



## Senate Standing Committee on Academic Planning & Priorities

Friday, October 2, 2015  
9am - Noon  
Surrey Campus, Cedar 2110

---

### AGENDA

---

1. Call to Order ..... Jennifer Au
2. Confirmation of Agenda
3. Approval of Minutes - September 11, 2015
4. Pending Business
5. Chair's Report ..... Jennifer Au
6. Quality Assurance Framework (to be distributed)..... Alan Davis
7. Full Program Proposal: Bachelor of Arts Minor in Indigenous Studies ..... Romy Kozak
8. AC.10: Establishment, Revision, Suspension and/or  
Discontinuance of Programs Policy and Procedures ..... Jennifer Au / Josephine Chan
9. GV.9: Establishment and/or Discontinuance of  
Faculties and Departments Policy and Procedures ..... Josephine Chan
10. Mandate and Membership Review ..... Jennifer Au
11. Items for Discussion
12. Adjournment

---

#### Next Meeting

**Friday, November 13 2015**  
**9am - Noon**  
**Surrey Campus, Cedar 2110**



## MINUTES

### Senate Standing Committee on Academic Planning and Priorities (SSCAPP)

Friday, September 11, 2015, 9 am

Surrey Campus, Cedar Building, Room 2110

---

#### Present:

Jennifer Au, Chair  
Chamkaur Cheema  
Alan Davis, President  
Tru Freeman  
Jerry Murphy  
Jan Penhorwood  
Carolyn Robertson  
Gillian Welton

#### Ex-Officio / Non-voting

Salvador Ferreras, Provost, Vice  
President Academic  
Jane Fee, Deputy Provost

#### Regrets:

Amandeep Cheema  
Romy Kozak  
Arthur Fallick  
Don Mathewson  
Lori McElroy

#### Guests:

Zena Mitchell, University Registrar  
Todd Mundle, University Librarian  
Natalie Walker, Executive Secretary to Senate

#### Recorder

Lori Scanlan / University Secretariat

---

#### 1. Call to Order

The Chair called the meeting to order at 9:05 am.

#### 2. Confirmation of Agenda

**Moved by Tru Freeman; seconded by Jerry Murphy:**

**THAT the Agenda be confirmed.**

**Motion Carried**

#### 3. Approval of Minutes of May 15, 2015

**Moved by Gillian Welton; seconded by Carolyn Robertson:**

**THAT the Minutes of May 15, 2015 be approved.**

**Motion Carried**

#### 4. Pending Business

No business pending.

#### 5. Chair's Report

The Chair updated the committee on the following SSCAPP items that were approved at the May 25, 2015 Senate meeting:

- KPU Internationalization Plan
  - Strategic Enrolment Management (SEM) Plan
-

## **6. Updates on the New Program Development, Revision and Approval Process and Timeline**

The Chair provided an update on the timeline for the consultation and approval process for the proposed Policy AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs Policy and Procedures. The proposed program development, revision and approval process will improve communications with the Ministry and give faculty a better idea of the timeline for program development and implementation.

## **7. Quality Assurance Framework**

Alan Davis, President, presented the Quality Assurance Framework and explained that although KPU is exempted from submitting its baccalaureate programs for review by the Degree Quality Assessment Board (DQAB), we are required to provide evidence that we are consistently and appropriately assessing the quality of our programs and learning outcomes. AVED has assigned DQAB the task of assessing *how* post-secondary institutions assess program quality. The Office of Institutional Analysis and Planning will be assembling a set of quality assurance systems based on KPU's Quality Assurance Framework Grid. The hope is that KPU's framework is similar enough to the framework being developed by DQAB so that it will not require further revision. This framework will be presented for review at other relevant Senate Standing Committees then will return to SSCAPP for recommendation to Senate.

## **8. GV10: Mission, Vision and Values Development and Amendment Policy and Procedures**

Dr. Davis presented the proposed policy GV10 and informed the committee that it has been posted to the policy blog. During the 6-week posting period, GV10 will be presented at the pertinent standing committees for feedback. He explained that GV10 was developed by the President's office and provides a mechanism whereby anyone could submit a proposal with sufficient supporting documentation and request a revision to KPU's Mission, Vision and Values.

## **9. SSCAPP Mandate and Membership**

Salvador Ferreras, Provost and Vice President Academic, provided an update on discussions that transpired over the summer regarding item #6 of SSCAPP's current mandate:

"Following consultation with other relevant standing committees, review and advise Senate on the terms of affiliation, articulation and other contractual agreements with other post-secondary institutions"

Dr. Ferreras clarified that in accordance with *Section 35.2 (6) (k)* of the University Act,

35.2 (6) The Senate of a special purpose, teaching university must advise the board, and the board must seek advice from the senate, on the development of educational policy for the following matters:

(k) the terms of affiliation with other post-secondary bodies;

SSCAPP would be responsible for reviewing and making recommendations to Senate on policies related to various levels of affiliations that are inclusive of articulation and transfer agreements with other post-secondary institutions. Memorandums of understanding pertaining to contractual agreements may apply if they are related to academic standings.

Moved by Carolyn Robertson; seconded by Tru Freeman:

THAT the Senate Standing Committee on Academic Planning and Priorities mandate be revised to read ***“Following consultation with other relevant standing committees, review and advise Senate on the policies related to affiliation and articulation agreements with other post-secondary institutions.”***

**Motion Carried**

The Chair asked that, prior to its October meeting, SSCAPP members consider their membership structure and what revisions may need to occur as a result of the recent establishment of the Faculty of Educational Support and Development.

#### **10. For Information: Fiscal year 2016-17 Budget Presentation Schedules**

The Chair presented the 2016-17 Budget Presentation Schedules for information and encouraged committee members to attend the open sessions.

#### **11. Items for Discussion**

A member inquired about the possibility of SSCAPP engaging in creative brainstorming discussions. The Provost responded and encouraged upper level philosophical discussions regarding academic opportunities and provided his support for committee members to bring these creative ideas forward.

#### **12. Adjournment**

The meeting adjourned at 10:12 am.

## MEMORANDUM

---

TO: Senate Standing Committee on Curriculum and  
Senate Standing Committee on Academic Planning and Priorities

CC:

FROM: Diane Naugler, Associate Dean

DATE: September 28, 2015

SUBJECT: Full Program Proposal - Bachelor of Arts Minor in Indigenous Community Justice

---

We are seeking approval for the Full Program Proposal (FPP) - Bachelor of Arts Minor in Indigenous Community Justice, and the Mini Program Concept for B.A. Minors and B.A. Majors Building on B.A. Minors. The proposed implementation date for this proposal is September 1, 2017. The proposal was approved by the Arts Standing Committee on Curriculum on May 1, 2015 and by the Arts Faculty Council on May 22, 2015. We are now seeking Senate approval.

The FPP, Mini Program Concept, Feasibility Assessment, and Library Impact Assessment are attached.



***This mini-concept form is for developing a B.A. Minor, or a B.A. Major where an approved B.A. Minor is in place.***

***Include the following appendices: Appendix A – Internal Consultations; Appendix B – Library Assessment Template; Additional material may also be included as appendices. For information about submitting the completed concept document, please contact the Chair of SSCC.***

***Please limit this to 3 pages, exclusive of appendices.***

**A. Originating Group**

**1. Internal Developers**

<i>Developer:</i>	<i>Lisa Monchalin</i>	<i>Faculty:</i>	<i>Arts</i>
<i>Dean:</i>	<i>Diane Purvey</i>		

***Date:*** March 25, 2015

If joint educational offering, name of other institution:

**Note:** Requirements outlined in the joint educational policy must be met before proceeding to full program proposal.

---

**B. Basic Information**

---

**B.1 Name of proposed program:**

**Minor in Indigenous Community Justice**

---

**B.2 Proposed credential to be granted:**

B.A. Minor

**B.3 Expected length of program**

Four years or eight semesters

**B.4 Anticipated start date of program:**

Fall 2017

---

## C. Student and Faculty Profile

---

- C.1 Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?**

Target students are non-traditional student populations, such as mature students, those returning for education later in life, and those who work full or part-time in addition to studying. It will also target students transferring to KPU for this this degree. Of the six programs offered in Canada that focus on Indigenous justice issues, only one is a degree program and it is offered in Saskatchewan. None of the four programs offered in BC are degree programs. Thus, the related certificate, diploma and associate degree programs offered in BC may provide opportunities for recruiting students into the proposed BA Minor in Indigenous Community Justice through the development of articulation agreements with the institutions offering these programs.

Target students will also include both Indigenous and non-Indigenous students. Although the program is targeted to both Indigenous and non-Indigenous students, we expect that its major appeal will be for Indigenous students. Enrolment of Indigenous students is growing. Given the uniqueness of the program, it may appeal to a number of them, especially those already studying in criminology.

Finally, this program will also target recent high school graduates, both male and female.

All students will be recruited and attracted through strategic community consultations, institutional recruitment programs, and targeted marketing.

- C.2 Explain how current faculty are able to deliver the program, both in terms of qualifications / specialization and in terms of program capacity. If they are not, how this issue will be addressed**

Current faculty are able to deliver the program, both in terms of qualifications and specialization. There are eight identified faculty members from criminology, sociology, and anthropology who have qualifications and specializations in the courses offered through this Minor. However, within the first two years of the program's inception, the hiring of at least one Indigenous Faculty member who specializes in Indigenous studies would be required.

---

## D. Consultations (Degree FPP section 9. Program Consultation)

---

- D.1 With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback.**

---

## **Refer to Appendix A.**

The Provost & Vice President Academic, Salvador Ferreras has been a strong supporter of this program. He has been involved and engaged with the creation of this minor throughout its development. This has involved several meetings between the program developer and Dr. Ferreras.

- Consultation on Program Concept
  - May 2013 to December 2013, Monchalin had regular meetings with the Provost and Vice President Academic, Sal Ferreras, who has provided timely advice and direction throughout the development process.
  - May 2013 to December 2013, Monchalin had monthly meetings with the Dean of Arts, Diane Purvey, who has been a strong supporter of the development of this program.
  - June 4, 2013 consulted with Gira Bhatt regarding the courses she teaches with Indigenous content; Bhatt was very excited and fully supportive of such a program concept.
  - June 4, 2013 consulted with Julia Murphy regarding the Indigenous courses she teaches at KPU, who was also supportive of this program concept.
  - July 17, 2013, consulted with Ross Laird (Interdisciplinary Expressive Arts), as he teaches a course with Indigenous content and was fully supportive of the program concept.
  - June 5, 2014, Larissa Petrillo, Faculty, Anthropology, gave input into creating a new program at KPU, and provided advice on which Anthropology courses contained Indigenous content.
- Consultation on Program Draft
  - December 3, 2013, Romy Kozak, Associate Dean, Faculty of Arts, gave input into the first working draft of this minor.
  - July 30, 2014, Amir Mirfakhraie, Faculty, Sociology, was fully supportive of the program. He gave suggestions on what courses should be required courses and which should be electives in order to assure students do not have to take any unnecessary prerequisites and are able to finish on time. This also included further discussion on the courses he is developing and how they fit with this minor. He also suggested that we give thought to adding the term “services” to the title of the minor – to read as follows “Minor in Indigenous Community Justice and Services.”
  - September 2, 2014, Seema Ahluwalia, Faculty, Sociology, was fully supportive of the program and offered suggestions on required courses relating to

Indigenous content and sociology.

- September 3, 2014, Julia Murphy, Faculty, Anthropology, gave advice on the two related Indigenous courses she teaches and how they can be built into the program. ANTH 2142 First Nations Cultures of Canada and ANTH 4502 Regional Focus in Anthropology, when offered as “Anthropology of Latin America and the Caribbean”
- September 10, 2014, Brian Pegg, Faculty, Anthropology, gave advice on how his Anthropology Field school course could be including in the Minor. He explained how this field school ANTH 3361 Archaeology Field Studies works with and for local First Nations peoples.
- September 19, 2014, Presentation of draft to Anthropology Department Meeting. There was a suggestion to include ANTH 3510 Anthropology of Genocide from Sabine Stratton. Sabine teaches this course and explained that there is a lot of relevant Aboriginal content. Larissa Petrillo suggested to replace ANTH 2160 First Nations Cultures of BC (because it is rarely offered) with ANTH 2160 Culture and Environment. Larissa teaches this course and it has a lot of relevant Aboriginal content. Overall there was strong support for this minor.
- September 19, 2014, Presentation of Draft to Criminology Department Meeting. Suggestions from Jessie Horner to give consideration to the title, such as having it “Indigenous Peace and Justice.” Or to drop the word “community” and have it just “Indigenous Justice.” Overall there was strong support for this minor.
- October 3, 2014, Presentation of Draft to the Arts Curriculum Committee. Approval of “Introduction to Indigenous Studies” at Arts Curriculum Committee Meeting.
- October 16, 2014, Presentation of draft to Sociology Department Meeting. They were very impressed with the program. There was overall very strong support for the program, and they expressed that they felt it was very important. They provided advice on adding an additional elective “SOCI 2311”. They also provided suggestions for anticipated employment destinations for graduates of this program which are now reflected in the draft.
- November 12, 2014, Presentation of draft to Department of Educational Studies Department Meeting. There was strong support for the program. Dr. **Faith Auton is currently developing a new B.A in Human Services and thinks that it would be a fantastic minor with this new upcoming major. They provided advice on adding the following as possible minor specific**

**requirements:** EDUC 1100 or EDUC 1102, or EDUC 1150, or EDUC 1190. It was also recommended to include EDUC 4100 under other recommended electives.

**D.2 With whom have you consulted *externally* regarding this proposal. What were the results of these consultations? Please provide names, dates, and summary of discussions.**

- Consultation on Program Concept
  - July 11, 2013, an “Indigenous Studies Program Aboriginal Community Consultation Meeting” was held at KPU, where there was strong support for the general concept. This meeting had over 20 attendees, including various Aboriginal community members, peoples working with Aboriginal organizations, Indigenous peoples who were working in government justice positions, KPU Faculty and staff, and others. Many peoples in attendance were part of organizations or worked for institutions that may employ people graduating from this program.
  - June 10, 2013, visited UBC’s Director and Senior Advisor to the President on Aboriginal Affairs and Associate Professor of the First Nations Program and English, Linc Kesler. He gave advice on supporting Indigenous students, and supported KPU developing more Indigenous programming.
  - June 24, 2013, visited the Head of the Indigenous Governance Program at the University of Victoria, Taiaiake Alfred. He gave advice on sticking with what we know. This is where we started developing the idea of an Indigenous “justice” related program rather than a more general Indigenous “studies” program- given Lisa Monchalin’s expertise in Indigenous justice.
  - July 11, 2013, hosted “Indigenous Studies Program Aboriginal Community Consultation Meeting.” Coming out of that meeting there was agreement that KPU needed an Indigenous-specific program in place at the University.
  - July 29, 2013, visited Director of the Office for Aboriginal Peoples at Simon Fraser University William G. Lindsay. He was supportive of the concept and gave advice on developing new Indigenous programs.
  - July 29, 2013, visited Eldon Yellowhorn, Chair of First Nations Studies at SFU. He gave advice on the programming offered at SFU, and was supportive of KPU developing Indigenous programs.
  - August 19, 2013, visited Ross Hoffman, Chair of First Nations Studies at the University of Northern British Columbia (UNBC). He was supportive of KPU developing Indigenous programs.

- August 27, 2013, visited Liam Haggarty, Head of Indigenous Studies at Mount Royal University (MRU) and Jennifer Pettit, developer of Indigenous Studies at MRU. They provided advice on starting a new Indigenous minor and were supportive of KPU developing Indigenous programs.
- September 26 to 28, 2013, visited the University of Alberta's 25<sup>th</sup> anniversary of Native Studies. Also visited their department and met with Freda Cardinal, Faculty of Native Studies Academic Advisor, who shared information on their programming and was supportive of KPU developing Indigenous programs.
- October 24 to 25 2013, visited Greg Younging, Head of Indigenous Studies at UBC Okanagan and he was supportive of KPU developing Indigenous programs.
- Letters of Support from institutions and professionals (see attached)
  - March 30 2015 – Letter of Support from Shelly Hill, Chief Operating Officer, Vancouver Native Housing Society
  - March 26 2015 – Letter of Support from Joanne Mills, Executive Director, Fraser Region Aboriginal Friendship Centre Association
  - April 14 2015 – Letter from Dr. Jean-Paul Restoule, Associate Professor, Aboriginal Education, Department of Leadership, Higher and Adult Education, University of Toronto
  - April 15 2015 – Letter from Constable Troy Derrick, Surrey RCMP Aboriginal Liaison
  - April 24 2015 – Letter from Dr. Jeff Corntassel, Associate Professor and Acting Director, Indigenous Governance, University of Victoria

---

## E. Costs and Revenue (to be prepared by Dean/Associate Dean in consultation with developer)

Budgetary requirements are provided for information purposes only. Program approval does not ensure budgetary support.

### Non-Recurring Costs

---

1) What will be the costs? Please provide accurate estimates.

a) Academic non-recurring estimated start-up costs (e.g., equipment costs/other)

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Program development						
Curriculum development						
Faculty recruitment						
Staff – PD / enrichment						
Marketing						
Sub-total						

### Capital Costs (Equipment, Renovations)

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Sub-total						

### Totals

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Academic Non-Recurring						
Capital Costs						
Totals						

## J. Costs and Revenue continued

### On-Going Costs

#### Operating Costs

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Faculty		1.0 FTE \$109,500 already secured*	.25 FTE \$27,375	.50 FTE \$54,750	.75 FTE \$82,125	\$273,750
Required service courses						
Administrative Support						
Coordinator						
Specialized IET						
Specialized IT Support						
Library (see Library Assessment Template – Appendix B)						
Lab operating costs - Salary						
Lab operating costs – Non-Salary						
Ongoing research costs						
Other						
Grand Totals						\$273,750

Summarize costs identified in Appendix A Internal Consultations, not including Library costs

\* Indigenous Studies (planned new hire)

### Revenue

#### Year 1 to 2

Minimum Scenario	Students	Tuition	Revenue
Domestic students	14	\$4,010	\$56,140
International students	0	\$0	\$0
Total	14	\$4,010	\$56,140

#### Maximum Scenario

Domestic students	25	\$4,010	\$100,250
International students	0	\$0	\$0

Total	25	\$4,010	\$100,250
-------	----	---------	-----------

#### Year 3 to 4

Minimum Scenario	Students	Tuition	Revenue
Domestic students	26	\$4,010	\$104,260
International students	0	\$0	\$0
Total	26	\$4,010	\$104,260

#### Maximum Scenario

Domestic students	32	\$4,010	\$128,320
International students	3	\$16,500	\$49,500
Total	35	\$20,510	\$177,820

#### Year 5+

Minimum Scenario	Students	Tuition	Revenue
Domestic students	36	\$4,010	\$144,360
International students	3	\$16,500	\$49,500
Total	39	\$20,510	\$193,860

#### Maximum Scenario

Domestic students	42	\$4,010	\$168,420
International students	8	\$16,500	\$132,000
Total	50	\$20,510	\$300,420

Item	Yr 1	Yr 2	Yr 3	Yr 4	Total
Tuition Minimum Scenario	\$56,140	\$56,140	\$104,260	\$104,260	\$320,800
Tuition Maximum Scenario	\$100,250	\$100,250	\$177,820	\$177,820	\$556,140

---



September 28, 2015

---

Signature of Dean submitting concept document

Date

---

n/a

---

Signature(s) of Dean(s) providing service courses

Date

---

**E.2     Indicate the specific source(s) of funding for development, both internal and external.**

Development has been completed without funding

- 2 or 3 course releases – Provost
- Consultation budget

---

**E.3     Indicate the specific source(s) of funding for delivery, both internal and external.**

Funding for 1.0 FTE is in place for an Indigenous Studies hire. Further funding from the university will be needed for coordinator release and for program delivery as the program grows.

## Appendix A / Internal Consultations

DEPARTMENT	CONTACT	LOCAL
<b>Academic Departments</b> (Is this proposal supported by the department? Will this proposal have an impact on another program, or vice versa? Have you contacted those departments, and have arrangements been made re service courses? Has the proposal been approved by the Faculty Council?)		
<b>Office of the Registrar</b> (registration, scheduling, pre-requisites, course curriculum)  Endorsed on September 22, 2015 (e-mail attached)  The document referenced in the attached endorsement e-mail is the draft FPP. All comments provided here have been reviewed and necessary corrections made to the final FPP as submitted.	<b>Zena Mitchell, Interim University Registrar</b>	<b>2463</b>
<b>Office of the Registrar</b> (admissions, records, transfer credit & graduation)  Endorsed by Nadia Henwood on Sept 23, 2015 (e-mail attached)  The document referenced in the attached endorsement e-mail is the draft FPP. All comments provided here have been reviewed and necessary corrections made to the final FPP as submitted.  Endorsed by Terri Taylor on September 21, 2015 (e-mail attached)  The document referenced in the attached endorsement e-mail is the draft FPP. All comments provided here have been reviewed and necessary corrections made to the final FPP as submitted.	<b>Nadia Henwood, Acting Associate Registrar, Admissions &amp; Enrolment Services</b>  <b>Terri Taylor, Associate Registrar, Registration, Records &amp; Systems</b>	<b>3139</b>
<b>Student Financial Services</b>  Endorsed on June 11, 2015 (e-mail attached)	<b>Joshua Mitchell, Associate Registrar, Student Financial Services</b>	<b>2474</b>

<b>Counselling</b>	<b>Karen Mitchinson, Director, Counselling Services</b>	<b>2131</b>
(support services anticipated for program students, etc.)		
Endorsed on September 21, 2015 (e-mail attached)		
<b>Student Engagement</b>	<b>Shawn Erickson, Interim Director, Student Engagement</b>	<b>2013</b>
(advising )		
Endorsed by Shawn Erickson on September 22, 2015 (e-mail attached)	<b>Herbie Atwal, Manager, Central Advising</b>	
Please note that all commentary from advising is indicated in the attached e-mail from Herbie Atwal.		
Endorsed by Herbie Atwal on September 14, 2015 (e-mail attached)		
Questions offered in the attached endorsement e-mail have been answered in separate correspondence.		
<b>Information &amp; Educational Technology (IET)</b>	<b>Paula Hannas, Manager of Client Services</b>	<b>2390</b>
(planning re software needs; system capacity and limitations)		
Endorsed (see attached)		

---

<b><i>Institutional Analysis &amp; Planning</i></b>	<b><i>Lori McElroy, Executive Director, IAP</i></b>	<b><i>3127</i></b>
<i>Feasibility Assessment attached.</i>		

---

<b><i>Library Services</i></b>	<b><i>Todd Mundle, University Librarian</i></b>	<b><i>3400</i></b>
<i>Library Impact Assessment attached.</i>		

---

## Wendy Maxwell

---

**From:** Wendy Maxwell  
**Sent:** Thursday, September 24, 2015 8:33 AM  
**To:** Wendy Maxwell  
**Subject:** Zena Mitchell endorsement

**From:** Zena Mitchell  
**Sent:** Tuesday, September 22, 2015 5:55 PM  
**To:** Diane Naugler; Terri Taylor  
**Cc:** Joshua Mitchell; Nadia Henwood  
**Subject:** RE: program development consultation question

Hi Diane,

I've added a few more comments in the attached – thanks for the opportunity to review and provide feedback. I really like how the learning outcomes have been mapped to relevant course groupings – not something we typically see in these proposals.

If you have any further questions, please let us know.  
Regards,  
Zena



---

**Zena Mitchell, BBA, MA**  
**Interim University Registrar**  
**Project Director, University Transitions Project**  
Kwantlen Polytechnic University  
[t] 604.599.2463 [f] 604.599.2086 [e] [zena.mitchell@kpu.ca](mailto:zena.mitchell@kpu.ca)

This e-mail and any attachments may be confidential or legally privileged. If you received this message in error or are not the intended recipient, please destroy the e-mail message and any attachments or copies.

**Please consider the environment before printing this email**

Please note, all Kwantlen email addresses and url's have been changed recently. Please update your records accordingly.

## Wendy Maxwell

---

**From:** Wendy Maxwell  
**Sent:** Thursday, September 24, 2015 8:34 AM  
**To:** Wendy Maxwell  
**Subject:** Nadia Henwood endorsement

**From:** Nadia Henwood  
**Sent:** Wednesday, September 23, 2015 12:23 PM  
**To:** Diane Naugler  
**Cc:** Terri Taylor; Joshua Mitchell; Zena Mitchell  
**Subject:** RE: program development consultation question

Hi Diane,

Sorry for the hold up! This looks like a great option for our Arts students and I am happy to see courses that aim to incorporate indigenous culture and history. This will definitely help in continuing to foster and build relationships within our student body and the Aboriginal community.

Please see the attachment for my suggestions in relation to Admissions/Declaration.

Let me know if you need anything else.

Thanks,  
Nadia



**Nadia Henwood, BSc, BEd**  
Acting Associate Registrar, Admissions & Enrolment Services  
Kwantlen Polytechnic University  
t 604.599.3139 f 604.599.2086 e [nadia.henwood@kpu.ca](mailto:nadia.henwood@kpu.ca)  
[www.kpu.ca](http://www.kpu.ca)

This e-mail and any attachments may be confidential or legally privileged. If you received this message in error or are not the intended recipient, please destroy the e-mail message and any attachments or copies.

Please note, all Kwantlen email addresses and url's have been changed recently. Please update your records accordingly.

## Wendy Maxwell

---

**From:** Wendy Maxwell  
**Sent:** Thursday, September 24, 2015 8:31 AM  
**To:** Wendy Maxwell  
**Subject:** Terri Taylor endorsement

**From:** Terri Taylor  
**Sent:** Monday, September 21, 2015 8:40 AM  
**To:** Diane Naugler  
**Cc:** Zena Mitchell; Joshua Mitchell; Nadia Henwood  
**Subject:** RE: program development consultation question

Hi Diane,  
My minor comments are contextual and contained within the attached Word document. Other than these comments, I sign off on the proposal.  
Thanks,  
Terri



---

**Terri Taylor BA, BEd**

Associate Registrar, Registration, Records & Systems  
Office of The Registrar  
Kwantlen Polytechnic University  
t 604.599.3395 m 604.319.7818 f 604.599.3427 e [terri.taylor@kpu.ca](mailto:terri.taylor@kpu.ca)  
[www.kpu.ca](http://www.kpu.ca)

This e-mail and any attachments may be confidential or legally privileged. If you received this message in error or are not the intended recipient, please destroy the e-mail message and any attachments or copies.

Please note, all Kwantlen email addresses and url's have been changed recently. Please update your records accordingly.

## Wendy Maxwell

---

**From:** Wendy Maxwell  
**Sent:** Thursday, September 24, 2015 8:35 AM  
**To:** Wendy Maxwell  
**Subject:** Josh Mitchell endorsement

**From:** Joshua Mitchell  
**Sent:** Thursday, June 11, 2015 4:34 PM  
**To:** Zena Mitchell; Lisa Monchalin  
**Cc:** Alison Hope  
**Subject:** RE: Consultation and Support for new proposed Minor

Hi Lisa,

Apologies for the delayed response from me on this program proposal. I was away when I received and am still getting caught-up on a couple of items.

As this minor adheres to the BA framework, there are no concerns from Student Awards and Financial Assistance related to its implementation.

Best regards and good luck!

Josh



**Joshua Mitchell**  
Associate Registrar, Student Financial Services  
Kwantlen Polytechnic University  
t 604.599.2474 e [joshua.mitchell@kpu.ca](mailto:joshua.mitchell@kpu.ca)  
[www.kpu.ca](http://www.kpu.ca)

This e-mail and any attachments may be confidential or legally privileged. If you received this message in error or are not the intended recipient, please destroy the e-mail message and any attachments or copies.

Please note, all Kwantlen email addresses and url's have been changed recently. Please update your records accordingly.

## Wendy Maxwell

---

**From:** Wendy Maxwell  
**Sent:** Thursday, September 24, 2015 8:32 AM  
**To:** Wendy Maxwell  
**Subject:** Karen Mitchinson endorsement

**From:** Karen Mitchinson  
**Sent:** Monday, September 21, 2015 2:06 PM  
**To:** Diane Naugler  
**Subject:** RE: program development consultation

**RE: Support of the Proposed Bachelor of Arts. Minor in Indigenous Community Justice.**

As Director of Counselling, I support the proposal for the Bachelor of Arts with a Minor in Indigenous Studies. This is an exciting opportunity for KPU to offer a degree focusing on indigenous justice based on their unique history, culture and communities. The counselling department understands the implications of the support needed for students in this program. This support will be proactive and responsive to the students in this program. We look forward to supporting the students of this exciting and important new degree program.  
Karen Mitchinson



---

**Karen Mitchinson**

Director, Counselling Services  
Kwantlen Polytechnic University  
t 604.599.2131 f 604.599.2409 e [karen.mitchinson@kwantlen.ca](mailto:karen.mitchinson@kwantlen.ca)  
[www.kwantlen.ca](http://www.kwantlen.ca)

This e-mail and any attachments may be confidential or legally privileged. If you received this message in error or are not the intended recipient, please destroy the e-mail message and any attachments or copies.

## Wendy Maxwell

---

**From:** Wendy Maxwell  
**Sent:** Thursday, September 24, 2015 8:32 AM  
**To:** Wendy Maxwell  
**Subject:** Shawn Erickson and Herbie Atwal endorsement

**From:** Shawn Erickson  
**Sent:** Tuesday, September 22, 2015 1:20:37 PM  
**To:** Diane Naugler  
**Subject:** RE: program development consultation question

Hi Diane,

Student Engagement fully supports the proposed Bachelor of Arts, Minor in Indigenous Community Justice. Further detailed support has been submitted by Herbie Atwal in Central Advising as well.

Regards,  
Shawn



---

**Shawn Erickson**

Director, Centre for Co-operative Education and Career Services  
Interim Director, Student Engagement  
Kwantlen Polytechnic University  
t 604.599.2013 f 604.599.3181 e [shawn.erickson@kpu.ca](mailto:shawn.erickson@kpu.ca)  
[www.kpu.ca](http://www.kpu.ca)

This e-mail and any attachments may be confidential or legally privileged. If you received this message in error or are not the intended recipient, please destroy the e-mail message and any attachments or copies.

Please note, all Kwantlen email addresses and uri's have been changed recently. Please update your records accordingly.

## Wendy Maxwell

---

**From:** Wendy Maxwell  
**Sent:** Friday, September 25, 2015 9:49 AM  
**To:** Wendy Maxwell  
**Subject:** Herbie Atwal endorsement

**From:** Herbie Atwal  
**Sent:** Monday, September 14, 2015 1:32 PM  
**To:** Diane Naugler  
**Subject:** RE: program development consultation

Thanks for sharing this Diane,

Yes, I fully endorse this program and very excited about the possibilities for our students in the Faculty of Arts. I was thinking how this would work great with our upcoming BA in Human Services, and other Major/Minors (i.e. Counselling, Policy Studies, and bridging the NGO certificate into the degree). I appreciate the openness of the target populations (non-traditional), I just hope that we will offer sections in the evenings and weekends to accommodate these students.

Since ANTH and SOCI are on the Pathway, is there a consideration for adding INDG 1100 on there as well? Not sure if I missed it or not, but is this program open intake, or limited enrollment? Will there be reserved seats in the INDG courses and other program specific electives?

Herbie



---

**Herbie Atwal, M.Ed**  
Manager, Central Advising (Interim)  
Kwantlen Polytechnic University  
t 604.599.2296 e [herbie.atwal@kpu.ca](mailto:herbie.atwal@kpu.ca)  
[www.kpu.ca](http://www.kpu.ca)

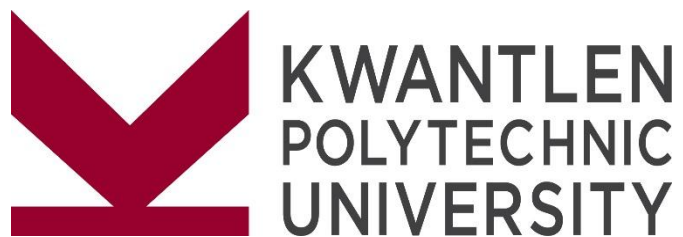
**Book an appointment online using Advisor Connect**

This e-mail and any attachments may be confidential or legally privileged. If you received this message in error or are not the intended recipient, please destroy the e-mail message and any attachments or copies.

Please note, all Kwantlen email addresses and url's have been changed recently. Please update your records accordingly.

**Appendix A / Internal Consultations**

<b>DEPARTMENT</b>	<b>CONTACT</b>	<b>LOCAL</b>
<i>Academic Departments (Is this proposal supported by the department? Will this proposal have an impact on another program, or vice versa? Have you contacted those departments, and have arrangements been made re service courses? Has the proposal been approved by the Faculty Council?)</i>		
<b>Office of the Registrar</b> (registration, scheduling, pre-requisites, course curriculum)	<b>Director, Registration &amp; Student Information Systems</b>	<b>3230</b>
<b>Office of the Registrar</b> (admissions, records, transfer credit & graduation)	<b>Director, Admissions &amp; Records</b>	<b>2463</b>
<b>Counselling</b> (support services anticipated for program students, etc.)	<b>Director, Student Development</b>	<b>2467</b>
<b>Student &amp; Financial Award Services</b> (student loan eligibility & financial aid)	<b>Director</b>	<b>2336</b>
<b>Student Engagement</b> (advising )	<b>Director, Student Engagement</b>	<b>2474</b>
<b>Information &amp; Educational Technology (IET)</b> (planning re software needs; system capacity and limitations)	<b>Manager of <sup>client Services</sup> User Support</b>	<b>2390</b>
<i>Consulted - no issues</i>	<i>Paula Hannas.</i>	
<b>Institutional Analysis &amp; Planning</b>	<b>Director (Via Research Assistant)</b>	<b>3127</b>
<b>NOTE: The report prepared by IA&amp;P must be attached in full as an appendix.</b>		
<b>Library Services - See Appendix B</b> (collections, AV needs, etc)	<b>Librarian</b>	<b>3066</b>



Full Program Proposal

*Bachelor of Arts*  
*Minor in Indigenous Community Justice*

Program in Indigenous  
Community Justice

Faculty of Arts

Kwantlen Polytechnic University  
(September 2015)

## Table of Contents

Part 1 - Executive Summary .....	1
Part 2 – Degree Content .....	3
<b>Program Objectives</b> .....	3
<b>Program Strengths</b> .....	4
<b>Alignment with KPU Institutional Plans</b> .....	5
<b>Areas of Potential Employment/Opportunities for Further Study</b> .....	6
<b>Curriculum Design</b> .....	8
<b>Program Delivery</b> .....	12
<b>Admission Requirements</b> .....	13
<b>Faculty</b> .....	13
<b>Program Resources</b> .....	14
<b>Implementation Schedule</b> .....	14
<b>Program Consultation</b> .....	16
<b>Letters of Support</b> .....	17

## Part 1 - Executive Summary

---

### a) An overview of the organization's history, mission and academic goals

Founded as a community college for the South Fraser Region in 1981, and subsequently granted university college status in 1995 and university status in 2008, Kwantlen Polytechnic University (KPU) has provided outstanding undergraduate education for more than twenty-five years. Bachelor degrees have been offered at Kwantlen since 1996, along with a wide array of associate degrees, diplomas, certificates and citations in different fields of study. Designated Kwantlen Polytechnic University in 2008, the institution continues to prepare its students for successful careers and to help them develop the skills and critical awareness to be responsible citizens and community leaders. Today, KPU serves over 19,000 students each year and is the fourth largest university in British Columbia.

Across its four main campuses in Cloverdale, Langley, Richmond and Surrey, KPU takes up its role as B.C.'s polytechnic university by offering in excess of 130 programs spanning diverse educational areas: Trades, Vocational, Preparatory, Professional, and Academic. As a leader in innovative education, KPU creates relevant and engaging programs that integrate a broad-based university education, community service opportunities, undergraduate and applied research experience, and essential skills practice. The learning culture at KPU is learner-focused, academically rigorous, innovative, interdisciplinary and socially responsible.

Arising from its commitment to serve the Fraser Region, KPU offers all learners, regardless of background and preparation, and from across the country and abroad, opportunities to achieve the highest standards of academic performance. Access and support services, flexible entry points, and bridging programs are examples of this commitment. Transition programs, international education, workplace experiences and continuing education are also part of KPU's commitment to lifelong learning across a broad range of educational options.

Our university culture is based on critical inquiry, collegial debate, knowledge generation, freedom of expression, diversity, and environmental stewardship and sustainability.

For more background, see our final mission & mandate document at:

<http://www.kpu.ca/calendar/2015-16/introduction/mission.html>

### b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study

Upon successful completion of the minor as part of a Bachelor of Arts program, transcripts will indicate a **Minor in Indigenous Community Justice**.

**c) Location**

The B.A. Minor in Indigenous Community Justice program will be offered primarily on KPU's Surrey Campus, with some lower-level courses also offered at the Langley and Richmond campuses, and online.

**d) Faculty(ies) or school(s) offering the proposed new degree program**

The Faculty of Arts will be offering the proposed Minor in Indigenous Community Justice program.

**e) Anticipated program start date**

The anticipated start date of the program is Fall, 2017.

**f) Anticipated completion time in years or semesters**

Students engaged in full-time study will be able to complete the B.A. Minor in Indigenous Community Justice in four years or eight semesters.

**g) A summary of the proposed program**

The Minor in Indigenous Community Justice is directly aligned with KPU's mandate to foster critical awareness and cultural sensitivity. It will also support KPU's strategic goal of providing relevant education, as it is designed to equip students with practical and theoretical understanding of Indigenous community justice issues. This program will provide an option for students in B.A programs to develop further knowledge of Indigenous peoples and communities.

The objective of the B.A Minor in Indigenous Community Justice is two-fold. First, we seek to provide students with a richer awareness and understanding of Indigenous studies, peoples, and communities. Second, we aim to support students in developing critical thinking skills in relations to Indigenous communities, cultural knowledge, and justice issues. This is done in order to: 1) enhance opportunities for employment for students in fields in which knowledge of Indigenous issues, peoples, communities, and culture is highly prized (e.g. teaching, policing, geography, economics, Indigenous community organizations, etc.); and 2) provide students access to opportunities for future studies in Indigenous-related graduate programs (e.g. Masters in Indigenous Governance, Masters in Indigenous Studies, Aboriginal law programs, etc.).

Completing a B.A. Major with a Minor in Indigenous Community Justice gives graduates opportunities to deepen understanding and skills in Indigenous ways of knowing and justice. This Minor works in conjunction with other majors including, but not limited to, Criminology, Sociology, and Anthropology. This program has been designed to ensure strong links between learning outcomes and curricular structure, and to allow for both traditional and innovative delivery methods (e.g. face-to-face, experiential learning) and flexible offerings (full-time, part-time, evening, and weekend). Students will be encouraged to critically engage with course material collectively in the classroom and on an individual basis with instructors. Promoting active learning and critical thinking will be essential to this program.

Indigenous content and ways of learning are part of the program's strengths. Having ongoing Indigenous and professional community input from our Aboriginal Advisory Board is one of the key ways this strength will be realized. Access to Indigenous content and ways of learning will also be achieved through participation with local communities, and through our highly-qualified instructors, including Indigenous instructors, and instructors with practical community justice experience.

There is strong support and recognition for this program among faculty, support staff, and administrative executives within the institution. There is also strong support from potential employers and organizations beyond KPU. This program, in its community justice orientation will be unique to KPU.

**Name, title, phone number and e-mail address of the institutional contact person in case more information is required:**

Dr. Lisa Monchalin, Criminology Faculty and Indigenous Studies Program Developer, Faculty of Arts  
[Lisa.Monchalin@kpu.ca](mailto:Lisa.Monchalin@kpu.ca) 604-599-3445

Dr. Diane Naugler, Associate Dean, Faculty of Arts  
[Diane.Naugler@kpu.ca](mailto:Diane.Naugler@kpu.ca) 604-599-3076

## Part 2 – Degree Content

---

### Program Objectives

The overall aim of the B.A. Minor in Indigenous Community Justice is to provide students with knowledge and training relevant to and consistent with Indigenous justice, communities, cultures, and knowledge. As a Minor designed to be completed in conjunction with a Bachelor degree that includes another Major or Minor area of focus, this degree serves as an essential counterpart to our existing programs and credentials. There is an urgent need for awareness and capability regarding Indigenous justice issues in a wide array of professions into which current Arts graduates typically proceed, particularly those relating to service delivery, education, economics, geography, and criminal justice. Both Indigenous and non-Indigenous students who complete this Minor will gain the necessary cultural and historical knowledge, attitudes, and skills to work respectfully and effectively with Indigenous peoples and communities in a wide variety of capacities, and to pursue further educational and professional opportunities specifically relating to Indigenous community justice.

Key program objectives are:

- active engagement in various Indigenous ways of achieving justice (i.e. consensus models of conflict resolution, or the central roles of Elders and women)
- identification of the large variation of Indigenous methods of achieving justice among the numerous Indigenous communities across Canada
- experiential learning and active engagement with local communities and various Indigenous nations

- exposure to the complexity and diversity of Indigenous ways of delivering justice, governance, and community structures

Learning outcomes that are aligned with these program objectives are:

- Describe the traditional cultures of various Indigenous peoples
- Identify the impact of past, current, and ongoing colonialism
- Critique political, social, and economic motives behind the creation of cultural stereotypes
- Explain the significance of Indigenous languages, cultures, and worldviews, as well as their impact on humanity
- Research and apply Indigenous traditional knowledge and scholarship
- Identify and examine the major contemporary issues facing Indigenous peoples today
- Critically examine the social and political articulation of race, ethnicity and Aboriginality in Canada
- Contribute to and engage in knowledge exchange regarding both historical and current Aboriginal justice issues in Canada and the Americas today
- Interpret and critique government and corporate actions in relation to Indigenous rights and lands
- Evaluate Indigenous legal and political struggles
- Critically assess state responses to Indigenous activism and the criminalization of dissent

## Program Strengths

This program is unique and innovative and serves to further values centrally important to KPU. It will provide students with unique community-focused learning opportunities through Indigenous lenses, drawing on various innovative and experiential learning methods. These methods will include Indigenous teaching techniques such as a focus on oral tradition, Elder teachings, learning through experiences, and sharing circle learning.

This program will be among the first of its kind. There are several “Indigenous Studies,” and/or “Native Studies” degree programs in Canada. However, a program does not yet exist which will focus more specifically on community and justice. In this way, the proposed program creates new options and opens new doors to employment for students wanting to work with Indigenous peoples and communities. The courses offered in the program will involve robust partnerships with local Indigenous communities (both the local Nations and the urban Indigenous community). Courses will be offered from Indigenous perspectives, and will emphasize the importance of the community.

This program is named “Indigenous Community Justice,” as it aims to inform students on Indigenous justice, and practically apply this knowledge so to achieve justice in Indigenous communities. Indigenous justice involves respectful coexistence, and the achievement of harmony and balance with all aspects of creation. In line with Indigenous value systems, the community is a focal point for change and is central to achieving Indigenous justice. Thus, this program encompasses a holistic, collective

approach to education, learning, and being, which will involve active engagement with local Indigenous communities.

A key aspect of this program is purposeful community engagement. KPU has an Aboriginal Advisory Council whose insight will be used in the continuation and growth of the program for years to come. This advisory council includes a wide range of local Indigenous community members, including people from the local shared territories, local school boards, and local community organizations. The Aboriginal Advisory Council will be continually consulted to ensure this program remains relevant, and stays responsive to community and student needs.

## Alignment with KPU Institutional Plans

### **Mission and Mandate**

This program directly aligns with KPU's mission and mandate, which states that "Critical awareness, cultural sensitivity, and social responsibility are all foundational to our commitment." The proposed program deeply reflects this commitment. The justice aspect of the program promotes and provides students with critical awareness. Students will be exposed to justice issues facing Indigenous peoples, and will be required to critically engage with materials through Indigenous lenses. The program will also expose students to local as well as global Indigenous cultures. "Freedom of expression" and "diversity" are also central aspects of KPU's mission and mandate. This program will embrace the diversity of the many Indigenous worldviews, cultures, histories, and realities from around the world.

### **Vision 2018: Strategic Plan**

This program is aligned with the strategic plan of the University, Vision 2018. The three main goals of which are "quality," "reputation," and "relevance" – each of which is fostered by the proposed program.

- *Quality* entails preparing learners for rewarding careers. Meaningful work with local and global Indigenous communities - in justice contexts and beyond - requires the knowledge and skills this degree will offer.
- *Reputation* entails striving for a "unique identity." This includes "expand[ing] initiatives to improve KPU's recognition and reputation in our communities." Kwantlen proudly borrows our name from the Kwantlen First Nation's People. Our university is located on the shared traditional, unceded territories, of the Kwantlen, Katzie, Semiahmoo, Tsawwassen, and Musqueam peoples. The knowledge and traditions of these communities must play an important role in the university that serves them.
- *Relevance* entails a focus on "community engagement," and includes a plan to "establish KPU as a place where the community gathers for informed discussions on relevant topics." It is most relevant to have degree programs which align with Indigenous worldviews and belief systems, given that we are on traditional Indigenous lands. Furthermore, KPU has 613 Indigenous

students. **Although not all Indigenous students would take this program, it provides a valuable option for those students.** It legitimizes the importance of Indigenous peoples and communities here at KPU and offers our non-Indigenous students the option of learning more about Indigenous peoples and communities.

### **Vision 2018: Academic Plan**

Part of Vision 2018 is the University's Academic Plan. The plan states that:

- “KPU is committed to including learning opportunities for all Aboriginal learners including First Nations, Metis and Inuit.”
  - This new program puts these words and recognition into action and practice.

Strategies and actions listed in the Academic Plan outline that programs and courses will focus on the cultivation of specific core competencies that demonstrate:

- “Broad understanding of Indigenous culture, history and world views.”
  - This program is set out to do exactly this.

In order to “ensure student success and well-being,” the plan states that KPU will:

- “Promote increased participation by Aboriginal peoples in the Lower Mainland of B.C. through strengthening of recruitment of Aboriginal learners and support services to ensure their success by...developing new KPU programs that will instill an understanding of Indigenous culture, history and worldviews.”

Finally, under the Faculty of Arts section, the KPU Academic Plan states that:

- “The Faculty of Arts is central to the emergence and development of Aboriginal education initiatives and projects at KPU.”

### **Areas of Potential Employment/Opportunities for Further Study**

This is a Minor that works in concert with B.A Majors that include, but are not limited to Sociology, Criminology, and Anthropology. The B.A. Minor in Indigenous Community Justice will help to fill the urgent need - in services delivery, education, geography, economics, and justice professions - for knowledge of Indigenous peoples, communities, and justice.<sup>1</sup> Providing students with this specialized knowledge will widen their possibilities for employment as, for example, teachers, geographers, police, correctional and probation officers, environmental assessors, victim service workers, and crime prevention program facilitators. It will open doors to jobs in government for which specialized knowledge of Indigenous peoples and communities is essential, for example in the Department of Public Safety (with Canada's National Crime Prevention Centre), Municipal Bylaw Departments, BC Corrections,

---

<sup>1</sup> Kwantlen Polytechnic University, *Feasibility Assessment for the Proposed BA Minor in Indigenous Community Justice*, 2015.

the Department of Justice, the Ministry of Aboriginal Relations and Reconciliation, Department of Aboriginal Affairs and Northern Development Canada.

Anticipated employment destinations for graduates of the B.A. Minor in Indigenous Community Justice include the following:

- Education and Teaching
- Educational Administration
- Aboriginal Community-Based Organizations, such as:
  - Aboriginal Friendship Centres
- Aboriginal Advocacy or Political Organizations, such as,
  - The Assembly of First Nations
  - The Native Women's Association of Canada (and other provincial Native women's associations)
  - Union of BC Indian Chiefs
- Aboriginal Child Welfare Advocacy Organizations, such as:
  - First Nations Child & Family Caring Society
- Policy Research Organizations, such as:
  - Canadian Council on Social Development
  - The Caledon Institute of Social Policy
  - Canadian Centre for Policy Alternatives
- Housing organizations, such as:
  - Keginow Native Housing Society
  - Vancouver Native Housing Society
- Anti-poverty organizations, such as:
  - Canada Without Poverty
- Human Rights Organizations, such as:
  - BC Civil Liberties Association
- Victim Services Agencies, such as:
  - Ending Violence Association of BC (EVA BC)
- Restorative Justice Programs and Organizations, such as:
  - North Shore Restorative Justice Society
- Criminal Justice Agencies and Organizations, such as:
  - Police agencies, including:
    - Royal Canadian Mounted Police (as police or civilian members)
    - Vancouver Police Department and other municipal police forces (as police or civilian members)
  - Department of Justice, including,
    - The Policy Centre for Victims
  - Department of Public Safety, including:
    - National Crime Prevention Centre
  - Corrections Agencies, including:

- Correctional Service of Canada
  - BC Corrections
- Municipal Bylaw Departments
- Parole Board of Canada
- Other Government Organizations, such as:
  - The Ministry of Aboriginal Relations and Reconciliation
  - Department of Aboriginal Affairs and Northern Development Canada
  - Ministry of Child and Family Development

This B.A. Minor will be integrated into students' B.A. Majors. Students who pursue the B.A. Minor in Indigenous Community Justice in addition to their major will also have broader opportunities for advanced graduate study. With an Indigenous-focused minor such as this one, they will be more competitive applicants to programs such as the Masters of Indigenous Governance at the University of Victoria and other Masters programs in Indigenous/Native/First Nations Studies, and/or Aboriginal law programs.

## Curriculum Design

### **Bachelor of Arts Framework**

To complete the B.A. Minor in Indigenous Community Justice, students must satisfy the curricular requirements of KPU's [Bachelor of Arts framework](#). Currently, these requirements consist of the following:

- Complete a total of 120 credits which includes:
  - a minimum of 65 total credits in Arts\* courses, and
  - a minimum of 45 of the total credits with courses numbered 3000 or higher.
- A minimum cumulative GPA of 2.00 with a minimum grade of "C" in all of the following required courses within the degree program (except where stated):
  - 6-credit English writing requirement which includes [ENGL 1100](#) and one of either [ENGL 1202](#) or [1204](#) (or equivalent).
  - Minimum 9-credit quantitative requirement that must include a minimum of 3 approved quantitative courses, one of which must be taken from the Faculty of Science and Horticulture.
  - 24-credit Arts breadth requirement consisting of a minimum of one course in at least four (4) separate Arts\* disciplines outside of the major program area, one of which must be at the 3000-level or higher.

**\*Note:** Courses eligible to count towards the 65- and 24-credit Arts requirements include all courses offered by the Faculty of Arts, all ECON courses, and CMNS 3100.

- Second language at the Grade 11 level or 6 credits of post-secondary language courses in the same language. Note: Students need only achieve a passing grade to fulfill this requirement. Beginner's or Introductory Language 11 courses are ineligible to meet this requirement. Students who can demonstrate competency in a second language may request an assessment to have this requirement waived.
- Required courses for the major and/or minor program(s).

This program is envisioned as a four-year minor because it will add to the breadth of knowledge students will get within a B.A. As a minor, the B.A. in Indigenous Community Justice will add an Indigenous perspective to the wide range of majors students currently take. In other words, the critical thinking skills and maturity gained in the B.A degree will prepare and complement this minor, while the Indigenous knowledge and perspectives gained in the minor will complement B.A degrees.

### **Required Courses**

Within the Bachelor of Arts framework, students must complete 18 credits at the 1000- and 2000-level, and 15 credits at the 3000- and 4000-level, as follows:

#### **Lower Level Courses**

All of:	ANTH 1100	Social & Cultural Anthropology	3 credits
	HIST 1113	Canada to 1867	3 credits
	INDG 1100	Introduction to Indigenous Studies	3 credits
	SOCI 1125	Introduction to Society: Processes and Structures	3 credits
And one of:	ANTH 2142	First Nations Cultures of Canada	3 credits
	or ANTH 2160	Culture and Environment	3 credits
And one of:	SOCI 2150	Sociology of Indigenous Peoples*	3 credits
	or SOCI 2230	Racialization and Ethnicity in Canada	3 credits

#### **Upper Level Courses**

All of:	INDG 3155	Indigenous Perspectives on Settler Colonial Societies	3 credits
	LING 3500	Indigenous Languages of Canada*	3 credits
	SOCI 4150	First Peoples, Public Policy in Canadian and Global Contexts*	3 credits
	CRIM 4240	Aboriginal Peoples and Justice	3 credits
	INDG 4245	Indigenous Activism	3 credits

\* Course in process of development

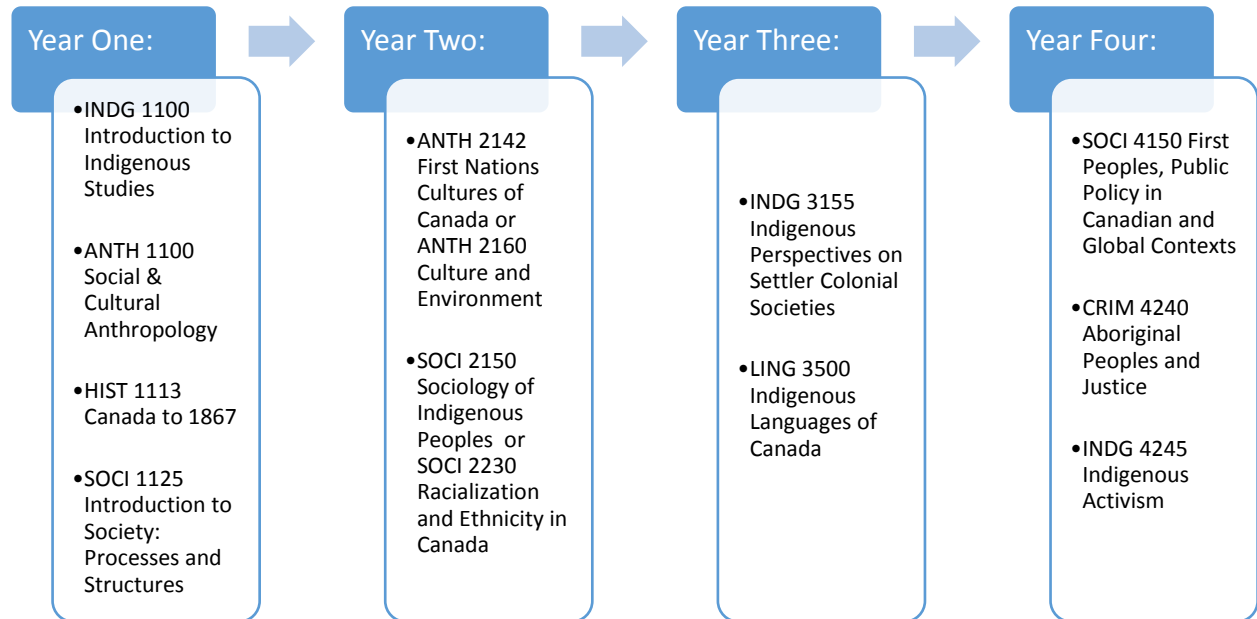
### Learning Outcomes

The Learning Outcomes associated with required courses in the program are as follows:

<b>Learning Outcome</b>	<b>Relevant Courses</b>
Describe traditional cultures of various Indigenous peoples	INDG 1100, ANTH 2142, ANTH 2160, LING 3500
Identify the impact of past, current, and ongoing colonialism	INDG 1100, HIST 1113, SOCI 2150, SOCI 2230, INDG 3155
Critique political, social, and economic motives behind the creation of cultural stereotypes	INDG 1100, HIST 1113, SOCI 2150, SOCI 2230, SOCI 4150, CRIM 4240
Explain the significance of Indigenous languages, cultures, worldviews and their impact on humanity	INDG 1100, SOCI 2150, SOCI 2230, INDG 3155, LING 3500
Research and apply Indigenous traditional knowledge and scholarship	SOCI 3155, SOCI 4150, CRIM 4240, INDG 4245
Identify and examine the major contemporary issues facing Indigenous peoples today	All required courses
Critically examine the social and political articulation of race, ethnicity and Aboriginality in Canada	SOCI 2150, SOCI 2230
Contribute to and engage in knowledge exchange regarding both historical and current Aboriginal justice issues in Canada and the Americas today	All required courses
Interpret and critique, colonialist attitudes, assumptions and actions in relation to Indigenous rights and lands	CRIM 4220, INDG 4245
Evaluate Indigenous legal and political struggles	SOCI 4150, CRIM 4240, INDG 4245
Critically assess state responses to Indigenous activism and the criminalization of dissent	CRIM 4240, INDG 4245

### Sample Progression

In addition to completing courses for their B.A. Major, students completing the Minor might progress through the program as follows:



### Program Structure

Indigenous community justice issues are embedded in the entire suite of courses required for this program. In 1000 level courses, students will be introduced to the basics of culture, community, history, and theory. In courses at the 2000 level, they will develop a theoretical understanding of racialization and ethnicity. They will be challenged to critically engage with Indigenous social justice issues and explore the impact of European influence on Native life and cultures. In 3000 level courses they will examine the social construction of settler societies that have taken root around the world through imperial and capitalist expansionism. They will be challenged to put knowledge of culture, history, and social justice—and their theoretical understandings—into practice. In 4000 level courses, knowledge from all courses will become interlinked and presented as a foundation for future engagement and experience. Students will study Indigenous mobilization, political organization, self-determination, resurgence, and regeneration of communities and cultures. Purposely, in line with an Indigenous way of learning, this program comes full circle. Students will integrate theory with practice as they progress throughout the degree program, as it is structured in a way whereby they will first learn the basics, apply theory, and then put theory into practice.

At all stages, students will be challenged to think critically, to be creative in the classroom, and to consolidate and apply their learning in a variety of contexts to validate their mastery of well-defined learning outcomes. These learning outcomes are strongly interlinked with Indigenous worldviews and knowledge, emphasizing practical knowledge and skills that will directly prepare students for

employment in fields requiring insight into Indigenous community justice issues. The design of these courses will aim to develop students' understanding of key concepts such as the recognition of change and continuity, the examination of cause and consequence, and the understanding of the significance of Indigenous worldviews.

### **Recommended Electives**

Highly recommended electives in this minor include (students should consult with an advisor to fit these in their program):

ARTH 2124	Indigenous Art	3 credits
ANTH 2140	First Nations Cultures of BC	3 credits
SOCI 2311	Social Justice in the Global and Local Contexts	3 credits
CNPS 3330	Cultural Considerations in Counselling	3 credits
ANTH 3361	Archaeology Field Studies	6 credits
ANTH 3340	British Columbia Archaeology	3 credits
ENGL 3390	Indigenous Narratives, Oral and Written	3 credits
PSYC 3343	Psychology of Prejudice	3 credits
ANTH 4500	Culture, Community, & Well-Being	3 credits
ANTH 4502	Regional Focus in Anthropology (when offered as "Anthropology of Latin America and the Caribbean")	3 credits
CRIM 4235	Minorities and the Criminal Justice System	3 credits
CRIM 4301	Community Advocacy and Human Rights	3 credits

### **Program Delivery**

Course curriculum will be taught and delivered in an array of styles and methods that engage students as participants and account for various learning needs. KPU's small class sizes foster the kind of student collaboration this program requires. Material will be delivered through lectures, discussions, group activities, sharing circle engagement, observation and reaction activities, role playing, "students as teachers" activities, oral presentations, reflective writing assignments, videos, and a variety of visual learning activities (i.e. interactive web-sites). Students will also engage in learning in the community by taking field trips to places such as local nations and urban Indigenous community organizations and attending relevant community events.

Guest lecturers will be invited from both mainstream and non-mainstream traditions. Guests may include, for example, visible minority professionals, religious leaders, Indigenous Elders, or a police officer, judge, or probation officer. Having students receive and learn teachings and knowledge related to the course content from an array of worldviews and ideologies will offer the possibility to critically think about and discuss these differing perspectives.

Program delivery will be flexible enough so as to assist students in meeting their learning needs as well as family, work, and community obligations. This includes day and night course offerings, intersession and ‘compressed’ course offerings, as well as summer course offerings. And although the majority of courses will be offered on the Surrey Campus, lower-level courses will, whenever possible, also be offered at our Richmond and Langley Campuses.

## Admission Requirements

### a) Describe the admission requirements for this program.

#### Admission Requirements

Students pursuing a Bachelor of Arts Degree must satisfy admission requirements for undergraduate studies in the [Faculty of Arts](#).

#### Declaration Requirements

Students intending to graduate with this Faculty of Arts Bachelor’s degree must declare the credential by the time they complete 60 credits of undergraduate coursework.

Students declaring the Bachelor of Arts, Minor in Indigenous Community Justice as part of a Double Minor must satisfy the following additional requirements:

- In good academic standing
- Completion of 18 credits of undergraduate coursework, including the following with a minimum grade of “C”:
  - 3 credits of ENGL at the 1100 level or higher
  - 3 credits at the 1100 level or higher in each Minor area (6 credits total).

Students declaring the Bachelor of Arts, Minor in Indigenous Community Justice in conjunction with a Major or primary discipline in another area must satisfy the following requirements:

- In good academic standing
- Completion of 18 credits of undergraduate coursework, including the following with a minimum grade of “C”:
  - 3 credits of ENGL at the 1100 level or higher
  - 6 credits at the 1100 level or higher in the Major (or primary discipline area
  - 3 credits at the 1100 level or higher in the Minor area.

## Faculty

Kwantlen Polytechnic University has the faculty necessary to launch the new program in Fall 2017. However, prior to or within two years of the program’s inception, we plan on hiring at least one new Indigenous faculty member specializing in Indigenous Studies. We have a total of eight faculty members who have teaching and/or research experience in Indigenous justice and/or racialization issues and who are qualified to teach courses in the program. Given the interdisciplinary nature of our program, our faculty also reflects this diversity. The specializations of our faculty are listed below with more detailed descriptions.

### **Minor In Indigenous Community Justice Faculty Listing and Specializations**

**Lisa Monchalín, Ph.D. (Criminology).** Specialization: Indigenous peoples and justice; social justice; evidence-based crime prevention; violence affecting Indigenous women; criminal justice policy and practice; and Indigenous activism.

**Seema Ahluwalia, M.A. (Sociology).** Specialization: gender studies, racialization and ethnicity, First Peoples studies, post-colonial, subaltern and critical race theory, and health and illness.

**Amir Mirfakhraie, Ph.D. (Sociology).** Specialization: sociology and anthropology of education with a focus on multicultural, anti-racist, and global education, First Nations studies; and Racialization and Ethnicity.

**Julia Murphy, Ph.D. (Anthropology).** Specialization: Latin America, development discourses and ethnography, environmentalism, women and gender, feminist research, environment, protest in Mexico and Canada, Rural Mexico: New Politics, and Indigeneities, and Political Economies.

**Jeffery Shantz, Ph.D. (Criminology).** Specialization: social justice, Indigenous justice, Indigenous resistance, critical criminology, racism and borders, and anarchism.

**Larissa Petrillo, Ph.D. (Anthropology).** Specialization: social and cultural change, cross-cultural communication, research ethics, Indigenous knowledge, and community-based conservation.

**Brian Pegg, M.A. (Anthropology).** Specialization: anthropological archaeology, cultural resource management, indigenous history of the Fraser Canyon, colonial history and community archaeology.

**Charles Quist-Adade, Ph.D. (Sociology).** Specialization: mass media; race and ethnicity; sociology of the family; globalization; social psychology; cults, myths and religion; and African cultures. Recent research involves studies on media, ethnicity/race, identity formation, and intercultural communication; Africa's media image in the United States and the former Soviet Union; Africans and mixed-race families in the former Soviet Union; and sexuality and pregnancy among Ghanaian secondary school students.

### **Program Resources**

To mount this program a modest budget is required in order to hire an Indigenous Faculty member who has a specialization in Indigenous community justice issues. Program Coordination, outreach, administrative support, advising, and marketing will be accomplished with existing resources.

### **Implementation Schedule**

This minor can be implemented as early as Fall 2017. Three courses on the required list are currently under development by qualified faculty. All other courses are developed or run regularly.

The following is our implementation time line:

<b>Fall 2013</b>	Program concept development
<b>Spring 2014</b>	Preliminary go-ahead to go forward with degree proposal
<b>Summer 2014</b>	Creation of INDG 1100 Introduction to Indigenous Studies
<b>Fall 2014</b>	Approval of INDG 1100 Introduction to Indigenous Studies Creation of INDG 3155 Indigenous Perspectives on Settler Colonial Societies Creation of SOCI 2150 Sociology of Indigenous Peoples Creation of SOCI 4150 First Peoples, Public Policy in Canadian and Global Contexts Creation of LING 3500 Indigenous Languages of Canada Creation of INDG 4245 Indigenous Activism
<b>Spring 2015</b>	Arts Standing Committee on Curriculum (ASCC) Arts Senate Committee on Academic Planning and Priorities (ASC APP) Arts Faculty Council (AFC) Approval of INDG 3155 Indigenous Perspectives on Settler Colonial Societies Approval of INDG 4245 Indigenous Activism
<b>Fall 2015</b>	Senate Standing Committee on Academic Planning and Priorities (SSCAPP) Senate Standing Committee on Curriculum (S2C2) Senate  Approval of SOCI 2150 Sociology of Indigenous Peoples Approval of LING 3500 Indigenous Languages of Canada Approval of SOCI 4150 First Peoples, Public Policy in Canadian and Global Contexts  Board Committees (Finance, Governance) Board of Governors Send to the B.C. Ministry of Advanced Education
<b>Spring 2016</b>	Marketing for new program (online, advertising, events, ongoing)
<b>Fall 2017</b>	Launch Minor

## Program Consultation

In May of 2013, Dr. Lisa Monchalin received an internal position of “Indigenous Studies Program Developer.” In partnership with KPU’s Office of the Provost and Faculty of Arts, from May 2013 to December 2013, she received course releases to examine the possibilities and potential for an Indigenous- focused program at KPU. The concept for this program arose from visits with peoples from related programs, institutions, as well as input from local community members between June 2013 and October 2013.

This program idea of “Indigenous Community Justice” was presented on July 11, 2013, at the “Indigenous Studies Program Aboriginal Community Consultation Meeting” at KPU, where there was strong support for the general concept. This meeting had over 20 attendees, including various Aboriginal community members, peoples working with Aboriginal organizations, Indigenous peoples who were working in government justice positions, and others. Many peoples in attendance were part of organizations or worked for institutions that may employ people graduating from this program.

Both internal and external consultation has been conducted. There is strong support for this minor. See mini program concept document for a detailed list of those consulted.

## Letters of Support



March 30, 2015

Lisa Monchalin, Ph.D.  
Faculty, Department of Criminology  
Indigenous Community Justice Program Developer  
Kwantlen Polytechnic University,  
Surrey Main 3881-14, 12666-72 Ave  
Surrey, BC, V3W 2M8



Dear Lisa:

**RE: Letter of Support for "Minor in Indigenous Community Justice" BA**

I fully support the proposed project, "Minor in Indigenous Community Justice" Bachelor of Arts program proposal for Kwantlen Polytechnic University. In July 2013, I attended the preliminary meetings to further discuss program ideas regarding Indigenous studies and how it would benefit not only within our organization, but for many First Nations organizations and communities within the greater Vancouver area and surrounding communities.

In addition to the important aims of the program, it definitely would be an excellent addition to the programs offered at Kwantlen Polytech University. It would provide many education endeavours and build capacity in businesses and communities especially around the whelm of culture, relationship building, and awareness of justice issues.

I appreciate the opportunity to be part of the developing phase of this program and if you require anything further, please do not hesitate to contact me.

Sincerely,

Shelly Hill  
a/Chief Operating Officer  
Vancouver Native Housing Society

**1726 East Hastings Street, Vancouver BC, V5L 1S9**

Phone: 604.320.3312

Fax: 604.320.3317

Email: [info@vnhs.ca](mailto:info@vnhs.ca)

Maintenance: 604.320.3316

Website: [vnhs.ca](http://vnhs.ca)



**Fraser Region Aboriginal Friendship Centre Association  
(FRAFCA)**

6878 King George Blvd. Surrey, BC V3W 4Z9  
Tel: 604.595.1170 Fax: 604.959.1176

---

Lisa Monchalin, Ph.D.  
Faculty, Department of Criminology  
Indigenous Community Justice Program Developer  
Kwantlen Polytechnic University,  
Surrey Main 3881-14, 12666-72 Ave  
Surrey, BC, V3W 2M8

March 26, 2015

Dear Dr. Monchalin

We express our support for the proposed Minor in Indigenous Community Justice at Kwantlen Polytechnic University. As an Aboriginal organization and potential employer, this Minor would greatly benefit those working for any organization.

The idea of your Indigenous Minor, with its focus on "community" and "justice" is intriguing, as it aims to fill a space not represented in academic institutions. The aim of the program to provide students' knowledge and training in Indigenous justice, communities, culture, and knowledge is very valuable and highly prized for employment in any organization.

The community focus is a differentiator in our view as it gives students a concerned focus on real needs and opportunities. Thank you for giving us the opportunity to review this program, you have our full support.

Sincerely,

Joanne Mills (Executive Director)  
Fraser Region Aboriginal Friendship Centre Association  
6878 King George Blvd., Surrey, B.C V3W 4Z9  
T: 604-595-1170 F: 604-595-1176  
Toll Free: 1-855-204-9919  
Email: [executivedirector@frafca.org](mailto:executivedirector@frafca.org)

April 14, 2015

Lisa Monchalin, Ph.D.  
Department of Criminology  
Kwantlen Polytechnic University  
12666 72 Ave, Surrey, BC V3W 2M8

RE: Letter of support for Kwantlen's Minor in Indigenous Community Justice

I am writing to enthusiastically support the proposed Minor in Indigenous Community Justice in Kwantlen's Faculty of Arts. As a researcher and teacher of Aboriginal education, I have devoted my professional life to encouraging Aboriginal people and Canadians to see the beauty, wisdom and strength of indigenous knowledge as a contribution to addressing contemporary issues and problems. This process of engaging with Aboriginal knowledge encourages and demands a personal transformation as one must question what they thought they knew about their history, who are the Aboriginal peoples in Canada, and what is the role of indigenous knowledges today. I have focused much time and dedication to changing how those in the helping or teaching professions understand the relationship of indigenous people to Canada.

That is why it pleases me to see this proposal. As far as I'm aware there are few offerings with this focus in postsecondary education and Kwantlen stands to be a leader in this area. In all of Canada, but especially in the west, working in partnership with indigenous communities will become ever more critical in future, for reasons related to demography, morality and justice. A program such as the proposed minor in indigenous community justice is not only wise and strategic but the right thing to do. The proposed minor will provide learners destined to work in fields related to justice with the development of critical thinking skills, and greater understanding of indigenous peoples and communities. It holds great promise and I look forward to seeing its impact in the future.

Thank you for your time. If you have any questions about my support of this proposal, please call me at 416-978-0806 or e-mail me at [jeanpaul.restoule@utoronto.ca](mailto:jeanpaul.restoule@utoronto.ca).

Sincerely,



Dr. Jean-Paul Restoule  
Associate Professor, Aboriginal Education  
Department of Leadership, Higher and Adult Education



Royal Canadian Mounted Police

Gendarmerie royale du Canada



March 30, 2015

To whom it may concern,

My name is Cst. Troy DERRICK. I am currently posted in the City of Surrey in the First Nations Policing section.

My role is to act as a liaison for Aboriginal communities and the RCMP/Law enforcement agencies.

With that said, I also have done multiple presentations on accurate Canadian History for various Schools, Universities, Law enforcement agencies, government agencies, hospitals and community centres.

Throughout the various presentations I was able to learn from the listeners on how "little" most Canadian citizens actually know (or don't know) about the country they take such pride in being able to live and flourish in.

Through no fault of the Canadian citizens not knowing. There really has not been any structured form of learning the history put in place (including elementary schools to University levels). Where various history of Canada (specifically Aboriginal History) has been taught by the mere observations of outsiders of Aboriginal communities. The question has often been "Why is it often outsiders providing Aboriginal history?" The answer is in the question....that there is a history to that as well. The subject is often tabu and difficult to discuss.

Aboriginal/First Nations community building is a top 5 priority of the RCMP. Often, after I provide presentation I am approached by listeners on wanting to learn more.

I have been able to provide presentations for Professor Lisa MONCHALIN's Indigenous studies class multiple times. I have had a chance to review Professor MONCHALIN's program for a Minor Study in Indigenous Community Justice.

Upon review I honestly believe the program would benefit any Law enforcement member looking to learn an accurate depiction of Aboriginal social/political and community understanding. I would be sure to recommend the class to anyone interested (law enforcement or not)

Professor Lisa MONCHALIN is extremely passionate on this topic which in turn a quality product of learning is instilled to her students.

I am very pleased to provide a reference for Professor MONCHALIN and her program. This type of class is long overdue and an excellent starting point for anyone looking to learn an accurate history of this land called Canada.

Sincerely,

Cst. Troy DERRICK #52669  
Surrey RCMP District 5  
First Nations Policing  
(778) 593-3223

[troy.derrick@rcmp-qrc.gc.ca](mailto:troy.derrick@rcmp-qrc.gc.ca)

---

Canada 



#### Indigenous Governance

University of Victoria  
Human & Social Development  
(HSD Building) Room A335

PO Box 1700 STN CSC  
Victoria British Columbia  
V8W 2Y2 Canada

Tel (250) 721-6438  
Fax (250) 472-4724  
<http://web.uvic.ca/igov/>

April 24, 2015

Lisa Monchalin, Ph.D.  
Faculty, Department of Criminology  
Kwantlen Polytechnic University

Re: Support for Minor in Indigenous Community Justice, Kwantlen  
Polytechnic University

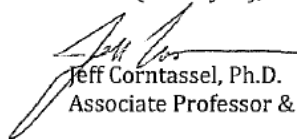
Osiyo Dr. Monchalin,

I am writing as the Director of Indigenous Governance at the University of Victoria to enthusiastically support the proposed Minor in Indigenous Community Justice at Kwantlen Polytechnic University. Given that there are very few programs across Turtle Island that focus specifically on Indigenous community justice, this innovative new curriculum is an important step in further developing the theoretical and applied research and pedagogy in this emerging field.

The proposed minor will facilitate advanced training for those who intend to serve the broader community as policy makers, community advocates, and business leaders. Additionally, the proposed minor will provide students with "deeper critical thinking skills" in relation to the field of Indigenous Studies, as well as a more nuanced understanding of Indigenous nations, peoples and communities, making this program all the more relevant and timely.

Overall, given ongoing Kwantlen Polytechnic University's commitments to advance foster critical awareness and cultural sensitivity, as well as to provide this new opportunity to provide students with advanced training in the emerging field of Indigenous community justice, I strongly support the proposed Minor in Indigenous Community Justice at Kwantlen Polytechnic University. Please feel free to call me (250-721-6440) or email ([ctassel@uvic.ca](mailto:ctassel@uvic.ca)) if I can offer additional insights or clarification about my support for this important new program.

Wado (thank you),



Jeff Corntassel, Ph.D.  
Associate Professor & Acting Director



# Feasibility Assessment for the Proposed BA Minor in Indigenous Community Justice

---

Prepared by the Office of Institutional Analysis & Planning

Kwantlen Polytechnic University

June 4 2015

## Table of Contents

Summary of Assessment .....	3
Competitive Environment .....	3
Student Demand .....	3
Labour Market Demand .....	3
Competitive Environment.....	3
Competitive Assessment.....	5
Student Demand.....	5
Enrolments .....	5
KPU Faculty of Arts Enrolments .....	5
Enrolments in Related Programs at Other BC Public Post-secondary Institutions.....	7
Enrolments in Other Indigenous Studies Programs.....	7
Student Demand Assessment .....	8
Labour Market Demand .....	8
<b>Employment Outlook .....</b>	<b>9</b>
<b>Occupational Groups Related to BA in Minor in Indigenous Community Justice .....</b>	<b>9</b>
<b>Labour Market Demand.....</b>	<b>12</b>
Appendix A: Labour Market Information Sources .....	12

## Summary of Assessment

---

The purpose of this report is to assess the competitive environment, student demand and labour market need for the proposed Bachelor of Arts, Minor in Indigenous Community Justice program. Conclusions provided at the end of each chapter are duplicated below.

### Competitive Environment

Of the six programs offered in Canada that focus on Indigenous justice issues, only one is a degree program and it is offered in Saskatchewan. None of the four programs offered in BC are degree programs.

In conclusion, KPU's proposed Bachelor of Arts, Minor in Indigenous Community Justice program does not face direct competition from other post-secondary institutions in BC. The related certificate, diploma and associate degree programs offered in BC may provide opportunities for recruiting students into the proposed BA Minor in Indigenous Community Justice through the development of articulation agreements with the institutions offering these programs.

### Student Demand

The high demand for criminology programs at KPU suggests that there will be good demand for the proposed BA Minor in Indigenous Community Justice. The demand for Indigenous studies programs appears to be stable. There are some recent increases in demand but it is too early to determine whether this reflects the beginning of an upward trend. Although the program is open to both Indigenous and non-Indigenous students, we expect that its major appeal will be for Indigenous students. Enrolment of Indigenous students is growing. This program may appeal to a number of them, especially those already studying in criminology. The program may also serve to attract more Indigenous students, especially given the uniqueness of the program.

### Labour Market Demand

The evidence suggests that graduates from KPU's proposed BA Minor in Indigenous Community Justice program will have good employment prospects upon graduation. Most will likely find employment in the occupational category called "paraprofessional occupations in legal, social, community and education services." This group is one of the occupational groups with the highest number of projected job openings expected over the period from 2012 to 2022. Others will likely be employed in "occupations in front-line protection services" or as "policy and program researchers, consultants and officers" both of which have good employment outlooks.

## 1. Competitive Environment

---

The purpose of this section is to review the competitive environment for the proposed Bachelor of Arts, Minor in Indigenous Community Justice program.

With a specific focus on Indigenous community and justice issues, this program is distinct from the more general Indigenous studies programs. Graduates will gain the necessary cultural and historical knowledge, attitudes, and skills to work respectfully and effectively with Indigenous peoples and communities in a wide variety of capacities, and to pursue further education and professional opportunities specifically relating to Indigenous community justice.

A scan of programs across the country identified only six with relevance to Indigenous community justice. An overview of each program follows.

**Bachelor of Arts in Aboriginal Justice and Criminology, University of Saskatchewan:** This program is offered by the Sociology department. Graduates of the program will receive a Bachelor of Arts degree with a major in Sociology and concentration in Aboriginal Justice and Criminology. Students can complete a B.A. 3-year degree, B.A. 4-year degree, or B.A. Honours degree. This program is intended to prepare Aboriginal students for careers in corrections, public safety, advocacy, and other areas related to criminal or social justice. It includes required courses in sociology, focusing on criminology and related courses. The course work includes two 12-week practicum-based courses, normally held in the summer, designed to provide students with the opportunity to gain work experience at local, national or international justice agencies and organizations.

**Associate of Arts Degree, Criminology, Nicola Valley Institute of Technology (NVIT):** The NVIT is BC's Aboriginal public post-secondary institute, offering programs to address Aboriginal community needs. The Associate of Arts Degree program in Criminology is a two-year program that prepares individuals for entrance into law enforcement, justice, public safety and/or human services careers. The program is designed to assist students to gain an in-depth understanding of the complexities of deviant and criminal behaviour, the criminal justice system and social justice policy as it relates to Aboriginal and non-Aboriginal peoples in Canada. The program emphasizes the importance of understanding the context of justice for Aboriginal peoples in Canada and draws on the strengths and resources within community-based initiatives.

**Aboriginal Leadership in the Justice System, diploma and certificate programs, Nicola Valley Institute of Technology (NVIT):** The new Aboriginal Leadership in the Justice System one-year certificate and two-year diploma programs were developed for students who are interested in a career within law enforcement, justice and Public Safety and Corrections Canada. The program emphasizes the importance of understanding the context of justice for Aboriginal Peoples in Canada and draws of the strengths and resources within community-based initiatives.

**Aboriginal Social Justice certificate, Lambton College, Ontario:** This one-year certificate program provides an introduction to a number of public safety subjects, including policing services in First Nation and Inuit communities, as well as Aboriginal culture and history in the context of the broader public safety sector. This one-year program is infused with Aboriginal culture by integrating Aboriginal subject matter into the Social Justice courses. Graduates of

this program are better prepared to serve the needs of the Aboriginal Communities within their chosen field of employment.

**Aboriginal Justice Studies certificate**, Native Education College (NEC): NEC is a private Aboriginal College in British Columbia that is accredited with the Private Career Training Institutions Agency (PCTIA). This one-year certificate program prepares graduates to enter careers in community justice agencies, policing, courts, customs, social work, and adult and youth corrections (including parole, probation, and supervision).

### Competitive Assessment

Of the six programs offered in Canada that focus on Indigenous justice issues, only one is a degree program and it is offered in Saskatchewan. None of the four programs offered in BC are degree programs.

In conclusion, KPU's proposed Bachelor of Arts, Minor in Indigenous Community Justice program does not face direct competition from other post-secondary institutions in BC. The related certificate, diploma and associate degree programs offered in BC may provide opportunities for recruiting students into the proposed BA Minor in Indigenous Community Justice through the development of articulation agreements with the institutions offering these programs.

## 2. Student Demand

---

Since this is a criminology program in the Faculty of Arts, we explore the demand for programs in this area. Since there are so few programs like this program anywhere, we include demand for other programs that focus on Indigenous studies. In addition, given this program is intended to be of interest to Indigenous students, we examine enrolment trends of Indigenous students at KPU, especially in criminology.

### Enrolments

#### KPU Faculty of Arts Enrolments

Enrolments in KPU's Faculty of Arts has decreased by 9% over the five-year period from 2009/10 to 2013/14 academic years. This decline is due to the decline in enrolments in the associate of arts degree, as is shown in Exhibit 2.1. Although the associate of arts degree is still the most popular credential in Arts, interest in this credential is declining as interest in the bachelor's degree grows.

*Exhibit 2.1: KPU Faculty of Arts Enrolments by Credential Level, 2009/10 to 2013/14*

Credential Type	Academic Year				
	2009/2010	2010/11	2011/12	2012/13	2013/14
Baccalaureate degree	1,431	1,744	2,168	2,358	2,399

Associate degree	4,985	4,823	4,583	3,948	3,534
Diploma	464	482	495	498	464
Certificate	322	294	296	267	290

Source: Academic Year 2009/10 to 2013/14 Summary - Faculty Enrolments created by IAP

Note: Headcounts are unduplicated within each credential level. A student may be counted across more than one credential level.

The most popular areas of study in the Faculty of Arts are: general studies, criminology and psychology. Exhibit 2.2 shows enrolments in the programs in these three areas for the past five academic years. Enrolment in general studies programs is in decline. Overall general studies programs, enrolments in 2013/14 were down 40% from 2009/10. Enrolments in criminology and psychology are on the increase. Overall, criminology has increased by 27% and psychology has increased by 20% over this time period.

Enrolment trends for Indigenous students at KPU are show in Exhibit 2.3. The number of students who have declared themselves as Aboriginal has increased from 550 in 2010/11 to 613 in 2013/14. Enrolment of Indigenous students in the Faculty of Arts has not shown an increase although their enrolment in Criminology programs has increased from 33 to 44 over this time period.

*Exhibit 2.2: KPU Faculty of Arts Headcounts by Selected Programs, 2009/10 to 2013/14*

Program	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14
Bachelor of Arts, General Studies	505	557	562	516	477
Associate of Arts, General Studies	3,225	2,943	2,656	2,121	1,752
<i>General Studies Total</i>	<i>3,730</i>	<i>3,500</i>	<i>3,218</i>	<i>2,637</i>	<i>2,229</i>
Bachelor of Arts, Criminology	249	332	450	487	485
Associate of Arts, Criminology	684	761	815	752	735
Diploma in Criminology	243	276	266	273	268
<i>Criminology Total</i>	<i>1,176</i>	<i>1,369</i>	<i>1,531</i>	<i>1,512</i>	<i>1,488</i>
Bachelor of Arts, Psychology	238	309	381	394	400
Associate of Arts, Psychology	502	527	502	482	486
<i>Psychology Total</i>	<i>740</i>	<i>836</i>	<i>883</i>	<i>876</i>	<i>886</i>

Source: Academic Year 2009/10 to 2013/14 Summary - Program Enrolments, created by IAP

Note: Headcounts are unduplicated within program; students may be counted across more than one program if they are registered in multiple programs in the same academic year.

*Exhibit 2.3: Headcount Enrolments of Indigenous Students<sup>1</sup> at KPU, 2010/11 to 2013/14*

Programs	Academic Year			
	2010/11	2011/12	2012/13	2013/14
All KPU Students	550	526	604	613
Excluding Developmental Students*	491	483	563	556
Faculty of Arts Students	195	183	186	172
Criminology Program Students	33	37	43	44

Source: BC CDW

\* Developmental students may not be able to meet the program entry requirements

### Enrolments in Related Programs at Other BC Public Post-secondary Institutions

Enrolment trends for the three programs offered by Nicola Valley Institute of Technology are another source of information on student demand. Unfortunately, the Aboriginal Leadership in the Justice System certificate and diploma programs are new in 2015 so enrolment trends are not available. Full Time Equivalent (FTE) enrolments for 2010/11 to 2013/14 for NVIT's Associate of Arts Degree, Criminology are shown in Exhibit 2.4. For the most part, FTEs are stable over the four-year period, with no trend to increase or decrease.

*Exhibit 2.4: FTEs in Related Programs at other Institutions, 2010/11 to 2013/14*

Program Name	Academic Year			
	2010/11	2011/12	2012/13	2013/14
NVIT: Associate of Arts Degree, Criminology	13.0	16.7	16.7	12.8

Source: BC's Central Data Warehouse

### Enrolments in Other Indigenous Studies Programs

Exhibit 2.5 provides the FTE enrolments for other Indigenous studies programs offered at BC public post-secondary institutions. Generally, FTEs are stable, with some increases in 2013/14.

<sup>1</sup> Indigenous students include all those with an Aboriginal ancestry who self-identified in the BC K-12 education system or who self-identify as Aboriginal at a BC public post-secondary institution.

*Exhibit 2.5: FTEs in Other Indigenous Studies Programs other Institutions, 2010/11 to 2013/14*

Program Name	Academic Year FTEs			
	2010/11	2011/12	2012/13	2013/14
The University of British Columbia- First Nations and Indigenous Studies Program (BA FNSP)*	15	14	15	19
The University of British Columbia Okanagan (UBCO)- Indigenous Studies (BA-O INDG)*	2	5	7	9
Simon Fraser University- First Nation Studies*	0.2	0.3	0.6	0.8
The University of Northern British Columbia- First Nations Studies (BA First Nations Studies)*	21	23	22	21
Camosun College- Indigenous Studies: Diploma in Indigenous Studies	29.7	37.2	31.1	27.4
Langara- Aboriginal Studies (DIPL)	10.3	10.4.8	-	-
Langara- Aboriginal Studies (ADGR)		0.9	18.87	24.95
Langara-Arts & Science Aboriginal Studies (DIPL)		0.8	4.6	1.3
Nicola Valley Institute of Technology (NVIT)- Associate of Arts – First Nations Studies	0.9	0.8	2.0	10.1
University of the Fraser Valley- Indigenous Studies Certificate: Indigenous Maps, Films, Rights and Land Claims Certificate	-	4.5	4.63	12.36

\*FTEs reported by Fiscal Year

## Student Demand Assessment

The high demand for criminology programs at KPU suggests that there will be good demand for the proposed BA Minor in Indigenous Community Justice. The demand for Indigenous studies programs appears to be stable. There are some recent increases in demand but it is too early to determine whether this reflects the beginning of an upward trend. Although the program is open to both Indigenous and non-Indigenous students, we expect that its major appeal will be for Indigenous students. Enrolment of Indigenous students is growing. This program may appeal to a number of them, especially those already studying in criminology. The program may also serve to attract more Indigenous students, especially given the uniqueness of the program.

## 3. Labour Market Demand

This section provides an informed view of the labour market trends<sup>2</sup> in BC for occupations related to the Bachelor of Arts, Minor in Indigenous Community Justice program.

<sup>2</sup> See Appendix A for information on labour market sources and the terminology used in this section.

## Employment Outlook

The Canadian labour force is aging rapidly with the result that skill shortages due to replacement demand are expected in all sectors of the Canadian economy. Between 2012 and 2022, 1,000,000 job openings are expected to be created in BC; 68% of these will be to replace retiring workers.<sup>3</sup> Replacement demand will be important in every major occupational group in BC. Over this time period, demand is expected to grow faster than labour supply in BC, where demand is expected to outstrip supply around 2019. About a third of job openings are expected to require a university degree and about 44% will require a diploma or trades certificate.

### Occupational Groups Related to BA in Minor in Indigenous Community Justice

With respect to the BA in Minor in Indigenous Community Justice program, there are three occupational categories that are the most relevant:

- Paraprofessional occupations in legal, social, community and education services (NOC 421)<sup>4</sup>
- Occupations in front-line protection services (NOC 431)
- Policy and program researchers, consultants and officers (NOC 416)

Information about the employment outlook for these three occupational categories is summarized below.

#### *Paraprofessional occupations in legal, social, community and education services*

This group is one of the occupational groups with the highest number of projected job openings over the period from 2012 to 2022.<sup>5</sup> The employment outlook for this category follows:

- Approximately 23,700 new jobs are forecast to be created between 2012 and 2022 in BC, with an expected annual demand growth rate of 1.7%.
- A little over half (56%) of job openings will be due to replacement demand as a result of retiring workers and deaths, and 44% will be due to new jobs that result from economic growth.
- For the Mainland/Southwest region of BC, 13,400 new jobs are projected by 2022, with an expected annual demand growth rate of 1.7%.
- Unemployment rate of this group is forecast to decrease from 4.9% in 2012 to 3.2% in 2022.

The “paraprofessional occupations in legal, social, community and education services” is a broad occupation group that includes:

- Paralegal and related occupations (NOC 4211)
- Social and community service workers (NOC 4212)
- Early childhood educators and assistants (NOC 4214)
- Instructors of persons with disabilities (NOC 4215)
- Other instructors (NOC 4216)

---

<sup>3</sup> BC Ministry of Jobs, Tourism, and Skills Training, *British Columbia 2022 Labour Market Outlook*.

<sup>4</sup> NOC is the National Occupation Classification system. See Appendix A for more information.

<sup>5</sup> BC Ministry of Jobs, Tourism, and Skills Training, *British Columbia 2022 Labour Market Outlook*.

- Other religious occupations (NOC 4217)

With respect to the BA in Minor in Indigenous Community Justice program, the most relevant of these sub-groups is the Social and Community Service Workers category (NOC 4212):

*“Social and community service workers administer and implement a variety of social assistance programs and community services, and assist clients to deal with personal and social problems. They are employed by social service and government agencies, mental health agencies, group homes, shelters, substance abuse centers, school boards, correctional facilities and other establishments.”<sup>6</sup>*

This is a broad category, encompassing occupations that require a certificate or diploma, as well as those that require a degree. The demand for workers with higher education levels is increasing. Graduates with work experience are preferred, so programs with a work experience component may give their graduates an advantage over similar programs without one.

Some employment characteristics of Social and Community Service Workers category (NOC 4212) in BC follow:<sup>7</sup>

- Of the 20,000 individuals employed in this area in 2011, 77% were female and 46% were working full-time.
- 45% of the workforce was between the ages 25 and 44 and 44% was between 45 and 64.
- The provincial average salary for occupations that fall under this occupational group was between \$33,000 and \$44,000 in 2011.

The other relevant sub-group in the Paraprofessional occupations in legal, social, community and education services category is Paralegal and related occupations (NOC 4211):

*“Paralegals prepare legal documents and conduct research to assist lawyers or other professionals. Independent paralegals provide legal services to the public as allowed by government legislation, or provide paralegal services on contract to law firms or other establishments. Notaries public administer oaths, take affidavits, sign legal documents and perform other activities according to the scope of their practice.”<sup>6</sup>*

Some employment characteristics of Paralegal and related occupations (NOC 4211) in BC follow:

- Of the 3,300 individuals employed in this area in 2011, 85% were female and 65% were working full-time.
- 48% of the workforce was between the ages 25 and 44 and 41% was between 45 and 64.
- The provincial average salary for occupations that fall under this occupational group was between \$53,000 and \$66,000 in 2011.

---

<sup>6</sup> Human Resources and Skills Development Canada and Statistics Canada: *National Occupational Classification 2011*

<sup>7</sup> <http://www.workbc.ca/Job-Seekers/Career-Profiles/4212#section-job-requirements>

### *Occupations in front-line protection services*

This occupational category includes police officers, as well as firefighters, and non-commissioned ranks of the Canadian Forces. The employment outlook for the category as a whole follows:

- Approximately 6,000 new jobs are forecast to be created between 2012 and 2022 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.1%.
- Of these job openings, 70% will be due to replacement demand as a result of retiring workers and deaths, and 30% will be due to new jobs that result from economic growth.
- For the Mainland/Southwest region of BC, 3,800 new jobs are projected by 2022, with an annual demand growth rate of 1.3%.
- Unemployment rate of this group is forecast to decrease from 7.8% in 2012 to 5.5% by 2022.

The relevant sub-group of this category is Police Officers (NOC 4311):

“Police officers protect the public, detect and prevent crime and perform other activities directed at maintaining law and order. They are employed by municipal and federal governments and some provincial and regional governments.”<sup>6</sup>

Some employment characteristics the sub-group of Police Officers (NOC 4311) in BC follow:<sup>8</sup>

- Of the 10,700 individuals employed in this area in 2011, 76% were male and 75% were working mostly full-time.
- 66% of the workforce was between the ages 25 and 44 and 30% was between 45 and 64.
- The provincial average salary for occupations that fall under this occupational group was between \$66,000 and \$95,000 in 2011.

### *Policy and program researchers, consultants and officers*

The employment outlook for this category follows:

- Approximately 11,500 new jobs are forecast to be created between 2012 and 2022 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.3%.
- Of these job openings, 70% will be due to replacement demand as a result of retiring workers and deaths, and 30% will be due to new jobs that result from economic growth.
- For the Mainland/Southwest region of BC, 7,400 new jobs are projected by 2022. This represents an annual demand growth rate of 1.5%.
- Unemployment rate of this group is forecast to decrease from 5.4% in 2012 to 3.4% by 2022.

The most relevant sub-group in this category is Social policy researchers, consultants and program officers (NOC 4164):

---

<sup>8</sup> <http://www.workbc.ca/Job-Seekers/Career-Profiles/4212#section-job-requirements>

*“Social policy researchers, consultants and program officers conduct research, develop policy and implement or administer programs in areas such as consumer affairs, employment, home economics, immigration, law enforcement, corrections, human rights, housing, labour, family services, foreign aid and international development. They are employed by government departments and agencies, industry, hospitals, educational institutions, consulting establishments, professional associations, research institutes, non-government organizations and international organizations or they may be self-employed.”<sup>6</sup>*

Some employment characteristics of the sub-group of Social policy researchers, consultants and program officers (NOC 4164) follow:

- Of the 3,500 individuals employed in this area in 2011, 69% were female and 61% were working mostly full-time.
- 45% of the workforce was between the ages 25 and 44 and 49% was between 45 and 64.
- The provincial average salary for occupations that fall under this occupational group was between \$53,000 and \$66,000 in 2011.

### Labour Market Demand

The evidence suggests that graduates from KPU’s proposed BA Minor in Indigenous Community Justice program will have good employment prospects upon graduation. Most will likely find employment in the occupational category called “paraprofessional occupations in legal, social, community and education services.” This group is one of the occupational groups with the highest number of projected job openings expected over the period from 2012 to 2022. Others will likely be employed in “occupations in front-line protection services” or as “policy and program researchers, consultants and officers” both of which have good employment outlooks.

## Appendix A: Labour Market Information Sources

---

There are many sources of labour market information in Canada. At the federal level, the main sources are Statistics Canada, Employment and Social Development Canada (ESDC) (formerly Human Resources and Skills Development Canada), Industry Canada, and Citizenship and Immigration Canada. Provincial and territorial governments also produce provincial, regional, and local labour market information.

The ESDC uses the models of the Canadian Occupational Projection System (COPS) to develop projections of future trends in the numbers of job openings and job seekers by occupation and industry at the national level. At the occupation level, the projections are based on the National Occupational Classification (NOC), while at the industry level, the projections are based on the North American Industry Classification System (NAICS). The projections allow for identifying those occupations that may face labour shortage or labour surplus conditions over the medium term. The latest projections cover the 2013 to 2022 period.

The NOC system classifies 40,000 job titles into 520 occupational groups using 4-digit codes. The NOC system classifies occupations by skill level and skill type. Each digit of a NOC code

reflects a trait of the occupation it represents. The first digit designates the occupation's skill type and the second digit identifies the occupation's skill level. The first two digits together identify the 26 major occupational groups. At the 4-digit level, the NOC System provides information on 520 occupational groups called unit groups.

The NAICS classifies industries and businesses using six-digit codes that classify North American businesses by type of economic activity. Depending on the level of detail required, the classifications can be aggregated to 2- (major industry), 3- (industry subsector), and 4-digit (subsector group) levels.



**Name of Program**

# **Library Impact Assessment**

for New and Revised Programs

Date: April 22, 2015

## **Kwantlen Library Impact Assessment Process for New and Revised Programs**

### **ASSESSMENT POLICY**

1. Library impact assessments will be completed for new degree, diploma, certificate, or citation programs, and for major program revisions.
2. Requests for a library impact assessment are to be directed to the Senate Standing committee on curriculum (SSCC) liaison librarian.
3. The development of library impact assessments for programs is based on a consultative model. The SSCC liaison librarian will review proposals and consult with both proposing faculty and with appropriate librarians. In the case of revised programs, the SSCC liaison librarian will make a decision on whether the revised content requires a library impact assessment.
4. Timelines for completion of the Library Impact Assessment are:
  - New Programs:** Developers must allow a minimum of 3 weeks for the completion of a new program library impact assessment.
  - Revised Programs:** Developers must allow a minimum of 2 weeks for the completion of a revised program library impact assessment.
5. Completed library impacts assessments will be signed by the SSCC liaison librarian and the university librarian and sent to the program developer. A copy of the assessment summary (Part B only) must be appended to the program concept and sent to the Senate office after the program and developer has reviewed and signed the assessment. Assessments will be sent electronically to the Senate office and will be followed by signed paper copies.
6. The library impact assessment will normally include projected and retrospective monograph and periodical costs based on average costs for materials in the subject area, collection needs of the program or course, average price increases in the subject area as well as the strength or weakness of the existing collection. Audio-visual purchase costs will be included where appropriate. Projected enrolments will be included in the cost calculations where multiple sections or multiple campus enrolments are indicated or in cases where most resources will be provided by interlibrary loan.
7. Specialized or subject-specific databases not already held by the library will be costed against the number of 300- and 400- level courses in the subject area. Upper-level field courses, co-ops, and practicums will be deducted from the total number of subject area 300- and 400- level courses.

## Library Resources Impact Assessment New Program Proposal or Revision

**Name of Program:**

BA Minor in Indigenous Community Justice

**Is this a Revision of an Existing Program?**

Yes ☐ No ☒

**Name(s) of Program Developer(s):**

Lisa Monchalin

### Key Online Databases (periodical indexes/abstracts):

Name	Held by KPU Library?	If no, estimate annual cost to provide:
Bibliography of Native North Americans	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	\$1,000
eHRAF World Cultures	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	\$1,295
Sociological Abstracts	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Social Sciences Fulltext	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Canadian Public Policy Collection	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
<b>Sub Total</b>		<b>\$2,295</b>
<p><b>Comments:</b></p> <p><i>eHRAF World Cultures</i> contains ethnographic collections covering all aspects of cultural and social life. In the <i>eHRAF World Cultures</i> database the cultures and ethnic groups included are organized by regions (e.g. North America), subregions (e.g. Southwest) and subsistence types (e.g. hunter-gatherers). Every year 20-30 cultures with approximately 40,000 pages are added to the database.</p> <p><i>Bibliography of Native North Americans</i> contains more than 185,000 citations for books, essays, journal articles and government documents of the United States and Canada. Dates of coverage for included content range from the 16th century to the present.</p>		

Key Periodicals (core titles in the subject area):		
Name	Held by KPU Library?	If no, estimate annual cost to provide:
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Sub Total</b>		<b>0</b>
<b>Comments:</b> <p>While our existing collection of print and online subscriptions, together with the e-journals in our full-text databases, provide good access to the journal literature, this program could require more specific, advanced or high-level journal subscriptions. Individual titles to be selected when more information is available through course outlines, bibliographies, and/or faculty requests.</p>		

Key Reference Titles:		
Name	Held by KPU Library?	If no, estimate annual cost to provide:
Encyclopedia of Native American tribes (3 <sup>rd</sup> ed.)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	\$90
A guide to the Indian tribes of the Pacific Northwest	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	\$40
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Handbook of North American Indians	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
<b>Sub Total</b>		<b>\$130</b>
<b>Comments:</b> <p>Note: titles in electronic format will be preferred</p>		

Monographs:	
Number of titles held by Kwantlen in this subject area:	4500
Number of titles published annually in this subject area:	460
Average number of titles purchased annually:	230
Average cost per volume of titles in this subject area:	\$58
Is the collection current?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Data/Comments on the currency/comprehensiveness of the monograph collection in this subject area:	
<div style="text-align: right;"><b>Sub Total</b></div> <div style="text-align: right;"><b>\$6,000</b></div>	
<b>Comments:</b> <p>We currently have no specific information about the content of proposed new courses INDG 1100, 3155, and 4245 and LING 3500: when these are created we will need to add new titles to the collection in these areas (estimated cost- \$4,000). As SOCI 1125 is an existing course, many new titles in aboriginal issues in Canada have been added in the past several years. However, with the addition of 2 new higher level SOCI courses (2150 and 4150) we will have to purchase additional items especially about aboriginal peoples outside of Canada/North America (current and historical) and first encounters with colonists/settlers worldwide (estimated cost - \$2,000). Our e-book packages are also strong in the area of aboriginal studies but of course do not include everything published.</p> <p>The CRIM/ANTH collection is comprehensive in this area of study and will continue to be updated as needed: however, no additional funds are currently required.</p> <p><i>Subjects considered:</i> INDIANS OF NORTH AMERICA – (British Columbia/Canada/Northwest Coast) – claims; government relations; history; land tenure; treaties; ethnic identity; languages; politics and government; residential schools; legal status/laws; social conditions; education; employment; first contact with Europeans; civil rights; cultural assimilation. NATIVE PEOPLES – (British Columbia/Canada, etc.) – claims; economic conditions; ethnic identity; government relations; politics and government; residential schools; social conditions; education; legal status/laws</p>	

Key Audio Visual Materials:	
Number of titles held by Kwantlen in this subject area:	95
Number of titles published annually in this subject area:	
Average number of titles purchased annually:	12

Average cost per volume of titles in this subject area:

\$170

Is the collection current?

Yes ☒ No ☐

Data/Comments on the currency/comprehensiveness of the monograph collection in this subject area:

Note: figures above do not include titles in streaming video packages. Streaming video packages holdings in this area:

- Curio.ca – 130
- Films on Demand – 87
- National Film Board (Campus) – 66
- Total - 283

**Sub Total****\$1,000****Comments:****Streaming video databases:**

- National Film Board of Canada has excellent content on first nations/indigenous issues (mainly a Canadian focus),
- CBC's Curio.ca streaming video database has also some good content.
- Films on Demand has also good content on indigenous issues worldwide.

New videos are continually added to these streaming video databases so the content should stay up-to-date/improve over time

We also have a good collection of DVDs on indigenous/aboriginal issues but we might have to add a few new titles to support this new program/new courses.

To summarize: we need to keep our streaming video databases and we might have to purchase a few additional DVDs.

**Summary Statement:**

The Library supports the development of the BA Minor in Indigenous Community Justice. As most required and elective courses contained within this program are pre-existing, students will be well-served by the current library collection. However, there are 6 new courses for which resources will have to be purchased. Appropriate funding is required. Librarians will work with course developers and instructors to identify and acquire relevant material in these new areas.

**Previous Collection Development:**

Collection development has been limited to subjects covered in pre-existing courses. Emphasis has been primarily on North American indigenous groups.

**Future Collection Needs:**

Resources will need to be purchased to develop collections serving the 6 new required courses contained in this degree program.

**Collection Development Obstacles:****Funding:**

Currently, no Library funding exists for INDG courses. In addition, the Library budget is adversely impacted by the low Canadian dollar, which adds an additional 20-25% to nearly every invoice.

**Time:**

As this degree program is slated for implementation in 2016, time should not be a factor in developing an effective collection, provided funding is in place.

<b>Total Estimated Start-up Costs (one time):</b>	<b>\$7,130</b>
<b>Total Estimated Annual Costs (on-going):</b>	<b>\$2,295</b>

**Assessment Prepared by:**


SSCC Liaison Librarian – Linda Rogers

April 22, 2015

Date

**Assessment Reviewed by:**


University Librarian – Todd Mundle

September 11, 2015

Date

**Kwantlen Polytechnic University**  
**Library Impact Assessment**  
**Support for Program Proposal/Revision**

Name of Program

Date

BA Minor in Indigenous Community JusticeApril 22, 2015

The Library supports the development of the BA Minor in Indigenous Community Justice. As most required and elective courses contained within this program are pre-existing, students will be well-served by the current library collection. However, there are 6 new courses for which resources will have to be purchased. Appropriate funding is required. Librarians will work with course developers and instructors to identify and acquire relevant material in these new areas.

**Summary of Start-up and Subsequent Costs:**

Reference Materials	\$130
Videos	\$1,000
Periodicals	
Databases and Indexes	\$2,295
Monographs	\$6,000
<b>TOTAL</b>	<b>\$9,425</b>

**Assessment Prepared by:**Linda Rogers.**SSCC Liaison Librarian – Linda Rogers**April 22, 2015**Date****Assessment Reviewed by:**Todd Mundle.**University Librarian – Todd Mundle**September 11, 2015**Date**

I support this collection assessment:

Yes ☒No ☐\***Program Developer:**Lisa Monchalim**Name/Title**Sept 25<sup>th</sup>, 2015**Date**

\*Please provide reasons for non-support of assessment



<b>Policy No.</b> AC10	Original Effective Date	
<b>Approving Jurisdiction</b> Board of Governors	Reviewed:	
<b>Signed By</b>	Revised:	
<b>Administrative Responsibility</b> Provost & VP Academic		

---

## Establishment, Revision, Suspension and/or Discontinuance of Programs Policy

---

### A. CONTEXT AND PURPOSE

1. KPU is a special purpose, teaching university under the University Act. The University Act (RSBC 1996), Chapter 468, section 35.2 (6) (b) and (6) (d) addresses the issue of program establishment, revision or suspension and prioritization as follows:
2. “The senate of a special purpose, teaching university must advise the board, and the board must seek advice from the senate, on the development of educational policy for the following matters:
  - (b) the establishment, revision or discontinuance of courses and programs at the special purpose teaching university;
  - (d) the priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;”

### B. SCOPE AND LIMITS

This Policy and its related Procedures applies to all new programs at KPU that are being considered for implementation as well as the revision, suspension and/or discontinuance of all existing programs, under the jurisdiction of Senate. All issues pertaining to the establishment, revision or discontinuance of programs housed within a departmental unit must adhere to this policy. Refer to Policy GV9 regarding the Establishment and/or Discontinuance of Faculties and Departments.

### C. STATEMENT OF POLICY PRINCIPLES

1. The university has a strategic plan and an academic plan against which the establishment, revision, suspension and/or discontinuance of programs will be evaluated.
2. A program may be recommended to be suspended or discontinued if one or more of the following conditions are met (but not limited to):
  - a. A minimum enrolment threshold has not been attained,
  - b. Program admission or declaration has been suspended for at least two semesters,

- c. The program is no longer financially viable due to the cessation of funding from external source(s),
  - d. The quality of the program has been compromised or the program no longer meets the required learning outcomes,
  - e. The program represents an increased liability risk to the university, or
  - f. The program no longer aligns with the strategic or academic goals of the university.
3. Proposals for the establishment, revision, suspension and/or discontinuance of programs must be developed through a transparent consultation process.
  4. Proposals for the establishment, revision, suspension and/or discontinuance of programs must be comprehensively documented in order to assess all foreseeable consequences and impacts on students.
  5. Proposals for the establishment, revision, suspension and/or discontinuance of programs may be initiated by a Dean, Director, or the Provost and Vice-President Academic, or by a Department, School, or Faculty (or a committee of one of these bodies), and will be submitted for consideration to the governing bodies as outlined in the procedures.
  6. The establishment, revision, suspension and/or discontinuance of programs will be communicated to all interested stakeholders, including government as appropriate.
  7. Students enrolled in a discontinued program will be provided with every opportunity to complete the program per the timelines outlined in Policy L.5, *Requirements for Graduation*.

## D. DEFINITIONS

Refer to Section A of the *Establishment, Revision, Suspension and/or Discontinuance Programs Procedures* for a list of definitions in support of this Policy.

## E. RELATED POLICIES & LEGISLATION

*B.12 Program Review*

*GV9 Establishment and/or Discontinuance of Faculties and Departments Policy*

*L.5 Requirements for Graduation*

*University Act [RSBC 1996], Chapter 468, section 35.2 (6) (b), (6) (d)*

## F. RELATED PROCEDURES

Refer to the *AC10 Establishment, Revision, Suspension and/or Discontinuance of Programs Procedures*.

## G. POLICY HISTORY

Review Date	Revision Date



Procedure No. AC10	Original Effective Date	
Approving Jurisdiction Board of Governors	Reviewed:	
Signed By	Revised:	
Administrative Responsibility Provost & VP Academic		

---

## Establishment, Revision, Suspension and/or Discontinuance of Programs Procedure

---

### A. DEFINITIONS

1. **Department**: One sub-unit of a Faculty within a university dealing with a particular field of knowledge.
2. **Discontinuance**: Permanent closure of a program which includes removal from the academic calendar and cessation of admission or declaration to the designated program
3. **Faculty**: An educational administrative division constituted by the Board of the University.
4. **Program**: A defined set of courses of instruction that lead to a credential approved by KPU Senate. A program or units of study also consists of a) a unit of study, under the governance of Senate, that results in the granting of a degree or a non-degree credential or b) a unit of study that constitutes the designation of major or minor, or c) a unit of study that constitutes a department (see Policy B.12, *Program Review*).
5. **Revision**: Any changes to a program that require re-approval.
6. **School**: An academic administrative unit, similar to a Faculty, but generally within a narrower field of study.
7. **Suspension**: Ceasing to admit admission or declaration to a program for a defined period of time.

### B. PROCEDURES

1. The Procedures for the development of new programs and revisions to existing programs are set out in Appendix A, "Program Development, Revision and Approval Process for Senate Approved Credit Programs at KPU (draft)". The details of the operational procedures are set out in the University's "Guide for Program Development, Program Revision and Implementation Review 2015" (*pending*), available on the Senate website.

2. The Procedures for the suspension and/or discontinuance of programs are as follows:
  - a. A proposal to suspend admissions / declaration to a program or discontinue a program may be initiated by a Dean, Director, or the Provost and Vice-President Academic, or by a Department, School or Faculty (or a committee of one of these bodies), but will normally be submitted for consideration by the appropriate Dean, in consultation with the relevant Faculty Council, to the governing bodies outlined in g. and h. below.
  - b. Proposals to suspend or to discontinue a program must present an appropriate rationale. Proposals must provide sufficient information to allow the university community to understand the rationale for and consequences of suspension or discontinuance in keeping with KPU's values of transparent and accountable governance.
  - c. In instances where enrolment is insufficient to make a program viable, a Dean in consultation with the Provost, would have the discretion to administer the cancellation of an intake.
  - d. The proposal to suspend a program must include the following information:
    - i. All impacted credentials and specific discipline or field of study;
    - ii. Location(s) of the program;
    - iii. Faculty, Department, or School offering the program;
    - iv. Proposed date for suspension, a notification period for students, faculty and staff, and a date for review of the suspension;
    - v. Reasons for suspension, such as:
      - 1) Insufficient resources
      - 2) Lack of enrolment demand
      - 3) Curricular issues
      - 4) Inability to provide appropriate institutional support
    - vi. Plan for suspension, including:
      - 1) Proposed review date to reinstate or discontinue the suspended program
      - 2) Steps that will be taken to consult with faculty and staff
      - 3) Steps that will be taken to consult with students
      - 4) Steps that will be taken to ensure students in the program have the opportunity to complete the program
      - 5) Steps that will be taken to ensure consultation with other impacted departments, Faculties, and units;
    - vii. Draft Calendar entry detailing suspension of admissions / declaration to the program;
    - viii. Name, title, phone number and email address of the institutional contact in case more information is required (normally, the Dean of the Faculty in which the program is housed);
    - ix. Endorsement by the Provost.
  - e. A program that has been suspended for a minimum of two years may be proposed for program discontinuance as outlined in procedures B.2.f below.
  - f. The proposal to discontinue a program must include the following:
    - i. All impacted credentials and specific discipline or field of study;
    - ii. Location(s) of the program;
    - iii. Faculty, Department, or School offering the program;
    - iv. Anticipated final date of discontinuance;

- v. Reasons for discontinuance of the program, such as:
    - 1) Insufficient financial resources
    - 2) Lack of enrolment demand
    - 3) Curricular issues relating to the decline in quality or the inability to meet required program outcomes
    - 4) Inability to provide appropriate institutional support
  - vi. Plan for phasing-out of program, including:
    - 1) Steps taken to consult with faculty and staff regarding phasing out
    - 2) Steps taken to consult with students regarding phasing out
    - 3) Steps taken to ensure students in the program have the opportunity to complete the program
    - 4) Steps taken to consult with other impacted departments, Faculties, and units;
    - 5) Impact on and/or reorganization of curriculum in cognate disciplines
    - 6) Timeline of activities
  - vii. Name, title, phone number and email address of the institutional contact person in case more information is required (normally, the Dean of the Faculty in which the program is housed).
  - viii. Potential legal implications as a result of the program discontinuance;
  - ix. Endorsement by the Provost.
- g. Following consultation with and endorsement by the relevant Faculty Council, a proposal to suspend a program will be considered by the following committees, and sent to Senate and the Office of the Registrar for information:
- i. appropriate Departmental, School and/or Faculty committees
  - ii. appropriate Senate Standing Committee(s) as determined by the Provost
- h. A proposal to discontinue a program will be considered by the following bodies:
- i. External accreditation or regulatory bodies
  - ii. appropriate Departmental, School and/or Faculty committees
  - iii. appropriate Senate Standing Committee(s) as determined by the Provost
  - iv. Senate for recommendation to the Board for approval
  - v. Board of Governors for approval
- i. In some circumstances, the university may be required to consult with the Ministry responsible for post-secondary education prior to the discontinuance of programs
- j. Recommendations to discontinue programs that have remained in the KPU Calendar but have no enrolled students may be considered for fast-tracking directly to the Senate level upon request of a Dean to the Provost and Vice-President Academic. The Dean should consult with the relevant Department and/or Faculty committees prior to requesting an expedited process.
- k. All approved program revisions, suspensions, and discontinuances must be forwarded to the Provost and the University Registrar with an effective term date and year.
- l. If the discontinued program is the only program in the department, the department may also close as a result.

## C. RELATED POLICY

Refer to the *AC10 Establishment, Revision, Suspension and/or Discontinuance of Programs Policy*.

## D. PROCEDURES HISTORY

Reviewed	Revised



KWANTLEN POLYTECHNIC UNIVERSITY

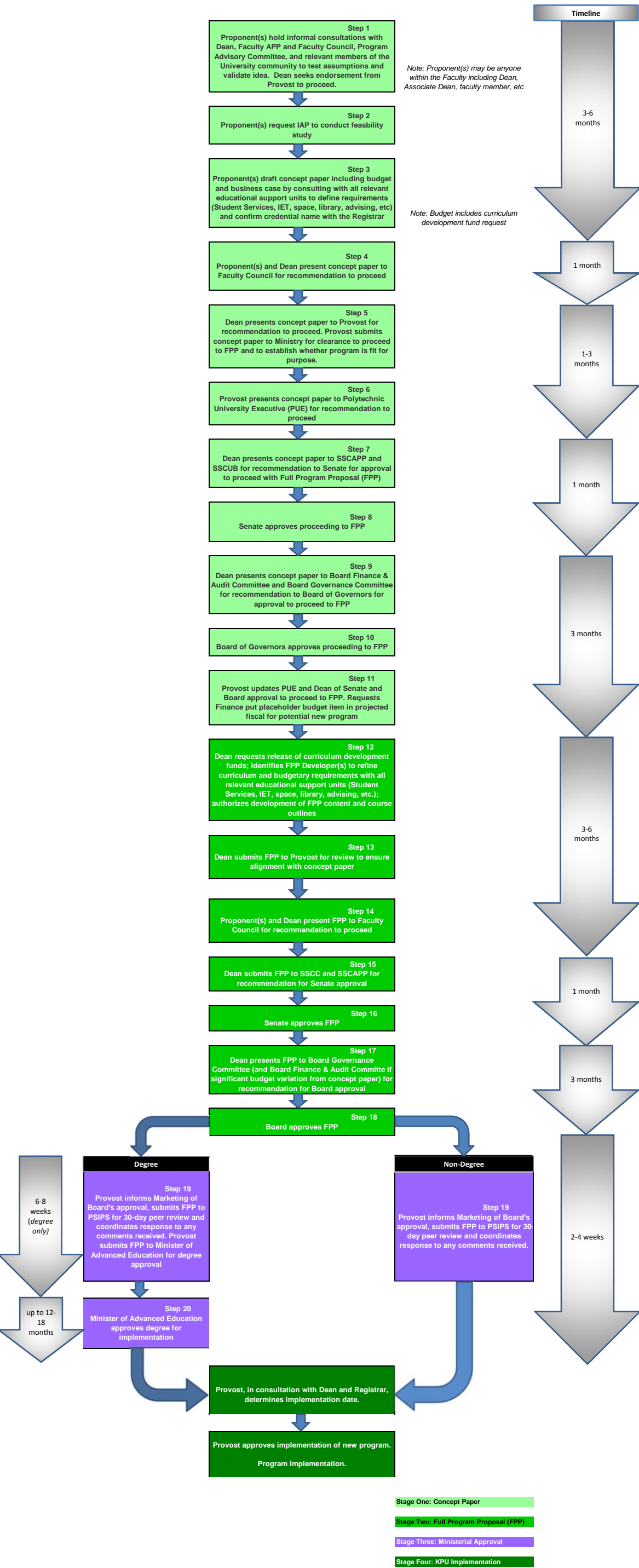
## **APPENDIX A**

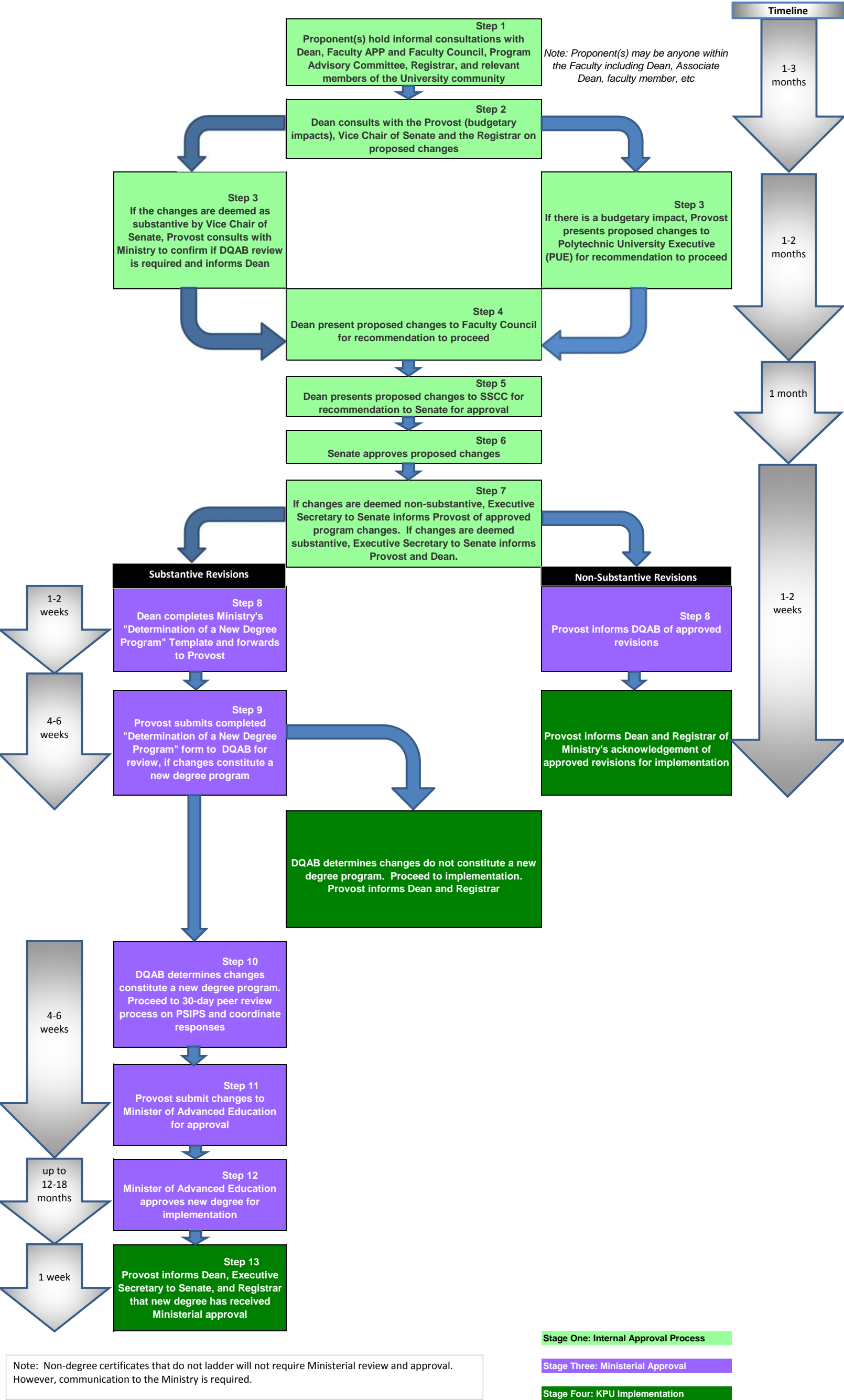
### **Program Development, Revision and Approval Process for Senate-Approved Credit Programs at KPU**

*A publication of Senate and  
Office of the Provost & Vice President Academic*

September 2015

Revised September 24, 2015







<b>Policy No.</b> GV9	Original Effective Date	
<b>Approving Jurisdiction</b> Board of Governors	Reviewed:	
<b>Signed By</b>	Revised:	
<b>Administrative Responsibility</b> Provost & VP Academic		

---

## Establishment and/or Discontinuance of Faculties and Departments Policy

---

### A. CONTEXT AND PURPOSE

KPU's interpretation of the relevant sections of the University Act is that Senate must first consider proposals for the establishment or discontinuance of Faculties and departments, and if the proposal has merit, to recommend such a proposal to the Board for approval. Further, the Board may initiate a discussion with Senate about the establishment or discontinuance of a Faculty or Department the Board considers necessary.

### B. SCOPE AND LIMITS

This policy outlines the principles and procedures governing the establishment and/or discontinuance of Faculties and Departments.

### C. STATEMENT OF POLICY PRINCIPLES

1. The university has a strategic plan and an academic plan against which the establishment and/or discontinuance of Faculties and Departments will be evaluated.
2. Proposals for the establishment and/or discontinuance of Faculties and Departments must be developed through a transparent consultation process.
3. Proposals for the establishment and/or discontinuance of Faculties and Departments must be comprehensively documented in order to ensure that all consequences, including impact to students, have been investigated to a reasonable extent.
4. Proposals for the establishment and/or discontinuance of Faculties and Departments may be initiated by a Dean, Director, the Provost and Vice President Academic, the Board of Governors, or by a Department, School, or Faculty (or a committee of one of these bodies), and will be submitted for consideration to the governing bodies as outlined in the procedures.

5. Proposals for the amalgamation of two or more Faculties, or the division of an existing Faculty into two or more Faculties, will be considered as the establishment of a new Faculty.
6. Proposals for the amalgamation of two or more Departments, or the division of an existing Department into two or more Departments, will be considered as the establishment of a new Department(s).
7. Proposals for the moving of a Department from one Faculty to another will not be considered as the establishment of a new Department.
8. Proposals for the discontinuance of a sole remaining Department in a Faculty will also be considered as the discontinuance of the Faculty altogether.
9. The establishment and/or discontinuance of Faculties and Departments will be communicated to all stakeholders, including government as appropriate.

## D. DEFINITIONS

Refer to Section A of the *Establishment and/or Discontinuance of Faculties and Departments Procedures* for a list of definitions in support of this Policy.

## E. RELATED POLICIES & LEGISLATION

University Act [RSBC 1996] Chapter 468; Sections 27 (2) (i) and (j) and Section 35.2 (6) (e)  
AC10 *Establishment, Revision, Suspension and/or Discontinuance of Programs Policy*.

## F. RELATED PROCEDURES

Refer to the *Establishment and/or Discontinuance of Faculties and Departments Procedures*.

## G. POLICY HISTORY

Review Date	Revision Date



Procedure No. GV9	Original Effective Date	
Approving Jurisdiction Board of Governors	Reviewed:	
Signed By	:Revised:	
Administrative Responsibility Provost & VP Academic		

---

## Establishment and/or Discontinuance of Faculties and Departments Procedure

---

### A. DEFINITIONS

1. **Department:** One sub-unit of a Faculty within a university dealing with a particular field of knowledge.
2. **Faculty:** An educational administrative division constituted by the Board of the University.

### B. PROCEDURES

#### 1. Establishment of a Faculty

- a. The Provost is responsible for reviewing the preliminary proposal and deciding whether or not to send it forward to the Senate Standing Committee on Academic Planning and Priorities for consideration. The Provost will provide SSCAPP and the proponent with a clear rationale for acceptance or rejection of the preliminary proposal. The preliminary proposal must include the following:
  - i. List of current Faculties
  - ii. Name of proposed new Faculty
  - iii. Academic, reputational, and operational rationale for creation of proposed new Faculty
  - iv. Organizational structure details of proposed new Faculty: number and names of proposed departments, programs, research units, and other academic services, indicating whether these are new or transfers from existing Faculties
  - v. Initial assessment of the impact on current and future students as well as existing Faculties and departments resulting from the creation of the proposed new Faculty
  - vi. Proposed effective date
- b. If after reviewing the preliminary proposal the Senate Standing Committee on Academic Planning and Priorities agrees that the creation of a new Faculty warrants further consideration, then a Task Force headed by the Provost or designate will carry out a thorough consultative process with stakeholders leading to a full written proposal which will include the following:
  - i. List of current Faculties
  - ii. Name of proposed new Faculty

- iii. Academic, reputational, and operational rationale for creation of proposed new Faculty
  - iv. Organizational structure details of proposed new Faculty: number and names of proposed departments, programs, research units, and other academic services, indicating whether these are new or transfers from existing Faculties
  - v. Detailed assessment of the impact on current and future students as well as existing Faculties and departments resulting from the creation of the proposed new Faculty
  - vi. Timeline for the implementation including effective date, date of first admissions to the Faculty, etc.
  - vii. Thorough review of related Faculty structures at other Universities in Canada and elsewhere to inform discussion on best practices
  - viii. Five year projection of the number of students expected to be enrolled in courses and programs taught with the proposed new Faculty
  - ix. Five year projection of the number of faculty and staff that would comprise the proposed new Faculty
  - x. Five year projection of the capital budget for the proposed new Faculty
  - xi. Five year projection of the sustainability of the proposed new Faculty based on projected tuition and other revenues as well as operating costs
- c. The Provost or designate(s) will present the proposal to the Senate of the University, which will consider the proposal by addressing the academic merits of the creation of a proposed new Faculty and Senate will make a recommendation to the Board concerning the proposal.
- d. The Board will consider Senate's recommendation as well as the budgetary, reputational, and operational reasons for or against the creation of the proposed new Faculty and will make the final decision.

## **2. Discontinuance of a Faculty**

- a. The Provost is responsible for reviewing the preliminary proposal and deciding whether or not to send it forward to the Senate Standing Committee on Academic Planning and Priorities for consideration. The Provost will provide SSCAPP and the proponent with a clear rationale for acceptance or rejection of the preliminary proposal. The preliminary proposal must include the following:
- i. List of current Faculties
  - ii. Name of Faculty to be considered for discontinuance
  - iii. Academic, reputational, and operational rationale for discontinuance of the Faculty
  - iv. Preliminary plan for realignment of academic departments and/or programs within other Faculties
  - v. Initial assessment of the impact on students, staffing, facilities, operating and capital budgets as a result of the discontinuance of the Faculty
  - vi. Initial assessment of the impact on existing Faculties and Departments resulting from the discontinuance of the Faculty
  - vii. Proposed effective date
- b. If after reviewing the preliminary proposal the Senate Standing Committee on Academic Planning and Priorities agree that the discontinuance of an existing Faculty warrants further consideration, then a Task Force headed by the Provost or designate will carry out a thorough

consultative process with stakeholders leading to a full written proposal which will include the following:

- i. List of current Faculties
  - ii. Name of Faculty to be considered for discontinuance
  - iii. Academic, reputational, and operational rationale for discontinuance of the Faculty
  - iv. Detailed plan for realignment of academic departments and/or programs within other Faculties
  - v. Detailed assessment of the impact on students, staffing, facilities, reputation, operating and capital budgets as a result of the discontinuance of the Faculty
  - vi. Timeline for implementation including effective date of discontinuance, date of last admission to the Faculty, etc.
  - vii. Detailed assessment of the impact on existing Faculties and Departments resulting from the discontinuance of the Faculty
- c. The Provost or designate(s) will present the proposal to the Senate of the University, which will consider the proposal by addressing the academic reasons for and against the discontinuance of the Faculty and Senate will make a recommendation to the Board concerning the proposal.
  - d. The Board will consider Senate's recommendation as well as the budgetary, reputational, and operational reasons for and against the discontinuance of the Faculty and will make the final decision.
  - e. The final decision will be communicated immediately to the appropriate government ministry, stakeholders, students and will be posted on the KPU website shortly after stakeholders have been contacted.

### **3. Establishment of a Department**

- a. The Dean of the Faculty in which the proposed new Department will be housed will consult with the Provost regarding a preliminary proposal for the establishment of a new Department.
- b. If the Dean and the Provost are in agreement, the Dean will submit a proposal for a proposed new Department.
- c. The Senate Standing Committee on Academic Planning and Priorities is responsible for reviewing the proposal. The proposal must include the following:
  - i. Faculty to which the proposed new Department will belong
  - ii. Programs, research units and other academic services that will be housed within the proposed new Department indicating whether these are new or are to be transferred from other areas
  - iii. Academic, reputational, and operational rationale for creation of proposed new Department
  - iv. Assessment of the impact on current and future students as well as existing Faculties and Departments resulting from the creation of the proposed new Department
  - v. Proposed effective date for the new Department
  - vi. Five year projection of the financial sustainability of the proposed new Department including revenues and operating costs

- d. The Provost or designate(s) will present the proposal to the Senate of the University, which will consider the proposal by addressing the academic reasons for and against the creation of a proposed new Department and Senate will make a recommendation to the Board concerning the proposal.
- e. The Board will consider Senate's recommendation as well as the budgetary, reputational, and operational reasons for and against the creation of the proposed new Department and will make the final decision.
- f. The final decision will be communicated immediately to the appropriate government ministry, stakeholders, students and will be posted on the KPU website shortly after stakeholders have been contacted.

#### **4. Discontinuance of a Department**

- a. The Dean of the Faculty in which the proposed discontinued Department is housed will consult with the Chair/Coordinator and Provost.
- b. If the Dean and the Provost are in agreement, the Dean will submit a proposal to discontinue the Department.
- c. The Senate Standing Committee on Academic Planning and Priorities is responsible for reviewing the proposal. The proposal must include the following:
  - i. Faculty to which the proposed discontinued Department belongs
  - ii. List of programs, research units and other academic services that will be impacted by the proposed discontinuance of the Department and plans for continuity. Refer to Policy *AC10 Establishment, Revision, Suspension and/or Discontinuance of Programs* if programs are to be discontinued.
  - iii. Academic, reputational, and operational rationale for discontinuance of the Department
  - iv. Assessment of the impact on current and future student, faculty and staff as well as existing Faculties and Departments resulting from the discontinuance of the Department
  - v. Plan for reallocation of faculty and staff resources and impacted students, including timeline
  - vi. Proposed effective date for discontinuance of the Department
- d. The Provost or designate(s) will present the proposal to the Senate of the University, which will consider the proposal by addressing the academic reasons for and against the discontinuance of the Department and Senate will make a recommendation to the Board concerning the proposal.
- e. Although not a statutory requirement, the Board will consider Senate's recommendation as well as the budgetary, reputational, and operational reasons for and against the discontinuance of the Department and will make the final decision.
- f. Proposals for moving a Department from one Faculty to another will not be considered the establishment of a new Department.

- g. Proposals for the discontinuance of a sole remaining Department in a Faculty will also be considered as the discontinuance of the Faculty altogether.

## C. RELATED POLICY

Refer to the *Establishment and/or Discontinuance of Faculties and Departments Policy*.

## D. PROCEDURES HISTORY

Reviewed	Revised

## MEMORANDUM

---

TO: Senate Standing Committee on Academic Planning and Priorities

FROM: Jennifer Au, Vice Chair, Senate

DATE: September 23, 2015

SUBJECT: Senate Standing Committee on Academic Planning and Priorities Mandate and Membership Review

---

The following changes to the SSCAPP mandate and membership composition are inclusive of all the revisions as agreed upon by the committee.

### Preamble

The Senate Standing Committee on Academic Planning and Priorities (SSCAPP) has several responsibilities which can be summarized in the following overarching statements:

1. to maintain an overview of those matters related to the Academic activity of the University to ensure conformance with the University's Mission statement, Strategic Plan, Vision and Academic Plan;
2. to consider proposed changes to the structure of the academic organization as they pertain to the quality and rigor of programs at the University;
3. to provide advice to Senate where appropriate on proposed changes and the adoption of changes to academic programs.

The details of the mandate as shown below are driven directly by Section 35.2 (5) (k), Section 35.2 (6) (a),(b),(d),(e),(k),(l) and Section 27 (2) (i),(j),(k),(r) of the University Act.

### **Mandate**

1. Advise Senate on the mission statement, ~~and the educational~~ goals, objectives, strategies and priorities of the University.
2. Following consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, advise Senate on the establishment, ~~revision suspension and/or~~ discontinuance of educational programs, ~~and other curricular changes requiring Senate approval~~
3. ~~Following In~~ consultation with the Senate Standing Committee on Curriculum, ~~and~~ the Senate Standing Committee on the University Budget ~~and any other duly constituted Senate body~~, advise Senate on the priorities for implementation of new programs leading to citations, certificates, diplomas, ~~and~~ degrees ~~and post-baccalaureate credentials~~.
4. ~~Following consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, advise~~ Advise Senate on the establishment or discontinuance of Faculties, Schools, Divisions and Departments of the University.
5. ~~Following consultation with the Senate Standing Committee on the University Budget, advise~~ Advise Senate on the establishment, revision or discontinuance of research centres, institutes, and other

~~research-related research chairs and professorships, and other research-related~~ matters requiring Senate approval.

6. Following consultation with other relevant standing committees, review and advise Senate on the ~~policies related to terms of~~ affiliation, and articulation ~~and other contractual~~ agreements with other post-secondary institutions.
7. Following consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, ~~and any other relevant standing committees,~~ advise senate on the Strategic Enrolment Management plan ~~number of students that may be accommodated by the university~~ and policies for enrolment management, the admission of students, and their integration with the Academic Plan.
- ~~8. Advise Senate on policies and processes for the development, review, implementation and communication of educational plans that support the priorities of the University~~
- ~~9.8.~~ Advise the Senate Standing Committee on the University Budget on the academic priorities for the allocation of funds.
- ~~10. Review the reports and recommendations of the Senate Standing Committee on Program Review and advise Senate on actions~~
- ~~11.9.~~ Establish such subcommittees as needed to fulfill the Committee's responsibilities, as well as reporting mechanisms for these subcommittees.
- ~~12.10.~~ Other duties as assigned by Senate.

### Common Features for all Senate Committees

(Resolution #12 approved by Senate, October 12, 2008)

- The Chancellor, President and Vice Chancellor are recognized as voting members of all committees. However, it is understood that they are unlikely to be able to attend most meetings and their presence or absence shall not count towards quorum.
- Each Senate committee is comprised of some number of Senators, as appropriate for that committee.
- Each Senate committee is chaired by a Senator
- Chair of a committee should not be the administrator whose portfolio mirrors that of the committee.
- Committee membership will be reviewed annually. Members are eligible for reappointment.

### Membership

**Chair:** ~~A Senator on the Committee, nominated by the Committee and approved by Senate~~ Elected by the committee.

Normally the chair will be elected in April from among the current membership for a two year term to commence the following September. This information will be included in the report to Senate.

### Voting Members

- Chancellor
- President
- Two deans

- ~~Eight additional members, approved by Senate, at least three of whom shall be members of Senate, selected to ensure that the composition of the committee reflects the diversity of disciplines at the University~~One faculty member from each Faculty
- One professional support staff, ~~approved by Senate~~
- Two students, one of whom shall be a student senator~~approved by Senate.~~

#### **Ex-Officio Non-Voting Members**

- Chairs of the ~~following standing committees of Senate: University Budget, Curriculum~~Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget
- Provost ~~and~~ Vice President, Academic (or designate)
- Associate Vice President, Research and Scholarship
- Vice Provost, Teaching and Learning
- Vice Provost, Students
- ~~Associate Vice President, Academic~~
- Executive Director, Institutional Analysis and Planning
- Vice Chair of Senate
- Associate Registrar, Admissions, Graduation and Enrolment Services~~or designate~~

#### **Terms of Office**

- senators – three-year term
- faculty members – three-year term with one-third of these members to be selected each year
- professional support staff – three-year term
- student and student senator – one-year term

The chair will inform the committee if a member's absences exceed three meetings in an academic year. The committee will discuss the situation and the position may be declared vacant by the chair in conjunction with the committee.

The committee has determined that it requires a minimum of three (3) senators as members.

**Administrative Support:** University Secretariat