<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>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>1 min</td>
<td>Todd Rowlett</td>
<td></td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlett</td>
<td>April 14, 2015 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 Rowlett</td>
<td>March 10, 2015 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>
<td></td>
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<tr>
<td>a)</td>
<td>2015-16 Enrolment Plan</td>
<td>20 min</td>
<td>Judith McGillivray</td>
<td>Document</td>
<td>Advice</td>
<td>10-20</td>
</tr>
<tr>
<td>b)</td>
<td>Update on Strategic Enrolment Management</td>
<td>10 min</td>
<td>Peter Nunoda</td>
<td>Verbal Report</td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Strategic Plan</td>
<td>10 min</td>
<td>Peter Nunoda</td>
<td>Document</td>
<td>Information</td>
<td>21</td>
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<tr>
<td>d)</td>
<td>Revision to Bylaws</td>
<td>5 min</td>
<td>Todd Rowlett</td>
<td>Document</td>
<td>Approval</td>
<td>22-36</td>
</tr>
<tr>
<td>e)</td>
<td>Update TESOL Program</td>
<td>10 min</td>
<td>Dennis Innis</td>
<td>Information Note</td>
<td>Information</td>
<td>37</td>
</tr>
<tr>
<td>f)</td>
<td>2015/16 Curriculum Development Fund Allocation</td>
<td>10 min</td>
<td>Judith McGillivray</td>
<td>Document</td>
<td>Information</td>
<td>38-40</td>
</tr>
<tr>
<td>g)</td>
<td>MOUs School Boards</td>
<td>10 min</td>
<td>Judith McGillivray</td>
<td>Information Note</td>
<td>Information</td>
<td>41-56</td>
</tr>
<tr>
<td>h)</td>
<td>EDCO representative to Academic Schedule Committee</td>
<td>5 min</td>
<td>Judith McGillivray</td>
<td>Verbal Report</td>
<td>Information</td>
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</tr>
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<td>6.</td>
<td>Committee Reports</td>
<td></td>
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<tr>
<td>a)</td>
<td>Education Policy Standing Committee</td>
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<tr>
<td>i)</td>
<td>Admissions</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Decision Note, Policy, Procedures</td>
<td>Approval</td>
<td>57-63</td>
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<td>ii)</td>
<td>Admissions Appeal</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Policy</td>
<td>Approval</td>
<td>64-67</td>
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<td>iii)</td>
<td>Flexible Admissions</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Decision Note, Policy, Procedures</td>
<td>Approval</td>
<td>68-72</td>
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<tr>
<td>iv)</td>
<td>Timetable</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Information Note, Policy, Procedures</td>
<td>Information</td>
<td>73-81</td>
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<td>b)</td>
<td>Curriculum Standing Committee</td>
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<td>i)</td>
<td>Engineering Certificate</td>
<td>5 min</td>
<td>Andy Sellwood</td>
<td>Decision Note, Curriculum Documents</td>
<td>Approval</td>
<td>82-136</td>
</tr>
</tbody>
</table>
### VCC Education Council Agenda - Draft

**Item** | **Topic** | **Time** | **Speaker** | **Pre-reading materials** | **Action** | **Pages**  
--- | --- | --- | --- | --- | --- | ---  
7. | ii) Math 1020 | 5 min | David Wells | Decision Note, Curriculum Documents | Approval | 137-145  
| iii) ABE Provincial English | 5 min | Elle ting | Verbal Report | Information |  
| iv) Terms of Reference | 5 min | David Branter | Document | Information | 146-147  
| v) Appeals Oversight Committee Formation | 5 min | Brian Beacham | Verbal Report | Discussion |  
| vi) Program Review and Renewal Ad Hoc Committee | 5 min | Todd Rowlatt | Verbal Report | Information |  
| vii) Curriculum Development and Approval Process Ad Hoc Committee | 5 min | Todd Rowlatt | Verbal Report | Information |  
7. | Chair Report | 5 min | Todd Rowlatt | Verbal Report | Information |  
8. | Student Representative Report | 2 min | Damien Otis | Verbal Report | Information |  
9. | Pending Items |  |  |  |  |  
| a) Education Technology Update | 5 min | Susie Findlay | Verbal Report | Information |  
| b) Education Plan | 5 min | Judith McGillivray | Verbal Report | Information |  
| c) Aboriginal Culinary Arts Suspension Update | 5 min | Dennis Innes | Verbal Report | Information |  
| d) Adult Education Diploma Suspension Update | 5 min | Susie Findlay | Verbal Report | Information |  
| e) C.3.10 Affiliation Agreements | 5 min | Mike Tunnah | Information Note, Policy, Procedures | Approval |  
10. | Next meeting: | | | | |  
| May 12, 2015, 3:30-5:30, Room 5025 BWY-A | | | | |  
11. | Adjournment | 1 min | Todd Rowlatt | | |
Vancouver Community College  
EDUCATION COUNCIL  
MEETING MINUTES - DRAFT  
March 10, 2015, 3:30-5:30 pm, Room 5025 BWY-A

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:33 p.m.</td>
</tr>
<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by Jan Weiten and seconded THAT the agenda be adopted.</td>
</tr>
<tr>
<td></td>
<td>Changes:</td>
<td>• Add 6.b.v Automotive Service Technician Program, verbal report by David Branter</td>
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<td></td>
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<td>• Add Decision Note before MDRT curriculum documents</td>
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<td></td>
<td>All in favour of revised agenda. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Approve Past Minutes</td>
<td><strong>Motion:</strong> Moved by David Branter and seconded THAT the minutes of February 10, 2015 be adopted.</td>
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<td></td>
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<td>Todd Rowlatt explained that a revised copy of the minutes was emailed to the committee after a few minor changes were added and typos corrected.</td>
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<td></td>
<td>Changes:</td>
<td>• On page 6 of the package, under the third bullet, the word “National” should be changed to “Nursing”</td>
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<td>All in favour of amended minutes of February 10, 2015. <strong>Motion carried.</strong></td>
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<tr>
<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td>Todd Rowlatt reported that he had received two correspondences.</td>
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<td>• Deanne Bates requested clarification on Tene Barber’s presentation on Continuing Studies at the February meeting around the statement that CS is currently at 60% capacity. Tene Barber responded that current capacity is 62% of the actual maximum capacity of seats outlined at the annual CS Enrolment Plan. She added that there is a 3% decrease in capacity from 2013-2014 and that the year-to-date figures are not in yet, but presently CS has achieved 75% of planned revenue target with February, March and contract revenue not yet included.</td>
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<td>• Sarah Burwood, Acting Department Head of TESOL, reported that her department have been informed by the President and Dean that the department will be closed in June</td>
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<td>Item</td>
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<td>Discussion</td>
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<td>2015 with a teach-out of students planned until December 2015. She does not feel that appropriate due process has been followed and that the closure has not been taken to the Board of Governors and Education Council. This will be added to the April agenda for discussion and the TESOL instructors will be invited to present.</td>
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<tr>
<td>5. Business Arising</td>
<td>a) Update on Strategic Enrolment Management</td>
<td>Peter Nunoda reported that the last steering committee meeting had to be postponed and that he would have an update at the April EDCO meeting.</td>
</tr>
</tbody>
</table>
| b) Core Review | Peter Nunoda reported that this initiative has been shelved by the government. The Skills for Jobs Blueprint around skills development is placing some priority in programing and he believes that we need to define who we are and what we do to differentiate our institution from others in the lower mainland. Peter Nunoda reported that the leadership team is reviewing the strategic plan and have identified five strategic pillars as a starting point to help guide the College community’s discussion:  
  - Educational Quality  
  - Operational Excellence  
  - Financial Stability and Sustainability  
  - Reputation Management  
  - Business Development  
  Jan Weiten asked how will this plan be rolled out and Peter responded that he would start out with Town Hall meetings and D2. Todd Rowlatt asked what the timeline is. Peter answered that it would be rolling out in the Fall, possibly on VCC Day. |
<p>| c) Update on ABE | David Wells recapped the announcement from December 4th that ABE levels were set at $1600 for a full-time student. All institutions are planning to charge the maximum rate of tuition, but will still be offered free of charge by the school boards to adults working towards their Adult Dogwood. The Adult Upgrading Grant is available but there is an earning cap that students must not exceed to qualify. Peter Nunoda added that the 156 weeks of funding from the government is not definite, but that VCC has an opportunity to make an argument to change the ABE funding model. |</p>
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<td></td>
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<td>Jan Weiten asked if any student making over $40,000 will not be qualified to receive funding. David Wells answered that students above the $35,000 living wage threshold will be able to pay for tuition. Jan then asked David if he knows for sure that all institutions are going to be charging for tuition. David answered that the Ministry has told institutions when they inquired that they are strongly encouraged to charge the maximum tuition. Jan Wieten then stated that there has been talk about accepting a student’s grade 12 or a diploma from another country and considering them graduated adults after 12 years and asked David to confirm that this is what the Ministry is considering a graduated adult. David Wells said that he does not know the answer, but would not be surprised if it is accurate.</td>
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<td>d)</td>
<td>Revisions to Bylaws: Attendance</td>
<td>Todd Rowlatt presented a notice of motion on a proposed change to the Bylaws regarding attendance. After reviewing the Bylaws of other Education Councils in BC, three options were presented. Some members expressed a preference for option 1 was preferred by Council. It will be voted on at the April meeting.</td>
</tr>
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<td>e)</td>
<td>Update from VP Academic</td>
<td>A report from Judith McGillivray was included in the agenda package. Peter Nunoda added that the search is underway to hire a new VP Academic and that this person once hired would have influence on the shape of the Academic Plan. He explained that the VP Academic would oversee Academic, Student Services and Applied Research. Jan Weiten commented on the wording in the Education Plan. On page 10, Strategy 4 of the plan, she suggested more appropriate language be added. Todd Rowlatt asked for more information on the Centre of Excellence in Immigrant Integration. Peter Nunoda explained that in the beginning stages this centered on immigration, but now is steering towards career pathways, skills for jobs and employment immigration.</td>
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<tr>
<td>6.</td>
<td>Committee Reports</td>
<td>No Report</td>
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<td></td>
<td>a) Education Policy Standing Committee</td>
<td>Todd Rowlatt gave a brief summary of some of the events of the last week. He explained that there was some confusion over what needs to come to Education Council for new programs.</td>
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<td>Item</td>
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<td>There was some discussion about the Business Case and if it was necessary in the document that comes to Education Council. Peter Nunoda commented that a Business Case is necessary when a program is based funded and there is a question of prioritization of funding but not for non-based funded programs as they pay for themselves. The Ad Hoc Committee on Curriculum Development and Approval will meet the following week to discuss.</td>
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<td><strong>Motion:</strong> Moved by David Branter and seconded THAT the Education Council recommend the new Auto Collision Repair and Refinishing program proposal to the Board of Governors.</td>
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<td></td>
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<td>David Cross and Brett Griffiths presented the proposal to the Education Council. This program is modeled very closely to the successful Auto Service Technician program and includes courses to improve apprenticeship and communications skills.</td>
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<td>Jan Weiten asked if they are planning on having ESL faculty teaching the communications skills courses. David Cross answered that they are having discussions around that currently.</td>
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<td>Peter Nunoda asked if the PCG should have the designated “Apprenticeship 1”. David Cross answered that this was discussed and it was decided that it would not be added because it is not an ITA program. David Branter said that the decision note would be corrected.</td>
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<td>There was discussion around the word “International” and why it was not used in this program as it is available to any student.</td>
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<td><strong>Amendments:</strong></td>
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<td>• On Decision Note: remove “International” from title and reference to “Apprenticeship 1”</td>
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<td>• On Proposal, page 2, under #7, change “2 years” to “5 years”.</td>
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<td>• On PCG, page 4, under Admission Requirements, change first bullet to read: IELTS 5.0 (no band less than 4.5) or TOEFL 60.</td>
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<td></td>
<td>All in favour of amended motion. <strong>Motion carried.</strong></td>
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<tr>
<td>i)</td>
<td>Auto Collision Repair and Refinishing</td>
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<td>ii)</td>
<td>Medical Device Reprocessing Technician</td>
<td><strong>Motion:</strong> Moved by David Branter and seconded THAT the Education Council recommend the revised Medical Device Reprocessing program proposal to the Board of Governors.</td>
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<tr>
<td>Item</td>
<td>Topic</td>
<td>Discussion</td>
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<td>Claire Sauve gave a brief summary of this revised program. She reported that there has been substantial changes to the course length for both clinical and theory, learning outcomes and program goals. Todd Rowlatt commended Claire Sauve &amp; Tene Barber on the excellent and thorough work that they have done on this proposal. All in favour. <strong>Motion carried.</strong></td>
</tr>
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<td>iii)</td>
<td>Access to Practical Nursing and Practical Nursing New Course Proposal</td>
<td><strong>Motion:</strong> Moved by David Branter and seconded THAT the Education Council approves three new non-credit courses for Access to Practical Nursing and Practical Nursing. Jo-Ellen Zakoor presented this proposal for three new non-credit courses that will allow students to re-insert into the Access to Practical Nursing or Practical Nursing program after failure or withdrawal. These courses are designed to assess the students skill set and allow the departments to make decisions around whether the student has maintained their competency. All in favour. <strong>Motion carried.</strong></td>
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<tr>
<td>iv)</td>
<td>Access to Practical Nursing and Practical Nursing</td>
<td>David Branter provided a verbal report on the minor changes made to Access to Practical Nursing and Practical Nursing. The minor changes to the course outcome language put it in line with the standards of College of Licensed Practical Nurses of BC. David Branter also said that the Curriculum Committee resolutions from January February and March will be part of a summary and will be presented to Education Council in April.</td>
</tr>
<tr>
<td>v)</td>
<td>Automotive Service Technician Program</td>
<td>David Branter provided a verbal report on the minor changes made to Automotive Service Technician Program. This program has been restructured into 4 terms to lessen the financial burden on students and a re-alignment of courses.</td>
</tr>
</tbody>
</table>
| c)   | Appeals Standing Committee | Brian Beacham presented the Terms of Reference for the Appeals Committee. This committee consists of trained members who oversee the appeal process. The number of members has been reduced to make the committee more manageable. Changes:  
  - Under Duties item 3 change “Ensuring” to “Ensure” |
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<th>Item</th>
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<th>Discussion</th>
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</table>
|      |       | • Under Membership, item 5, change “Vice President of Education & Student Services” to “Vice President Academic”  
• Change name to Appeals Oversight Committee |
| d)   | Program Review and Renewal Ad Hoc Committee | Todd Rowlatt provided a verbal report and said that there have been a couple of meetings and some interesting documents coming out of Institutional Research but that there was not anything yet to bring to Education Council. All in favour. **Motion carried.** |
| e)   | Curriculum Development and Approval Process Ad Hoc Committee | Todd Rowlatt reported that there is a draft policy with the Policy Committee now and it will make its way through Governance in the next few months. |
| f)   | Educational Priorities Ad Hoc Committee | Todd Rowlatt reported that the first meeting for this committee is planned for next week. |
| 7.   | Chair Report | Todd Rowlatt reported that the Board of Governors has approved three policies at its February meeting:  
• Academic Schedule  
• International Student on Student Permit  
• Qualifications for CS Instructors |
| 8.   | Student Representatives Report | No report |
| 9.   | Pending | No report |
| 10.  | Next meeting | April 14, 2015, 3:30-5:30 pm, Room 5025 BWY A |
| 11.  | Adjournment | The meeting adjourned at 5:05 p.m. |

**ATTENDEES:**

- Todd Rowlatt  
- David Branter  
- Debbie Sargent  
- Jo-Ellen Zakoor  
- Taryn Thomson  
- David Wells  
- Jan Weiten  
- Jason Devisser  
- Peter Nunoda  
- Brian Beacham  
- Jan Theny  
- Debbie Sargent  
- David Wells  
- Jan Weiten  
- Brian Beacham  
- Jan Theny

**REGRETS:**

- Nona Coles  
- Damien Otis  
- Mike Tunnah  
- Deanne Bates  
- Judith McGillivray  
- Jan Weiten  
- Brian Beacham  
- Jan Theny  
- Brian Beacham  
- Jan Theny

**GUESTS:**

- David Cross  
- Brett Griffiths  
- Claire Sauve  
- Tina Chow  
- Brett Griffiths  
- Claire Sauve  
- Tina Chow  
- Brett Griffiths  
- Claire Sauve  
- Tina Chow
RECORDING SECRETARY: Beth Boyd

Todd Rowlatt, Chair
VCC Education Council
INFORMATION NOTE
Draft Enrolment Plan 2015-16
April 7th 2015

PREPARED FOR: Education Council

The following document provides members of Education Council with the projected FTE figures for 2015-16. The FTE tables have been formatted to allow members to compare projected figures to the previous 3 year Actual FTE by School. In addition, FTE projections by Funder (Ministry of Advanced Education, International and Industry Training Authority) and Enrolment Plan by School by Program are included.

The Draft Enrolment Plan was received in the Vice President Academic’s Office on March 17, 2015 and distributed to the Deans. I have been in contact with Institutional Research regarding queries after an initial review of the Draft Plan. The following is a summary of responses received March 24th, 2015

- Continuing Studies Projected is based on actual production numbers from December 2013 to November 2014 when the Enrolment report was started.
- Trades have an actual decrease of 46.95 FTE from the previous year.
- The School of Access has a decrease of 312.46 FTE from the previous year.
- The School of Health is showing a decrease of 29 FTE but this may be a timing issue in relation to when some of the activity occurs. More detailed analysis would be needed.
- The Hospitality Degree had 9.9 FTE cancelled March 23 2015 so is not captured in the Plan.
- PIDP current actual FTEs in 2014/15 is 277.2 and 2.2 International against a budgeted 296.42 FTE. Their projection enrollment for next year is 294.04 FTE.
- TESOL – information is not available
- Jewellery +6.44 FTE
- Drafting +5.05 FTE
- Music Degree +5.0 FTE
- Digital Graphics +9.17 FTE
- Esthetics +5.68 FTE
- Music Diploma -.17 FTE
- Dancing Diploma -3.4 FTE
• Dancing Diploma Art Umbrella -24.37 FTE
• Hair Design -34.31 FTE
• BC Orff Society (housed in Music) -4.67 FTE

I have also contacted individual Deans regarding the Enrolment Plan. I attach the responses received to date and will forward others as my Office receives them. Deans will be available to answer any questions at the meeting.

Judith McGillivray
Interim VP Academic
# PART 1.

## VCC Enrolment Plan 2015-16 by School

Including: Previous 3 year Actual FTE

Current year 2014-15 Budget and Forecast

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<td>CCS Centre for Continuing Studies</td>
<td>866.3</td>
<td>931.3</td>
<td>711.7</td>
<td>699.48</td>
<td>630.54</td>
<td>593.16</td>
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<td>CIN Ctr for International Education</td>
<td>259.9</td>
<td>259.3</td>
<td>304.3</td>
<td>294.57</td>
<td>346.70</td>
<td>488.80</td>
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<td>CTT School of Trades</td>
<td>658.5</td>
<td>604.3</td>
<td>694.0</td>
<td>1,061.79</td>
<td>737.73</td>
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<td>SAS School of Access</td>
<td>1,508.1</td>
<td>1,269.7</td>
<td>1,267.2</td>
<td>1,233.75</td>
<td>1,203.50</td>
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<td>SHP School of Hospitality/Business</td>
<td>1,166.5</td>
<td>1,218.1</td>
<td>1,172.3</td>
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<td>SHS School of Health Sciences</td>
<td>890.5</td>
<td>792.6</td>
<td>851.5</td>
<td>909.39</td>
<td>845.92</td>
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<td>SIE Centre for Instructional Develop</td>
<td>289.8</td>
<td>272.5</td>
<td>306.8</td>
<td>296.42</td>
<td>272.79</td>
<td>294.04</td>
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<td>SLS School of Language Studies</td>
<td>1,735.8</td>
<td>2,161.6</td>
<td>2,142.4</td>
<td>1,945.95</td>
<td>1,527.09</td>
<td>109.86</td>
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<tr>
<td>SMD School of Music,Dance &amp; Design</td>
<td>414.4</td>
<td>399.9</td>
<td>394.6</td>
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<td><strong>7,909.30</strong></td>
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<td><strong>6,952.69</strong></td>
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PART 2.
VCC Enrolment Plan 2015-16 by Funder by School

### Ministry of Advanced Education

<table>
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<th>Projected FTE</th>
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### International

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### Industry Training Authority (ITA)

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| Total| 2015/2016 Q4 | **7,963.72** |
PART 3.

VCC Enrolment Plan 2015-16 by School by Program (Org Code)

a) Centre of Continuing Studies

The Centre of Continuing Studies does not provide "projected seats per class to Enrolment Planning and use the "Projected" field in Banner to store other values. However the Total FTE for 2015-16 is based on actual enrolment in courses in 2013-14.

<table>
<thead>
<tr>
<th>School</th>
<th>ORG</th>
<th>ORG Desc.</th>
<th>YTD Quarter</th>
<th>Projected Capacity²</th>
<th>Projected Capacity FTE²</th>
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### b) School of Trades

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<th>Projected Capacity FTE³</th>
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<tbody>
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### c) School of Access

<table>
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<th>ORG Desc.</th>
<th>YTD Quarter</th>
<th>Projected Capacity²</th>
<th>Projected Capacity FTE³</th>
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d) School of Health

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<th>Projected Capacity²</th>
<th>Projected Capacity FTE³</th>
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e) School of Hospitality and Applied Business

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**g) School of Language Studies**

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**h) School of Music, Dance and Design**

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<th>Projected Capacity FTE</th>
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**i) International and Immigration Education**

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**CIN Overall - Total**

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Hi Judith,

My apologies for the delay in responding. I have pulled up the enrollment plans submitted via share point last October/November. The plans appear consistent over the past 2-3 years with the following FTE:

DHH - 31.7 FTE in 13/14, 31.9 FTE in 14/15 and 15/16
Cognos indicated 31.2 FTE for the 14/15 year, as opposed to the 115.41 FTE reported in the most recent enrollment report from scheduling. This amount is the same as the report provided on November 27. The October 3 report for DHH indicates 31.02 and so I am not sure how the subsequent report found 115 FTE

ASL FT - 32.5 FTE students across all three years 13/14, 14/15, 15/16
ASL PT - 16.7 FTE students across all three years
49.2 FTE for the ASL Department (Cognos indicated 56.2 in actual FTE for 14/15) as opposed to 85 FTE on the most recent enrollment report provided by scheduling. The report provided on November 27 by Scheduling indicated 63 FTE and the one from October 3 indicated 52 FTE.

I am not sure how this progression in FTE has come about in these reports and I will provide all produced documents in a folder tomorrow. The actual numbers for DHH should be 31 FTE and for ASL FT and PT (1951/1952) should be about 50 FTE combined. Thank you

Regards,
David
Hi Jo & Brian,

Do you know why this is included in this latest version of the Int'l Ed plan?

CLN 2023 UT Computing Science & Software - projected capacity of 12.00 FTE.

This never appeared in any of the previous versions we were working on, so it is a complete surprise. There should be NO (zero) int'l FTE projected for this new UT Computing Science & Software program. Hence, could you please take out this out before finalizing.

Look forward to hearing back from you and appreciate seeing the revised version before going final. Thanks! Tina.

Begin forwarded message:

From: Pervin Fahim <pfahim@vcc.ca>
Date: March 24, 2015 at 9:44:57 AM PDT
To: Brian Beacham <bbeacham@vcc.ca>, Craig McGuigan <cmcguigan@vcc.ca>, Judith McGillivray <jmcgillivray@vcc.ca>, Kory Wilson <kwilson@vcc.ca>, Shirley Lew <slew@vcc.ca>, Tina Chow <tchow@vcc.ca>, David Wells <dwells@vcc.ca>, Debbie Sargent <dsargent@vcc.ca>, Dennis Innes <dinnes@vcc.ca>, Graham Webber <gwebber@vcc.ca>, Michael Yue <myue@vcc.ca>, Susie Findlay <sfindlay@vcc.ca>
Subject: 2015-16 Enrolment Plan

Dear ESS Team,

Please find attached the 2015-16 Enrolment Plan in PDF format. Kindly contact Jo or Brian if there are any questions related to the numbers.

Thanks,
Pervin.

Pervin Fahim
Vice President Academic Office Coordinator
Vancouver Community College
1155 East Broadway
Vancouver, BC
THE 5 STRATEGIC PILLARS
March 18, 2015

PREPARED FOR: Education Council

ISSUE: To define strategic pillars for categorizing departmental initiatives and activities

THE 5 STRATEGIC PILLARS:

Educational Quality
A commitment to learning-centred programming that is relevant, flexible, and career-oriented.

Operational Excellence
A philosophy of the workplace where problem-solving, teamwork, and leadership results in the ongoing improvement in an organization. The process involves focusing on the customers’ needs, keeping the employees positive and empowered, and continually improving the current activities in the workplace.

Financial Stability and Sustainability
Sustainability is managing the triple bottom line - a process by which the College manages our financial, social and environmental risks, obligations and opportunities. To achieve financial sustainability we will require longer term financial and strategic planning, income diversification, sound administration and finance and the capability to generate our own income.

Reputation Management
A holistic approach to building trust by creating a strong brand identity and engaging stakeholders in the VCC experience. The most valuable asset we possess as an organization is our reputation. Like any valuable asset, it needs to be carefully monitored and managed. A strong reputation is the most potent marketing tool we have at our disposal.

Business Development
Business development is comprised of a number of tasks and processes aimed at developing and implementing growth opportunities. It is the creation of long-term value for the College from customers, markets and relationships.

Prepared by:
Dr. Peter Nunoda
President & CEO
604.871.7159

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<th>Reviewed by</th>
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<td>Senior Executive</td>
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PREPARED FOR: Education Council  
ISSUE: Revisions of Education Council Bylaws to Include an Attendance Provision  

BACKGROUND:  
Education Council last approved revisions to its Bylaws in October 2013. The expectation around meeting attendance is set out in Section 9.1(b):  

*Prepare for and attend all Education Council meetings. Any member who will be absent from a meeting should notify the Recording Secretary prior to the meeting.*  

At a meeting of the College’s Elections Committee in January, the Education Council Chair was asked to propose adding a maximum number of meetings that a voting member of Council can miss before the seat is declared vacant. Over the last several years, similar concerns about members missing multiple meetings have been raised informally with both the current and past chairs.  

DISCUSSION:  
A review of the Bylaws of other Education Councils in BC show that five institutions explicitly mention attendance (some institutions do not publish their EDCO Bylaws publically or mention attendance in their Board Bylaws only).  

- BCIT and Douglas College: The seat of any member who misses three meetings in a year is vacated, unless excused by the Chair or through a resolution of Council.  
- College of the Rockies: The seat is vacated if three meetings in a year are missed, except if the member has given notice of their absence.  
- Camosun College: Missing three consecutive regular meetings vacates the seat, unless excused by a resolution of Council.  
- Langara College: Similar to our current language, members are expected to attend all meetings or inform the recording secretary. There is no clause allowing a seat to be vacated.  

Our current Bylaws have an expectation that members will attend all meetings but does not provide any course of action when that expectation is not met.  

OPTIONS:  
Option 1: Add the following clause to Section 9.1: “The seat of any voting member who fails to attend three (3) regular meetings of Council within a year shall be declared vacant, unless excused by a resolution of the Council.” Re-name Section 9.1 “Voting Members” instead of “Elected Members” to clarify who is covered by this section.  

Option 2: Add the following clause to Section 9.1: “The seat of any voting member who fails to attend three (3) consecutive regular meetings of Council shall be declared vacant, unless excused by a resolution of the Council.” Re-name Section 9.1 “Voting Members” instead of “Elected Members.”  

Option 3: Make no changes to the Education Council Bylaws.
RECOMMENDATION:
Option 1 – It sets a reasonable expectation of attendance while providing a process for either vacating the seat of a regularly absence member or having the absences excused.

MOTION:
MOVE THAT Education Council approve the following revisions to the Education Council bylaws:

- Add clause 9.1(c) “The seat of any voting member who fails to attend three (3) regular meetings of Council within a year shall be declared vacant, unless excused by a resolution of the Council;” and
- Re-name Section 9.1 “Voting Members” instead of “Elected Members.”

Prepared by:
Education Council Executive
BYLAWS
OF THE EDUCATION COUNCIL
OF
VANCOUVER COMMUNITY COLLEGE

DRAFT – April 7 2015

1.0 THE EDUCATION COUNCIL

1.1 The Education Council of Vancouver Community College (the “Education Council”) is established under the College and Institute Act, RSBC 1996, c. 52 (the “Act”).

1.2 These Bylaws are made by the Education Council under Section 24(1) of the Act.

2.0 MANDATE

2.1 The Education Council is established to exercise the powers and perform the duties prescribed by the Act. The Education Council is committed to working in a collegial manner toward the development of sound and effective educational policy.

2.2 The Education Council recognizes its responsibility to the College’s Board of Governors (the “Board”) and to the College community as a whole.

2.3 The Education Council specifically dedicates itself to:

a) The creation and ongoing support of structures which promote the development and implementation of sound educational policy.

b) Timely and effective communications with the Board and with all members of the College community.

3.0 ROLE OF THE EDUCATION COUNCIL

3.1 Under the Act, the Education Council has:

a) advisory responsibilities;

b) statutory powers and duties; and

c) joint approval powers with the Board over specified matters.

3.2 If there is any conflict between these Bylaws and a provision of the Act, the Act shall prevail to the extent of the inconsistency.
4.0 SPECIFIC POWERS AND DUTIES

4.1 Advisory role of the Education Council (Act, s. 23)

4.1.1 The 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:

a) the mission statement and the educational goals, objectives, strategies and priorities of the College;

b) proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of or hours for courses or programs;

c) reports after implementation by the College without prior review by the Education Council of
   i) new non-credit programs, or
   ii) programs offered under service contract;

d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;

e) cancellation of programs or courses offered by the College or changes in the length of or hours for courses or programs offered by the College;

f) evaluation of programs and educational services;

g) policies concerning library and resource centres;

h) setting of the academic schedule;

i) policies on faculty member qualifications;

j) adjudication procedure for appealable matters of student discipline;

k) terms for affiliation with other post-secondary bodies;

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

m) qualifications for admission policies;

n) criteria for awarding certificates, diplomas and degrees;

o) other matters specified by the Board.
4.1.2 Advice given under subsection 4.1.1 must not conflict with policy or directives established under Section 2(1)(a) of the Act.

4.1.3 The Board must request advice on a matter under subsection 4.1.1 by giving the Education Council at least ten (10) working days before the Board will deal with the matter, the following:

a) the agenda items concerning the matter for the meeting of the Board at which the matter will be discussed;

b) the date by which a statement setting out the advice of the Education Council must be given to the chair of the Board.

4.1.4 Despite subsection 4.1.3, if the Board must deal with a matter under subsection 4.1.1 and there are substantial reasons why 10 working days’ notice under subsection 4.1.3 cannot be given, the Board must advise the Education Council, as soon as practicable, concerning:

a) the matter,

b) the reason why notice could not be given under subsection 4.1.3, and

c) the decision taken on the matter.

4.2 Powers of the Education Council (Act, s. 24)

4.2.1 The Education Council must make bylaws for the conduct of the business of the Education Council including bylaws specifying the duties of members of the Education Council in conflict of interest situations.

4.2.2 Subject to the policy and directives established under Section 2(1)(a) of the Act, the Education Council 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 College;

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; and
4.3 Joint approval of the Education Council and the Board (Act, s. 25)

4.3.1 To be implemented, decisions concerning the following matters must have joint approval of the Education Council and the Board:

a) curriculum evaluation for determining whether

i) courses or programs, or course credit, from another College, university or other body are equivalent to courses or programs, or course credit, at the College, or

ii) courses or programs, or course credit, from one part of the College are equivalent to courses or programs, or course credit in another part of the College;

b) other responsibilities of the Board that, on the initiative of the Board, the Board and the Education Council agree are subject to joint approval.

4.3.2 Subsection 4.3.1(a) does not include curriculum evaluation based on instructional methods.

4.3.3 An agreement under subsection 4.3.1(b) may be terminated by:

a) the Board giving written notice of termination to the chair of the Education Council, or

b) by the Education Council giving written notice of termination to the chair of the Board.

4.3.4 Joint approval given under subsection 4.3.1 must not conflict with policy or directives established under Section 2(1)(a) of the Act.

4.3.5 If joint approval on a matter described in subsection 4.3.1 is not attained within 60 days of the Board or Education Council requesting the other to consider its proposal, the Board or Education Council may refer the matter to the minister and the minister, or the person the minister designates for the purposes of this subsection, may make the decision the minister or person designated considers most appropriate.

5.0 COMPOSITION (Act, s. 15)

5.1 The Education Council shall initially be composed of twenty (20) voting members as follows:

a) ten (10) faculty members elected by the faculty members;
b) four (4) students elected by the students;

c) four (4) educational administrators appointed by the President; and

d) two (2) support staff elected by the support staff.

5.2 The number of the Education Council’s faculty member, educational administrator and support staff voting members having terms of more than one year, and of its student voting members, may be increased or decreased if

(a) the increase or decrease is agreed to by the President and a majority vote of the voting members of the Education Council,

(b) the number of voting members after the increase or decrease is apportioned to represent faculty members, students, educational administrators and support staff respectively in the same ratios as under subsection 5.1,

(c) the new faculty member, student and support staff voting members, if any, are elected by the faculty members, students and support staff respectively, and the new educational administrator voting members, if any, are appointed by the President, and

(d) the total of voting members exclusive of those elected or appointed under subsection 5.3 is 20 or more.

5.3 The number of the Education Council’s voting members may be increased for one year if

(a) the increase is agreed to by the President of the College and a majority vote of the voting members of the Education Council,

(b) these new faculty member, student or support staff voting members are elected by the faculty members, students and support staff respectively, and these new educational administrator voting members, if any, are appointed by the President, and

(c) these new voting members are deemed not to be voting members for the purposes of a vote under subsection 5.2 (a) or this subsection.

5.4 The President of the College is a non-voting member of the Education Council.

5.5 The Board may appoint one person to be a non-voting member of the Education Council to serve for one year.

6.0 TERM OF OFFICE (Act, s. 16)

6.1 Faculty members or support staff elected under section 5 above, other than those elected under section 5.3, serve a two (2) year term and may be elected to further terms under section 5.
6.2 Students elected under section 5 serve a one year term and may be elected to further terms under that section.

6.3 Educational administrators appointed under section 5, other than those appointed under section 5.3, serve a two (2) year term and may be appointed to further terms under section 5.

6.4 Those elected or appointed under section 5.3 serve for one (1) year and may be appointed to further terms under section 5.

7.0 ELECTIONS (Act, s. 17)

7.1 The Registrar must conduct the elections described in section 5 above.

7.2 The Registrar after consulting with the chief officers of the representative groups (i.e. faculty association, support staff union, students union) and the President must establish the rules necessary and consistent with the Act for the conduct of the elections described in section 5, including an appeal process for the conduct of elections.

7.3 Rules for elections described in section 5 must reflect the geographic distribution of programs of the College and provide for representation of program and education support areas at the College as determined by the Registrar after consulting with the chief officers of the representative groups and the President.

7.4 Elections shall conclude in October for terms of office to begin in November.

7.5 The Registrar after consulting with the chief officers of the representative groups (i.e. faculty association, support staff union, students union) and the President will set time-lines for a by-election within one (1) month of confirmation of a vacancy. If there are no nominations for any positions posted in this by-election, the seats will remain vacant until an eligible member of the constituency group expresses interest in running or a vacancy occurs which results in the need to call a by-election or a vacancy has extended for four months (4 months). By-elections will be conducted if there is a minimum of four (4) months left in the term of office at the completion of the election process. A member who has been elected by by-election to fill a vacant seat shall serve for the remainder of the original term of the vacant seat.

8.0 OFFICERS AND EXECUTIVE COMMITTEE

8.1 The Education Council shall have the following officers, elected each year by and from the voting members of the Education Council:

a) Chair;

b) Vice-Chair; and

c) Two (2) Education Council Members.
8.2 The term of office of each officer of the Education Council shall be January 1 through December 31.

8.3 The Chair shall serve no more than four (4) consecutive terms.

8.4 The elected officers shall constitute the Education Council’s Executive Committee.

9.0 DUTIES AND RESPONSIBILITIES OF MEMBERS AND OFFICERS

9.1 Voting Members

a) Participate as appropriate in conducting the business of the Education Council.

b) Prepare for and attend all Education Council meetings. Any member who will be absent from a meeting should notify the Recording Secretary prior to the meeting.

c) The seat of any voting member who fails to attend three (3) regular meetings of Council within a year shall be declared vacant, unless excused by a resolution of the Council.

d) Serve on Standing or Ad Hoc Committees, as required.

9.2 Officers

9.2.1 Duties of the Chair:

a) Act as official spokesperson of the Education Council.

b) Chair all meetings of the Education Council and the Executive Committee.

c) Communicate to the Board all recommendations and reports of the Education Council;

d) Sit on the Board as a non-voting member.

e) Call, through the Executive Committee, all regular meetings of the Education Council.

f) Call, through the Executive Committee and with seven (7) working days notice, all special meetings of the Education Council.

g) Serve as an ex-officio member of all committees of the Education Council, with the exception of appeal hearing committees or panels.

h) Have the right to vote as a member of Education Council.
9.2.2 Duties of the Vice-Chair

a) Fulfill the duties of the Chair in his/her absence.

b) Assist the Chair in the performance of his/her duties.

9.3 Executive Committee

a) Formulate and recommend efficient methods for the transaction of the Education Council’s business.

b) Prepare an agenda for each meeting of the Education Council.

c) Act on behalf of the Education Council between meetings, after consulting where appropriate with the Education Council’s members.

d) Review, when requested, draft reports prior to their submission to the full Education Council.

10.0 RECORDING SECRETARY

10.1 The Recording Secretary of the Education Council will be appointed by the College. The secretary is not a member of the Education Council.

10.2 Duties of the Recording Secretary

a) Maintain an up-to-date record of minutes. Such record shall be available for reference to all members of the College community upon request.

b) Maintain a current list of Education Council members, appointment dates and terms.

c) Issue copies of these Bylaws to newly elected Education Council members.

d) Communicate with the College community regarding such matters as:

i) the agenda for Education Council meetings;

ii) circulating the agenda and reports at least seven (7) calendar days prior to a regular Education Council meeting;
iii) distributing the minutes and/or reports of meetings to members of Education Council, the Board, Library; and

iv) publishing the dates of Education Council meetings on the College website.

11.0 MEETINGS

11.1 Quorum

11.1.1 The quorum for an Education Council meeting shall consist of a simple majority of the voting members.

11.1.2 Any business conducted at a meeting (regular or otherwise) where there is no quorum present will be considered as unofficial and subject to ratification at the next meeting held where a quorum is present. Any communication coming out of a meeting where no quorum was present shall be prefaced with a clear indication the communication is subject to ratification.

11.2 Regular and Special Meetings

11.2.1 Regular meetings of the Education Council shall normally be held monthly, on a date designated by the Executive Committee and published on the College website.

11.2.2 A special meeting of the Education Council may be called at a designated time by the Chair, or following a petition signed by one-half of the voting members. The notice for any meeting shall clearly specify the purpose of the meeting and shall be given at least seven calendar days before the meeting.

11.2.3 At a special meeting, only the matter (or matters) specified in the notice convening the meeting shall be considered.

11.3 Procedures

11.3.1 Any group or individual wishing to make a presentation to the Education Council must submit a written request to the Executive Committee ten (10) days before a regularly scheduled meeting for inclusion on the agenda.

11.3.2 Standing or Ad Hoc Committees must submit their written reports to the Recording Secretary at least ten (10) working days before the Education Council meeting at which their report is to be discussed.

11.3.3 Suggestions for agenda items will be received by the Recording Secretary on behalf of the Executive Committee from any member of the College community at least ten (10) working days prior to a scheduled Education Council meeting.
Any member of the College community who wishes to add an item to the agenda, after the Executive Committee has met and established the agenda, should contact the Chair who will determine whether or where to place the proposed item on the agenda.

Items presented to the Education Council or its Standing Committees shall normally have been reviewed by the appropriate faculty or administrative process or the attempt made to follow standard College procedures.

11.3.4 Notwithstanding the above, any member of Education Council may initiate debate by placing an item on the agenda at an Education Council meeting.

11.3.5 Robert’s Rules of Order (most recent edition), shall be the governing rules for Education Council meetings.

11.3.6 For each motion or amendment, the Chair shall develop a speakers list. A member of the Education Council may speak a second time on a motion or amendment only after the Chair has exhausted the list of first-time speakers. The mover of a motion or amendment shall have the final opportunity to speak.

11.3.7 Decisions shall be by majority vote by the members in attendance; the names of those opposed to motions will not be recorded unless by special request.

11.3.8 All matters referred by the Education Council to its Standing Committees shall include instructions to address specific questions and to make recommendations within a specified time frame to the Education Council.

11.4 Notice

The agenda for regular meetings of the Education Council shall be circulated to Education Council members at least seven (7) working days prior to the meeting.

11.5 Limits on Debate

The Chair may impose limits on Education Council debate as follows:

11.5.1 Apart from the mover of a substantive motion, who may reply, no member may speak more than twice to a question, unless in explanation of something the member has said.

11.5.2 No member may speak for a total of more than eight (8) minutes to any question, except with leave of the Education Council (the Recording Secretary shall be responsible for keeping account of the length of time a person has spoken).

11.5.3 Prior to the beginning of debate on a question, the Chair, with the majority concurrence of Council, may establish an overall time limit for the debate, after which the question shall be called.
12.0 AMENDMENTS AND REVISION OF BYLAWS

12.1 By giving notice of motion at a regular meeting, the terms of these Bylaws may be amended at a subsequent regular meeting of the Education Council by a two-thirds vote, subject to any approval required by statute.

13.0 OBSERVERS

13.1 Education Council and Standing Committee meetings, with the exception of Appeals Committee meetings, shall be open to the College community and members of the public. Observers shall have no voting privileges.

13.2 An observer may be added to the speakers’ list for the discussion of an agenda item at an Education Council or Standing Committee meeting, at the discretion of the chair of the meeting.

13.3 If a topic or topics on the agenda of an Education Council or Standing Committee meeting raise matters that the majority of the voting members present at the meeting agree are of a confidential nature, such matters shall be discussed in camera.

14.0 STANDING AND AD HOC COMMITTEES

14.1 The Education Council may create Standing or Ad Hoc Committees, with the power to discuss specific issues and report or make recommendations to the Education Council regarding such issues.

14.2 The chair of each Standing or Ad Hoc Committee must be a voting member of the Education Council.

14.3 The chair of each Standing Committee shall be elected each year by the voting members of the Education Council. The chair of each Ad Hoc Committee shall be elected by the voting members of the Education Council when the committee is created.

14.4 The term of office of each Standing Committee chair shall be January 1 through December 31.

14.5 An Education Council resolution creating a Standing or Ad Hoc Committee shall include the following:

   a) The name of the Committee;

   b) The Committee’s terms of reference;

   c) The criteria or qualifications for membership on the Committee;

   d) The Committee’s reporting procedures and timelines.
14.6 Standing Committees shall be appointed on an annual basis, unless otherwise determined by the Education Council. Ad Hoc Committees shall be created for a specified time period, usually not to exceed one year.

14.7 Every Standing or Ad Hoc Committee must report at each regular meeting of the Education Council.

14.8 All Standing and Ad Hoc Committee meetings shall be conducted under Robert’s Rules of Order (most recent edition).

14.9 Duties of Standing Committee Chairs

a) Act as official spokesperson of the Standing Committee and preside over all meetings of the Standing Committee.

b) Communicate to Education Council all recommendations and reports of the Standing Committee.

c) Call all regular meetings of the Standing Committee.

d) Call all special meetings of the Standing Committee with seven (7) working days notice.

e) Relinquish the chair when participating in debate.

f) Ensure that all business and operations of the Standing Committee are coordinated through the Recording Secretary of the Education Council; and

g) Liaise with the Chair of the Education Council and the Chairs of other Standing Committees as necessary.

15.0 TRAVEL COSTS

15.1 Education Council members conducting approved Education Council business will be reimbursed for travel costs according to standard College guidelines.

16.0 CONFLICT OF INTEREST

16.1 A conflict of interest exists where there is an actual or potential conflict between an Education Council member’s personal interests, and his/her duties or responsibilities as a member of Education Council. Education Council decisions that may have an impact on a broad group will not usually give rise to a conflict on the part of an Education Council member who is in that group.

16.2 Any Education Council member who may have a conflict of interest in relation to a matter or issue that is scheduled to be discussed by Education Council must fully disclose the nature and extent of such conflict of interest before Education Council discusses or makes any decision on that matter or issue.
16.2 If the majority of the non-conflicted voting members of Education Council determine that a conflict of interest exists, the Education Council member who is in conflict shall:

a) in an in-camera session or committee meeting, absent him/herself from the session or meeting while the matter or issue is being discussed and voted on;

b) in a public session, refrain from discussing or voting on that particular matter or issue.

17.0 INDEMNITY

17.1 The College shall indemnify and save harmless every Education Council member and his/her heirs, executors and administrators, from and against all claims arising out of any act or omission arising in connection with the proper performance of his/her Education Council duties or responsibilities, except claims arising as a result of his/her own wilful neglect, wilful default, or unlawful act or omission.

Revised: November 4, 1997
June 7, 2005
November 1, 2005
January 2007
January 12, 2010
October 8, 2013
April 15, 2015
BACKGROUND: The TESOL Department will be shutting down in December 2015. Layoff notices have been given to the faculty and staff in the Department and a teach out plan has been created for students currently enrolled in the TESOL Department. The College is planning to offer the TESOL Certificate and TESOL Diploma in the newly formed English as an Additional Language (EAL) Department.

DISCUSSION: The TESOL Certificate and Diploma offerings have a very good reputation both domestically and internationally. That said, it was no longer viable to support those programs in a separate department. By moving this programming to the EAL Department, the College can continue to offer quality programming and reduce our costs.

There are faculty in the EAL Department who meet the hiring qualification for both EAL and TESOL so these faculty will be able to instruct the TESOL offerings.

Prepared by: Dennis Innes, Dean, School of Trades
The Curriculum Development Funds Adjudication Committee has concluded their review and approval of CD projects submitted for 2015/16 fiscal year. The Committee consisted of VP Academic (chair): Judith McGillivray; Instructional Associate: Brett Griffiths; Chair of Education Council Curriculum Committee: David Branter; Academic Dean: Debbie Sargent; VCCFA rep: Kathy O’Donnell; Education Council reps: Jo-Ellen Zakoor, Taryn Thomson and Dean CID: Susie Findlay.

There was a total 22 proposals amounting to $807,000. The Deans/Directors were invited to speak to each of their submissions. The proposals were reviewed against the four priorities identified by the College Senior Executive: programming needs that address Ministry Skills Gap; new programming; programming that builds on partnerships and curriculum changes to meet accreditation. The Committee held back $85,500 to revisit proposals that did not receive funding and to determine the progress of approved projects. This review will take place in late September.

Monitoring budget:
Project expenditure will be monitored closely and departments were informed funding may be refused the next time if allotted funds aren’t spent during the fiscal.

Support for departments:
Deans and Department Leaders have been advised to work closely with the Centre for Instructional Development to ensure the college capitalizes on technical expertise and projects are completed within the specified time period.

Attached is a complete list of CD projects funded for 2015-16.

Prepare by:
Pervin Fahim
On behalf of Vice President Academic
## 2015-2016 Approved Curriculum Development projects

**Updated Mar 30, 2015**

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<td>Re-design UT Chemistry course to match new curriculum proposed by UBC to remain provincially articulated</td>
<td>Andy Sellwood/ David Wells</td>
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<td>Develop preparatory pathway certificate programs: Adult Basic Education; Science, Engineering, Mathematics; Hospitality Management; Trades; Pre-Health</td>
<td>David Wells/ Debbie Sargent</td>
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<td>3</td>
<td>Evaluating Active Learning strategies in BScN curriculum</td>
<td>Kathy Fukuyama/ Debbie Sargent</td>
<td>$16,000</td>
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<td>4</td>
<td>Design and develop new Bachelor of Applied Science in Dental Hygiene</td>
<td>Lisa Supeene/ Debbie Sargent</td>
<td>$10,000</td>
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<td>5</td>
<td>Revisions to Health Care Assistant program to meet new provincial guidelines</td>
<td>Jim Olson/ Debbie Sargent</td>
<td>$10,000</td>
<td></td>
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<td>6</td>
<td>Develop new 3-year Massage Therapy Diploma program</td>
<td>Debbie Sargent</td>
<td>$10,000</td>
<td></td>
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<td>7</td>
<td>Improve collaboration between nursing programs by harmonizing lab teaching</td>
<td>Julie Gilbert/ Kathy Fukuyama</td>
<td>$23,000</td>
<td></td>
<td></td>
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<td>8</td>
<td>Health Accreditation expenses</td>
<td>Debbie Sargent</td>
<td>$65,000</td>
<td></td>
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<td><strong>Total</strong></td>
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<td>$134,000</td>
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<th>MUSIC, DANCE, DESIGN; HOSPITALITY; APPLIED BUSINESS</th>
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<tr>
<td>9</td>
<td>Re-design of Jewellery Art &amp; Design Diploma to reduce academic content, add hands-on skills and computer-aided design (CAD) curriculum</td>
<td>Dariusz Bebel/ Graham Webber</td>
<td>$5,000</td>
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<td>10</td>
<td>Expand and develop Digital Graphic Design certificate program and add an advanced second year</td>
<td>Lorena Espinoza/ Graham Webber</td>
<td>$10,000</td>
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<td>11</td>
<td>Re-design second year of Drafting program to fulfill Diploma and meet accreditation requirements by adding a capstone component</td>
<td>Graham Huckin/ Graham Webber</td>
<td>$15,000</td>
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<td><strong>Total</strong></td>
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<td>$30,000</td>
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## 2015-2016 Approved Curriculum Development projects
**Updated Mar 30, 2015**

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<td></td>
<td>Project Lead/ Dean</td>
<td>Account Code</td>
<td>Funds approved</td>
<td>Amount spent as of</td>
<td>Variance</td>
<td>Project Update Apr-Sep</td>
<td>Project Update Oct-Dec</td>
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<td>12</td>
<td>Culinary Arts program curriculum revision and realignment</td>
<td>Collin Gill/ Dennis Innes</td>
<td>$ 60,000</td>
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<td>13</td>
<td>Develop course content in moodle for Heavy Mechanical Apprentice program</td>
<td>Richard Cyr/ Dennis Innes</td>
<td>$ 10,000</td>
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<td><strong>$ 70,000</strong></td>
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<td>14</td>
<td>Develop an Information Literacy curriculum in collaboration with CCA</td>
<td>Todd Rowlatt</td>
<td>$ 10,000</td>
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<td><strong>VP Education</strong></td>
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<td>15</td>
<td>Curriculum Inventory and alignment project</td>
<td>Nicole Degagne/ Judith McGillivray</td>
<td>$ 15,000</td>
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<td><strong>TOTALS</strong></td>
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<td><strong>Total Curriculum Development budget</strong></td>
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<td><strong>-$ 400,000</strong></td>
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<td><strong>Funds available for review at September 2015</strong></td>
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<td><strong>-$ 85,500</strong></td>
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INFORMATION NOTE  
Education agreements

PREPARED FOR: Education Council

Memorandum of Understandings (MOUs) have been concluded with the Registered Massage Therapist’s Association of BC, Justice Institute of BC, Vancouver Board of Education (School District # 39) and Burnaby School District # 41. The purpose of the partnerships is to enhance educational opportunities for students. This information is provided to Education Council for information. Affiliation agreements will be developed for specific programs outlining capacities, program duration, student tuition, quotas and other important details of the offering. The affiliation agreements will be presented to Education Council and the Board for approval.

Attachments:
1. MOU with Registered Massage Therapist’s Association of BC
2. MOU with Justice Institute of BC
3. MOU with Vancouver Board of Education (School District # 39)
4. MOU with Burnaby School District # 41

Prepared by:  
Pervin Fahim  
On behalf of VP Academic
MEMORANDUM OF UNDERSTANDING
BETWEEN VANCOUVER COMMUNITY COLLEGE
AND THE REGISTERED MASSAGE THERAPISTS’ ASSOCIATION OF BRITISH COLUMBIA

Purpose
Vancouver Community College (VCC) and the Registered Massage Therapists’ Association of British Columbia (the Association) will work in partnership to explore the development and/or delivery of education programs that meet entry to practice requirements of The College of Massage Therapists of BC (CMTBC) as well as explore development and/or delivery of courses/programs that meet continuing education needs of Registered Massage Therapists (RMTs).

Principles
The partners agree to the following principles:
1. Programming
   - Establish a Massage Therapy Program Steering Committee
   - Develop a program that meets the entry to practice requirements of the CMTBC. This will include developing curriculum that meets standards of the public post-secondary system in British Columbia.
   - Develop a business plan identifying capital and other costs associated with implementing a new Allied Health program.
   - Potentially develop a degree-completion program for diploma students and/or graduates.
   - Develop and/or deliver in partnership with the School of Continuing Studies, continuing education courses and/or programs that meet the educational needs of Registered Massage Therapists.
2. Applied Research
   - Explore opportunities to engage in applied and evidence based research that addresses practice issues that Registered Massage Therapists encounter.

Term of Agreement
VCC and the Association agree to operate within the agreement for a term of two years effective February 2015 after which the agreement may be extended or amended by mutual consent.

Signed and dated

Dr. Peter Nishoda
President Vancouver Community College

Joseph Lattanzio
President Registered Massage Therapists’ Association of British Columbia
MEMORANDUM OF UNDERSTANDING
BETWEEN VANCOUVER COMMUNITY COLLEGE
AND JUSTICE INSTITUTE OF BRITISH COLUMBIA

Purpose
Vancouver Community College (VCC) and Justice Institute of British Columbia (JIIBC) will work in partnership to enhance educational opportunities for students and avoid unnecessary duplication of learning.

Principles
The partners agree to the following principles:

- The parties will work together to identify areas of improving student access, mobility, and enhance learner pathways.
- The parties will review student transition and success, and will develop recommendations for continued student progress and improved transitions.
- The parties agree that cooperative development and delivery of programs, joint delivery of programs, credential laddering, joint credentials, and student-focused registration procedures will be undertaken where mutual interest is evident.
- The parties will explore opportunities to exchange information and share expertise in such areas as quality assurance, program review, and the scholarship of teaching and learning.

Role and Responsibilities
The parties agree that signing this memorandum does not entail any material, financial or other obligation for either of the two institutions. Specific initiatives and activities will be considered by Deans from each partner institution that meet the principles outlined above. Subsidiary agreements are to be signed as required, including an identified lead for each party, and what if any, liability and responsibility is involved for each party. Letters of agreement will be amended to this memorandum.

The Vice Presidents Academic at the partner institutions will ensure select letters of agreements meet the requirements of their institutions and, as applicable, receive the approval of the appropriate governing bodies.

Both parties agree to meet regularly, no less than annually to review and evaluate activities undertaken through the memorandum; such discussions may give rise to new activity.

The designated institutional point of contact is the Vice President Academic for each party.
Term of Agreement

VCC and the JIBC agree to operate within this agreement for a term of five years effective March 1, 2015 after which the agreement may be extended by mutual consent. A party may withdraw from this agreement by written notice with concurrent arrangements to phase out of individual letters of agreements.

Signed and dated:

Dr. Peter Nunoda  
President  
Vancouver Community College  
Feb 24, 2015  
Date

Dr. Michel Tarko  
President  
Justice Institute of British Columbia  
March 11, 2015  
Date
MEMORANDUM OF UNDERSTANDING
BETWEEN VANCOUVER COMMUNITY COLLEGE
AND VANCOUVER BOARD OF EDUCATION (SCHOOL DISTRICT # 39)

Purpose
Vancouver Community College (VCC) and the Vancouver Board of Education School District # 39 (School District) will work in partnership to develop and deliver education programs that provide secondary school students with smooth transitions from secondary to post-secondary education.

Principles
The partners agree to the following principles:
1. Programming:
   • Dual credit programming in select areas will result in students receiving credits at both VCC and secondary school;
   • Dual credit offerings will be promoted at secondary school gatherings and events;
   • Barriers that prevent students from participating in dual credit programming will be reduced;
   • Affiliation Agreements will be developed for specific programs outlining capacities, program duration, student tuition, quotas and any other important details of the offering. The details of these affiliation agreements will be reviewed annually.
2. All secondary school students participating in dual credit programming at VCC will be bound by all policies and procedures applied to all other VCC students.
3. Students participating in dual credit programming will be able to continue directly after secondary school graduation to subsequent levels of education at VCC.

Roles and Responsibilities
Vancouver Community College (VCC)
The role of Vancouver Community College is to provide access to dual credit programming. Programs currently under consideration include
• Digital Graphic Design
• Drafting
• Makeup Artistry
• Esthetics
• Hospitality Management
• Biology 1120 & Biology 1220 or Nursing 1602 Anatomy and Physiology (pre-requisites for Licensed Practical Nursing)
• Health Care Assistant

Programs to be considered at a later time include
• Red Seal Construction Craft Worker
• Pre-Health
• Associate of Arts Degree
• Other preparatory courses/programs

The specific responsibilities of Vancouver Community College are
1. To inform the School District of the design and delivery of the above programs and collaboratively explore options for dual credit programming;
2. To provide eligible secondary school students with access to post-secondary credits
3. To review students who are selected by the School District to ensure the selected students meet VCC’s admissions requirements and are suitable candidates for the programs;
4. To arrange for students to take the appropriate entrance examinations as required by the program;
5. To complete the appropriate forms and reports needed by the School District to fulfill funding and reporting requirements as communicated by the School District;
6. To identify and ensure legal requirements are in place in terms of the care of students and minors.

School District # 39 (School District)
The role of the School District is to recruit, select, and support suitable students who apply and enrol in the programs. The specific responsibilities of the School District are
1. To publicize and promote the program within the District to interested students and their parents and to encourage appropriate students to apply;
2. To screen applicants for suitability to pursue the program and ensure the students meet the VCC entrance requirements and pre-requisites for entry into the program. VCC makes the final decision as to whether or not students are suitable and qualify for the program;
3. To forward to VCC the names and contact information of suitable students, together with the “Consent for Release of Information” form (attached) signed by each student and their parent/guardian;
4. To provide information to VCC if the student has a disability that requires additional support. Documentation should be forwarded to the VCC Disabilities Counsellor at least four months prior to commencement of the program;
5. To pay VCC for student tuition fees;
6. To provide VCC with copies of any forms or reports that the School District requires VCC to complete;
7. To assist VCC to resolve any instances of inappropriate student conduct or unsatisfactory progress by students from the District who are enrolled in the program;
8. To liaise regularly and in a timely manner by email or telephone with VCC instructors and keep parents aware of student progress and problems.

Miscellaneous
1. The VCC refund policy applies should the student discontinue from the program for any reason. The VCC refund policy is available at www.vcc.ca
2. Parents are to be advised to contact the School District for information of student progress and any other matter.
3. The enclosed Consent for the Release of Information form must be signed by a legal guardian.
4. Students are responsible to cover all costs, outside of tuition fees, that are required for the program.

**Term of Agreement**

VCC and Vancouver Board of Education School District # 39 agree to operate within the agreement for a term of three years effective January 2015 after which the agreement may be extended by mutual consent. A party may withdraw from this agreement by December 31 of each year for the following September intake.

In the event of dissolution of the agreement, all students currently enrolled at VCC will have the opportunity to complete the program.

**Signed and dated:**

Judith McGillivray  
Vice President Academic pro tem  
Vancouver Community College  

Karen Larsen  
Career Programs Coordinator  
Vancouver Board of Education School District # 39  

Feb 16, 2015  
Date

Feb 24, 2015  
Date
CONSENT FOR THE RELEASE OF INFORMATION

Name of Student: ______________________

I agree, by signing this form, to allow my instructor(s) and the Department Head of [enter program name] at Vancouver Community College to discuss and/or release information about my progress and participation in the [enter program name] to the following individual and/or agency.

_________________________          _______________________
Name of Contact                       School/Agency

_________________________
Name of Contact

_________________________
Name of Contact

_________________________
Signature of Student

_________________________          _______________________
Name of Legal Guardian           Today's Date

_________________________
Signature of Legal Guardian

This form must be signed by a legal guardian if the student is under 19 years of age.

This authorization is valid for two years from the date of signing. For further information, please contact the Department Head of [enter program name] at VCC.
MEMORANDUM OF UNDERSTANDING
BETWEEN VANCOUVER COMMUNITY COLLEGE
AND BURNABY SCHOOL DISTRICT No. 41

Purpose
Vancouver Community College (VCC) and the Burnaby School District No. 41 (School District) will work in partnership to develop and deliver education programs that provide secondary school students with smooth transitions from secondary to post-secondary education.

Principles
The partners agree to the following principles:
1. Programming:
   • Dual credit programming in select areas will result in students receiving credits at both VCC and secondary school;
   • Dual credit offerings will be promoted at secondary school gathering and events;
   • Barriers that prevent students from participating in dual credit programming will be reduced;
   • Affiliation Agreements will be developed for specific programs outside this MOU outlining capacities, program duration, student tuition, quotas and any other important details of the offering. The details of these affiliation agreements will be reviewed annually.
2. All secondary school students participating in dual credit programming at VCC will be bound by all policies and procedures applied to all other VCC students.
3. Student participating in dual credit programming will be able to continue directly after secondary school graduation to subsequent levels of education at VCC.

Roles and Responsibilities
Vancouver Community College (VCC)
The role of Vancouver Community College is to provide access to dual credit programming. Programs currently under consideration include
   • Digital Graphic Design
   • Drafting
   • Makeup Artistry
   • Esthetics
   • Hospitality Management
   • Biology 1120 & Biology 1220 or Nursing 1602 Anatomy and Physiology (pre-requisites for Licensed Practical Nursing)
• Health Care Assistant

Programs to be considered at a later time include
• Red Seal Construction Craft Worker
• Pre-Health
• Associate of Arts Degree
• Other preparatory courses/programs

The specific responsibilities of Vancouver Community College are
1. To inform the School District of the design and delivery of the above programs and collaboratively explore options for dual credit programming;
2. To provide eligible secondary school students with access to post-secondary credits;
3. To review students who are selected by the School District to ensure the selected students meet VCC’s admissions requirements and are suitable candidates for the programs;
4. To arrange for students to take the appropriate entrance examinations as required by the program;
5. To complete the appropriate forms and reports needed by the School District to fulfill funding and reporting requirements as communicated by the School District;
6. To identify and ensure legal requirements are in place in terms of the care of students and minors.

Burnaby School District No. 41

The role of the School District is to recruit, select, and support suitable students who apply and enrol in the programs. The specific responsibilities of the School District are
1. To publicize and promote the program within the District to interested students and their parents and to encourage appropriate students to apply;
2. To screen applicants for suitability to pursue the program and ensure the students meet the VCC entrance requirements and pre-requisites for entry into the program. VCC makes the final decision as to whether or not students are suitable and qualify for the program;
3. To forward to VCC the names and contact information of suitable students, together with the “Consent for Release of Information” form (attached) signed by each student and their parent/guardian;
4. To provide information to VCC if the student has a disability that requires additional support. Documentation should be forwarded to the VCC Disabilities Counsellor at least four months prior to commencement of the program;
5. To pay VCC for student tuition fees.
6. To provide VCC with copies of any forms or reports that the School District requires VCC to complete;
7. To assist VCC to resolve any instances of inappropriate student conduct or unsatisfactory progress by students from District who are enrolled in the program;
8. To liaise regularly and in a timely manner by email or telephone with VCC instructors and keep parents aware of student progress and problems.

Miscellaneous
1. The VCC refund policy applies should the student discontinue from the program for any reason. The VCC refund policy is available at www.vcc.ca
2. Parents are advised to contact the School District for information of student progress and any other matter.
3. The enclosed Consent for the Release of Information form must be signed by a legal guardian.
4. Students are responsible to cover all costs, outside of tuition fees, that are required for the program.

Term of Agreement

VCC and the Burnaby School District 41 agree to operate within this agreement for a term of three years effective March 1, 2015 after which the agreement may be extended by mutual consent. A party may withdraw from this agreement by December 31 of each year for the following September intake. In the event of dissolution of the agreement, all students currently enrolled at VCC will have the opportunity to complete the program.

Signed and dated:

______________________________  ______________________________
Judith McGillivray             Date
Vice President Academic pro tem
Vancouver Community College

______________________________  ______________________________
Gina Niccoli-Moen               Date
Superintendent of Schools
Burnaby School District No. 41
CONSENT FOR THE RELEASE OF INFORMATION

Name of Student: ____________________________

I agree, by signing this form, to allow my instructor(s) and the Department Head of [enter program name] and/or the Dean of my School or Area at Vancouver Community College to discuss and/or release information about my progress and participation in the [enter program name] to the following individual and/or agency.

_________________________   __________________________
Name of Contact               School/Agency

_________________________
Name of Contact

_________________________
Name of Contact

_________________________
Signature of Student

_________________________   __________________________
Name of Legal Guardian        Today's Date

This form must be signed by a legal guardian if the student is under 19 years of age.

This authorization is valid for two years from the date of signing. For further information, please contact the Department Head of [enter program name] at VCC.
CONTEXT AND PURPOSE
The purpose of this policy is to assist in the establishment of the Academic Schedule by identifying dates that reflect the scheduling (start and end dates) of programs as well as courses not part of a program, dates important for students to note in relation to their program/course as well as dates that impact the entire College community.

The College’s Academic Schedule is the backbone of a student’s life. Deadlines for payment and adding/dropping courses, refunds, registering in courses/programs, application for graduation, holiday dates and other important information for the entire academic year are outlined in the schedule.

The College and 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 ... (h) setting of the academic schedule.”

SCOPE AND LIMITS
This policy applies to all programs, courses and College employees except for courses and programs taught in Continuing Studies. A separate policy will be developed for Continuing Studies.

STATEMENT OF POLICY PRINCIPLES
1. The College operates on a 12 month year.
2. The start and end dates for all programs and courses will be established in advance of the student registration process.
3. Normally, the instructional year will run from the first working day in September to the last working day in August and include, among others, all dates with regard to:
   a. application deadline dates;
   b. admission deposit due dates;
c. fee payment date and fee deferral request dates;
d. registration dates;
e. add/drop and last day for official withdrawal without academic penalty dates;
f. refund dates;
g. final examination dates; and
h. known College closures as well as any breaks unique to a program or course not part of a program.
i. date to change to audit status.

4. Dates relating to the Academic Schedule will be communicated on the College website.

5. Where the approved Academic Schedule is impacted by program suspension, program cancellation or course cancellation, other Policies and Procedures will take precedence.

RELATED POLICIES & LEGISLATION

LEGISLATION
College and Institute Act, Section 23(1)(h)

POLICIES
A.3.5 Unscheduled College Closures
B.3.4 Space Utilization (under development)
C.3.3 Criteria for Development or Cancellation of Programs Leading to Certificates, Diplomas or Degrees
C.3.9 Degrees Standards
D.2.1 Student Academic Medal Awards
D.3.1 Admissions Appeal
D.3.2 Fee Deferral
D.3.3 Tuition and Fee Waiver for Employees
D.3.4 Refund
D.3.6 Admissions
D.3.7 Tuition & Fees
D.3.8 Criminal Record Check
D.3.9 Tuition Waiver for Seniors
New Timetable (under development)

RELATED PROCEDURES
Refer to Academic Schedule Procedures.
DEFINITIONS

Academic Schedule Ad Hoc Committee: Oversees the establishment of the Academic Schedule for the instructional year. The committee will include:

- Vice-President Academic
- Registrar
- Representative from Institutional Research
- One Dean
- Director of Student Services
- SUVCC Student Representative
- Education Council Representative

Non-term based courses and/or programs: Fall outside the term based schedule and are developed based on the number of hours or weeks required to complete the course and/or program (as reflected in the Program Content Guide and/or Course Outline).

Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.

PROCEDURES

1. The Academic Schedule Ad Hoc Committee will oversee the drafting of an Academic Schedule for each instructional year.

2. The Registrar will recommend the first working day and the last working day of the Academic year to the Academic Schedule Committee.

3. For term based courses, the Registrar will recommend the start and end dates for each term to the Academic Schedule Ad Hoc Committee. Any study breaks or exam periods will be identified by the respective areas.
4. For non-term based courses and/or programs, the course/program area will recommend their start and end dates, as well as any proposed date(s) for final examination(s) and/or study breaks to the Academic Schedule Ad Hoc Committee.
   a. The start and end dates will be based on the number of hours or weeks required to complete the course and/or program as reflected in the approved Program Content Guide and/or Course Outline, with due consideration given to appropriate completion dates needed to permit transfer to and from other institutions and dates that will impact the writing of provincial and/or national examinations.
   b. Each course/program area will collaborate with their Dean in establishing practices for submission of the required information.

5. All start and end dates for both term and non-term based courses will reflect an entire instructional year and be submitted 18 months in advance of that instructional year.
   a. For courses/programs that cannot submit information 18 months in advance (such as new courses/programs or courses/programs that have been canceled), the course/program area will submit information as soon as possible.

6. The Academic Schedule Ad Hoc Committee will review all proposals regarding the Academic Schedule and a recommendation will be made to the Education Council who in turn will make a recommendation to the Board of Governors. Recommendations will be made based on the following criteria:
   a. Impact on students
   b. Transfer arrangements if any
   c. Sufficient notice time
   d. Facility impact
   e. Student FTE impact
   f. Grade submission impact
   g. External constraints implications (such as Industry Training Authority requirements, external examinations dates, availability of practicum placements and external funding requirements)

7. The Academic Schedule will be posted on the College website after it is approved by the Board of Governors.

8. Normally, once the academic schedule has been approved by the Board of Governors no changes will be made except in extraordinary circumstances. The Academic Schedule Committee will serve as the adjudicating body for any such changes prior to a recommendation being made to the Education Council and in turn to the Board of Governors.

RELATED POLICIES
Refer to Academic Schedule Policy.
PREPARED FOR: Education Council
ISSUE: D.3.6 Admissions Policy and Procedures

BACKGROUND:
The Admissions Policy has been under review for the last year. The existing Admission Policy was last revised in 2003 and the policy needed to be refreshed. This policy has been revised in concert with the creation of a NEW Flexible Admissions Policy and Procedures. The revised admissions policy clearly defines mature students and insert applicants and is grounded on the principles of a fair, transparent and accessible admissions process. The revised Admissions Policy and Procedures includes admissions review language, therefore, it is proposed in the motion below that the D.3.1 Admissions Appeal policy and procedures are deleted.

DISCUSSION:
There has been substantial discussion about this policy both at the committee level and in the Registrar’s office. All constituents have reviewed the policy and related principles to ensure inclusive language along with a clear and timely admissions process.

MOTION:
MOVE THAT Education Council recommends the Board of Governors approve the D.3.6 Admissions Policy and Procedures

MOVE THAT Education Council recommends the Board of Governors delete the D.3.1 Admissions Appeal Policy and Procedures

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
CONTEXT AND PURPOSE
This Policy and related Procedures informs applicants of the principles, requirements and processes for admission to Vancouver Community College (VCC; the College) and to specific programs/courses. VCC will admit qualified applicants, both domestic and international, in a consistent, transparent and timely manner according to approved admission requirements of the College and/or program/course.

SCOPE AND LIMITS
This Policy applies to all applicants and to all programs/courses offered by Vancouver Community College.

STATEMENT OF POLICY PRINCIPLES
1. VCC provides equality of access to the College and its programs/courses regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, criminal record, marital status, family status or disability except where the College’s operations are governed by legislation.
2. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
3. The College will establish program/course admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
4. Admission requirements are approved by Education Council and the Board of Governors as per Section 23.1 of the College and Institute Act. Admission requirements for programs are listed in the Program Content Guide (PCG). Admission requirements for courses that are not part of a program are listed in the Course Outlines.
5. Canadian citizens, permanent residents, and others determined eligible by Citizenship and Immigration Canada to study in Canada are eligible to apply for admission.
6. The British Columbia Ministry of Advanced Education sets the overall institutional enrolment targets for Canadian citizens and permanent residents. Enrolment capacity above Ministry targets may be filled with international students.

7. The College admits students on a first-qualified, first-admitted basis whereby students must satisfy all admissions criteria to establish eligibility and are then offered places by date of eligibility. Exceptions are:
   a. programs/courses that use selective admissions processes to rank order qualified applicants; and
   b. returning students who apply to be readmitted (insert students) into a program at an advanced level.

8. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College may use flexible assessment processes. To ensure consistency and fairness, standardized evaluation processes will be used to assess applicants’ qualifications via a Flexible Assessment Committee.

9. The College has related policies that may affect enrolment decisions for student applicants who are Aboriginal, International and/or have a disability.

10. Applicants are responsible for providing all required documents for their programs/courses as outlined on the College’s website.

11. The College will provide a review mechanism for applicants who are not satisfied with an admissions decision.

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

RELATED POLICIES & LEGISLATION
Legislation:
British Columbia Human Rights Code
Canadian Immigration Act

Policies:
A.3.1 Prevention of Harassment, Discrimination and Bullying
C.1.1 Course/Program Grading Policy
C.1.3 Granting of Credentials Policy
C.2.1 International Education Enrolment Policy
C.2.2 Eligibility for Domestic Fees
D.3.8 Criminal Record Check Policy
D.3.10 Aboriginal Education Enrolment Policy
D.3.5 Prior Learning Assessment and Recognition Policy
D.4.1 Students with Disabilities Policy
D.4.2 Student Complaints about Instruction, Services and Employees
NEW Flexible Admissions Policy

RELATED PROCEDURES
Refer to Policy D.3.6 Admissions Procedures.
DEFINITIONS

Cohort Program: A program of study in which students (cohort members) start a program together, collaboratively participate in the same courses and graduate together.

Conditional Acceptance: Acceptance offered before all program requirements are met. Conditions must be met prior to commencing study.

Flexible Admissions: The process of identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through work experience, non-credentialed training, independent study, volunteer activities, and hobbies. It is designed to allow applicants with a high probability of successful program completion to qualify for admission. To ensure consistency and fairness, standardized evaluation practices will be used to assess an applicant’s qualifications (please see NEW Flexible Admissions Policy.)

Prior Learning Assessment and Recognition (PLAR): A process for applicants who wish to receive credit for one or more specific courses and are assessed in relation to the expected learning outcomes of a course and/or program (please see D.3.5 Prior Learning Assessment and Recognition Policy).

Insert Applicants:

- Former VCC students who have been previously accepted into a program and who had to leave the program for health, lack of progression or other reasons; or
- Students transferring with Prior Learning Assessment or transfer credit from another recognized institution.
- VCC students in non-cohort programs are not considered insert students when returning to their program of study. They must complete within the duration listed within the Program Content Guide.

Laddering: Using a previously earned credential to access a higher credential program.

Official Transcript: The record of a student’s past academic history. Transcripts are considered official when they are in an envelope sealed by the sending institution. The only exceptions are official translations and transcripts from institutions where retrieval is not possible.
Program Content Guide (PCG): The official document that contains the general description of a program of study, including program name, program purpose, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.

Registration Area: The following areas of the College are responsible for registering students into specific programs:

- Registrars’ Office (RO)
- Continuing Studies (CS)
- International Education (IE)
- School of Instructor Education (SIE)

Selective Admissions: The right of the College to admit students:

- To a program or course based on a departmental assessment, in addition to the minimum entrance requirements; or
- To a program where additional admission requirements over and above the College’s general admission requirements have been approved by the Education Council and the Board of Governors.

Admission to a program is determined through a review of applications by the department based on established criteria. Registration for selective admission programs can either be through open registration or limited enrolment (meaning there are a limited number of spaces or seats available in a program or course).

Standard Admissions: Admission to a program is performed on a first qualified, first accepted basis.

Transfer Credit: The granting of credit by one institution for equivalent courses completed at another institution that can be applied towards a credential. Transfer credits can either be assigned or unassigned.

- Assigned credits are granted in place of equivalent courses.
- Unassigned credits are applied towards a specific subject and/or level when no equivalent courses exist.

PROCEDURES

GENERAL COLLEGE ADMISSION REQUIREMENTS

1. To be admitted to the College, applicants must qualify as either domestic students or as international students.
   a. Applicants who are in possession of valid documentation confirming their legal status as Canadian citizens, permanent residents or as allowed by the C.2.2 Eligibility for Domestic Fees policy will qualify as domestic students.
   b. Applicants who are not domestic students who meet the guidelines established for international students studying in Canada by Citizen and Immigration Canada will qualify as international students.

2. At the time of enrolment, students must be at least 16 years of age. There is no upper age limit.
PROGRAM/COURSE ADMISSION REQUIREMENTS

3. Once applicants have met the general VCC admission requirements, they must then meet the admission requirements of the program/course as listed in the approved Program Content Guide or Course Outline.

4. Students who have been out of high school for more than four (4) years will be considered mature students and will not have to demonstrate high school graduation unless required by a program accrediting body. Mature students still need all other academic and non-academic admission requirements.

5. There are three (3) processes the College can use to admit students into its programs and courses:
   a. Standard Admissions;
   b. Selective Admissions; or
   c. Flexible Admissions.

APPLYING FOR ADMISSIONS AT VCC

6. Applications to VCC programs and courses of study are made through an Application Form that is available on the College website or through the Registration Area.

7. Applicants are required to:
   a. Submit all required documents as outlined on the College website including, but not limited to, official transcripts, original assessment results, proof of citizenship, or other non-academic requirements.
   b. Pay an application fee, where required.
   c. The minimum penalty for submitting fraudulent application related documents is a one year restriction from any VCC program and courses.

8. For students laddering into higher level programs without a break in their studies, a new application is not required.

9. Applicants will be permitted to transfer their application from one program/course to another program/course within one (1) year of applying.

10. In programs where demand exceeds capacity applicants are waitlisted in order of their qualifying date.

11. Applicants will be officially notified of admission decisions by the Registration Area.

12. Applicants will be notified of conditional acceptance and of any submission deadlines by the Registration Area.

TRANSFER CREDIT

13. Students must apply for transfer credit and submit official transcripts, applicable course outlines and any other supporting documents to the Registration Area.

14. The department will determine the credits to be awarded in consultation with the Registration Area.

15. Transfer credits will be automatically applied by the Registration Area where course articulation exists at the provincial level or a precedent has been set by the department.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)
16. Students seeking PLAR must apply and submit all supporting documentation to the Registration Area and pay the applicable fee. For further information please see Policy D.3.5 Prior Learning Assessment and Recognition (PLAR).

**INSERT APPLICANTS**

17. Insert students who have taken at least a one (1) year break from their program at VCC, or are transferring into a program from another institution, must submit an application to the Registration Area. The Registration Area works with the department to facilitate an appropriate entry point based on the applicant’s educational history and seat availability.

18. Insert students who have taken less than a one (1) year break from their program must meet with their program’s Department Leader to determine an appropriate re-entry point. The decision and details must be communicated to the Registration Unit by the Department Leader in a timely fashion.

**EXPIRY OF APPLICATIONS**

19. Applications are considered valid for one (1) year from the initial submission date. The Registration Area will inform the applicant of their status and request confirmation of continued interest. Failure to respond will result in closing the application.

20. Applicants whose applications have expired must reapply for admission and are responsible for paying a new application fee. All supporting documentation is kept for one year after applications have expired.

**ADMISSIONS REVIEW**

21. Students can appeal an admissions decision by submitting an Admissions Review form within 30 days of being notified of the decision. Forms are available from the Registration Area and must be submitted along with any supporting documentation.

22. The Registration Area will determine if the supporting documentation meets the admission/selection requirements in consultation with the relevant department as required.

   a. In special cases, applicants who do not meet certain admission requirements may be admitted with agreement between the Registrar (or delegate) and the appropriate Department Leader. Consultation with Student Services representatives may be held as needed. The appropriate Dean is notified of the decision.

23. The Registration Area will notify the applicant in writing of the results of the Admissions Review within 15 business days after the form and supporting documentation have been submitted.

**RELATED POLICY:**

Refer to D.3.6 Admissions Policy.
Admissions Appeal Policy

Purpose

To inform the College Community of the procedures to appeal an admissions decision.

Policy

Applicants may appeal a decision regarding admission or re-admission to a program at Vancouver Community College.

Applicants must first try to resolve their concerns informally through an admissions review. If the informal process is unsuccessful, then the formal procedure can be followed.

Applies to

Applicants and VCC students.

Procedures

1. The appellant submits a completed Admissions Appeal Form to the Registrar* within 30 days from the date of the original decision and includes any relevant documentation.

2. Grounds for a formal appeal shall be limited to
   a. Procedural errors, and/or
   b. Evidence that the information used in the decision was inaccurate or incomplete.

   Failure by an applicant to provide accurate and complete information in accordance with the admissions policy shall not be grounds for a formal appeal.

   If a student has been suspended or expelled under another policy, they cannot appeal under the Admissions Appeal Policy.

3. The Registrar* or designate will decide, within 5 working days, if there are grounds for an appeal. If, in the opinion of the Registrar* or designate, the appellant was unable to present reasonable grounds for a change to the original decision based on the documentation, the appellant will not receive a hearing and the appeal will be denied.

*Throughout this Policy, in the case of Continuing Studies, “Registrar” will be substituted with Director, Centre for Professional and Continuing Studies.
4. If the case will not be heard, the appellant may further appeal to the President to have the case heard. The time limit to appeal to the President is 5 working days after the Registrar* or designate advises the appellant that the case will not be heard.

5. If the case will be heard, the President will appoint an administrator, other than the Registrar*. The administrator will strike an Admissions Appeal Committee that will decide on the appeal.

6. The Admissions Appeal Committee will consist of:
   a. The Chair, as appointed by the President (non voting except in the case of a tie);
   b. Department Head of Counselling or designate;
   c. Faculty member at large;
   d. Registrar*, or designate, and;
   e. Student selected by the appropriate Student Association.

7. In the case of the Centre for Professional and Continuing Studies (CS), the Committee will consist of
   a. Director, C.S., as Chair (non voting except in the case of a tie)
   b. Senior Program Coordinator, C.S.
   c. Instructor, C.S.
   d. Program Coordinator, C.S.
   e. Student C.S.

8. The Chair of the Admissions Appeal Committee will
   a. Request a written submission from the College employee who made the decision being appealed,
   b. create an agenda which will include the date, time, and location of the hearing,
   c. distribute the agenda and related documents including written submissions from both parties, to the Committee and the appellant, in advance of the hearing. All submissions and documents are deemed to be strictly confidential.

9. The attendees at the Admissions Appeal Hearing will include, but not be limited to:
   a. Members of the Committee (above)
   b. The appellant
   c. The employee who made the decision.
   d. Department Head or equivalent of the area to which admission is sought, or designate.
   • Either party may be represented by one advisor. More than one advisor may be allowed at the discretion of the Chair.

*Throughout this Policy, in the case of Continuing Studies, “Registrar” will be substituted with Director, Centre for Professional and Continuing Studies.
10. If the appellant intends to have legal counsel present at the hearing, she or he will advise the Chair at least five business days prior to the hearing. In that event, the Committee may obtain the services of legal counsel for its own use.

Appeal Hearing Procedures:

1. If the appellant fails to show at the hearing and fails to provide reasonable evidence of an emergency, the committee will make a decision based on the facts available to them.
2. At the hearing, the Chair will introduce all parties and outline the procedures to be followed.
3. The appellant will identify the issues from her/his perspective, and outline facts relevant to the appeal.
4. The employee concerned will have the same opportunity.
5. The appellant will have an opportunity to respond to the employee’s representations.
6. The Committee will determine and interview any other individuals who may have information related to the appeal. After each interview, the employee and appellant will be given the opportunity to respond to the information presented.
7. Committee members may ask questions of parties.
8. The Chair will invite both parties to give a closing statement.
9. The Committee members will then deliberate in private and make a decision regarding the appeal.
10. The Chair will deliver the decision in writing within ten working days to the appellant, the employee concerned, and the Department Head, if applicable.
11. The decision of the Admissions Appeal Committee shall be final.

Replaces

VCC Admissions Appeal Policy, 2.1.2.6

*Throughout this Policy, in the case of Continuing Studies, “Registrar” will be substituted with Director, Centre for Professional and Continuing Studies.*
1. **Policy Sponsor**       Registrar

2. **Approvals:**

   - President ____________________________  Date:________________________
   - Education Council Chair________________  Date:________________________

3. **Amendments**

   - President ____________________________  Date:________________________
   - Education Council Chair________________  Date:________________________

4. **Review Date**

*Throughout this Policy, in the case of Continuing Studies, “Registrar” will be substituted with Director, Centre for Professional and Continuing Studies.*
BACKGROUND:
In response to requirements out of the DQAB review of the Hospitality Management degree, a Flexible Admissions policy was created to develop formal policy on accepting students with non-traditional educational backgrounds with an opportunity to access certain programs.

DISCUSSION:
This new policy focuses on accessibility for students with non-traditional educational backgrounds into diploma and degree programs. Highlights of the policy and procedures include a requirement to embed admissions criteria in the PCG. Once these criteria are established departments, with the approval of Curriculum Committee, will develop a rubric to assess applicants. Adjudication will be conducted by a 3 person panel as outlined in the procedures.

MOTION:
MOVE THAT Education Council recommends the Board of Governors approve the Flexible Admissions Policy and Procedures

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
CONTEXT AND PURPOSE
The purpose of this policy is to establish guidelines to enhance accessibility for students with non-traditional educational backgrounds into a diploma or degree program that normally requires a certain level and type of prior post-secondary learning. Students applying to a program, having flexible admission as an option, will be provided an opportunity for evaluation and recognition of learning attained outside formal educational settings.

SCOPE AND LIMITS
This policy applies to all programs that have identified flexible admissions as an entry option. Please see D.3.6 Admissions Policy for overall admissions criteria to enter the College.

STATEMENT OF POLICY PRINCIPLES
1. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
2. The College will establish program admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
3. Admission requirements are approved by Education Council and the Board of Governors as per Section 23.1 of the College and Institute Act. Admission requirements for programs are listed in the Program Content Guide (PCG). Admission requirements for courses that are not part of a program are listed in the Course Outlines.
4. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College has flexible admissions processes; through these, the College may acknowledge previous learning attained through informal learning and/or work experience. To ensure consistency and fairness, standardized evaluation processes will be used to assess applicants’ qualifications via a Flexible Admissions committee.
5. The College has related policies that may affect enrolment decisions for student applicants who are Aboriginal, International and/or have a disability.
6. Applicants are responsible for providing all required documents for their programs/courses as outlined on the College website.

RELATED POLICIES & LEGISLATION
Policies:
A.3.1 Prevention of Harassment, Discrimination and Bullying
C.1.3 Granting of Credentials Policy
C.2.1 International Education Enrolment Policy
C.2.2 Eligibility for Domestic Fees
D.3.8 Criminal Record Check Policy
D.3.10 Aboriginal Education Enrolment Policy
D.3.5 Prior Learning Assessment and Recognition Policy
D.3.6 Admissions
D.4.1 Students with Disabilities Policy
D.4.2 Student Complaints about Instruction, Services and Employees

RELATED PROCEDURES
Refer to Flexible Admissions Procedures.
DEFINITIONS

Program Content Guide (PCG): The official document that contains the general description of a program of study, including program name, program purpose, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.

Registration Area: The following areas of the College are responsible for registering students into specific programs:
- Registrars’ Office (RO)
- Continuing Studies (CS)
- International Education (IE)
- School of Instructor Education (SIE)

PROCEDURES

1. Flexible admissions criteria must be listed in the PCG and approved by Education Council.
2. At the time of approval the department must establish:
   a. The rubric for assessing flexible admissions criteria; this must be approved by Curriculum Committee prior to reviewing any applications. Normally, such a rubric will assess an applicant’s non-traditional education background against specific learning outcomes in the relevant PCG as well as select course learning outcomes where deemed necessary.
   b. A Flexible Admissions Standing Committee comprised of three (3) adjudicators:
      i. A Department Leader or delegate from the program of intended study;
      ii. An instructor or Department Leader from a related department selected by the Dean/Director from the program of intended study; and
      iii. The Associate Registrar of Admissions (or delegate) or Registration Manager for Continuing Studies (or delegate).
   c. Alternates for all committee members to ensure timely decisions.
APPLYING FOR FLEXIBLE ADMISSIONS AT VCC

3. Applicants can apply through the College website or in person at a Registration Area.

4. Applicants are required to:
   a. Submit all required documents as outlined on the College website including, but not limited to, official transcripts, original assessment results, proof of citizenship, or other non-academic requirements;
   b. Submit a written request for flexible admission;
   c. Pay an application fee, where required.

5. The Registration Area sends applications to all committee members for evaluation.

6. The Committee meets to review the application(s). After discussion, the committee will make a decision by majority vote. The Associate Registrar/Registration Manager (or delegate) will bring the decision(s) back to the Registration Area.

7. Applicants will be officially notified of admission decisions by the Registration Area.

RELATED PROCEDURES:
Refer to NEW Flexible Admissions Policy.
April 1, 2015

PREPARED FOR: Education Council
ISSUE: NEW Timetable Policy and Procedures

BACKGROUND:
This is a new policy which has been created in conjunction with the Academic Schedule policy. The primary purpose of this policy is to guide the creation of timetables. The policy establishes that academic endeavours will be prioritized when booking classroom space. This is an operational policy and therefore falls under the purview and jurisdiction of the Board of Governors.

DISCUSSION:
Policy Committee was provided the opportunity to review the policy and procedures. This policy has also been scrutinized by Department Leaders, Deans and Directors and the college community through feedback channels. The policy clearly identifies the procedures for the creation of timetables and delineates who is responsible for each step of the process.

RECOMMENDATION:
Education Policy Committee is bringing this forward for information with the understanding that this policy and procedures will be put forward to the Board of Governors for approval.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
PURPOSE

The purpose of this policy is to guide VCC (the College) in the establishment of College wide standards for timetabling. The key focus of this policy is to protect the principle of equity for all users and to ensure that timetabling practices are consistent, fair, transparent and supportive of achieving the Strategic and Education Plans of the College. This policy applies equally to every School, Division, Service, and person.

SCOPE AND LIMIT

The College & Institute Act Section 19(1)(b) states “...a board may do the following: (b) manage, administer and control the property...of the institution and (b.1) regulate, prohibit and impose requirements in relation to the use of real property, buildings, structures and personal property of the institution”.

Given this power all instructional space is the property of Vancouver Community College and is reported in the Facilities Inventory System as part of the College’s accountability reporting to the provincial government and the current roombooking software, Event Management System.

There are a number of factors which impact on the development of a timetable. These include, but may not be limited, to

- College objectives regarding room utilization rates
- Faculty and Staff considerations (Collective Agreements)
- Room restrictions
- Student restrictions (off site booked learning experiences)
- Time restrictions
- Room capacity/class size
- Number of rooms available
- Accuracy of information provided
- Accuracy of data entry
- Delivery patterns including
  - How courses are taught
  - Course is combined with another section
  - Course requires more than one room

**STATEMENT OF POLICY PRINCIPLES**

1. All space is College space and is recorded and reported in the Facilities Inventory System (FIS).

2. Regularly scheduled classes for VCC credentialed programs/courses and Continuing Studies non-credentialed programs/courses will have priority ranking for the use of College space.

3. Space will be allocated based on the proposed needs of the instructional activity. Where possible, instructional space will be allocated to create either program or discipline cohesiveness.

4. Non-base credentialed programming will have equal priority with base funded programming.

5. To maximize utilization, space will be allocated to meet maximum class, laboratory and seminar sizes to facility sizes.

6. Where possible like activity will be scheduled into like space and will match class, laboratory, and seminar sizes to facility sizes.

7. Some programs, it is recognized, will be less suitable for inclusion in a centrally scheduled system (e.g. classes for the visually impaired). These will be identified and agreed upon in advance.

8. To maximize utilization of College space, consideration must be given to scheduling activities during day (0800-1600), and evening hours (1600-2200), 7 days a week, 12 months a year.

9. An effort will be made to balance preferred and less preferred instructional space and time amongst courses.

10. The Timetable must be established in advance of the student registration process, at minimum this process must be complete 3 months prior to courses commencing. The preferred timeframe is to have the timetable complete 6 months prior to courses commencing. Continuing Studies will be given more flexibility in terms of these timeframes.

11. Program or course suspension or cancellation decisions will be made in a timely manner with prime consideration given to the impact on registered students.

12. Decisions regarding the implementation of procedures will be consistent with provisions of applicable Legislation and Collective Agreements.
13. Accessibility requirements for instructors or staff with a disability will be given priority.

14. Accessibility requirements for students with a disability will be assessed on a case by case basis and accommodations needed that impact classroom allocation will be made with the appropriate instructor(s) and Dean(s).

DEFINITIONS

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

RELATED POLICIES

New Academic Schedule
B.3.3 Rental of College Facilities
B.3.4 Use of College Facilities
D.4.1 Students with Disabilities

LEGISLATION

College & Institute Act
DEFINITIONS

Block booked space: College space assigned to a program area based on the anticipated needs of their instructional activity and specific program/service requirements. Where possible, such space will be allocated to create either program or discipline cohesiveness.

Centrally booked space: College space not assigned to a program through a block booking method and or designated as specialty instructional space.

Course Timetable: The start and end date, start and end time, days of the week and rooms in which courses are to be offered.

Credentialed Program: A prescribed curriculum that result in a credential awarded by VCC.

Non-Credentialed Program: A prescribed sequence of courses that forms part of a program that is not awarded a credential by VCC.

Courses not part of a Credential Program: A course that is not part of the sequence package of courses in a program leading to a credential.

Courses not part of a Non-Credentialed Program: A course that is not part of the sequence package of courses that forms part of a program that is not awarded a credential by VCC.

Department: A sub-unit of a “School” that is responsible for a program or course area.

Facilities Inventory System (FIS): A Ministry mandated inventory of all College space such as classrooms, laboratories, specialized rooms, and office space.
**General Classroom:** A classroom that does not contain any specialized equipment or unique layout that cannot or must not be altered for pedagogical reasons.

**Occasional scheduled classes:** An activity in support of a scheduled class that meets sporadically throughout the term or program.

**Timetabling Office:** The Timetabling Office enters the timetable data received into the scheduling software, validates the data to ensure its accuracy and produces draft timetables

**Specialty instructional space:** Specialty instructional space is space that has been designed for a specific purpose (e.g. Hair Salon, Trades shops). Departments offering activity for which Specialty instructional space has been designed will have the first option of booking the space. The Dean, in consultation with the appropriate Department Leader, will make a decision regarding the availability of such space for other user groups.

**PROCEDURES**

**OVERVIEW**

There are four (4) phases to the process for establishing the College’s timetable

1. **Collection & Submission of Data**
   a. Except for new programs, prior timetable information will be provided to Department Leaders to assist them in preparing their proposed timetables.
   b. Individual programs/schools develop and submit scheduling data to the Timetabling Office using the template provided.
   c. Department Leaders will add specific data elements regarding course sections, faculty, and room requirements

2. **Scheduling of Data**
   a. The Timetabling Office enters the timetable data received into the scheduling software, validates the data to ensure its accuracy and produces draft timetables

3. **Accuracy, Verification & Revision-to-Draft Schedules**
   a. The Timetabling Office distributes draft timetable to Department Leaders to allow them to:
      i. Verify the accuracy of content
      ii. Discuss changes or modifications where necessary
      iii. Submit formal change request(s) if no consensus can be reached regarding changes or modifications through informal discussions
      iv. Department Leaders may request changes to timetable following the procedure outlined below
   v. Essential changes are those required due to
      - Addition or collapsing of a course section
      - Enrolment exceeding room capacity
      - Scheduling conflicts
      - Unavoidable changes to teaching assignments
      - Unavoidable changes to equipment requirements
   i. Non-essential changes are those which cannot be supported by pedagogical rationale
b. The Timetabling Office will inform the Dean and Registrar of any situation that may be at odds with the procedures.

c. Issues that cannot be resolved through these processes will be referred to the VP Academic who will work with the parties to resolve the contested matter(s).

4. Final Timetables

a. The Timetabling Offices undertakes additional iterations of the timetable to meet responses to the initial draft schedules. The Timetabling Office obtains approval by the appropriate Dean/Director prior to uploading and distributing these final timetables. The final set of timetables will override all previous timetables.

Factors that impact the Development of the College Timetable

1. Department Leaders must submit their complete course timetables to the Timetabling Office by the published deadline.

2. All course timetable submitted by the published deadline will be allocated an appropriate space using the guidelines stated in the B.3.4 Use of College Facilities:

   a. In particular, start and end times of classes will be assessed to ensure scheduling efficiencies and the prevention of overlaps in room bookings.

   b. End times will normally allow 10-15 minutes to allow students to make transitions between classes

   c. Break times, such as lunch hours will be noted to support the assignment of such rooms for meetings.

   d. Other break times, such as Reading Breaks or non-instructional periods will be noted to support the assignment of rooms for other purposes.

3. Instructional space may be booked for each term. Department Leaders are encouraged to submit timetable requests for an academic year versus a term.

4. Classrooms will not be associated with shops, laboratories or other specialized instructional space so that they will be available to all.

5. Dedicated laboratories shops or other such space will be utilized in accordance with their intended purpose. Program/course constraints may specify a requirement for additional time prior to, or following, a scheduled activity to allow for preparation, clean-up and maintenance of such space. Unsupervised student activity in dedicated spaces may be specified as a requirement and will be scheduled once the timetable process is finalized.

6. Where space is assigned to specific areas, such as Health and Hospitality Programs, such programs will

   a. Normally, not be allowed to book two or more instructional spaces that will be used by the same group of students concurrently. Individual cases will be dealt with based on their merits.

   b. Specify the exact use for each space within the block including the number of students being accommodated

   c. Specify time blocks to accommodate arrangements for clinical, fieldwork, etc.
7. In creation of the timetable, the Department Leader will consider
   a. an even distribution of classes throughout the week
   b. start and end times
   c. maximum time between scheduled classes
   d. maximum number of hours a student can be in instruction in a given day
   e. break and lunch times

8. For classes where continuous intake is the mode of instruction, data regarding need for room size will be assessed based on the previous two years pattern of class attendance and the current years projected enrolments.

9. All available space in general classrooms after the initial allocation of space will be open for the duration of the current term. All departments will have access to these rooms.

10. Space requests for additional course offerings after the published deadline will be processed on a first-come-first-served basis.

11. Space requests for changes to a timetable schedule after the published deadline will only be permitted for the following reasons
    a. Enrolment exceeds classroom capacity
    b. Class size is lower than expected and therefore the original room assignment is not efficient use of space
    c. Another room becomes available that is more in-line with the original room and technical equipment request
    d. An unforeseen change in instructor requires a change in class time or to be able to find a suitable replacement instructor
    e. A student with a disability requires an accommodation

12. Space is booked on anticipated need. In the event that the activity does not take place, the space is returned to the Timetabling Office.

13. Teaching aids used in a program or course in a classroom should be securable and will not preclude other programs or courses from using the classroom.

14. Scheduled supervised activity required is a priority activity. Unsupervised student activity in classrooms or labs is not a priority activity, and although it may be specified and booked once scheduling is complete, it may also be cancelled if necessary to allow a supervised class activity to take place.

15. Courses and non-cohort programs will be scheduled to maximise student access.

16. An effort will be made to balance preferred and less preferred instructional space and time amongst courses and programs. When no classroom space is available at the time requested, the Department Leader will be contacted and a request made that the course be re-scheduled to a time when a classroom is available. At the time of advising the Department Leader of a conflict all available classroom options will normally also be provided.
17. Changes, after publication of the timetable, are to be avoided except for unforeseen circumstances. Minor changes, such as instructor name change or class size change, not impacting potential reassignment of a space will be accepted and noted. Major changes, such as adding or cancelling a course or a room or changing the day or time of a course or program offering will require prior approval by the Dean or Director before submission to the Timetabling Office. Normally, once the timetable is finalized and has gone live on line, such changes will not be accepted. Individual cases will be dealt with based on their merits.
DECISION NOTE

6 April 2015

PREPARED FOR:   Education Council

ISSUE:   Changes to First Year University Transfer Engineering Certificate

BACKGROUND:
This proposal, presented by Andy Sellwood, contains additional courses, two pre-existing and two new, changes to Course Learning Outcomes, Instructional strategies and Course Description for PHYS 1200 and the removal of PLAR possibilities. These changes are being made to maintain transferability to SFU. Also a second stream is proposed for those students planning to transfer to UBC.

DISCUSSION:
There was discussion regarding the interesting concept of a one-way co-requisite. The committee requested a curriculum change chart for the language changes to PHYS 1200 plus a description of an online assignment. These changes are included in the meeting package documentation.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve the changes to the First Year University Transfer Engineering Certificate.

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Control Sheet

Use this control sheet to describe the revisions being made to courses or programs, or the curriculum being developed for new courses. Complete one control sheet for each submission to Curriculum Committee.

For New Programs, refer to the Proposal for New Program document.

Curriculum Developer: Andy Sellwood
Title: Dept. Head, Science
School/Centre: School of Access
Department: Science
E-mail: asellwood@vcc.ca
Phone/Ext.: 7293

A) DOCUMENTATION (select all that apply)

- Program Content Guide
  Program Name(s): First-Year University Transfer Engineering Certificate
  Anticipated Start Date: September 2015

- Course name and number: Physics 2 (PHYS 1200) Credits: 4.0
  *All new or revised course numbers must be validated in advance with the Registrar's Office

- Course name and number: Professional Communication (SCIE 1110) Credits: 3.0

- Course name and number: Calculus 1 (MATH 1100) Credits: 3.0

- Course name and number: Calculus 2 (MATH 1200) Credits: 3.0

- Course name and number: Chemistry 2 (CHEM 1223) Credits: 4.0

- Course name and number: Mechanics 1 (PHYS 1170) Credits: 3.0

- Course name and number: Engineering Graphics and Design (SCIE 1151) Credits: 3.0

- Course name and number: University Transfer English 1 (ENGL 1127) Credits: 3.0

(Add additional lines if required)

B) DEVELOPMENT TYPE (select all that apply)

- New Course(s) Course has never been offered before at VCC (either as a standalone course or as part of a program)

- New Non-Credit Course(s) Course has never been offered before at VCC and is/are not Articulated, Affiliated or Accredited (does not apply to Continuing Studies)
Curriculum Control Sheet

- Replacement Course(s)
  - A Replacement course will be equivalent to the course it replaces in a student's academic record. It will be used for GPA calculation and to track course duplications and repetitions.
  - This course replaces. _____________________________________________________________

- Revision to Program Content Guide (PCG)
  - **Major** Revision (check all that apply)
    - ☑ Program/Credential
    - ☑ Program Purpose
    - ☑ Program Admission Requirements
    - ☑ Program/Course Learning Outcomes
    - ☑ Prior Learning Assessment and Recognition (PLAR)
    - ☑ Program/Course Credits/Instructional Hours
    - ☑ Program Duration/Maximum Allowable Time For Completion
    - ☑ Program GPA Requirement
    - ☑ Course Pre-Requisite(s)/Co-Requisite(s)
    - ☑ Course Evaluation Plan At Variance With Policy
    - ☑ Course Credit Hours
    - ☑ Revised Curriculum Documentation (e.g., updating to current format)
    - ☑ Other. ________________________________________________________________

- Revision to Course Outline(s)
  - **Minor** Revision (check all that apply)
    - ☑ Program/Course Description
    - ☑ Recommended Student Characteristics
    - ☑ Course Sequencing
    - ☑ Course Name/Number
    - ☑ Pre-requisite/Co-requisite Name or Equivalencies
    - ☑ Course Learning Outcome in Non-Credit Course
    - ☑ Course Evaluation Plan Within Policy
    - ☑ Instructional Delivery Mode
    - ☑ Language (e.g., Typos, Spelling Errors, etc.)
    - ☑ Addition of Program Map
    - ☑ Other: ________________________________________________________________

C) RATIONALE AND NEED

- For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
- For new courses, provide a rationale for developing the course.
- Who have you consulted (internally and externally) and provide a brief summary of the feedback.
- Are there any expected costs as a result of this proposal?
The changes being requested are

1. That PLAR not be accepted for Calculus 1 (MATH 1100) or Calculus 2 (MATH 1200) for the certificate.
2. Changes to the course description, instructional strategies, and course learning outcomes for Physics 2 (PHYS 1200)
3. Removal of the co-requisite ‘SCIE 1100’ on the course outline for Professional Communication (SCIE 1110)
4. Creation of two ‘Options’. One is for students hoping to transfer to SFU (Option A) and is identical to the current engineering certificate program. The requirements for assured admission to SFU have been altered as per a request from SFU. The second option (Option B) is for students hoping to transfer to UBC engineering.
5. Four courses have been added to the certificate, all of which are in Option B. Two of these courses, Chemistry 2 and UT English 1, are already in existence at VCC. The other two courses (Mechanics 1 and Engineering Graphics & Design) are new courses.

The rationale for these changes is that 1) SFU will not accept students who transfer with the certificate if they have received PLAR for MATH 1100 or 1200, 2) In order for PHYS 1200 to be given equivalence of SFU PHYS 121 and SFU ENSC 120 that learning outcomes be added which match the outcomes of ENSC 120, 3) The co-requisite of SCIE 1100 was added in error to the SCIE 1110 outline, 4) Many students are interested in transferring to UBC engineering and 5) The UBC engineering first year requirements are such that the four courses needed to be added to the certificate.

SFU Engineering has been consulted. There are no expected costs.

D) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy (policy #)

1. As Centre for Instructional Development Dean or delegate I certify that:
   a. Documentation meets the standards and policies for program/course documentation and there is educational alignment within the program/course

   SFindlay

   Print Name

   Signature

   Date

   Feb 25/15

2. As Registrar or delegate I certify that:
   a. Documentation meets the institutional standards for entry requirements, course numbering and credit calculation required for implementation once approved

   Stephen Salem

   Print Name

   Signature

   Date

   Feb 25 2015

3. As Department Leader I certify that:

   Curriculum Development and Approval
   Pilot Project November 2014 to June 2015

   3 of 5
Curriculum Control Sheet

4. As Dean/Director I certify that:
   a Faculty in the department (and the School, if appropriate) have been consulted and approve of the proposed changes,
   b All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners
   c Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   d Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated

[Signature]
Print Name: [Name]
Signature: [Signature]
Date: [Date]
Curriculum Control Sheet

*** FOR EDUCATION COUNCIL OFFICE USE ***

CURRICULUM COMMITTEE

Date: __________________________

Minor Revisions

☐ Approved as presented, proceed with implementation
☐ Approved with additional minor edits
☐ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: __________
☐ Reclassified as not minor

Major Revisions

☐ Recommend to EDCO as presented, proceed to EDCO
☐ Recommend to EDCO with additional changes
☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: __________
☐ Recommend significant changes, return to Department Leader

New/Replacement Course(s)

☐ Recommend to EDCO as presented, proceed to EDCO
☐ Recommend to EDCO with additional changes
☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: __________
☐ Recommend significant changes, return to Department Leader

EDUCATION COUNCIL

Date: __________________________

Minor Revisions

☐ Received as Information
☐ Request review of documentation from Curriculum Committee
☐ Reclassified as Major Revisions, return to Curriculum Committee

Major Revisions

☐ Approved as presented, proceed with implementation
☐ Approved with additional minor changes
☐ Recommend significant changes, return to Department Leader

New/Replacement Course(s)

☐ Recommend to EDCO as presented, proceed to EDCO
☐ Recommend to EDCO with additional changes
☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: __________
☐ Recommend significant changes, return to Department Leader
First-year University Transfer Engineering Certificate

Program Content Guide

Effective Date: Sept 2015
Purpose

The First–year, University Transfer, Engineering Certificate is offered to provide students with the opportunity to explore options and demonstrate success at the first year level of university studies. Students will gain transfer credits to the second year of the SFU Engineering science degree programs. It will prepare them for university or other post-secondary programs of their choice. Students who have completed all program requirements must contact the Registrar’s Office to apply for graduation. For 2nd year transfer agreements with other public, post-secondary colleges, institutes and universities, please see our website: www.vcc.ca. Students will

- increase readiness for degree-level study
- gain advanced standing into specified university programs through signed articulation (transfer) agreements
- gain transfer credits to the 2nd year of the SFU Engineering degree program or others as follows:

**Option A: (SFU Engineering Science transfer)**

**Assured SFU Engineering Degree 2nd year Admission Pathway**

Assured admission under this pathway requires completion of the VCC Engineering Certificate with a VCC GPA of 2.75 (calculated based on the best attempt for each course). All credits must be obtained within sixteen months. In addition, for at least two of the terms at VCC students would need to meet a minimum course load of 12 credits. The following courses must be completed as part of this pathway: MATH 1100, PHYS 1100, CHEM 1121, CMPT 1010, MATH 1200, PHYS 1200, CMPT 1020, MATH 1221, SCIE 1110, SCIE 1100 and SCIE 1180.

The following core courses must be taken at VCC: PHYS 1200, SCIE 1110, SCIE 1100, and SCIE 1180. Other (non-core) courses in the certificate that are taken at post-secondary institutions other than VCC may be used towards completion of the VCC/SFU pathway, providing that they transfer independently to SFU and receive the same credit at SFU as does the VCC pathway course.

Students must also meet VCC's 75% residency requirement.

**Competitive Engineering Degree 2nd year Admission Pathway**

VCC students who do not meet the assured admission pathway criteria will be considered for entry to the SFU engineering science program using the existing college transfer criteria for admission (presently 24 credits of transferable work plus meeting the GPA set for that term of admission).

*Applicants from both pathways must meet the general SFU English language and quantitative admission requirements.*
**Option B: (UBC Engineering transfer)**

No assured admission agreement is in place with UBC. UBC sets an admission GPA for entrance into its 2nd year engineering program based on the university transfer courses completed by the student. To attempt admission into 2nd year engineering at UBC it is recommended that students complete the following courses: MATH 1100, PHYS 1100, CHEM 1121, CMPT 1010, MATH 1221, MATH 1200, PHYS 1200, CHEM 1223, SCIE 1151, ENGL 1127, and PHYS 1170.

The required GPA for transfer to other institutions may vary based on transfer agreements with other institutions.

**Program Learning Outcomes**

A graduate with a University Transfer Engineering Certificate has reliably demonstrated to a first year university level the ability to:

1. Incorporate critical thinking into theoretical reasoning and decision making.
2. Demonstrate teamwork by working collaboratively in laboratory activities.
3. Demonstrate information literacy abilities to determine the nature and extent of information required.
4. Apply the appropriate presentation style to produce clear and accurate written, verbal, and visual communication for clients and other professionals.
5. Utilize accepted research process and abilities in all professional enquires, communications, and scholarship.
6. Demonstrate the scientific and quantitative methodology as well as the analytical skills for entrance into second year science courses.

**Instructional Activities, Design and Delivery Mode**

The courses are presented using a variety of instructional strategies, resources and activities including lectures, demonstrations, guest speakers, case studies, and computer and laboratory applied practical experiences.

**Program Duration**

The time limit on completion is sixteen months for assured admission to SFU. The time limit on completion is three years for competitive admission to SFU.

The maximum allowable time for students to complete the program is three years.
Evaluation of Student Learning

Evaluation of the courses is determined by the instructor and may include a combination of practical assignments, projects, theory exam and/or practical exams.

The required GPA for transfer may vary based on transfer agreements with other institutions. Please see our website, www.vcc.ca.

Successful completion of a minimum of 36 credits (Option A) or 37 credits (Option B) of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate.

Credential

VCC University Transfer first year Engineering Certificate

Admission Requirements

All students must meet the general college entrance requirements.

- Grade 12 graduation, or equivalent.
- English 12 with a ‘C+’ or greater and English Language Proficiency, or equivalent (http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/).
- Precalculus 12 with a B or:
  - VCC Math 0983/0993 with a B, or
  - VCC Math 1020 with a C, or,
  - VCC Math Precalculus Test (MPT) with a 72%.
- Physics 12 with a C+, or VCC Physics 0983/0993 with a C+, or equivalent
- Chemistry 12 with a C+, or VCC Chemistry 0983/0993 with a C+, or equivalent

Prior Learning Assessment & Recognition (PLAR)

None

Recommended Characteristics of Students

- Demonstrate proficiency in the English language with excellent oral and written communication skills.
- Motivated and disciplined.
- Possess analytical and critical thinking skills.
- Some word processing experience.
Course Credits (Option A)

Successful completion of a minimum of 36 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>MATH 1100</td>
<td>Calculus 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PHYS 1100</td>
<td>Physics 1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>CHEM 1121</td>
<td>Chemistry 1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>CMPT 1010</td>
<td>Introduction to Computer Programming 1</td>
<td>3.0</td>
</tr>
<tr>
<td>Two</td>
<td>MATH 1200</td>
<td>Calculus 2</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PHYS 1200</td>
<td>Physics 2</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>CMPT 1020</td>
<td>Introduction to Computer Programming 2</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>MATH 1221</td>
<td>Applied Linear Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>Three</td>
<td>SCIE 1100</td>
<td>Engineering Technology and Society</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>SCIE 1110</td>
<td>Professional Communication</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>SCIE 1180</td>
<td>Introduction to Engineering Analysis</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Program Total Credits: **36.0**
Course Credits (Option B)

Successful completion of a minimum of 37 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

<table>
<thead>
<tr>
<th>Term One</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MATH 1100</td>
<td>Calculus 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PHYS 1100</td>
<td>Physics 1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>CHEM 1121</td>
<td>Chemistry 1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>CMPT 1010</td>
<td>Introduction to Computer Programming 1</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Two</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>MATH 1200</td>
<td>Calculus 2</td>
<td>3.0</td>
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<tr>
<td></td>
<td>PHYS 1200</td>
<td>Physics 2</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>CHEM 1223</td>
<td>Chemistry 2</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>MATH 1221</td>
<td>Applied Linear Algebra</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Three</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCIE 1151</td>
<td>Engineering Graphics and Design</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ENGL 1127</td>
<td>University Transfer English 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PHYS 1170</td>
<td>Mechanics 1</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Program Total Credits: 37.0
Course Descriptions (Option A)

TERM ONE

MATH 1100  Calculus 1
This course focuses on the fundamental concepts of differential calculus. Topics include the concepts of limit and continuity; rates of change; basic differentiation rules; derivatives of algebraic and transcendental functions; applied optimization problems; implicit differentiation and related rates; the Mean Value Theorem; linear approximations; curve sketching; simple differential equations and models; antiderivatives; simple parametric equations and polar coordinates.

PHYS 1100  Physics 1
This course covers the first half of a standard 1st year calculus-based physics course (PHYS 1200 is the second half). Topics include mechanics and heat, including vectors, kinematics, dynamics, energy, momentum, rotational motion, fluids, elasticity, oscillations, waves, sound, thermal properties of matter and thermodynamics. In the laboratory, students will develop measurement, analysis and lab report writing skills.

CHEM 1121  Chemistry 1
This course emphasizes the basic principles of structural chemistry, with application to chemistry of the elements. The laboratory illustrates the behaviour of chemical systems and some of the basic techniques associated with quantitative chemical experimentation. Chemistry 1 is designed for students seeking a degree or diploma in a field of science, technology, or health, among others. It is also suitable as an elective course for General Interest or Art students.

CMPT 1010  Introduction to Computer Programming 1
This course provides students an introduction to computing science and computer programming, using a systems oriented language, such as C or C++. This course introduces basic computing science concepts. Topics will include: elementary data types, control structures, functions, arrays and strings, fundamental algorithms, computer organization and memory management.

TERM TWO

MATH 1200  Calculus 2
This course covers the fundamental concepts of integral calculus. Topics include antidifferentiation; the definite integral; the Fundamental Theorem of Calculus, areas and volumes; integration
techniques; improper integrals; applications of the integral; numerical approximations; linear differential equations and applications; sequences and series; polynomial approximations; Taylor series and power series; calculus with parametric curves and polar coordinates.

**PHYS 1200  Physics 2**  
This course covers the second half of a standard 1st year calculus-based physics course (PHYS 1100 is the first half). Topics include electricity and magnetism, geometric optics, physical optics and quantum physics (including radioactivity). Students will perform a number of laboratory experiments connected to these topics. In addition, students will perform six introductory engineering laboratory experiments in order to familiarize themselves with operating lab instruments such as linear power supplies, digital multi-meters, function generators and oscilloscopes. Students will also learn proper bread boarding and printed wiring board assembly techniques.

**CMPT 1020  Introduction to Computer Programming 2**  
This course builds upon the foundation set in CMPT 1010 using a systems-oriented language such as C or C++. Topics include a review of the basic elements of programming; introduction to object-oriented programming (OOP); techniques for designing and testing programs; use and implementation of elementary data structures and algorithms; introduction to embedded systems programming.

**MATH 1221  Applied Linear Algebra**  
This course introduces students to linear equations, matrices, determinants, vector spaces and linear transformations and bases. The course also includes complex numbers, eigenvalues and eigenvectors; diagonalization as well as inner products and orthogonality; least squares problems. Applications involving matrix and vector calculations are emphasized.

**TERM THREE**

**SCIE 1100  Engineering Technology and Society**  
This course provides an introduction to the practice of engineering, surveying its history and its current state. The social and political aspects of engineering decisions will be illustrated by a number of case studies.

**SCIE 1110  Professional Communication**  
This course introduces students to the principles of effective communication with special emphasis on the writing process, informative and persuasive writing, research papers, oral presentations, and resumes and cover letters. Students will complete
online assignments which will include a first draft critique, grammar exercises, plus research and documentation exercises. In conjunction with SCIE 1100, the course also explores current social and ethical issues in engineering and computer science.

**SCIE 1180**  
**Introduction to Engineering Analysis**  
3.0

This course introduces students to problem modeling and simulation in engineering practice using one of the main engineering simulation tools - MATLAB. The course will present the basics of MATLAB programming, including MATLAB's data types, flow control, writing external functions, etc. Using MATLAB, students will learn to implement and analyze various methods and techniques of data analysis applied to real-world examples from a range of engineering disciplines, such as signal and image processing, communications engineering, robotics, etc. At the same time, engineering examples will attempt to illustrate how the concepts from the first-year math courses (Calculus 1 and 2, Applied Linear Algebra) are actually used in engineering practice.
Course Descriptions (Option B)

TERM ONE

MATH 1100  Calculus 1  3.0
This course focuses on the fundamental concepts of differential calculus. Topics include the concepts of limit and continuity; rates of change; basic differentiation rules; derivatives of algebraic and transcendental functions; applied optimization problems; implicit differentiation and related rates; the Mean Value Theorem; linear approximations; curve sketching; simple differential equations and models; antiderivatives; simple parametric equations and polar coordinates.

PHYS 1100  Physics 1  4.0
This course covers the first half of a standard 1st year calculus-based physics course (PHYS 1200 is the second half). Topics include mechanics and heat, including vectors, kinematics, dynamics, energy, momentum, rotational motion, fluids, elasticity, oscillations, waves, sound, thermal properties of matter and thermodynamics. In the laboratory, students will develop measurement, analysis and lab report writing skills.

CHEM 1121  Chemistry 1  4.0
This course emphasizes the basic principles of structural chemistry, with application to chemistry of the elements. The laboratory illustrates the behaviour of chemical systems and some of the basic techniques associated with quantitative chemical experimentation. Chemistry 1 is designed for students seeking a degree or diploma in a field of science, technology, or health, among others. It is also suitable as an elective course for General Interest or Art students.

CMPT 1010  Introduction to Computer Programming 1  3.0
This course provides students an introduction to computing science and computer programming, using a systems oriented language, such as C or C++. This course introduces basic computing science concepts. Topics will include: elementary data types, control structures, functions, arrays and strings, fundamental algorithms, computer organization and memory management.

TERM TWO

MATH 1200  Calculus 2  3.0
This course covers the fundamental concepts of integral calculus. Topics include antidifferentiation; the definite integral; the Fundamental Theorem of Calculus, areas and volumes; integration
techniques; improper integrals; applications of the integral; numerical approximations; linear differential equations and applications; sequences and series; polynomial approximations; Taylor series and power series; calculus with parametric curves and polar coordinates.

**PHYS 1200  Physics 2**  
This course covers the second half of a standard 1st year calculus-based physics course (PHYS 1100 is the first half). Topics include electricity and magnetism, geometric optics, physical optics and quantum physics (including radioactivity). Students will perform a number of laboratory experiments connected to these topics. In addition, students will perform six introductory engineering laboratory experiments in order to familiarize themselves with operating lab instruments such as linear power supplies, digital multi-meters, function generators and oscilloscopes. Students will also learn proper bread boarding and printed wiring board assembly techniques.

**CHEM 1223  Chemistry 2**  
The second course of the two-course sequence emphasizes the basic principles of chemical equilibrium, chemical thermodynamics, and organic chemistry. The laboratory in Chemistry 2 allows students to practice techniques learned in Chemistry 1. Students are expected to increase skills in making observations, recording data accurately, interpreting data and generating hypotheses. Chemistry 2 is designed for students seeking a degree or diploma in a field of science, technology, or dental hygiene, among others. It is also suitable as an elective course for General Interest or Art students.

**MATH 1221  Applied Linear Algebra**  
This course introduces students to linear equations, matrices, determinants, vector spaces and linear transformations and bases. The course also includes complex numbers, eigenvalues and eigenvectors; diagonalization as well as inner products and orthogonality; least squares problems. Applications involving matrix and vector calculations are emphasized.

**TERM THREE**

**SCIE 1151  Engineering Graphics and Design**  
This course teaches the fundamentals of graphical communication in order to help students think and communicate visually in the context of engineering design. The course focuses on representing three-dimensional objects in two dimensional space using various views, such as isometric, multi-view sketches, and section view, and auxiliary views. Tolerancing and dimensioning, as well as notation for
manufacturing will also be discussed. Through the use of computer-aided design (CAD) tools, students will apply the theory to real-world problems. This course also teaches fundamentals of schematics and printed circuit board design. Students will have the opportunity to create circuits in CAD tools and will understand various conventions and terminology surrounding circuits. This course will also cover basic architectural and structural plans and elevations. Time permitting, some machine parts, bolts and other common mechanical engineering pieces will be reviewed.

ENGL 1127  University Transfer English 1
This one-term composition course introduces students to different models of essay writing. It also trains students in the mechanics of writing (grammar), analysis of short prose, and research skills (including MLA documentation).

PHYS 1170  Mechanics 1
This course covers Newton's laws, kinematics, statics, and dynamics for particles and systems of particles, static and rotational equilibrium, analysis of structures, planar motion of rigid bodies, energy and momentum conservation. It is designed for engineering students. The emphasis of this course will be on solving problems.
Transcript of Achievement

An evaluation of the learning outcomes of each student is prepared by the instructor. This evaluation is by a combination of assignments, presentations, projects, theory exams and/or practical exams.

All evaluations at completion of semesters are reported to the Student Records Department. The transcript is organized to show a letter grade for each course. The grade point equivalent for a course is obtained from the letter grades as follows:

### Letter Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Distinguished</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>Minimum pass. May not proceed to next level.</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failing grade</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>Ceased to attend and did not complete requirements.</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Official withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td>Audit. No credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. Contract agreement for extra time. Recorded as “F” if not fulfilled</td>
<td>N/A</td>
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<tr>
<td>IP</td>
<td>In progress</td>
<td>N/A</td>
</tr>
<tr>
<td>@</td>
<td>Non-payment of fees</td>
<td>N/A</td>
</tr>
<tr>
<td>RW</td>
<td>Required to withdraw</td>
<td>N/A</td>
</tr>
<tr>
<td>NA</td>
<td>No grade available at time of printing</td>
<td>N/A</td>
</tr>
<tr>
<td>ANC</td>
<td>Anecdotal evaluation</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.

2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.
Course Name: Calculus 1

Department Head/Coordinator: Costa Karavas  
Effective Date: Sept 2015

School or Centre: School of Arts and Science  
Department: University Transfer- Math

Course History: Revised Course  
Year of Study: 1st Year Post-secondary

Name of Replacing Course (if applicable):  
Course Number: Math 1100  
Number of Credits: 3.0

Course Pre-requisites (if applicable):

Pre-calculus Mathematics12 with a B; or MATH 1020 with a C; or Math 0983 and Math 0993 both with a B; or VCC Math Pre-calculus Assessment Test (MPT) with 72%.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
No ☐  Yes (details below): ☒

Recognition - Math 1100 Challenge Exam with a C (not accepted for the UT Engineering Certificate or the UT Computer Science and Software Systems Certificate).

Course Description:

This course focuses on the fundamental concepts of differential calculus. Topics include the concepts of limit and continuity; rates of change; basic differentiation rules; derivatives of algebraic and transcendental functions; applied optimization problems; implicit differentiation and related rates; the Mean Value Theorem; linear approximations; curve sketching; simple differential equations and models; antiderivatives; simple parametric equations and polar coordinates.
Course Learning Outcomes:

Upon successful completion, students will be able to:
- Evaluate limits of functions analytically, graphically and numerically.
- Determine continuity of polynomial and transcendental functions.
- Apply the Intermediate Value Theorem in solving applied problems.
- Compute derivatives and antiderivatives of functions.
- Solve applied optimization (max/min) problems.
- Apply L’Hospital’s Rule to study the behaviour of functions.
- Estimate function values utilizing linear approximations.
- Solve initial value problems.
- Derive general solutions of simple differential equations and find particular solutions satisfying initial conditions.
- Derive differential equations which explain mathematical models in the applied sciences.

Program Learning Outcomes:

If this course is taken as a requirement or an elective in the following first year, University Transfer Certificate programs, the learning outcomes are found in the relevant Program Content Guides available at the Counselling and Advising Service areas.

University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Science Certificate
University Transfer Engineering Certificate
University Transfer Computing Science and Software Systems Certificate
Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>written, MC, SA, problems</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>35</td>
<td>written, MC, SA, problems</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>written, MC, SA, problems</td>
</tr>
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Total 100

Learning Environment/Type:

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours 60

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

-Prelude to Calculus: tangent lines and slope predictors; limit concept; more limits; concept of continuity

The Derivative: the derivative and rates of change; basic differentiation rules; chain rule; derivatives of algebraic functions; maxima and minima of functions; applied optimization problems; derivatives of trigonometric functions and their inverses; exponential and logarithmic functions; implicit differentiation and related rates; successive approximations and Newton’s method.

-Applications of the Derivative: differentials and linear approximations; increasing and decreasing functions; mean value theorem; first derivative test and applications; curve sketching; higher derivatives and concavity; simple curve sketching and asymptotes; indeterminate forms and L’Hopital’s rule; more indeterminate forms.

-Antiderivatives: antiderivatives and initial value problems.

-Differential Equations: simple equations and models.

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FOR COMMITTEE USE ONLY

Date Approved by Education Council:  

Date Approved by VCC Board (if applicable):
Course Name: Calculus 2

Department Head/Coordinator: Costa Karavas

Effective Date: Sept 2015

School or Centre: School of Arts and Science

Department: University Transfer - Math

Course History: Revised Course

Name of Replacing Course (if applicable):

Course Number: MATH 1200

Number of Credits: 3.0

Year of Study: 1st Year Post-secondary

Course Pre-requisites (if applicable):

Math 1100 (Calculus 1) with a C-

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No ☐ Yes (details below):

Math 1200 Challenge Exam with a C (not accepted for the UT Engineering Certificate or the UT Computer Science and Software Systems Certificate).

Course Description:

This course covers the fundamental concepts of integral calculus. Topics include antidifferentiation; the definite integral; the Fundamental Theorem of Calculus, areas and volumes; integration techniques; improper integrals; applications of the integral; numerical approximations; linear differential equations and applications; sequences and series; polynomial approximations; Taylor series and power series; calculus with parametric curves and polar coordinates.
Instructional Strategies:
Lectures coupled with computer lab exercises

Course Learning Outcomes:
Upon successful completion, students will be able to:
- Evaluate integrals using Riemann sums, the Fundamental Theorem of Calculus and numerical techniques.
- Compute areas and volumes using integration.
- Use various techniques of integration.
- Solve applied problems using integrals.
- Compute approximations and corresponding errors of integrals.
- Solve applied problems involving first-order linear differential equations.
- Determine Taylor and Maclaurin series of functions.
- Determine convergence of series using various convergence tests.
- Determine the radius and interval of convergence of power series.
- Use power series to approximate integral values and evaluate limits.

Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following first year, University Transfer Certificate programs, the learning outcomes are found in the relevant Program Content Guides available at the Counselling and Advising Service areas.
**Learning Environment/Type**

(Select all that are used within the course)

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

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**Components and Weighting of the Assessment/Evaluation Plan:**

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>written, MC, SA, problems</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>35</td>
<td>written, MC, SA, problems</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>written, MC, SA, problems</td>
</tr>
</tbody>
</table>

**Total** 100

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**Evaluation/Grading System:**

(Click on drop down box arrows to see list of options)

- **Grading System:** Letter Grades
- **Specify if ‘Other’:**
- **Specify Passing Grade:** D

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
- The Integral: elementary area computations; Riemann sums and the integral; evaluation of integrals; the Fundamental Theorem of Calculus; integration by substitution; areas of plane regions; numerical integration

- Applications of the Integral: Riemann sum approximations; volumes by cross sections; volumes by cylindrical shells; arc length and surface area of revolution; force and work; average value of a function, centroids of plane regions and curves

- Techniques of Integration: integral tables and simple substitutions; integration by parts; trigonometric integrals; rational functions and partial fractions; trigonometric substitution; improper integrals

- Differential Equations: separable equations and applications; linear equations and applications

- Sequences and Series: infinite sequences; infinite series and convergence; the integral test; comparison tests for positive-term series; alternating series and absolute convergence; Taylor series and Taylor polynomials; radius and interval of convergence of power series; power series applications

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**VCC Education and Education Support Policies**

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<table>
<thead>
<tr>
<th>Date Approved by Education Council:</th>
<th>Date Approved by VCC Board (if applicable):</th>
</tr>
</thead>
</table>

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Course Name: Physics 2

Department Head/Coordinator: Andy Sellwood
Effective Date: Sept 2015

School or Centre: School of Arts and Science
Department: University Transfer - Science

Course History:
Revised Course: No
Name of Replacing Course (if applicable): No

Year of Study: 1st Year Post-secondary
Course Number: PHYS 1200
Number of Credits: 4.0

Course Pre-requisites (if applicable):
Physics 1 (PHYS 1100)

Course Co-requisites (if applicable):
Calculus 2 (MATH 1200)

PLAR (Prior Learning Assessment & Recognition)
No Yes (details below):

Course Description:
This course covers the second half of a standard 1st year calculus-based physics course (PHYS 1100 is the first half). Topics include electricity and magnetism, geometric optics, physical optics and quantum physics (including radioactivity). Students will perform a number of laboratory experiments connected to these topics. In addition, students will perform six introductory engineering laboratory experiments in order to familiarize themselves with operating lab instruments such as linear power supplies, digital multimeters, function generators and oscilloscopes. Students will also learn proper bread boarding and printed wiring board assembly techniques.
Instructional Strategies:
Lecture periods will emphasize an activity-based learning environment. This environment will be created through student investigation activities, problem-solving worksheets, discussion of concepts in class and interactive demonstrations. Four lab exercises will be based around topics such as wave optics, electricity and magnetism, and quantum physics. Six introductory engineering lab experiments will cover operating lab instruments such as linear power supplies, digital multi-meters, function generators and oscilloscopes.

Course Learning Outcomes:
At the end of the course the student will be able to:
- Discuss electric, magnetic and wave phenomena through the use of various models and the principle of superposition.
- Apply a structured knowledge of concepts, such as Coulomb's law, electric field, dipoles, electric potential energy and potential, Ohm's law, Kirchhoff's rules, magnetic field and force, Ampere's law, Faraday's law, Lenz's law, reflection and refraction, interference and diffraction and non-classical physics, when solving related problems.
- Use a step-by-step problem solving strategy to tackle sophisticated problems.
- Apply concepts such as symmetry, flux and integral calculus in electricity and magnetism.
- Perform appropriate data collection and analysis to investigate a physical relationship.
- Apply skills such as measurement taking, uncertainty propagation, graphical analysis, statistics and formal report writing, when working in the lab.
- Set a current limit and measure voltages and currents using a digital multi-meter.
- Simulate a simple circuit using a computer program (LT Spice).
- Set-up and operate an oscilloscope (including channel and trigger control, measuring signal parameters, reducing noise in signals and saving screen images to a computer).
- Display an AC waveform on an oscilloscope using a function generator.
- Design a PCB for circuit with two OPAMPs using the Eagle software package.
- Construct a simple RC circuit on a bread board.
- Observe the frequency response of an RC circuit using an oscilloscope.

Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following first year, University Transfer Certificate programs, the learning outcomes are found in the Program Content Guides available at the Counselling and Advising Service areas.

University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Science Certificate
University Transfer Engineering Certificate
Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>120</td>
<td>Classroom/lab</td>
</tr>
</tbody>
</table>

Enter Total Hours

Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D</td>
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Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
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<tbody>
<tr>
<td>Final Exam</td>
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<td></td>
</tr>
<tr>
<td>Lab Work</td>
<td>30</td>
<td>Formal lab reports, informal labs and a project</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Weekly problem sets</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>At least two term tests</td>
</tr>
</tbody>
</table>

Total 100

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

- Light and Wave Optics
- Optical Instruments
- Spectra and Quantization
- Electric forces and fields
- Gauss's law
- Current and Conductivity
- Electric Potential and Field
- DC Circuits
- Power Supplies and DMM
- Function Generators and Oscilloscopes
- Soldering and PCB design
- RC Frequency Response and Phase Difference
- RC Time Constant
- Magnetic Fields
- Electromagnetic Induction and AC circuits

VCC Education and Education Support Policies

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
## Course Name:
Professional Communication

### Department Head/Coordinator:
Elle Ting

### Effective Date:
Sept 2015

### School or Centre:
School of Arts and Science

### Department:
University Transfer - Humanities

### Course History:
1st Year Post-secondary

### Year of Study:

### Course Pre-requisites (if applicable):
None

### Course Co-requisites (if applicable):

### PLAR (Prior Learning Assessment & Recognition)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes (details below):</td>
</tr>
</tbody>
</table>

### Course Description:
This course introduces students to the principles of effective communication with special emphasis on the writing process, informative and persuasive writing, research papers, oral presentations, and resumes and cover letters. Students will complete online assignments which will include a first draft critique, grammar exercises, plus research and documentation exercises. In conjunction with SCIE 1100, the course also explores current social and ethical issues in engineering and computer science.
Instructional Strategies:
Lectures

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

- Apply research, analytical and writing skills to create informative and persuasive research papers.
- Utilize time management and study skills.
- Demonstrate professionalism, teamwork skills and academic integrity.
- Produce oral presentations.
- Produce poster presentations.
- Produce resumes and cover letters.
- Apply knowledge of writing processes, form and format, rhetorical principles and strategies, graphics, referencing conventions and research strategies.
- Apply critical thinking to social and ethical issues in engineering and computer science.

Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following first year, University Transfer Certificate programs, the learning outcomes are found in the relevant Program Content Guides available at the Counseling and Advising Service areas.

University Transfer Engineering Certificate
University Transfer Computing Science and Software Systems Certificate
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D</td>
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### Components and Weighting of the Assessment/Evaluation Plan

<table>
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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
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<td>written reports, library research and group work</td>
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<tr>
<td>Quizzes/Tests</td>
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<td></td>
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<tr>
<td>Other</td>
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<td>research paper</td>
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<tr>
<td>Other</td>
<td>15</td>
<td>on-line assignment</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>persuasive research paper</td>
</tr>
<tr>
<td>Participation</td>
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**Total 100**

### Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td></td>
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</tbody>
</table>

**Enter Total Hours 60**

### Resource Material(s)

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
- Critical and creative thinking
- Rhetorical principles and strategies
- Writing processes
- Academic integrity
- Referencing conventions
- Form and format
- Research strategies
- Study skills and time management
- Teamwork and professionalism
- Oral presentations
- Poster presentations
- Graphics
- Resumes and cover letters

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
Course Name: Chemistry 2

Department Head/Coordinator: Andy Sellwood
Effective Date: Sept 2015

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
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<td>School of Arts and Science</td>
<td>Science</td>
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<table>
<thead>
<tr>
<th>Course History:</th>
<th>Year of Study:</th>
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<tbody>
<tr>
<td>Revised Course</td>
<td>1st Year Post-secondary</td>
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</table>

Name of Replacing Course (if applicable):
Chemistry 1 (CHEM 1121)

Course Number: CHEM 1223
Number of Credits: 4.0

Course Pre-requisites (if applicable):
Chemistry 1 (CHEM 1121)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
☑ No ☐ Yes (details below):

Course Description:
The second course of the two-course sequence emphasizes the basic principles of chemical equilibrium, chemical thermodynamics, and organic chemistry. The laboratory in Chemistry 2 allows students to practice techniques learned in Chemistry 1. Students are expected to increase skills in making observations, recording data accurately, interpreting data and generating hypotheses. Chemistry 2 is designed for students seeking a degree or diploma in a field of science, technology, or dental hygiene, among others. It is also suitable as an elective course for General Interest or Art students.
Instructional Strategies:
The course will be a combination of lectures, discussion, research and presentation in a classroom and laboratory setting.

Course Learning Outcomes:
At the end of the course the student will be able to:
• Solve problems involving the physical properties of matter in the solid, liquid and gaseous states.
• Write and draw chemical structures and formulae for typical organic compounds. Provide their IUPAC names.
• Make use of careful measurement techniques and correct handling of data to solve typical problems of General Chemistry.
• Work effectively with others in a laboratory situation through team-based learning.

Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following first year, University Transfer Certificate programs, the learning outcomes are found in the Program Content Guides available at the Counselling and Advising Service areas.

University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Science Certificate
University Transfer Engineering Certificate
## Evaluation/Grading System

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Grading System</th>
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<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D</td>
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</table>

## Components and Weighting of the Assessment/Evaluation Plan:

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
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</thead>
<tbody>
<tr>
<td>Other</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
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</tr>
<tr>
<td>Midterm Exam</td>
<td>30</td>
<td>2 midterms (15% and 15%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Lab Work</td>
<td>35</td>
<td>10 labs</td>
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Total 100

## Learning Environment/Type

(Select all that are used within the course)

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>120</td>
<td>Classroom/lab</td>
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</tbody>
</table>

Enter Total Hours 120

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

General Chemistry (review energy, the equilibrium state, acid-base concepts; thermodynamics including entropy, free energy and equilibrium; electrochemistry; applications of aqueous equilibria)

Organic Chemistry (introduction to organic compounds including nomenclature, physical properties, representations of structure, and conformational analysis; structure, nomenclature, stability and an introduction to reactivity; reactions of organic compounds; isomers and stereochemistry)

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| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
COURSE OUTLINE

Course Name: Engineering Graphics and Design

Department Head/Coordinator: Andy Sellwood

Effective Date: Sept 2015

School or Centre: Science

Department: Science

Course History:

New Course

Course Name:

Engineering Graphics and Design

SCIE 1151

Number of Credits: 3.0

Course Number:

Name of Replacing Course (if applicable):

Physics 12 with a C+, or VCC Physics 0983/0993 with a C+, or equivalent. Pre-calculus Mathematics 12 with a B; or MATH 1020 with a C; or Math 0983 and Math 0993 both with a B; or VCC Math Pre-calculus Assessment Test (MPT) with 72%.

Course Pre-requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☑ No ☐ Yes (details below):

Course Description:

This course teaches the fundamentals of graphical communication in order to help students think and communicate visually in the context of engineering design. The course focuses on representing three-dimensional objects in two dimensional space using various views, such as isometric, multi-view sketches, and section view, and auxiliary views. Tolerancing and dimensioning, as well as notation for manufacturing will also be discussed. Through the use of computer-aided design (CAD) tools, students will apply the theory to real-world problems. This course also teaches fundamentals of schematics and printed circuit board design. Students will have the opportunity to create circuits in CAD tools and will understand various conventions and terminology surrounding circuits.

This course will also cover basic architectural and structural plans and elevations. Time permitting, some machine parts, bolts and other common mechanical engineering pieces will be reviewed.
Instructional Strategies:
Lectures and computer lab time.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
- Demonstrate knowledge of Engineering Drawing and SolidWorks.
- Demonstrate knowledge of Geometric Dimensioning and Tolerancing (GD & T).
- Apply concept of visualization and basic math to converting 2D drawings to 3D modeling.
- Solve preliminary design problems.
- Demonstrate knowledge of design process and solutions.
- Demonstrate knowledge of product life cycle cost.
- Demonstrate knowledge of Design for Manufacturing and Sustainability.
- Convert ideas into sketches and/or drawings.
- Represent 3D objects in 2D space using various views (isometric, multi-view sketches, section view and auxiliary views).
- Apply engineering graphics and design theory to real-world problems.
- Draw plans and elevations related to engineering.
- Draw basic electric circuits using CAD tools.

Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following first-year University Transfer certificate programs, the learning outcomes are found in the Program Content Guides available at the Counselling and Advising service areas.

University Transfer Engineering Certificate
**Evaluation/Grading System**  
(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th></th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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<tbody>
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<td>Letter Grades</td>
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**Components and Weighting of the Assessment/Evaluation Plan:**  
(Click on drop down box arrows to see list of options)

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<th>Type</th>
<th>Percentage</th>
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**Learning Environment/Type**  
(Select all that are used within the course)

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<table>
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<tr>
<th></th>
<th>Enter Total Hours</th>
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</table>

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

- Introduction to CAD tools and sketching
- Introduction to working in SolidWorks (sketches)
- Constraining sketches in SolidWorks and extrusion
- Creating missing views and isometric views
- Creating complex solids
- From 2D to 3D
- Combination of solids
- Assemblies and assembly constraints
- Sectional Drawings
- Dimensioning
- Tolerancing
- Animations and GD&T in SolidWorks
- Circuits

VCC Education and Education Support Policies

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The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
**Course Name:** University Transfer English 1

**Department Head/Coordinator:** Elle Ting  
**Effective Date:** Sept 2015

<table>
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<tr>
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<tr>
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<tr>
<td>Revised Course</td>
<td>1st Year Post-secondary</td>
</tr>
<tr>
<td>Name of Replacing Course (if applicable):</td>
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**Course Pre-requisites (if applicable):**

- English 12 with a final grade of C+ *and* ENSK 0902 with a final grade of B,
- English 12 with a final percentage of 80%
- No

**Course Co-requisites (if applicable):**

<table>
<thead>
<tr>
<th>PLAR (Prior Learning Assessment &amp; Recognition)</th>
<th>☒ No ☐ Yes (details below):</th>
</tr>
</thead>
</table>

**Course Description:**

This one-term composition course introduces students to different models of essay writing. It also trains students in the mechanics of writing (grammar), analysis of short prose, and research skills (including MLA documentation).
Instructional Strategies:
The course uses a combination of lectures, multimedia presentations, group work, class discussion, and library research.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to
• Use MLA to document sources
• Format writing for academic purposes/audiences
• Compose and revise different types of essays (comparative, literary analysis, etc.)
• Analyze and discuss readings
• Use literary terminology appropriate to context
• Apply rhetorical strategies in their own writing
• Demonstrate critical engagement with various texts
• Analyze genres and generic structures/characteristics
• Produce structured essays
• Apply the rules of grammar and mechanics to prose composition
• Proofread/edit for mechanical and structural errors
• Conduct research and communicate findings
• Accurately summarize ideas, organization, and tone of original texts
• Apply the conventions of academic writing

Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following first-year University Transfer certificate programs, the learning outcomes are found in the Program Content Guides available at the Counselling and Advising service areas.

University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Science Certificate
University Transfer Engineering Certificate
Evaluation/Grading System  

<table>
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<th>Grading System</th>
<th>Specify if ‘Other’</th>
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Components and Weighting of the Assessment/Evaluation Plan:  

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<td>Other</td>
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<td>Literary analysis essay</td>
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<tr>
<td>Other</td>
<td>20</td>
<td>Research essay and MLA documentation</td>
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<tr>
<td>Final Exam</td>
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<td>Participation</td>
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Learning Environment/Type  

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</table>

Enter Total Hours 60

Resource Material(s):  

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Outline, 30 May 2014 - http://cid.vcc.ca/p2-cd/curriccomm.html

Course Topics and Sequence Covered:

• Understanding audiences: conventions of academic writing
• Grammar
• Critical reading, annotation, summary, evaluation
• Research and documentation skills
• Comparative analysis
• Literary analysis: terminology, literary genres/subgenres (short story unit)

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |

Course Outline, 30 May 2014 - http://cid.vcc.ca/p2-cd/curriccomm.html
Course Name: Mechanics 1

Department Head/Coordinator: Andy Sellwood

Effective Date: Sept 2015

<table>
<thead>
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Name of Replacing Course
(if applicable):

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<tbody>
<tr>
<td>PHYS 1170</td>
<td>3.0</td>
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Course Pre-requisites (if applicable):
Physics 1 (PHYS 1100) and Calculus 1 (MATH 1100), both with a C-

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☑ No ☐ Yes (details below):

Course Description:
This course covers Newton's laws, kinematics, statics, and dynamics for particles and systems of particles, static and rotational equilibrium, analysis of structures, planar motion of rigid bodies, energy and momentum conservation. It is designed for engineering students. The emphasis of this course will be on solving problems.
Instructional Strategies:
Lectures and problem-solving sessions.

Course Learning Outcomes:
At the end of the course the student will be able to:
- Add forces and resolve them into components using the Parallelogram Law.
- Express force and position in Cartesian vector form and determine the vector’s magnitude and direction.
- Apply the dot product.
- Solve particle equilibrium problems using the equations of equilibrium.
- Calculate the moment of a force in two and three dimensions and the moment of a force about a specified axis.
- Determine the resultants of nonconcurrent force systems.
- Reduce a simple distributed loading to a resultant force having a specified location.
- Solve rigid body equilibrium problems using the equations of equilibrium.
- Analyze the equilibrium of rigid bodies subjected to this force.
- Apply frictional force analysis on wedges, screws, belts, and bearings.
- Represent particle motion in 1D graphically.
- Investigate particle motion along a curved path using different coordinate systems.
- Analyze the dependent motion of two particles and the accelerated motion of a particle using the equation of motion with different coordinate systems.
- Apply central-force motion to problems in space mechanics.
- Apply work and energy to solving problems involving force, velocity, and displacement.
- Solve problems using the concepts of power, energy conservation, impulse, conservation of linear momentum, angular impulse and the conservation of angular momentum.

Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following first year, University Transfer Certificate programs, the learning outcomes are found in the Program Content Guides available at the Counselling and Advising Service areas:

University Transfer Engineering Certificate
Components and Weighting of the Assessment/Evaluation Plan:

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<td>Quizzes/Tests</td>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
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Total 100%

Learning Environment/Type

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</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
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</tbody>
</table>

Enter Total Hours 60

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

Force Vectors (vector algebra, components)
Point Equilibrium (free-body-diagram, 3 equations & variables)
Moments (torque, cross-product, force-couples)
Rigid Body Equilibrium (force+moment-balance, 6 equations)
Friction (sliding, static)
Kinematics (v, a, t-, x-dependent, cylindrical coordinates)
Kinetics (F=ma problems in various coordinates)
Work & Energy (trick for some x-dependent force problems)
Momentum (conservation, collisions)
Rotational motion, fixed axis or limited to plane

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http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |

PREPARED FOR: Education Council

ISSUE: Changes to course pre-requisites for MATH 1020

BACKGROUND: This proposal, presented by David Wells, details changes made to the pre-requisites current and align with other BC colleges.

DISCUSSION: The committee discussed the wording for pre-requisites on the course outline.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the changes to course pre-requisites for MATH 1020.

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Control Sheet

Use this control sheet to describe the revisions being made to courses or programs, or the curriculum being developed for new courses. Complete one control sheet for each submission to Curriculum Committee.

For New Programs, refer to the Proposal for New Program document.

Curriculum Developer: Costa Karavas
Title: Department Head
School/Centre: Access
E-mail: ckaravas@vcc.ca
Phone/Ext.: 7294

A) DOCUMENTATION (select all that apply)

☐ Program Content Guide

Program Name(s). ____________________________________________

Anticipated Start Date.

☒ Course name and number: Precalculus; MATH 1020

*All new or revised course numbers must be validated in advance with the Registrar’s Office

Course name and number: ____________________________________

Credits: ______

Course name and number: ____________________________________

Credits: ______

(Add additional lines if required)

B) DEVELOPMENT TYPE (select all that apply)

☐ New Course(s) Course has never been offered before at VCC (either as a standalone course or as part of a program)

☐ New Non-Credit Course(s) Course has never been offered before at VCC and is/are not Articulated, Affiliated or Accredited (does not apply to Continuing Studies)

☐ Replacement Course(s) A Replacement course will be equivalent to the course it replaces in a student’s academic record. It will be used for GPA calculation and to track course duplications and repetitions.

This course replaces: __________________________________________

☐ Revision to Program Content Guide (PCG) Major Revision (check all that apply):

☐ Program/Credential

☐ Program Purpose
C) RATIONALE AND NEED

- For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
- For new courses, provide a rationale for developing the course.
- Who have you consulted (internally and externally) and provide a brief summary of the feedback.
- Are there any expected costs as a result of this proposal?

Revisions to existing course MATH 1020;

Explanation of course pre-requisites changes:

i) “Precalculus Mathematics 12 with a C-” (from a C).
ii) “Precalculus Mathematics 11” with a B (from a A).
iii) Addition of “Foundations Mathematics 11 with a B”.
iv) Addition of VCC MATH 0861 and MATH 0871 both with a B.
v) “VCC MATH 0983 and MATH 0993 both with a C-” (from a C).

Reasons: to include additional pathways from secondary school streams and internal VCC pathways and to align with current prerequisites from other BC colleges.
D) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy (policy #)

1. As Centre for Instructional Development Dean or delegate I certify that:
   a. Documentation meets the standards and policies for program/course documentation and there is educational alignment within the program/course.

   [Signature]
   [Date: March 12, 2015]

2. As Registrar or delegate I certify that:
   a. Documentation meets the institutional standards for entry requirements, course numbering and credit calculation required for implementation once approved.

   [Signature]
   [Date: March 12, 2015]

3. As Department Leader I certify that:
   a. Faculty in the department have been consulted and approve of the proposed changes, and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.

   [Signature]
   [Date: March 10, 2015]

4. As Dean/Director I certify that:
   a. Faculty in the department (and the School, if appropriate) have been consulted and approve of the proposed changes;
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. Documentation meets the standards of the College, and all policies and procedures have been adhered to, and
   d. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

   [Signature]
   [Date]
Curriculum Control Sheet

*** FOR EDUCATION COUNCIL OFFICE USE ***

CURRICULUM COMMITTEE  Date: __________________________

Minor Revisions
☐ Approved as presented, proceed with implementation
☐ Approved with additional minor edits
☐ Revisions approved by Curriculum Committee Chair, proceed with implementation  Date: __________
☐ Reclassified as not minor

Major Revisions
☐ Recommend to EDCO as presented, proceed to EDCO
☐ Recommend to EDCO with additional changes
☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO  Date: __________
☐ Recommend significant changes, return to Department Leader

New/Replacement Course(s)
☐ Recommend to EDCO as presented, proceed to EDCO
☐ Recommend to EDCO with additional changes
☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO  Date: __________
☐ Recommend significant changes, return to Department Leader

EDUCATION COUNCIL  Date: __________________________

Minor Revisions
☐ Received as Information
☐ Request review of documentation from Curriculum Committee
☐ Reclassified as Major Revisions, return to Curriculum Committee

Major Revisions
☐ Approved as presented, proceed with implementation
☐ Approved with additional minor changes
☐ Recommend significant changes, return to Department Leader

New/Replacement Course(s)
☐ Recommend to EDCO as presented, proceed to EDCO
☐ Recommend to EDCO with additional changes
☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO  Date: __________
☐ Recommend significant changes, return to Department Leader
Course Name: Precalculus

Department Head/Coordinator: Costa Karavas  
Effective Date: May 2015

School or Centre: School of Arts and Science  
Department: Mathematics - University Transfer

Course History:  
Revised Course
Course Number: MATH 1020
Number of Credits: 3

Course Pre-requisites (if applicable):
Pre-calculus Mathematics 12 with a C-; or VCC MATH 0983 and MATH 0993 both with a C-; or Pre-calculus Mathematics 11 with a B; or Foundations Mathematics 11 with a B; or VCC MATH 0861 and MATH 0871 both with a B; or VCC Math Precalculus Assessment test with a 60%.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☑ No  ☐ Yes (details below):

Course Description:
Math 1020 is intended for students planning to take calculus for science, engineering, business, commerce and social programs. Emphasis is placed on the extensive study of polynomial, rational, exponential, logarithmic, trigonometric functions and their inverses. The objective of the course is to provide a solid foundation for the development of calculus.
Note to instructors: An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).

### Instructional Strategies:
Lectures coupled with computer lab exercises

### Course Learning Outcomes:
Upon successful completion students will be able to:

- perform, analyze and create transformations of functions and relations that are described by equations or graphs.
- graph polynomial, rational, exponential, logarithmic and trigonometric functions.
- solve polynomial, rational, exponential, logarithmic and trigonometric equations.
- prove trigonometric identities.
- analyze trigonometric functions and inverse trigonometric functions.
- formulate mathematical models using the various functions described in the course.
- explore and solve application problems using transcendental functions.
- explore and solve polynomial, rational and transcendental problems using technology.

### Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following first year, University Transfer Certificate programs, the learning outcomes are found in the relevant Program Content Guides available at the Counselling and Advising Service areas.

University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Science Certificate
University Transfer Engineering Certificate
University Transfer Computing Science and Software Systems Certificate
**Components and Weighting of the Assessment/Evaluation Plan:**  
(Click on drop down box arrows to see list of options)

<table>
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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
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Total 100

**Learning Environment/Type:**  
(Select all that are used within the course)

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<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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<tr>
<td>L - Classroom</td>
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Enter Total Hours 60

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Fundamental Concepts of Algebra (review)

Graph, Functions and Models: graphs and graphing utilities; lines and slopes; distance and midpoint formulas; circles; basics of functions; graphs of functions; transformations of functions; combinations of functions; composite functions; inverse functions.

Polynomial and rational Functions: quadratic functions, polynomial functions and their graphs; dividing polynomials; remainder and factor theorems; rational functions and their graphs; polynomial and rational inequalities.

Exponential and Logarithmic Functions: exponential functions, logarithmic functions, properties of logs; exponential and logarithmic equations.

Trigonometry: angles and their measures; the unit circle; right triangle trigonometry; trigonometric functions of any angle; graphs of sine and cosine functions; graphs of other trigonometric functions; inverse trigonometric functions; verifying trigonometric identities; sum and difference formulas; double angle and half-angle formulas; trigonometric equations; law of sines and cosines.

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): | 145 |
Committee name: Curriculum Committee

Type: Standing Committee of Education Council

Chairperson: An Education Council member is elected by Education Council at the December meeting for a one (1) year (January-December) term as Chair of the Curriculum Committee.

Responsible To: Education Council

Purpose: The Curriculum Committee is a standing committee of Education Council charged with ensuring that the College’s curriculum development and review are consistent with approved processes and undertaken in full compliance with educational policies and the legislative requirements of the College & Institute Act.

Duties: The Committee will
1. Review, discuss and evaluate curriculum-related proposals.
2. Assess whether proposals are major or minor.
3. Discuss and, potentially, request alteration in curriculum documentation content and language.
4. Request other changes to proposals.
5. Ensure accuracy in operational aspects of proposals.
6. Approve minor changes.
7. Make recommendations to Education Council.

Authority: The Committee acts in an advisory capacity to Education Council as directed by Articles 14.1 to 14.9 of the Education Council bylaws or as directed by the Council.

Timeframes and Reporting: Curriculum Committee meets monthly (normally), and reports to Education Council at the meeting following the Committee’s meeting.

Membership: The Committee is composed of the following members.

Members do not have to be Education Council members to serve on Education Council Committees.

1. One (1) student member selected by the student representatives of Education Council.
2. One (1) faculty member from each School or Centre, one (1) faculty member from the Library and Learning Centre, and one (1) faculty member from Student Services,
selected by the respective faculty representative on Education Council. The faculty representative sitting on Education Council shall be responsible for initiating and conducting a selection process for their area.

3. One (1) Program Coordinator from the Centre for Continuing Studies appointed by the Dean of Continuing Studies

4. One (1) Support Staff representative selected by the Support Staff representatives of Education Council.

5. One (1) dean appointed by the Vice President of Education & Student Services representing administration.

6. Registrar or designate.

7. One (1) Education Council member elected by the members of Education Council as Chair.

The Chair of Education Council is an ex-officio member of this Committee.

Length of Term: All terms will be two (2) years in renewable alternating terms.

Quorum: The quorum shall be five (5) members.

Other Resources: The Education Council Recording Secretary provides support as needed. This person is responsible for collecting curriculum submissions, and preparing and distributing documents, agendas and notes.

Chair release time equals 25%.

Notes: Notes are taken at all committee meetings. A summary of these notes are forwarded to the Chair of Education Council by the Chair of Curriculum Committee.

Communication with Council: Business arising from the Curriculum Committee meeting may be forwarded as agenda items to the Education Council through the Council Executive. The Committee Chair presents any proposed curriculum changes in the form of a motion to Education Council. The Chair assists the curriculum developer in presenting information to Education Council.