + 12 credits Shared Courses

CERTIFICATE IN SUSTAINABLE MGT

POST 1200 Inclusive Communities, Sustain. Futures

ENTR 2120 Persuasion and Influence

BUSI 3200 Sustainability and Business Admin.

BUSI 3210 Green Marketing Management

BUSI 3240 Sustainable Operations

ACCT 3160 Financial and Managerial Accounting

18 credits + 12 credits Shared Courses

Thank you





Minor in Entrepreneurial Leadership

March 2025

Why propose anything?

“Develop shorter and more flexible citations, certificates, stackable credentials, and a minor in entrepreneurship to attract students seeking flexibility.”

ENTR Program Review, 2024

Most students interested in starting a
business get a degree in their area of
interest and then start a business after ...
WITHOUT business training

Given the topic of ENTR, a minor maximizes the value we add to
KPU

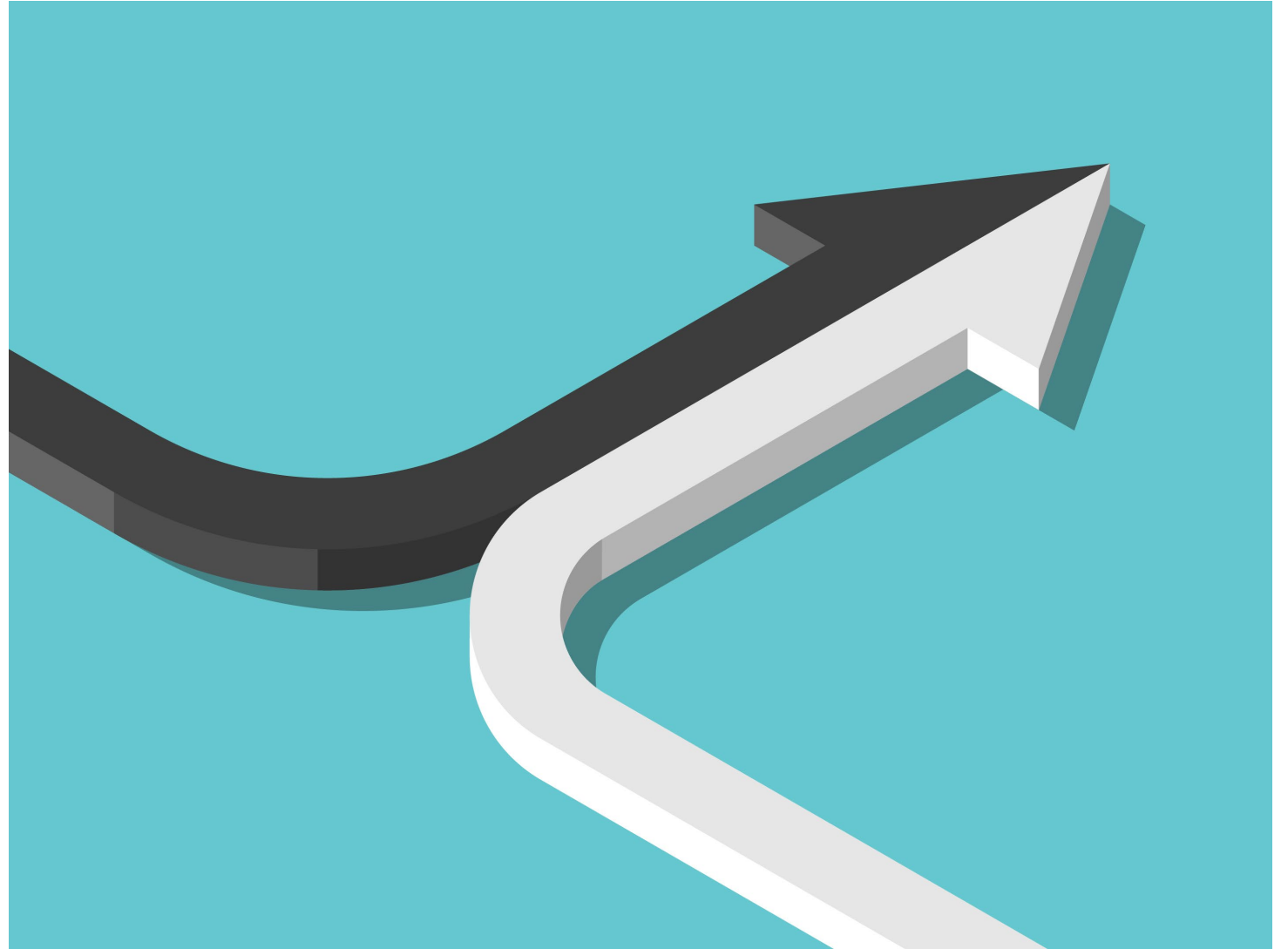
Minor Target

KPU degree students who
dream of entrepreneurship



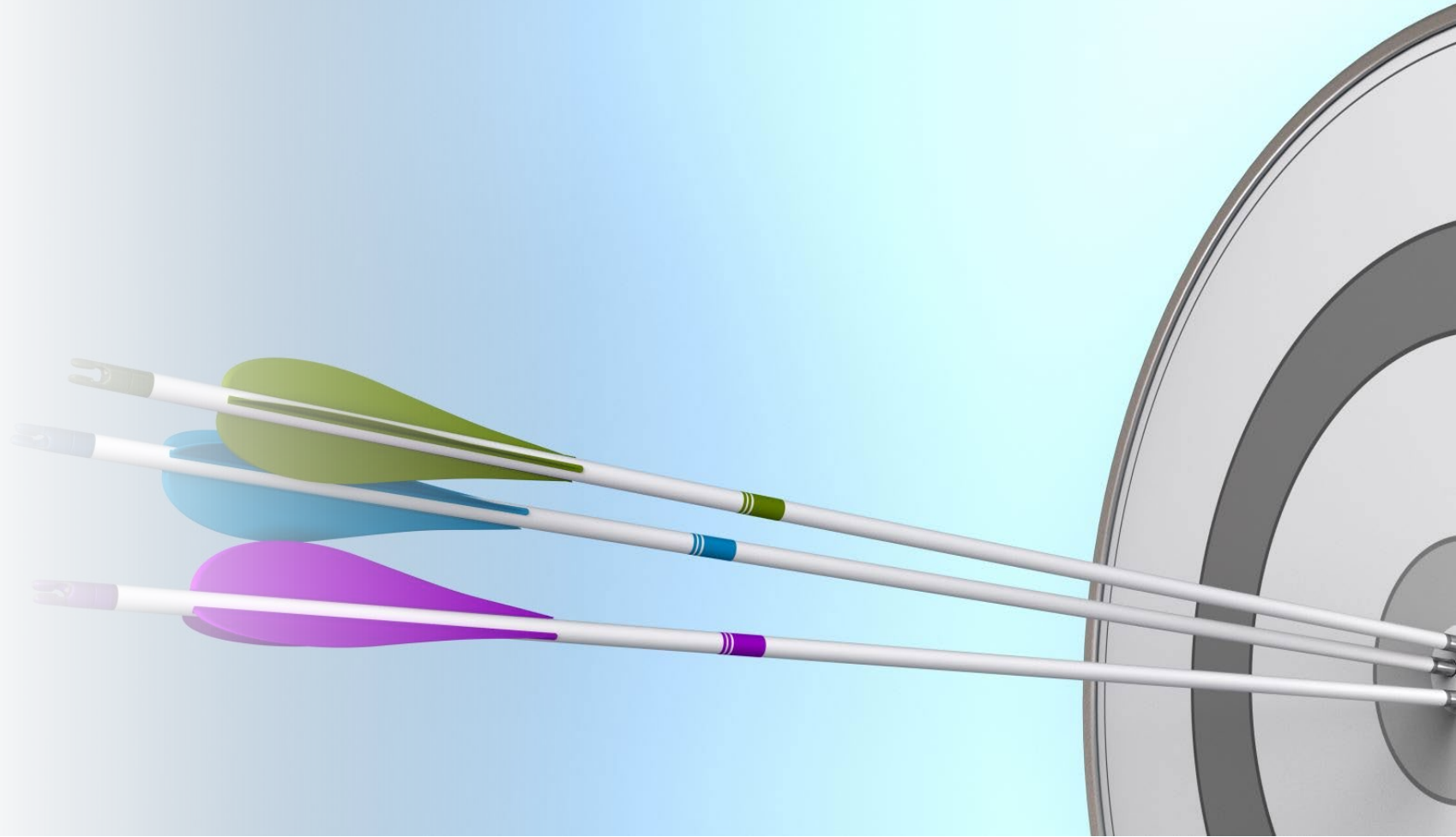
Rationale

- Support and interest from other faculties
 - Arts, Science, Design
- ENTR's open pre-req structure → accessible
- Aligned with most students' path to entrepreneurship



Three types of entrepreneurship

- New business creation
- Intrapreneurship
- Social entrepreneurship





Flexible

- Two points during progression through the minor give students choices
- Allows customization of educational experience

Learning outcomes

- Create opportunities

- Graduates will demonstrate a keen ability to identify and create growth and improvement opportunities in business and organizational environments and develop plans to turn those opportunities into reality. To that end, graduates will demonstrate an ability to create action plans to be deployed to launch a business or idea within dynamic and complex environments to effectively capture opportunities

- Mobilize resources

- Graduates will exhibit the ability to marshal the resources needed to enact their entrepreneurial plans and achieve their goals. To that end, graduates will demonstrate an ability to create compelling arguments based on stakeholders' interests to persuade individuals and groups to contribute to efforts to achieve goals

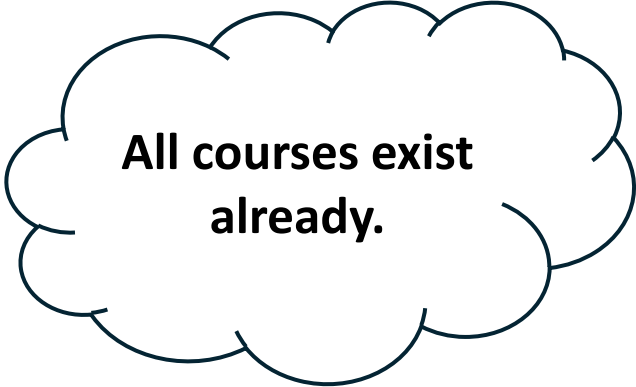
- Grow

- Graduates will demonstrate the ability to create value and adapt to changing circumstances. To this end, graduates will demonstrate an ability to use business and management skills to direct activities in dynamic and complex environments to add value to a broad array of stakeholders

Courses

COURSE	CREDITS
ENTR 1200	3
MRKT 1199	3
ACCT 1160	3
ONE of the following: • ENTR 2000 • ENTR 2110 • ENTR 2120 • ENTR 2200	3
ENTR 3010	3
TWO of the following: • ENTR 3160 • ENTR 3800 • ENTR 3900	6
ENTR 4110	3

24 credits total



**All courses exist
already.**

Alignment with KPU Academic Plan

- UDL & ZedCred (Goal A1)
- Experiential learning (Goal A4 & C).
- Integration of UN SDGs (Goal A4)
- Social entrepreneurship course (Goal D6)



Benefits of a minor

- Improved utilization of ENTR classes
 - And MRKT & ACCT
- Diversifies ENTR BBA experience
- Recruitment tool for other faculties



A background image showing several hands of different skin tones reaching out and holding a small seedling with soil. The background is a blurred green, suggesting an outdoor setting.

Creating a Climate Community & Futureproofing Our Students



**Climate+
Challenge**

@KPUClimateChallenge



What is the Climate+ Challenge?

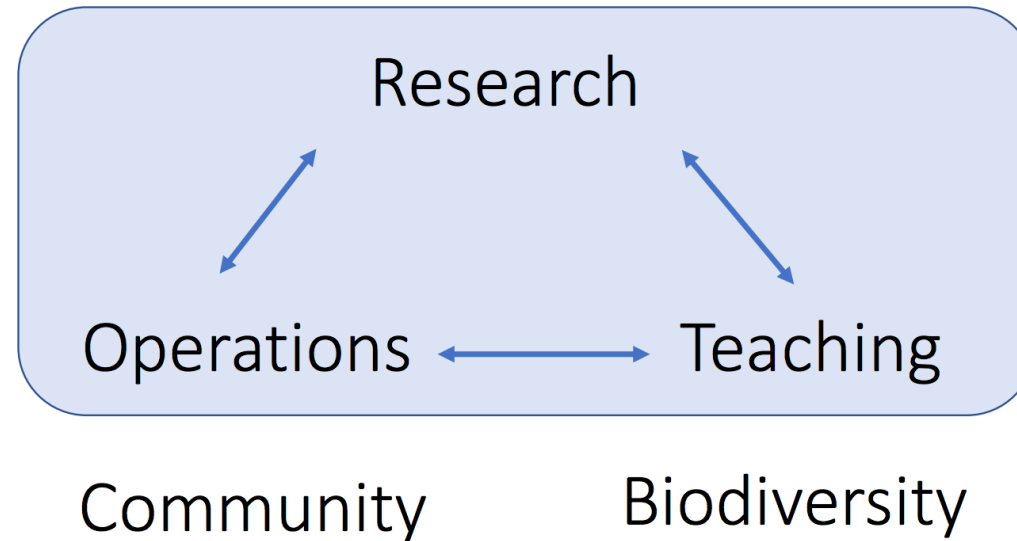
An initiative that connects a **community** of faculty, staff and students at KPU to collaborate and create innovative approaches to teaching, learning and talking about climate at KPU.

Goal: increase the number of instructors and students working on the climate crisis – *across all disciplines.*

Approach: empathetic and solutions-focused.

KPU Climate Strategy – Brett Favaro

A Climate Strategy for KPU



Use climate change, and the associated energy transition, as an opportunity to build a justice-focused future

Resources for faculty – Moodle site

 Course sections 

[> Meet the C+C team](#)

[> Climate+ Teaching Resources](#)

[> Climate+ Media: interviews, micro-lectures](#)

[> Climate+ Resources: climate advocacy](#)

[> Measuring Impact: C+C Student Survey](#)

[> Who is involved? Instructors & Courses](#)

[> Glossary](#)

 Participants

Announcements

 KPU Elder Lekeyten Opening for the Climate+ Challenge

 Climate+ Challenge Introduction!

 Public-facing WordPress project site

Includes the [President's interview](#) with journalism student Ashley Pocrnich; C+C courses for [Fall 2022](#), [Spring 2022](#) and [Summer 2022](#); [blogs](#); and [student showcase](#).

 Virtual Meeting Space





Alignment with Vision 2026 & Academic Plan

Vision 2026

B1. Goal: We will foster environmental sustainability through our offerings, research and operations
Progress on this goal will be made by: Offering formal education programs and courses that address sustainability

Academic Plan

Goal D: Update and Futureproof the Curriculum

A focus on the climate crisis will be integrated into courses and programs across KPU.

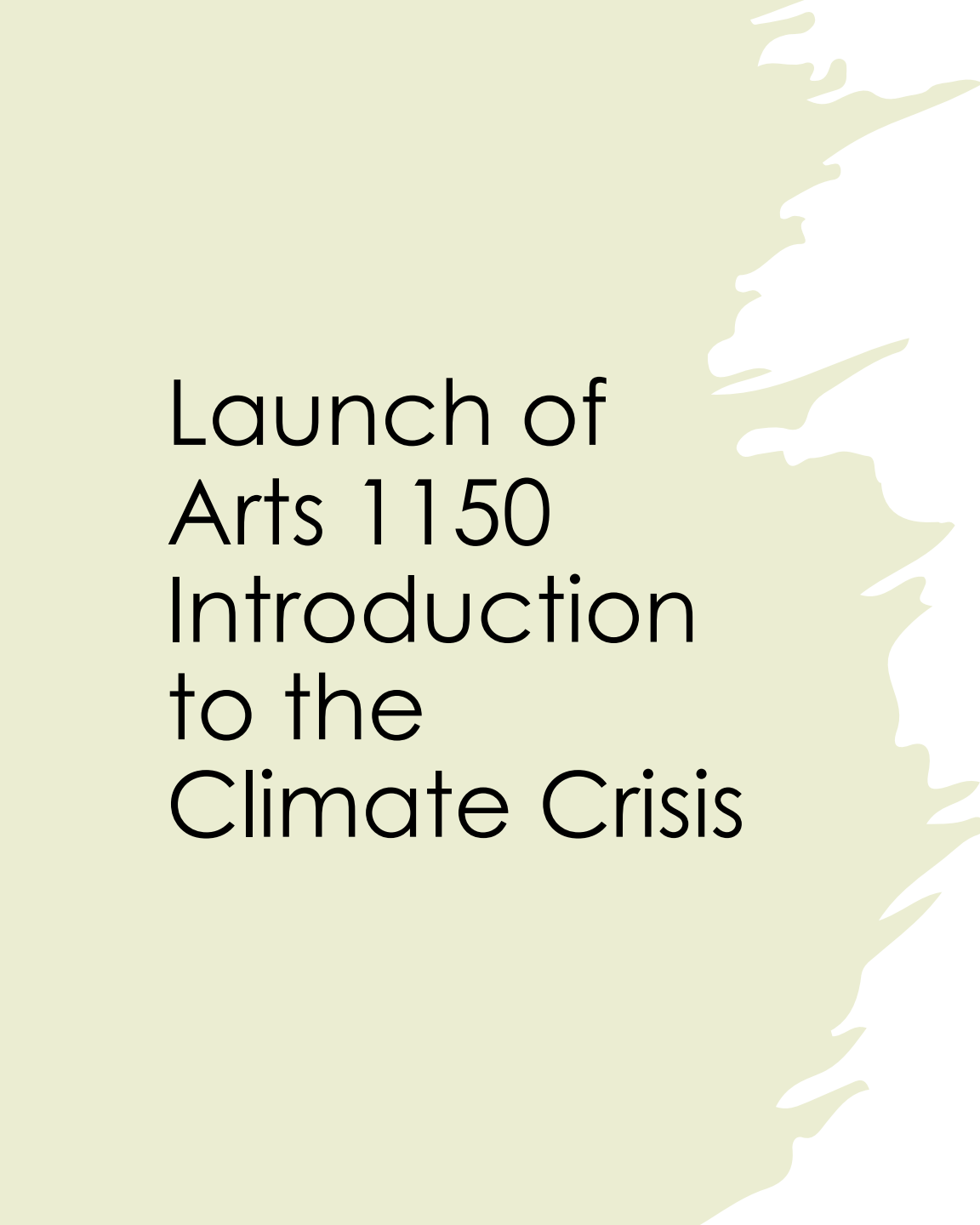
D6. Developing a comprehensive climate strategy to guide KPU's policies, programs, and curriculum while ensuring that sustainability – environmental, social, and economic – is a guiding principle in the development and revision of all KPU programs.

Goal A1: Accessibility - Zero Textbook Course

Goal A2: Decolonization

Goal A4: Experiential, Climate & Sustainability Focus

Goal A6: Innovative Program Delivery



Launch of Arts 1150 Introduction to the Climate Crisis

QFL – instructors from ARTS & Melville

Spring & Summer 2024

- Full enrolment with waitlists.
- Taught by ARTS instructors.
- Limited ability to offer in future.

Process

- Consultation with ARTS 1150 instructors & AD
- Consultation with BUSI Chair & department
- Consultation with Melville instructors vetted in QFL
- Consultation with instructors working with UNSDGs
- Development of new LOs & list of resources, including OERs

GLBL 1150 Introduction to the Climate Crisis



Melville's Vision

- To embolden business and technology learners to become inclusive community builders and conscious change makers.



Learning Outcomes

- Describe the climate emergency from scientific, **socio-economic**, artistic, **financial, business risk** and other lenses and worldviews
- Compare and contrast diverse perspectives on climate change and how they intersect
- Discuss key introductory concepts and methods involved in the study of the climate crisis
- Assess the complexity of the climate crisis and potential solutions **that the private sector** can offer.
- Critically and creatively evaluate climate crisis information from various media for validity
- Identify strategies to deal with climate anxiety

GLBL 1150 Introduction to the Climate Crisis



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 **kpuclimatechallenge**



➤ wordpress.kpu.ca/climatepluschallenge

Agenda item 4.1

Attachments:

1. Change Management for Human Resources Micro credential (6 pages)
2. Human Resources Essential Micro credential (6 pages)
3. Emotional Intelligence for Human Resources Micro credential (6 pages)

Agenda item 4.3

Attachments:

1. SR12 Emergency Policy Planning – cleaned up version (5 pages)
2. SR12 Emergency Policy Planning – marked up version (8 pages)
3. Phase One Submission Rationale (3 pages)

Agenda item 4.4

Attachments:

1. Memo on Future Master's Planning (2 pages)

Agenda item 6.1

Attachments:

1. VC Report to the FC Chairs (2 pages)



Micro-credential Outline Form

EMBEDDED WITHIN CREDIT-BEARING COURSES OR PROGRAMS

As per [Policy AC15 Micro-credentials](#) and its associated [Procedure](#), a Micro-credential is a short, competency-based offering represented by verifiable, portable, and shareable Open Badges that allow learners flexibility in the way they articulate their competencies. Micro-credentials are subject to an expedited Senate approval process to facilitate just-in-time development of new training needed by learners, employers, and the wider community. Micro-credentials will be offered in accordance with existing university bylaws and policies, including those concerning student tuition and fees and student evaluation and grading.

Both Credit-bearing and Embedded within credit-bearing courses or programs need to be submitted to Faculty Curriculum Committee and/or Faculty Council prior submission to Senate Micro-credentials Committee (SMC). Non-credit bearing Micro-credential courses will be submitted to SMC directly.

The Office of the Provost is available to assist in the development of micro credentials. Please contact oprocurriculum@kpu.ca for support or questions.

This badge certifies that the bearer has reliably demonstrated proficiency in key change management competencies such as designing, planning and implementing change management strategies, engaging stakeholders and addressing resistance to change. Learners receiving this credential have proven their knowledge of change management theory and application through the use of change management frameworks and best practices to lead change initiatives successfully, promoting an organizational culture of adaptability and resilience.

☒ New Proposal ☐ Revision ☐ Discontinuance

To be Discontinued Date: [Click or tap to enter a date.](#)

Rationale for Discontinuance: [Click or tap here to enter text.](#)

Faculty: Business

Department Name: HRMT

Provide a list course(s) or program(s) containing components of the Micro-credential:

The micro-credential includes learning from the following course:

- HRMT 4125 Organizational Development

The micro credential will use the current program registration structure and the existing pre-requisites. Given the pre-requisite restrictions for HRMT 4125, this micro-credential currently can only be attained by HRMT students.

Our long-term goal is to build a framework of stackable micro-credentials that lead to an HR super-badge accessible to students from other KPU programs and working professionals. As we begin, the micro-credential will benefit existing students as they add badges/credentials to their online career profiles – allowing them to better communicate their learning to future employers. In the future, we anticipate that students from other programs/external could access the courses through PLAR.

MICRO-CREDENTIAL INFORMATION

Descriptive Title: **This micro-credential equips learners with the foundational knowledge and skills required to successfully design and manage organizational change.**

Badge Title for Graphic (72-character limit): **Change Management for Human Resources**

Description of Micro credential (details to be viewed by external viewers of the badge):

This micro-credential certifies that the bearer has reliably demonstrated the foundational knowledge and skills required to successfully design and implement organizational change initiatives. These skills are critical to lead change effectively in today's evolving work environments. Learners will explore key change management principles, models, and best practices to navigate large and small transitions effectively, drive stakeholder engagement and create a culture of adaptability and resilience.

Course Developer(s): Marla McMullen, Monica Affleck

Course Reviser(s): [Click or tap here to enter text.](#)

Implementation Date: 9/1/2025

To be Reviewed Date: 9/1/2027

BACKGROUND

Rationale for the proposed Micro-credential:

This Change Management Micro-Credential is specifically designed for today's HR professionals. It offers the essential skills needed to navigate and lead organizational change with confidence.

In today's fast-paced work environments, HR plays a vital role in driving change initiatives. Whether it is by managing workforce transitions, embracing new digital HR solutions, or developing strategies to overcome resistance and gain employee buy-in, HR practitioners need practical, structured approaches to guide cultural and structural changes within organizations. This credential empowers HR professionals to lead these efforts effectively and create positive, lasting impact.

The micro-credential allows students to better communicate their change management competency to future employers. Research tells us that change is constant in most organizations and HR's role in supporting people through organizational change, ensuring the change aligns with organizational culture and business outcomes as well as building employee trust and buy-in is critical. According to Verlinden (2025), organizations are facing more change than ever in 2025 and change management is a critical competency for Human Resource professionals.

Has this proposal been developed with community partners or industry partners or other external organizations? ☐ Yes ☒ No

If Yes, provide details: [Click or tap here to enter text.](#)

Market Research:

Micro-credentials, including those in change management, are gaining traction as professionals, students and organizations look for flexible, targeted learning solutions. In Canada, a study by Athabasca University shows that 74% of managers seek to enhance their interpersonal skills through micro-credentials, recognizing their value in advancing careers without significant time commitments (Proeller, 2023).

Change management, in particular, is a sought-after skillset as organizations need to become more agile and respond to external and internal changes at increasing speed. Building resilience to thrive amidst change is key for today's leaders and employees alike. Change management competencies are increasingly recognized as essential for HR professionals, enabling organizations to navigate the complexities of today's dynamic business environment. As organizations undergo frequent transformations due to technological advancements, market shifts, and internal restructuring, HR professionals equipped with change management skills are pivotal in facilitating smooth transitions and fostering employee engagement.

HR professionals play a critical role in managing organizational change by:

- Communicating Changes: Effectively conveying the rationale, benefits, and impacts of change initiatives to employees, thereby reducing uncertainty and building trust..
- Assessing Readiness: Evaluating the organization's preparedness for change and identifying potential resistance points to address proactively.
- Supporting Change Initiatives: Preparing the organisation to support skill development to adapt to new systems or processes. (McGovern, 2025)

By championing change, HR can help the organization increase buy-in, comfort, and support for change across departments, thereby increasing the success of change initiatives (SHRM, 2025).

Locally, learning institutions such as the University of Victoria and Langara College currently offer micro-credentials related to change management. Nationally, microcredentials focused to change are also available at Brock University and the University of Windsor.

- [Langara College: Effective Change Management Leadership Micro-Credential](#)
- [UVIC: Change Resilience in the Workplace](#)
- [Brock University: Change Management Essentials](#)
- [University of Windsor: Change Management Practitioner™](#)

Offering a micro-credential in change management supports KPU's commitment to applied and career-focused education, providing real-world and in-demand skills to its learners.

References:

Managing organizational change. Society for Human Resource Management (SHRM). (2025, March 11).

<https://www.shrm.org/topics-tools/tools/toolkits/managing-organizational-change>

McGovern, M. (2025, February 10). Effective Change Management Strategies for HR professionals. HRMorning.

<https://www.hrmorning.com/articles/change-management-strategies-hr>

Proeller, J. (2023, November 20). Canadian managers, workers turn to micro-credentials to advance careers, study finds | the hub. Athabasca University . <https://www.athabascau.ca/news/power-ed/canadian-managers-workers-turn-to-micro-credentials-to-advance-careers-study-finds>

Verlinden, N. (2025, March 17). 11 change management skills for HR to develop in 2025. AIHR.

<https://www.aihr.com/blog/change-management-skills/>

Expiry date (if applicable): [Click or tap to enter a date.](#)

STACKABLE MICRO-CREDENTIAL INFORMATION

Does this micro credential currently stack with others? ☐ Yes ☐ No

If Yes, provide details: [Click or tap here to enter text.](#)

Title of Stackable Micro-credential: [Click or tap here to enter text.](#)

List of other micro-credentials in the stack:

DETAILS

Description of Micro-Credential: Based on the assessments incorporated in HRMT 4125 Organizational Development, the micro-credential in Change Management will encompass the fundamental change frameworks, theories and practices to support this important skillset. Learners will acquire the knowledge, skills and practical tools necessary to successfully support organizational change in the workplace.

Learning Outcomes:

To earn the Change Management for Human Resources micro-credential, students must complete the following digital badge, achieving a minimum grade of 60% in the individual application assessment.

A student who successfully completes the digital badge #1, embedded in HRMT 4125, will be able to:

- Understand change management principles and theories
- Apply key theories, models, and best practices in change management
- Design change management plans that align with organizational culture and business outcomes
- Engage stakeholders to through effective communication

- Identify resistance to change and implement strategies to foster employee buy in and trust, assess change effectiveness and plan for long-term success

Content:

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

- Introduction to the foundational principles of change management
- Application of key change management models such as ADKAR, KOTTER, Lewin, Kubler-Ross
- Evaluation of changes in the external and internal environments
- Employee engagement strategies to support change readiness and address resistance
- HR metrics and feedback loops to assess change results

Learning Activities:

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

- Case studies and real-world change scenarios
- Change readiness and resilience assessments
- Change model application
- HR change project implementation (application)
- Development of change leadership and engagement strategies
- Reflection journals

Assessment Methods: ☐ Mastery ☐ Experience

For Mastery and Experience, identify the methods used to assess competency:

[Click or tap here to enter text.](#)

Senate Office Use Only

APPROVALS

Committee	Approval Date
Faculty Standing Committee on Curriculum	Click or tap to enter a date.
Faculty Council	Click or tap to enter a date.
Senate Micro-credential Committee (SMC)	Click or tap to enter a date.
Provost	Click or tap to enter a date.
Senate Standing Committee on Curriculum (SSCC)	Click or tap to enter a date.
Senate	Click or tap to enter a date.

Information for TL Commons

Embedded within credit-bearing courses or programs

Course Information

Course Name: [Click or tap here to enter text.](#)

Course Number: [Click or tap here to enter text.](#)

Faculty: [Choose an item.](#)

Department: [Click or tap here to enter text.](#)

Contact Name: (from Concerned Department) [Click or tap here to enter text.](#)

Embedded MC Start Semester: [Click or tap to enter a date.](#)

Assessment method * Parent Course: [Click or tap here to enter text.](#)

Embedded Micro Credential: [Click or tap here to enter text.](#)

Badging Information

Title: [Click or tap here to enter text.](#)

Description: [Click or tap here to enter text.](#)

Criteria to Award Badge: [Click or tap here to enter text.](#)

Badge Image (Please attach):

Automated Email Message Customization Description

[Once the badge is awarded, CanCred sends an automated message. Here is the standard message]

*Subject: Your **Badge Name Here** badge has been awarded!*

*Body: Congratulations, you have successfully completed the requirements of the **Course Name Here** course and have earned your **Badge Name Here** badge!*

[If you require the language in this automated message to change, add it here.]

Submission Instructions for Senate Office

- Log on to TDX
- Open a TDX Ticket. Use the **xxxxxxx** field to create the ticket
- Please attach the Micro Credential Outline Form to the TDX ticket and submit
- When you receive the digital badge visual from Marketing, please submit it via a TDX ticket and refer to TDX ticket number as you submitted the Micro Credential Outline Form

Micro-credential Outline Form

EMBEDDED WITHIN CREDIT-BEARING COURSES OR PROGRAMS

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Both Credit-bearing and Embedded within credit-bearing courses or programs need to be submitted to Faculty Curriculum Committee and/or Faculty Council prior submission to Senate Micro-credentials Committee (SMC). Non-credit bearing Micro-credential courses will be submitted to SMC directly.

The Office of the Provost is available to assist in the development of micro credentials. Please contact oprocurriculum@kpu.ca for support or questions.

This badge certifies that the bearer has reliably demonstrated foundational knowledge and practical skills in the key functional areas of Human Resources. Rooted in HR principles, the competencies gained are valuable across all disciplines and especially beneficial for anyone leading people. Learners are equipped to build solid HR practices, mitigate risk, support organizational goals, and foster a positive and productive workplace culture.

☒ New Proposal ☐ Revision ☐ Discontinuance

To be Discontinued Date: [Click or tap to enter a date.](#)

Rationale for Discontinuance: [Click or tap here to enter text.](#)

Faculty: Business

Department Name: HRMT

Provide a list course(s) or program(s) containing components of the Micro-credential:

The micro-credential (Human Resources Essentials) includes assessed learning from the following courses:

- BUSI 1250 Human Resources Management and
- HRMT 2115 Human Relations.

The micro-credential will use the current program registration structure and the existing pre-requisites. BUSI 1250, with no pre-requisites, is open to all KPU students and HRMT 2115 is open to all students with a minimum of 30 credits. The limited nature of the pre-requisite structure will allow the micro-credential to be available to KPU students across disciplines – which will allow the students who achieve this micro-credential to graduate with in demand competencies they will use in managerial roles.

Our long-term goal is to build a framework of stackable micro-credentials that lead to an HR super-badge accessible to students from other KPU programs and working professionals. As we begin, the micro-credential

will benefit existing students as they add badges/credentials to their online career profiles – allowing them to better communicate their learning to future employers. In the future, we anticipate that external could access the courses through PLAR

MICRO-CREDENTIAL INFORMATION

Descriptive Title: This micro-credential provides a strong foundation in the key Human Resources practices needed to effectively manage today’s complex workplaces. It prepares learners with the required skills and knowledge in core HR areas such as recruitment and retention, employee relations, performance management, conflict resolution and legal compliance to foster a supportive workplace culture.

Badge Title for Graphic (72-character limit): **Human Resources Essentials**

Description of Micro credential (details to be viewed by external viewers of the badge):

This micro-credential provides a comprehensive introduction to the core principles and functions of Human Resources. Designed for aspiring managers, business leaders, and HR professionals this program covers key HR competencies needed to effectively manage people and workplace processes. Learners will explore best practices in key HR functions such as recruitment and retention, employee relations performance management, conflict resolution and legal compliance.

Course Developer(s): Marla McMullen, Monica Affleck

Course Reviser(s): [Click or tap here to enter text.](#)

Implementation Date: 9/1/2025

To be Reviewed Date: 9/1/2027

BACKGROUND

Rationale for the proposed Micro-credential:

The Human Resources Essentials micro-credential equips learners with foundational knowledge and practical skills critical to managing today’s dynamic and diverse workforce. Human Resources (HR) plays a pivotal role in organizational success, supporting key areas such as talent acquisition, employee retention, performance management, compensation, and legal compliance.

In a rapidly evolving workplace, HR competencies are increasingly recognized as essential for not only HR professionals, but also for team leaders, entrepreneurs, and individuals in cross-functional roles.

Has this proposal been developed with community partners or industry partners or other external organizations? ☐ Yes ☒ No

If Yes, provide details: [Click or tap here to enter text.](#)

Market Research:

Micro-credentials are gaining traction as professionals, students and organizations look for flexible, targeted learning solutions. They are ideal for aspiring or experienced HR professionals who strive to keep up with changing regulations, technological advancements, and the evolving way of work in their field. A micro-credential in HR provides an easy way to showcase competencies and would be eligible for continuing education credits for learners working to maintain their CPHR designation or demonstrate their knowledge as part of a certification process.

The Human Resources Essential micro-credential meets an HR competency demand in the marking place. According to the World Economic Forum's Future of Jobs Report (2023), skills related to people management, emotional intelligence, and talent development are among the top competencies required across all industries (WEF, 2023).

This micro-credential offers a comprehensive introduction to core HR functions and their strategic applications. It is designed for:

- Professionals seeking to enhance their people-management capabilities,
- Future leaders and entrepreneurs looking to build a strong foundation in HR principles to support business growth.
- Individuals pursuing or exploring a career in HR,

Research from the Society for Human Resource Management (SHRM) highlights that organizations with strong HR capabilities outperform their peers in terms of employee engagement, retention, and overall productivity (SHRM, 2022).

Furthermore, the Conference Board of Canada emphasizes that HR knowledge contributes to improved workplace culture, better risk management, and alignment of people strategies with organizational goals (Conference Board, 2021).

By completing this micro-credential, learners gain practical tools and frameworks that can be immediately applied in the workplace—making it a valuable credential for anyone in a position of leadership or influence, regardless of discipline or sector.

References:

Conference Board of Canada. (2021). Human resources management: The evolving role of HR in Canadian organizations. Retrieved from <https://www.conferenceboard.ca/>

Society for Human Resource Management. (2022). State of the workplace: HR's role in a changing world. Retrieved from <https://www.shrm.org/topics-tools/research/2025-shrm-state-of-the-workplace>

World Economic Forum. (2023). The Future of Jobs Report 2023. Retrieved from <https://www.weforum.org/reports/the-future-of-jobs-report-2023/>

Expiry date (if applicable): [Click or tap to enter a date.](#)

STACKABLE MICRO-CREDENTIAL INFORMATION

Does this micro credential currently stack with others? ☐ Yes ☒ No

If Yes, provide details: [Click or tap here to enter text.](#)

Title of Stackable Micro-credential: [Click or tap here to enter text.](#)

List of other micro-credentials in the stack:

DETAILS

Based on the assessments embedded in courses BUSI 1250 Human Resources Management and HRMT 2115 Employee Relations, the micro-credential in Human Resources Essentials will encompass the fundamental knowledge and job-ready skills required to effectively manage people, HR processes and workplace dynamics. Completing this micro-credential will provide learners with the latest HR knowledge and tools to make a positive impact in their organization.

Learning Outcomes:

To earn the HR Essentials micro-credential, students must complete both of the following digital badges, achieving a minimum grade of 60% in each of the individual application assessments.

A student who successfully completes digital badge #1, embedded in BUSI 1250, will be able to:

- Explain fundamental Human Resources principles and practices.
- Interpret and apply relevant employment legislation to ensure organizational compliance.

A student who successfully completes digital badge #2, embedded in HRMT 2115, will be able to:

- Design strategies to promote employee engagement and wellbeing using principles of equity, diversity and inclusion
- Implement effective conflict resolution strategies in workplace scenarios.

Content:

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

BUSI 1250 Content:

- Key HR functions and responsibilities
- Strategic HR and business success
- HR areas of expertise: Talent acquisition and workforce planning, employee/labour relations, engagement and workplace culture, total compensation, occupational health and safety, training and development, performance management, employment law and compliance

HRMT 2115 Content

- Communication and conflict resolution principles
- Team dynamics and facilitation

Learning Activities:

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

- Case studies and real-world scenario analysis
- Practical application projects
- Role play practices
- Reflection

Assessment Methods: ☐ Mastery ☐ Experience

For Mastery and Experience, identify the methods used to assess competency:

[Click or tap here to enter text.](#)

Senate Office Use Only

APPROVALS

Committee	Approval Date
Faculty Standing Committee on Curriculum	Click or tap to enter a date.
Faculty Council	Click or tap to enter a date.
Senate Micro-credential Committee (SMC)	Click or tap to enter a date.
Provost	Click or tap to enter a date.
Senate Standing Committee on Curriculum (SSCC)	Click or tap to enter a date.
Senate	Click or tap to enter a date.

Information for TL Commons

Embedded within credit-bearing courses or programs	
Course Information	
Course Name:	Click or tap here to enter text.
Course Number:	Click or tap here to enter text.
Faculty:	Choose an item.
Department:	Click or tap here to enter text.
Contact Name: (from Concerned Department)	Click or tap here to enter text.
Embedded MC Start Semester:	Click or tap to enter a date.
Assessment method *	Parent Course: Click or tap here to enter text.
	Embedded Micro Credential: Click or tap here to enter text.
Badging Information	
Title:	Click or tap here to enter text.
Description:	Click or tap here to enter text.
Criteria to Award Badge:	Click or tap here to enter text.
Badge Image (Please attach):	
Automated Email Message Customization Description [Once the badge is awarded, CanCred sends an automated message. Here is the standard message] <i>Subject: Your Badge Name Here badge has been awarded!</i> <i>Body: Congratulations, you have successfully completed the requirements of the Course Name Here course and have earned your Badge Name Here badge!</i> [If you require the language in this automated message to change, add it here.]	

Submission Instructions for Senate Office

- Log on to TDX
- Open a TDX Ticket. Use the **xxxxxxx** field to create the ticket
- Please attach the Micro Credential Outline Form to the TDX ticket and submit
- When you receive the digital badge visual from Marketing, please submit it via a TDX ticket and refer to TDX ticket number as you submitted the Micro Credential Outline Form

Micro-credential Outline Form

EMBEDDED WITHIN CREDIT-BEARING COURSES OR PROGRAMS

As per [Policy AC15 Micro-credentials](#) and its associated [Procedure](#), a Micro-credential is a short, competency-based offering represented by verifiable, portable, and shareable Open Badges that allow learners flexibility in the way they articulate their competencies. Micro-credentials are subject to an expedited Senate approval process to facilitate just-in-time development of new training needed by learners, employers, and the wider community. Micro-credentials will be offered in accordance with existing university bylaws and policies, including those concerning student tuition and fees and student evaluation and grading.

Both Credit-bearing and Embedded within credit-bearing courses or programs need to be submitted to Faculty Curriculum Committee and/or Faculty Council prior submission to Senate Micro-credentials Committee (SMC). Non-credit bearing Micro-credential courses will be submitted to SMC directly.

The Office of the Provost is available to assist in the development of micro credentials. Please contact oprocurriculum@kpu.ca for support or questions.

This badge certifies that the bearer has reliably demonstrated key emotional intelligence (EQ) competencies, including self-awareness, self-regulation, empathy, and social skills. They have applied these skills to build strong relationships, navigate complex interactions, and manage conflict with confidence. By fostering trust, collaboration, and effective communication, the bearer is equipped to handle diverse interpersonal and workplace challenges with emotional intelligence.

☒ New Proposal ☐ Revision ☐ Discontinuance

To be Discontinued Date: [Click or tap to enter a date.](#)

Rationale for Discontinuance: [Click or tap here to enter text.](#)

Faculty: Business

Department Name: Human Resources Management

Provide a list course(s) or program(s) containing components of the Micro-credential:

The micro-credential will include components of the following courses:

- HRMT 2115 Human Relations,
- HRMT 4155 Leadership & HR Consulting

The micro credential will use the current program registration structure and the existing pre-requisites. Given the prerequisite restrictions for HRMT 4155, this micro-credential can only be attained by HRMT students. Our long term goal is to build a framework of stackable micro-credentials that can lead to an HR super-badge accessible to students from other KPU programs and working professionals. As we begin, the micro credential

will benefit existing students as they add badges/credentials to their online career profiles – allowing them to better communicate their learning to future employers. In the future, we anticipate that students from other programs/external could access the courses through PLAR.

MICRO-CREDENTIAL INFORMATION

Descriptive Title: This credential covers key Emotional Intelligence (EQ) components such as self-awareness, self-management, empathy, social skills, and motivation to enhance professional and personal relationships.

Badge Title for Graphic (72-character limit): **Emotional Intelligence for Human Resources** Description of Micro credential (details to be viewed by external viewers of the badge):

This credential certifies that the bearer has reliably demonstrated the skills to develop self-awareness, understand their emotions and those of others, communicate empathetically, and build strong relationships. These skills are critical for thriving in today's collaborative and diverse work environments. A high level of Emotional Intelligence is a powerful differentiator for students in their professional and personal lives. This learning empowers participants to lead their careers with confidence, adaptability and impact.

Course Developer(s): Marla McMullen, Monica Affleck

Course Reviser(s): [Click or tap here to enter text.](#)

Implementation Date: 9/1/2025

To be Reviewed Date: 9/1/2027

BACKGROUND

Rationale for the proposed Micro-credential

This Emotional Intelligence (EQ) Micro-Credential gives post-secondary students a significant advantage by developing essential skills that go hand-in-hand with their academic and technical knowledge.

Emotional intelligence helps students become more self-aware, empathetic, adaptable, and effective at interacting with others—skills that organizations highly value in their employees and leaders. Being able to understand and manage emotions is crucial for thriving in today's increasingly dynamic and collaborative workplaces.

This credential equips students with the ability to understand their own emotions and those of others, communicate with empathy, resolve conflicts, handle feedback constructively, and work effectively in diverse teams. Ultimately, this micro-credential prepares students to excel in their careers and build a lifelong toolkit for personal growth and professional success. The micro-credential also allows students to better communicate their EQ competency to future employers.

Research tells us that EQ remains an in-demand competency for 2025 and beyond and this is evidenced in the work of Wells (2024), Bennett (2024) and Kiran, S. (2019)

Has this proposal been developed with community partners or industry partners or other external organizations? ☐ Yes ☒ No

If Yes, provide details: [Click or tap here to enter text.](#)

Market Research: [Click or tap here to enter text.](#)

Canadian employers are increasingly seeking candidates who possess a blend of technical and soft skills to thrive in today's dynamic work environment. According to the Government of Canada (2024), these key competencies include: communication and collaboration, for which a high level of emotional intelligence is foundational. A growing number of traditionally college-age students and professionals in the workforce looking to re- or upskill are opting for micro-credentials as a quicker, more affordable pathway to increase skillsets that are in demand by employers. Micro-credentials serve as verifiable indicators of specific skills, aligning with the competencies today's organizations require (Weissman, S, n.d.)

In response to this emerging need, Canadian institutions are expanding their micro-credential offerings to include various competencies such as emotional intelligence. In British Columbia, several institutions offer micro-credential type of courses focusing on Emotional Intelligence, such as Royal Roads, University of Victoria, and the Sauder School of Business. This indicates that there is a need from learners who look for flexible and targeted opportunities to enhance their emotional intelligence skills.

Following are links to these programs:

- [Royal Roads – Leading with Emotional Intelligence](#)
- [UVIC – Emotional Intelligence for Personal and Professional Growth](#)
- [Sauder School of Business – Emotional Intelligence for Managers](#)

Micro-credentials are becoming an integral part of Canada's educational landscape, offering flexible and targeted learning opportunities that align with both individual career goals and employer expectations.

References:

Bennett, M. (2024, November 19). The statistics on emotional intelligence in the workplace. Niagara Institute.
<https://www.niagarainstitute.com/blog/emotional-intelligence-statistics>

Government of Canada . (2024, July 18). Skills for Success . Canada.ca.
<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>

Kiran, S. (2019, October 17). Emotional intelligence report. Capgemini.
<https://www.capgemini.com/news/press-releases/emotional-intelligence-report/>

Weissman, S. (n.d.). The microcredential generation. Inside Higher Ed | Higher Education News, Events and Jobs.
<https://www.insidehighered.com/news/tech-innovation/alternative-credentials/2024/10/01/microcredential-generation>

Wells, R. (2024, February 20). Emotional intelligence no.1 leadership skill for 2024, says research. Forbes.
<https://www.forbes.com/sites/rachelwells/2024/01/05/emotional-intelligence-no1-leadership-skill-for-2024-says-research/>

Expiry date (if applicable): [Click or tap to enter a date.](#)

STACKABLE MICRO-CREDENTIAL INFORMATION

Does this micro credential currently stack with others? ☐ Yes ☒ No

If Yes, provide details: [Click or tap here to enter text.](#)

Title of Stackable Micro-credential: [Click or tap here to enter text.](#)

List of other micro-credentials in the stack:

DETAILS

Description of Micro-Credential:

Based on the assessments incorporated in courses HRMT 2115 Human Relations and HRMT 4155 Leadership & HR Consulting, the micro-credential in Emotional Intelligence (EQ) will encompass the fundamental framework of this important competency.

Learners will acquire skills, knowledge and practical tools to apply EQ principles effectively in both personal and professional contexts. Specifically, learners will engage in activities designed to enhance the understanding of their own emotions and those of others, their personal strengths, and areas for improvement.

Students will practice self-regulation techniques to adapt their emotional responses and foster resilience. In addition, students will develop skills to perceive the emotions of others, empathizing with others to develop stronger interpersonal relationships. This will empower learners to build and maintain positive relationships based on effective communication and the ability to manage conflict.

Learning Outcomes:

To earn the Emotional Intelligence for Human Resources micro-credential, students must complete both of the following digital badges, achieving a minimum grade of 60% in each of the individual application assessments.

A student who successfully completes digital badge #1, embedded in HRMT 2115, will be able to:

- Describe the components of the Emotional Intelligence framework.
- Identify and analyze personal emotional responses and the emotions of others to enhance self-awareness and empathy.
- Practice effective communication and interpersonal skills, including techniques for conflict resolution.

A student who successfully completes digital badge #2, embedded in HRMT 4155, will be able to:

- Demonstrate self-regulation strategies to manage emotions effectively in various situations.
- Integrate Emotional Intelligence principles into leadership and teamwork scenarios to enhance group and individual effectiveness.

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

HRMT 2115 Content:

- What is Emotional Intelligence? (Goleman Model)
- Benefits of EQ in personal and professional life
- The connection between thoughts, emotions and actions
- The power of active listening
- Conflict resolution with emotional Intelligence
- Giving and receiving constructive feedback

HRMT 4115 Content:

- Strategies for managing difficult situations
- The role of empathy in conflict resolution, teamwork and leadership
- Goal setting with emotional awareness
- Recognizing emotions in self and others and their impact on behavior

Learning Activities:

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

Self awareness: guided journal reflections, personality, emotional intelligence and leadership assessments

Social skills – relationship management: communication, conflict management and feedback roleplays, practices and reflection

Empathy: active listening and perspective taking, cognitive re-framing practices

Motivation: goal setting activities to identify personal and professional goals

Assessment Methods: ☐ Mastery ☐ Experience

For Mastery and Experience, identify the methods used to assess competency:

[Click or tap here to enter text.](#)

Senate Office Use Only

APPROVALS

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Faculty Council	Click or tap to enter a date.
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Information for TL Commons

Embedded within credit-bearing courses or programs

Course Information

Course Name: Click or tap here to enter text.

Course Number: Click or tap here to enter text.

Faculty: Choose an item.

Department: Click or tap here to enter text.

Contact Name: (from Concerned Department) Click or tap here to enter text.

Embedded MC Start Semester: Click or tap to enter a date.

Assessment method * Parent Course: Click or tap here to enter text.

Embedded Micro Credential: Click or tap here to enter text.

Badging Information

Title: Click or tap here to enter text.

Description: Click or tap here to enter text.

Criteria to Award Badge: Click or tap here to enter text.

Badge Image (Please attach):

Automated Email Message Customization Description

[Once the badge is awarded, CanCred sends an automated message. Here is the standard message]

*Subject: Your **Badge Name Here** badge has been awarded!*

*Body: Congratulations, you have successfully completed the requirements of the **Course Name Here** course and have earned your **Badge Name Here** badge!*

[If you require the language in this automated message to change, add it here.]

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Policy History
Policy No. SR12
Approving Jurisdiction: President
Administrative Responsibility: Vice President Human Resources
Effective Date: March 15, 2023

Emergency Planning Policy

A. CONTEXT AND PURPOSE

Kwantlen Polytechnic University (KPU) prioritizes the safety and well-being of its community by establishing systems to minimize the impact of emergencies while ensuring timely and effective response and recovery.

This policy provides a framework for emergency preparedness, response, and recovery, emphasizing risk mitigation, property protection, and operational continuity. It mandates the development of robust emergency plans aligned with the British Columbia Emergency Management System (BCEMS).

The policy defines the principles guiding KPU's Emergency Planning Program, promoting clear, coordinated emergency management practices to enhance the University's resilience, readiness, and response capacity.

KPU recognizes its legal duty of care to students, employees, and visitors and is committed to meeting its statutory obligations under applicable health, safety, and emergency management legislation.

B. SCOPE AND LIMITS

This policy applies to all university campuses, facilities, employees, students, and visitors. It encompasses emergencies that may arise from natural disasters, technological incidents, health crises, security threats, or other critical disruptions that pose an immediate risk to safety or operations. This policy does not cover urgent but non-emergency disruptions or routine

operational challenges, unless they escalate to emergency status. The scope is limited to incidents directly impacting the university and its community members and includes coordination with municipal, regional, and provincial emergency authorities, in accordance with BCEMS and legal requirements.

C. STATEMENT OF POLICY PRINCIPLES

The following principles will guide the University in the development, implementation and management of the University's Emergency Planning Program.

1. The highest priority is safeguarding the health, safety, and security of the university community.
2. The university commits to proactive planning and training to ensure readiness for potential emergencies.
3. Plans are established to facilitate recovery and business continuity while minimizing disruptions to university operations.
4. Emergency planning and response will consider the diverse needs of the university community, ensuring accessibility and acknowledging the different ways emergencies may affect individuals and groups.
5. KPU will ensure compliance with the Accessible British Columbia Act and the BC Human Rights Code to support full inclusion of persons with disabilities and equity-deserving groups.
6. The university recognizes the importance of Indigenous perspectives in emergency management efforts.
7. Transparent and timely communication is essential. The university will strive to provide accurate dissemination of information before, during, and after emergencies.
8. Lessons learned from emergencies will inform updates to policies, plans, and procedures to enhance future preparedness and response.

9. The President, or delegate, is authorized to declare a state of emergency and to implement emergency measures, including campus closures or evacuations. Delegated authorities shall be clearly documented in associated procedures.
10. An annual review of the Emergency Planning Program, including after-action reports from real or simulated events, will be coordinated by the Office of Emergency Planning and reported to the President or delegate.

D. DEFINITIONS

Business Continuity

Planning taken to help protect departments and the organization from disruptions caused by an emergency or disaster. The process of resuming regular operations following an emergency or disaster.

Disaster

A calamity that (a) is caused by accident, fire, explosion, or technical failure or by the forces of nature, and (b) has resulted in serious harm to the health, safety, or welfare of people, or in widespread damage to property.

Disruption

An occurrence that interrupts normal business, functions, operations, or processes, whether anticipated or unanticipated.

Emergency

A present or imminent event or circumstance that (a) is caused by accident, fire, explosion, technical failure, or the forces of nature, and (b) requires prompt coordination of action or special regulation of persons or property to protect the health, safety, or welfare of a person or to limit damage to property.

Emergency Exercise

A simulated emergency in which players carry out actions, functions, and responsibilities expected of them in a real emergency. These exercises are used to validate plans and procedures or to practice prevention, mitigation, preparedness, response, and recovery capabilities, and should be accessible to all participants.

Emergency Management

Ongoing process to prevent, mitigate, prepare for, respond to, and recover from an incident.

Incident

A situation that might be or could lead to, a disruption, loss, emergency, or crisis. The escalation of a situation is within the scope of routine operations. Impacts to health and safety, infrastructure, buildings or assets, and/or service delivery are minimal.

Mitigation

The phase of emergency management in which proactive steps are taken to prevent a hazardous event from occurring by eliminating the hazard, or to reduce the potential impact of such an event before it occurs.

Preparedness

The phase of emergency management during which action is taken to ensure that individuals, businesses, and the jurisdiction/organization are ready to undertake emergency response and recovery.

Readiness

Process of completing activities that attempt to prevent a disaster or lessen its impact on the community and improve planning and training for a response. Includes prevention, mitigation and preparedness.

Recovery

The phase of emergency management in which steps and processes are taken or implemented to: repair communities affected by a disaster, restore conditions to an acceptable level or, when feasible, improve them, restore self-sufficiency and increase resilience in individuals, families, organizations, and communities.

Response

Immediate actions taken to protect life and property following the initiation of an emergency or disaster.

E. RELATED POLICIES AND LEGISLATION

Emergency and Disaster Management Act

University Act

Fire Services Act

Workers Compensation Act

Occupational Health and Safety Regulation

Accessible BC Act

BC Human Rights Code

KPU Occupational Health and Safety Policy (SR17)

Student Conduct Policy (ST7)

Privacy Policy (IM8)



Policy History
Policy No. SR12
Approving Jurisdiction: President
Administrative Responsibility: Vice President Human Resources
Effective Date: March 15, 2023

Emergency Planning Policy

A. CONTEXT AND PURPOSE

Kwantlen Polytechnic University (KPU) prioritizes the safety and well-being of its community by establishing systems to minimize the impact of emergencies while ensuring timely and effective response and recovery.

This policy provides a framework for emergency preparedness, response, and recovery, emphasizing risk mitigation, property protection, and operational continuity. It mandates the development of robust emergency plans aligned with the British Columbia Emergency Management System (BCEMS).

The policy defines the principles guiding KPU's Emergency Planning Program, promoting clear, coordinated emergency management practices to enhance the University's resilience, readiness, and response capacity.

KPU recognizes its legal duty of care to students, employees, and visitors and is committed to meeting its statutory obligations under applicable health, safety, and emergency management legislation.

~~Emergencies are inevitable. At best, they disrupt normal institutional operations. At worst, they pose a threat to life, limb and psychological well-being, damage to facilities, loss of research and intellectual property, and harm to the environment. A policy-supported Emergency Planning effort enables a safe, effective, and unified response when emergencies strike; and a rapid and efficient institutional recovery in their aftermath. The success of Kwantlen Polytechnic University's Emergency Planning efforts is dependent on institution-wide involvement.~~

~~In order to achieve a high state of campus readiness for credible and probable emergencies, this policy requires that Emergency Planning at Kwantlen Polytechnic University shall take an all-hazards approach and entails communication and marketing; education and training;~~

acquisition of resources; development, implementation, testing, and evaluation of plans and procedures; and other mitigation and preparedness measures.

B. SCOPE AND LIMITS

This policy applies to all university campuses, facilities, employees, students, and visitors. It encompasses emergencies that may arise from natural disasters, technological incidents, health crises, security threats, or other critical disruptions that pose an immediate risk to safety or operations. This policy does not cover urgent but non-emergency disruptions or routine operational challenges, unless they escalate to emergency status. The scope is limited to incidents directly impacting the university and its community members and includes coordination with municipal, regional, and provincial emergency authorities, in accordance with BCEMS and legal requirements.

This policy addresses Emergency Planning, an issue of broad concern to Kwantlen Polytechnic University. It improves the management of risk, enhances operational efficiency, sets a standard, and mandates action. This policy does not absolve Kwantlen Polytechnic University units and departments from the responsibility of maintaining and implementing unit / department-specific emergency response and recovery plans.

C. STATEMENT OF POLICY PRINCIPLES

The following principles will guide the University in the development, implementation and management of the University's Emergency Planning Program. Emergency Planning at Kwantlen Polytechnic University shall require the commitment of its leadership and the participation and engagement of administration, all units and departments, faculty, staff, and the student body.

Emergency Planning at Kwantlen Polytechnic University shall be

1. The highest priority is safeguarding the health, safety, and security of the university community.
2. The university commits to proactive planning and training to ensure readiness for potential emergencies.
3. Plans are established to facilitate recovery and business continuity while minimizing disruptions to university operations.
4. Emergency planning and response will consider the diverse needs of the university community, ensuring accessibility and acknowledging the different ways emergencies may affect individuals and groups.

5. KPU will ensure compliance with the Accessible British Columbia Act and the BC Human Rights Code to support full inclusion of persons with disabilities and equity-deserving groups.

6. The university recognizes the importance of Indigenous perspectives in emergency management efforts.

7. Transparent and timely communication is essential. The university will strive to provide accurate dissemination of information before, during, and after emergencies.

8. Lessons learned from emergencies will inform updates to policies, plans, and procedures to enhance future preparedness and response.

9. The President, or delegate, is authorized to declare a state of emergency and to implement emergency measures, including campus closures or evacuations. Delegated authorities shall be clearly documented in associated procedures.

10. An annual review of the Emergency Planning Program, including after-action reports from real or simulated events, will be coordinated by the Office of Emergency Planning and reported to the President or delegate.

1. Professional and rooted on evidence-based best practice;

2. Progressive and anticipatory in order to take appropriate preventive and preparatory measures to build a disaster-resistant and disaster-resilient campus;

3. Risk-driven and based on sound risk management principles;

4. Flexible and encouraging of creative and innovative approaches in solving challenges of emergencies;

5. Compliant with legal and other regulatory requirements;

6. Coordinated, comprehensive, collaborative, and continuous;

7. Standardized and consistent from one Kwantlen Polytechnic campus to another;

8. Integrated with external emergency planning efforts, particularly those of the municipal jurisdictions within which its campuses are found; and

9. Interlinked with information sharing forums such as the Regional Emergency Planning Committee (Lower Mainland), as well as the BC Post-Secondary Emergency Planners Group.

Emergency Planning at Kwantlen Polytechnic University shall be undertaken by its Office of Emergency Planning, directed by the Manager Emergency Planning who is also responsible

for the administration of Kwantlen Polytechnic University's ~~Ready Campus~~ Emergency Management Program.

D. DEFINITIONS

Business Continuity

Planning taken to help protect departments and the organization from disruptions caused by an emergency or disaster. The process of resuming regular operations following an emergency or disaster.

Disaster

A calamity that (a) is caused by accident, fire, explosion, or technical failure or by the forces of nature, and (b) has resulted in serious harm to the health, safety, or welfare of people, or in widespread damage to property.

Disruption

An occurrence that interrupts normal business, functions, operations, or processes, whether anticipated or unanticipated.

Emergency

A present or imminent event or circumstance that (a) is caused by accident, fire, explosion, technical failure, or the forces of nature, and (b) requires prompt coordination of action or special regulation of persons or property to protect the health, safety, or welfare of a person or to limit damage to property.

Emergency Exercise

A simulated emergency in which players carry out actions, functions, and responsibilities expected of them in a real emergency. These exercises are used to validate plans and procedures or to practice prevention, mitigation, preparedness, response, and recovery capabilities, and should be accessible to all participants.

Emergency Management

Ongoing process to prevent, mitigate, prepare for, respond to, and recover from an incident.

Incident

A situation that might be or could lead to, a disruption, loss, emergency, or crisis. The escalation of a situation is within the scope of routine operations. Impacts to health and safety, infrastructure, buildings or assets, and/or service delivery are minimal.

Mitigation

The phase of emergency management in which proactive steps are taken to prevent a hazardous event from occurring by eliminating the hazard, or to reduce the potential impact of such an event before it occurs.

Preparedness

The phase of emergency management during which action is taken to ensure that individuals, businesses, and the jurisdiction/organization are ready to undertake emergency response and recovery.

Readiness

Process of completing activities that attempt to prevent a disaster or lessen its impact on the community and improve planning and training for a response. Includes prevention, mitigation and preparedness.

Recovery

The phase of emergency management in which steps and processes are taken or implemented to: repair communities affected by a disaster, restore conditions to an acceptable level or, when feasible, improve them, restore self-sufficiency and increase resilience in individuals, families, organizations, and communities.

Response

Immediate actions taken to protect life and property following the initiation of an emergency or disaster.

All Hazards

All Hazards approach does not focus on specific hazards but concentrates on a solid framework that ensures the institution will be better prepared for all emergencies. From this framework, the functions common to most emergencies are strengthened while those unique to specific hazards are addressed as exceptions.

Emergency

Emergency, Disaster, Crisis, Calamity, Catastrophe, or Bad Day? The definition used by Kwantlen Polytechnic University is taken from British Columbia's Emergency Program Act

and means a present or imminent event or circumstance that (a) is caused by accident, fire, explosion, technical failure or the forces of nature, and (b) requires prompt coordination of action or special regulation of persons or property to protect the health, safety or welfare of a person or to limit damage to property.

Emergency Management

Emergency Management is the managerial function charged with creating the framework within which “communities” reduce vulnerability to hazards and cope with disasters. In the context of Kwantlen Polytechnic University, this function is further characterized by activities that are intended to

10. Enable mitigation against and preparedness for actual and potential threats within the jurisdictions wherein are located Kwantlen Polytechnic University’s campuses (i.e., Richmond, Surrey, and Langley);
11. Facilitate and maintain a heightened state of readiness throughout the Kwantlen Polytechnic University community to assure prompt, safe, correct, and consistent response to and recovery from a disaster using an all-hazards approach; and
12. Promote the safeguarding of students, faculty, administration, support staff and others who may be on campus while continuing to provide essential services through emergencies.

Emergency Planning

Emergency Planning is a coordinated, comprehensive, collaborative, and continuous process of crafting and maintaining plans to reduce the risk to life and limb, to property, and to the environment posed by credible and probable emergencies. It supports and complements institutional risk management and academic / research / operations continuity practices and efforts.

Emergency Plans

Emergency Plans are detailed and structured proposals for achieving emergency objectives and describe details of resources, structures, networks, procedures, and assigned tasks that will be brought to bear on emergencies of different types. They inform, instruct, and direct participants (what to expect, what to do, and what resources to employ). They must be robust, durable and flexible, capable of being tested and modified, and functional in difficult circumstances.

Preparedness

Preparedness has to do with making ready for credible and probable emergencies. Activities, programs, and systems under this heading are developed and implemented prior

to an emergency and are used to support, test, prove, and enhance response to, and recovery from emergencies.

Preparedness, i.e., the ability to take appropriate and effective action in response to emergencies, must be continually maintained. As part of preparedness work, plans must be updated, equipment must be serviced and tested, personnel must be trained, and procedures and systems must be exercised.

Training, exercises, evaluations, and corrective actions are central to the preparedness function.

Mitigation

Mitigation consists of planned and orderly efforts to prevent those hazards that are preventable and to lessen the impact of those that are not.

The design and implementation of a hazard mitigation strategy requires technical capability, resources, and the cooperative efforts of a number of diverse groups. While many targets of opportunity will be present after a disaster, an effective mitigation strategy should begin as soon as the hazards analysis is completed and should focus on a set of deliberate, well-reasoned policy decisions based on a long-term view.

Over time, the cumulative effect of mitigation actions, even if individually small, can make a significant impact on the degree of risk faced by a facility, and may serve to lessen the damage to property and the harm to life and limb.

Response

Response is the execution of Emergency Plans.

Recovery

Once the emergency has been stabilized and the immediate life-saving and property (environment) protection actions have been generally completed, attention must be focused on returning Kwantlen Polytechnic University, its operations, its personnel, and its damaged areas to pre-emergency state. The short-term focus should be on returning critical operational and support systems to minimum operating standards, as well as on providing timely debriefings and assistance sessions with staff. Longer term activities, which may require a number of years, should focus on personnel assistance and counseling (as necessary) and restoring Kwantlen Polytechnic University to normal. During recovery, opportunities for planning to reduce future emergency impacts are usually presented.

E. RELATED POLICIES AND LEGISLATION

[Emergency and Disaster Management Act](#)

[University Act](#)
[Fire Services Act](#)
[Workers Compensation Act](#)
[Occupational Health and Safety Regulation](#)
[Accessible BC Act](#)
[BC Human Rights Code](#)
[KPU Occupational Health and Safety Policy \(SR17\)](#)[Student Conduct Policy \(ST7\)](#)
[Privacy Policy \(IM8\)](#)

~~**Workers Compensation Act [RSBC 1996] c. 492**~~

Field Code Changed

~~**Fire Service Act [RSBC 1996] c.143**~~

Field Code Changed

~~**National Fire Code of Canada 1995**~~

~~**National Fire Protection Association Standard 1600: Standard on Emergency Management and Business Continuity Programs, 2010 edition**~~

~~**Related Programs, Plans, And Guidelines**~~

~~Kwantlen Polytechnic University **Ready Campus** Program (under development)~~

~~Kwantlen Polytechnic University Emergency Management Training and Development Program (under development)~~

~~Kwantlen Polytechnic University Emergency Response Team Program (under development)~~

~~Kwantlen Polytechnic University Incident Management System Guidelines (under development)~~

~~Kwantlen Polytechnic University Emergency Operations Centre Guidelines (under development)~~

~~Kwantlen Polytechnic University Emergency Operations Plan (under development) Kwantlen Polytechnic University Fire Plans (under review)~~

~~Kwantlen Polytechnic University Security Program (under development)~~

~~**F. RELATED PROCEDURES**~~

~~Policy # Policy Name Procedure~~

Phase One Rationale: Revision

Policy number and name: SR12 Emergency Planning Policy

Approving jurisdiction: President

Policy Sponsor: Vice President Human Resources

Anticipated Policy approval date: October 2025

Anticipated Policy implementation date: October 2025

A. Rationale for the Policy and/or Procedure Amendment

In 2021, the Emergency Planning program underwent an internal audit conducted by KPU's Business Performance and Advisory Services. One key finding was that the Emergency Planning Policy (SR12), created in October 2011, had not been updated to reflect current information in emergency management. Notably, KPU Tech and Civic Plaza were also not listed as KPU campuses, and updates like the emergency notification system were not addressed in the policy.

B. Proposed scope and content of the Policy and/or Procedure Amendment

The proposed amendments aim to modernize, clarify, and streamline the policy to ensure it remains relevant and effective in addressing current needs and expectations at KPU. The rationale for each amendment is as follows:

1. **Updates to the Scope and Limits of the Policy:** The inclusion of a clear statement indicating that the policy applies to all employees, students, contractors, visitors, and independent organizations operating at KPU ensures comprehensive coverage and clarity. This amendment is necessary to eliminate ambiguity regarding who the policy applies to, thus ensuring consistency in its application across the university community.
2. **Streamlining the Principles:** Streamlined principles ensure that the policy remains easily understandable, fostering a stronger alignment between the policy and KPU's proactive response in various operational contexts.
3. **Update References from 'ReadyCampus' to 'KPU Alerts':** Given the evolution of KPU's emergency communication systems, the proposed update to replace 'ReadyCampus' with 'KPU Alerts' reflects current practices and technology in use. This change ensures

accuracy and helps avoid confusion, reinforcing the importance of staying informed through the correct communication channels during emergency situations.

4. **Update to 'Related Policies & Legislation':** The recent update from the *Emergency Program Act* to the *Emergency and Disaster Management Act* needs to be reflected in the policy. This amendment ensures that the policy aligns with current legislation, maintaining legal compliance and ensuring the institution's emergency planning framework is based on the most current legal standards. Updating this reference will keep the policy relevant and legally sound
5. **Update to 'Related Programs, Plans, and Guidelines' Section:** Including a direct link to the Emergency Planning Webpage under the "Related Programs, Plans, and Guidelines" section increases the accessibility of related resources. This update will facilitate easier access to relevant information, thereby enhancing the policy's practical utility in emergency preparedness and response. Providing this direct access will also encourage continuous engagement with up-to-date resources.

C. List of consultations with individuals and groups

Mandatory Consultations per GV2 Policy Protocol:

- Legal (Legal@kpu.ca)
- Privacy (Privacy@kpu.ca)
- Risk (Risk@kpu.ca)
- Labour Relations
- Gayle Bedard, Associate Vice President, Indigenous Leadership
- Dr. Asma Sayed, Vice President, Equity & Inclusive Communities
- Dr. Fiona Whittington-Walsh, Lead Advisor on Disability, Accessibility and Inclusion
- Opt-in consultees requested via the Policy Blog, SSC Policy and Board Governance Committee during Phase One
- Senate Standing Committee on Policy (mandatory for policies that require recommendation or approval from Senate)

Proposed Consultations:

Please indicate the key interested parties who you should consult with as you develop a revised set of draft policy and procedure.

D. Contact information for consultation requests

Name: Jillian Cathcart

Department: Emergency Planning, Risk and Security

Email: jillian.cathcart@kpu.ca

MEMORANDUM

»» Where thought meets action

TO: Deans and Faculty Council Chairs

FROM: Dr. David Burns, Dean, *pro tem*, Faculty of Graduate Studies and Associate Vice-President, Academic

DATE: March 24, 2025

SUBJECT: Future Master's Programming at KPU

Background

In late October 2024, Senate approved the Graduate Studies Council's by-laws. The Council has met on a monthly basis since December 2024. Bringing together faculty representatives from the Faculty of Arts, Melville School of Business, Wilson School of Design, Faculty of Science, and Faculty of Health, the Council is making steady progress in building out regulations to support future graduate studies at KPU. This includes not only making a recommendation to Senate on the University's first master's degree proposal, as it did in January 2025, but also deliberating over master's-level academic standards, thinking strategically about future master's programming, and carefully establishing regulations and guidelines for master's studies.

Direction of Future Programming

Through these discussions, the Graduate Studies Council agreed on its perspective on future master's proposals: that they should be deeply interdisciplinary, few in number and very well consulted.

Faculty members across different Faculties will collaborate in building master's programs that are **interdisciplinary** in nature. Such programs could thusly bring together the strengths in multiple Faculties, be well positioned in relation to offerings from comparable institutions, and appeal especially to mature learners who face complex problems that require multiple skillsets.

Against a backdrop of budget reductions and uncertainties across the post-secondary sector, KPU will design future master's programs in a thoughtful and strategic way. This means that we should aim to create a small number of high-quality and sustainable master's degree programs, as opposed to a catch-all approach to program development across many programs. This also takes into

consideration that master's program development, from preliminary exploration to ministerial review, takes at least two to three years to complete.

Given this time commitment and need for coordination, it is important for consultation with the Graduate Studies Council to occur early when ideas for programming are being explored. The Graduate Studies Council will provide valuable guidance to program proposal proponents or exploratory working groups, especially as the University's institutional knowledge on graduate studies accumulates. Critically, the Council can provide early indications that particular program ideas are unlikely to gain support – thereby saving significant development time.

BUSINESS FACULTY COUNCIL

Agenda Item: 6.1

Meeting Date: May 12, 2025

Notes from the [Senate](#) month of April to FC chairs

April is a busy month...

Senate voted in favour of all of the following:

- Large list of discontinued, new, and revised course outlines
- Two New Program Proposals (Board next)
 - A Certificate in Brewing and a Diploma in Engineering Physics
- Program revisions (Motions for degree program revision are pending determination by the Degree Quality Assessment Board)
 - Diploma in Brewing and Brewery Operations,
 - Bachelor of Science, Major in Physics for Modern Technology,
 - Bachelor of Arts, Major in Political Science,
 - Associate of Arts in Political Science;
 - Minor in Political Science
 - Bachelor of Business Administration in Accounting.
- Micro-credential proposals
 - Psychology and Organizational Behaviour,
 - Psychology, Marketing and Design, and
 - Quantitative and Quality Psychology Research,

And Senate also honoured me by acclaiming me as vice chair for another year, which is, to be honest, quite pleasing. I'm really enjoying it.

New process: Any [Pathway](#), [Quantitative](#) or [Writing Intensive](#) course that is being revised will be reviewed by the applicable subcommittee, which will advise SSCC if the course continues to meet the attribute criteria. Please advise your Faculty that if they are revising any attributed course, they will be much better off if they review the attribute criteria and consult early with Teaching and Learning.

KPU election news, Laura Del Rio Torres and I are acclaimed as Health Senators, Richard Popoff was elected from the Faculty of Science, and Raymond Chou, Sheena Dela Torre, Gurnoor Kaur, and Harkomalpreet Singh Gill were elected from the student population.

Senate committee news: We will have the usual end-of-year departure as 1/3 of the members have completed their Senate Committees (SSC) term. **Please raise this at your next FC meeting and spread the word about your Faculty vacancies, as listed below.** We find that people respond best to a verbal ask, so go ahead and ask someone to consider stepping forward. The vacancies are as follows:

ACP: Curriculum, Library, Program Review, Research, University Budget

Arts: Academic Planning/Priorities, University Budget and Writing Intensive & Microcredentials

Health: Library

Melville: Academic Planning/Priorities, Curriculum, Library, Program Review, Research

Science: Library, SSCUB & Microcredentials

Support Staff: University Budget

BUSINESS FACULTY COUNCIL

Agenda Item: 6.1

Meeting Date: May 12, 2025

Trades and Tech: Academic Planning/Priorities, University Budget and Writing Intensive & microcredentials

WSOD: Library, Policy,

At-large seats are vacant in SGNC, Program Review, & Tributes

None of the committees are over-the-top hard work, including program review. Being a representative means the committee hears the perspective of your Faculty, and the representative votes based on the best interests of KPU. It is also terrific PD, a wonderful chance to meet people across the university, and a great first step into governance. And if it all becomes too much, the person can resign. It's not a life sentence 😊

Evaluation time- includes your perspectives on all things Senate. Please request faculty feedback on submissions, dates and deadlines, meetings, procedures, and anything you or your Faculty thinks we should hear. Send it to vcsenate@kpu.ca

Stay Tuned:

Senate Curriculum Orientation—This is being planned for late September/October. It will be a chance to learn all about curriculum development, consultations, and governance, and it will be open to everyone. Stay tuned, and if there is a topic you would like covered, please let me know.

Please consider inviting me to your Faculty Council or Faculty of the Whole meeting for any reason, Senate-related.

All the best!

Catherine Schwichtenberg
Vice Chair, Senate