# MEETING AGENDA - DRAFT
January 13, 2015, 3:30 am-5:30 pm, Room 5025 BWY-A

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Time</th>
<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>January 13, 2014 Agenda</td>
<td>Approval</td>
<td>1-2</td>
</tr>
<tr>
<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>December 9, 2014 Minutes</td>
<td>Approval</td>
<td>3-9</td>
</tr>
<tr>
<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
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<td>5.</td>
<td>Business Arising</td>
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</tr>
<tr>
<td>a)</td>
<td>Education Plan Update</td>
<td>20 min</td>
<td>Judith McGillivray</td>
<td>Education Plan Update, Original Education Plan</td>
<td>Information</td>
<td>10-28</td>
</tr>
<tr>
<td>b)</td>
<td>Core Review Update</td>
<td>5 min</td>
<td>Peter Nunoda</td>
<td></td>
<td>Information</td>
<td></td>
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<tr>
<td>c)</td>
<td>Comprehensive College Review Update</td>
<td>5 min</td>
<td>Judith McGillivray</td>
<td></td>
<td>Information</td>
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<tr>
<td>d)</td>
<td>Counselling and Disability Services Update</td>
<td>5 min</td>
<td>Peter Nunoda</td>
<td></td>
<td>Information</td>
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<tr>
<td>6.</td>
<td>Committee Reports</td>
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<tr>
<td>a)</td>
<td>Education Policy Standing Committee</td>
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<tr>
<td>i)</td>
<td>New Qualifications for Continuing Studies Instructors</td>
<td>5 min</td>
<td></td>
<td>Decision Note, Policy, Procedures</td>
<td>Approval</td>
<td>29-32</td>
</tr>
<tr>
<td>ii)</td>
<td>C.2.1 International Students on Study Permits</td>
<td>5 min</td>
<td></td>
<td>Decision Note, Policy, Procedures</td>
<td>Approval</td>
<td>33-35</td>
</tr>
<tr>
<td>iii)</td>
<td>C.3.10 Affiliation Agreements</td>
<td>10 min</td>
<td></td>
<td>Information Note, Policy, Procedures, Appendices</td>
<td>Information</td>
<td>36-53</td>
</tr>
<tr>
<td>b)</td>
<td>Curriculum Standing Committee</td>
<td></td>
<td>David Branter</td>
<td>No report</td>
<td></td>
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<tr>
<td>c)</td>
<td>Appeals Standing Committee</td>
<td></td>
<td>Brian Beacham</td>
<td>No report</td>
<td></td>
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<tr>
<td>d)</td>
<td>Program Review and Renewal Ad Hoc Committee</td>
<td>5 min</td>
<td>Judith McGillivray</td>
<td>Verbal report</td>
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<tr>
<td>e)</td>
<td>Curriculum Development and Approval Process Ad Hoc Committee</td>
<td></td>
<td></td>
<td>No report</td>
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<td>7.</td>
<td>Chair Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>No report</td>
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<tr>
<td>Item</td>
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<td>8.</td>
<td>Student Representative Report</td>
<td>2 min</td>
<td>Damien Otis</td>
<td>Verbal report</td>
<td>Information</td>
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<td>9.</td>
<td>Pending Items</td>
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<td></td>
<td>a) Draft Elections Manual</td>
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<td>Brian Beacham</td>
<td></td>
<td>Information</td>
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<td>b) Adult Education Diploma Update May/June 2015</td>
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<td>Glenn Galy</td>
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<td></td>
<td>c) Enrolment Plan Update</td>
<td></td>
<td>Judith McGillivray</td>
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<td></td>
<td>d) Aboriginal Culinary Arts Suspension Update</td>
<td></td>
<td>Judith McGillivray</td>
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<td></td>
<td>e) Update on ABE</td>
<td></td>
<td>Judith McGillivray</td>
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<td>10.</td>
<td>Next meeting:</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td></td>
<td>February 10, 2015, 3:30-5:30, Room 240 DTN</td>
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<td>11.</td>
<td>Adjournment</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td>Item</td>
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<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:32 p.m.</td>
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| 2.   | Adopt Agenda | **Motion:** Moved by David Branter and seconded THAT the agenda be adopted.  
Changes:  
- Add item 5b) ESL Pathways Certificates motion  
All in favour of revised agenda. **Motion carried.** |
| 3.   | Approve Past Minutes | **Motion:** Moved by Mike Tunnah and seconded THAT the minutes of November 12, 2014 be adopted.  
Changes:  
- Add that new student member, Damien Otis, was welcomed to the Council  
- Page 6, Item x: Add comments by Taryn Thomson in support of VCC’s higher standard  
All in favour. **Motion carried.** |
| 4.   | Enquiries & Correspondence | There were none. |
| 5.   | Business Arising |  
| a)   | Counselling and Disability Services Update | John Woudzia explained that the President has requested this item be deferred until the next meeting where he can address it himself.  
Nona Coles commented that there has been some talk about a reallocation of resources from the counselling area to the disability services area. She asked what kind of evaluation of services is planned around this kind of change, when will this come to EDCO for discussion, and how will this be evaluated on an ongoing basis? Susie Findlay suggested that this be considered an inquiry and will addressed at the January meeting. All agreed. |
| b)   | ESL Pathways Certificates Tabled | Susie Findlay advised Council members that EDCO has approved the curriculum and the proposal for both ESL Pathways Certificates however the motion to the board was tabled and not brought back to EDCO. |
### Motion:

Moved by David Branter and seconded THAT Education Council recommend the Board of Governors approve the implementation of the ESL Pathways Certificate and ESL Pathways Advanced Certificate.

All in favour. **Motion carried.**

### Committee Reports

#### a) Education Policy Standing Committee

1. **D.3.6 Admissions Policy and (new) Flexible Admissions Policy**

   Todd Rowlatt presented these policies for information and requested approval to send them for community feedback. The Admissions policy has been under review for some time and major updates are noted in the information note. The Flexible Admissions policy outlines a process for how flexible admissions are assessed and written into PCGs, and also includes an adjudication committee.

   Damien Otis asked why Flexible Admissions does not apply to all programs. Todd Rowlatt confirmed that there are other types of admission used, such as selective admissions in Music. This policy refers to the assessment of skills and experience to gain admission to a program. Any program may use flexible admissions but the process would have to be defined in their program content guide.

   Jan Weiten noted that in ABE the minimum age is 18. It mentions this on the website and in their literature but not on their course outlines. Will they have to add this to all of their course outlines? Todd Rowlatt commented that if there is a restriction on students under 18, this would have to be defined that in the course outlines once the policy is approved.

   Deanne Bates asked about criminal records checks and why the risk management specialist indicated that it was okay not to have one. Todd Rowlatt advised that the location of the program matters, for example, if they are at VCC there are different rules than if students are attending at another institution. He commented that Craig McGuigan would be best able to address this question.

   Todd Rowlatt commented that Craig McGuigan has suggested that the college needs to do additional work to determine how to deal with the administrative aspects of underage students.
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<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
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| | | Mike Tunnah asked how the age change might impact or catch programs like ACE IT and partnerships with underage students? Todd Rowlatt confirmed that ACE IT programs are for over age 16, and no concerns were brought forward from committee members who are involved with ACE IT programs.  
Jason Devisser mentioned that there is a chance that a student will come in under the age of 16 and Todd confirmed that the College has a process to address underage students. The Committee felt this policy was more about managing the process rather than being too specific, and they want to keep policy simple and then ensure there’s a robust system to deal with it. |

b) Curriculum Standing Committee  
i) Pharmacy Technician  
Motion: Moved by David Branter and seconded THAT Education Council approve changes to admission requirements for the Pharmacy Technician Program.  
Sue Aro confirmed that these changes align with new VCC language around admissions and meets the requirements of the accreditation body.  
All in favour. **Motion carried.** |

ii) NURS 1262 and 1263  
Kathy Fukuyama explained that the credits for two courses are being divided differently, so both courses are not 2 credits. This allows for more time to go into greater detail for pathophysiology.  
**Motion:** Moved by David Branter and seconded THAT Education Council approve changes to NURS 1262 and NURS 1263 course outlines.  
Todd Rowlatt commented that the wording in the PLAR box is cut off due and should be adjusted. Kathy confirmed there is a scroll bar on the document however, this does not appear in printed versions and should be adjusted.  
All in favour. **Motion carried.** |

iii) Curriculum Committee  
David Branter explained that Curriculum Committee has approved its first minor change to
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<tr>
<th>Item</th>
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<th>Discussion</th>
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<td></td>
<td>Resolution</td>
<td>curriculum and is reporting this to EDCO through a certified resolution.</td>
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<tr>
<td>c)</td>
<td>Appeals Standing Committee</td>
<td>Brian Beacham reported that the two-day training had taken place. There are now 20 individuals who are available to sit on tribunals. The next step is to arrange train-the-trainer sessions so there is a larger pool of individuals who have training.</td>
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</table>
| d)  | Communications, Orientation and Operations Ad Hoc Committee | Graham Webber reported that this ad hoc committee has addressed its assigned items and have reported to EDCO.  
**Motion:** Moved by Graham Webber and seconded THAT Education Council dissolve the Communications, Orientation and Operations Ad Hoc Committee.  
All in favour. **Motion carried.** |
| e)  | Program Review and Renewal Ad Hoc Committee | Susie Findlay reported that a draft template for annual program review was brought to the D2 meeting and received good feedback. Changes are being integrated into the template and the document will be presented to EDCO for review in January. |

7. Chair Report  
Susie Findlay reported that Nicole Degagne will be working on a special project for the next 4 months and the office of the Vice President Education is in the process of hiring a temporary replacement.  
Members were reminded to review standing committee member lists and appoint or renew members from their areas where terms are expiring.  

8. Student Representatives Report  
Damien Otis reported that the SUVCC has been busy working with the Faculty Association to fight cuts to ESL programming. They are also taking a stand against the governments new plan to charge tuition for ESL courses.  
A study cart is being set up for students prepping for exams.  
An event was held to commemorate the anniversary of the Montreal massacre of women at École Polytechnique.
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<td></td>
<td>Nimmi Takkar thanked EDCO for its support throughout this past year and for being advocates for the VCC student community.</td>
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<td>9.</td>
<td>Elections</td>
<td>To run the elections, the Chair seat was relinquished to Interim Registrar, Brian Beacham.</td>
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**Election of EDCO Chair:**
- First call for nominations: Jan Weiten nominates Todd Rowlatt. Nomination accepted.
- Third call for nominations: There were none.

There being no other nominations, Todd Rowlatt was announced the Chair of Education Council.

**Election of EDCO Vice Chair:**
- First call for nominations: Todd Rowlatt nominates Jo-Ellen Zakoor. Nomination accepted.
- Second call for nominations: There were none.
- Third call for nominations: There were none.

There being no other nominations, Jo-Ellen Zakoor was announced the Vice Chair of Education Council.

**Election of Officers of the EDCO Executive (2 positions):**
- First call for nominations: David Branter nominates Damien Otis. Nomination accepted.
  Jo-Ellen Zakoor nominates Jan Weiten. Nomination accepted.
- Second call for nominations: There were none.
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<th>Item</th>
<th>Topic</th>
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<td><strong>Discussion</strong></td>
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Third call for nominations:

There were none.

There being no other nominations, Damien Otis and Jan Weiten were announced the Officers of the Executive of Education Council.

**Election of Policy Committee Chair:**
First call for nominations:
- Taryn Thomson nominates Mike Tunnah. Nomination accepted.
Second call for nominations:
- There were none.
Third call for nominations:
- There were none.

There being no other nominations, Mike Tunnah was announced the Chair of Education Policy Committee.

**Election of Curriculum Committee Chair:**
First call for nominations:
- Nona Coles nominates David Branter. Nomination accepted.
Second call for nominations:
- There were none.
Third call for nominations:
- There were none.

There being no other nominations, David Branter was announced the Chair of Curriculum Committee.

**Election of Appeals Committee Chair:**
First call for nominations:
- Susie Findlay nominates Brian Beacham. Nomination accepted.
Chair Susie Findlay stepped in to complete this election process.
Second call for nominations:
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<td>There were none.</td>
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<td>Third call for nominations:</td>
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<td></td>
<td>There were none.</td>
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<td>There being no other nominations, Brian Beacham was announced the Chair of</td>
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<td></td>
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<td>Appeals Committee.</td>
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<td>Congratulations to everyone. Appointments begin on January 1, 2015.</td>
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<td>10.</td>
<td>Next meeting</td>
<td>January 13, 2015, 3:30-5:30 pm, Room 5025 BWY-A</td>
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<tr>
<td>11.</td>
<td>Adjournment</td>
<td>The meeting adjourned at 4:25 p.m.</td>
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**ATTENDEES:**
- Susie Findlay
- Todd Rowlatt
- John Woudzia
- Jan Weiten
- Deanne Bates
- Graham Webber
- Nona Coles
- Jo-Ellen Zakoor
- David Branter
- Damien Otis
- Brian Beacham
- Mike Tunnah
- Taryn Thomson
- Jason Devisser

**REGRETS:**
- Debbie Sargent
- Greg Hamilton
- Jan Theny

**GUESTS:**
- Sue Aro
- Kathy Fukuyama

**RECORDING SECRETARY:**
- Nicole Degagne

Susie Findlay, Chair  
VCC Education Council
Commitment #1: An innovative college for higher and further education, offering a wide range of quality, relevant career and applied/academic programming

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<tr>
<th>Strategy</th>
<th>Goal</th>
<th>Deliverables 2013-2016</th>
<th>Prioritize Actions</th>
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</thead>
</table>
| Strategy 1 – Promote innovation in curricula, instructional delivery and evaluation | • Provide experiential opportunities through field studies, work placements, co-op programs and community interaction | • Cite % of current programs having experiential opportunities by School (bring forward)  
• Affiliation Agreement Policy developed, received legal feedback, currently with Education Council Policy Committee | |
| | • Provide new or renewed programming that reflect current industry developments and trends in post-secondary education | • Heavy Duty Training Centre opened at Annacis Island in partnership with BCIT  
• Hospitality Management, Early Childhood Education, Hair Design, Skin & Body Therapy and Dental Hygiene programs have gone through extensive curriculum revision  
• New innovative programs proposed: Speech and Hearing Support Personnel Program; Sports and Recreation Management Certificate.  
• Contract Training will customize programs to meet specific needs of an organization | |
| | • Engage in Prior Learning Assessment and Recognition (PLAR) | • PLAR policy under review by Education Council Policy sub-committee  
• A new Flexible Admissions policy has been | |
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<td></td>
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<td>developed to enhance accessibility for students with non-traditional educational backgrounds and provide an opportunity for evaluation and recognition of learning attained outside formal educational settings.</td>
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|          |      | **• Full educational technology capability and mobile learning** | **• Jag Madan to update on IT developments in the classroom (bring forward)**  
**• Deans to report on new innovative tools in the classroom (bring forward)**  
**• Enhanced simulation management software in the Hospitality programs** |
|          |      | **• Develop credential and qualification framework** | **• Enhanced Granting of Credentials Policy C.1.3 approved by BOG May 2014**  
**• New Qualifications for Faculty Members Policy C.3.11 in place**  
**• New Assignment of Credits to courses policy framework currently under development** |
|          |      | **• Set standards, benchmarks and metrics to ensure the quality of educational programs:**  
  o Refresh and renew quality standards  
  o Ensure quality assurance measurements and assessments are valid, current and fair  
  o Quality assurance to apply equally across | **• Policy on program review and renewal developed and being reviewed at Policy sub-committee level**  
**• Draft Annual Program Review template discussed with D2 and ESS; feedback being incorporated**  
**• Discussions underway with Institutional Research to provide data to support program review and renewal as well as student demand in development of new programs (ensure data has validity and reliability)**  
**• All programs will be able to access dashboard of data to complete annual program review** |
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<tr>
<td>college educational offerings</td>
<td>submission</td>
<td>- Re-costing of tuition fees underway to provide viable delivery of new programming and programs undergoing significant revision</td>
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<td>• Develop an integrated plan that supports access, upgrading programs and curricula</td>
<td>• The School of Access is in the process of developing:</td>
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<td>o Develop enriched preparatory programs to bridge learning from access programs to credential programs</td>
<td>- An Associate Degree in Arts</td>
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<td>o Enhance employment and workforce development capacity within the college that focuses on recent immigrants and English as an Additional Language (EAL) learners</td>
<td>- Preparatory Pathways certificate - under consideration: Culinary, Baking, Hospitality and Transportation Trades</td>
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<td>- Foundation/Bridge Pre-Health program</td>
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<td>• Expression of Interest submitted to Colleges and Institutes Canada (CiCan) for the Essential Skills Social Finance Pilot Project, a Pan-Canadian initiative to assist the Government of Canada to determine the optimal conditions for a social finance approach that links skill training outcomes to return-on-investment.</td>
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<td>• Enhance student pathways:</td>
<td>• Pathway agreements in place with SFU for First Year Certificate in Computer Science and Engineering</td>
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<td>o Develop multiple pathways to assist students in reaching their learning goals</td>
<td>• Discussions underway with JIBC for an Essential Skills development program that prepares students to enter justice studies or criminal degree programs</td>
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<td>• Draft MOU under development for dual-credit programming with K-12 School Boards in Vancouver, Burnaby and other Lower Mainland</td>
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Proposed reconfiguration of VCC Education Plan 2013-2016
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|                   | districts                                                              | • The Vancouver School Board has expressed strong interest in collaborating towards developing a Special Education Assistant program  
• Potential to deliver Business Management diploma under review  
• Contract Training will customize programs for organizations to satisfy mandatory accreditation requests, keep competencies current and upgrade skills |                    |
|                   | o Ensure individuals with disabilities have access to college programs | • A Joint Disability Services committee is in place to identify best practices and processes for supporting VCC instructors in their work with students with disabilities.  
• VCC serves 1,300 students with disabilities. Student Services to develop metrics, business case, cite types of accommodations needed and related financial impact |                    |
|                   | o Increase pathways for aboriginal learners                            | • Cite work done to date [Kory Wilson to provide input](#)  
• Seabird Island Aboriginal Practical Nursing initiative |                    |
|                   | o Community Learning partner                                          | • Community partnership in place with Coast Mental Health to provide placement for youth with mental illness  
• Contract Training will respond to organizations specific learning needs |                    |
|                   | • Embed units on sustainability and green economy principles within selected courses and | • One elective course at 3rd year level developed in Bachelor of Hospitality Management Program  
• Three-year Energy Management plan rolled out by |                    |
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<td><strong>Strategy 2 – Develop new and relevant programs for international students</strong>&lt;br&gt;• To increase international student enrolment</td>
<td>• New international programs:&lt;br&gt;  o Culinary Arts Diploma&lt;br&gt;  o Automotive Service Technician Diploma&lt;br&gt;  o International Baking Dual Certificates&lt;br&gt;  o Automotive Collision &amp; Refinishing Diploma</td>
<td>Wendy Avis</td>
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<tr>
<td><strong>Strategy 3 – Develop a community of teaching and learning informed by a culture of applied research and instructional development</strong>&lt;br&gt;• Develop an applied research approach focused on issues of student access</td>
<td>• VCC received approval from research funding boards NSERC and SSHRC&lt;br&gt;• VCC and BCIT signed an MOU to increase collaboration on applied research projects&lt;br&gt;• Deans to update on research individual faculty are doing&lt;br&gt;• Centre for Instructional Development to take a lead in submitting a proposal for the Community and College Social Innovation Fund. Social innovation refers to the development of new ideas or the use of existing ideas to find solutions to social challenges. Social innovation entails an initiative, product, process or program that creates positive social outcomes for societies.</td>
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Commitment # 2: A student-centred college, engaging our learners and providing multiple, flexible pathways to advancement

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Goal</th>
<th>Deliverables 2013-2016</th>
<th>Prioritize Actions</th>
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<tbody>
<tr>
<td>Strategy 1 - Develop a concept for a VCC Learning Commons</td>
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<td>Strategy 2 – Create a focus on student health and well-being to support student learning and engagement</td>
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<td>Strategy 3 – Establish an assessment and career planning centre that ensures student credentials, experience, and personal aspirations are integrated into customized learning and career plans</td>
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<td>Strategy 4 – Acquire an understanding of Aboriginal people and issues</td>
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<tr>
<td>Deliverables 2013-2016</td>
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<tr>
<td>Data re number of students using the learning commons at the Downtown Campus</td>
<td>Craig McGuigan to provide input and develop a plan</td>
<td></td>
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<tr>
<td>Deans to update if there are any non-recorded activity where faculty are providing extra tutorials for students</td>
<td>Gender-Based Violence and Harassment committee has been formed</td>
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<tr>
<td>Develop a Career Centre to support student transition into the workforce</td>
<td>Career Services site launched in Nov 2014 to enable VCC students and prospective students to access current local data on wages, job posting and associated education and training.</td>
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<tr>
<td>Establish workforce training for Adult Special Education Programs - check with David Wells</td>
<td>Centre of Excellence in Immigrant Integration under discussion</td>
<td></td>
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</tr>
<tr>
<td>Kory Wilson to provide input</td>
<td>Possibility of developing courses as part of Associate Degree in Arts. Check with CS if there is any demand for this type of course or workforce development opportunity</td>
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<td></td>
<td>Cite any specific initiative underway or planned that focus on providing increased access for</td>
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<tr>
<td>Aboriginal people (e.g. Indigenous Education Protocol for Colleges and Institutions)</td>
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</table>
INTRODUCTION

VCC’s Education Plan is an important first step in realizing the underlying vision of our strategic plan: to be an innovative, high quality, relevant, student-centred college that adapts to the changing needs and demands of our community.

This Education Plan, created with the help of many people, commits us to five distinct goals that will guide our educational delivery over the next three years. Our work was informed by the themes of our 2011/14 Strategic Plan which focused on Student Access and Success; Operational Excellence; Partnerships and Collaboration; and Building Our Brand.

This first-of-its-kind plan for VCC emphasizes quality and opportunity, inclusiveness and adaptability. It commits us to being a college where the highest educational standards are infused with current, real world knowledge and up-to-date technology.

In addition, our plan recognizes and enhances VCC’s unique role as an excellent career and academic institution for many students, while also serving as the “first open door of opportunity” for other students. This plan will also help us create a more seamless system of education for thousands of people who pass through our classrooms.

The many voices reflected in this Education Plan underscore the essence and culture of community colleges. In our opinion, these unique attributes were best described by Levin and Dennison who suggested that colleges are the “democratization of opportunity, accessibility, adaptability, and comprehensiveness”.

VCC’s Education Plan will provide the focus for three-year school and department operational plans outlining priorities, resource needs and a critical path towards a successful transformation.

WHAT IS AN EDUCATION PLAN?

An education plan is a high level framework of interwoven values, commitments, and strategies that support an educational approach toward an institution’s desired state. The plan enables the institution to set the architecture upon which to imagine, conceive and develop ideas. Within this framework, the plan will outline a course to develop curriculum, pursue applied research, encourage interdisciplinary initiatives, explore modes of teaching and learning, and respond to emerging career opportunities and further education. As a collaborative planning tool, this Education Plan articulates overarching commitments. Each of these commitments will be achieved through a three-year strategy complemented by resources as appropriate. Over the three years of the VCC Education Plan, this framework is intended to move the College into a finely tuned institute of higher learning capable of delivering the most current, relevant and innovative educational experience to the most diverse community of learners.

The framework for VCC’s Education Plan is built upon five commitments derived from community input, government expectations, economic imperatives, and educational aspirations aligned to our four strategic themes. The commitments are realized through measurable strategies. Individual schools, centres and departments will develop corresponding three-year operational plans aligned to the Education Plan that will define how respective goals will be realized and implemented at the unit level.

WHAT WILL THE EDUCATION PLAN DO?

VCC’s Education Plan will enable the development, implementation and/or continuation of a diverse set of programs and courses and their related support services to learners who require the skills, competencies, and credentials to gain admission to post-secondary programs or alternatively to help those seeking to further their personal education goals. We will serve learners according to their abilities and capabilities. The plan will support educational excellence to prepare students for occupations in the 21st century. The programs will explore and design innovative transitions from secondary to post-secondary education; embrace open textbook and other online learning environments; and embed measurable sustainability practices across the institution. The Education Plan will provide a blueprint to position VCC as a progressive agent focused on narrowing the looming skills shortage, enhancing immigrant integration, offering multiple pathways to success, offering access to special needs learners, and advancing a socially responsible entrepreneurial education agenda.
Our Commitment Is To Be

An innovative college for higher education, offering a wide range of quality, relevant career and applied/academic programming

A student-centred college, engaging our learners and providing multiple, flexible pathways to advancement

A college of access, recognized for enabling all types of learners to reach their full potential

An institution that increases and enhances Aboriginal presence and participation

A college that delivers quality, relevant education, with integrity and accountability
“At VCC, I have a great support system. Aboriginal advisers helped with my education plan and offered financial advice.”

Aboriginal student
Key Strategies To Achieve Our Education Plan Commitments

AN INNOVATIVE COLLEGE FOR HIGHER EDUCATION, OFFERING A WIDE RANGE OF QUALITY, RELEVANT CAREER AND APPLIED/ACADEMIC PROGRAMMING

Strategy 1 — Promote innovation in curricula, instructional delivery and evaluation
Success indicator: New or renewed courses and programs that reflect current industry developments and are aligned with progressive trends in post-secondary and access education.

Strategy 2 — Provide experiential opportunities through field studies, work placements, co-op programs and community interaction
Success indicator: College programs and curricula embed fieldwork and experiential learning as an increasingly higher proportion of course and program work.

Strategy 3 — Engage in Prior Learning Assessment and Recognition (PLAR)
Success indicator: We will recognize the value of student experience, give credit for work that has been done, and establish clear and transparent equivalency standards to reflect prior student accomplishment.

Strategy 4 — Full educational technology capability and mobile learning
Success indicator: VCC will have embraced classroom technology capability, and support faculty in providing instruction with new and innovative tools. Students will benefit from enhanced access to program and course delivery through appropriate and effective applications available anytime, anywhere.

Strategy 5 — Develop an internationalization strategy
Success indicator: VCC will embrace and demonstrate a vibrant internationalization strategy resulting in increased international enrolment targets while keeping our commitments to Canadians. International students are integrated into domestic teaching and learning strategies, initiatives and programming as a key element in the internationalization and intercultural progress of the organization as a whole. International students participate in experiential opportunities of learning for a globalized world.

Strategy 6 — Develop a community of teaching and learning informed by a culture of applied research and instructional development
Success indicator: Faculty professional development projects, study leaves and curriculum development projects begin to align to Education Plan strategies and faculty applied research initiatives.

Strategy 7 — Develop a concept for a VCC Learning Commons
Success indicator: A fully conceived plan for a welcoming and collaborative space offering flexible physical and virtual spaces to enhance student learning and interaction via tutors, learning facilitators and research experts.
A STUDENT-CENTRED COLLEGE, ENGAGING OUR LEARNERS AND PROVIDING MULTIPLE, FLEXIBLE PATHWAYS TO ADVANCEMENT

Strategy 1 — Create a focus on student health and well-being to support student learning and engagement
Success indicator: VCC will develop, with the SUVCC, key health strategies including a focus on mental health and wellness strategies in consultation with the college community, subject experts and external partners.

Strategy 2 — Enhance student pathways
Success indicator: Students will have access to multiple pathways to reach their learning goals both within VCC programs as well as through partner institutions, practica, apprenticeships and co-op placements. Clear processes, comprehensive assessments, academic advising and career counselling will allow students to successfully plan their learning journey.

Strategy 3 — Partnerships to enhance mutual student pathways and advancement
Success indicator: Approved a Memorandum of Understanding with institutions such as Simon Fraser University, British Columbia Institute of Technology, and the Vancouver School Board – all outlining clear purpose and goals, structure and processes, terms of reference, distinct initial projects and a critical path designed through a fully developed partnership agreement.

Strategy 4 — Develop credential and qualification framework
Success indicator: A VCC credential framework that describes and defines certificates, diplomas, post-diploma certificates and degrees in line with provincial, federal, international, and external accreditation agency standards to ensure optimum student mobility, transferability and advancement.

Strategy 5 — Develop a Career Centre to support student transition into the workforce
Success indicator: Students have access to resources and services to assist in their transition from their program to the workforce. Students feel well-supported planning and preparing for the start of their careers in their chosen field.

A COLLEGE OF ACCESS, RECOGNIZED FOR ENABLING ALL TYPES OF LEARNERS TO REACH THEIR FULL POTENTIAL

Strategy 1 — Develop an integrated plan that supports access, upgrading programs and curricula
Success indicator: A fully developed plan and timeline connecting the work of related educational units, programs and courses to support stated access goals.

Strategy 2 — Partner with post-secondary sector institutions to enable mobility
Success indicator: Articulation agreements signed and in effect with other post-secondary educational institutions in B.C. that recognize and give credit to the learning achieved in VCC’s access programs.

Strategy 3 — Enhance employment and workforce development capacity within the college that focuses on recent immigrants and English as an Additional Language (EAL) learners
Success indicator: Funded labour market-oriented projects and contracts responding to the needs of EAL learners and recent immigrants.

Strategy 4 — Establish an assessment and career planning centre that ensures student credentials, experience, and personal aspirations are integrated into customized learning and career plans
Success indicator: Assessment-testing centre established, integrated with pathways, case management, academic advising and career counselling.

Strategy 5 — Develop enriched preparatory programs to bridge learning from access programs to credential programs
Success indicator: Integrated full and part-time (blended delivery) preparatory programs developed and established for trades, hospitality, baking and culinary arts, and health sciences (these program areas to integrate Essential Skills, Communicative Proficiency and sector-specific foundational knowledge and content).
Strategy 6 — Establish workforce training for Adult Special Education programs
Success indicator: A centre of excellence for workforce integration for the visually impaired, Deaf and hard of hearing and cognitively impaired students.

Strategy 7 — Develop an applied research approach focused on issues of student access
Success indicator: VCC becomes a centre for educational research and development and a leader in access, further education and progression pathways into post-secondary education.

Strategy 8 — Ensure individuals with disabilities have access to college programs
Success indicator: Provide reasonable accommodation to students with disabilities through individualized services, skills training and current learning resources.

AN INSTITUTION THAT INCREASES AND ENHANCES ABORIGINAL PRESENCE AND PARTICIPATION

Strategy 1 — Increase pathways for Aboriginal learners
Success indicator: Increased access to learning and employment for Aboriginal students by developing and implementing unique, relevant, modular pathways to learning and employment on and off reserve.

Strategy 2 — Community learning partner
Success indicator: Continued development of strong community partnerships by formalizing such partnerships in co-articulated MOUs (Memoranda of Understanding) with Aboriginal organizations, First Nations, Vancouver School Board and businesses and agencies that increase both learning pathways and support for Aboriginal students.

Strategy 3 — Acquire an understanding of Aboriginal people and issues
Success indicator: Increased percentage of employees and students will have acquired an understanding of Aboriginal history and the needs of Aboriginal students through their participation in orientation, workshops, short teaching units and events that acknowledge and promote Aboriginal culture.

A COLLEGE THAT DELIVERS QUALITY, RELEVANT EDUCATION, WITH INTEGRITY AND ACCOUNTABILITY

Strategy 1 — Set standards, benchmarks and metrics to ensure the quality of educational programs
Success indicator: Quality standards, benchmarks, and sector comparison data integrated into curriculum development and renewal processes, supported by quality assessment training and implemented over a three-year period across the college.

Strategy 2 — Refresh and renew quality standards
Success indicator: Principles, standard benchmark and evaluative practices for enhancing educational delivery are identified, reviewed and appraised for their validity, impact, currency and applicability.

Strategy 3 — Ensure quality assurance measurements and assessments are valid, current and fair
Success indicator: Effective peer-reviewed quality assurance processes and evaluative tools are in place and are subject to periodic evaluation, review and renewal.

Strategy 4 — Quality assurance to apply equally across college educational offerings
Success indicator: An established single quality standard framework in place for curriculum, teaching and learning in both base-funded and Continuing Studies programs and courses.

Strategy 5 — Promote and model environmental sustainability practices
Success indicator: Established campaign to promote and support sustainability practices in all areas of teaching and learning. VCC to embed units on sustainability and green economy principles within selected courses and programs where feasible.
“We leave VCC well-equipped with new knowledge, new strength, new skills and new hope for the future.”

VCC graduate
THE STUDENT EXPERIENCE AT VCC

Over the next three years we will focus on the student experience at VCC. We will work with students and the Students’ Union of VCC to design and implement the many elements that will ensure we remain the college of choice for our learners. We will help ensure the learning experience is dynamic, relevant, rigorous, diverse and innovative. Our Education Plan lays out a process to provide students with improved personal and online services, such as seamless registration procedures and mobile/hybrid learning. The Plan also commits us to student services that support career and workplace entry, encourage further education, and promote healthy lifestyles in a welcoming and vibrant campus environment.

WHAT WILL DISTINGUISH THE VCC GRAD?

By 2016, VCC students will complete their programs and courses having acquired a distinctive portfolio of competencies. The unique body of knowledge and skills acquired at VCC will enable them to be fully engaged and contributing citizens in what will be an ever changing world.

Our students will demonstrate:
- Up-to-date knowledge
- Essential skills
- Intercultural competencies
- Excellent communication skills
- Entrepreneurial know-how
- Sustainability practices

WHAT ROLES WILL THE VCC COMMUNITY OF EMPLOYEES PLAY?

The Education Plan commitments will embrace all employee groups. Their involvement is critical to providing the best possible student experience. Their engagement will ensure the college community can flourish in a rapidly changing educational arena.

All VCC employees will have access to education and training in skills necessary to ensure we provide a respectful learning environment for our diverse communities of students (i.e., domestic, immigrant, international, developmental and special needs learners).

Our faculty will be offered development opportunities and will engage in technological upgrading, pedagogical/andragogical renewal, enriched communication skills, interprofessional practices and applied research. They will work with our Deans and Directors to ensure high quality programs and courses by accessing new tools, training and methods to continually refresh their chosen areas of expertise. Faculty will have a pivotal role in quality assurance initiatives and help shape VCC’s qualifications framework, accreditation and articulation standards within the post-secondary sector.

All our employees, no matter what they do or where they work in the college, will play an essential role helping VCC reach its full potential as an urban metropolitan college of higher education, access and opportunity.
VCC plays a dual educational role. We offer excellent post-secondary certificate, diploma, and degree programs. However, we also provide an extensive portfolio of programs and courses that allows students to seek basic learning advancement and upgrade their skills so that they may access jobs and post-secondary programs at VCC and other institutions.

The Education Plan will result in learners having effective and rapid pathways to jobs and higher education. Our plan will also strengthen the links between access programs at VCC and VCC’s post-secondary programs, as well as those at other partner institutions.

This Education Plan is a first for VCC. It’s the first time a broad consultative approach has been used to create a framework that will guide our educational planning over the next few years. The result: the five key commitments in this document, which set a direction for what we want to be for our students and our community.

The next phase will require us to collectively roll up our sleeves and determine how and what we need to do to get there. Together with our students, employees and community, we will start on this journey now. We’ll explore and debate bold ideas. We’ll examine ways we can effectively and efficiently implement improvements that support a new culture of educational change and renewal.

We would like to thank the many participants, both internal and external, who contributed to this collaborative process. Their dedication clearly demonstrates their belief and commitment to student access and success, and their belief in the unique role VCC plays in our community.
"IT’S NEVER TOO LATE TO CHANGE YOUR LIFE."

- VCC GRADUATE
PREPARED FOR: Education Council
ISSUE: New Qualifications for Continuing Studies Instructors Policy & Procedures

BACKGROUND:
At the June meeting, Education Council recommended approval of the “Qualifications for Faculty Members” policy and procedures. This policy fulfilled Education Council’s responsibility to advise the Board of Governors on faculty member qualifications. At the request of the Dean of Continuing Studies and the Vice President of Access and Strategic Development, Continuing Studies instructors were not covered under that policy in order to avoid confusion around “faculty” language.” This policy was developed to fill that gap.

DISCUSSION:
Policy Committee has reviewed this policy and related procedures and made a few minor changes. The wording is almost identical to that in the “Qualifications for Faculty Members” policy, except for the use of the word “faculty” (typically replaced with “Continuing Studies instructor”) and a few other examples related to the faculty collective agreement. The Principles outlined in the Policy are fundamentally the same. The policy was sent for community feedback and none was received.

MOTION:
MOVE THAT Education Council recommends the Board of Governors approve the Qualifications for Continuing Studies Instructors Policy and Procedures.

Prepared by:
Todd Rowlatt
Chair, Education Policy Committee
CONTEXT AND PURPOSE
This policy will guide Vancouver Community College (VCC; the College) in the hiring of instructors for Continuing Studies with the appropriate credentials and experience commensurate with the academic and professional standards of their programs, courses and/or services. Highly qualified instructors are critical to student success at VCC.

SCOPE AND LIMITS
This policy and related procedures applies to all Continuing Studies instructors at Vancouver Community College.

STATEMENT OF POLICY PRINCIPLES
1. The College is committed to the continuous assurance of program quality and the success of its students through graduation.
2. The credibility of the College’s programs/courses require instructors who are appropriately qualified:
   a. Instructor qualification requirements will vary in accordance with the academic and professional expectations appropriate to the College’s diverse programs, courses and/or service responsibilities.
   b. Instructors have the appropriate balance of three essential qualifications: employment experience, academic and/or professional/industry credentials, and a commitment to teaching excellence.
   c. Meets external expectations where there are accreditation, articulation, and provincial/national approval bodies.

DEFINITIONS
Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.
RELATED POLICIES & LEGISLATION
Legislation:
*College and Institute Act, Section 23(1)(i)*

Policies:
C.3.11 Qualifications for Faculty Members

RELATED PROCEDURES
Refer to Qualifications for Continuing Studies Procedures.
DEFINITIONS

Qualifications: The academic and professional expectations appropriate to individual courses include specific, desirable and/or additional qualifications as determined by the Program Coordinator in conjunction with the Dean of Continuing Studies.

Temporary Instructional Appointment: A contract issued to continuing studies instructors outlining the details of each assigned course including rate of pay, hours and dates.

PROCEDURES

1. In keeping with appropriate academic and professional standards of courses and programs, the Program Coordinator in conjunction with the Dean of Continuing Studies will recommend the qualifications for temporary instructional appointments per the related Policy Principles.

2. Each Program Coordinator will review the qualifications for temporary instructional appointments on an annual basis and make necessary recommendations to the Dean of Continuing Studies.

3. The Dean of Continuing Studies will ensure College policies, procedures, principles of administrative justice, and appropriate federal and provincial legislation are adhered to.

4. The Human Resources Department will make the current list of qualifications for temporary instructional appointments available for viewing on the College’s website.

RELATED POLICY

Refer to Qualifications for Continuing Studies Instructors Policy.
PREPARED FOR: Education Council
ISSUE: Revisions to C.2.1 International Students on Study Permits Policy & Procedures

BACKGROUND:
This policy replaces the “International Education Enrolment” policy. This policy was approved in 2013 as a presidential policy but, in consultation with the Chair of the Board, it was clarified that this is an admissions policy, not an administrative policy – approval lies with the Board (with advice from Education Council).

The policy defines who can qualify as an international student, establishes how seats are reserved for international students and acknowledges that international students might not be eligible for some programs (particularly those funded by the ITA).

DISCUSSION:
This policy came to Education Council for information at the October 2014 meeting and was then sent for community feedback. Several comments were received from College community members; the comments were discussed at the November and December Policy Committee meetings. A few additional minor changes were made to clarify the policy language.

MOTION:
MOVE THAT Education Council recommends the Board of Governors approve C.2.1 International Students of Study Permits Policy and Procedures.

Prepared by:
Todd Rowlatt
Chair, Education Policy Committee
POLICY

Policy No. C.2.1
Title International Students on Study Permits
Approving Jurisdiction Board of Governors, Education Council
Policy Sponsor Vice-President, Student Services
Last Revised/Replaces International Education Enrolment, January 29, 2004
Effective Date
Signed by

CONTEXT AND PURPOSE
This policy details the educational opportunities for international students on valid study permits by outlining the principles and procedures by which seats are made available to such students.

SCOPE AND LIMITS
This policy applies to all College programs for which international students on valid study permits are eligible. Please see D.3.6 Admissions Policy for overall admissions criteria to enter the College.

STATEMENT OF POLICY PRINCIPLES
1. VCC admits qualified applicants in a consistent, transparent and timely manner according to approved admission requirements of the College and/or program/course.
2. The College may admit international students who hold a valid study permit.

DEFINITIONS
Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.

RELATED POLICIES
A.3.1 Human Rights
C.1.1 Course/Program Grading
C.1.3 Granting of Credentials
C.2.2 Eligibility for Domestic Fees
D.3.8 Criminal Record Check Policy
D.3.10 Aboriginal Education Enrolment
D.3.5 Prior Learning Assessment and Recognition
D.3.6 Admissions
D.4.1 Students with Disabilities
D.4.2 Student Complaints about Instruction, Services and Employees
NEW Flexible Admissions

RELATED PROCEDURES
Refer to International Students on Study Permits Procedures (C.2.1).
## DEFINITIONS

**International Student**: Applicants who are not domestic students who meet the guidelines established for international students studying in Canada by *Citizen and Immigration Canada*.

## PROCEDURES

1. The College will offer seats to students on a valid study permit where such admissions do not operate to displace Canadian students, where unused capacity exists, or where the capacity can be increased using fees paid by international students.

2. Where program demand is high, additional sections/programs funded by revenue generated by international students on study permits will be added to accommodate such students. In this case, wherever possible, international students will be integrated throughout all sections so as to avoid sections populated only by international students on study permits. Where special program requirements do not permit integration, the additional section(s) will be operated as a separate, fully-funded cohort(s).

3. International students on study permits may not be eligible for certain programs offered through the Industry Training Authority or other government authorities. The College follows the guidelines imposed by the relevant authorities in considering eligibility.

## RELATED POLICY

Refer to International Students on Study Permits Policy (C.2.1).
BACKGROUND:
This policy revises the existing Affiliation Agreements policy that was last reviewed in 2008. This policy defines what is a student-focused affiliation agreement and details the development and approval process. It was been at Education Policy Committee since January of 2014 with substantial discussion leading to numerous changes to the policy and procedures. It was sent for legal review in May 2014.

DISCUSSION:
The major changes to this policy were:
- Establishing a 3-step process that will guide those initiating agreements through the exploratory, development and approval stages. Four appendices provide templates for all three stages and includes a Business Plan that details operational, legal, financial and risk considerations.
- Clear procedures around when Education Council is advising the Board on an affiliation or approving it jointly with the Board.
- Definitions of the different types of agreements and which type of agreements are exempted from this policy.
- Incorporating the provision of student services into the terms of the affiliation agreements.

Some further revision of the appendices are needed but Policy Committee believes this policy is ready for community feedback.

RECOMMENDATION:
Education Policy Committee provides Policy & Procedures C.3.10 Affiliation Agreements (student focused) to Education Council for information, and recommends it be posted for community feedback.

Prepared by:
Todd Rowlatt
Chair, Education Council
Affiliation Agreements (student focused) Policy

Context and Purpose

Vancouver Community College (VCC; the College) encourages affiliation agreements with other public, private, and international organizations when these agreements enhance educational opportunities for students and avoid unnecessary duplication of learning. Typically, these affiliation agreements involve

- the issuance of a VCC credential, a VCC course completion credit, a joint credential and/or course completion credit involving both VCC and another institution; and/or
- a credential or course completion credit offered by another institution.

This policy and related procedures establish guidelines and responsibilities for entering into affiliation agreements between VCC and other institutions and bodies where these enhance educational opportunities for students.

This policy meets the Education Council’s legislated responsibility under the College & Institute Act.

- Section 23 (1) states “An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters: ... (k) terms for affiliation with other post secondary bodies.”
- Section 25 (1) states “To be implemented, decisions concerning the following matters must have joint approval: (a) curriculum evaluation for determining whether (i) Courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs, or course credit, at the institution.”

Scope and Limits

This policy and related procedures applies to all affiliation agreements (student focused) (as defined in the Procedures) entered into by Vancouver Community College.
STATEMENT OF POLICY PRINCIPLES

1. The following principles should be considered when proposing an affiliation agreement between VCC and another institution, university or other body. Agreements:
   - Should improve student access, mobility, and enhance learner pathways
   - Should enhance student choice
   - Should provide enrichment opportunities VCC or proposed affiliate does not or will not deliver independently
   - Should have a high probability of success
   - Should provide either lateral and/or vertical educational pathways for students in pursuing their studies
   - Should incorporate an appropriate level of student services required to meet the above bullets
   - Should take the form of
     - Individual course articulations
     - Block transfer
     - Joint credential program

2. An agreement will specify terms for dates of review and renewal and the credential to be awarded, and will include mechanisms for dispute resolution, non-compliance and cancellation of an agreement.

3. An agreement will have a viable business plan associated with it, identifying all required resources and associated expenses, and sources for funding.

DEFINITIONS
Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.

RELATED POLICIES & LEGISLATION

Legislation:
College & Institute Act, (RSBC 1996), section 23(1)(k) and section 25(1)

College Policies:
C.3.5 Programs Offered Under Service Contract Policy
C.3.11 Qualifications for Faculty Members Policy
D.3.5 Prior Learning Assessment Policy
E.4.1 Non-Based Funded Activities Policy

RELATED PROCEDURES
Refer to Affiliation Agreements Procedures C.3.10.
DEFINITIONS

Affiliation Agreement: An arrangement with another institution or body that involves the awarding of a credential. These may take the form of:

Articulation: Agreements that provide for inter-institutional transfer of credit for courses or programs. These formal agreements set out the terms under which credits or credentials awarded by one institution will be given transfer status by the other institution. Normally the submission requirements will resemble those within the BC Council of Admissions and Transfer (BCCAT) guide.

Block Transfer: The process whereby a block of credits is granted to students who have successfully completed a certificate, diploma or cluster of courses that is recognized as having an academic wholeness or integrity, and that can be related meaningfully to a credential at another institution. For example:

- **The 2 + 2 model** is a model wherein the receiving institution grants two full years of credit towards a degree program, with no additional requirements.

- **The 2 + 2 provided that ... model** is a model wherein the receiving institution accepts a two year diploma for entry into a degree program, provided that the diploma contains specified courses, or that specified standards or additional prerequisites have been met.

- **The bridging model** is a model wherein the receiving institution grants two years of credit for a diploma towards a degree program but judges a students’ background to be deficient in some areas and requires them to take one or more bridging courses over one semester prior to entering semester 5 of the degree program.
• **The course to course within the block model** is a model wherein the receiving institution assesses all courses for equivalencies and grants unassigned or elective credit to those courses for which there are no direct equivalents.

Consortium Model: An agreement in which several institutions collaborate on the development of a generic curriculum but independently offer parts of or the entire program at their institution

Joint Credential: The process whereby two or more independent institutions offer designated portions of a jointly developed/agreed to curriculum that result in a credential where both institutions are cited as the credential granter.

Agreements not subject to this policy include:

- Agreements arranged through the BC Council on Admissions and Transfer (BCCAT);
- Agreements with other institutions for the sole purposes of providing practica, clinical placements, work experience, and/or co-operative education;
- Agreements that do not involve the delivery of education and/or training; and
- Agreements related to Contract Training.

Briefing Note: A two to three page written document which uses fixed headings to convey to the reader salient points related to the potential development of a Letter of Intent (See Appendix A).

Business Plan: A formal document outlining related and important implementation and business components associated with a Briefing Note, a Letter of Intent and culminating in a comprehensive document that forms part of an Affiliation Agreement (See Appendix D(1-3)).

Contract Training: The customization of programs or courses to meet the specific needs of an organization (e.g. satisfy mandatory accreditation requirements, keep competencies current, upgrade skills).

Letter of Intent: A document outlining the general intent of an organization involved in a prospective undertaking with another organization. It provides an indication of intent to act and allows the originator of a Letter and its potential partner to move forward in their negotiations. The terms of a Letter of Intent are not normally binding and this should be explicitly stated in a Letter to avoid misunderstanding. The terms ‘Letter of Intent’ and ‘Memorandum of Understanding’ are often used to describe documents with the same purpose (See Appendix B).

**PROCEDURES**

<table>
<thead>
<tr>
<th>Step</th>
<th>Document Combination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Briefing Note (Appendix A) + Business Plan (Appendix D-1)</td>
</tr>
<tr>
<td>Step 2</td>
<td>Letter of Intent (Appendix B) + Business Plan (Appendix D-2)</td>
</tr>
<tr>
<td>Step 3</td>
<td>Affiliation Agreement (Appendix C) + Business Plan (Appendix D-3)</td>
</tr>
</tbody>
</table>

Affiliation Agreements (student focused) Procedures

Page 2 of 4
1. A Briefing Note, along with associated components of a Business Plan, is initiated by a department, school, Dean/Director or Vice President. The originator is responsible for seeking approval of the appropriate person/body prior to proceeding with exploratory discussions with a potential partner. See Appendix A and Appendix D(1).

2. If exploratory discussions result in a decision to begin negotiations with a potential partner, a Letter of Intent is developed, along with associated components of a Business Plan. The Letter of Intent and related Business Plan must be submitted to the appropriate person/body for review and approval prior to proceeding with negotiations that may result in an Affiliation Agreement. See Appendix B and Appendix D(2).

3. If a decision is made to proceed with an Affiliation Agreement, the Dean, Director or Vice President is responsible to ensure that:
   a. An Affiliation Agreement is developed, along with the related comprehensive Business Plan. See Appendix C and Appendix D(3).
   b. Relevant components of a proposed Affiliation Agreement are reviewed with relevant faculty, staff, student service areas, Human Resources and Finance to ensure the Agreement addresses essential issues.
   c. The prospective partner is in agreement with both the Affiliation Agreement and related comprehensive Business Plan.
   d. Presentation of the proposed Affiliation Agreement and related Business Plan is made to the Education Council. Education Council will either make a recommendation to the Board of Governors or will approve it jointly with the Board, depending on the College and Institute Act:
      • Under Section 24 (2) ---has the power and duty to do all of the following
        a) set policies concerning examinations and evaluation of student performance;
        b) set policies concerning student withdrawal from courses, programs, and the institution;
        c) set criteria for academic standing, academic standards and the grading system;
        d) set criteria for awards recognizing academic excellence;
        e) set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals;
        f) set curriculum content for courses leading to certificates, diplomas or degrees.
      • Under Section 23(1) must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters when these matters form part of an affiliation agreement
        b) proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of hours for courses or programs;
        d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees.
e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;

h) setting of the academic schedule

i) policies on faculty qualifications

j) adjudication procedure for appealable matters of student discipline;

l) consultation with community and program advisory groups concerning the institution’s educational programs;

m) qualifications for admission policies;

n) criteria for awarding certificates, diplomas and degrees

• Under Section 25(1) To be implemented, decisions concerning the following matters must have joint approval
  a) A curriculum evaluation for determining whether
     i. courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs, or course credit, at the institution.

e. Development of an Implementation Plan that ensures:
   • Internal requirements related to the Office of the Registrar, Institutional Research and Finance are met in advance of implementation.
   • Collective Agreement requirements are met.
   • Human Resource requirements are met.
   • Learning Resource requirements, including an appropriate level of student services, are met.
   • Marketing and student information requirements are met.

f. Review of the success and compliance of an Affiliation Agreement on a regular basis and a formal report associated with such a review forwarded to the appropriate person/body for their information.

g. The Affiliation Agreement is signed by the Chair of the Board, or other person authorized by the Board, and by one other office authorized by the Board. One set of the signed original agreement will be housed in the Vice President Academic office with a copy in the Registrar’s Office and Education Council office.
Date

Background:
This section outlines the relevant background related to a potential educational opportunity with another public, private, and/or international organization.

Discussion:
This section discusses the principles most relevant to a potential affiliation agreement (See Statement of Policy Principles). Relevant program and/or service implications that may need to be addressed are highlighted.

Next Steps:
This section identifies who will take the lead, relevant stakeholders who need to be consulted and proposed timelines. Relevant stakeholders will include, but not necessarily be limited to, the appropriate program personnel, student services and the Registrar’s office.

Attachments:
List these with numbers and/or letters

Prepared by

Reviewed by (with comments indicating approval to proceed or rationale for not proceeding)
APPENDIX B

LETTER OF INTENT

A Letter of Intent is a document that outlines the general intent of an organization involved in a prospective undertaking with another organization. It provides an indication of intent to act and allows the originator of a Letter of Intent and its potential partner to move forward in their negotiations. The terms of a Letter of Intent are not normally binding and this should be explicitly stated in a Letter to avoid misunderstanding.

Addendum 1 (Obtain examples of Letters of Intent)
APPENDIX C

AFFILIATION AGREEMENT

An Affiliation Agreement is a formal and legal arrangement between two or more parties. An Affiliation Agreement will normally be comprised of a legally binding exchange of promises between the two parties.

A generic template for an Affiliation Agreement is unlikely to be satisfactory for any particular business arrangement. However, the following elements represent the basic requirements of such an agreement.

Title: Affiliation Agreement between Vancouver Community College (VCC) and (Partner Name)

Parties to the Agreement: include full name and address

Introduction and purpose: provide full legal description of the parties, background and purpose of the agreement

Part 1: Specific Objectives of the Agreement
   • Include any conditions that must be met prior to the agreement taking effect. Such conditions might include Board and Education Council approvals, affiliate approval, third party approvals, delivery of funding or funding commitments, or hiring of required faculty or staff.

Part 2: Operational Conditions (such as)
   • Program location and co-ordination requirements
   • Appropriate level of student services
   • Which institution receives FTE credit and tuition revenue
   • Privacy and confidentiality
   • Retention of records
   • Security for tuition fees
   • Ownership and use of intellectual property
   • Representation and warranties (status of affiliate, quality of curriculum and faculty, etc.)
   • Student Union impact

Part 3: Course, credential and credit requirements
   • Credential
   • Transcripts
   • Graduation
   • Alumni status

Part 4: Quality Assurance and Evaluation
   • Principles of progression and transfer
   • Student complaint and/or appeal procedures
   • Student advising
   • Curriculum oversight
• External accreditation
• Program evaluation and revision
• Joint planning, mentoring and professional development activities
• Establishment of joint committees

Part 5: Academic schedule

Part 6: Agreement Timeframes
• Agreement start date
• Agreement period
• Notice to renew, modify, terminate
• Early termination
• Process for changes within the term of an agreement

Part 7: Process to be used in the event of disagreement or default

Part 8: Business Plan (see Appendix D1, D2 and D3)

Part 9: Insurance and liability

Part 10: Names and contact information for key contact person(s) within each institution

Part 11: Dates Proposal will be review by Education Council who in turn will make a recommendation regarding approval to the Board of Governors

Signatures of Approval and dates

_________________________________________  ______________________________
President or delegate                      Date

_________________________________________  ______________________________
Partner                                     Date
BUSINESS PLAN (BRIEFING NOTE)

Potential Partner

- Legal description, address
- Name of contact/authority to negotiate
- Academic reputation of potential partner including but not necessarily limited to a record of success and well-developed education policies and procedures to ensure effective and positive learning experience for students, as well as quality assurance processes to ensure academic quality and success of its educational offerings
- The potential affiliation partner must provide a general statement of the nature of its organization including history, vision and mission statements, and where available a strategic and education plan for the achievement of its purposes and vision/mission.
- Proposed financial terms including required resources and associated expenses, and proposed funding sources, including proposed tuition revenue.
- Proposed location rental, staffing and utility costs, and proposed costing model.
Potential Affiliation Partner
- Bring forward Appendix D (1)
- Add: The potential partner must demonstrate that it has an organizational structure capable of appropriate educational authority and with qualified staff appropriate for the accomplishment of its educational purpose. Evidence supportive of this shall include an administrative chart of the institution and any educational authority in place. A statement of the institution’s relationship with other institutions should be included if appropriate (e.g. government, university, out of province institutions and/or regulatory bodies). Finally, the potential affiliation partner must submit any documentation related to any other external review and/or accreditation process that it has undergone.

Purpose
- Fit with VCC mandate and goals
- Opportunities for VCC students

Market
- Market potential for students; demographics and market trends
- Assessment of competition

Program
- Description including credential type, length and program delivery model

Consultations
- Identify VCC departments contacted and results of discussions
- Begin discussions with all identified internal parties requiring consultation and sign-off (see Appendix D3). Note outcomes and next steps (if any) as a result of these discussions.

Financial
- Outline initial discussions regarding financial, facility and staff impact. Note outcomes and next steps (if any) as a result of these discussions.

Implementation
- Critical decision dates

Risk Assessment
- Political pros and cons
- Public relations pros and cons
- Student impact pros and cons
- Other
BUSINESS PLAN (AFFILIATION AGREEMENT)

Affiliation Partner
- Bring forward from Appendix D (1)
- Add relevant partner financial information

Purpose
- Bring forward from Appendix D (1) and D (2)
- Add: Opportunities for VCC faculty, staff and administration where appropriate

Program
- Finalized program including delivery model (include detailed curriculum in an appendix)
- Services to be provided by VCC and partner including co-ordination
- Delivery locations
- Criteria for student admission (Include in an appendix)
- Qualifications of instructional staff
  - The partner institution must have and be able to maintain qualified faculty and staff consistent with the academic goals and objectives of the program.
- Course and program completion and graduation requirements
- Registrar’s Office responsibilities including but not limited to admissions, registration, billing, program codes
- Quality control processes
  - The partner institution must demonstrate a commitment to internal and external assessment and validation of its programs and services and to continuous improvement, as well as to accountability to its students, investors and/or funding agencies.
- Impact on student services. This will include but is not necessarily limited to counselling and the provision of disability resources.

Legal and Ethical Considerations
- Relevant federal and/or provincial legislation
- Relevant College policies
- Compliance with Collective Agreement(s)
- Impact on business practices
- Impact on facility and educational technology
- Generally acceptable academic standards including academic freedom
- Educational structure
  - The partner institution must demonstrate that it has an organizational structure capable of appropriate educational authority and with qualified administrative staff appropriate for the accomplishment of its educational purpose.
- Impact on student unions

Marketing and Promotion
- Bring forward Appendix D (2)
- Responsibilities of VCC and partner
• Cross license agreement with affiliate for limited, non-exclusive use of trade-marks and trade names

**Consultations**
- Internal (attach consultation sheets)
- PAC(s)

**Financial**
- Contingent liabilities
- Facilities and Resource Centers
  - Libraries, laboratories, resource centers, studios and support services are adequately supplied and appropriately staffed to support the affiliation agreement. Students must have adequate access, including electronic means, to the material required for study and research.
  - The partner institution must have appropriate classrooms, computing faculties, laboratories and their furnishings to support the affiliation agreement

**Risk Assessment and Mitigation**
- Bring forward from Appendix D (2)
Addendum – Sign off page
The purpose of this section is to ensure required consultation have taken place and document the necessary sign off.

<table>
<thead>
<tr>
<th>Internal Consultation:</th>
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<tbody>
<tr>
<td><strong>1. Faculty/School:</strong></td>
</tr>
<tr>
<td>a. Department</td>
</tr>
<tr>
<td>b. Broader school as needed</td>
</tr>
<tr>
<td>c. School curriculum committee (if applicable)</td>
</tr>
<tr>
<td><strong>2. Financial and Operating:</strong></td>
</tr>
<tr>
<td><strong>Finance</strong></td>
</tr>
<tr>
<td><em>Contact the Director of Financial Services</em></td>
</tr>
<tr>
<td>Financial Services must conduct a financial review and costing of all programs to determine financial sustainability and tuition rates. Before a program goes to the full Board for approval, a financial decision on the program must be made by the Finance and Audit Committee of the Board.</td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
</tr>
<tr>
<td><em>Contact the Director of Facilities</em></td>
</tr>
<tr>
<td>Discuss the availability of general classrooms, designated space/labs, equipment, etc.</td>
</tr>
<tr>
<td>• Which campus is program to be offered at?</td>
</tr>
<tr>
<td>• Is additional office space required for instructors?</td>
</tr>
<tr>
<td>• What are the requirements for storage of course related materials?</td>
</tr>
<tr>
<td>• Do you require special classroom furnishing or other accommodations for disabled or special needs students?</td>
</tr>
<tr>
<td>• Will be course run during off hours? (i.e. weekends? evenings?)</td>
</tr>
<tr>
<td>• Is there an anticipated impact on energy use?</td>
</tr>
<tr>
<td>• Is any specialized equipment required (e.g. electrical/ventilation requirements)?</td>
</tr>
<tr>
<td>• Will the program generate special / hazardous waste?</td>
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<tr>
<td>• Will there be any impact on Receiving (e.g. early morning deliveries, couriers between campuses)</td>
</tr>
<tr>
<td>• Does the program include any special events?</td>
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<tr>
<td><strong>Information Technology (IT)</strong></td>
</tr>
<tr>
<td><em>Contact the Director of Information Technology.</em></td>
</tr>
<tr>
<td>IT will help you determine the technology that best meets teaching and learning requirements.</td>
</tr>
<tr>
<td><strong>Institutional Research (IR)</strong></td>
</tr>
<tr>
<td><em>Contact the Director of Institutional Research</em></td>
</tr>
<tr>
<td>Institutional Research can provide you with labour market information that will help ensure your program’s success. Discuss any changes in FTE counts, schedule, and graduate outcomes. What is the market viability of your program?</td>
</tr>
<tr>
<td><strong>Safety and Security</strong></td>
</tr>
<tr>
<td><em>Contact the Director of Safety and Security and the Health and Safety Coordinator</em></td>
</tr>
<tr>
<td>1. Will any chemicals/materials be used that require approval?</td>
</tr>
</tbody>
</table>
2. Will any equipment be used that will necessitate specialized safety training for faculty, staff and/or students?
3. Will special access or additional staffing be required?

3. Educational and Student Services:

<table>
<thead>
<tr>
<th><strong>Aboriginal Education and Community Engagement (AECE)</strong></th>
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</thead>
<tbody>
<tr>
<td><em>Contact the Director of Aboriginal Education and Community Engagement</em></td>
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</tr>
<tr>
<td>Any curriculum development regarding Aboriginal People, Aboriginal content, Aboriginal Learners, First Nations communities and/or First Nations Organizations must be done in consultation with the AECE department.</td>
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<table>
<thead>
<tr>
<th><strong>Assessment Centre</strong></th>
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<tbody>
<tr>
<td><em>Contact the Assessment Supervisor</em></td>
<td></td>
</tr>
<tr>
<td>The Assessment Centre undertakes various assessments for many programs and can help to determine which assessments would be appropriate for entry into your program.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Counselling &amp; Disability Services (CDS)</strong></th>
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</thead>
<tbody>
<tr>
<td><em>Contact the Department Head of Counselling and Disability Services</em></td>
<td></td>
</tr>
<tr>
<td>CDS can offer input about program pre-requisites and other program information based on experience with career counselling and decision making with prospective students (ie. immigrants, Foreign Trained Professionals, people with disabilities, etc.). CDS can also assist with determining the level of counselling support required for student success.</td>
<td></td>
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<tr>
<th><strong>Library</strong></th>
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<tbody>
<tr>
<td><em>Contact the Department Head of Library Public Services</em></td>
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</tr>
<tr>
<td>The Library will determine if available resources are currently available in the Library to support the topics covered, and, if not, will provide an estimate of the cost of acquiring new print and/or electronic resources. The Library can also provide support on any copyright issues.</td>
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<thead>
<tr>
<th><strong>Learning Centre</strong></th>
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<tbody>
<tr>
<td><em>Contact the Coordinator of the Learning Centre</em></td>
<td></td>
</tr>
<tr>
<td>• What kind of support will your students need from the Learning Centre tutors?</td>
<td></td>
</tr>
<tr>
<td>• What textbooks or computer software are used in your program/courses?</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th><strong>Registrar’s Office / Advising / Recruitment</strong></th>
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</thead>
<tbody>
<tr>
<td><em>Contact the Registrar</em></td>
<td></td>
</tr>
<tr>
<td>The Registrar’s Office oversees all student records, course numbering and reviews student applications for specific programs. They will assist you in the development of program entrance requirements and creation of courses. Consult with the Advising Department to determine how students will be informed about your program.</td>
<td></td>
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</table>

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<thead>
<tr>
<th><strong>Financial Aid</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td><em>Contact the Financial Aid Supervisor</em></td>
<td></td>
</tr>
<tr>
<td>British Columbia’s Ministry of Advanced Education approval is required for any program offering financial aid to any student. Students must meet specific requirements to be eligible for financial aid. Familiarize yourself with the</td>
<td></td>
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</tbody>
</table>
eligibility requirements to ensure student access to financial assistance for your program.

**VCC International**  
*Contact the Manager, International Projects and Recruitment*

Students are expected to meet English Language proficiency requirements according to program admission requirements. Courses which provide additional or integrated language support provide greater accessibility for international students or immigrants.

A program must be at least 6 months in length for international students to be eligible to apply for a Study Permit and 8 months for a post graduate work permit. If there is a required practicum or work experience included in this program, students may require a work permit. Tuition fees for international students are different between base and cost recovery programs.

**Centre for Instructional Development**  
*Contact an Instructional Associate*  
The CID provides support throughout the curriculum development and approval process. Instructional Associates offer assistance in curriculum and instructional design for face-to-face, blended, and online delivery using VCC procedures, templates, and resources.

**Communications and Marketing**  
*Contact the Director of Communications*  
The Marketing team can assist you with student recruitment and program marketing based on target students and proposed roll-out dates.

**Student Services**  
*Contact the Director of Student Services*  
Consideration should be given to the level and nature of student services required for new courses or programs, as well as to agreements with external student service partners.