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<th>Item</th>
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<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
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<tr>
<td>1.</td>
<td>Call to Order</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>May 12, 2015 Agenda</td>
<td>Approval</td>
<td>1-2</td>
</tr>
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<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>April 14, 2015 Minutes</td>
<td>Approval</td>
<td>3-13</td>
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<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
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<td>5.</td>
<td>Business Arising</td>
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<td></td>
<td>a) Education Technology Committee Update</td>
<td>10 min</td>
<td>Judith McGillivray</td>
<td>Verbal Report</td>
<td>Information</td>
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<td></td>
<td>b) Academic Schedule Committee</td>
<td>5 min</td>
<td>Judith McGillivray</td>
<td>Verbal Report</td>
<td>Information</td>
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<td></td>
<td>c) Curriculum Development Funds 2013-14</td>
<td>5 min</td>
<td>Judith McGillivray</td>
<td>Report</td>
<td>Information</td>
<td>14-16</td>
</tr>
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<td></td>
<td>d) Curriculum Inventory Project Update</td>
<td>10 min</td>
<td>Nicole Degagne</td>
<td>Presentation</td>
<td>Information</td>
<td>17-20</td>
</tr>
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<td></td>
<td>e) Fashion Arts Certificate Cancellation</td>
<td>10 min</td>
<td>Michael Yue and Claire Sauve</td>
<td>Decision Note</td>
<td>Advice</td>
<td>21-22</td>
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<td></td>
<td>f) Interior Design Kitchen and Bath Diploma Cancellation</td>
<td>10 min</td>
<td>Michael Yue and Claire Sauve</td>
<td>Decision Note</td>
<td>Advice</td>
<td>23-24</td>
</tr>
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<td></td>
<td>g) Denturist Program Suspension</td>
<td>10 min</td>
<td>Debbie Sargent</td>
<td>Information Note</td>
<td>Advice</td>
<td>25</td>
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<td>6.</td>
<td>Committee Reports</td>
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<td></td>
<td>a) Education Policy Standing Committee</td>
<td></td>
<td>Mike Tunnah</td>
<td>No Report</td>
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<td></td>
<td>b) Curriculum Standing Committee</td>
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<td></td>
<td>i) Concept Paper for a Bachelor of Applied Science in Dental Hygiene</td>
<td>10 min</td>
<td>Denise Beerwald and Lisa Supeene</td>
<td>Information Notes, Proposal</td>
<td>Advice</td>
<td>26-39</td>
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<td>degree program</td>
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<td>ii) ECCE/Infant Toddler Diploma &amp; Special Needs Diploma Programs</td>
<td>10 min</td>
<td>Katarina Jovanovic</td>
<td>Decision Note, Proposal,</td>
<td>Approval</td>
<td>40-80</td>
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<td>Curriculum Documents</td>
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<td>iii) Chemistry</td>
<td>5 min</td>
<td>Andy Sellwood</td>
<td>Decision Note, Proposal,</td>
<td>Approval</td>
<td>81-102</td>
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<td>Curriculum Documents</td>
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<td>iv) ENGL 1127/1229 (UT English)</td>
<td>5 min</td>
<td>Elle Ting</td>
<td>Decision Note, Proposal,</td>
<td>Approval</td>
<td>103-119</td>
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<td>Curriculum Documents</td>
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<td>v)</td>
<td>January-April Resolutions</td>
<td>5 min</td>
<td>David Branter</td>
<td>Document</td>
<td>Information</td>
<td>120-122</td>
</tr>
<tr>
<td>c)</td>
<td>Appeals Standing Committee</td>
<td>2 min</td>
<td>Brian Beacham</td>
<td>Verbal Report</td>
<td>Information</td>
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<td>d)</td>
<td>Program Review and Renewal Ad Hoc Committee</td>
<td></td>
<td>Todd Rowlatt</td>
<td>No report</td>
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<td>e)</td>
<td>Curriculum Development and Approval Process Ad Hoc Committee</td>
<td></td>
<td>Todd Rowlatt</td>
<td>No report</td>
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<td>7.</td>
<td>Chair Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>Information Note</td>
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<td>123-124</td>
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<td>8.</td>
<td>Faculty Report</td>
<td>2 min</td>
<td>Jan Weiten</td>
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<td>9.</td>
<td>Student Representative Report</td>
<td>2 min</td>
<td>Damien Otis</td>
<td>Verbal Report</td>
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<td>10.</td>
<td>Pending Items</td>
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<td>a)</td>
<td>Education Plan</td>
<td>5 min</td>
<td>Judith McGillivray</td>
<td>Verbal Report</td>
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<td>b)</td>
<td>Aboriginal Culinary Arts Suspension Update</td>
<td>5 min</td>
<td>Dennis Innes</td>
<td>Verbal Report</td>
<td>Information</td>
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<td>c)</td>
<td>Adult Education Diploma Suspension Update</td>
<td>5 min</td>
<td>Susie Findlay</td>
<td>Verbal Report</td>
<td>Information</td>
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<td>d)</td>
<td>C.3.10 Affiliation Agreements</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Information Note, Policy, Procedures</td>
<td>Approval</td>
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<td>e)</td>
<td>Update on Strategic Enrolment Management</td>
<td>10 min</td>
<td>Peter Nunoda</td>
<td>Verbal Report</td>
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<td>11.</td>
<td>Next meeting:</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td></td>
<td>June 09, 2015, 3:30-5:30, Room 240 DTN</td>
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<td>12.</td>
<td>Adjournment</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:31 p.m.</td>
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<td>Todd Rowlatt welcomed three new members to the Education Council: Two Student Representatives, Ghezal Sorkhabi and Monika Paripovic and Representative for School of Instruction Education and Music, Dance and Design, Doug Mauger.</td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by Jan Weiten and seconded THAT the agenda be adopted.</td>
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<td>Changes:</td>
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<td>• Agenda items a. through c. will become the new f. through h.</td>
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<td>• Pages 82 through 123 of the meeting package are being replaced by files emailed to the committee members</td>
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<td>All in favour of revised agenda. <strong>Motion carried.</strong></td>
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<td>3.</td>
<td>Approve Past Minutes</td>
<td><strong>Motion:</strong> Moved by Mike Tunnah and seconded THAT the minutes of March 10, 2015 be adopted.</td>
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<td>Changes:</td>
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<td>• On page 3 of 7 first paragraph, remove the word “not”.</td>
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<td>• On page 4 of 7 sixth paragraph, change to read “There was discussion around the word “International” and why it should not be used in this program as it is available to any student.”</td>
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<td>All in favour of amended minutes of March 10, 2015. <strong>Motion carried.</strong></td>
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<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td>Todd Rowlatt reported that the committee members were sent an email by Judith McGillivray which contained the plan for the Annual Program Review.</td>
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<td>5.</td>
<td>Business Arising</td>
<td><strong>MOTION:</strong> Moved by Todd Rowlatt and seconded THAT the Education Council approve the following revisions to the Education Council bylaws:</td>
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<td>a) Revision to Bylaws</td>
<td>• 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</td>
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<td>• Re-name Section 9.1 “Voting Members” instead of “Elected Members.”</td>
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<td>All in favour of revised Bylaws. <strong>Motion carried.</strong></td>
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<td>b)</td>
<td>Update TESOL Program</td>
<td>Dennis Innes confirmed that the plan to shut down the TESOL Department is going ahead but that the TESOL Certificate and Diploma offerings were going to move to the new English as an Additional Language Department.</td>
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<td>Taryn Thomson asked if the current faculty were receiving layoff notices and Dennis Innes confirmed that they were but are going to continue to teach the current students until the end of the current program.</td>
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<td>Todd Rowlatt asked if the model of the programs were going to change to part time or have fewer students. Dennis Innes answered that currently the TESOL Certificate consists of 18 students and is offered 1 month full time. The TESOL Diploma was offered in a combination of self-paced, fast-track and online and will now be offered as a cohort.</td>
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<td>Todd Rowlatt asked if college were planning on making an announcement to all faculty and staff and recognizing the TESOL Department for all of the work that is has done. Dennis Innes confirmed that they are having discussions and were planning on recognizing peoples work.</td>
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<td>Frank Cosco, from the audience, asked what parts of the TESOL Department were not continuing. Dennis Innes answered that they are not sure how the online portion would fit into the current offering and that it may not continue to be offered. He said that there were also a series of electives offered if there was enough enrolled and does not know if these will continue to be offered.</td>
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<td>Damien Otis commented that he would like to see more online programs or programs accessed by apps or by other technological means.</td>
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<td>2015/16 Curriculum Development Fund Allocation</td>
<td>Judith McGillivray reported that the Curriculum Development Funds Adjudication Committee has met several times and provided the documentation shown in the package. In making these allocations the committee kept in mind the curriculum proposal process so no proposal would go forward without first going through the Education Council and Board at a very early stage.</td>
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<td></td>
<td>Item 1</td>
<td>Deanne Bates asked if she could receive an update on the curriculum development funded projects from 2014-15 that came to EDCO in September. Judith McGillivray confirmed that she would forward this information for the next meeting.</td>
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<td>Item 2</td>
<td>Damien Otis asked for more detail on evaluating active learning strategies for the BsN curriculum. Debbie Sargent answered that it relates to the accreditation process that is required for the national accreditation through the Canadian Association of Schools of Nursing and is an actual research project to look at strategies that are being implemented now and how they are working.</td>
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<td>Item 3</td>
<td>Mike Tunnah asked Debbie Sargent to comment on the Health Accreditation expenses and explain how much money went to particular projects. Debbie explained that there were 11 projects going through the accreditation process in the last two years this funding relates to release time for faculty to create the huge packages that are required for the peer review. It also accounts for some of the costs of accreditation and site visitations.</td>
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<td>Item 4</td>
<td>Jan Weiten commented that accreditation costs should not come out of CD funds and asked if there had been any discussion about this. David Branter answer that yes, there was significant discussion and agreement that it should not come out of CD funds but could not be taken from a different fund this year. Judith McGillivray agreed and said that she take this forward for the budget planning for next year.</td>
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<td>Item 5</td>
<td>Damien Otis questioned who the Preparatory Pathways certificate program is being designed for. David Wells answered that they are looking at a range of options for graduated adults who want to gain access to programs in Health or Trades and also for students that have not graduated. Damien then asked if this is to prepare students to enter VCC programs or to attend other institutions. David answered that it would prepare them for both.</td>
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<td>Item 6</td>
<td>Jan Weiten asked about monitoring the budget and if the allotted funds for last year were actually spent during the proper fiscal period. Judith McGillivray responded that some funds were not spent due to a variety of reasons.</td>
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| d)   | MOUs School Boards       | Judith explained that an MOU is basically a preliminary “hand shake” agreement between two institutions. These MOUs will eventually become affiliation agreements and will detail program
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<td>planning and will be approved by Education Council and the Board.</td>
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<td>Greg Hamilton asked why the MOU with the Registered Massage Therapists was not signed by their president. Pervin Fahim, from the audience, answered that the paper copy has not arrived yet but has been signed.</td>
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<td>Nona Coles voiced concern about the growing number of these agreements from a student services perspective. Some of these agreements are with school boards that are closed over the summer when things like behavioral issues might arise. Will this be covered in the affiliation agreements? Judith McGillivray answered that it would be covered in the affiliation agreements.</td>
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<td>Damien Otis stated that he would like to encourage VCC to make these agreements with more rural school boards.</td>
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<td>Jo-Ellen Zakoor asked what kind of program agreements are between the Justice Institute and VCC. Debbie Sargent answered that they are looking at the Pre-Health Program pathway with an elective to prepare a student for a Paramedic Program for example. David Wells added that his area is looking to partner with the Justice Institute Bachelor of Public Safety Administration program. Graham Webber added that his area working with VSB, Burnaby, West Van and Squamish to find way to link up.</td>
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<td>e)</td>
<td>EDCO representative to Academic Schedule Committee</td>
<td>Todd Rowlatt explained that there is to be a representative from Education Council on this committee and asked if there were any volunteers to sit on it. Deanne Bates volunteered.</td>
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<td>f)</td>
<td>2015-16 Enrolment Plan</td>
<td><strong>MOTION:</strong> Moved by Doug Mauger and seconded THAT the Education Council recommend the Enrolment Plan to the Board of Governors for approval.</td>
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<td>Judith McGillivray presented the Enrolment Plan and explained that these projected FTE figures age formatted o allow a comparison of the projected figures to the previous 3 years of actual FTE by School. Additionally, FTE projections by Funder and Enrolment Plant by School by program are included.</td>
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<td>Todd Rowlatt added three clarification points. First was that the significant jump in the School of Access was due to the changes made from the School of Language Studies. Secondly, the jump in</td>
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<td>Trades</td>
<td>Trades is due to the move of Culinary Arts. Lastly, Todd asked for clarification in difference in projected capacity and projected capacity FTE. Judith McGillivray explained that they are going to go back and look at the projected capacity numbers because some of the calculations have been thrown off by the use of different formulas in making the calculations.</td>
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<td>Damien Otis asked if this information is being provided as the same as previous years. Judith McGillivray confirmed that this report was the same as the previous years.</td>
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<td>Jan Weiten asked why there were remaining FTE’s in the School of Language Studies. Judith McGillivray answered that this is one of the discrepancies that have been found in the report.</td>
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<td>Todd Rowlatt noted that there was a 30% to 35% increase in International and asked if the College has looked at how the increase was going to be supported. He also questioned the downward trend in Continuing Studies. Peter Nunoda answered that the increase in International was budgeted and that student support services will be increased and will be funded through the higher international tuition. Continuing Studies is one of the areas where strategic reinvestments are being implemented to close the gap between the block funding from the government and what we actually need to operate Continuing Studies programs. The downward turn in enrolment should be counter-balanced by the development of new programs and revisions to existing programs. Michael Yue added that Continuing Studies is heavily affected by turns in the economy and labor force.</td>
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<td>Jan Weiten asked if the 89% utilization rate would impact the provincial funding. Peter Nunoda answered that in his experience there wasn’t a correlation between funding and the utilization rate.</td>
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<td></td>
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<td>All in favour of revised agenda. Motion carried.</td>
</tr>
<tr>
<td>g)</td>
<td>Update on Strategic Enrolment Management</td>
<td>Peter Nunoda explained to the Education Council that Strategic Enrolment Management will be completed after a new VP of Academic is put in place. He also said that a significant piece of the rollout of this plan will be changes in the Registrar’s Office and Institutional Research which will be presented at the June Education Council meeting.</td>
</tr>
<tr>
<td>h)</td>
<td>Strategic Plan</td>
<td>Peter Nunoda presented the 5 strategic pillars and said that this would be the first step for the new strategic plan for VCC. These pillars are essentially 5 boxes waiting to be filled by input from</td>
</tr>
<tr>
<td>Item</td>
<td>Topic</td>
<td>Discussion</td>
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<td>faculty and staff. Taryn Thomson asked about the use of the word “customers” in the Operational Excellence pillar. Peter Nunoda explained that this is the best word to describe how we need to interact will all of the different divisions within our institution.</td>
</tr>
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<td></td>
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<td>Mike Tunnah asked if the wording under Education Quality be expanded. Peter Nunoda replied that he left the wording under Education Quality short intentionally and that there will be opportunities for input as this will be introduced to college at a couple of town hall meetings in May.</td>
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<tr>
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<td>Deanne Bates asked what the next steps are with the implementation of this Strategic Plan. This will be introduced to the wider college community in May and will be worked on in conjunction with the 50th anniversary celebrations in September.</td>
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<td>Taryn Thomson asked for the context of Reputation Management. Peter Nunoda explained that it looks outwardly and that we have to find ways to promote our good reputation.</td>
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<td></td>
<td>Ghezal Sorkhabi stated that she hopes the 5 pillars are going to make a big difference at VCC. She believes that students are the priority at the college and are the future of Canada and society.</td>
</tr>
</tbody>
</table>

6. Committee Reports
   a) Education Policy Standing Committee
      i) Admissions & Admissions Appeal

   Mike Tunnah explained that this policy has been revised with the new Flexible Admissions Policy and clearly defines mature students and insert applicants. This revised policy also includes admissions review language so it is proposed that the D.3.1 Admissions Appeal policy and procedures be deleted.

   **MOTION:** Moved by Mike Tunnah and seconded THAT the 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
<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
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</thead>
</table>
|      |             | **ii) Flexible Admissions** Mike Tunnah explained that this policy and procedure were created in response to requirements from the DQAB review of the Hospitality Management degree and will allow the acceptance of student with non-traditional educational backgrounds and give them an opportunity to access certain degree or diploma programs. There will be a 3 person panel that will review applicants and will consist of a faculty member from the department, a person from the Registrar’s Office and a faculty member from outside of the department.  
Damien Otis asked that a student representative be added to sit on the panel. Judith McGillivray answered that it would not be appropriate for a student to sit on the panel and would be better if a student representative be on the appeal committee.  
**MOTION:** Moved by Mike Tunnah and seconded THAT the Education Council recommends the Board of Governors approve the Flexible Admissions Policy and Procedures.  
All in favour. **Motion carried.** |
|      |             | **iii) Timetable** Todd Rowlatt informed the committee that this was not an Education Council policy but an administrative policy but was brought to Education Council by Judith McGillivray with a request for feedback.  
Mike Tunnah explained that this policy has been created in conjunction with the Academic Schedule policy and that its purpose is to guide the creation of timetables. This is an operational policy and therefore falls under the purview and jurisdiction of the Board of Governors.  
Judith McGillivray added that the major difference in this policy is that it will be establishing the academic schedule 16 to 18 months ahead so we can begin to accept students into programs much earlier.  
Damien Otis asked if timetabling would consider staggering the start times of classes in conjunction with transit to help with peak congestion periods. Judith McGillivray responded that she will note this.  
Deanne Bates asked for the following changes to the policy and procedure: |
<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
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<tbody>
<tr>
<td></td>
<td>EMS (the new roombooking software) is added to the definitions on page 1 of the procedures.</td>
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<td>Procedures, page 2, under Timetabling Office: change to read “produces draft and final timetables.”</td>
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<td></td>
<td>Procedures, page 2, Overview #1.b.: There has been some discussion that the timetable not be sent to the department heads but be designed around the Education Plan for the dates and using the previous year as a template. Have any decisions been made on this? If so, this needs to be reflected in the procedures.</td>
<td></td>
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<td></td>
<td>Procedures, page 3, Overview #3.v.: Deanne Bates asked what Unavoidable changes to teaching assignments was referring to. Judith McGillivray provided the following example: If a faculty member became ill or was not available to teach and we had to hire someone else whose schedule we had accommodate because of other commitments at a very late date. Deanne asked if this example could be added for a frame of reference.</td>
<td></td>
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<td></td>
<td>Procedures, page 3, Factors #2.c &amp; 2.d.: Deanne said that there is a conflict between Banner and EMS system because Banner does not have the breaks in there. What information will be communicated to students? Judith replied that she would go back and look at where we are using Banner.</td>
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</tbody>
</table>

Damien Otis asked if there could be a time when all students were out of class at the same time (11:30am -12:00pm) to socialize. He gave the example of how at Langara there is more time to socialize. Judith McGillivray answered that a difference is in the scheduling and that Langara is running 3 hour university transfer classes on a matrix and we are running individual programs that have multiple practicums, etc. Jan Wieten and Nona Coles both added their support for this consideration.

Janet Theny asked if LINC classes were included in the ‘Statement of Policy Principles’ (Timetable Policy, page 2, #2) statement. It was suggested by Todd Rowlatt that this statement be reworded.

### Curriculum Standing Committee

#### i) Engineering Certificate

Costa Karavas explained to the committee that this proposal contains changes being made to maintain transferability to SFU and a second stream for those students transferring to UBC.

David Branter raised concerns regarding the interesting concept of a one-way co-requisite.
<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
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<tbody>
<tr>
<td></td>
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<td>Deanne Bates stated that she has seen a request for quotation on BC Bid for more lab space. David Wells confirmed this.</td>
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<td><strong>MOTION:</strong> Moved by David Branter and seconded THAT the Education Council approve the changes to the First Year University Transfer Engineering Certificate.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td></td>
<td>ii) Math 1020</td>
<td>Costa Karavas presented this proposal and explained that the changes to the course pre-requisites allow it to align with other BC colleges</td>
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<td><strong>MOTION:</strong> Moved by David Branter and seconded THAT the Education Council approve the changes to course pre-requisites for MATH 1020</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
</tr>
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<td></td>
<td>iii) ABE Provincial English</td>
<td>Elle Ting summarized this minor change and explained that “English 12” changed to “ABE Provincial English” and that this change made the course name unrecognizable to students and was a concern in terms of marketing the course. When presented to the Curriculum committee the decision was made to re-name the course English 12 but keep the ABE Provincial English articulation language in the course outline where it belongs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jan Weiten asked if there is a way to keep both names. Elle Ting answered that they did try to do this but the template restricted the characters that could be used.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peter Nunoda asked what the other institutions call it. Elle answered that Douglas used the Provincial terminology but that it was used secondary to English 12. Peter then suggested that we use whatever the standard practice is.</td>
</tr>
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<td></td>
<td></td>
<td>Taryn Thomson added that she was comfortable with this course name change.</td>
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<td></td>
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<td>Jan Weiten added that she thinks part of the problem is that there is not a clear way of doing this and that the different articulation committees in province should look into it and find a way to standardize it.</td>
</tr>
<tr>
<td>Item</td>
<td>Topic</td>
<td>Discussion</td>
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<td></td>
<td>David Branter suggested that all courses needing this type of change be brought forward to the Curriculum Committee as an omnibus proposal. David Wells added that the department was already looking into doing this.</td>
</tr>
<tr>
<td></td>
<td>iv) Terms of Reference</td>
<td>David Branter presented the revised Terms of Reference where the section on “Duties” has been added. Jan Weiten asked for clarification of duty #5. David Branter answered that this wording was very weak and need to be re-worded. Mike Tunnah suggested that documentation around the process be added. Todd Rowlatt suggested that the document be brought back to the Curriculum Committee for more work.</td>
</tr>
<tr>
<td>c)</td>
<td>Appeals Oversight Committee</td>
<td>No report.</td>
</tr>
<tr>
<td>d)</td>
<td>Program Review and Renewal Ad Hoc Committee</td>
<td>Todd Rowlatt Reported that a new form was going to be tested and that the policy and procedures were being worked on now.</td>
</tr>
<tr>
<td>e)</td>
<td>Curriculum Development and Approval Process Ad Hoc Committee</td>
<td>Todd Rowlatt reported that the draft policy is on the Policy Committee’s agenda for May. Nicole Degagne is working on a project to look at some curriculum development software products that would streamline the process. Judith McGillivray added that all of the course outlines are being looked at to make sure that they align with the credits in the PCG. David Branter asked if we are getting closer to having a complete course outline inventory. Judith McGillivray confirmed that we are getting closer. Nona Coles asked if this information is going to be posted on the website. Judith McGillivray confirmed that it is part of the project to cross check what is on the PCG with what is on the website.</td>
</tr>
<tr>
<td>f)</td>
<td>Educational Priorities Ad Hoc Committee</td>
<td>No report.</td>
</tr>
<tr>
<td>7.</td>
<td>Chair Report</td>
<td>No report.</td>
</tr>
<tr>
<td>8.</td>
<td>Student Representatives Report</td>
<td>Damien Otis reported that the students are working on the transit referendum to promote the</td>
</tr>
<tr>
<td>Item</td>
<td>Topic</td>
<td>Discussion</td>
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<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>9.</td>
<td>Pending Items</td>
<td>‘yes’ vote and asked everyone to vote by May 29th.</td>
</tr>
<tr>
<td>10.</td>
<td>Next meeting</td>
<td>May 12, 2015, 3:30-5:30 pm, Room 5025 BWY A</td>
</tr>
<tr>
<td>11.</td>
<td>Adjournment</td>
<td>The meeting adjourned at 5:45 p.m.</td>
</tr>
</tbody>
</table>

**ATTENDEES:**
- Todd Rowlatt
- Jo-Ellen Zakoor
- Jan Weiten
- Judith McGillivray
- David Branter
- Taryn Thomson
- Nona Coles
- Jan Theny
- Debbie Sargent
- David Wells
- Peter Nunoda
- Ghezal Sorkhabi
- Damien Otis
- Mike Tunnah
- Deanne Bates
- Greg Hamilton
- Monika Paripovic
- Doug Mauger

**REGRETS:**
- Jason Devisser
- Brian Beacham

**GUESTS:**
- Michael Yue
- Elle Ting
- Dennis Innes
- Costa Karavas

**RECORDING SECRETARY:**
- Beth Boyd

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Todd Rowlatt, Chair  
VCC Education Council
### 2014-15 Approved Curriculum Development projects

**Project** | **Project Lead/Dean** | **Account Code** | **Funds approved** | **Amount spent as of March 31, 2015** | **Variance** | **Deliverables achieved**
--- | --- | --- | --- | --- | --- | ---
**ACCESS**
1. New UT Engineering Certificate to enable transfer into SFU’s Engineering Science program | Andy Sellwood/David Wells | 20-5126 | $13,435 | $11,157 | $2,278 | Instructional materials developed for 6 new course outlines • Curriculum completed Governance approval
2. Develop a second year University Transfer Arts certificate in order to be able to offer an Associate of Arts Degree | David Wells | 20-5137 | $12,415 | $7,500 | $4,915 | Due to faculty changes, project could not be completed and a revised proposal was submitted for 15/16
3. Preparatory Pathways certificates - develop a range of career preparation programs to allow students to ladder into VCC career programs | David Wells | 20-5138 | $10,000 | $0 | $10,000 | Due to faculty movement, this project has been resubmitted for 2015/16 call for proposals
4. Develop a Foundation/Bridge Pre-Health program to better prepare undergraduate students entering the health industry | David Wells/Debbie Sargent | 20-5139 | $6,000 | $6,339 | -$339 | 6 new courses developed • Additional funds requested from 15/16 to complete certificate development
5. ASL & Deaf Studies - phase 3 of redevelopment of program to align with Douglas College UT program | Julie Martin/David Wells | 20-5133 | $20,000 | $17,859 | $2,141 | Redevelopment of final 2 courses of the ASL & Deaf Studies Certificate • Curriculum ready for Governance approval
**Total** | | | **$61,850** | **$42,855** | | |

**HEALTH SCIENCES**
6. Bachelor of Science in Nursing - integrate new Canadian registration exam into curriculum | Kathy Fukuyama/Debbie Sargent | 20-5127 | $27,442 | $23,018 | $4,424 | Aligned current exams to the National Council Licensure Examination for Registered Nurses, both Canadians and American graduates will be writing the same exam
7. Dental Hygiene - implement e-charting as per accreditation requirements | Lisa Supeene/Debbie Sargent | 20-5128 | $10,197 | $11,635 | -$1,438 | Developed curriculum changes to support teaching and learning of e-charting and evaluation/approval methods • software training for instructors & staff
8. Dental Hygiene - curriculum revision to support digital radiography | Lisa Supeene/Debbie Sargent | 20-5129 | $9,280 | $7,965 | $1,315 | Eight courses modified to reflect changes related to the transition from analogue to digital radiography
9. Dental Technology - final phase of program renewal | Allan White/Debbie Sargent | 20-5130 | $25,000 | $15,659 | $9,341 | Final stages in curriculum revisions completed including lesson plans, assessments, exam rubrics for new semester 5
10. Develop a course to enhance student knowledge of Health Information Systems - focus on technology | Kathy Fukuyama | 20-5145 | $12,500 | $7,819 | $4,681 | Development of new online course on advanced health information systems
   Health Accreditation expenses | 20-3915 | $106,000 | $43,634 | $62,366 | | Some program accreditation rescheduled to 2015/16
**Total Health** | | | **$190,419** | **$109,730** | | |
<table>
<thead>
<tr>
<th>Project</th>
<th>Project Lead/ Dean</th>
<th>Account Code</th>
<th>Funds approved</th>
<th>Amount spent as of March 31, 2015</th>
<th>Variance</th>
<th>Deliverables achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC, DANCE &amp; DESIGN and HOSPITALITY &amp; BUSINESS</td>
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</table>
| 11 | Hospitality Degree program - creation of computer simulation courses for enhanced degree | Kevin Kovalycsik/ Graham Webber | 20-5132 | $27,000 | $17,780 | 9,220 | • New degree program approved by Ministry in Sep 2014  
• Curriculum for simulation course developed |
| | | | | | | |
| 12 | Hair & Esthetics program - phase 2 implementation of program renewal | Lucy Griffiths/ Graham Webber | 20-5134 | $12,000 | $10,811 | 1,189 | • Integrated Salon and Spa Business Management course into the program including scheduling, curriculum and retail service manual for instructors  
• Update moodle resources  
• Developed interactive learning activities including smart board technology |
| | | | | | | |
| 13 | Revision to the Administrative Assistant programs and development of a new web based program for keyboarding drills | Helen Roberts/ Graham Webber | 20-5140 | $9,000 | $17,646 | -8,646 | • New course materials developed  
• Remaining project work will have to be completed during PD time |
| | | | | | | |
| 14 | Redesign Drafting program to align with industry requirements especially for existing and proposed LNG infrastructure | Graham Huckin/ Graham Webber | 20-5141 | $12,524 | $6,874 | 5,650 | • Consultations with PAC members  
• Program mapping completed and proposal submitted for 15/16 funds |
| | | | | | | |
| Total | | | | $60,524 | $53,111 | | |
| TRADES | | | | | | |
| 15 | Baking & Pastry Arts - curriculum alignment with ITA Baker program and new standard level examination | Fionna Chong/ Dennis Innes | 20-5131 | $16,898 | $11909 | 4,980 | • Instructional materials and quizzes revised to align with with latest ITA Baker program  
• Updated theory/lab schedules and assessment instruments with ITA requirements  
• Moodle course developed to help students prepare for the ITA Level 1 Standardized Level Examination |
| | | | | | | |
| 16 | Heavy Duty - align existing Moodle with new HD ITA Foundational program | Richard Cyr/ Dennis Innes | 20-5135 | $17,865 | $21,354 | -3,489 | • Aligned pre-test and summative assessments for the HD foundational program with assistance from CID |
| | | | | | | |
| 17 | Heavy Duty - align existing Moodle with new HD ITA Level one program | Richard Cyr/ Dennis Innes | 20-5136 | $11,585 | $3,715 | 7,870 | | |
| | | | | | | |
| 18 | Develop a new Automotive Aluminum Repair course | David Cross/ Dennis Innes | 20-5142 | $9,834 | $12,437 | -2,603 | • Automotive Aluminum Repair Course - built power points, assessments and procured all equipment to offer this course as either a cost recovery journeyman upgrade course or through Continuing Studies |

**2014-2015 Curriculum Development Project Status Updates**  
(update as of May 4, 2015)**
<table>
<thead>
<tr>
<th>Project</th>
<th>Project Lead/Dean</th>
<th>Account Code</th>
<th>Funds approved</th>
<th>Amount spent as of March 31, 2015</th>
<th>Variance</th>
<th>Deliverables achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 Re-alignment of learning material for the International AST Diploma program</td>
<td>Jason Devisser/Dennis Innes</td>
<td>20-5143</td>
<td>$7,500</td>
<td>$7,392</td>
<td>108</td>
<td>Developed custom textbook and learning materials • Re-sequenced and re-aligned Intn AST Moodle course materials between year 1 and 2 • Curriculum approved by EdCo for implementation Sep 2015</td>
</tr>
<tr>
<td>Total Trades</td>
<td></td>
<td></td>
<td></td>
<td>$63,682</td>
<td>$56,807</td>
<td></td>
</tr>
<tr>
<td>Vice President Office</td>
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<tr>
<td>20 Development of new revenue generating pathways with Vancouver School Board, SFU and JIBC</td>
<td>Judith McGillivray</td>
<td>20-5144</td>
<td>$23,714</td>
<td>$19,751</td>
<td>3,963</td>
<td>Research team funded to explore revitalization of Culinary Arts programs • Developed facilitation grids and educational materials to be used in faculty development workshops • Online kineisology course developed</td>
</tr>
<tr>
<td>Fund 20-1207</td>
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<tr>
<td>TOTALS</td>
<td></td>
<td></td>
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<td>$400,189</td>
<td>$296,185</td>
<td>104,004</td>
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BACKGROUND:

Over the past two years, VCC has been reviewing processes for curriculum development and review at both the school and governance levels. Part of this process has been the research, design and implementation of a cohesive curriculum document management system.

In January 2015, the VP Academic established a temporary position (Coordinator, Education) to engage in project-based work that addressed concerns regarding curriculum quality, accuracy and currency. Nicole Degagne was seconded to the position from January – March 2015. The position has been extended to June 30, 2015.

The attached project Summary was presented to the VP Academic in March and outlines the status of the project at that time (Stage 1). A list of ongoing work was also identified and supports Stage 2 of the project.

DISCUSSION:

The purpose of the project was to locate, catalogue and centralize PCGs and course outlines that fall under EDCO jurisdiction, with the aim to ensure that VCC governance approved curriculum documents:

- are current,
- are easily accessible,
- are version controlled and archived properly,
- meet legal and legislative requirements and responsibilities, and
- meet VCC policy requirements.

The initial data collection process is outlined below:

a. A Microsoft Access database was created to capture relevant information.

b. Information was downloaded from VCC’s external website: program name, credential, program length, start date, course number, course name, course credits and whether or not a course outline was available.

c. The above information was circulated to Deans and Department Heads for confirmation.

d. Electronic versions of PCGs and course outlines were collected. Where none existed in Education Council files, a call went out to program areas.
e. PCG information was added to the database: available PCG, effective date, program credits, name
f. Web and PCG content was cross-referenced: name, credential, # credits, program length
g. Course Outline information was added to the database: available course outline, effective date, # of course hours
h. Web, PCG and course outline content was cross-referenced: course number, name, # credits, # hours

Stage 2 status, as of this date:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct a review of all documents, checking for inconsistencies and inaccuracies. Compare updated documents to web content.</td>
<td>In progress. Working with Registrar's Office and Marketing to address web changes.</td>
</tr>
<tr>
<td>2. In collaboration with department heads, correct minor errors and inconsistencies in documents and on the web. Report changes to Education Council.</td>
<td>In progress. An omnibus motion for minor changes will be presented to Curriculum Committee in June. Department Heads have been asked to forward minor changes to Nicole.</td>
</tr>
<tr>
<td>3. Analyze documents against relevant policies. Make recommendations for updates and include timelines.</td>
<td>29 programs are in violation of policy C.1.3 Granting of Credentials, including 22 certificate programs and 7 diploma programs. Support is being provided to help finalize C.1.4 Assignment of Credits.</td>
</tr>
<tr>
<td>4. Establish criteria for curriculum to meet legal and legislative requirements and responsibilities.</td>
<td>Definition in progress</td>
</tr>
<tr>
<td>5. Map the full curriculum design, development and delivery process.</td>
<td>In progress</td>
</tr>
<tr>
<td>6. Continue to update the Access database and create a process for ongoing upkeep in the Education Council office.</td>
<td>In progress</td>
</tr>
<tr>
<td>7. Conduct further research and create a business case/budget for online curriculum development and approval software.</td>
<td>IT and Purchasing have been consulted and vendor requests for demonstrations and quotes have been emailed.</td>
</tr>
<tr>
<td>8. Post approved documents on websites (PCGs on myVCC and course outlines on external website.)</td>
<td>PCGs: awaiting implementation of new myVCC (end of May) Course Outlines: in progress</td>
</tr>
</tbody>
</table>

As the project continues, additional projects/concerns have been identified:

- Analysis of course credit ratio
- Review of the VCC International website for accuracy of curriculum-related content
- Documentation for ITA apprenticeship programs is inconsistent, e.g. some have course outlines only, some have PCGs, some have both
- Setting and managing timelines for addressing gaps in curriculum, i.e. where no documents exist or they are not current.

Prepared by:

Nicole Degagne
Coordinator, Education
## Curriculum Inventory Project Summary

**Project Sponsor:** Judith McGillivray, Vice President, Academic  
**Project Manager:** Nicole Degagne  
**Date:** March 17, 2015

### Stage 1 – Purpose of Project:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Status</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create an electronic list of all VCC programs and courses</td>
<td>Complete</td>
<td>- An Access database has been created to collect and analyze current program and course information.</td>
</tr>
<tr>
<td>Gather all VCC curriculum documentation (PCGs and course outlines)</td>
<td>Complete</td>
<td><strong>Document</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PCG</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Outline</td>
</tr>
<tr>
<td>Review documents for accuracy and currency</td>
<td>In progress</td>
<td>There are inconsistencies with information contained in documents and on the external website. A fulsome review is required.</td>
</tr>
<tr>
<td>Assess documents to ensure they meet legal, legislative and VCC</td>
<td>In progress</td>
<td>Programs have been assessed against policy C.1.3 Granting of Credentials. There are 29 programs in violation of this policy.</td>
</tr>
<tr>
<td>policy requirements</td>
<td></td>
<td>Develop a document management system for all governance approved curriculum documents (PCGs and course outlines)</td>
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</tbody>
</table>
Writeable versions of documents (PDF form, Powerpoint and Word documents) will remain on K:/ drive until another location is identified.

Ideally this process moves to an online development, approval and management system.

Research online curriculum development software options (e.g. Curriculum Navigator, CurricuLog/AcaLog)

In progress

- There is support for moving the project forward. A business case and budget are being prepared. Product demos will be arranged in April.
- Marketing is keen to continue work on an in house online curriculum development tool using Terminal 4. This option would require additional resources and support.

Transfer documents to a location that is easily accessible to VCC students and staff

In progress

- Documents are being prepared with proper naming convention and password protection.
- Waiting for launch of new myVCC.

Stage 2 – Ongoing Work:

1. Conduct a review of all documents, checking for inconsistencies and accuracies. Compare updated documents to web content.


3. Analyze documents against relevant policies. Make recommendations for updates and include timelines.

4. Establish criteria for curriculum to meet legal and legislative requirements and responsibilities.

5. Map the full curriculum design, development and delivery process (including full implementation in all areas of the Registrar’s Office, Institutional Research, Marketing and department level).

6. Continue to update the Access database and create a process for ongoing upkeep in the Education Council office.

7. Conduct further research and create a business case/budget for online curriculum development and approval software.

8. Post approved documents on websites (PCGs to be posted on myVCC and course outlines posted to the external website.)

Decision Note

Prepared for: Education Council

ISSUE: Cancellation of Fashion Arts Certificate Program

Background:

The Fashion Arts Certificate (FAC) Program has been running since 1987 and has not undergone any significant change in content or scope since the beginning. It was originally offered with two intakes per year, which, due to attrition, were regularly combined into one cohort for second year.

The FAC Program was the foundation for the full-time two-year Fashion Arts Diploma (launched 2007). The two programs are similar in objectives and scope, and second year certificate students participate in the same graduate fashion show. The two programs share some courses and have other courses with shared materials, with differences in course length and assessments methods. The Fashion Arts Diploma also has several additional courses in Business and Technology.

The Fashion Arts Diploma is currently under a renewal process, which is expected to launch September 2016. When the Fashion Arts Diploma program was approved for renewal, it became clear that part-time programming had to be part of the larger picture – and had even higher need for fresh perspective.

The FAC Program has no existing transfer agreement with other institutions.

Discussion:

The FAC curriculum and instructional methods have seen very little growth since 1987. In the same time frame, the fashion industry is almost unrecognizable compared to what it was then, with the increase of globalization & offshore production, computer-aided design (CAD) & other technologies, and the internet. Moreover, the student profile has changed drastically over the decades, while the program has remained unchanged.

Low enrollment, student attrition, and students leaving the program and then reinserting have been ongoing issues with the FAC. The program is intended to be completed in two years, but in practice students often took longer. An ongoing complaint, unresolved since program inception, has been that the workload was too overwhelming. Recent years have seen further decrease in intake size, and increase in attrition.

In 2013, with launch of the Fashion Arts Diploma renewal, and as several students had expressed dissatisfaction at having to wait longer to complete their program due to course cancellation (from low enrollment), a decision was made to teach out the current cohort in order to minimize the negative impact to the students that were currently in progress. Recent students who had discontinued studies were contacted and notified that they had been withdrawn from the program. As necessary and where
possible, opportunities have been created for current students to substitute similar courses from the Diploma Program, in order to complete their Certificates.

The following table shows the timeline of correspondence with students, instructors and staff:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 4, 2013</td>
<td>Students who were not running on schedule were sent formal letters withdrawing them from the program.</td>
</tr>
<tr>
<td>May 28, 2014</td>
<td>Instructors informed of changes/cancellation.</td>
</tr>
<tr>
<td>June 13, 2014</td>
<td>Registration staff informed of changes/cancellation.</td>
</tr>
<tr>
<td>July 4, 2014</td>
<td>Email sent to current students informing of changes, need to take courses as scheduled in order to complete.</td>
</tr>
<tr>
<td>September 23, 2015</td>
<td>Graduation Fashion show – and end of program for last of Certificate students.</td>
</tr>
</tbody>
</table>

**Options:**

1. Resume the Fashion Arts Certificate Program effective September 2015
2. Suspend the Fashion Arts Certificate Program with a plan to relaunch as part of the diploma program renewal in September 2016
3. Cancel program and proceed with the renewal of the Fashion Arts Diploma program

**Recommendation**

The recommendation is to cancel the FAC certificate program and proceed with the renewal of the Fashion Arts Diploma. This will allow us to take a fresh look and to develop new part-time options that are better suited to the current industry and market trends, and to current student needs.

**PREPARED BY:** Andrea Korens, Program Coordinator, Fashion Arts
Michael Yue, Interim Dean, Centre for Continuing Studies and Contract Training

**DATE:** May 4, 2015
Vancouver Community College

Decision Note

Prepared for: Education Council

ISSUE: Cancellation of Kitchen and Bath Design Diploma

Background:

The Kitchen and Bath Design Diploma Program (KBDD) has been running since 2012. It has been offered as a cohort program with intakes once a year in September. KBDD is a one year program which requires a minimum entry level Interior Design Certificate (IDC) and a Portfolio review. To become a Professional Member of the Interior Designer’s Institute of British Columbia (IDIBC), individuals must meet standards set by IDIBC. These standards are changing for the minimum education requirements. Two and three year interior design diploma programs will be phased out and four year interior design programs will become the minimum education standard.

The KBDD is very specific to Kitchen and Bath. Graduating from the program does not qualify for entry-level into degree programs in other institutes.

The Interior Design Certificate Program is however acceptable into British Columbia Institute of Technology (BCIT), and the Arts Institute (AI), Diploma programs. There is still a huge demand for residential interior designers across Canada and the skills necessary to do so need to be refined to suit this growing need.

BCIT are planning on incorporating the KBDD along with a millwork program. They are developing this at the moment and plan on launching it in the upcoming years. VCC will not be able to compete with this program.

Discussion:

The program has been suspended since Sept 2014 due to an enrollment of three students in total. As the intake for this course is only once a year during the September term and the expected number of students based on a five-year year review was only eight students, the decision was made to suspend the program until we assessed the underlining problem.

There will be no major impact on any other credentials; we are still running the Interior Design Certificate Program. There are no current students enrolled in the KBDD at present at VCC.

We have not paid the membership fees for 2015 to the NKBA, due to the course suspension in September 2014. This has had an impact on marketing for the program through the National Kitchen and Bath Association (NKBA) and all links to it.
The KBDD curriculum and instructional methods have seen very little growth since 2012, however, the demand for literature, software and curriculum development from the NKBA are not being met on a yearly bases. Meeting NKBA standards would mean renewing the program every two years, which we are not able to fulfill.

Currently, we are the only college running this program in Vancouver. However, in September 2014 our enrollment was below minimum to run the courses as cost-recovery, and we were required to cancel that intake. Students, instructors and staff were notified at that time.

**Options:**

1. Suspend the Kitchen and Bath Diploma Program with a plan to re-launch after a renewal process.
2. Cancel program and proceed with the renewal / creation of a new Interior Design Diploma program to meet industry standards.

**Recommendation**

The recommendation is to cancel the KBDD program and proceed with the renewal / creation of the Interior Design Diploma Program. The current industry and market trends must be met, and a Kitchen and Bath Diploma Program do not satisfy the industry requirements.

**PREPARED BY:** Joanne Neville, Program Coordinator, Interior Design Program, Michael Yue, Interim Dean, Centre for Continuing Studies and Contract Training

**DATE:** May 4, 2015
BACKGROUND:

The Denturist program is an accredited, two year diploma program. It is currently the only Denturist program in British Columbia. The program is staffed by 2 full time faculty and one Instructional Assistant. Term faculty are only required when faculty are on sick leave. The full time Instructional Assistant has been on a long term sick leave for several years. She has been replaced by full time support person.

In 2009 due to financial costs, the program moved to an “every second year” intake of 12 students. Program costs continue to climb and tuition is currently $3,368.40 per year. ($3,368.40 x 12 students = $40,420.80/year). The March 2014 year end program expenditures were $210,451.00. These expenditures do not capture any overhead expense including capital. The college has continued to subsidize this program and this subsidy is expected to be greater every year.

DISCUSSION:

In February, 2015, VCC received formal notification of retirement from the two Denturist faculty. Both will be retiring on June 30th after completion of the current class. The Instructional Assistant’s contract ends on June 30th. Rather than hire new faculty and a new Instructional Assistant, it has been decided that the September intake of the program be suspended so that the program viability and sustainability can be examined in more depth. Over the next 6 - 12 months, a full review of the program will take place.

All faculty, staff and students in the program, as well as applicants for the September intake, have been notified of the suspension. Applicants will receive a refund for their Application Fee and have been encouraged to meet with VCC Advisors to explore alternate programs.

PREPARED BY: Debbie Sargent
Dean, School of Health Sciences
DEcision note

4 May 2015

Prepared for: Education Council

issue: Concept paper for a Bachelor of Applied Science in Dental Hygiene degree program

Background: Denise Beerwald and Lisa Supeene presented this concept paper. The details are in the meeting package. As a note, this paper follows the Curriculum Development and Approval process currently being piloted wherein the concept for a new program gets Education Council recommendation and Board approval before detailed curriculum development takes place.

Discussion: Judith McGillivray raised the possibility of a need for two PCGs as the paper proposes two exit points, one after third year and a second upon degree completion.

Recommendation: Curriculum Committee recommends Education Council recommend that the Concept Paper for a Bachelor of Applied Science in Dental Hygiene degree program continue to the next stage of the process.

Prepared by:
David Branter
Chair, Curriculum Committee
Proposal for New Program

Name of Proposed Program: Bachelor of Applied Science in Dental Hygiene [BScDH]

A. Concept

Department Leader: Lisa Marie Supeene, Dip DH, BDSc, RDH

Faculty: Dental Hygiene

Dean: Debbie Sargent, Dean of Health Sciences

Proposal Date: April 14, 2015

If this is a joint educational offering, name of other institution (refer to Affiliation Agreement Policy C.3.10):

NA

Purpose and Context

1. Describe in detail the program’s objectives and a description of the program outcomes, including a list of the occupations or roles that graduates will be prepared for:

The new Bachelor of Applied Science in Dental Hygiene (BScDH) at Vancouver Community College (VCC) will focus on the skills and knowledge that help dental hygiene (DH) graduates pursue careers in a wide variety of settings including clinical practice, community health, public health, mobile clinics, independent clinics, long term care facilities, and inter-professional/multi-care facilities. The program design proposes a 3 plus 1 model that will offer students a diploma exit option at year 3 and/or the opportunity to pursue an advanced 4th year degree option.

Diploma Exit Objectives (Years 1 through 3):

- Include 1st year University Transfer courses (Bio, Chem, Psych, Eng, etc.) and introduce 1st year students to DH theory & practice.
- Prepare 2nd and 3rd year students to meet the Entry-to-practice Competencies and Standards for Canadian Dental Hygienists (CDHA, 2010) required by the Commission of Dental Accreditation of Canada (CDAC) and required for initial licensure by the provincial regulatory body – the College of Dental Hygienists of BC (CDHBC). Program outcomes will include the following domains:
  - Professionalism
  - Critical Thinking
  - Communication & Collaboration
  - Coordination
  - Advocacy
  - Clinical Therapy
  - Oral Health Education
  - Health Promotion
- Prepare graduates for the workforce and transition to dental hygiene practice.
- Prepare students to write the National Dental Hygiene Certification Board Exam (NDHCB) required for licensure and registration.
Proposal for New Program

Avanced 4th Year Objectives:

- Prepare students to meet the [new] Canadian Competencies for Baccalaureate Dental Hygiene Programs developed by the Canadian Dental Hygienists Association (CDHA, March 2015). These outcomes will build on the entry-to-practice competencies [above] and will include the following domains:
  - Research Use
  - Leadership
  - Health Promotion & Disease Prevention Activities, Initiatives and Programs
  - Policy Use
  - Advanced Client Care (care of clients/populations with medically complex needs).
- Prepare graduates to meet expanded scope requirements of a primary care provider and work in alternative practice settings to meet the needs of clients, groups and populations with complex needs throughout their lifespan.
- Prepare students to meet ’365 Day Exemption’ registration category requirements as set by the College of Dental Hygienists of BC (CDHBC is the regulatory body of dental hygiene).

2. Explain how this program adheres to principles and priorities as indicated in the College’s strategic, educational or ministerial planning documents:

Alignment with VCC Education Plan 2013-2016

Promote innovation in curricula, instructional delivery and evaluation: If VCC offers the Bachelor of Applied Science in Dental Hygiene, it would be the first of its kind in Canada and improve access to degree education for DHs in BC. This new program [BScDH] will offer students another opportunity for advanced education that will enable them to be competitive in today's employment market. VCC would ultimately be increasing the number of degree level DH graduates to meet the current demands for 365 Day Exemption in BC (see background & rationale), and enable BScDH graduates to obtain careers in a wider variety of independent practice settings outside of traditional clinical practice. In addition, VCC's Downtown location, program reputation and long-standing community partnerships, afford our students the ability to experience a diverse variety of service learning opportunities whereby meaningful community service, with instruction and reflection, enrich the learning experience.

A student-centered College, engaging our learners and providing flexible ways to advancement: The proposed 3 plus 1 model will offer students the flexibility to exit at year 3 with a well-respected VCC diploma in DH, or continue into the advanced 4th year for the DH degree. The 4th year would also appeal to graduates of other Canadian accredited 3rd year programs who want to complete their 4th year from a long-standing and well established DH program.

Until recent changes to UBC's DH degree completion application process, the VCC DH [diploma] graduates had block transfer to UBC's DH degree completion program. This agreement was built on long-standing partnerships and relationships between faculties of the two institutions. Many VCC alumni have completed Bachelors, Masters and Doctorate degrees through articulation agreements with UBC. There remains long-standing relationships and camaraderie between faculty members.

A college of access, recognized for enabling all types of learners to reach their full potential: All learners are encouraged to reach their full potential throughout the existing VCC DH program through transformative learning opportunities that are purposely built into the curriculum. These opportunities are a result of our program’s well communicated philosophy that is committed to facilitating learning through sound, current and varied educational approaches such as: abilities/outcomes based education, diversity of learning strategies, teaching and learning in context, learner-centered perspective and authentic evaluation. Right from the beginning weeks of the program, all
Proposal for New Program

Learners are encouraged to develop skills and abilities that streamline their passage into higher learning opportunities should they wish to do so.

An institutional that enhances and increases Aboriginal presence and participation: VCC serves a large Aboriginal population that is under-represented in post-secondary education, and according to the VCC Aboriginal Educational Enrollment Policy D.3.10, "...priority registration will be given to qualified Aboriginal students in all courses and programs at VCC." Additionally, our students' presence in many Aboriginal community service learning opportunities/partnerships impacts the communities we serve by introducing the possibility of a career in dental hygiene to those who receive care. Our program also gives guided tours of the dental clinic and information sessions to support and enhance Aboriginal participation via the VCC Aboriginal Gateway to Health Careers program.

A college that delivers quality and relevant education, with integrity and accountability: The current DH Diploma program at VCC is designed to assist students to learn foundational knowledge, which forms the basis for dental hygiene theory and practice, critical thinking, professionalism and the promotion of health/wellness. The curriculum also encourages social responsibility, life-long learning, and the creation of independent learners. VCC is a well-respected educational institution for DH graduates, and we suspect our degree graduates will also be very well received by industry and other DH stakeholders.

3. Identify how the proposed program supports VCC’s mission, core values, and strategic objectives?

This new program will provide access to those wishing to pursue a diploma and/or a degree in dental hygiene. Approximately two thirds of the students entering our diploma program indicate that they have plans to obtain their degree once completing our program. The only place in BC they are able to achieve a related degree is at UBC and access to UBC’s program is limited. Many graduates have to go out of province or settle for a degree in Health Sciences as an alternative to obtaining a dental hygiene degree in BC.

VCC has many supports for students to facilitate success. The Dental Hygiene program refers students to these services in support of student success. Several strategies are built into the program to help students gain success.

The Dental Hygiene program has many partnerships and collaborations. Several affiliation agreements exist in support of student placement. Many dentists in the greater Vancouver area accept students for placement. Students participate in Career Fairs and community events to promote health and wellness and our community partners are very appreciative of this, especially in the Downtown East Side. The regulatory body and professional association have been asking VCC to develop a degree in Dental Hygiene for some time now. We value the positive partnership we have with these stakeholders.

The VCC Dental Hygiene program has always achieved the highest standards of accreditation. As such, it is know in the community for its positive reputation.

4. How does this program relate to and/or support other programs at VCC?

This program will specifically support inclusion of the existing VCC 1st year University Transfer courses including:

- Biol 1120 & Biol 1220 or equivalent Human Anatomy & Physiology (including labs) (minimum 6 credits)
- Chem 1121 & Chem 1223 or equivalent Chemistry (including labs) (minimum 6 credits)
- Engl 1127 & Engl 1229 English (Literature) or Engl 1101 & Engl 1001 + Engl 1102 & Engl 1002 or equivalent English (minimum 6 credits)
- Psych 1100 & Psych 1200 or equivalent Psychology (minimum 6 credits)
- Math 1111 or equivalent Introductory Statistics (minimum 3 credits)
Proposal for New Program

Program Need

5. What educational gap, if any, is this program intended to fill?

Literature suggests dental hygienists practicing outside the private practice dental office will need skills beyond what the traditional dental hygiene education curriculum provides. Current registration categories for BC dental hygienists have recently evolved (July 3, 2012) to include a ‘365 Day Exempt’ category that allows qualified dental hygienists to practice independently, without supervision from a dentist, to their full scope in a wide variety of settings including community health, public health, mobile clinics, independent clinics, long term care facilities, interprofessional/multicare facilities, etc. This registration category was developed in collaboration with the College of Dental Surgeons of BC and approved by the Ministry of Health, and has important implications to improving access to oral health for British Columbians and improving public health and safety. It has also been determined that it is the responsibility of dental hygiene education programs to prepare students for alternative practice, however the depth and breadth of knowledge and skills required of registrants applying to this new category of registration assumes the registrant will act as a primary care provider and act outside of the supervision of a dentist. One way registrants can access this ‘365 Day Exempt’ category is through attainment of a DH degree. This ultimately acknowledges dental hygiene bachelor education as providing the educational experiences and outcomes necessary to support advanced independent practice.

Prominent gaps in the dental hygiene knowledge base that require immediate attention at the degree level include: research use, evidence-based practice and critical thinking; business and economics for independent DH practitioners; professionalism; improved transition into practice; interprofessional collaboration (Canadian Dental Hygienists Association—Educators Survey, 2014).

Additionally, the regulatory body of dental hygiene, the College of Dental Hygienists of BC (CDHBC) is undergoing bylaw updates that will propose prescribing rights to dental hygienists holding a degree in dental hygiene. This advanced Pharmacology component would be added to the advanced 4th year of the proposed VCC BScDH program outcomes so that graduates will be ready to move into the advanced practice category upon graduation and registration with the CDHBC.

Finally, the Canadian Dental Hygienist Association (CDHA) acknowledges that “baccalaureate dental hygiene education is a critical step along the pathway from diploma to doctoral programs within Canada and internationally” and has recently established a standard for such education in Canada in the Canadian Competencies for Baccalaureate Dental Hygiene Programs (CDHA, March 2015, p.4).

6. What evidence is there of student demand for the program?

The number of dental hygienists in Canada who are pursuing advanced education is growing. Of the 5,400 respondents to the 2013 Canadian Dental Hygienists Association (CDHA) Job Market & Employment Survey, 1040 (19%) dental hygienists indicated that they have a bachelor’s degree (7% specifically in dental hygiene), 106 (2%) have a master’s degree, and 19 have earned a doctoral degree. Considering that there are approximately 17,000 CDHA members, these statistics likely underestimate the true number of Canadian dental hygienists who have post-diploma education, or are currently pursuing degree completion. As an example of this growing demand for degree level education, 34% of VCC’s very own DH graduates pursue higher education (VCC Student Outcomes Survey, 2009-2013), with 78% of these students choosing UBC—currently the only entry point to degree education in dental hygiene in BC.

Dental hygiene educators also remain in favour of the degree as the entry-to-practice standard for dental hygiene education. The 2014 CDHA Educator’s Survey Report surveyed 121 DH educators from across Canada who offered strong support (60%) in favour of changing entry-to-practice education to a bachelor’s degree.
Curriculum Development and Approval
Pilot Project November 2014 to June 2015

Proposal for New Program

Currently, UBC is the only access point for degree level dental hygiene education in BC. When we asked our VCC Dental Hygiene Program Advisory Committee (PAC) members if the demand for Dental Hygiene degree graduates exceeds the current system’s capacity to produce them, our representative from the UBC Faculty of Dentistry stated that “the admissions remains competitive to UBC’s Entry-to-practice and Degree Completion options [in Dental Hygiene]; the university continues to receive far more applications to the programs than available seats” (Message from: Zul Kanji. Mar 19, 2015, Clinical Assistant Professor, Dental Hygiene, UBC).

7. **What evidence is there of labour market, professional or community demand for the graduates (report results)?**

The regulatory body of dental hygiene, the College of Dental Hygienists of BC (CDHBC), now offers a unique registration category (365 Day Exempt) for registrants who have completed an approved degree in dental hygiene. This registration category allows dental hygienists to practice independently, without supervision from a dentist, to their full scope in a wide variety of settings including community health, public health, mobile clinics, independent clinics, long term care facilities, interprofessional/multicare facilities, etc. This registration category has been developed in collaboration with the College of Dental Surgeons of BC (CDSBC) and approved by the Ministry of Health, and has important implications to increasing access to oral health care for British Columbians, as well as improving public health and safety. Essentially, the 365 Day Exempt category of registration requires the registrant to assume the responsibilities of a primary care provider, act outside of the supervision of a dentist, and acknowledges dental hygiene bachelor education as providing the educational experiences and outcomes necessary to support this. Currently, the University of BC is the only access point for graduates in the province to access a degree in Dental Hygiene (DH), so that registrants can qualify to practice independently and in these expanded care settings.

8. **Anticipated start date of program:** September 2017

**Competitive Analysis**

9. **Which related programs are available in the lower Mainland and/or on-line: how do they compare in terms of focus, intended outcomes, length, costs and size?**

**Related programs:** Currently, there exists only one entry point for students to access a degree in dental hygiene through the University of BC (Vancouver campus). Additionally two other diploma dental hygiene programs are closing their door due to operating costs. For example, the University of the Fraser Valley has not run their program for several years and the College of New Caledonia, a long-standing dental hygiene program in Prince George, is cancelling all of their dental programs in Sept 2015. This limited access to dental hygiene education across BC positions VCC to be a highly sought after institution for students seeking both diploma and degree level education in dental hygiene.

**Focus:** The UBC Dental Hygiene Bachelor of Dental Science (BDSc) program focuses on a solid grounding in theory, analytical skills, research use and investigation. The intended focus of the proposed BScDH at VCC will be similar and will satisfy the Canadian Competencies for Baccalaureate Dental Hygiene Programs, but it will have a stronger emphasis on practical applications of concepts learned. It is the intention that graduates of the new VCC BScDH program will be well equipped to meet industry needs that align with current regulatory bylaw updates/changes that will move graduates immediately into the advanced practice registration category with the College of Dental Hygienists of BC upon graduation.

**Intended Outcomes:** The intended program outcomes of the UBC Bachelor of Dental Science include the following domains: Professionalism; Communication, Collaboration, Coordination; Critical Thinking; Health Promotion; Clinical Therapy, Oral Health Education; Oral Disease Prevention; Research Use; Scientific Investigation; Advocacy;
Proposal for New Program

Policy Use; Leadership. These program outcomes are in alignment with the Canadian Competencies for Baccalaureate Dental Hygiene Programs (CDHA, March 2015) as mentioned above.

Length: The UBC options are either a direct entry-to-practice [4-year] degree stream or an online degree completion [1 year full time; 5 years part time] for practicing dental hygienists.

Costs and size:
- The UBC 4-year entry-to-practice stream is a 145-credit degree program with an estimated cost of $77,418.69 (updated Nov 14, 2014). This includes over $38,600.00 allocated to a Clinical Practice Fee. See the UBC Dentistry website for cost breakdown at: http://tst-dentistry.sites.olt.ubc.ca/files/2014/11/ProjectedCosts-EntryToPractice.pdf
- The UBC [online] degree completion option for registered/practicing dental hygienists is 31 credits for applicants who have graduated from a 3-year diploma program, and 62 credits for applicants who have graduated from a 2-year diploma program with an estimated tuition of $5,053.31 and $10,106.62 consecutively ($163.01/credit). This does not include textbook, student fees or other costs associated with the online degree completion option. See the UBC academic calendar 2015-16 for details at: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,266,772,0

Costs and size of the proposed VCC BScDH will be set at a competitive price point in comparison with UBC’s program, but has yet to be determined in conjunction with VCC Finance and Institutional Research.

10. Is this concept supportable and sustainable with existing and/or available resources?

Creating this new degree program will enable VCC to establish a new tuition for the Dental Hygiene program. This together with the Ministry allocated grant funding, will support all program costs. Our current dental hygiene faculty with baccalaureate degrees or higher and online instructional experience will be required to teach in the advanced 4th year of the program. No additional clinic hours are expected in the advanced 4th year, so operating expenses related to faculty wages/rationos in clinic are not expected to be an issue in the 4th year of the program.

11. Is this a cohort, selective entry, or open access program? How will the program be rolled out if you are not using a cohort model?

This is a cohort model with competitive selective entry based on the following:
- Academic performance (overall GPA)
- Results of candidate’s questionnaire (CQ)

12. What is the expected length of program (in months/years)? What is the maximum allowable time for completion?

For students choosing the full 4-year degree option: 15 weeks per term (Sept-Dec & Jan-Apr); 30 months within 4 academic years (based on the university academic calendar system).

For students choosing the diploma exit option: 15 weeks per term; 22.5 months within 3 academic years.

13. How many students would you expect to enroll in each year of the program?

The student intake is projected to be an average of 25 per year. We plan to take 30 students into the first year of the program to allow for inevitable attrition rates. This is calculated based on what is seen by UBC’s 4-year DH degree program. The fourth [advanced] year can be supplemented with practicing dental hygienists who wish to complete their degree provided there are seats are available. It is likely that some students will opt for the diploma exit option. There is potential to expand 4th year to more than 25 students.
Proposal for New Program

Admission and Delivery

14. **Provide a detailed list of admission requirements, including language proficiency levels and assessment scores.**

Admission requirements for Year 1 will include:
- Canadian citizens and permanent residents
- 18 years of age or older or graduate of secondary school (Grade 12 or equivalent; official transcripts)
- Either Biology 11 or 12 (human biology recommended)
- Principles of Math 11 and 12
- Chemistry 11 and 12
- English 12 with a minimum of a B grade
- Proof of English Proficiency in reading/speaking/writing/listening according to the English Language Proficiency Requirements for VCC Health Sciences Programs. See [http://www.vcc.ca/deptUploads/hsenglishpreqs.pdf](http://www.vcc.ca/deptUploads/hsenglishpreqs.pdf)
- Criminal Records check through the Ministry of Justice of BC and in accordance with the Criminal Records Review Act.
- Upon entering 2nd year of the program: Proof of negative TB skin test or chest x-ray. Updated immunizations are strongly recommended (MMR, polio, tetanus, diphtheria, hepatitis B and current influenza).

Admission requirements for Year 4 will include:
- Completion of an accredited Dental Hygiene program
- Current registration as a Registered Dental Hygienist in BC

15. **Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).**

The program is intended to be offered full time. Years 1 through 3 will mainly be offered face-to-face (F2F) due to clinical requirements. The plan for 4th year is to have a mixed-mode/blended delivery so that there is potential to offer additional seating to practicing dental hygienists. Some course content will be delivered online with periodic onsite F2F check-in points for project work, community rotations and evaluation purposes. This would give practicing dental hygienists access to degree level education while working.

16. **Will the structure of the program allow for multiple entry and exit points? If there are multiple entry points, please specify requirements for each**

The intended program design will propose a 3 plus 1 model that will offer students a diploma exit option at year 3 and/or the opportunity to pursue an advanced 4th year. Those working as Dental Hygienists will be able to access the 4th year pending seat availability.

Student Profile

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

Primarily our target students will be recent high school graduates or 1st year university/college students looking for a career in the health care professions. Other potential [mature] students are likely to be people working in the dental field wishing to return to school to obtain their BScDH, and/or practicing diploma Dental Hygienists wishing to complete their degree.
Proposal for New Program

Recruitment activities for the proposed BScDH Program will resemble current activities undertaken by the existing diploma dental hygiene program including, but not limited to, website presence, health fairs, VCC Info nights, Dental Hygiene Information Sessions, marketing at professional dental conferences, etc.

Other important characteristics of potential applicants would include the ability/empathy to work as a primary health care provider with a variety of clients from various populations across their lifetimes. Additionally, they should have fine motor skills, the ability to work and study independently and in small groups (both in classroom and online environments), communicate well with others, be self-directed, and be able to manage time to meet rigorous program requirements, and be comfortable with self and peer-assessment strategies.

18. How will the program address the needs of under-prepared students? How will you get these students into appropriate upgrading courses or programs? What options are available?

Students not meeting the program pre-requisites will be able to meet with someone from the Advising Department to determine which courses will help them to best meet the prerequisites.

19. How will the program address equity by decreasing systemic barriers? Is this type of program traditionally or historically underrepresented in specific cohort groups? (e.g., gender and/or age imbalance, First Nations) How will the program address these issues?

The program will hold two seats for Aboriginal applicants meeting the program requirements as per policy. Although the Dental Hygiene program traditionally admits a larger percentage of female applicants than male applicants, males can apply and will be considered equally.

Quality

20. How will the program ensure educational effectiveness (e.g., retention, progression, completion)?

VCC has been a leader in dental hygiene education for more than 25 years. Our well-respected and longstanding program is accredited by the Commission on Dental Accreditation of Canada (CDAC), and receives full accreditation status routinely (approving without any reporting requirements—every 7 years).

We do foresee some attrition from 1st year. Based on the attrition rates in first year, we plan to ‘overfill’ our first year to 30 students. The student intake for years 2, 3 and 4 is projected to average 25 students. The 4th year can be augmented with practicing Dental Hygienists who have graduated from accredited BC Diploma Dental Hygiene programs. We expect there will be a large demand for degree programming due to new regulatory requirements and registration categories for BC Dental Hygienists approved by the College of Dental Hygienists of BC (CDHBC).

21. Describe how the proposed program incorporates work experience, practicum, clinical practice, etc. (if applicable):

Learning is fostered through seminars, lectures, labs, clinical practice sessions, group work, independent study, problem-based learning, community outreach, and clinical rotations. Students have opportunities to apply knowledge and practice various abilities while working with the public in the VCC Dental Clinic. In addition, rotations to a wide variety of health care and community facilities are organized for students to learn and apply abilities and knowledge in context. Course work focuses on the development of informed decision making skills, communication skills and intra- and interprofessional teamwork strategies; as well as proficiency in self and peer evaluation. Other important curriculum threads include development of evidence-based inquiry skills, critical thinking and problem solving abilities. The program is designed to foster the development of professionalism, a commitment to life long learning, and dedication to a self-regulating profession.
Proposal for New Program

It is projected that the advanced 4th year will focus on research use; policy use; leadership; health promotion & disease prevention activities, initiatives and programs; and advanced client care practicums (care of clients/populations with medically complex needs).

22. **Does the program create opportunities for students to transfer credit and/or ladder from/to other programs?**

Yes, students completing University Transfer (UT) courses at other institutions will be awarded transfer credits provided they meet the transferability requirements established by BCCAT.

Diploma exit graduates would have opportunities to ladder to the UBC Bachelor of Dental Science degree program or other degree programs such as TRU’s Degree in Health Sciences, and our 4th year BScDH [VCC] graduates would ladder to UBC’s post-graduate programs.

23. **Will this program allow students to continue with further study? Describe laddering, bridging, or post-credential continuation of education.**

As above...

24. **Does this program include Prior Learning Assessment and Recognition (PLAR) as per Policy D.3.5?**

PLAR/prior learning credits will be given to those wishing to enter the 4th year of the program if they have met eligibility. Students will be able to challenge certain courses within the 4th year.

25. **Explain how current faculty are qualified to deliver the program. If they are not, how will this issue be addressed?**

As per the VCC *Qualifications for Faculty Members* policy and procedures, all current faculty members meet the area hiring criteria and have the appropriate balance of employment experience, academic and/or professional/industry credentials, with a commitment to teaching excellence.

Consultation Overview

26. **With whom have you consulted internally regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback (refer to Appendix XX):**

So far to date we have consulted with:

- Dean of Health Sciences, Debbie Sargent on Jan 12, 2015. Debbie has indicated her support and stated that the VCC PAC has been advocating for this for some time now.
- Vice President of Education, Judith McGillivray in Feb. 2015. Judith has indicated her support for moving this degree forward.
- VCC Institutional Research, Kelly Ablard on Mar. 3, 2015. Kelly has provided support in collecting appropriate data required for Degree Quality Assurance Board (DQAB) approval.
- Dean for Centre for Instructional Development, Susie Findlay (telephone/email Feb. 23, 2015). Susie has indicated the support of her area to provide assistance required for program development.

27. **With whom have you consulted externally regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of discussions.**
Proposal for New Program

The VCC Program Advisory Committee (PAC) has been consulted and a follow up meeting to discuss this is scheduled for April 15, 2015. The PAC is in favor of the degree program and feels it will support the new regulatory and registration requirements necessary to meet the 365 Day Exemption Category as established by the College of Dental Hygienists of BC (CDHBC) in collaboration with the BC Ministry of Health and College of Dental Surgeons of BC. The UBC representative on the PAC has offered to assist with writing a letter to the Board requesting that we pursue a degree program at VCC.

The CDHBC is in full support of a degree option in Dental Hygiene as graduates will be recognized with the educational requirements to provide expanded scope abilities (see letter of support attached to this email).

The BC Dental Hygienists Association (BCDHA) is also in full support and has advocated for many years that degree level education be the ‘gold-standard’ for entry-to-practice in Dental Hygiene (see letter of support attached to this email).
January 26, 2015

Vancouver Community College
1155 East Broadway Building B
Room 6208
Vancouver, BC
V5T 4V5

Dear Ms. Sargent,

I am writing on behalf of the College of Dental Hygienists of BC (CDHBC) to express our support for the development of a Bachelor of Applied Science in Dental Hygiene at Vancouver Community College. We recognize that VCC is a long-standing and well-respected educational institution in BC and anticipate that this new program will offer students yet another excellent opportunity for advanced education that will enable them to be competitive in today’s employment market.

As you know, the CDHBC now offers a unique registration category (365 Day Exempt) for registrants who have completed an approved degree program in dental hygiene in concert with achieving a minimum number of clinical practice hours. This registration category allows dental hygienists to practice in a wide variety of settings (community health, public health, mobile clinics, independent clinics, long term care, etc) without the previous limitation of ensuring that all patients had first seen a dentist prior to providing care. Reducing these barriers to care provides ‘365 Exempt’ registrants with valuable opportunities to provide treatment for underserved and often marginalized populations in our society. It is our goal that this registration category sees a significant increase in registrants in the coming years so as to continue improving access to high quality, patient-centered dental hygiene care in BC.

In order to facilitate the approval of existing and future baccalaureates in dental hygiene, the CDHBC has developed an evidence-based mechanism to assess the depth and scope of these programs and determine whether they fit the definition of a ‘dental hygiene baccalaureate degree.’ This assessment mechanism is available for your reference and we encourage you to utilize it throughout your development process as a means of ensuring your program meets the criteria for the 365 Exempt category educational requirements. A formal approval can be sought from the CDHBC once your program development is complete and a submission can be made.

We encourage you in your endeavors to oversee the evolution of a new degree program at VCC which will pave a pathway for more dental hygienists to continue supporting BC communities and populations in need.

Sincerely,

[Signature]

Heather Biggar
Deputy Registrar
March 10, 2015

Ms. Debbie Sargent,
Dean of Health Sciences
Vancouver Community College
1155 East Broadway, Building B, Room 6208
Vancouver, BC V5T 4V5

Dear Ms. Sargent,

I am writing to express the support of the British Columbia Dental Hygienists’ Association (BCDHA) for the establishment of a Bachelor of Applied Science in Dental Hygiene degree at Vancouver Community College (VCC).

With growing amounts of research to incorporate into evidence-based practice, and an increasing complexity of clients seen in practice and in the community, degree level education is becoming the gold-standard for dental hygienists entering practice. The British Columbia Dental Hygienists’ Association has long-supported a move to degree for entry-to-practice, and we are pleased that VCC is progressively responding to this need for enhanced education.

In addition to educating new graduates at the degree level, there is also a high demand for another accessible dental hygiene degree completion option in British Columbia. Experienced diploma-level dental hygienists are identifying a need for degree completion to enrich their practice, and many are seeking post-diploma educational opportunities.

The College of Dental Hygienists of BC (CDHBC) has also recognized the importance of degree level dental hygiene education, and this is reflected in the CDHBC’s recent legislation that provides degree-educated dental hygienists with an expanded scope of practice. This expanded scope facilitates the growing role of dental hygienists as primary care providers outside of the traditional dental office setting. These dental hygienists are now found in key roles in community health centres, care facilities and hospitals, and operating stand-alone and mobile dental hygiene practices. This increased access to oral care benefits typically underserved communities and persons, such as Northern and rural communities, homebound persons, and those with developmental challenges and/or complex medical conditions. These expanded roles for dental hygienists will continue to develop and it is anticipated that the number of dental hygienists practicing in these non-traditional practice settings will increase. It is essential that existing dental hygiene education programs provide the required level of education to adequately prepare graduates for these expanded roles.

The Dental Hygiene Diploma Program at VCC is very well respected in the dental community in British Columbia, both for the quality of its graduates and its faculty. I am confident that VCC would continue to demonstrate its excellence in the delivery of the dental hygiene degree
program. BCDHA acknowledges the vision and responsiveness of the dental hygiene program in proposing a degree program which will not only well-serve its students, but also the public, its community and some of BC’s most vulnerable and deserving citizens.

The British Columbia Dental Hygienists’ Association encourages Vancouver Community College to move forward with the Bachelor of Applied Science in Dental Hygiene degree as soon as possible, as the model is current and reflective of the vision for dental hygiene education both provincially and nationally.

Thank you for the opportunity to provide this letter of support. Please do not hesitate to contact me if I may be of any assistance in moving this proposal forward.

Sincerely,

Cindy Fletcher
Executive Director
4 May 2015

PREPARED FOR: Education Council

ISSUE: Changes to Early Childhood Care and Education Diplomas (Infant and Toddler, and Special Needs)

BACKGROUND:
This proposal, presented by Katerina Jovanovic, included a change to the program completion requirement, simplified language regarding English language admissions and proficiency requirements and deletion of a volunteer/work experience admissions requirement.

DISCUSSION:
There was discussion regarding admission requirements. The committee requested the addition of immunization, criminal records check, and CPR and first aid training to the admissions requirements. These would be redundant requirements for most students entering these diploma programs as they would have met the same requirements to enter the certificate program. However committee felt such redundancies are justifiable to make the entrance requirements clear and complete for all applicants to read.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve the changes to Early Childhood Care and Education Diplomas (Infant and Toddler, and Special Needs)

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: Katarina Jovanovic  
Title: ECCE Program Coordinator

School/Centre: VCC Downtown – Continuing Education  
Department: Early Childhood Education

E-mail: kjovanovic@vcc.ca  
Phone/Ext.: 604-871.7000/ext. 8600

### A) DOCUMENTATION (select all that apply)

- ☒ Program Content Guide  
  Program Name(s): Early Childhood Care and Education Infant and Toddler Diploma  
  Anticipated Start Date: September, 2015

- ☐ Course name and number: ___________________________________________  
  Credits: ________
  *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
Curriculum Control Sheet

☐ Revision to Course Outline(s)
☐ 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-Requirement(s)
☐ Course Evaluation Plan At Variance With Policy
☐ Course Credit Hours
☐ Revised Curriculum Documentation (e.g., updating to current format)
☐ Other: ________________________________________________

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?

1. Program Duration (PCG -page 3):
   Currently: Maximum time allowable for completion is five years.
   Suggested Revision: Maximum time allowable for completion is 2 years.
   Rationale:
   It will take up to 2 years to complete all the IT Program courses and 2 practicums. The program is cost recovery and it will run in full cohorts.
2. Admission Requirements (page 4):

2a. Currently:

English 12 with a minimum ‘C’ or equivalent, such as:
ELA test overall score of 145/200
Listening & Speaking components of ELA with a score of 25/30 or higher
'C+' grade or higher in both Reading (CPEN 0996) and Writing (CPEN 0995)
and 25/30 for Listening and 27/30 for Speaking components of VCC's ELA Assessment
VCC English for Professional Advancement (EPA) - Level 2 - 70% in the Reading,
Writing, Listening and Speaking components
TOEFL Internet-based Reading, Writing and Listening components must total a
minimum of 60; minimum Speaking component score of 26 (scores valid for one year)
IELTS Academic Module overall score of 6.5 or higher with no band score less than
6.0 and a minimum score of 7.0 on the Speaking band

Suggested Revision: Proof of English Proficiency and English 12 with a ‘C’ or equivalent.
(http://www.vcc.ca/applying/registration-services/englishlanguage-proficiency-requirements/)

Rationale:
The current requirement is confusing and inconsistent.

2b. Currently:

Minimum of 40 hours of volunteer/work experience in licensed daycare with written proof of
hours on organization letterhead

Suggested Revision:
Exclude this admission requirement

Rationale:
The students who take SN Program already have a license to practice, they have done 3
practicums for their basic ECCE Program and most of them have jobs. This requirement is not
needed. It creates an unnecessary task for the students in the application process.
2c. Currently:

A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All the individuals who work with vulnerable adults and/or children must complete a Criminal Record Check through the Ministry of Justice. Applicants to this program should be aware that some practicum placements may require completion of a Criminal Records Check indicating no relevant criminal record. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply for a Criminal Record Check online.

Suggested Revision
Change the wording of the Criminal Record Check:
A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to this program will be responsible for any costs incurred in the Criminal Record Check.

Rationale:
Use more specific and accurate terminology to increase the clarity of information for the applicants.

2d. Currently:

Proof of a negative Tuberculosis skin test. If the skin test is positive, proof of a negative chest X-ray is required.

Suggested Revision
Change the wording:
Submission of a negative TB skin test. If the skin test is positive proof of a negative TB chest x-ray is required.

Rationale:
Use more specific and accurate terminology to increase the clarity of information for the applicants.
2e. Currently:

*Physician’s Report (proof that individual is physically healthy and emotionally mature to meet the demands of working with young children)*

Suggested Revision
Add the immunization record:
*A VCC Immunization Record must be completed. Immunizations in the following are strongly recommended:*

- Diphtheria/Tetanus
- Polio
- Measles, Mumps and Rubella
- Hepatitis B
- Influenza (on an annual basis)
- Chicken Pox

**Rationale:**
The Immunization record has to be clearly mentioned as part of the physician’s report as it is the admission requirement and the students are not able to attend their practicums without this document.

2f. Current:

*First Aid and CPR are not a requirement in the PCG*

Suggested Revision
Add First Aid and CPR as the admission requirement:
*Current CPR-C Certificate*

**Rationale:**
CPR-C is required for the student’s practicum and it is better that all the requirements are met at the beginning of the training.
Curriculum Control Sheet

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.

   Susie Findlay __________  signed via email ____________  April 7, 2015 __________
   Print Name  Signature  Date

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 __________  signed via email ____________  April 7, 2015 __________
   Print Name  Signature  Date

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.

   Katarina Jovanovic __________  signed via email ____________  April 7, 2015 __________
   Print Name  Signature  Date

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.

   Michel Yue __________  signed via email ____________  April 7, 2015 __________
   Print Name  Signature  Date
## Curriculum Control Sheet

### FOR EDUCATION COUNCIL OFFICE USE ***

<table>
<thead>
<tr>
<th>CURRICULUM COMMITTEE</th>
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<tr>
<td>Minor Revisions</td>
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<td>☐ Approved as presented, proceed with implementation</td>
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<td>☐ Approved with additional minor edits</td>
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<td>☐ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: __________</td>
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This chart assists in the clarification of changes being presented to Curriculum Committee and Education Council. It highlights the extent and depth of each change by comparing the current wording in curriculum documents (Program Content Guides and Course Outlines) to the new or proposed wording, and also references any changes to course names and/or numbers. Completing the chart as comprehensively as possible will help expedite the approval process.

**PROGRAM NAME:** Early Childhood Care and Education/Infant Toddler Diploma Program

**Prepared by:** Katarina Jovanovic, ECCE PC

**Date:** May 02, 2015

<table>
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<tr>
<th>Course Outline</th>
<th>PCG</th>
<th>Current (old) Wording/Numbers</th>
<th>Proposed (new) Wording/Numbers</th>
<th>Rationale</th>
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<td>have done 3 practicums for</td>
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<td>their basic ECCE Program and</td>
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<td></td>
<td>most of them have jobs. This</td>
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<td>requirement is not needed.</td>
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<td>It creates an unnecessary</td>
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<td>task for the students in the</td>
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<td>application process.</td>
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<tr>
<td>Course Outline</td>
<td>PCG</td>
<td>Current (old) Wording/Numbers</td>
<td>Proposed (new) Wording/Numbers</td>
<td>Rationale</td>
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<tr>
<td>---------------</td>
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</tr>
<tr>
<td>X</td>
<td>2c.</td>
<td>Currently: A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All the individuals who work with vulnerable adults and/or children must complete a Criminal Record Check through the Ministry of Justice. Applicants to this program should be aware that some practicum placements may require completion of a Criminal Records Check indicating no relevant criminal record. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply for a Criminal Record Check online.</td>
<td>2c. Suggested Revision A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.</td>
<td>2c. Use more specific and accurate terminology to increase the clarity of information for the applicants.</td>
</tr>
<tr>
<td>X</td>
<td>2d.</td>
<td>Currently: Proof of a negative Tuberculosis skin test. If the skin test is positive, proof of a negative chest X-ray is required.</td>
<td>2d. Suggested Revision Change the wording: Submission of a negative TB skin test. If the skin test is positive proof of a negative TB chest x-ray is required.</td>
<td>2d. Use more specific and accurate terminology to increase the clarity of information for the applicants.</td>
</tr>
</tbody>
</table>
## CURRICULUM CHANGE CHART

(updated June 2013)

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>PCG</th>
<th>Current (old) Wording/Numbers</th>
<th>Proposed (new) Wording/Numbers</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| X              | 2e. | Currently: Physician’s Report (proof that individual is physically healthy and emotionally mature to meet the demands of working with young children) | 2e. Suggested Revision  
Add the immunization record:  
A VCC Immunization Record must be completed.  
Immunizations in the following are strongly recommended:  
- Diphtheria/Tetanus  
- Polio  
- Measles, Mumps and Rubella  
- Hepatitis B  
- Influenza (on an annual basis)  
- Chicken Pox | 2e.  
The Immunization record has to be clearly mentioned as part of the physician’s report. |
| X              | 2f. | Current: CPR is not a requirement in the PCG | 2f. Suggested Revision  
Add CPR as the admission requirement:  
Current CPR-C Certificate | 2f.  
First Aid is required for the student’s practicum and it is better that all the requirements are met at the beginning of the training. |
Early Childhood Care and Education
Infant and Toddler Diploma

Program Content Guide

Effective Date: September 2015
Early Childhood Care and Education / Infant and Toddler Diploma

Program Values: respect for self and others, lifelong learning and advocacy, children's right to quality care and education

Program Learning Outcomes
- Protect and promote the psychological and physical safety, health and wellbeing of infants and toddlers
- Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
- Administer daily experiences that support and promote infant and toddlers' physical, emotional, social, communication, cognitive, ethical and creative lives
- Use pedagogical knowledge to interpret and respond to infant and toddlers' skills, abilities, interests and needs
- Analyze variations in development among infants and toddlers
- Establish and maintain an open, cooperative relationship with each child's family
- Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting
- Establish and maintain collaborative relationships with other community service providers working with the child
- Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change
- Practice administrative and management skills as related to early care and learning settings
- Advocate for high-quality, accessible, and comprehensive early care and learning settings

Entrance Requirements
- Early Childhood Care and Education
- High school graduation or equivalent
- Proof of English Proficiency and English 12 with a 'C' or equivalent
- 15 years or older
- Canadian citizen or Permanent Resident
- Current CPR-C Certificate
- Physician’s Report
- Submission of a negative TB skin test
- A VCC Immunization Record
- Minimum two written letters of reference indicating suitability for the program
- Criminal Record Check (CRO)
- Successful interview with the Program Coordinator based on criteria

Mapping Conventions:
- Course
- Field Studies
- Practicum
- Pre-requisite
- Co-requisite

ECDE 2100: Role of the Caregiver
ECDE 2125: Advanced Child Growth
ECDE 2200: Childcare Study VT
ECDE 2215: Family Relationships
ECDE 2220: Professional Perspectives in Childcare
ECDE 2235: Infant Toddler Practicum 1
ECDE 2236: Infant Toddler Practicum 2
Purpose

The purpose of the Early Childhood Care and Education / Infant and Toddler Diploma is to prepare graduates to work in licensed childcare settings such as preschools and daycares. With a focus on children from birth to three years of age and infant/toddler childcare centres, this program offers students the knowledge and skills to provide high quality service for young children and their families.

Program Learning Outcomes

On completion of the Early Childhood Education and Care / Infant and Toddler Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health and well-being of infants and toddlers
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote infant and toddlers’ physical, emotional, social, communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to infant and toddlers’ skills, abilities, interests and needs
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings

Instructional Activities, Design and Delivery Mode

Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role and learn by observing early childhood programs during field trips and off-site field studies.

Practica students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.

Program Duration

One year (three terms) of part-time study. Two nights per week and one Saturday per month. 510 hours of combined lecture, observation, and practicum.

Maximum time allowable for completion is two years.
Evaluation of Student Learning

Students are evaluated through a variety of methods including:

- Quizzes
- Tests
- Essays
- Assignments
- Projects
- Presentations
- Participation
- Group work

Students must maintain a minimum GPA of 1.67 (55-59%) C-. If this level of achievement is not reached, students may be placed on probation.

Students failing to maintain a minimum GPA in each semester may be required to withdraw from the ECCE course, or may be prevented from registering for the following term.

Credential

Upon successful completion of all program requirements, graduates are awarded a Vancouver Community College Early Childhood Care and Education / Infant and Toddler Diploma.

Successful graduates are also eligible to apply for a B.C. ECE License to Practice and an Infant and Toddler License to Practice from the Ministry for Children and Family Development, Early Childhood Education Registry.

Admission Requirements

- Early Childhood Care and Education Certificate from Vancouver Community College or other approved training institution as per BC Ministry of Children and Family Development Early Childhood Education Registry
- High school graduation or equivalent.
- 19 years or older
- Canadian citizen or Permanent Resident
- Current CPR-C Certificate
- Physician’s Report (proof that individual is physically healthy and emotionally mature to meet the demands of working with young children).
- Submission of a negative TB skin test. If the skin test is positive proof of a negative TB chest x-ray is required.
- A VCC Immunization Record must be completed.
  Immunizations in the following are strongly recommended:
  - Diphtheria/Tetanus
  - Polio
  - Measles, Mumps, and Rubella
  - Hepatitis B
  - Influenza (on an annual basis)
- Chicken Pox

- Minimum two written letters of reference indicating suitability for the program
- A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to this program will be responsible for any costs incurred in the Criminal Record Check.
- Successful interview with the Program Coordinator based on criteria.

Prior Learning Assessment and Recognition (PLAR)

This program does not accept PLAR at this time.

Recommended Characteristics of Students

The Early Childhood Care and Education / Infant and Toddler Diploma is designed to meet the needs of adult learners who reflect the cultural and linguistic diversity of our community.

We recommend the following attributes:

- Desire to work with children and families in early childhood programs and services
- Previous experience in working with young children
- Ability to communicate effectively in English
### Course Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECCE 2100</td>
<td>Role of the Caregiver I/T</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 2125</td>
<td>Advanced Child Growth I/T</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 2135</td>
<td>Advanced Field Study I/T</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Winter Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECCE 2215</td>
<td>Adv. Health, Safety, and Nutrition I/T</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 2200</td>
<td>Enhancing Family Relationships</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 2235</td>
<td>Infant and Toddler Practicum 1</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECCE 2300</td>
<td>Childcare Administration</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 2320</td>
<td>Professional Perspectives</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 2335</td>
<td>Infant and Toddler Practicum 2</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**Program Total Credits:** 25.5

### Course Descriptions

**ECCE 2100  Role of the Caregiver I/T**
This course focuses on the role of the caregiver for children from birth to three years of age. Course content includes principles of family centered care, inclusion, cultural competence and developmentally appropriate practice for infants and toddlers.

**ECCE 2125  Advanced Child Growth I/T**
This course focuses on current theories and research related to the growth and development of children from birth to three years of age. Students will expand their understanding of internal and external influences on development of infants and toddlers and learn theory-based practice in a childcare context.

**ECCE 2135  Advanced Field Study I/T**
The purpose of this community-based observation is to broaden students’ understanding of infant and toddler childcare settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The focus relates specifically to content in ECCE 2125 Advanced Child Growth I/T.
ECCE 2200  Enhancing Family Relationships  2.0
This course develops student's knowledge and skill in building positive relationships with families in a childcare context. Students will deepen insight into family dynamics, community and cultural influences, anti-bias approaches and the critical role of family/caregiver partnerships.

ECCE 2215  Adv. Health, Safety, and Nutrition I/T  2.0
This course focuses on the health, hygiene and safety of infants and toddlers in a childcare setting. Students will analyze children's rights including cultural and individual needs, abuse indicators and vulnerabilities of infants and toddlers.

ECCE 2235  Infant and Toddler Practicum 1  6.0
This course builds on the experiential opportunities gained with previous practical experience. Students will extend their knowledge and participate as an assistant teacher in a licensed infant and toddler childcare centre. An expectation of growth in confidence, competency and techniques will be confirmed.

ECCE 2300  Childcare Administration  2.0
This course provides students with broad knowledge of the principles and practices involved in the administration and management of a childcare centre. Students will learn the necessary skills to fulfill the role of administrator of an early childhood education program.

ECCE 2320  Professional Perspectives  2.0
This course provides students with an understanding of professional perspectives in the field of early childhood education. Students will identify principles of professional conduct and articulate supporting practices and ethics to implement in their own childcare context.

ECCE 2335  Infant and Toddler Practicum 2  6.0
This course builds on the experiential opportunities in ECCE 2235 Infant and Toddler Practicum 1. Students will extend their knowledge and participate as an assistant teacher in a licensed childcare centre. An expectation of growth in confidence, competency and techniques will be confirmed.
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>
</tr>
<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>
</tr>
<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.
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.

<table>
<thead>
<tr>
<th>Curriculum Developer:</th>
<th>Title: ECCE Program Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katarina Jovanovic</td>
<td>ECCE Program Coordinator</td>
</tr>
</tbody>
</table>

School/Centre: VCC Downtown – Continuing Education  Division: Early Childhood Education

E-mail: kjovanovic@vcc.ca  Phone/Ext.: 604-871.7000/ext. 8600

A) DOCUMENTATION (select all that apply)

- ☒ Program Content Guide
  Program Name(s): Early Childhood Care and Education Special Needs Diploma

  Anticipated Start Date: September 2015

- ☐ Course name and number: ____________________________  Credits: _______
  *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
Curriculum Control Sheet

☐ Revision to Course Outline(s)

☒ 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: __________________________________________________

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?

1. Program Duration (PCG -page 3):
   Currently: Maximum time allowable for completion is five years.
   Suggested Revision: Maximum time allowable for completion is 2 years.
   Rationale:
   It will take up to 2 years to complete all the IT Program courses and 2 practicums. The program is cost recovery and it will run in full cohorts.
2. Admission Requirements (page 4):

2a. Currently:

English 12 with a minimum ‘C’ or equivalent, such as:
ELA test overall score of 145/200
Listening & Speaking components of ELA with a score of 25/30 or higher
‘C+’ grade or higher in both Reading (CPEN 0996) and Writing (CPEN 0995
and 25/30 for Listening and 27/30 for Speaking components of VCC’s ELA Assessment
VCC English for Professional Advancement (EPA) - Level 2 - 70% in the Reading,
Writing, Listening and Speaking components
TOEFL Internet-based Reading, Writing and Listening components must total a
minimum of 60; minimum Speaking component score of 26 (scores valid for one year)
IELTS Academic Module overall score of 6.5 or higher with no band score less than
6.0 and a minimum score of 7.0 on the Speaking band

Suggested Revision: *Proof of English Proficiency and English 12 with a ‘C’ or equivalent.*

Rationale:
The current requirement is confusing and inconsistent.

2b. Currently:

*Minimum of 40 hours of volunteer/work experience in licensed daycare with written proof of
hours on organization letterhead*

Suggested Revision:
Exclude this admission requirement

Rationale:
The students who take SN Program already have a license to practice, they have done 3
practicums for their basic ECCE Program and most of them have jobs. This requirement is not
needed. It creates an unnecessary task for the students in the application process.
2c. Currently:

A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All the individuals who work with vulnerable adults and/or children must complete a Criminal Record Check through the Ministry of Justice. Applicants to this program should be aware that some practicum placements may require completion of a Criminal Records Check indicating no relevant criminal record. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply for a Criminal Record Check online.

Suggested Revision
Change the wording of the Criminal Record Check:
A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to this program will be responsible for any costs incurred in the Criminal Record Check.

Rationale:
Use more specific and accurate terminology to increase the clarity of information for the applicants.

2d. Currently:

Proof of a negative Tuberculosis skin test. If the skin test is positive, proof of a negative chest X-ray is required.

Suggested Revision
Change the wording:
Submission of a negative TB skin test. If the skin test is positive proof of a negative TB chest x-ray is required.

Rationale:
Use more specific and accurate terminology to increase the clarity of information for the applicants.
2e. Currently:

**Physician’s Report (proof that individual is physically healthy and emotionally mature to meet the demands of working with young children)**

Suggested Revision
Add the immunization record:
**A VCC Immunization Record must be completed. Immunizations in the following are strongly recommended:**
- Diphtheria/Tetanus
- Polio
- Measles, Mumps and Rubella
- Hepatitis B
- Influenza (on an annual basis)
- Chicken Pox

Rationale:
The Immunization record has to be clearly mentioned as part of the physician’s report as it is the admission requirement and the students are not able to attend their practicums without this document.

2f. Current:

**First Aid and CPR are not a requirement in the PCG**

Suggested Revision
Add First Aid and CPR as the admission requirement:
**Current CPR-C Certificate**

Rationale:
CPR-C is required for the student’s practicum and it is better that all the requirements are met at the beginning of the training.
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.

<table>
<thead>
<tr>
<th>Print Name</th>
<th>signed via email</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susie Findlay</td>
<td></td>
<td>April 7, 2015</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Print Name</th>
<th>signed via email</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen Salem</td>
<td></td>
<td>April 7, 2015</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Print Name</th>
<th>signed via email</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katarina Jovanovic</td>
<td></td>
<td>April 7, 2015</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Print Name</th>
<th>signed via email</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michel Yue</td>
<td></td>
<td>April 7, 2015</td>
</tr>
</tbody>
</table>
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
This chart assists in the clarification of changes being presented to Curriculum Committee and Education Council. It highlights the extent and depth of each change by comparing the current wording in curriculum documents (Program Content Guides and Course Outlines) to the new or proposed wording, and also references any changes to course names and/or numbers. Completing the chart as comprehensively as possible will help expedite the approval process.

**PROGRAM NAME:** Early Childhood Care and Education

Special Needs Diploma Program

**Prepared by:** Katarina Jovanovic, ECCE PC

**Date:** May 02, 2015

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>PCG</th>
<th>Current (old) Wording/Numbers</th>
<th>Proposed (new) Wording/Numbers</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1. Program Duration (PCG -page 3): Currently: Maximum time allowable for completion is five years.</td>
<td>Suggested Revision: Maximum time allowable for completion is 2 years.</td>
<td>It will take up to 2 years to complete all the SN Program courses and 2 practicums. The program is cost recovery and it will run in full cohorts.</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>2. Admission Requirements (page 4): 2a. English Proficiency Currently: English 12 with a minimum 'C' or equivalent, such as: ELA test overall score of 145/200 Listening &amp; Speaking components of ELA with a score of 25/30 or higher 'C+' grade or higher in both</td>
<td>2a. Suggested Revision: Proof of English Proficiency at Grade 12 Level with the minimum of C or equivalent. ([<a href="http://www.vcc.ca/applying/registration-services/english-language-proficiency">http://www.vcc.ca/applying/registration-services/english-language-proficiency</a> - requirements/](<a href="http://www.vcc.ca/applying/registration-services/english-language-proficiency">http://www.vcc.ca/applying/registration-services/english-language-proficiency</a> - requirements/))</td>
<td>2a. The current requirement is confusing and inconsistent.</td>
<td></td>
</tr>
<tr>
<td>Course Outline</td>
<td>PCG</td>
<td>Current (old) Wording/Numbers</td>
<td>Proposed (new) Wording/Numbers</td>
<td>Rationale</td>
</tr>
<tr>
<td>----------------</td>
<td>-----</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>2b.</td>
<td>X</td>
<td>Currently: Minimum of 40 hours of volunteer/work experience in licensed daycare with written proof of hours on organization letterhead</td>
<td>2b.</td>
<td>2b.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suggested Revision: Exclude this admission requirement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The students who take SN Program already have a license to practice, they have done 3 practicums for their basic ECCE Program and most of them have jobs. This requirement is not needed. It creates an unnecessary task for the students in the
## CURRICULUM CHANGE CHART
(updated June 2013)

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>PCG</th>
<th>Current (old) Wording/Numbers</th>
<th>Proposed (new) Wording/Numbers</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>2c.</td>
<td>2c.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Currently: A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All the individuals who work with vulnerable adults and/or children must complete a Criminal Record Check through the Ministry of Justice. Applicants to this program should be aware that some practicum placements may require completion of a Criminal Records Check indicating no relevant criminal record. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply for a Criminal Record Check online.</td>
<td>Suggested Revision A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All individuals who work with vulnerable adults and/or children must complete a Criminal Record Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.</td>
<td>2c. Use more specific and accurate terminology to increase the clarity of information for the applicants.</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>2d.</td>
<td>2d.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Currently: Proof of a negative Tuberculosis skin test. If the skin test is positive, proof of a negative chest X-ray is required.</td>
<td>Suggested Revision Change the wording: Submission of a negative TB skin test. If the skin test is positive proof of a negative TB chest x-ray is required.</td>
<td>2d. Use more specific and accurate terminology to increase the clarity of information for the applicants.</td>
</tr>
</tbody>
</table>
### COURICULUM CHANGE CHART

(Updated June 2013)

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>PCG</th>
<th>Current (old) Wording/Numbers</th>
<th>Proposed (new) Wording/Numbers</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| X 2e.          |     | Currently: Physician’s Report (proof that individual is physically healthy and emotionally mature to meet the demands of working with young children) | 2e. Suggested Revision  
Add the immunization record: A VCC Immunization Record must be completed.  
Immunizations in the following are strongly recommended:  
- Diphtheria/Tetanus  
- Polio  
- Measles, Mumps and Rubella  
- Hepatitis B  
- Influenza (on an annual basis)  
- Chicken Pox | 2e. The Immunization record has to be clearly mentioned as part of the physician's report. |
| X 2f.          |     | Current: CPR is not a requirement in the PCG | 2f. Suggested Revision  
Add CPR as the admission requirement: Current CPR-C Certificate | 2f. CPR-C is required for the student's practicum and it is better that all the requirements are met at the beginning of the training. |
Early Childhood Care and Education
Special Needs Diploma

Program Content Guide

Effective Date: September 2015
Early Childhood Care and Education / Special Needs Diploma

Program Values: respect for self and others, lifelong learning and advocacy, children’s right to quality care and education.

Program Learning Outcomes:
- Protect and promote the psychological and physical safety, health and well-being of children with special or extra support needs
- Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
- Administer daily experiences that support and promote the physical, emotional, social, communication, cognitive, ethical and creative lives of children with special needs
- Use pedagogical narratives to interpret and respond to skills, abilities, and interests of children with special needs
- Analyze variations in development among children with special needs
- Establish and maintain an open, cooperative relationship with each child’s family
- Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting
- Establish and maintain collaborative relationships with other community service providers working with the child
- Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
- Practice administrative and management skills as related to early care and learning settings
- Advocate for high-quality, accessible, and comprehensive early care and learning settings

Entrance Requirement:
- Early Childhood Care and Education
- High school graduation or equivalent
- Proof of English Proficiency and English 12 with a 'C' or equivalent
- 19 years or older
- Canadian citizen or Permanent Resident
- Current CPR/C Certificate
- Physician’s Report
- Submission of a negative TB skin test
- A VCC Immunization Record
- Minimum two written letters of reference indicating suitability for the program
- Criminal Record Check (CRC)
- Successful interview with the Program Coordinator based on criteria

Mapping Conventions:
- Course
- Field Studies
- Pre-requisite
- Cluster
- Pracicum
- Co-requisite

Fall Term:
- ECCE 2117: Role of the Caregiver BN

Winter Term:
- ECCE 2200: Enhancing Family Relationships

Spring Term:
- ECCE 2220: Professional Perspectives in Childcare
- ECCE 2330: Special Needs Pracicum 1
- ECCE 2330: Special Needs Pracicum 2

Intended Roles:
- Early Childhood Educator
- Infant and Toddler Educator
- Special Needs Educator
- Early Childhood Program Supervisor
- Childcare Program Manager
- Early Childhood Strong Start Educator
- Early Childhood Consultant
Purpose

The purpose of the Early Childhood Care and Education / Special Needs Diploma is to prepare graduates to work in licensed childcare settings such as preschools and daycares. With a focus on children with special needs, this program offers students the knowledge and skills to provide high quality service for young children and their families.

Program Learning Outcomes

On completion of the Early Childhood Care and Education / Special Needs Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health and well-being of children with special or extra support needs
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote the physical, emotional, social, communication, cognitive, ethical and creative lives of children with special needs
4. Use pedagogical narrations to interpret and respond to skills, abilities, and interests of children with special needs
5. Analyze variations in development among children with special needs
6. Establish and maintain an open, cooperative relationship with each child’s family
7. Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings

Instructional Activities, Design and Delivery Mode

Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role, learning by observing early childhood programs during field trips and off-site field studies.

Practica students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.

Program Duration

One year (three terms) of part-time study. Two nights per week and one Saturday per month. 510 hours of combined lecture, observation, and practicum.

Maximum time allowable for completion is two years.
Evaluation of Student Learning

Students are evaluated through a variety of methods including:

- Quizzes
- Tests
- Essays
- Assignments
- Projects
- Presentations
- Participation
- Group work

Students must maintain a minimum GPA of 1.67 (55-59%) C-. If this level of achievement is not reached, students may be placed on probation.

Students failing to maintain a minimum GPA in each semester may be required to withdraw from the ECCE course, or may be prevented from registering for the following term.

Credential

Upon successful completion of all program requirements, graduates are awarded a Vancouver Community College Early Childhood Care and Education / Special Needs Diploma.

Successful graduates are also eligible to apply for a B.C. ECE License to Practice and a Special Needs License to Practice from the Ministry for Children and Family Development, Early Childhood Education Registry.

Admission Requirements

- Early Childhood Care and Education Certificate from Vancouver Community College or other approved training institution as per BC Ministry of Children and Family Development Early Childhood Education Registry
- High school graduation or equivalent.
- Proof of English Proficiency and English 12 with a ‘C’ or equivalent. (http://www.vcc.ca/applying/registration-services/englishlanguage-proficiency - requirements/)
- 19 years or older
- Canadian citizen or Permanent Resident
- Current CPR-C Certificate
- Physician’s Report (proof that individual is physically healthy and emotionally mature to meet the demands of working with young children).
- Submission of a negative TB skin test. If the skin test is positive proof of a negative TB chest x-ray is required.
- A VCC Immunization Record must be completed. Immunizations in the following are strongly recommended:
  - Diphtheria/Tetanus
  - Polio
  - Measles, Mumps, and Rubella
  - Hepatitis B
- Influenza (on an annual basis)
- Chicken Pox

- Minimum two written letters of reference indicating suitability for the program
- A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to this program will be responsible for any costs incurred in the Criminal Record Check.
- Successful interview with the Program Coordinator based on criteria.

Prior Learning Assessment and Recognition (PLAR)
This program does not accept PLAR at this time.

Recommended Characteristics of Students

The Early Childhood Care and Education / Special Needs Diploma is designed to meet the needs of adult learners who reflect the cultural and linguistic diversity of our community.

We recommend the following attributes:

- Desire to work with children and families in early childhood programs and services
- Previous experience in working with young children
- Ability to communicate effectively in English
## Course Credits

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>ECCE 2117</td>
<td>Role of the Caregiver SN</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>ECCE 2120</td>
<td>Advanced Child Growth SN</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>ECCE 2130</td>
<td>Advanced Field Study SN</td>
<td>1.5</td>
</tr>
<tr>
<td>Winter Term</td>
<td>ECCE 2210</td>
<td>Adv. Health, Safety, and Nutrition SN</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>ECCE 2200</td>
<td>Enhancing Family Relationships</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>ECCE 2230</td>
<td>Special Needs Practicum 1</td>
<td>6.0</td>
</tr>
<tr>
<td>Spring Term</td>
<td>ECCE 2300</td>
<td>Childcare Administration</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>ECCE 2320</td>
<td>Professional Perspectives</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>ECCE 2330</td>
<td>Special Needs Practicum 2</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**Program Total Credits:** 25.5

## Course Descriptions

**ECCE 2117  Role of the Caregiver SN**
This course focuses on the role of the caregiver for children from birth to five years of age who have special needs. Course content includes principles of family centered care, inclusion, cultural competence and developmentally appropriate practice for children with special needs.

**ECCE 2120  Advanced Child Growth SN**
This course focuses on current theories and research related to the growth and development of children from birth to six years with special needs. Students will expand their understanding of internal and external influences on development of infants and toddlers with special needs and learn theory-based practice in a childcare context.

**ECCE 2130  Advanced Field Study SN**
The purpose of this community-based observation is to broaden students' understanding of childcare settings inclusive of children with special needs. Students will experience and reflect upon similarities and differences in these environments and apply critical thinking skills and analyses in linking early childhood theory to practice. The focus relates specifically to ECCE 2120 Advanced Child Growth SN.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCE 2200</td>
<td>Enhancing Family Relationships</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>This course develops student's knowledge and skill in building positive relationships with families in a childcare context. Students will deepen insight into family dynamics, community and cultural influences, anti-bias approaches and the critical role of family/caregiver partnerships.</td>
<td></td>
</tr>
<tr>
<td>ECCE 2210</td>
<td>Adv. Health, Safety, and Nutrition SN</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>This course focuses on the health, hygiene and safety of children with special needs in a childcare setting. Students will analyze children's rights including cultural and individual needs, abuse indicators and vulnerabilities of infants and toddlers.</td>
<td></td>
</tr>
<tr>
<td>ECCE 2230</td>
<td>Special Needs Practicum 1</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>This course builds on the experiential opportunities gained with previous practical experience. Students will extend their knowledge and participate as an assistant teacher in a licensed childcare centre with children with special needs. An expectation of growth in confidence, competency and techniques will be confirmed.</td>
<td></td>
</tr>
<tr>
<td>ECCE 2300</td>
<td>Childcare Administration</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>This course provides students with broad knowledge of the principles and practices involved in the administration and management of a childcare centre. Students will learn the necessary skills to fulfill the role of administrator of an early childhood education program.</td>
<td></td>
</tr>
<tr>
<td>ECCE 2320</td>
<td>Professional Perspectives</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>This course provides students with an understanding of professional perspectives in the field of early childhood education. Students will identify principles of professional conduct and articulate supporting practices and ethics to implement in their own childcare context.</td>
<td></td>
</tr>
<tr>
<td>ECCE 2330</td>
<td>Special Needs Practicum 2</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>This course builds on the experiential opportunities in ECCE 2230 Special Needs Practicum 1. Students will extend their knowledge and participate as an assistant teacher in a licensed childcare centre. An expectation of growth in confidence, competency and techniques will be confirmed.</td>
<td></td>
</tr>
</tbody>
</table>
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>
</tr>
<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>
</tr>
<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.
PREPARED FOR:  Education Council

ISSUE:  Changes to chemistry courses CHEM 0861, 0871, 0983 and 0993

BACKGROUND:
This proposal, presented by Andy Sellwood, proposes changes to topic language for the four courses. Changes included corrections, deletions, addition of the qualifier “optional” and additions to topics plus moving topics from one course to another. The proposal also includes some rewrites to course descriptions.

DISCUSSION:
The committee requested reorganization and re-wording of language in the Pre-requisites box in the course outlines. Also, a change in the Credit box from NA to 0.0 to align with present standards was requested.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve the changes to chemistry courses CHEM 0861, 0871, 0983 and 0993

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.

<table>
<thead>
<tr>
<th>Curriculum Developer:</th>
<th>Judith Wallace</th>
<th>Title:</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Centre:</td>
<td>School of Access</td>
<td>Department:</td>
<td>College Foundations - Science</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:juwalice@vcc.ca">juwalice@vcc.ca</a></td>
<td>Phone/Ext.:</td>
<td>(604) 871-7000 ext 2084</td>
</tr>
</tbody>
</table>

A) DOCUMENTATION (select all that apply)

- [ ] Program Content Guide
  
  Program Name(s): ________________________________

  Anticipated Start Date:

- [ ] Course name and number: Chemistry 11 – Part 1 CHEM 0861 Credits: 0.0
  
  *All new or revised course numbers must be validated in advance with the Registrar’s Office

- [ ] Course name and number: Chemistry 11 – Part 2 CHEM 0871 Credits: 0.0

- [ ] Course name and number: Chemistry 12 – Part 1 CHEM 0983 Credits: 0.0

- [ ] Course name and number: Chemistry 12 – Part 2 CHEM 0993 Credits: 0.0

  (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)

- [ ] 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
Curriculum Control Sheet

☐ Revision to Course Outline(s)

☐ 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: Topics added in order to meet articulation requirements.

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: Course Topics

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?

Proposed changes to Chemistry 11 – Part 1 CHEM 0861

- Add the term *optional* beside the course topic *Gases* to indicate to new and returning instructors that this topic is optional.

Proposed changes to Chemistry 11 – Part 2 CHEM 0871

- Remove the topic *Equilibrium* from the Course Topics as it has never been taught in this course. We have no idea how this mistake got into the current official course outline.
- Add the term *optional* beside the course topic *Nuclear Chemistry* to indicate to new and returning instructors that this topic is optional.
Curriculum Control Sheet

Proposed changes to Chemistry 12 – Part 1 CHEM 0983

- Move the topic Reaction Kinetics from Chemistry 12 – Part 2 to Chemistry 12 – Part 1. At this time Chemistry 12 – Part 2 has too many topics and the faculty has decided to move one of the topics to the first half.
- Add the topic Gas Laws. In order to articulate Chemistry 12 provincially gas laws must be taught.
- Add the topic Safety in a Laboratory Environment. This is being done as a part of the lab component already. We want to ensure the topic of safety is listed in the course outline.
- Indicate the following topics are now optional (or remove them from the course outline).
  - Electronic Structure of Atoms, Periodic Table and Properties of Elements, Chemical Bonding, Molecular Shape. Originally Chemistry 12 was designed as a prep course for Langara’s first year University Chemistry course and these topics were required. With the introduction of the Gas Laws and Reaction Kinetics we are making these topics optional so that instructors will have enough time to cover the core topics.
- Minor rewrite of the Course Description to match the new course topics.

Proposed changes to Chemistry 12 – Part 2 CHEM 0993

- Move the topic Reaction Kinetics from Chemistry 12 – Part 2 to Chemistry 12 – Part 1. This is done to allow more time to cover equilibrium and electrochemistry.
- Add the topic Safety in a Laboratory Environment. This is being done as a part of the lab component already. We want to ensure the topic of safety is listed in the course outline.
- Change the topic Additional Aspects of Aqueous Chemical Solutions to Additional Aspects of Aqueous Equilibria. The change reflects how the topic is generally referred to in textbooks and lecture.
- Minor rewrite to the Course Description to match the new course topics.

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.

   __Susie Findlay_________________ signed via email_________________ March 24, 2015_________________
   Print Name Signature Date

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_________________ signed via email_________________ March 31, 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.

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andy Sellwood</td>
<td>signed via email</td>
<td>April 9, 2015</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Print Name</th>
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<tbody>
<tr>
<td>David Wells</td>
<td>signed via email</td>
<td>April 7, 2015</td>
</tr>
</tbody>
</table>


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: Chemistry 11 - Part 1

Department Head/Coordinator: Andrew Sellwood

Effective Date: September 2015

School or Centre: School of Arts and Science

Department: College Foundations - Science

Course History:

Course Name: CHEM 0861

Number of Credits: 0.0

Name of Replacing Course:

Course Pre-requisites (if applicable):

English 10 or equivalent; Precalculus 11 ( successfully completed within the last 3 years, a minimum score of 72% on the Intermediate Algebra Math Assessment, or equivalent); If the math prerequisite is not met, MATH 0861 must be taken at the same time as CHEM 0861.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No ☐ Yes (details below):

Course Description:

This course is designed to introduce the student to the basic concepts of chemistry through lecture and laboratory activities. The content includes the scientific method, measurement, safety measures in a laboratory environment, density, elements and compounds, properties of matter, early atomic theory, atomic mass, nomenclature, percent composition, mole and molar mass, balancing equations, stoichiometry, gases and heat in chemical reactions.

Both Chemistry 0861 and Chemistry 0871 are required for Grade 11 Chemistry equivalency.

It is recommended that Chemistry 0861 be taken before or at the same time as Chemistry 0871.
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:
Chemistry 0861 uses a lecture based model. A significant amount of class time will be spent on hands-on activities, concept-development worksheets and problem solving. A minimum of four labs will be conducted and will relate to the core topics.

Course Learning Outcomes:
Students will meet the competencies as stated for ABE Advanced Level (Grade 11) Chemistry located in the current ABE Articulation Handbook, http://www.aved.gov.bc.ca/abe/docs/handbook.pdf

Program Learning Outcomes:
N/A
### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
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<tr>
<td>Assignments</td>
<td>5</td>
<td></td>
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<td>Lab Work</td>
<td>20</td>
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### Learning Environment/Type

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<th>Instruction Type</th>
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<tbody>
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<td>L - Classroom</td>
<td>60</td>
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</tr>
<tr>
<td>E - Seminar</td>
<td>30</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.
Course Topics and Sequence Covered:

Scientific Method
Measurements
Safety Measures in a Laboratory Environment
Density
Elements and Compounds
Properties of Matter
Early Atomic Theory
Atomic Mass
Nomenclature
Percent Composition
Mole and Molar Mass
Balancing Equations
Stoichiometry
Heat in Chemical Reactions
Gases - optional

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

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 OUTLINE

Please save a copy onto your computer before filling in the form

Course Name: Chemistry 11 - Part 2

Department Head/Coordinator: Andrew Sellwood

Effective Date: September 2015

School or Centre: School of Arts and Science

Department: College Foundations - Science

Course History: Revised Course

Name of Replacing Course (if applicable):

Year of Study: ABE Advanced Level (Grade 11)

Course Number: CHEM 0871

Number of Credits: 0.0

Course Pre-requisites (if applicable):

English 10 or equivalent; Precalculus 11 (successfully completed within the last 3 years, a minimum score of 72% on the Intermediate Algebra Math Assessment, or equivalent); If the math prerequisite is not met, MATH 0861 must be taken at the same time as CHEM 0871.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☒ No ☐ Yes (details below):

Course Description:

This course is designed to introduce the student to the basic concepts of chemistry through lecture and laboratory activities. The content includes the scientific method and measurement, safety measures in a laboratory environment, early atomic theory and structure, modern atomic theory, chemical bonds, organic chemistry, water and liquids, solutions, acids-bases and salts and nuclear chemistry.

Both Chemistry 0861 and Chemistry 0871 are required for Grade 11 Chemistry equivalency.

It is recommended that Chemistry 0861 be taken before or at the same time as Chemistry 0871.
Instructional Strategies:
Chemistry 0871 uses a lecture based model. A significant amount of class time will be spent on hands-on activities, concept-development worksheets and problem solving. A minimum of four labs will be conducted and will relate to the core topics.

Course Learning Outcomes:
Students will meet the competencies as stated for ABE Advanced Level (Grade 11) Chemistry located in the current ABE Articulation Handbook, http://www.aved.gov.bc.ca/abe/docs/handbook.pdf

Program Learning Outcomes:
N/A
### Evaluation/Grading System

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<th>Specify Passing Grade:</th>
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### Components and Weighting of the Assessment/Evaluation Plan

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Total 100%

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</table>

Enter Total Hours 90

### 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:

Scientific Method and Measurements
Safety Measures in a Laboratory Environment
Early Atomic Theory and Structure
Modern Atomic Theory
Chemical Bonds
Organic Chemistry
Water and Liquids
Solutions
Acids, Bases and Salts
Nuclear Chemistry - optional

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.
**Course Name:** Chemistry 12 - Part 1

**Department Head/Coordinator:** Andrew Sellwood  
**Effective Date:** September 2015

<table>
<thead>
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<th>Department:</th>
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<td>School of Arts and Science</td>
<td>College Foundations - Science</td>
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<th>Course History:</th>
<th>Year of Study:</th>
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<tr>
<td>Revised Course:</td>
<td>ABE Provincial Level (Grade 12)</td>
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<tr>
<td>Name of Replacing Course (if applicable):</td>
<td>Course Number: CHEM 0983</td>
</tr>
<tr>
<td></td>
<td>Number of Credits: 0.0</td>
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</table>

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

English 10 or equivalent; Chemistry 11 or equivalent; Precalculus 11 (successfully completed within the last 3 years, a minimum score of 72% on the Intermediate Algebra Math Assessment, or equivalent); If the math prerequisite is not met, MATH 0861 must be taken at the same time as CHEM 0983.

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

**PLAR (Prior Learning Assessment & Recognition):**

- No
- Yes (details below):

**Course Description:**

This course examines the properties of matter. Core topics include safety in a laboratory environment, thermochemistry, the gas laws and reaction kinetics. Optional topics include the electronic structure of atoms, the periodic table and properties of elements, chemical bonding and molecular shapes.

Chemistry 0983 and Chemistry 0993 may be taken at the same time or in any order.

Chemistry 0983 and Chemistry 0993 are required for Grade 12 Chemistry equivalency.

English 11 is strongly recommended.
Instructional Strategies:
Chemistry 0983 uses a lecture based model. A significant amount of class time will be spent on hands-on activities, concept-development worksheets and problem solving. A minimum of four labs will be conducted and will relate to the core topics.

Course Learning Outcomes:
Students will meet the competencies as stated for ABE Provincial Level (Grade 12) Chemistry located in the current ABE Articulation Handbook, http://www.aved.gov.bc.ca/abe/docs/handbook.pdf

Program Learning Outcomes:
N/A
## Learning Environment/Type

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**Enter Total Hours**: 90

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

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<td>a number of quizzes for a total of 20%</td>
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</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:

Safety Measures in a Laboratory Environment
Thermochemistry
Gases
Reaction Kinetics
Electronic Structure of Atoms - optional
Periodic Table and Properties of Elements - optional
Chemical Bonding - optional
Molecular Shapes - optional

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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): |
Course Name: Chemistry 12 - Part 2

Department Head/Coordinator: Andrew Sellwood  Effective Date: September 2015

School or Centre: School of Arts and Science  Department: College Foundations - Science

Course History: Revised Course  Year of Study: ABE Provincial Level (Grade 12)

Name of Replacing Course (if applicable):

Course Number: CHEM 0993  Number of Credits: 0.0

Course Pre-requisites (if applicable):

English 10 or equivalent; Chemistry 11 or equivalent; Precalculus 11 (successfully completed within the last 3 years, a minimum score of 72% on the Intermediate Algebra Math Assessment, or equivalent); If the math prerequisite is not met, MATH 0861 must be taken at the same time as CHEM 0993.

Course Co-requisites (if applicable):

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

Course Description:

This course examines why and how chemical reactions take place. Core topics include safety in a laboratory environment, chemical equilibrium (qualitative and quantitative aspects, equilibrium in acid-base systems, additional aspects of aqueous equilibria) and electrochemistry. This course provides an insight into the role of chemistry in industry and its role in the explanation of natural phenomena encountered in everyday life. Stoichiometry is reviewed.

Chemistry 0983 and Chemistry 0993 may be taken at the same time or in any order.

Chemistry 0983 and Chemistry 0993 are required for Grade 12 Chemistry equivalency.

English 11 is strongly recommended.
Instructional Strategies:
Chemistry 0993 uses a lecture based model. A significant amount of class time will be spent on hands-on activities, concept-development worksheets and problem solving. A minimum of four labs will be conducted and will relate to the core topics.

Course Learning Outcomes:
Students will meet the competencies as stated for ABE Provincial Level (Grade 12) Chemistry located in the current Articulation Handbook, http://www.aved.gov.bc.ca/abe/docs/handbook.pdf

Program Learning Outcomes:
N/A
Learning Environment/Type  (Select all that are used within the course)

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</tr>
</tbody>
</table>

Enter Total Hours  90

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:

Safety Measures in a Laboratory Environment
Chemical Equilibria
Additional Aspects of Aqueous Equilibria
Electrochemistry

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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): |
DECISION NOTE

4 May 2015

PREPARED FOR: Education Council

ISSUE: Updated Course Outlines and new Course Numbers for ENGL 1127 and 1229

BACKGROUND:
This proposal, presented by Elle Ting, presents rewritten, updated Course Outlines and proposes changing the course numbers to ENGL 1100 and 1200. A curriculum Change Chart has not been included in the package as the course outlines have been so substantially rewritten.

DISCUSSION:
The committee requested small corrections on the course outlines plus the addition of the Engineering Certificate to the list of applicable programs under Program Learning Outcomes.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve the updated Course Outlines and new Course Numbers for ENGL 1127 and 1229.

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.

<table>
<thead>
<tr>
<th>Curriculum Developer: Elle Ting</th>
<th>Title: Department leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Centre: School of Access</td>
<td>Department: College Foundations-Humanities</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:eting@vcc.ca">eting@vcc.ca</a></td>
<td>Phone/Ext.: 7289</td>
</tr>
</tbody>
</table>

**A) DOCUMENTATION (select all that apply)**

- ☐ Program Content Guide
  
  Program Name(s): ____________________________________________

  Anticipated Start Date:

- ☒ Course name and number: University Transfer English Part 1 (ENGL 1100) Credits: 3

  *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
Curriculum Control Sheet

☐ Revision to Course Outline(s)
☐ 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: ____________________________________________________________

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?

Although this UT English course has been offered at VCC for twelve years, it has not had its outline updated since early 2004: the age of this documentation has created difficulties for us and our students when it comes to establishing new articulation agreements and applying for W designation at SFU. Those of us in the College Foundations-Humanities department who are teaching this course have collectively revised and enhanced the existing documentation to include improvements to the course description, including prerequisites that differentiate our UT English from those delivered in CPE (ENGL 1101/1102) and improve student access (lowered English 12 threshold, more in-house options), revised outcomes that include reference to new media, updated course description that allows us to move away from texts that have since gone out-of-print. Towards developing this new document, the other UT instructors and I have consulted the Associate Registrar, Stephen Salem, and Instructional Associate Garth Manning. We do not expect to incur any additional costs as a result of completing this new documentation.
Curriculum Development and Approval
Pilot Project November 2014 to June 2015  3 of 4

Curriculum Control Sheet

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.

   Susie Findlay ___________ signed via email ___________ April 9, 2015
   Print Name Signature Date

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 ___________ signed via email ___________ April 10, 2015
   Print Name Signature Date

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.

   Elle Ting ___________ ___________ ___________ March 11, 2015
   Print Name Signature Date

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.

   David Wells ___________ signed via email ___________ April 13, 2015
   Print Name Signature Date
Curriculum Control Sheet

*** FOR EDUCATION COUNCIL OFFICE USE ***

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</table>
Course Name: University Transfer English 1

Department Head/Coordinator: Elle Ting

Effective Date: May 2015

School or Centre: School of Arts and Science

Department: College Foundations-Humanities

Course History: 1st Year Post-secondary

Replacement Course

Name of Replacing Course (if applicable): English 1127

Course Number: ENGL 1100

Number of Credits: 3.0

Course Pre-requisites (if applicable):

English 12 with a final grade of C+ *and* ENSK 0902 with a final grade of B,

or

English 0981/0991 with a final grade of B+

or

No

Yes (details below):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No ☐ Yes (details below):

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

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<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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<tr>
<td>Letter Grades</td>
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<td>C-</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>
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<tbody>
<tr>
<td></td>
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<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
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<tr>
<td>Quizzes/Tests</td>
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<td>Grammar test, summary</td>
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<td>Other</td>
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<td>In-class essays</td>
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<td>Literary analysis essay</td>
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<td>Research essay and MLA documentation</td>
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</tr>
<tr>
<td>Participation</td>
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**Total 100**

### Learning Environment/Type

*Select all that are used within the course*

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

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

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 Outline, 30 May 2014 - http://cid.vcc.ca/p2-cd/curriccomm.html
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: ___ Elle Ting _______
Title: ___ Department leader ______
School/Centre: ___ School of Access _______
Department: ___ College Foundations-Humanities ______
E-mail: ___ eting@vcc.ca _______
Phone/Ext.: ___ 7289 _______

A) DOCUMENTATION (select all that apply)

☐ Program Content Guide
Program Name(s): __________________________
Anticipated Start Date:

☒ Course name and number: __University Transfer English Part 2 (ENGL 1200)___ Credits: __3.0____
   *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
Curriculum Control Sheet

☐ Revision to Course Outline(s)
☐ 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: __________________________________________________________

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?

Although this UT English course has been offered at VCC for twelve years, it has not had its outline updated since early 2004: the age of this documentation has created difficulties for us and our students when it comes to establishing new articulation agreements and applying for W designation at SFU. Those of us in the College Foundations-Humanities department who are teaching this course have collectively revised and enhanced the existing documentation to include improvements to the course description, including prerequisites that differentiate our UT English from those delivered in CPE (ENGL 1101/1102), revised outcomes that include reference to new media, and an updated course description that allows us to move away from texts that have since gone out-of-print. Towards developing this new document, the other UT instructors and I have consulted the Associate Registrar, Stephen Salem, and Instructional Associate Garth Manning. We do not expect to incur any additional costs as a result of completing this new documentation.
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.

   ____________  ____________  ____________
   Print Name    Signature      Date
   Susie Findlay signed via email April 9, 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.

   ____________  ____________  ____________
   Print Name    Signature      Date
   Stephen Salem signed via email April 10, 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.

   ____________  ____________  ____________
   Print Name    Signature      Date
   Elle Ting     ____________

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.

   ____________  ____________  ____________
   Print Name    Signature      Date
   David Wells signed via email April 13, 2015
Curriculum Control Sheet

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Course Name: University Transfer English 2

Department Head/Coordinator: Elle Ting
Effective Date: May 2015

School or Centre: School of Arts and Science
Department: College Foundations-Humanities

Course History: Replacement Course
Name of Replacing Course (if applicable): English 1229
Year of Study: 1st Year Post-secondary

Course Number: ENGL 1200
Number of Credits: 3.0

Course Pre-requisites (if applicable):
Successful completion (minimum grade of C-) of English 1127 or articulated equivalent

Course Co-requisites (if applicable):

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

Course Description:
This literature survey course introduces students to major literary forms: poetry, drama, and novels.
### Instructional Strategies:
The course uses a combination of lectures, multimedia presentations, group work, class discussion, and library research.

### Course Learning Outcomes:
At the end of this course, students should be able to
- Analyze three major genres of literature (drama, novel, poetry) in essay form using appropriate language and rhetorical patterns as well as accurate, specific, and sufficient supporting material for an academic audience and purpose
- Develop independent, informed literary analysis
- Write literary essays under time restrictions
- Use literary terminology appropriately
- Understand generic conventions
- Clearly analyze and explain literature
- Utilize concepts and vocabulary drawn from critical and literary theory
- Refer to context (authorial, historical, cultural) in analyses
- Deliver oral presentations that feature clear and rigorously researched material
- Demonstrate mastery of research skills and MLA documentation
- Contribute to group discussions that focus on the analysis of texts

### 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 Engineering Certificate
- University Transfer Pathway to Health Sciences Certificate
- University Transfer Science Certificate
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<td>Group presentations</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.
Course Topics and Sequence Covered:

• Poetry: terminology, themes, analysis/explication (much of this material sets up for the study of other major genres)
• Critical theory
• Drama
• Research and MLA documentation review: annotated bibliography and research analysis
• Novel

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
I, David Branter, Chair of the Curriculum Committee of Vancouver Community College (“VCC”) certify that the following resolution was duly passed by the Curriculum Committee at a meeting held on January 20th, 2015.

RESOLVED THAT
Curriculum Committee approved changes to course names and numbers for the Medical Office Assistant Certificate and the Medical Transcriptionist Certificate.

RESOLVED THAT
Curriculum Committee approved the regrouping of courses for the Culinary Arts Diploma (International Cohort) into four (4) terms.

Dated: January 20, 2015

David Branter, Chair
VCC Curriculum Committee
I, David Branter, Chair of the Curriculum Committee of Vancouver Community College ("VCC") certify that the following resolutions were duly passed by the Curriculum Committee at a meeting held on February 17, 2014.

RESOLVED THAT
Curriculum Committee approved the regrouping of courses for the Automotive Service Technician Program (International Cohort) into four (4) terms.

RESOLVED THAT
Curriculum Committee approved changes to Access to Practical Nursing and Practical Nursing to reflect new Standards of Practice Framework provided by the College of Licensed Practical Nurses of BC.

Dated: February 17, 2015

David Branter, Chair
VCC Curriculum Committee
I, David Branter, Chair of the Curriculum Committee of Vancouver Community College (“VCC”) certify that the following resolutions were duly passed by the Curriculum Committee at a meeting held on March 17, 2015.

RESOLVED THAT
Curriculum Committee recommends that Education Council approve changes to UT Engineering Certificate.

RESOLVED THAT
Curriculum Committee recommends that Education Council approve changes to Math 1020.

RESOLVED THAT
Curriculum Committee approved the name change of ABE Provincial English to include English 12.

Dated: March 17, 2015

David Branter, Chair
VCC Curriculum Committee
INFORMATION NOTE

PREPARED FOR: Board of Governors

ISSUE: Report from Education Council

Enrolment Plan:
The 2015/16 Enrolment Plan was presented by Judith McGillivray, the Vice President Academic (pro tem), at Education Council’s April meeting. Three points were discussed:

- There is a significant increase in the target for international students; are there appropriate student support services available for these students? President Nunoda responded that the corresponding increase in international student fees would fund any increase needed in services.

- The downward trend in Continuing Studies enrolment over the past few years was discussed. President Nunoda and Interim Dean Michael Yue both spoke of the need for strategic reinvestment in new and revised programs to renew the area.

- Will the planned 89 percent utilization rate potentially impact provincial funding? President Nunoda does not believe there will be a correlation between funding and utilization.

Education Council recommends the Board of Governors approve the 2015/16 Enrolment Plan.

Attendance Provision in the Education Council Bylaws:
At the April 2015 meeting, Education Council approved the addition of an attendance provision to the Bylaws. Section 9.1 was re-named “Voting Members” instead of “Elected Members,” and the following clause was added: “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.”

This change was initiated after the College’s Elections Committee requested the addition of an attendance requirement. Over the last several years, similar concerns about members missing multiple meetings have been raised informally with both the current and past chairs. A review of bylaws at other Education Councils found no consistent practice but many have similar clauses in their bylaws.

Ad Hoc Committee on Setting Educational Priorities:
This ad hoc Committee continues to discuss how Education Council can best fulfill its advisory role in relation to Article 23(1)(a) and (d) of the College & Institute Act, around the development of educational policy for the mission statement and the educational goals, objectives, strategies and priorities of the institution, as well as priorities for implementation of new programs and courses leading to certificates, diplomas or degrees.

The Committee is reviewing a draft policy around this advisory role that can establish a meaningful process for Education Council to provide advice to the Board of Governors around educational priorities,
and provide greater clarity on how the jurisdictions of the two governance bodies interact and overlap. The discussions have been productive.

Summary of Curriculum Approvals: Education Council and Curriculum Committee approved the following curriculum from March to April 2015.

**Education Council:**
- Education Council approved the changes to the First Year University Transfer Engineering Certificate.
- Education Council approved the changes to course pre-requisites for Math 1020.
- Education Council approved the three new non-credit courses for Practical Nursing and Access to Practical Nursing.

**Curriculum Committee:**
- Curriculum Committee approved the name change of ABE Provincial English to include English 12.
- Curriculum Committee approved changes to four chemistry courses – Chemistry 11 Part 1 (CHEM 0861), Chemistry 11 Part 2 (CHEM 0871), Chemistry 12 Part 1 (CHEM 0983), and Chemistry 12 Part 2 (CHEM 0993).

Prepared by: Todd Rowlatt  
Chair, Education Council

Date: April 21, 2015