JOINT SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES AND ON UNIVERSITY BUDGET

Friday, June 14, 2019
9:00 a.m. - 12:00 p.m.
Surrey, Cedar Board Room 2110

AGENDA
Joint Committee

1. Call to Order ....David Burns   9:00
2. Approval of Agenda
3. Approval of Minutes, May 17, 2019
4. Chair's Report
5. New Business
   5.1. 2019/20 Executive Priorities and Budget Philosophy..Joe Sass   9:05
   5.2. 2018/19 Financial Review   9:25
6. Items for Discussion
7. Adjournment for SSCUB members

AGENDA
SSCAPP

8. Call to Order .... Jane Fee   9:45
9. Approval of Agenda
10. Chair's Report
    10.1. Election of Chair ....David Burns   9:50
11. New Business
    11.1. AC14 *KPU Credential Framework* .... Faith Auton-Cuff, Josephine Chan, Zena Mitchell   10:00
    11.2. Committee Membership Change ....David Burns   10:20
12. Items for Discussion
13. Adjournment

JOINT SENATE STANDING COMMITTEES
ON ACADEMIC PLANNING AND PRIORITIES
AND ON UNIVERSITY BUDGET
MINUTES OF REGULAR MEETING
Friday, May 17, 2019
9:00 a.m. – 12:00 p.m.
Surrey Campus Boardroom, Cedar 2110

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES		
Present: (Quorum: 6 voting members)		**Ex-Officio / Non-voting**
David Florkowski Andre Iwanchuk Ann-Marie McLellan Carolyn Robertson	Allyson Rozell Lincoln Saugstad Randal Thiessen Peter Warren Tom Westgate	David Burns Jane Fee Sal Ferreras Lori McElroy Sandy Vanderburgh
		Ex-Officio / Voting
Regrets:	**Senate Office**	**Guests:**
Natasha Campbell Stephanie Chu Alan Davis Deepak Gupta Zena Mitchell Lindsay Wood	Meredith Laird Rita Zamluk	
SENATE STANDING COMMITTEE ON UNIVERSITY BUDGET		
Present: (Quorum: 8 voting members)		**Ex-Officio / Non-voting**
Kristan Ash Barnabe Assogba Sonu Bratch Caroline Daniels Stephanie Howes	Diane Purvey Sukey Samra Waheed Taiwo Seanna Takacs Tom Westgate	David Burns Jane Fee Sal Ferreras Sandy Vanderburgh Joe Sass
		Ex-Officio / Voting
Regrets:	**Senate Office**	**Guests:**
Faith Auton-Cuff Alan Davis Rebecca Harbut Stephanie Phillips Jon Harding Christina Wilcox	Meredith Laird Rita Zamluk	Wendy Ip

1. **Call to Order**

   The Chair, Jane Fee, called the meeting to order at 9:00 a.m.

2. **Approval of Agenda**

   Change:

   add 5.2 2020/21 Draft Senate Budget Assessment Process

   move the current 5.2 to 5.3.

   Waheed Taiwo moved the agenda be confirmed as amended.

   The motion carried.

3. **Approval of Minutes, March 15, 2019**

   Caroline Daniels moved the minutes be accepted as circulated.

   The motion carried.

4. **Chair's Report**

   David Burns, Chair, University Budget, reported on Senate's response to the Committees recommendations on the 2019 / 2020 budget.

5. **New Business**

   5.1. **2020/21 Budget Development Process Update**

   Joe Sass, Executive Director, Finance provided background and context for the discussion. He discussed the planning processes to create stability, reviewed the timeline for preparing the five-year budget, and overviewed the budget planning process. He discussed the purpose and implementation of a five-year budget, and the revised investment policy.

   David Burns spoke about the proposed Senate budget assessment process, the impact of fluctuations in international enrollments, and working proactively to manage class utilization rates.

   The Committees discussed ways to distribute budget information, starting with the Committees as the first financial forum, longer term planning, the impacts of government, political, and policy changes, managing risk, and developing new ongoing revenue sources.

   5.2. **2020/21 Draft Senate Budget Assessment Process**

   The Joint Committee discussed the revised Senate Budget Assessment Process.

   Joe Sass compared the present budget development process with the previous year. He also emphasized the impact of analytics on the accuracy of budget development.

   Sal Ferreras, Provost and Vice-President, Academic commented on the importance of the Joint Committee's scrutiny to ensure rigour on the budget, and encouraged the Faculty Councils to be rigorous as well.

   David Burns pointed out the importance of asking hard questions. He suggested that two meeting dates be scheduled for fall 2019; one for the Joint Committee to learn about the draft budget, and then one several weeks later for the committee members to provide feedback. In the interim between the two meetings, committee members will elicit feedback from their constituents.

Kristen Ash moved that two meetings be scheduled in September / October 2019 for the Joint Committees.

The motion carried.

Tom Westgate moved that the Joint Committee recommend that Senate approve the Senate Budget Assessment Process and the amended 2020 / 21 Key Dates.

The motion carried.

5.3. Proposed Committee Compositions and Senate Nominations Protocol

David Burns provided background and context for the discussion.

The Committees discussed the composition of the Senate Governance and Nominating Committee, the definitions of the role of the Deputy Provost, the University Registrar, and faculty Co-operative education, the composition of SSC Program Review, the change in name in SSC Policy Review to SSC Policy, the role of Senators and the need for Chairs, and the composition of the Senate Standing Committees on Academic Planning and Priorities and on University Budget. The Committees also discussed the differences in responsibilities for the two committees.

Kristan Ash moved that the Joint Committee recommend that Senate approve the attached *Proposed Committee Compositions and Clarification of Senate Nominations Protocol.*

The motion carried.

6. Standing Report

6.1. Vice Provost Teaching and Learning Report

The Committees discussed the value of receiving the report as information.

7. Adjournment

The meeting adjourned at 10:09

Agenda Item:	**2020/21 Executive Priorities and Budget Philosophy**

Action Requested:	☒Motion to Approve ☐Discussion ☐Information

Recommended Resolution:	**THAT the Senate Standing Committees on Academic Planning and Priorities and on University Budget recommend that Senate endorse the Executive priorities and budget philosophy for the preparation of the 2020/21 budget.**

Senate Standing Committee Report:	For Senate Office Use Only
Context & Background:	On May 24, 2019 Senate approved the 2020 – 2021 Senate Budget Assessment Process.
Key Messages:	For this meeting, the Joint Committee provides feedback on Executive priorities and budget philosophy and makes recommendations to Senate.
Attachments:	1. KPU Memo_Executive Priorities_7June19 – copy attached 2. 2020/21 Budget Philosophy – link to be distributed 3. 2020/21 Budget Development Process Timeline – copy attached 4. 2020 / 2021 Senate Budget Assessment Process – copy attached Please check for updates here: 2020 / 2021 University Budget Documents
Submitted by:	*Rita Zamluk, Administrative Assistant, University Senate*
Date submitted:	*June 7, 2019*

MEMORANDUM

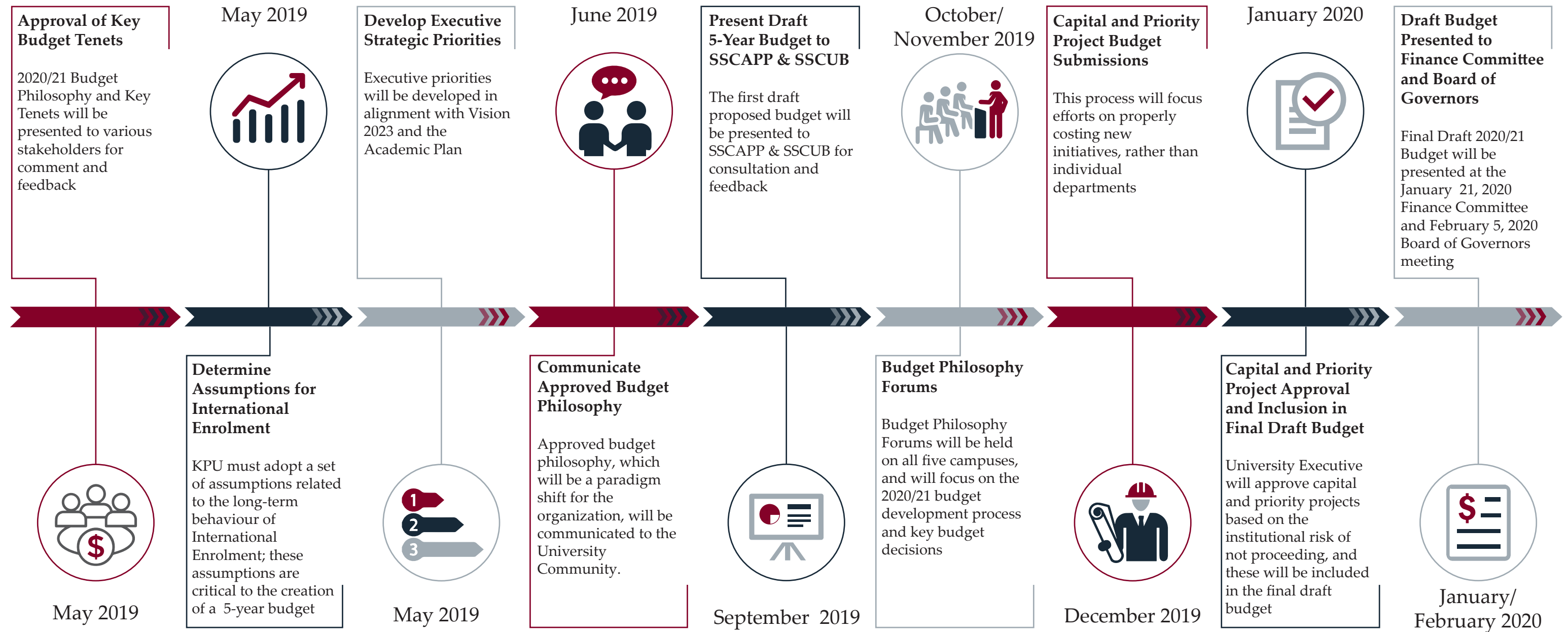|	
TO:	Senate Standing Committees on Academic Planning and Priorities, and University Budget
FROM:	Jon Harding, Vice President, Finance and Administration
DATE:	June 7, 2019
SUBJECT:	Executive Budget Priorities

Dear Colleagues,

For development of the 2020/21 budget, the University Executive will utilize the following organizational priorities as set out in Vision 2023 and the Academic Plan 2023:

I. Enhancing the experience of our students by ensuring access to diverse courses and programs, experiential learning opportunities, as well as campus resources and facilities that support student learning, development and mental health.

II. Enriching the experience of employees by providing access to professional development and technological training, internal advancement opportunities, and an inclusive workplace where all people are treated with dignity and respect.

III. Establishing an integrated planning culture through the implementation of an enrolment management strategy, with a focus on aligning recruitment, admissions and retention processes with KPU's capacity to meet demand and support student success.

IV. Through integrated planning, continue to focus on financial sustainability and predictability, and improve alignment of organizational resources with strategic priorities.

V. Diversifying and optimizing revenue streams, through projects and initiatives such as the Campus Master Plan and integrated planning, to offset increasing cost pressures.

VI. Demonstrating value and respect for the richness of cultures and traditions of Indigenous peoples.

VII. Enhancing KPU's reputation as an integral and transformative post-secondary institution and continuing to invest in government relations and community engagement.

VIII. Developing short-term, affordable, flexible and competency-based lifelong learning opportunities for adults to meet the shifting demand of today's workplace.

IX. Prioritizing and implementing the recommendations of the 2019 Quality Audit.

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

2020/21 Budget Development Timeline

Approval of Key Budget Tenets

2020/21 Budget Philosophy and Key Tenets will be presented to various stakeholders for comment and feedback

May 2019

Develop Executive Strategic Priorities

Executive priorities will be developed in alignment with Vision 2023 and the Academic Plan

June 2019

Present Draft 5-Year Budget to SSCAPP & SSCUB

The first draft proposed budget will be presented to SSCAPP & SSCUB for consultation and feedback

October/ November 2019

Capital and Priority Project Budget Submissions

This process will focus efforts on properly costing new initiatives, rather than individual departments

January 2020

Draft Budget Presented to Finance Committee and Board of Governors

Final Draft 2020/21 Budget will be presented at the January 21, 2020 Finance Committee and February 5, 2020 Board of Governors meeting

May 2019

Determine Assumptions for International Enrolment

KPU must adopt a set of assumptions related to the long-term behaviour of International Enrolment; these assumptions are critical to the creation of a 5-year budget

May 2019

Communicate Approved Budget Philosophy

Approved budget philosophy, which will be a paradigm shift for the organization, will be communicated to the University Community.

September 2019

Budget Philosophy Forums

Budget Philosophy Forums will be held on all five campuses, and will focus on the 2020/21 budget development process and key budget decisions

December 2019

Capital and Priority Project Approval and Inclusion in Final Draft Budget

University Executive will approve capital and priority projects based on the institutional risk of not proceeding, and these will be included in the final draft budget

January/ February 2020

	ROLE OF SENATE IN BUDGET ASSESSMENT			
	SSCAPP / SSCUB ("Joint Committee")	Senate	President	2020 / 2021 Senate Budget Assessment Meeting Dates
May	* Joint Committee reviews and provides feedback on 2020/21 budget philosophy and key tenets * Joint Committee reviews and makes recommendations to Senate on the Senate Budget Assessment Process and meeting dates	* Senate receives and provides feedback on 2020/21 Budget to the President * Senate reviews the final Senate Budget Assessment Process and meeting dates	* President receives feedback and recommendations from Senate standing committees	May 17, 2019: Joint Committee May 27, 2019: Senate
June	* Joint Committee provides feedback on Executive priorities and budget philosophy and makes recommendation to Senate.	* Senate makes recommendations on Executive priorities and budget philosphy to President.	* President receives Senate recommendations on Executive priorities and budget philosphy.	June 14, 2019: Joint Committee June 28, 2019: Senate
July				
August				
September	* Joint Committee reviews and makes recommendations on draft 5-year budget	* Senate reviews and makes recommendations to President on draft 5-year budget	* President receives Senate recommendations on draft 5-year budget	September 6, 2019: Joint Committee September 23, 2019: Senate
October				
November				
December				
January				
February				
March				
April				

JOINT COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES AND ON UNIVERSITY BUDGET

Agenda Item: 5.2
Meeting Date: June 14, 2019
Presenter: Joe Sass

Agenda Item:	**2018/19 Financial Review**

Action Requested:	☐Motion to Approve ☒Discussion ☐Information

Senate Standing Committee Report:	For Senate Office Use Only

Context & Background:	Financial Services strives to support KPU by providing timely, accurate and relevant reporting to support data-driven decision making and risk management

Key Messages:	1. It is a strategic goal of Financial Services to support decision makers at KPU through increased transparency and accountability by providing enhanced contextual financial information and metrics. 2. Effective and ongoing financial reporting will assist the University community in understanding the financial nuances, challenges and opportunities that exist within our organization.

Attachments:	2018/19 Financial Review – notice will be sent when a live link is available in the section *2020 / 2021 University Budget Documents*.

Submitted by:	*Rita Zamluk, Administrative Assistant, University Senate*

Date submitted:	*June 7, 2019*

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: 10.1
Meeting Date: June 10, 2019
Presenter: David Burns

Agenda Item:	**Election of Committee Chair**
Context & Background:	David Burns, Vice-Chair of Senate, provided notice of an election of Chair through an email sent after May 30, 2019.
Key Messages:	1. All Senators who are members of the Senate Standing Committee on Academic Planning and Priorities are eligible to be elected as Committee Chair.
	2. The chairs of senate standing committees are normally elected for a three-year term beginning in September or for the term of the Senator elected as Chair, whichever is shorter. This election is for a term that begins September 1, 2019.
	3. The Vice-Chair of Senate will conduct the election.
Submitted by:	*Rita Zamluk, Administrative Assistant, University Senate*
Date submitted:	*June 6, 2019*

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: 11.1
Meeting Date: June 14, 2019
Presenter: Dr. Faith Auton-Cuff, Zena Mitchell, Josephine Chan

---

Agenda Item:	AC14 *KPU Credential Framework*

Action Requested:	☐Motion to Approve ☒Discussion ☐Information

Context & Background:	**Context and Background**

Context and Background

In Spring 2017, revised draft Policy and Procedure AC11 *General Education in Degree Programs* were reviewed by PUE, who subsequently recommended that the policy and procedure be further revised and expanded in order to reflect KPU's commitment as a polytechnic university that would serve our growing region by meeting the goals as set out by KPU's Academic Plan and Vision Statement. In Fall 2017, a decision was reached to establish an institutional credential framework, which includes aspects of Policy AC11 (see attached *Synopsis* document for further details).

Consultation

From September to November 2018, the policy working group gathered valuable feedback and suggestions from a number of university stakeholders including Deans Council, Academic Advising Council, OREG, Faculty Councils, and relevant Senate Standing Committees (see attached *Consultations and Feedback from Stakeholders* document). In addition, feedback was also gathered from the President of KPU's Indigenous Student Council, student representatives from Senate Standing Committees during the Fall 2018 consultation process, as well as students who attended the March 19 2019 session[1] held at the Gathering Place. In early 2019, the policy working group consulted with three other Canadian universities[2] as well as sought advice from KPU students, faculty, Lekeyten (KPU's Elder in Residence), and educational leaders from Kwantlen First Nation and Katzie First Nation on the proposed Indigenous Content Requirement. A draft *Transition Plan* has been developed in conjunction with the draft Policy and Procedure, and has been posted on the KPU Policy Blog during the public posting period. During the 6-week public posting period, KPU students will be invited to provide their feedback on the draft Policy and Procedure on the KPU Policy Blog.

---

[1] "*Thinking Through Mandatory Indigenous Content: A Group Discussion*", a group discussion session as part of the Indigenization and Decolonization at KPU: A Week of Sharing and Learning, held at the KPU Gathering Place on March 19 2018.

[2] Trent University, Lakehead University, and University of Winnipeg.

Key Messages:	1. Draft Policy and Procedure AC14 *KPU Credential Framework* have received endorsement from the Provost (April 29, 2019) to proceed to the 6-week public posting period on the KPU Policy Blog.
	2. Draft Policy and Procedure AC14 *KPU Credential Framework* are posted on the [KPU Policy Blog](#) for a 6 week public commenting period from May 10 to June 21, 2019.
	3. Draft Policy and Procedure AC14 *KPU Credential Framework* will be sent to the Senate Standing Committees on Policy Review, Academic Planning and Priorities, and Curriculum for feedback during the 6-week public posting period.
	4. It is anticipated that the draft Policy and Procedure will receive Senate approval in October 2019 for fall 2022 implementation.
Resource Requirements:	Proposed establishment of a *Senate Subcommittee on Indigenous Content Requirement* (SICR) as a subcommittee of the Senate Standing Committee on Curriculum (SSCC) in support of the Indigenous Content Requirement. The proposed SICR will be the body which has the subject expertise to recommend approval of the ICR designation to courses in accordance with the criteria as set out by the committee.
Implications / Risks:	• Outdated policies and procedures that do not reflect KPU as a polytechnic university (both policies were written when KPU was a college/university college.)
	• Misalignment with KPU's Vision, Mandate and Academic Plan.
	• Lack of/inconsistent criteria and standards, best practices, clarity, currency and relevancy for KPU's Senate-approved curriculum, credentials and graduation requirements.
	• Lack of an overarching framework that defines KPU as a strong and principle-driven polytechnic university that strive towards a higher level of excellence and language acuity.
Consultations:	1. See attached document titled "Consultations and Feedback from Stakeholders".
Attachments:	1. Draft AC14 *KPU Credential Framework* package
Submitted by:	1. *Dr. Faith Auton-Cuff, Associate Dean, Faculty of Arts*
	2. *Zena Mitchell, University Registrar*
	3. *Josephine Chan, Special Assistant to the Provost on Policy and Academic Affairs*
Date submitted:	*May 15, 2019*

Policy History	
Policy No.	
AC14	
Approving Jurisdiction:	
Senate	
Administrative Responsibility:	
Provost and Vice President Academic	
Effective Date:	

KPU Credential Framework
Policy

A. CONTEXT AND PURPOSE

1. As a special purpose teaching university under British Columbia's University Act, Kwantlen Polytechnic University (KPU) ("the University") is committed to promoting educational quality and fostering learning pathways through the establishment and recognition of a formal institutional credential framework. The University also recognizes the importance of KPU credentials meeting institutional and provincial standards that demonstrate currency, relevancy, value, and quality assurance.

2. Through this policy, the University fosters accountability and coordination of systems by providing a formalized framework for KPU credentials that will demonstrate standardization, equivalency and progression to credentials across post-secondary education systems in BC, Canada and globally.

3. The purpose of this policy is to establish criteria and standards for all Senate-approved credentials across all academic levels at the University and to inform the curricular structure and development process so that KPU's curricula reflect the University's polytechnic mandate.

B. SCOPE AND LIMITS

1. This policy governs all Senate-approved curricula, credentials and university graduation requirements at KPU.

2. This policy does not apply to curricula, programs and associated completion requirements outside of the jurisdiction of Senate, including Continuing / Professional Studies, Apprenticeship programs, micro-credentials or digital badges.

C. STATEMENT OF POLICY PRINCIPLES

1. Through the provisions of the University Act and in support of the University's mandate and strategic priorities, KPU will grant credentials at the preparatory, vocational, undergraduate and

graduate levels in accordance with the definitions, standards and criteria set out by the KPU Credential Framework.

2. Through the establishment of an institutional Credential Framework, the University has a responsibility to reflect and serve our diverse, dynamic, and growing population by utilizing methods and standards that nurture an ability to research, analyze, synthesize and communicate. Theoretical, technical, social, and personal competencies, core elements of our overall polytechnic university learning approach are central to our curriculum, ensuring that our graduates are prepared for a lifetime of learning and re-learning, and providing them with opportunities to adapt to their changing needs.

3. The University is committed to responding to the Calls to Action given to institutions of Higher Education from the Truth and Reconciliation Commission of Canada which state that education must begin to remedy the gaps in historical knowledge that perpetuate ignorance and racism. To that end, KPU is committed to deepening our understanding of the impacts of colonization on Indigenous peoples and explore paths toward academic decolonization that can right these wrongs, and lead toward reconciliation.

4. The University will ensure that well-defined learning outcomes are communicated and incorporated at a credential level appropriate for all Senate-approved programs, utilizing the highest standards of academic rigor and integrity.

5. The University ensures transparency and consistency in the development, revision, and approval of Senate-approved curricula, credentials and university graduation requirements in accordance with the relevant provincial regulatory bodies.

6. The University is committed to promote student learning pathways, mobility and laddering for students and graduates within KPU and beyond by developing curricula and credentials that are recognized and well-regarded by other post-secondary institutions, employers, industries as well as local and global communities.

D. DEFINITIONS

Refer to Section A of AC14 *KPU Credential Framework Procedure* for a list of definitions in support of this Policy.

E. RELATED POLICIES & LEGISLATION

AC4 *Student Evaluation and Grading*
AC10 *Establishment, Revision, Suspension and/or Discontinuance of Programs*
ST6 *Minimum Academic Standards for Programs in Which Letter Grades Are Assigned*

F. RELATED PROCEDURES

AC14 *KPU Credential Framework Procedure*

KPU Credential Framework
Procedure

A. DEFINITIONS

1. **Academic Discipline**: A field of study or branch of knowledge taught and researched as part of higher education.

2. **Academic Credit:** The numeric value assigned to a course leading toward credential completion.

3. **Academic Course Level:** Undergraduate:
   a. Lower-level courses are numbered 1100 to 2999.
   b. Upper-level courses are numbered 3000 to 4999.
   c. Post-baccalaureate courses are numbered 5000 to 5999.

   Graduate:
   d. Graduate-level courses are numbered 6000 or higher.

4. **Grade Point Average (GPA)**: A weighted average calculated by multiplying the grade points for a course by the number of credit hours assigned to that course, adding those values for a set of courses, and dividing the result by the total number of credit hours for those courses. Separate GPA calculations are made for each academic level.

5. **Institutional Cumulative Grade Point Average (Institutional CGPA)**: The GPA calculated for all courses taken at KPU.

6. **Laddering**: A process that builds on previously earned credits or credentials from post-secondary institutions.

   a. Laddering arrangements with other post-secondary institutions are normally based on the assessment of whole programs rather than on individual courses.
   b. In building laddered credentials at KPU, each embedded credential should be structured in a way whereby the preceding credential automatically fulfills the requirements of the subsequently sought credential.

7. **Program Grade Point Average:** The GPA calculated for all courses applicable towards
   (Program GPA) graduation with a specific credential.

B. PROCEDURES

1. ACADEMIC LEVELS

Graduate	Post-secondary education beyond the baccalaureate level. Graduate studies require more specialized knowledge and intellectual autonomy than undergraduate studies.
Undergraduate	Post-secondary education at the university or college level that includes course work at the baccalaureate and post-baccalaureate level.
Vocational	An applied program of study, usually less than two years, that leads to an applied credential specific to a trade or profession.
Preparatory	Pre-undergraduate education designed to upgrade or enhance academic skills in preparation for undergraduate studies.

2. CREDENTIALS

Master's Degree	Program consisting of 30 to 36 credit hours of graduate-level coursework. A Master's degree may be course based, course and project based, or course and thesis based.
Graduate Diploma	Program consisting of 18 to 24 credit hours of graduate-level coursework. Learning experiences reflect the acquisition and critical application of knowledge and skills, which may also extend knowledge and skills already obtained at an undergraduate level. A graduate diploma may constitute a portion of a related Master's degree.
Graduate Certificate	Program consisting of 12 to 18 credit hours of graduate-level coursework. Learning experiences blend theoretical knowledge with practical applications and may involve extending knowledge and skills gained in an undergraduate program. A graduate certificate may constitute the initial portion of a related Master's degree.
Post Baccalaureate Diploma	Program consisting of a minimum of 30 credit hours of post-baccalaureate coursework. Associated courses are offered at an undergraduate level and are designed to provide more in depth expertise in a discipline and, or to update specific knowledge gained during baccalaureate studies to improve career options.
Post Baccalaureate Certificate	Program consisting of a minimum of 15 credit hours of post-baccalaureate coursework. Associated courses are offered at an undergraduate level and provide graduates of baccalaureate programs with specific knowledge and skills related to an applied occupational area, and, or updates specific knowledge gained during baccalaureate studies.
Baccalaureate Honours Degree	A baccalaureate honours degree requires the completion of 120 to 132 credit hours of coursework. In addition to meeting the requirements of a major, a baccalaureate honours degree requires the completion of a designated honours thesis or project. Honours courses may contribute

	to the total credits required for the degree completion.
Baccalaureate Degree	Program consisting of 120 to 126 credit hours of coursework offered at the undergraduate level, with a minimum of 45 credits in courses numbered 3000 or higher.
Associate Degree	Program consisting of 60 credit hours of coursework that comply with the provincially defined academic arts or science programs offered at the undergraduate level. An associate degree may constitute the initial portion of a related baccalaureate degree.
Diploma	Program consisting of a minimum of 60 credit hours of coursework offered at the undergraduate level. A diploma may constitute the initial portion of a related baccalaureate degree.
Certificate	Program consisting of a minimum of 30 credit hours of coursework offered at the undergraduate or vocational level.
Citation	Program consisting of a minimum of 15 credit hours of coursework offered at the undergraduate or vocational level.

3. CREDENTIAL CLASSIFICATIONS

Major	A major is a primary area of specialization and a first level of differentiation in a baccalaureate degree. It requires the completion of a minimum of 45 upper-level credits, including a minimum of 24 upper-level credits in a specific discipline or defined cross-disciplinary area.
Minor	A minor is a secondary area of specialization outside of the major in a baccalaureate degree. It requires the completion of 24 to 30 credits, including a minimum of 15 upper-level credits in a specific discipline or defined cross-disciplinary area. Students may complete any minor regardless of the degree they are pursuing.
Double-Major	A double-major consists of the completion of the requirements of each of two specific majors within a single baccalaureate degree.
Double-Minor	A double-minor consists of the completion of minor requirements of each of two secondary disciplines within a single baccalaureate degree.
Specialization	Specializations within non-baccalaureate degree credentials provide a more focused education in a specific discipline. Specializations represent designated course work in a discipline that forms 25% of a credential.
Concentration	Concentrations within baccalaureate degree credentials consist of a minimum of 12 upper-level credits in a specific discipline or defined cross-disciplinary area. A concentration may constitute part of a major or be independent of a major.
Co-operative Education	Applied education that formally integrates academic studies with full-time, paid work experiences in related positions with employers in accordance with KPU Policy.

4. BACCALAUREATE DEGREES

KPU offers the following baccalaureate degrees:

Degree	Designation
Bachelor of Applied Arts (Honours)	BAA (Hons)
Bachelor of Applied Arts	BAA
Bachelor of Applied Science	BASc
Bachelor of Arts (Honours)	BA (Hons)
Bachelor of Arts	BA
Bachelor of Business Administration	BBA
Bachelor of Design	BDes
Bachelor of Fine Arts	BFA
Bachelor of Horticulture Science	BHortSc
Bachelor of Interior Design	BID
Bachelor of Journalism	BJ
Bachelor of Music in Musical Arts	BMMA
Bachelor of Psychiatric Nursing	BPN
Bachelor of Science (Honours)	BSc (Hons)
Bachelor of Science	BSc
Bachelor of Science in Nursing	BSN
Bachelor of Technology in Information Technology	BTech

5. MINIMUM GRADE POINT AVERAGES FOR GRADUATION

A KPU credential will be awarded to a student who meets the minimum institutional CGPA of 2.0 and minimum program GPA criteria as follows:

Master's Degree	Minimum Program GPA of 3.00
Graduate Diploma, Graduate Certificate	Minimum Program GPA of 2.67
Post Baccalaureate Diploma, Post Baccalaureate Certificate	Minimum Program GPA of 2.50
Baccalaureate Degree	Minimum Program GPA of 2.00
Associate Degree, Diploma, Certificate, Citation	Minimum Program GPA of 2.00

Programs may require a higher GPA than stipulated above. Exceptions must be approved by Senate.

6. BACCALAUREATE DEGREE REQUIREMENTS

KPU's baccalaureate degrees consist of 120 to 126 credit hours of coursework within which all of the following must be included.

a. University Writing Instruction Requirement

All baccalaureate degrees require one of the following:

i. Introduction to University Writing (ENGL 1100) or equivalent, completed prior to program declaration, or

ii.   A minimum of 60 credits at the undergraduate level from a recognized post-secondary institution where English is the primary language of instruction, including successful completion of one undergraduate English course, or

iii.   A baccalaureate degree from a recognized post-secondary institution where English is the primary language of instruction.

b.   Writing-Intensive Course

i.   In addition to the University Writing Instruction Requirement, all baccalaureate degrees require the completion of at least one Writing Intensive (WI) course (minimum 3 credits). Additional WI requirements may be established by individual programs and approved by Senate.

ii.   Courses with the Writing Intensive (WI) designation will assist students to learn the course content through the process of writing-intensive assignments. These courses will help students to improve their writing abilities and overall communication skills, and will teach students to write in the genres of the discipline.

c.   Quantitative Course

Courses with the Quantitative (QUAN) designation will assist students to develop quantitative (numerical, geometric), formal reasoning (deductive, probabilistic), and qualitative analysis to develop skills and practical problem solving and critical evaluation. All baccalaureate degrees require the completion of one QUAN course (minimum 3 credits). Additional QUAN requirements may be established by individual programs and approved by Senate.

d.   Indigenous Content Requirement

Courses with the Indigenous Content Requirement (ICR) designation will assist students in gaining an understanding of the histories, cultures, and contemporary situation of Indigenous peoples in North America, with special attention to Indigenous peoples in Canada, the impacts of colonization, and the path forward toward decolonization and reconciliation. All baccalaureate degrees require the completion of one ICR course (minimum 3 credits). Additional ICR requirements may be established by individual programs and approved by Senate.

e.   Breadth

Breadth courses will expose students to concepts and ideas from a range of disciplines and perspectives outside of their specific discipline of study or defined cross-disciplinary area. Baccalaureate degrees are required to include a minimum of 15 credits of breadth requirements in at least 3 different academic disciplines, including 3 credits from courses numbered 3000 or higher. Double major and double minor credentials are required to include the 15 credits outside of their two chosen disciplines or cross-disciplinary areas.

7. CREDENTIAL REQUIREMENTS

Students must fulfill Senate-approved requirements in order to graduate.

a. Multiple Credentials

Multiple credentials occur when a student receives more than one credential at the University.

    i. Multiple credentials require satisfactory completion of all requirements of each of the individual credentials.

    ii. Multiple credentials may be completed either concurrently or sequentially.

    iii. A student may not receive multiple credential(s) for substantially the same coursework, whether completed at KPU or elsewhere.

    iv. A student who wishes to receive multiple credential(s) may apply credits and courses from a previously awarded credential toward the requirements of the additional credential(s) where appropriate, in accordance with KPU's residency requirements.

b. Time Limit for Completion

Some programs may specify that the requirements for a credential be completed within a specific period of time. This information will be published in the University Calendar. If no specific period is noted, the student must complete the credential within 10 years. The Dean responsible for the program may approve time extensions based upon considerations of the currency and relevancy of the prior coursework.

c. Residency Requirements

    i. In order to earn a KPU baccalaureate degree, a student must complete at least 25% of the credits at the upper-level at KPU.

    ii. In order to earn a KPU associate degree, diploma, certificate or citation, a student must complete at least 50% of the credits at the highest academic level required for the credential being sought at KPU.

    iii. In order to earn a KPU graduate degree, diploma, or certificate, a student must complete at least 75% of the credits at the highest academic level required for the credential being sought at KPU.

    iv. Individual programs may establish residency requirements that are higher. Such requirements will be approved by Senate and published in the University Calendar.

d. Transfer and Prior Learning Allowance

    i. Transfer credits, as well as credits obtained through recognition of prior learning may receive recognition toward credential requirements. Credits earned through transfer credit or assessment of prior learning do not apply towards the residency requirement.

e. **Substitutions and Exceptions**

    i. The following exceptional graduation conditions require approval of the Dean or Associate Dean upon consultation with the appropriate subject matter expert(s):

        1) The granting of course substitutions where equivalent subject matter and learning outcomes have otherwise been demonstrated.

    ii. The following exceptional graduation conditions require review by the Dean or Associate Dean, and University Registrar:

        1) Exceptions related to minimum academic standards, Senate-approved requirements and University policy.

    iii. To ensure all exceptional graduation conditions are addressed collectively, a student's degree audit should be generated out of KPU's degree audit system with the desired conditions indicated and submitted by the Dean's Office to the Office of the Registrar.

C. RELATED POLICIES

AC4 *Student Evaluation and Grading*
AC6 *Credit for Prior Learning*
AC10 *Establishment, Revision, Suspension and/or Discontinuance of Programs*
AC14 *KPU Credential Framework*
AR2 *Admission*
AR12 *Transfer Credit and Advanced Standing*
ST6 *Minimum Academic Standards for Programs in Which Letter Grades Are Assigned*

Policy Sponsor: Provost & Vice President Academic
Approving Jurisdiction: Senate
Policy Developers: Dr. Faith Auton-Cuff, Zena Mitchell, Josephine Chan

	Step(s)	Action(s)	Date(s)	Submission Deadline
1	Research and draft policy and procedures.	Establish working group (Dr. Faith Auton-Cuff, Zena Mitchell, and Josephine Chan), conduct research and develop draft policy and procedures.	**February 22 - June 14, 2018**	
2	Consultation with stakeholder groups for feedback and finalize drafts.	Consult with Academic Advising Council, Associate Registrar (Senate & Curriculum)	**September 27, 2018**	
		Consult with AVP Academic, Chair of SWIC, Chair of SQC.	**October 10, 2018**	
		Consult with Deans' Council.	**October 18, 2018**	
		Consult with Senate Standing Committee on Curriculum (SSCC), Senate Standing Committee on Academic Planning and Priorities (SSCAPP), Faculty Councils, and stakeholder groups.	**SSCC: November 14, 2018** **SSCAPP: November 23, 2018**	*October 31, 2018* *November 9, 2018*
3	Provost (Policy Sponsor)	Seek endorsement from the Provost to proceed to 6-week public posting.	**April 22, 2019 to May 1, 2019**	
		• PUE	**May 10, 2019**	*May 1, 2019*
4	6-week public posting period	Post finalized draft policy and procedures on the KPU Policy Blog for a 6-week public commenting period.	**May 10, 2019 to June 21, 2019**	
		• To SSCAPP for discussion/feedback.	*May 31, 2019*	*May 17, 2019*
		• To SSC on Policy Review for discussion/feedback.	*June 10, 2019*	*June 3, 2019*
		• To SSCC for discussion/feedback.	*June 12, 2019*	*May 29, 2019*
5	Review feedback and finalize drafts	Review and respond to all posted public comments (if any), finalize draft policy and procedures.	**June 24, 2019 to late July 2019**	
6	Provost (Policy Sponsor)	Seek endorsement from the Provost to proceed to approval process.	**Late July 2019**	
		• PUE	**August 21, 2019**	
7	Senate Standing Committees (AC14)	Draft AC14: to SSC on Policy for recommendation to Senate	**September 4, 2019**	*August 26, 2019*
		Draft AC14: to SSCAPP for information	**September 6, 2019**	*August 23, 2019*
		Draft AC14: to SSCC for information	**September 11, 2019**	*August 28, 2019*
8	Senate (AC14)	Senate approves Policy and Procedure AC14	**September 23, 2019**	*September 11, 2019*
9	Senate Standing Committees (SICR)	SICR[1]: to SSCC for approval	**October 16, 2019**	*October 2, 2019*
10	Senate (SICR)	SICR to Senate for information	**October 28, 2019**	*October 16, 2019*
		For Fall 2022 implementation		

---

[1] The Senate Subcommittee on Indigenous Content Requirement (SICR) will be a subcommittee of the Senate standing Committee on Curriculum (SSCC). In support of Policy AC14 *KPU Credential Framework,* the SICR will be the body which has the subject expertise to recommend approval of the ICR designation to courses in accordance with the criteria as set out by the committee.

Context and Background: AC11, General Education in Degree Programs

In 2016, the Senate Standing Committee on Curriculum (SSCC) and its Subcommittee on Writing-Intensive Courses (SWIC) were tasked by the Provost to review Policy AC11, *General Education in Degree Programs* (effective January 26, 2009). After a series of consultations and committee meetings, SWIC submitted a report with recommendation on AC11 policy changes to the Provost in December 2016, and SSCC submitted its recommendations to the Provost on January 2017. Subsequently, the Provost assigned Dr. Faith Auton-Cuff, Associate Dean in the Faculty of Arts, as the policy developer to oversee the policy development process for AC11.

Draft Policy and Procedures AC11 were posted on the KPU Policy Blog for a 6-week public posting period from January 13 to February 24, 2017. In March of 2017, the draft policy and procedures were reviewed by the Polytechnic University Executive (PUE). Overall, PUE had concerns about the lack of tone, policy principles and aspirations in the policy and procedure that are intended to serve as a guide for KPU in becoming a strong and principle-driven polytechnic university that strives towards a higher level of excellence and language acuity. It was recommended that the policy and procedure be further revised to reflect KPU's commitment, as a polytechnic university, to serve our growing region by continually meeting the goals as set out by KPU's Academic Plan and Vision Statement.

Development of Draft (New) Policy AC14, KPU Credential Framework

On September 25th, 2017 Dr. Steve Cardwell met with Josephine Chan and Dr. Faith Auton-Cuff to discuss the feedback from PUE on draft AC11. A decision was reached at that meeting to invite others into the ongoing conversation by convening a meeting on October 27th, 2017 with Dr. Steve Cardwell, Zena Mitchell, Josephine Chan and Dr. Robert Dearle (Chair of SWIC) to further discuss the feedback from PUE on draft AC11. (Wayne Podrouzek, Chair of SQC, and Dr. Faith Auton-Cuff were unavailable.) Based on the feedback from PUE, the group agreed that an institutional credential framework, including aspects of AC11, should be developed. It was also determined that a small working group, led by AC11 policy developer Dr. Faith Auton-Cuff alongside Zena Mitchell and Josephine Chan would research and draft an institutional credential framework that would incorporate AC11, and subsequently consult with the Chairs of SWIC and SQC on the preliminary drafts.

Policy Development Consultation Process

From February to June 2018, the working group met over a span of ten 2-hour meetings and conducted research on Ministry guidelines and best practices from other post-secondary institutions[1], and subsequently developed a draft Policy and Procedures for AC14, *KPU Credential Framework*. From September to November 2018, the policy working group gathered valuable feedback and suggestions from a number of university stakeholders including Deans Council, Academic Advising Council, OREG, Faculty Councils, and relevant Senate Standing Committees. In early 2019, the policy working group consulted with three other Canadian universities[2] and sought advice from KPU students, faculty and Lekeyten (KPU's Elder in Residence), as well as educational leaders from Kwantlen First Nation and Katzie First Nation on the proposed Indigenous Content Requirement.

---

[1] BCIT, CapU, Royal Roads, SFU, TRU, UFV, UNBC, UVic, and VIU.

[2] Trent University, Lakehead University, and University of Winnipeg have implemented the Indigenous Content/Course Requirement as part of their baccalaureate degree requirement.

The purpose of establishing a *Credential Framework* policy at KPU is to:

- Promote educational quality and credential recognition
- Facilitate learning pathways
- Foster accountability and system coordination
- Ensure currency, relevancy, value and quality assurance in accordance with institutional and provincial standards
- Establish criteria and standards for all Senate-approved curriculum, credentials and graduation requirements

The following policies are proposed to be subsumed in the new Policy AC14 *KPU Credential Framework*:

- AC11   General Education in Degree Programs
- AR16   Requirements for Graduation

Draft Procedure AC14 KPU *Credential Framework* includes the following sections (items in bold have been retained from current Policies AC11 and AR16:

AC11	AR16	New

• Baccalaureate degree requirements
  ○ Writing-intensive course
  ○ Breadth requirements
	• Credential levels
	• Minimum grade point averages for graduation
	• Credential requirements
	  ○ Time limit for completion
	  ○ Maximum transfer & prior learning allowance
	  ○ Substitutions
		• Academic levels
		• **Credentials, including definitions of "Graduate level", "Master's Degree", "Graduate Diploma", and "Graduate Certificate" (expanded)**
		• Credential classifications
		• List of baccalaureate degrees at KPU
		• **Minimum grade point averages for graduation at the graduate level**
		• Baccalaureate degree requirements
		  ○ University Writing Instruction Requirement
		  ○ **Writing Intensive Course**
		  ○ Quantitative Course
		  ○ **Indigenous Content Requirement**
		  ○ **Breadth**
		• Credential Requirements
		  ○ Multiple Credentials
		  ○ **Time Limit for Completion**
		  ○ Residency Requirements
		  ○ **Transfer and Prior Learning Allowance**
		  ○ **Substitutions** and Exceptions

Recognition of Micro-credentials and Digital Badging

This credential framework aims to capture curricular requirements associated with Senate-approved curriculum. For that reason, recognition of Micro-credentials and Digital Badging has purposefully been designated as out of scope so as not to reduce the flexible and portable qualities that make them desirable.

While micro-credentials and digital badges may serve as a component of a course's learning outcomes and/or may complement a faculty member's assessment practices (e.g. similar to the way in which e-portfolios are used) they would not be independently recognized as stand-alone credentials. Micro-credentials are typically awarded for smaller 'bite-sized' learning or mastery of skill, recognizing the demonstration of very specific competencies. Formal KPU recognition of a micro-credential, or a series of stackable micro-credentials, would not be by way of a certificate or a diploma but rather by one of the following mechanisms:

- A digital badge that becomes part of a student's larger digital portfolio. The badge itself serves as a 'mini-transcript' because of the metadata that is embedded within it, including the criteria required to earn it. That meta data can then be shared across systems, for example on social media platforms such as LinkedIn
- A co-curricular record
- In instances where deemed appropriate to recognize competency based learning on an academic transcript, the mechanism to translate the micro-credential(s) and/or digital badge(s) to academic credit would be by way of KPU's Prior Learning Assessment and Recognition (PLAR) process. Using PLAR ensures the appropriate oversight for quality assurance in the awarding of official credit – recognizing that not all badges / micro credentials are created equal.

In this way we maintain the academic integrity of our KPU credentials, alongside the flexibility and nimble nature of micro credentials. This approach ensures micro-credential and digital badges maintain their portability and shareability in a way the traditional transcript cannot. A student with a "digital backpack" could share their work with a potential employer who could see a badge, and its associated details, earned at KPU alongside the candidate's badge(s) earned elsewhere – all in one place. Not only is this desirable from an employability perspective, it also shows KPU's evolving responsiveness to market needs.

Proposed Policy Implementation
In support of the policy approval process, a transition plan has been drafted and will be presented to the appropriate Senate Standing Committees and Senate for information during the 6-week policy public posting period in Spring 2019. It is anticipated that the draft Policy and Procedure will receive Senate approval in October 2019 for Fall 2022 implementation.

Approving jurisdiction, policy sponsor and policy developer(s):

Approving jurisdiction: Senate
Policy sponsor: Provost & Vice President Academic
Policy developer: Dr. Faith Auton-Cuff (*Associate Dean, Faculty of Arts),* Zena Mitchell (*University Registrar), and* Josephine Chan (*Special Assistant to the Provost on Policy and Academic Affairs).*

Consultations

The following consultations have taken place to date in support of the development of draft AC14 *KPU Credential Framework*:

<table>
<tr><th></th><th>DATE</th><th>STAKEHOLDERS</th></tr>
<tr><td rowspan="10">2018</td><td>September 27</td><td>Academic Advising Council and Associate Registrar (Senate & Curriculum)</td></tr>
<tr><td>October 10</td><td>Associate Vice President Academic

Chair of Senate Subcommittee on Writing-Intensive Courses (SWIC)</td></tr>
<tr><td>October 18</td><td>Deans Council</td></tr>
<tr><td>October 26</td><td>Faculty of Arts Faculty Council</td></tr>
<tr><td>November 13</td><td>Faculty of Science and Horticulture Faculty Council</td></tr>
<tr><td>November 14</td><td>Senate Standing Committee on Curriculum (SSCC)</td></tr>
<tr><td>November 19</td><td>School of Business Faculty Council</td></tr>
<tr><td>November 21</td><td>Faculty of Trades and Technology Faculty Council</td></tr>
<tr><td>November 23</td><td>Faculty of Academic and Career Advancement Faculty Council

Senate Standing Committee on Academic Planning and Priorities (SSCAPP)

Faculty of Health Faculty Council</td></tr>
<tr><td>November 29</td><td>Wilson School of Design Faculty Council</td></tr>
<tr><td rowspan="7">2019</td><td>January 24</td><td>*Trent University*

• David Newhouse, Director of the Chanie Wenjack School for Indigenous Studies</td></tr>
<tr><td>February 26, 2019</td><td>*Lakehead University*

• Ms. Denise Baxter, Vice-Provost, Aboriginal Initiatives

• Dr. Todd Randall, Dean of Sciences and Environmental Studies

• Dr. Raymond Neckoway, Director School of Social Work</td></tr>
<tr><td>March 8</td><td>*University of Winnipeg*

• Dr. Lorena Sekwan Fontaine, Indigenous Academic Lead and Associate Professor</td></tr>
<tr><td>March 19</td><td>"*Thinking Through Mandatory Indigenous Content: A Group Discussion*", a group discussion session as part of the [Indigenization and Decolonization at KPU: A Week of Sharing and Learning](#)</td></tr>
<tr><td>April 1</td><td>Lekeyten, KPU's Elder in Residence</td></tr>
<tr><td>April 11</td><td>Vice Chair of Senate</td></tr>
<tr><td>May 9</td><td>Cheryl Gabriel, Donna Leon and Donna Robins, Kwantlen First Nation and Katzie First Nation</td></tr>
</table>

Feedback and Amendments to Drafts

The policy developers have reviewed and considered all feedback received during the policy development consultation process. As a result of the suggestions that were raised during the consultation process, the following amendments were made in the draft Policy and Procedure document:

1. **Policy Document**
   - Language in Policy Principles 2, 3 and 4 has been reworded for added clarity and alignment with Academic Plan 2023.

2. **Credentials (Procedure B.2)**
   - Consultation with the Degree Quality Assessment Board (DQAB), and research on semester credit hours at the graduate credential levels across a number of post-secondary institutions in BC[1] was conducted. As a result, the policy developers amended the number of credit hours required in a Master's degree, Graduate Diploma, and Graduate Certificate.
   - All references relating to admission and course numbering have been removed from all definitions in this section, and the definition of "Academic Credit" and "Academic Course Level" have been added in Section A, *Definitions*, in the Procedure document.

3. **Credential Classifications (Procedure B.3)**
   - ➢ The original proposed heading "Credential Categories" has been changed to "Credential Classifications".
   - ➢ The reference to the specific number of work terms required in the definition for "Co-operative Education" has been removed.
   - ➢ Research on the number of credits required in a major/minor across several post-secondary institutions in BC[2] was conducted. As a result, the definitions for "Major" and "Minor" have been amended for added clarity.

4. **Minimum Grade Point Averages for Graduation (Procedure B.5)**
   - ➢ Research on institutional policies/frameworks on minimum GPAs for graduation across several post-secondary institutions in BC[3] was conducted. A CGPA of 2.00 for baccalaureate degrees is acceptable as a minimum institutional requirement.

Master's Degree	Minimum Program GPA of 3.00
Graduate Diploma, Graduate Certificate	Minimum Program GPA of ~~3.00~~ **2.67**
Post Baccalaureate Diploma, Post Baccalaureate Certificate	Minimum Program GPA of ~~2.67~~ **2.50**
Baccalaureate Degree	Minimum Program GPA of ~~2.33~~ **2.00**
Associate Degree, Diploma, Certificate, Citation	Minimum Program GPA of 2.00

5. **Baccalaureate Degree Requirements (Procedure B.6)**
   - ➢ Clarified with an amended leading statement that the five (5) requirements are not meant to be added to the existing curriculum that would result in increasing the number of credit hours in the existing baccalaureate degrees.

---

[1] Institutions include: CapU, BCIT, SFU, TRU, UFV, and VIU.

[2] Institutions include: SFU, TRU, UFV, UVic and VIU.

[3] Institutions include: CapU, Royal Roads, SFU, TRU, UFV, UNBC, and VIU.

6. **Baccalaureate Degree Requirements / University Writing Instruction Requirement (Procedure B.6.a)**
   ➢ Added language that stipulates there are three distinct ways to satisfy the University Writing Instruction Requirement: ENGL 1100; a minimum of 60 credits at the undergraduate level from a recognized post-secondary institution where English is the primary language of instruction, including successful completion of one undergraduate English course; or a baccalaureate degree from a recognized post-secondary institution where English is the primary language of instruction.

7. **Baccalaureate Degree Requirements / Writing-Intensive Requirement (Procedure B.6.b)**
   ➢ Added a clause that stipulates all baccalaureate degree students are required to complete one WI course (minimum 3 credits). Removed the "upper level from courses numbered 3000 or higher" from the proposed WI requirement so that baccalaureate degree students will only need to complete any one WI designated courses (minimum 3 credits) to satisfy the requirement.
   ➢ Language in B.6.b.i. and ii. have been reworked to clarify that the UW and WI requirements are distinct from one another.

8. **Baccalaureate Degree Requirements / Quantitative Requirement (Procedure B.6.c)**
   ➢ Language has been amended to strengthen and broaden the definition.

9. **Baccalaureate Degree Requirements / Indigenous Content Requirement (Procedure B.6.d)**
   ➢ Language in Policy Principle 3 has been amended to explicitly state KPU's commitment on Reconciliation.
   ➢ Previously proposed headings, "Indigenous Course Requirement" and "Decolonization Course Requirement", have been amended to "Indigenous Content Requirement" based on consultations with Indigenous students, Elders and other universities we consulted with.

10. **Credential Requirements (Procedure B.7)**
   ➢ Language in B.7.e (Substitutions and Exceptions) has been clarified so that the appropriate subject matter expert(s) will be consulted with when granting substitutions/exceptions, and that a student's degree audit should be vetted and submitted by the Dean's Office to the Registrar's Office.
   ➢ A research on residency requirements across several post-secondary institutions in BC[4] was conducted. As a result, a number of revisions to the language under B.7.c. *Residency Requirements* were made.

11. **Additional Editorial Suggestions**
   ➢ A number of additional editorial amendments were made in both draft Policy and Procedure document, such as:
      o Capitalize "Indigenous", "Senate", and "University" (where appropriate) throughout.
      o Define "academic discipline" in Section A, *Definitions* in the Procedure document.

---

[4] Institutions include: CapU, BCIT, SFU, TRU, UFV, UNBC, and VIU.

Proposed Policy Approval Date: October 28, 2019
Proposed Policy Implementation Date: Fall 2022[1]

1. Lower and Upper-Level Courses, Post-Baccalaureate Courses, Graduate-Level Courses

Course numberings for lower-level (1100 to 2999), upper-level (3000 to 4999), and post-baccalaureate courses (5000 to 5999) are stipulated in Section A, Definitions, of the Procedure, and must be adhered to in all future development and revision of curriculum. Courses and curriculum not in compliance with the Policy will be required to make revisions to take effect Fall 2022 (i.e. April 2022 Senate meeting).

2. Framework for Minors at KPU

The proposed Policy and Procedure AC14 *KPU Credential Framework*, once approved and implemented, will subsume the *Framework for Minors* at KPU effective Fall 2022. The policy developers have reviewed the *Framework for Minors* against the proposed definition for "Minor" in draft Procedure AC14, and confirmed that there are no discrepancies or gaps between the two.

3. Range of Credit Hours and Requirements in Credentials and Credential Classifications

Degree and non-degree credential offered at KPU will initially be grandfathered from the proposed Policy and Procedure, but a review of policy requirements are required as part of the regularly scheduled program review cycle, at which time programs will be required to bring their curriculum into compliance. Exceptions that may be necessary in meeting accreditation requirements will require approval of the Provost and Vice President, Academic.

4. Minimum Grade Point Averages (GPA) for Graduation

Institutional GPA is the average calculated for all courses taken at KPU at a particular academic level, and Program GPA is the average calculated for all courses applicable towards graduation with a specific credential (including transferred credits from outside of KPU). For students following prior calendar years, the requirements during the declared calendar year will be applied. Programs may require a higher GPA than the minimum stipulated in the proposed Policy and Procedure AC14 *KPU Credential Framework.* Such exceptions must be approved by Senate and communicated in the University Calendar.

5. Baccalaureate Degree Requirements

Faculties are not required to add additional credits to their existing baccalaureate degrees' total credit count in order to comply with the requirements as outlined in Procedure AC14. Rather, it is expected that Faculties will examine how these requirements can be met based on existing curriculum (e.g. required or elective courses that could be used/designated to satisfy the requirements) or newly developed curriculum approved by Senate.

University Writing Instruction Requirement
Declaration requirements across all baccalaureate degrees will be effected by the new requirement to complete ENGL 1100 prior to program declaration. Faculties are encouraged to review and revise their declaration requirements as needed.

---

[1] The amount of time in between approval and implementation has been deliberately built in to provide the necessary time to ensure curricular changes can be made in accordance with necessary governance and operational timelines.

Writing-Intensive Course

The Writing-Intensive (WI) Course requirement is a separate baccalaureate degree requirement that must be completed in addition to the University Writing Instruction Requirement. The Senate Subcommittee on Writing Intensive Courses (SWIC) will review course outlines for WI designation, report to Senate Standing Committee on Curriculum (SSCC) of any courses that SWIC deems to have satisfied the established criteria, and recommend approval by Senate in accordance with the criteria as established by SWIC. Appropriate courses should be forwarded to SWIC for consideration as soon as possible for Fall 2022 designation as a WI course.

Quantitative Course

The Senate Subcommittee on Quantitative Courses (SQC) will review course outlines for QUAN designation, report to Senate Standing Committee on Curriculum (SSCC) of any courses that SQC deems to have satisfied the established criteria, and recommend approval by Senate in accordance with the criteria as established by SQC. Appropriate courses should be forwarded to SQC for consideration as soon as possible for Fall 2022 designation as a QUAN course.

Indigenous Content Requirement

Faculties will either create new courses, or review/designate existing courses that would fulfill the Indigenous Content Requirement (ICR) based on a Senate-approved evaluation framework. Courses that would satisfy this requirement will be designated as ICR courses once approved by Senate. By April 2022, all Faculties will require Senate approval of their baccalaureate degree requirements, including how their programs would meet the ICR (the completion of one ICR course, minimum 3 credits) to take effect in Fall 2022.

The following timeline outlines the governance and operational requirements for the development, approval and implementation of ICR at KPU, effective Fall 2022:

2019	September 2019	Senate: • **Approves** Policy and Procedure AC14 for Fall 2022 implementation. • **Passes a motion** that all baccalaureate degree programs at KPU will have Senate approval for their ICR requirement by April 2022, for the 2022/23 academic year.
	October 2019	Senate: • **SSCC approves** the establishment of the SICR. The SICR will establish an evaluation framework and process for ICR course designation, and to evaluate proposals for course(s) that would fulfill the intent and criteria of the ICR. • **Informs** Senate via SSCC of the establishment of the Senate Subcommittee on Indigenous Content Requirement[2] (SICR).
	December 2019	SICR convenes at its inaugural meeting with the election of a Chair, as well as begin initial discussion of the committee's mandate.
2020	January 2020 to April 2020	SICR establishes committee's mandate, evaluation criteria and framework, and procedures for ICR course designation.
	May 2020	SICR submits its mandate, evaluation criteria and framework, and procedures for ICR course designation, to SSCC and Senate for approval.
2020 - 2021	June 2020 to March 2022	Faculties begin to review and determine how their baccalaureate degree programs will meet the ICR, submit courses to SICR for consideration and to SSCC and Senate for approval.
	April 2022	Final senate approval of ICR courses for Fall 2022 implementation.
	April to June 2022	Requirements made in My Action Plan (MAP), and edits made in University Calendar.
	September 2022	Implementation of ICR as a new baccalaureate degree requirement for all new students beginning their baccalaureate studies at KPU in September 2022.

---

[2] The Senate Subcommittee on Indigenous Content Requirement (SICR) will be a subcommittee of the Senate standing Committee on Curriculum (SSCC). In support of Policy AC14 *KPU Credential Framework,* the SICR will be the body which has the subject expertise to recommend approval of the ICR designation to courses in accordance with the criteria as set out by the committee.

6. Credential Requirements

Upon approval and implementation of Policy and Procedure AC14, all students must fulfill Senate-approved requirements in order to graduate at KPU. Faculties must establish and communicate requirements and transition plans to all students.

7. Complementary Policies To Be Developed

Two other related and complementary policies will be developed once draft AC14 *KPU Credential Framework* receives Senate approval in Fall 2019.

- *Academic Recognition*, which will include:
  - Deans Honour Roll
  - Graduation with Distinction

- *Awarding of Credentials*, which will provide a formalized process /procedures around:
  - KPU parchment standards
  - Issuance and reissuance of parchments
  - Posthumous credentials
  - Credential notations on our transcripts
  - Convocation eligibility

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: 11.2
Meeting Date: June 14, 2019
Presenter: David Burns

Agenda Item: Committee Membership Change

Action Requested:	☒Motion to Approve ☐Discussion ☐Information

Recommended Resolution:	**THAT the Senate Standing Committee on Academic Planning and Priorities recommend that the Senate Governance and Nominating Committee recommend that Senate approve the change to the membership for the Senate Standing Committee on Academic Planning and Priorities.**

Senate Standing Committee Report:	For Senate Office Use Only

Key Messages:	The President has requested a non-voting position be created on the Senate Standing Committee on Academic Planning and Priorities for a Special Advisor, Strategic Enrolment Management, effective July 1, 2019.

Submitted by:	*Rita Zamluk, Administrative Assistant, University Senate*
Date submitted:	*June 5, 2019*